Senior School
Years 11-12

SACE / VET
Subject Description Handbook

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STAGE 1 DRAMA
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

Telling stories and representing our humanity to each other are basic human activities. They are the essence of drama.

Students learn by participating in creative problem solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, work-shopping, and improvising solutions; as well as presenting their product or performance.

Students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self-esteem and confidence. They also have opportunities to improve their skills in experimentation, communication, self-discipline, collaboration, teamwork and leadership. Students learn to acknowledge and respect diversity and different perspectives on the world.

Drama is a dynamic, collaborative process stemming from experimentation that involves intuition and analysis.

Students analyse texts and other materials, performances and their own learning. Drama enables students to acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works.

Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in the validity of their own ideas.

Content

Stage 1 Drama may be taken as a 10-credit subject or a 20-credit subject.

For both a 10-credit subject and a 20-credit subject, teachers develop a teaching and learning program based on the following three areas of study:

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

Presentation of Dramatic Works

Students participate in the planning, rehearsal and performance of a collaborative dramatic work. This area of study is intended to provide students with an overview of the process of creating and presenting a dramatic work with other people.

Students adopt the role of an on-stage or off-stage practitioner to develop performance works that are presented to an audience (e.g. peers, other 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.

Students review and evaluate the processes and outcomes of a group dramatic presentation.

Dramatic Theory and Practice

Students explore the ways in which theories and practices have shaped, and continue to shape, drama. Through written, oral and practical tasks, students deepen and personalise their understanding of the topics covered.
Individual Investigation and Presentation

Students choose and investigate an area of study in the dramatic arts that is of interest to them. They investigate, research, develop, and demonstrate their understanding of an area of interest by creating a product (e.g. a performance, a design brief) for a real or hypothetical presentation.

In this area of study, students learn to discuss, analyse and reflect on dramatic elements in their own work and/or the work of other people. They explore the ways in which theatre styles enhance the relationship of text–actor–audience, from the perspective of writer, director, designer or technician.

STAGE 2 DRAMA
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description
Telling stories and representing our humanity to each other are basic human activities. They are the essence of drama. Students learn by participating in creative problem-solving; generating, analysing and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping and improvising solutions; as well as presenting their product or performance.

Students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self-esteem and confidence. They also have opportunities to improve their skills in experimentation, communication, self-discipline, collaboration, teamwork and leadership. Students learn to acknowledge and respect diversity and different perspectives on the world.

Drama is a dynamic, collaborative process, stemming from experimentation that involves intuition and analysis. Students analyse texts and other materials, performances and their own learning. Drama enables students to acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works.

Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in the validity of their own ideas.

Drama involves working collaboratively to manipulate words and images to create meaning that is shared with an audience. The exploration of drama through participating, viewing and critiquing is an important part of the process of achieving an artistic and socially and culturally relevant production. It provides the context
through which students may gain insights into the world in which they live, while reflecting on their own lives. Drama is used to express shared beliefs, record experiences, present concepts and explore opinions and feelings. It encompasses historical, cultural and community diversity, while informing and nourishing empathy and humanity.

The study of Drama allows students the opportunity to explore a range of world theatre traditions, including contemporary and Indigenous Australian theatre, as well as theatrical work from diverse cultural and community groups. It allows students to examine drama in the social, political, cultural and economic life of local and global communities, in the past and present and to consider its possible role in the future.

Content

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

• Group Analysis and Creative Interpretation
• Review and Reflection
• Interpretative Study
• Presentation of Dramatic Works.

Group Analysis and Creative Interpretation

In this area of study, students work in groups to analyse a play-script or the work of a dramatic innovator and devise creative interpretations of these works in practical and collaborative ways to create a Group Presentation.

Students adopt an off-stage or on-stage role, developing a group dramatic work that is presented to an audience. Students investigate, develop, and draw together the knowledge, skills, language and expertise necessary to engage with their audience through their practitioners’ role(s).

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.

Students have the opportunity to review, analyse, and evaluate their own learning and involvement in the dramatic performance or presentation (group or individual).

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 a 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.

Presentation of Dramatic Works

For a 20-credit subject, students undertake: either

• a group performance or a related off-stage presentation
or
• an individual performance or presentation.

Within the study of the performance or presentation, students explore dramatic elements, social issues, genres and important events in the history of drama.

Group Performance or Related Off-stage Presentation

The group performance or related presentation gives students the opportunity to work with others, participating in the planning, rehearsal and performance of a dramatic work. It is intended to provide students with an overview of
the process of creating and presenting a dramatic work with other people.

Students adopt the role of a practitioner in developing a performance work that is presented to an audience of peers, other classes or schools, parents or the wider community. The product takes the form of a collaborative group production that involves two or more students. Students investigate, develop and draw together the knowledge, skills, language and expertise necessary to engage with the audience through a practitioner’s role.

Students extend their understanding of the rehearsal and performance process and ways of developing self-confidence and an ability to work with and understand the views of other people. The creative process is fostered and developed through continuous self-evaluation of work, as well as reflection on the work of other students in the class.

**Individual Performance or Presentation**

The individual performance or presentation allows students to investigate and develop knowledge and skills in a chosen area or areas of specialisation within the dramatic arts. Determining the content and processes for the individual performance or presentation involves a high degree of creativity and individual decision-making.

An analysis of a student’s cultural background, dramatic ability, prior knowledge and experience may be a successful starting point for this process. Through their involvement in investigation, development and presentation, students have the opportunity to consider and engage with differing views.

Students adopt the role of a practitioner in developing a performance work that is presented to an audience of peers, other classes or schools, parents or the wider community. The product takes the form of an individual performance or presentation. Students investigate, develop, and draw together the knowledge, skills, language, and expertise necessary to engage with the audience through a practitioner’s role.

Students extend their understanding of the rehearsal and performance process and ways of developing self-confidence, independent learning skills and an ability to understand the views of other people. The creative process is fostered and developed through continuous self-evaluation of work, as well as reflection on the work of others.
STAGE 1 MUSIC
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

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.

Students engage in some of the following activities, which should be selected according to the needs and interests of students, and the nature of the school program.

Content

Composing, Arranging, Transcribing, Improvising

- Arranging a work or section of a work in one or more styles
- Performing and evaluating a work in progress
- Exploring alternative ways of developing ideas
- Evaluating and redrafting work
- Composing, arranging, or improvising a work or section of a work
- Creating freely or responding to a non-musical stimulus
- Transcribing a section of a work

Performing

- Practising individually or with others
- Performing publicly as a soloist or in an ensemble
- Exploring a variety of ways of interpreting the music, and choosing the one that seems most appropriate
- Listening to live or recorded performances by advanced performers or professional musicians

- Critically appraising a professional performance
- Discussing and appraising performances, either orally or in writing
- Participating in concert practice and being constructively critical of the performances of self and others
- Reflecting on, and critically appraising, their own performances

Music Technology

- Setting up and tuning the public address system in rehearsals and completing sound checks
- Operating the sound desk and audio mixing for performances
- Recording and critically appraising their own developing work
- Using technology to make recordings, create backing tracks, and/or create original works
- Using music technology as a performance instrument

Music in Contexts

- Listening to selected musical examples with scores or charts as appropriate
- Discussing orally or in writing the structure, composition techniques, style and historical, social, and cultural contexts of a work
- Undertaking detailed analysis
- Attending live performances, and discussing critical and aesthetic responses
- Researching the non-musical influences on a composer
- Presenting research to the class in written, audio and/or visual format
- Developing Theory and Aural Skills
- Listening to, singing/playing or notating examples
- Studying theoretical concepts in musical contexts
- Sight-reading or sight-singing ensemble parts, simple solo pieces, or selected score-reading excerpts
- Developing musical memory and discrimination by imitating examples, playing by ear
Subject Descriptions

Arts

- Identifying rhythmic, melodic and harmonic patterns

Completing theoretical exercises

- These learning activities can facilitate studies in a diverse range of musical traditions

STAGE 2 MUSIC
LENGTH: Two Semesters
CREDIT POINTS: 10/20

Subject Description

Stage 2 Music Experience Course is designed for students who have at least three years of development on their chosen instrument and have completed SACE Stage 1 Music.

Students engage in some of the following activities which should be selected according to the needs and interests of students and the nature of the school program.

Content

Individual Study, Ensemble Performance, Solo Performance, Special Study and Music in Contexts

- Present a repertoire of contrasting works or an extended work with a number of contrasting sections for instrument or voice
- Students study a range of works that allows them to demonstrate musicianship and technical proficiency
- They will prepare and present three public performances, which covers a minimum of 20 minutes of repertoire. In the ensemble, students perform a first public performance of a minimum of one-quarter, and maximum of half of their repertoire for the subject, and a second public performance of half to three-quarters of their repertoire

For each assessment type, students provide evidence of their learning in relation to accuracy, technique and musicianship.

Performing

- Practicing individually or with others
- Performing publicly as a soloist or in an ensemble
- Exploring a variety of ways of interpreting the music and choosing the one that seems most appropriate
Subject Descriptions

Arts

- Listening to live or recorded performances by advanced performers or professional musicians

Students will prepare and present three public performances which covers a minimum of 20 minutes of repertoire. In the ensemble, students perform a first public performance of a minimum of one-quarter and maximum of half of their repertoire for the subject, and a second public performance of half to three-quarters of their repertoire.

- Discussing and appraising performances, either orally or in writing
- Participating in concert practice and being constructively critical of the performances of self and others
- Reflecting on and critically appraising their own performances.

Individual Study

The students will undertake an individual study on a topic of their choice. This may be an area in which they are interested or in which they have a particular talent.

They negotiate topics in discussion with the teacher. Topics include tutoring, music in the community, instrument construction, research into music and culture, and experience in the music industry. Topics should be realistically achievable and appropriate to the resources available. With teacher support, students contact experts in relevant areas and negotiate times to consult with them where appropriate.

During the single lessons class the student will be guided in setting up their project, planning, record keeping, researching and reflecting, as well as being provided with time to complete their product.

Music in Contexts

- Students place examples of music by composers and/or bands in their stylistic, historical, and cultural context
- Students recognise stylistic features of the music
- Students investigate musical works and use analytical skills to communicate findings
- Students read, understand, and write about musical elements of a score, transcription, chart, or recording of a musical work
- Students explore and discuss aspects of music, including style, era, genre, cultural function, and performance practice.

Core Topics

Teachers select two core topics for study from the following list

- Topic 1 - Bach: Music and Patronage
- Topic 2 - Beethoven: Music Finds Its Voice
- Topic 3 - Schubert: The Romantic Voice
- Topic 4 - Stravinsky: A New Musical Direction
- Topic 5 - Contemporary Australian Indigenous Music
- Topic 6 - The Blues: Of Sadness and Joy
- Topic 7 - Duke Ellington: Pianist, Composer, and Bandleader
- Topic 8 - Miles Davis: Jazz Comes of Age
- Topic 9 - The Beatles and the Beach Boys: Soundtracks of a Generation

Each topic comprises the study of one or more set works in their stylistic, historical, and cultural context, and an analysis of the work or works, using a score, transcription, chart, and/or recording.

Students communicate their knowledge, understanding, and appreciation of musical style in writing.

The study of the set works requires students to:
Subject Descriptions

Arts

- Discuss music in its stylistic, historical and cultural context
- Identify and examine compositional features and stylistic aspects, such as melody, harmony / tonality, rhythm / metre, timbre / instrumentation / dynamics, texture and form
- Use appropriate musical terminology
- read musical scores / transcriptions / charts
- Discussing orally or in writing the structure, composition techniques, style and historical, social and cultural contexts of a work
- Undertaking detailed analysis
- Attending live performances and discussing critical and aesthetic responses
- Researching the non-musical influences on a composer
- Presenting research to the class in written, audio and/or visual format.

Part B: School-developed Topic

The school develops one topic for the class, which must be approved by the SACE Board. See the operational information on the Music in Context subject page of the SACE website (www.sace.sa.edu.au) for details.

A school-developed topic consists of one or more works, which must be different from those studied in the core topic. A work may be either a single movement or a group of shorter pieces. The total work or works should be approximately 10 to 15 minutes long. The study of each work requires the use of scores or charts and recordings.

Students undertake an assessment of their aural recognition and written response skills based on the school-developed topic. The proposed skills assessment must be approved by the SACE Board. See the operational information on the Music in Context subject page of the SACE website (www.sace.sa.edu.au) for details.

Possible topics are listed below. Other school-developed topics may be chosen:

- Contemporary Australian Indigenous Music
- Dance Music
- Late Romantic Keyboard Music
- Minimalism
- Music of the Digital Age
- Music for Film, Games or Advertising
- 1970s Progressive Rock
- Opera
- Post war Avant-garde
- Punk and Grunge Music
- Ragtime, Stride and Boogie-woogie
- Traditional Australian Indigenous Music
- Work Songs.

Students analyse the following aspects of music from stylistic and historical perspectives: melody; harmony / tonality; rhythm / metre; timbre / instrumentation / dynamics; texture; form; compositional features used; underlying ethos.

Students communicate their knowledge, understanding and appreciation of musical style through aural recognition, the reading / analysis of scores / transcriptions or charts and the use of appropriate musical terminology.
STAGE 1 VISUAL ARTS
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis and exploration, experimentation with media and technique and resolution and production of practical work.

Visual Arts engages students in conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation and the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions.

An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences and represent these in visual form.

Content

Through the initiation and development of ideas, problem-solving, experimentation and investigation in a diversity of media, processes and techniques, students demonstrate a range of technical skills and aesthetic qualities.

By analysing other practitioners’ works of art or design, students gain knowledge and understanding of their styles, concepts, content, forms and conventions, and learn to respond to these works in informed ways. A range of approaches to the interpretation of works of art or design from different cultures and contexts is used to explore the messages and meanings that these works communicate.

Of particular interest in this subject are past and present influences that impact on the visual arts: local and global events, social and political values, different perspectives provided by the diversity of cultural groups, and the styles, aesthetic value, and philosophies of individuals and groups of practitioners of particular times and places.

Topics

Visual thinking for the practical.

(Folio)
The folio documents the student’s visual learning and supports their resolved visual artwork. Each student undertakes:

A series of introductory exercises to develop idea generation on the topic of NATURE. Experimentation and problem-solving is encouraged.

Research and analysis of paintings from THREE different painters to deconstruct these art works and study their aesthetic qualities.

The student works towards a final resolved practical suite of one or two paintings by brainstorming ideas, drawing and experimenting with colour, technique and composition.

Twenty A3 sheets (or equivalent) of visual and written and/or oral evidence to support one practical work, a suite of paintings.

(Practical)
Resolved Art Work – A suite of one or two paintings in oil paints, Practitioner’s Statement – The student completes an accompanying comment on influences,
methods of communicating and expression; included is a focused and coherent evaluation of their work. The size and number of pieces is to be negotiated with the teacher.

A written Practitioner’s Statement of a maximum of 250 words for one resolved practical.

(Visual study)
Oil Painting – Each student undertakes a series of directed Painting exercises as an introduction to understanding the qualities and properties of oil paints.

They research and analyse the artwork of five artists representing different artistic movements and eras, cultures and contexts. In this task the student uses appropriate terminologies and language to respond to these artists and art works.

The student completes more experimentation based on ideas from the five artists studied.

10 to 12 A3 sheets of practical study. Supporting material to a maximum of 500 written words.

STAGE 2 VISUAL ARTS
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis and exploration, experimentation with media and technique and resolution and production of practical work.

Visual Arts engages students in conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions.

An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences and represent these in visual form.

Content

Through the initiation and development of ideas, problem-solving, experimentation and investigation in a diversity of media, processes and techniques, students demonstrate a range of technical skills and aesthetic qualities.

By analysing other practitioners’ works of art or design, students gain knowledge and understanding of their styles, concepts, content, forms and conventions and learn to respond to these works in informed ways. A range of approaches to the interpretation of works of art or design from different cultures
and contexts is used to explore the messages and meanings that these works communicate.

Of particular interest in this subject are past and present influences that impact on the visual arts: local and global events, social and political values, different perspectives provided by the diversity of cultural groups and the styles, aesthetic values, and philosophies of individuals and groups of practitioners of particular times and places.

**Topics**

**Visual thinking for the practical.**

**Folio**
The folio documents the student’s visual learning and supports their resolved visual artwork.

Each student undertakes:

A series of introductory exercises to develop idea generation on the topic of their choice. Experimentation and problem-solving is encouraged.

Research and analysis of paintings from various artists is encouraged to deconstruct their art works and study aesthetic qualities.

The student works towards a final resolved practical, a suite or individual artwork by brainstorming ideas, drawing and experimenting with colour, technique and composition.

60, A3 pages in total for a 20 point subject (or equivalent) of visual and written and/or oral evidence to support one practical work.

**Practical**
Stage 2 requirements ask for 2 complete practical pieces for a 20 point subject.

Students may work in the medium and style of their choice which is supported by the FOLIO they have produced.

A Practitioner’s Statement – The student completes an accompanying comment on influences, methods of communicating and expression; included is a focused and coherent evaluation of their work. Size and number of pieces is negotiated with teacher.

A written Practitioner’s Statement of a maximum of 500 words for one resolved practical.

**Visual study**

Students must complete a study comprising of 20 A3 pages and a total of 2000 words on an area of the Visual Arts of their interest.

They research and analyse the artwork of artists, styles, techniques and influences. In this task the student uses appropriate terminologies and language.
Subject Description

In Stage 1 Business and Enterprise, students will be required to study the course’s Core Topic: Introduction to Business and Enterprise and will also have the opportunity to undertake four Option Topics:

- Employment Relations
- Global Business
- Marketing
- Business Management and Communication

There is a strong research aspect to the coursework which will facilitate students’ appreciation of the practical aspect of business management.

The theories, concepts and ideas that are covered in this course will all be applied to the Australian business world as students are required to produce a number of comprehensive and professionally presented reports that acquire data through researching and analysing businesses in the community.

Teamwork and independent study will both be encouraged in this course, with some assignments requiring students to work together to present their reports (which also has the option to be done as an oral or PowerPoint presentation), while others (such as the Current Issues Study) will require the student to work independently and engage in scholarly research.

Formative work, feedback and appraisal of student work will be carried out on a regular basis to ensure that students are conceptualising the course content and to maximise their opportunity to meet the subject’s objectives.

Throughout the course opportunities are continually provided for students to undertake assessment tasks that develop their skills, knowledge and understanding of business activity and to investigate, analyse and respond to current issues in the business environment.

Topics

Core Topic 1
- Introduction to Business and Enterprise

Core Topic 2
- Business and Enterprise in Practice

Option Topics
- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: The Enterprising Person
- Global Business
STAGE 2 BUSINESS AND ENTERPRISE
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

In Stage 2 Business and Enterprise, students will be required to study the course’s core topic: ‘The Business Environment’ and two option topics: ‘People, Business, and Work’, and ‘Business and Marketing’.

The program enables students to undertake an extensive study and analysis of the business environment, recognising that it is both complex and dynamic and has economic, ethical, social and environmental implications and consequences.

Furthermore, the interconnections between business, consumers, the government, the overseas sector (i.e. globalisation) and the ethics of business practice will be explicitly embedded within the program in order to ensure that students will be able to see that the business environment is a complex world in which there are a number of stakeholders and a wide range of issues that must be taken into account in order for commercial operations to be successful in both economic and social contexts.

Stage 2 Business and Enterprise provides students with the opportunity to undertake independent research (especially involving research of real life case studies of businesses in the community) wherein they will be able to see the practical application of the business theories that they are learning. This will significantly expand their understanding of business and the importance of the role of business in our community.

Throughout the course, students will be provided with opportunities to directly investigate the business world and present their findings in detailed and professionally presented research reports that use tables, diagrams and graphs. This level of independent, student-based quantitative and qualitative research is encapsulated in the 30% Report, wherein students will develop their own situational analysis based on an analysis and evaluation of data that they have collected.

Content

Core Topics

The Business Environment

Business in Australia

- The social and economic role of business (e.g. the provision of choice, resources, scarcity in the market economy, quality of life, wealth, employment, innovation, and entrepreneurship)
- The impact of government, households (consumers) and financial and international sectors on Australian businesses
- The nature of and trends in globalisation
- The nature and structure of business
- The classification of business by sector, size, industry and legal structure
- Forms of ownership such as incorporated or unincorporated, sole trader, partnership, cooperative, proprietary or public company, trust and statutory body — advantages, disadvantages and evaluation
- The legal requirements for the establishment of a business
- The marketing and sale of goods and services
- The Business Enterprise
- Reasons for establishing a business — its prime function and mission statement
- The business life cycle — establishment, growth, maturity and decline
• Types and purposes of business plans such as feasibility studies, situation analyses, strategic plans, full business plans and budgets
• Internal and external sources of finance available to business
• The social role of business such as ethical and moral responsibilities for the environment and, for internal and external stakeholders such as creditors and consumers
• Society, employees, employers and government.

Option Topics
• People, Business and Work
• Business and the Global Environment
• Business and Finance
• Business, Law and Government
• Business and Technology
• Business and Marketing.

STAGE 1 INFORMATION PROCESSING AND PUBLISHING
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20
AVAILABLE AT YEAR 10: 10 Credit Points

Subject Description

Information Processing and Publishing may be undertaken as a 10 credit subject or a 20 credit subject at Stage 1.

Information Processing and Publishing focuses on the use of technology to design and implement information-processing solutions. The subject emphasises the acquisition and development of practical skills in 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.

Students create both hard copy and electronic text-based publications and critically evaluate the development process. They choose and use appropriate hardware and software to process, manage and communicate information.

Students develop solutions to text-based problems in information processing and publishing, using imagination and creativity to make proposals and choices. They use the design process to apply problem-solving, critical-thinking and decision-making skills. They learn a variety of strategies for meeting identified needs. They generate, synthesise and realise ideas, using a wide range of techniques to communicate their thinking and design proposals.

Students are able to evaluate their progress by analysing and critiquing existing text-based publications. They question the principles used in design and the methods.
Business Enterprise and Technology

STAGE 2 INFORMATION PROCESSING AND PUBLISHING
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

Information Processing and Publishing focuses on the use of technology to design and implement information processing solutions. The subject emphasises the acquisition and development of practical skills in 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.

Students create both hard copy and electronic text-based publications and critically evaluate the development process. They choose and use appropriate hardware and software to process, manage, and communicate information.

Students develop solutions to text-based problems in information processing and publishing, using imagination and creativity to make proposals and choices. They use the design process to apply problem-solving, critical-thinking and decision-making skills. They learn a variety of strategies for meeting identified needs. They generate, synthesise and realise ideas, using a wide range of techniques to communicate their thinking and design proposals.

Students are able to evaluate their progress by analysing and critiquing existing text-based publications. They question the principles used in design and the methods used.

Content

Desktop Publishing
Electronic Publishing
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.

Students of Stage 2 Information Processing and Publishing use the design process in planning and undertaking communications tasks. The interaction between the methods of the design process and the content principally occurs through a focus on information and systems.

Information is knowledge that is stored and used in everyday life. The communication of information encompasses the use of visual and sound images as well as print, numerical and graphical representations. Central to the processing and publishing of information is the development of the skills and techniques needed to gather, input, sort, interpret, store, retrieve, manipulate and communicate effectively.

Systems in this subject outline are defined as combinations of human and physical resources that together achieve required outcomes. Systems can be simple or complex and involve the stages of input, process and outcomes.

**Topics**

**Desktop Publishing**

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.

Students use computer technology and apply the design process to develop and present desktop publishing solutions to design briefs. They apply the principles of design and page-layout (e.g. the use of fonts, text enhancement, graphics, white space and colour) in completing tasks. The tasks may require students to provide original composition, work from instructions and display provided material.

Tasks may include programs, leaflets, stationery, posters, brochures and advertising material.

Students consider the social, ethical and/or legal issues associated with publishing materials (e.g. security, health and safety, intellectual property and environmental concerns). They develop their knowledge and understanding of current computer hardware and software for publishing documents from the desktop. They learn efficient ways to manage computer hardware and software to complete publishing tasks and appreciate the complexity of file management in desktop publishing.

**Electronic Publishing**

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.

Students use computer technology and apply the design process to develop and present electronic publishing solutions to design briefs. They apply the principles of design and layout (e.g. the use of fonts, text enhancement, graphics, white space and colour) in completing tasks. The tasks may require students to develop original media material (working from instructions) or to display provided material.
They develop their knowledge and understanding of current computer hardware and software for publishing documents electronically. They learn efficient ways to manage computer hardware and software to complete publishing tasks.

They also learn to appreciate the complexity of file management in electronic publishing. They are aware of the availability of a range of hardware, software and media used in electronic publishing.

**STAGE 1 INFORMATION TECHNOLOGY**

**LENGTH:** One or Two Semesters  
**CREDIT POINTS:** 10/20

**Subject Description**

Information technology is a dynamic area characterised by frequent change. The use of information technology systems has changed how tasks and jobs are undertaken, creating new opportunities in many aspects of people’s lives.

By studying Information Technology, students have the opportunity to develop the knowledge, skills and attitudes required to be active, informed and self-reliant members of society who are able to both initiate and manage change.

The study of information technology systems allows students to critically analyse the limitations and consequences of present technologies and to consider the implications of potential technologies. Students develop the ability to critically analyse and reflect on issues related to the increased use of and dependence on computer-based systems in society and the ethics associated with these issues. They gain an understanding of the potential of information technology to support what people do today and what they will do in the future.

Students learn how a computer-based system comprises people, software and hardware and how to apply their knowledge and skills to a range of methods to collect and process data and transmit and produce information.

**Content**

The study of Information Technology involves the development of computer-based systems to solve problems.
Systems Development Life Cycle

A systems development life cycle is a problem-solving approach that students can use when creating computer-based solutions. The stages are rarely linear and many students find it useful to view systems development as more than a simple step by step process.

Designing

Students learn how to use their imagination and creativity to design a solution to an information technology problem.

Making

Students explore a range of information technology skills and techniques to create a system that can be tested and evaluated.

Evaluating

Students develop the ability to understand, analyse, critically respond to and evaluate systems and related issues. They analyse the impacts and consequences of the use of information technology systems. They critically evaluate the system against problem specifications.

Topics

Computer Systems

Students develop an understanding of computer concepts and develop accurate terminology that helps in the development of an information technology system and the communication of requirements.

Relational Databases

Students develop an understanding of database principles by constructing a relational database that stores data efficiently, minimises file size, reduces unnecessary data entry and has a user-friendly design for forms, reports and the finished layout.

Application Programming

Students develop an understanding of programming by constructing an application program that accepts input from and interacts with the user to produce outcomes.

Website Programming

Students develop an understanding of programming in a client-sided web environment by developing a system that allows a high level of interactivity through the input of data and resultant program outcomes.
STAGE 2 INFORMATION TECHNOLOGY
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

Information technology is a dynamic area characterised by frequent change. The use of information technology systems has changed how tasks and jobs are undertaken, creating new opportunities in many aspects of people’s lives. By studying Information Technology, students have the opportunity to develop the knowledge, skills and attitudes required to be active, informed and self-reliant members of society who are able to both initiate and manage change.

The study of information technology systems allows students to critically analyse the limitations and consequences of present technologies and to consider the implications of potential technologies. Students develop the ability to critically analyse and reflect on issues related to the increased use of and dependence on computer-based systems in society and the ethics associated with these issues. They gain an understanding of the potential of information technology to support what people do today and what they will do in the future.

Students learn how a computer-based system comprises people, software and hardware and how to apply their knowledge and skills to a range of methods to collect and process data and transmit and produce information.

Content

Systems Development Life Cycle

A systems development life cycle is a problem-solving approach that students can use when creating computer-based solutions. The stages are rarely linear and many students find it useful to view systems development as more than a simple step-by-step process.

Designing

Students learn how to use their imagination and creativity to design a solution to an information technology problem.

Making

Students explore a range of information technology skills and techniques to create a system that can be tested and evaluated.

Evaluating

Students develop the ability to understand, analyse, critically respond to and evaluate systems and related issues. They analyse the impacts and consequences of the use of information technology systems. They critically evaluate the system against problem specifications.

Topics

Information Systems

Students develop an understanding of an information system by considering how the elements interact and impact on society. The application of knowledge and concepts helps the developer to build a system that meets the needs of the user.

Computer and Communication Systems

Students develop an understanding of computer and communication systems concepts that underpin computer devices and how these concepts apply to networks.
Relational Databases

Students develop an understanding of database principles by constructing a relational database that stores data efficiently, minimises file size, reduces unnecessary data entry and has a user-friendly design for forms, reports and the finished layout.

Students use the problem-solving approach of the systems development life cycle to build a system.

Application Programming

Students develop an understanding of programming by constructing an application program that accepts input from and interacts with the user to produce outcomes.

They are required to design and write code that includes selection (branching), repetition (looping), function and arrays and has a user-friendly finished layout.

Students use the problem-solving approach of the systems development life cycle to build an application program.
STAGE 1 OR 2 WORKPLACE PRACTICES
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

For the purpose of this subject outline, ‘work’ is considered in its broadest sense and is defined as all field of paid and unpaid activity. ‘Workplace’ or ‘work-related context’ is defined as any environment in which an individual operates to produce a service and/or product.

There are three areas of study within Workplace Practices:

Industry and Work Knowledge and either or a combination of both:
Vocational Learning
Vocational Education and Training (VET).

Industry and Work Knowledge

Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts.

Vocational Learning

Vocational learning is general learning that has a vocational perspective. It includes any formal learning in a work-related context outside Australian Qualifications Framework (AQF) qualifications. Students undertake learning in the workplace to develop and reflect on their capabilities, interests, and aspirations and to reflect on the knowledge, skills, and attributes valued in the workplace.

Vocational Education and Training (VET)

VET includes any ‘training and assessment delivered by a registered training organisation which meets the requirements specified in national industry/enterprise Training Packages or in accredited courses’ (www.training.gov.au).

VET can contribute to Workplace Practices provided that it:

- appears on the National Register of Information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations at Training.gov.au (www.training.gov.au)
- is delivered and assessed by or under the auspices of a registered training organisation (RTO)
- is delivered and assessed in accordance with the VET Quality Framework
- is eligible for a Statement of Attainment from an RTO.

Content

Area of Study 1
Industry and Work Knowledge

This area of study enables students to develop knowledge and understanding of the nature, type, and structure of the workplace. It consists of the following five topics:

Topic 1: Future Trends in the World of Work

This topic examines students’ understanding and experience of work in their family and local community, among their peers, and in the wider community.
Subject Descriptions

Business Enterprise and Technology

Topic 2: The Value of Unpaid Work to Society

Topic 3: Workers’ Rights and Responsibilities

In this topic students gain knowledge of the legislation, policies, and practices that regulate work in contemporary industry and society.

Topic 4: Career Planning

The approach to career planning will build on and extend the students’ personal learning plans. Students consider and put into action the principles of risk management, contingency planning, mitigation, goal-setting, and decision-making.

Topic 5: Negotiated Topics

The teacher designs a topic or topics to suit the needs of particular students. The purpose of negotiated topics is to enable students to gain knowledge of issues particularly relevant to their working environments or aspirations.

Area of Study 2
Vocational Learning

Vocational learning includes any formal learning in a work-related context outside AQF qualifications and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning.

Vocational learning contributes to students’ evidence of learning for Assessment Type 2: Performance.

Vocational learning enables students to:
• gain an understanding of, and respond to, workplace practices and values
• develop a positive sense of self
• develop self-management skills

• develop generic work skills and work-related attributes and attitudes such as reliability, adaptability, initiative, enterprise, and teamwork
• develop industry-specific knowledge and vocational skills
• develop strategies for dealing with a range of expectations about the rights of employees and employers
• develop an appreciation of and apply safe work practices
• apply skills and techniques, and practise those that are newly acquired
• understand and gain access to procedures for redressing grievances (such as those related to harassment, unfair dismissal, and discrimination)
• investigate career opportunities in the industry.

Vocational learning may include, for example:
• casual or part-time employment
• student business, enterprise (actual or virtual), or project-based employment
• work experience, including work‐shadowing or observation
• worksite visits
• voluntary participation in a community organisation/project
• formal high-level training/performance programs (e.g. sporting or dance)
• events coordination or management
• the provision of primary caregiving or parenting.

Students focus on one aspect of vocational learning, but could combine more than one aspect in special circumstances.

All the vocational learning options listed above, with the exception of caregiving or parenting, should involve the student in environments beyond his or her immediate family.

When casual or part-time paid employment or voluntary participation in a community organisation is used for the Vocational...
Learning area of study, the employment may be either specifically arranged or based on an existing arrangement.

**Area of Study 3**

**VET**

VET includes any accredited training provided under the AQF by an RTO. VET can contribute to students’ evidence of learning for Assessment Type 2: Performance, provided that it:

- appears on the Training.gov.au website (www.training.gov.au)
- is delivered and assessed by or under the auspices of an RTO
- is delivered and assessed in accordance with the VET Quality Framework
- is eligible for a Statement of Attainment from an RTO.

VET units of competency selected for inclusion in teaching and learning programs are selected from the VET Quality Framework and should enable students to achieve, or work towards achieving, VET qualifications.

As determined by the AQF, RTOs are responsible for training, delivery, assessment, quality assurance, and record management procedures, and the issue of student records, Statements of Attainment, and VET qualifications.

A listing of RTOs, together with their scope of registration, is available on the Training.gov.au website (www.training.gov.au).

Schools that are not RTOs must enter into a partnership with RTOs for the delivery and assessment of VET.
STAGE 1 ENGLISH  
LENGTH: Two Semesters  
CREDIT POINTS: 20

Subject Description

English develops students’ confidence and competence in using the English language and in understanding how texts are constructed for particular purposes and audiences. The term ‘text’ is used to refer to either a written text or a film and the term ‘reader’ to a reader, a listener, or a viewer.

The study of English helps students to develop their personal and social identity through reading and composing texts. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts.

The study of English also involves exploring, responding to and composing texts in and for a range of, personal, social, cultural and workplace contexts. Some texts and contexts will be familiar to the student and some will be unfamiliar.

Content

The reading of a wide range of texts enables students to reflect on different perspectives on complex and at times, contentious issues. They understand that language choice is influenced by context and they use this understanding to communicate effectively in a range of situations. Students have opportunities to develop understanding and appreciation of the diversity of cultures including Indigenous cultures that make up Australian Society.

Students learn that texts and language are composed and read in many social and cultural situations. By exploring the structure and language of texts, students come to understand that although texts are constructed deliberately, an author may or may not be fully aware of the influence of his or her own background on the work produced. Students become aware of their role as reader in creating meaning. Processes such as deconstruction, critical analysis and imitation are useful in developing this understanding.

Students learn to recognise the conventions of different text types. Through their reading of texts students learn to recognise the extent to which the composer of a text follows the conventions of the text type and the effects of this on the reader, viewer or listener. Students use this knowledge in constructing their own texts.

The study of language and texts helps students to learn that social, cultural, political and economic values and relationships are embedded in language. Students can use this awareness in their choice of language when composing their own texts.

As composers of texts, students make considered choices about the language techniques they use to suit their purposes. Stylistic features of written, visual or oral texts, such as tone, mood, imagery, layout, nominalisation, analogies, juxtaposition, figurative language and choice of vocabulary, can all be critically examined for their relevance.

The grammatical features of the language used in texts should also be considered.

Although different forms of the English language are appropriate in different situations and for different purposes,
STAGE 2 ENGLISH COMMUNICATIONS

Length: Two Semesters
CREDIT POINTS: 20

Subject Description

English develops students’ confidence and competence in using the English language and in understanding how texts are constructed for particular purposes and audiences. The term ‘text’ is used to refer to either a written text or a film and the term ‘reader’ to a reader, a listener, or a viewer.

The study of English helps students to develop their personal and social identity through reading and composing texts. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts.

The study of English also involves exploring, responding to and composing texts in and for a range of, personal, social, cultural and workplace contexts. Some texts and contexts will be familiar to the student and some will be unfamiliar.

Content

In English Communications students read a range of educational, vocational and cultural texts. Students develop knowledge of sociocultural, political and situational influences on the construction and interpretation of texts. Their exposure to a range of perspectives on complex issues requires them to clarify and support their opinions and conclusions.

Students learn to recognise the conventions of different text types for different purposes, audiences and contexts. They use this learning in composing their own texts and in commenting on the texts they read.

Topics

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

- Assessment Type 1: Text Analysis
- Assessment Type 2: Text Production
- Assessment Type 3: Extended Study.

Students are expected to use Standard Australian English and accurate punctuation and spelling.
Students consider the powerful role that language plays in communication between individuals, groups, and organisations.

There is a focus on the ways in which language defines, shapes and reflects the relationships between people. Students come to appreciate that clear and effective writing and speaking should display a depth of understanding, engagement and imagination for a range of purposes, audiences and contexts.

Students also learn that the complex language demands of workplace, further study and personal development require them to constantly extend their range of language skills.

Through their reading of a wide range of texts students learn to recognise the extent to which the author of a text follows the conventions of the text type. They learn to recognize and evaluate ideas and concepts in literature, popular culture and media by detecting bias or the use of incorrect evidence.

Students also consider the many ways in which a text is interpreted by the reader, and use this knowledge when composing their own texts.

Reading a variety of texts helps students to develop an understanding of the diversity of cultures and perspectives including Indigenous, that make up Australian society. English Communications develops students’ literacy skills in a broad range of contexts, enabling them to accept increased responsibility for making decisions about their own learning in the negotiated parts of this subject.

Topics

- Assessment Type 1: Text Analysis
- Assessment Type 2: Text Production
- Assessment Type 3: Communication Study
- External Assessment
- Assessment Type 4: Folio
STAGE 2 ENGLISH PATHWAYS
Length: Two Semesters
CREDIT POINTS: 20

Subject Description

Through a study of English Pathways, students learn that language is both a vehicle of communication and a means of establishing social connections with other people. Students come to realise that language has practical, civic and creative purposes and is a key to social, economic and cultural participation.

Content

Students connect with other people in many ways using a variety of forms for different purposes. This connection is established by reading, viewing, composing, responding, listening and speaking. When students engage with texts they develop skills in locating, recording, analysing, synthesising and using knowledge that is relevant to the contexts within which they are working.

Through the connections they make, students use language skills to interact with other people and to solve problems.

Although different forms of the English language are appropriate in different situations and for different purposes, students are expected to use Standard Australian English and accurate punctuation and spelling.

Reading and Responding to Texts

Students explore a range of texts composed for different purposes and in various forms. This helps students to develop an understanding of how authors communicate, as well as to clarify their own beliefs and values, and to develop a sense of identity. Using the example of these texts, students compose texts of their own for different purposes and in various forms.

The reading of a wide range of texts enables students to reflect on different perspectives on complex and at times contentious, issues. Students have opportunities to develop understanding and appreciation of the diversity of cultures, including Indigenous cultures, that make up Australian society.

Students reflect critically on the ways in which texts are created for specific purposes and audiences. Students learn how texts and language are composed and read in social and cultural environments. The study of texts helps students to establish and maintain connections with people in different contexts.

A response to a text must make a direct link or reference to the text under consideration. Students should have the opportunity to choose from a variety of texts and ways of responding. Responses may be written, oral, visual or multimodal.

Producing Texts

Examining the links between language and the context or contexts in which texts are produced helps students to engage effectively with, and compose, a range of texts in familiar and unfamiliar contexts. Students learn to recognise the linguistic codes and conventions of different text types; to use these in producing their own texts and to comment on their effects in the texts they read.

It is essential for students’ engagement with the wider community that they develop a critical vocabulary with which to analyse broad, complex and challenging issues and solve problems.
Students explore a range of text types composed for different purposes and audiences.

Students have the opportunity to produce written, oral, visual and multimodal texts. For example, they might produce

- An advocacy website
- A written narrative
- A monologue as a character from a text
- Discussions of community issues
- A workplace text
- A report on a work placement
- An interactive narrative
- Writing that incorporates visual elements
- A PowerPoint display to educate a target group about a community issue
- A poem.

The form and media chosen for a text should be appropriate to the purpose, the audience and the context. Hearing-impaired students may use signing to supplement or replace oral performance.

Students learn that social, cultural, political and economic values are embedded in language. They can apply this understanding to their choice of language when composing their own texts.

Students use a range of language techniques to convey simple and complex thoughts and ideas.

**STAGE 1 ENGLISH AS A SECOND LANGUAGE A**

**LENGTH:** One Semester  
**CREDIT POINTS:** 10

**Subject Description**

Stage 1 English as a Second Language is based on responding to and composing, oral and written texts in a range of text types and situations. Students develop an understanding of how texts are constructed in different contexts for specific purposes and audiences, and of how language choice operates in different texts.

Texts studied range from the everyday and familiar to the more academic, depending on the skills, aspirations and interests of students. Students are supported through explicit modelling and construction of texts.

There are two areas of study in Stage 1 English as a Second Language A: text study and investigative study.

**Content**

**Text Study**

In the text study students explore a range of written, oral and visual texts constructed for different purposes and in a range of text types. The texts studied could include films, web pages, poetry, short stories, newspaper or magazine articles, documentaries, talks by guest speakers or news broadcasts. Students consider and discuss issues of relevance to them.

They develop a critical understanding of the relationship between language choices and context in a text. Strategies are developed to help students understand oral texts. As they listen for specific purposes, students develop listening skills and awareness of the differences between oral language and written language. A supportive environment
with a focus on aspects of language such as pronunciation, intonation, tone and manner enables students to grow in confidence and fluency when speaking.

Students practice ways of expressing their points of view on current issues and areas of personal interest and of substantiating their arguments. They develop interpersonal skills as they discuss issues and ask and answer questions in pairs, in groups, with the whole class and with their teacher. In this way they develop an appreciation of a diversity of attitudes and beliefs and increase their skills in participating in a range of situations.

Students also learn ways of entering and withdrawing from conversations. They increase their skills in communicating clearly as they convey information orally to other students and to their teacher.

In investigating the structure and language patterns of different text types, students develop an insight into the role of purpose in determining the organisation of a text and the role of tenor in determining the degree of formality of a text. Through these investigations students develop an understanding of some of the ways in which a formal text differs from an informal one.

In response to the texts and issues studied, students produce texts in various text types. They learn how to express information and ideas appropriately, persuasively and imaginatively in cohesive and coherent texts. Students draft and edit work in consultation with their teacher and in the process, increase their ability to evaluate their own writing.

**Investigative Study**

In the investigative study students research a topic of personal interest by moving beyond the classroom to interview one or more people of their choice. They develop their interpersonal skills as they conduct an interview. They learn to direct an interview by asking a variety of questions, including open-ended ones and to listen to the opinions and ideas of other people. They gain an understanding of the importance of making language choices according to the tenor of the context.

Students choose and investigate a topic related to the interview, using resources such as reference books and the Internet. This investigation should provide background or wider information about the topic of the interview. Students learn to find information and assess it for relevance to their chosen topic. Students develop skills in taking notes, and in synthesising ideas and information from diverse sources. This process develops students’ skills in learning how to learn and in working independently.

**Topics**

Learning in English as a Second Language A is achieved through a close study of topics selected from the following list:

- Topic 1: Information Reports
- Topic 2: Conducting Research
- Topic 3: Plagiarism
- Topic 4: Paraphrasing
- Topic 5: Outlines
- Topic 6: Paragraphs
- Topic 7: PowerPoint Presentations
- Topic 8: Interviews
- Topic 9: Transcripts
- Topic 10: Research Report
Stage 1 English as a Second Language is based on responding to and composing, oral and written texts in a range of text types and situations. Students develop an understanding of how texts are constructed in different contexts for specific purposes and audiences and of how language choice operates in different texts.

Texts studied range from the everyday and familiar to the more academic, depending on the skills, aspirations and interests of students. Students are supported through explicit modelling and construction of texts. There are two areas of study in Stage 1 English as a Second Language B: text study and communication study.

Content

Text Study

In the text study students explore a range of written, oral and visual texts, constructed for different purposes and in a range of text types. The texts studied could include films, web pages, poetry, short stories, newspaper or magazine articles, documentaries, talks by guest speakers or news broadcasts. Students consider and discuss issues of relevance to them.

They develop a critical understanding of the relationship between language choices and context in a text. Strategies are developed to help students to understand oral texts. As they listen for specific purposes, students develop listening skills and awareness of the differences between oral language and written language. A supportive environment with a focus on aspects of language such as pronunciation, intonation, tone and manner enables students to grow in confidence and fluency when speaking.

Students practice ways of expressing their points of view on current issues and areas of personal interest and of substantiating their arguments. They develop interpersonal skills as they discuss issues and ask and answer questions in pairs, in groups, with the whole class, and with their teacher. In this way they develop an appreciation of a diversity of attitudes and beliefs, and increase their skills in participating in a range of situations.

Students also learn ways of entering and withdrawing from conversations. They increase their skills in communicating clearly as they convey information orally to other students and to their teacher.

In investigating the structure and language patterns of different text types, students develop an insight into the role of purpose in determining the organisation of a text and the role of tenor in determining the degree of formality of a text. Through these investigations students develop an understanding of some of the ways in which a formal text differs from an informal one.

In response to the texts and issues studied, students produce texts in various text types. They learn how to express information and ideas appropriately, persuasively and imaginatively in cohesive and coherent texts.

Students draft and edit work in consultation with their teacher and, in the process, increase their ability to evaluate their own writing.
Communication Study

The focus of the communication study is on written and oral texts as they are used in contexts beyond the classroom and in particular, the use of texts to persuade, influence and instruct other people. Texts are critically analysed. In exploring language that is appropriate for a variety of contexts, students develop an understanding of how the situational and cultural contexts of a text shape language choice.

Students reflect on the purposes of the texts studied and the degree of technicality needed to construct the field appropriately. The roles and power relationships of speaker and listener, and writer and reader, which form aspects of the tenor (e.g. the degree of formality and the balance of speaking and writing in the text), should also be considered.

Texts to be used as models may be taken from the community and from students’ own experience, as well as from the more usual sources such as newspapers, television and the Internet. Students benefit from modelling and jointly constructing texts. They apply the understanding they have gained by producing their own written and oral texts, demonstrating their ability to use language for particular purposes.

Topics

Learning in English as a Second Language B is achieved through a close study of topics selected from the following list:

- Topic 1: Persuasive Writing
- Topic 2: Thesis
- Topic 3: Exploring Newspapers
- Topic 4: Letters to the Editor
- Topic 5: Debate
- Topic 6: Quotations and Referencing
- Topic 7: Persuasive Essay
- Topic 8: Oral Presentation
- Topic 9: Formal Letter Writing
- Topic 10: Photo Story Presentation
STAGE 1 FOOD AND HOSPITALITY
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

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 work independently 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.

Stage 1 Food and Hospitality may be undertaken as a 10 credit subject or a 20 credit subject.

Content

The food and hospitality industry is dynamic and changing. In Stage 1 Food and Hospitality, students examine some of the factors that influence people’s food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

There are five areas of study in Stage 1 Food and Hospitality, as described below:

Area of Study 1: Food, the Individual and the Family

Area of Study 2: Local and Global Issues in Food and Hospitality

Area of Study 3: Trends in Food and Culture

Area of Study 4: Food and Safety

Area of Study 5: Food and Hospitality Industry.

For a 10 credit subject, students should provide evidence of their learning through four assessments. Students undertake at least one assessment from each assessment type.

For a 20 credit subject, students should provide evidence of their learning through seven or eight assessments. Students undertake at least two assessments from each assessment type:

• Assessment Type 1: Practical Activity
• Assessment Type 2: Group Activity
• Assessment Type 3: Investigation.
STAGE 2 FOOD AND HOSPITALITY

LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

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 work independently 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.

Stage 2 Food and Hospitality may be undertaken as a 10 credit subject or a 20 credit subject.

Content

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural and technological factors at local, national and global levels.

Students develop relevant knowledge and skills as consumers and/or industry workers. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

There are five areas of study in Stage 2 Food and Hospitality, as described below.

Area of Study 1: Contemporary and Future Issues

Area of Study 2: Economic and Environmental Influences

Area of Study 3: Political and Legal Influences

Area of Study 4: Sociocultural Influences

Area of Study 5: Technological Influences

For a 10 credit subject, students should provide evidence of their learning through four assessments, including the external assessment component. Students undertake:

- Two practical activities
- One group activity
- One investigation.

For a 20 credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:

- At least four practical activities
- At least one group activity
- One investigation.
CERTIFICATE I HOSPITALITY (FOOD & BEVERAGE)
LENGTH: One Semester

SACE Stage 1
CREDIT POINTS: 15

Subject Description

Certificate I in Hospitality is a pre-vocational program which covers the skills and knowledge necessary to work within the hospitality industry. The program covers a range of food and beverage functions and client service activities, including health and safety, hygiene, food and beverage service and kitchen hand functions.

Students will acquire skills and knowledge in interpersonal communication and customer service, cultural awareness required for serving customers and working with colleagues from diverse backgrounds, including communicating effectively on the telephone.

Compulsory Units of competency

BSBWOR203B Work effectively with others (15 nominal hours)
SITHCCC101 Use food preparation equipment (25 nominal hours)
SITXFSA101 Use hygienic practices for food safety (15 nominal hours)
SITXWHS101 Participate in safe work practices (12 nominal hours)
SITXCCS1041 Provide information and assistance (20 nominal hours)
SITHFAB203 Prepare non alcoholic beverages (20 nominal hours)

SITXFIN201 Process financial transactions (25 nominal hours)
ITHCCC102 Prepare simple dishes (25 nominal hours)

Student Cost: $100.00
CERTIFICATE II HOSPITALITY (KITCHEN OPERATIONS)
LENGTH: Two Semesters

SACE Stage 1
CREDIT POINTS: 40

Subject Description
This qualification provides the basic skills and knowledge for an individual to be competent in routine tasks in the kitchen.

Work could be undertaken in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, cafes, cafeterias and coffee shops.

Compulsory Units of Competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others (15 nominal hours)</td>
</tr>
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<td>SITXWHS101</td>
<td>Participate in safe work practices (12 nominal hours)</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety (15 nominal hours)</td>
</tr>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable items (10 nominal hours)</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment (13 nominal hours)</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment (25 nominal hours)</td>
</tr>
<tr>
<td>SITHCCC203</td>
<td>Produce stocks, sauces and soups (35 nominal hours)</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery (45 nominal hours)</td>
</tr>
<tr>
<td>SITHCCC202</td>
<td>Produce appetisers and salads (25 nominal hours)</td>
</tr>
</tbody>
</table>

SITHCCC204 Prepare vegetables, fruit, egg and farinaceous dishes (45 nominal hours)
SITHCCC207 Use cookery skills effectively (50 nominal hours)
SITHCCC103 Prepare sandwiches (10 nominal hours)
SITHCCC306 Hand and serve cheese (5 nominal hours)

Cost
The cost of Certificate II in Hospitality (Kitchen Operations) is $309.00 including GST.

This consists of:

- A $100 Regional VET fee payable to your Home School
- $99 for a chefs uniform
- $110 for a basic knife kit.

Students need enclosed non-slip safety shoes and are required to purchase the uniform and knife kit prior to the course commencing. These can be purchased from:

Hospitality Attire
Regency Rd
Croydon Park

Telephone: 8340 4409
STAGE 1 GEOGRAPHY

LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places and environments. Students pose and seek answers to questions of what, where, who, why, how and when, and evaluate responses.

Geographers are concerned with describing places, identifying variations and similarities over the Earth's surface and explaining spatial associations.

The discipline of Geography deals with diverse environmental phenomena and human activities including; natural hazards, landforms, tourism, economic development, agriculture and urban planning.

Content

Students will develop specific geographical skills including:

- Acquiring geographical data and information
- Using and interpreting geographical data and information
- Inquiring and communicating geographical data and information.

These skills will be developed through the examination of four key themes:

Key Theme 1
Location and Distribution

This theme involves the spatial concepts of location and distribution. It develops students' geographical abilities for understanding, analysis, explanation and reflection in relation to local, national and global interdependencies.

Key Theme 2
Natural Environments at Risk

This theme develops and understanding of the four spheres of the natural environment (atmosphere, biosphere, hydrosphere and lithosphere) and how each of these is at risk from human activities.

Key Theme 3
People, Resources and Development

This theme, which develops an understanding of population and resources, focuses on human or built environments in those parts of the world where the survival of people is either at risk or continually challenged. The interplay of culture, economics, politics and other social considerations is critical to this theme.

Key Theme 4
Issues for Geographers

This theme involves an exploration of the geographical nature of some of the issues facing societies. Geographical concepts and skills are used to identify, organise and analyse these issues. Students clarify their value positions and are encouraged to make informed decisions to develop preferred outcomes. Underpinning the identification of preferred outcome are values associated with democratic process, social justice and ecological sustainability.
STAGE 1 HISTORY
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

Students of History have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present. History involves the investigation of human experience over time.

By studying past events, actions and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions.

By gaining historical perspectives, students are able to see change and continuity in a wider context.

Content

Students will investigate and study historical concepts and ideas. They will also explore social relationships and analyse how people in society treat each other. They will learn how and why events happened in the past and determine how they, as citizens in society, can influence the future. Students will question accepted historical narratives by researching and reviewing sources within a framework of inquiry and critical analysis.

Topics

• Change and continuity
• Power and its distribution
• The causes and resolution of conflicts; and rules and rulers
• The influence of individuals on decision-making
• The influence and control of governments over individuals
• Who and which institutions make rules and who interprets them
• Who enforces the rules and who resists them.
STAGE 2 Modern History
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

Students of History have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present.

History involves the investigation of human experience over time. By studying past events, actions and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons and draw conclusions.

History builds understanding through the investigation of historical concepts and ideas such as change and continuity; historical empathy; power and its distribution; the causes and resolution of conflicts and rules and rulers.

Students have the opportunity to explore social relationships; how people in society treat each other; the influence of individuals on decision-making; the influence and control of governments over individuals; who and which institutions make rules and who interprets them and who enforces the rules and who resists them.

By gaining historical perspectives, students are able to see change and continuity in a wider context. They develop an understanding of how and why events happened in the past and how they, as citizens in society, can influence the future.

The study of history provides students with an opportunity to question accepted historical narratives by researching and reviewing sources within a framework of inquiry and critical analysis.

Content

Stage 2 Modern History is a 20-credit subject that consists of:

- A thematic study
- A depth study
- An essay.

Students choose one topic from a choice of six for the thematic study and one topic from a choice of five for the depth study. The topic for inquiry for the essay may be developed from any of the eleven topics available for study in the subject, or from any other area of interest relevant to modern history since c. 1500.

Thematic Study

The thematic study requires students to undertake a critical analysis of a period, phenomenon or event. The analysis may involve comparison of people, ideas, and events within one or more case studies.

Topics

Students choose one of the following six topics for a thematic study:

- Topic 1: Pain and Gain: Modernisation and Society since c. 1700
- Topic 2: Intruders and Resisters: Imperialism and Its Impact since c. 1500
- Topic 3: Revolutions and Turmoil: Social and Political Upheavals since c. 1500
- Topic 4: A Sense of Belonging: Groups and Nations since c. 1500
- Topic 5: The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500
- Topic 6: Slaves, Serfs, and Emancipation: Forced Labour since c. 1500.
Each of these topics has four key areas for inquiry that provide the focus for a thematic study.

**Depth Study**

The depth study requires students to undertake an analysis that leads to an appreciable depth of involvement in the processes of historical inquiry; this is also known as depth-indiscipline analysis. Through this approach, students gain detailed knowledge of the topic under investigation.

Students choose one of the following five topics for a depth study:

- **Topic 7:** Public and Private Lives: A Social and Political History of Women since c. 1750
- **Topic 8:** The War to End All Wars: The First World War and Its Consequences, c. 1870–1929
- **Topic 9:** An Age of Catastrophes: Depression, Dictators, and the Second World War, c. 1929–45
- **Topic 10:** Post war Rivalries and Mentalities: Superpowers and Social Change since c. 1945
- **Topic 11:** Persecution and Hope: Power and Powerlessness in Society since c. 1500.

Each of these topics has four key areas for inquiry that provide the focus for a depth study of, for example, selected societies, events and periods.

**Essay**

The purpose of the essay is for each student to engage in the process of inquiry into a historical question of personal interest and to apply the concepts and skills of historical study.

Each student formulates a hypothesis and/or focusing question(s) in order to analyse an aspect of history and construct a reasoned historical argument supported by evidence from three sources.
STAGE 1 SOCIETY AND CULTURE
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

In Society and Culture, students explore and analyse the interactions of people, societies, cultures and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic and cultural factors. They investigate the ways in which people function in groups and communicate in and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change and to consider the consequences of a range of possible social actions.

Content

Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values and understanding that enable them to participate effectively in contemporary society.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies and issues; understand diversity within and across societies and extend their awareness of the connections between, and the interdependence of, societies and cultures.

Students use inquiry processes to explore concepts of society and culture in Australian (local and national) and global contexts. They choose and explore a range of primary and secondary sources and evaluate different viewpoints and perspectives. They learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Students develop their skills in collaborative and independent thinking and inquiry by investigating the causes and consequences of a broad range of social issues and actions. They communicate informed opinions in a range of ways.

Students have the opportunity to build intercultural understanding by exploring the history, knowledge and contemporary cultures of different peoples.

Topics

Topics are chosen from the following list:

- A current social or cultural issue
- Forces for social change or continuity
- The media
- Popular culture
- Power and authority in society
- Prejudice and discrimination
- Lobby and advocacy groups and social change
- Wealth, work and status
- Relationships between societies and natural environments
- The social impact of environmentally sustainable practices and environmentally unsustainable practices
- Contemporary Aboriginal and Torres Strait Islander societies
- Societies in rural and urban Australia
- Cultures and subcultures in Australian society
- Australia’s relationships with the Asia–Pacific region
- The diversity of the Asia–Pacific region
- Refugee and migrant experiences and contributions
Subject Descriptions

Humanities and Social Sciences

- Australia’s global connections
- Australians as global citizens
- World-shaping phenomena
- Peace and conflict.

STAGE 2 SOCIETY AND CULTURE

LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic and cultural factors. They investigate the ways in which people function in groups and communicate in and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change and to consider the consequences of a range of possible social actions.

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Students develop their skills in collaborative and independent thinking and inquiry by investigating the causes and consequences of a broad range of social issues and actions. They communicate informed opinions in a range of ways.

Students have the opportunity to build intercultural understanding by exploring the history, knowledge and contemporary cultures of different peoples.

The social inquiry approach to learning forms the core of the study of Society and Culture.

Through the study of a topic, students develop skills in various approaches to and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods and with the ethical issues associated with them.

The choice of topics should reflect the variety of experiences, backgrounds and interests that students bring to their studies.

**Topics**

**Group 1 Topics: Culture**

- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World.

**Group 2 Topics: Contemporary Challenges**

- Social Ethics
- Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions

**Group 3 Topics: Global Issues**

- Globalisation
- A Question of Rights
- People and Power.
STAGE 1 TOURISM
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

In tourism, students develop an understanding of the nature of tourists, tourism and the tourism industry, and the complex economic, social, cultural and environmental impacts and interactions of tourism activity.

Students also develop an understanding of tourism from the perspectives of host, tourism operator and traveller. They investigate tourism locally, nationally and globally and learn that tourism, as the world’s largest industry, is more than an economic phenomenon.

Tourism has an impact, directly and indirectly on many aspects of people’s lives and on the environment. Student understanding of the sustainable management of tourism is central to this subject. Students consider the ever changing nature of tourism and how it responds to challenges, opportunities and realities such as globalisation, economic crises, security issues, environmental needs, world events and technological developments. Students explore tourism as a business and its impact on the economy.

Content

Students will examine a number of topics and themes in their study of tourism. A 10 credit subject consists of three topics and a 20 credit subject consists of six topics.

Themes

They dynamic nature of tourism will be examined by focusing on tourism trends,
STAGE 1 ITALIAN
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

The language to be studied and assessed is modern standard Italian. Italian belongs to the family of Romance languages and a great deal of terminology in science, technology, medicine, pharmacy and law derives from its Latin ancestor, while music draws directly from Italian.

Standard Italian is the language of Italy. Apart from being the language of everyday communication, it is the language of education, of all levels of government and of the mass media.

It is important to be aware of and acknowledge the role of regional dialects and their provincial variants. These dialects have often survived better in the communities outside Italy (albeit with local intrusions) than in Italy, where, because of the internal population shifts from the second half of the twentieth century and the influence of the mass media, the dialects are being eroded. However, in Italy dialects are now being re-valued and in some instances revived.

Like other languages, Italian is undergoing rapid changes, particularly in the spoken form. Some examples of this include:

- The more commonly accepted use of gli to replace loro and le
- The use of voi to replace the loro form in some formal situations
- The more frequently spoken form of the past definite in some geographical locations, particularly southern Italy
- The increasing use of the indicative instead of the subjunctive
- The increasing use of the present indicative instead of the future indicative
- The use of the present indicative in place of the conditional when making requests
- The disappearance of the capital letter to indicate polite form register, except in legal and diplomatic language
- Efforts to simplify and update bureaucratic language
- English words (e.g. computer, weekend, picnic, Internet, bestseller).

The formal and informal forms of address are important aspects of the language as they reflect the conventions of social relationships among Italian-speaking people.

Content

There are three prescribed themes:

- The Individual
- The Italian-speaking Communities
- The Changing World.

Topics

- Verbs
- Articles
- Nouns
- Adjectives
- Pronouns
- Prepositions
- Conjunctions
- Adverbs
- Numbers.
STAGE 2 ITALIAN
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

The language to be studied and assessed is modern standard Italian. Italian belongs to the family of Romance languages and a great deal of terminology in science, technology, medicine, pharmacy and law derives from its Latin ancestor, while music draws directly from Italian.

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Topics

- Verbs
- Articles
- Nouns
- Adjectives
- Pronouns
- Prepositions
- Conjunctions
- Adverbs
- Numbers.
STAGE 1 MODERN GREEK
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills to:

1. Interact with others to exchange information, ideas, opinions and experiences in Modern Greek
2. Create texts in Modern Greek to express information, feelings, ideas and opinions
3. Analyse texts that are in Modern Greek to interpret meaning
4. Examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Content

Stage 1 Modern Greek at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture and identity.

Topics

There are three prescribed themes:

- The Individual
- The Modern Greek-speaking Communities
- The Changing World.

The theme The Individual enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas and relationships with others. This theme also enables students to study topics from the perspectives of other people.

The theme The Modern Greek-speaking Communities explores topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole. It encourages students to reflect on their own attitudes, beliefs and values and develop an understanding of how culture and identity are expressed through language.

The theme The Changing World enables students to explore change as it affects the world of work and other topics as specified.

Students should be familiar with and able to produce the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative and imaginative.

Vocabulary

Although there are no prescribed vocabulary lists, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in this subject outline.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.
There are many different theories of grammar and a number of different approaches to its teaching and learning. The categories used below are not intended to promote or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Modern Greek through prior knowledge or study.

Developing students’ ability to convey meaning effectively in a range of contexts will however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Modern Greek in a continuers-level program are expected to recognise and use the following grammatical items:

- Verbs
- Articles
- Nouns
- Adjectives
- Pronouns
- Prepositions
- Conjunctions
- Adverbs
- Numbers.

STAGE 2 MODERN GREEK
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills to:

1. Interact with others to exchange information, ideas, opinions and experiences in Modern Greek
2. Create texts in Modern Greek to express information, feelings, ideas and opinions
3. Analyse texts that are in Modern Greek to interpret meaning
4. Examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Content

Stage 2 Modern Greek at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture and identity.

Topics

There are three prescribed themes:

- The Individual
- The Modern Greek-speaking Communities
- The Changing World.

The theme *The Individual* enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal...
values, opinions, ideas and relationships with others. This theme also enables students to study topics from the perspectives of other people.

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The theme *The Changing World* enables students to explore change as it affects the world of work and other topics, as specified.

Students should be familiar with and able to produce the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative, imaginative.

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Although there are no prescribed vocabulary lists, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in this subject outline.

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Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

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Students will already have a reasonable understanding of the function of grammar in Modern Greek through prior knowledge or study.

Developing students’ ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Modern Greek in a continuers-level program are expected to recognise and use the following grammatical items:

- Verbs
- Articles
- Nouns
- Adjectives
- Pronouns
- Prepositions
- Conjunctions
- Adverbs
- Numbers.
STAGE 1 MATHEMATICAL APPLICATIONS
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

Mathematics is a diverse and growing field of human endeavour. Mathematics can make a unique contribution to the understanding and functioning of today’s complex society. By facilitating the current and new technologies and institutional structures, mathematics plays a critical role.

Individuals require many aspects of mathematics in order to function adequately as members of society. The unprecedented changes that are taking place in today’s world will profoundly affect the future of today’s students. The effective use of technology and the processing of large amounts of quantitative data are becoming more important. Mathematics is increasingly relevant to the workplace and in everyday life. The study of mathematics provides students with the abilities and skills to thrive now and in the future.

Mathematics is much more than a collection of concepts and skills; it is a way of approaching new challenges by investigating, modelling, reasoning, visualising and problem-solving, with the goal of communicating to others the relationships observed and problems solved.

Mathematics enables students to identify, describe and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come so they can more fully understand the world and be knowledgeable participants in it.

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Content

In this subject, students are expected to:

1. Understand mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding
2. Identify, collect and organise mathematical information relevant to investigating and solving problems taken from social, scientific, economic or historical contexts
3. Recognise and apply the mathematical techniques needed when analysing and solving a problem in context
4. Interpret results, draw conclusions and reflect on the reasonableness of these in the context of a problem
5. Communicate mathematical reasoning and ideas by using appropriate language and representations
6. Work both independently and cooperatively in planning, organising and carrying out mathematical activities.

Topics

Learning in Mathematical Applications is achieved through a close study of topics selected from the following list:

- Topic 1: Earning and Spending
- Topic 2: Measurement
• Topic 3: Data in Context
• Topic 4: Networks and Matrices
• Topic 5: Saving and Borrowing
• Topic 6: Simulating Random Processes
• Topic 7: Statistics
• Topic 8: Trigonometry
• Topic 12: Functions and Graphs

STAGE 2 MATHEMATICAL APPLICATIONS
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

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Content

In this subject, students are expected to:

1. Understand mathematical concepts and relationships identify, collect and organise mathematical information relevant to investigating and solving problems taken from social, scientific, economic or historical contexts
2. Recognise and apply the mathematical techniques needed when analysing and solving a problem in context
3. Make informed use of electronic technology to provide numerical results and graphical representations
4. Interpret results, draw conclusions, and reflect on the reasonableness of these in the context of a problem
5. Communicate mathematical reasoning and ideas using appropriate language and representations
6. Work both independently and cooperatively in planning, organising and carrying out mathematical activities.

Topics

Learning in Mathematical Applications is achieved through a close study of four topics selected from the following list:

- Topic 1: Applied Geometry
- Topic 2: Investment and Loans
- Topic 3: Mathematics and Small Business
- Topic 4: Matrices
- Topic 5: Optimisation
- Topic 6: Share Investments
- Topic 7: Statistics and Working with Data

STAGE 1 MATHEMATICS

LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

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Content

Stage 1 Mathematics has been divided into topics in order to make programs accessible to students with a wide range of learning styles, to encourage flexibility in the construction of 10 credit and 20 credit subjects and to articulate with Stage 2 mathematics subjects.

Topics

- Topic 1: Statistics
- Topic 2: Models of Growth
- Topic 3: Quadratic and Other Polynomials
- Topic 4: Coordinate Geometry
- Topic 5: Functions and Graphs

STAGE 2 MATHEMATICAL STUDIES
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

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power. Mathematics can be seen in patterns in nature and art, in the proportions in architecture, in the form of poetry and in the structure of music. Mathematics describes systematic, random and chaotic behaviour; it is about relationships, exploration, intuition and strategy.

Content

The aim of this subject is to give students the tools to explore, describe and explain aspects of the world around them in a mathematical way. The subject focuses on the mathematics needed for this exploration. This mathematics can empower students to describe their world and changes in it. As a result, students appreciate the role that mathematics can play in effective decision-making.

The interrelationships of the topics are indicated and used in relevant contexts involving mathematical, physical and social phenomena.

Topics

Learning in Mathematical Studies is achieved through a close study of topics selected from the following list:

Topic 1: Working with Statistics
Students move from asking statistically sound questions towards a basic understanding of how and why, statistical decisions are made. The topic provides students with opportunities and techniques to examine argument and conjecture from a ‘statistical’ point of view. This involves working with categorical and interval data, discovering and using the power of the central limit theorem and understanding the importance of this theorem in statistical decision-making about means and proportions.

Topic 2: Working with Functions and Graphs

Using Calculus, students gain a conceptual grasp of introductory calculus and the ability to use its techniques in applications. This is achieved by working with various kinds of mathematical models in different situations, which provide a context for the examination and analysis of the mathematical function behind the mathematical model.

Topic 3: Working with Linear Equations and Matrices
Students use a system of equations as a model to represent problem situations, solve such representations and interpret their solution(s) in the context of the original model. Working with the systems of linear equations is another context for modelling with mathematics in practical situations.
STAGE 1 MATHEMATICS PATHWAYS
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

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Content

Stage 1 Mathematics Pathways encourages a problems-based approach to mathematics as this is integral to the development of the mathematical models and associated key ideas in each topic. Through the statement of key questions and key ideas, the concepts and processes that relate to the mathematical models required to address the problems posed are developed. The teaching and learning strategies give an indication of the depth of treatment and emphases required.

Topics

Topic 1: Work
Looking at, for example, the mathematical skills required by a particular trade, the growing trend towards casual employment

Topic 2: Social Living
Looking at, for example, road safety, a social atlas, workplace demographics, poverty.

Topic 3: Sustainability
Looking at, for example, collection and use of water; electricity and energy-efficient housing

Topic 4: Design
Subject Descriptions

Maths

Looking at, for example, kitchen design, landscaping, workplace design

STAGE 2 MATHEMATICS PATHWAYS
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

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Topic 1: Work
Looking at, for example, the mathematical skills required by a particular trade, the growing trend towards casual employment

Topic 2: Social Living
Looking at, for example, road safety, a social atlas, workplace demographics, poverty.

Topic 3: Sustainability
Looking at, for example, collection and use of water; electricity and energy-efficient housing.

Topic 4: Design
Looking at, for example, kitchen design, landscaping, workplace design.

STAGE 1 SPECIALIST MATHEMATICS
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

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Content

Stage 1 Mathematics has been divided into topics in order to make programs accessible to students with a wide range of learning styles, to encourage flexibility in the construction of 10-credit and 20-credit subjects, and to articulate with Stage 2 mathematics subjects.

Topics

The topics included in Specialist Mathematics are:

- Topic 6: Simulating Random Processes
- Topic 8: Trigonometry
- Topic 13: Planar Geometry
- Topic 14: Periodic Phenomena

STAGE 2 SPECIALIST MATHEMATICS

LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

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Content

Specialist Mathematics presents three traditional topics, complex numbers, vectors and geometry and the calculus of trigonometric functions, in a way that promotes their fundamental concepts as a paradigm for models of interacting quantities.

The aim is to provide students with an appreciation of certain mathematical ideas that are both elegant and profound and at the same time to allow them to understand how this kind of mathematics enables computers to model, for example, chemical, biological, economic and climatic systems.

Topics

Stage 2 consists of the following five topics:

- Topic 1: Trigonometric Preliminaries
- Topic 2: Polynomials and Complex Numbers
- Topic 3: Vectors and Geometry
- Topic 4: Calculus
- Topic 5: Differential Equations.
Subject Descriptions

Media

STAGE 1 MEDIA STUDIES
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20
AVAILABLE AT YEAR 10: 10 Credit Points

Subject Description

Students develop media literacy and production skills by critically observing media practice, critically analysing media texts and creating media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others and the effect of media on individual and group identity.

The focus of Media Studies is on exploring the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media provide views of world events, interpretations of the world and entertainment. Students consider how media can exert a significant influence on the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct their identity, make economic choices, develop political ideas, and spend their leisure time.

Media contribute to the formation of cultural identity because they are central to everyday life.

Students are involved in discussing and analysing media issues, interacting with media, and creating media products. Students actively engage and interact with media, while learning to make informed choices. The analytical elements of Media Studies support students to develop critical research and analysis skills that may lead to future study or employment pathways.

Content

Media Studies also involves creating media products and analysing media. Students create and examine a range of media texts, thus developing their skills and knowledge, and their understanding of media as symbolic systems.

When studying the suggested topics, students should be given opportunities to undertake research, debate issues, produce a range of texts and present their views in a variety of ways.

Students should reflect on their own experiences of media when studying their chosen topics.

Topics

Learning in Media Studies is achieved through a close study of topics selected from the following list:

- Topic 1: Images of Youth in Media
- Topic 2: Making of the News
- Topic 3: Advertising
- Topic 4: Careers in Media
- Topic 5: Creating Multimedia Texts
- Topic 6: Representations in Media
- Topic 7: Media Audiences
- Topic 8: Media and Leisure
- Topic 9: Media and the Global Community
STAGE 2 MEDIA STUDIES
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

Students develop media literacy and production skills by critically observing media practice, critically analysing media texts and creating media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others and the effect of media on individual and group identity.

The focus of Media Studies is on exploring the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media provide views of world events, interpretations of the world and entertainment. Students consider how media can exert a significant influence on the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct their identity, make economic choices, develop political ideas and spend their leisure time. Media contribute to the formation of cultural identity because they are central to everyday life.

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When studying the suggested topics, students should be given opportunities to undertake research, debate issues, produce a range of texts and present their views in a variety of ways. Students should reflect on their own experiences of media when studying their chosen topics.

Topics

Learning in Media Studies is achieved through a close study of topics selected from the following list:

- Topic 1: Photojournalism
- Topic 2: Documentaries
- Topic 3: Cult Television/Film
- Topic 4: Music and Media
- Topic 5: The Internet
- Topic 6: Television Genres
- Topic 7: Community Media
- Topic 8: Short Films
- Topic 9: Advertising and Audiences
- Topic 10: Globalisation and Media
- Topic 11: Youth and Media
- Topic 12: Children and Media
- Topic 13: Media Ethics and Regulation
- Topic 14: Cultural Diversity in Media.
STAGE 1 PHYSICAL EDUCATION
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

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.

Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health and lifestyle issues.

Students acquire an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. They develop skills in communication and investigation and the ability to apply knowledge to practical situations. Students gain enjoyment from skilled performance in individual and group activities.

Students should have opportunities to set and achieve personal goals and improve their personal performance.

Students are required to demonstrate a sense of fair play; respect the rights of other people; and show concern for safety and the care of equipment. Students acquire knowledge and understanding through practical applications and develop values and attitudes through experiential learning.

The emphasis is on students developing the capacity to apply understanding about performance and acquire understanding through performance. Students interpret rules and strategies and apply them to selected activities. They also explore, apply, and integrate into practice the principles of physical activity and well-being.

Topics

- Practical Skills and Applications (50%)
- Basketball
- Aquatics (sailing and Kayaking)
- Lacrosse
- Beach Volleyball
- Fitness
- Squash.

The Nature of Physical Activity (40%)

This area of study requires an experimental, analytical approach to physical activity and well-being. Topics could include, for example:

- Fitness
- Training principles and methods
- Body systems
- Human physical performance
- Sports injuries
- participation in physical activity.

Issues Analysis (10%)

Through the issues analysis, students identify and pursue topics of interest. They analyse issues that are relevant to local, regional, national or global communities.

Topics must focus on physical activity and could include issues related to the following:

- Alcohol, tobacco and other drugs
- Professionalism in sport
- Risk management and safety
- Equal opportunity
- Corruption
- Health risk factors
- Disability
- Children
- Sport in society
- Sporting injuries
- Play education
- Gender
- Declining fitness levels (local, national and global)
- Cultural diversity
- Other.

STAGE 2 PHYSICAL EDUCATION
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

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.

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Content

Practical Skills and Applications

Students undertake three practicals, which are balanced across a range of individual, fitness, team, racket, aquatic and outdoor activities. The practicals should cater for the different skills, interests and needs of students.
Principles and Issues

- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis.

Topics

- Practical Skills and Applications (50%)
  - Badminton - practical 1
  - Kayaking - practical 2
  - Lightweight Bushwalking or Indoor Soccer - practical 3.
- Exercise Physiology and Physical Activity (20%)

Key Concept 1: The Sources of Energy Affecting Physical Performance

- Sources of nutrients: fats, carbohydrates, protein
- Chemical breakdown of nutrients: glucose, glycogen, free fatty acids
- Aerobic and anaerobic energy: ATP–CP system, lactic acid system, oxygen system
- Contribution of energy systems in specific activities
- Acute response to exercise: responses in the circulatory, respiratory, and muscular systems to provide energy

Key Concept 2: The Effects of Training and Evaluation on Physical Performance

- Chronic responses to aerobic and anaerobic training
  - circulatory, respiratory and muscular systems at rest
  - submaximal and maximal exercise
- Analysis of energy demands of sport prescriptions
- Measurement and monitoring of fitness relevant to performance
- Training principles and methods specific to fitness factors and to physical activities.

Key Concept 3: The Specific Physiological Factors Affecting Performance

- Body stature and composition
- Environmental considerations and performance
- Nutrition and physical performance: pre-event, during the event, post-event and hydration
- Fatigue and physical performance.

The Acquisition of Skills and the Biomechanics of Movement

Key Concept 1: Skills Acquisition

- The definition and descriptions of learning styles
- The classification of skills
- The characteristics of a skilled performer
- The learning process in acquiring physical skills
- The stages of learning.

Key Concept 2: Specific Factors Affecting Learning

- The nature of the task
- Practice and feedback
- Environmental factors
- Characteristics of the learner
- Retention of learning
- Timing and anticipation.

Key Concept 3: The Effects of Psychology of Learning on the Performance of Physical Skills

- Goal-setting
- Feedback, communication, and performance
- Anxiety
- Visualisation
- Self-esteem
- Arousal and performance
- Models of coaching.

Key Concept 4: The Ways in Which Biomechanics Improve Skilled Performance
• Motion: projectile, linear, rotational and combination
• Speed
• Summation of force, direction and impact
• Leverage
• Equilibrium (static and dynamic)
• Centre of mass; balance and stability
• Improved technology and performance.

Issues Analysis (10%)

The issues analysis enables students to investigate a chosen issue that is related to physical activity and relevant to local, regional, national, or global communities. Students are expected to analyse critically and interpret their findings and experiences. Issues could be related to topics such as:

• Sport in the Australian context
• Declining involvement in physical activity
• Maintenance of activity levels
• Equity
• Corruption
• The Paralympics
• Professionalism
• Culture/race relations
• Historical and Indigenous factors
• Gender
• The community and recreation
• Children
• Patterns of physical activity
• The science of drugs
• Technology
• Commercialism
• Media.

External Examination (30%).
STAGE 1 PERSONAL LEARNING PLAN
LENGTH: One Semester
CREDIT POINTS: 10

Subject Description

The Personal Learning Plan (PLP) is a compulsory 10 credit subject undertaken at Stage 1. Students must achieve a C Grade or better to complete the subject successfully and gain their SACE.

The PLP helps students to:

- Plan their personal and learning goals for the future
- Make informed decisions about their personal development, education and training.

Developing goals for the future will engage students in activities such as:

- Selecting subjects, courses and other learning relevant to pathways through and beyond school
- Investigating possible career choices
- Exploring personal and learning goals.

Content

The Five Capabilities

The five capabilities are central to students’ learning in this subject and students are given opportunities to develop their knowledge and understanding of each capability.

Students also identify, explore and develop personal and learning goals and strategies to achieve them. They select and develop at least one capability relevant to achieving their personal and learning goals.

Students reflect on how the development of their selected capability or capabilities helps to achieve their personal and learning goals.

The five capabilities are:

- Communication
- Citizenship
- Personal development
- Work
- Learning.

Personal and Learning Goals

Students identify, explore and develop personal and learning goals and strategies to achieve them. They learn a variety of ways to plan to achieve their goals by, for example:

- Selecting subjects, courses, and other learning relevant to pathways through and beyond school
- Investigating possible career choices
- Exploring personal and learning goals.

Assessment Types

Assessment Type 1: Folio
Assessment Type 2: Reflection

Assessment Design Criteria

For this subject, the assessment design criteria are:

- Understanding the capabilities
- Developing personal and learning goals
- Reflecting on learning.
STAGE 1 RESEARCH PRACTICES
LENGTH: One Semester
CREDIT POINTS: 10

Subject Description

This subject provides students with opportunities to:

- Examine the purpose of research
- Explore a range of research approaches
- Develop their investigative and inquiry skills.

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

Content

In this subject, students explore a range of research approaches and skills. They learn that different approaches to research are appropriate to different contexts and purposes.

Teachers and students select, for focused study, topics from the following areas of study:

- At least one topic from Exploring Research Approaches
- At least one topic from Exploring Research Skills.

The topics may be integrated, undertaken in parallel, or undertaken consecutively. They can be taught through the development of, for example:

- An investigation
- A performance
- A product
- An inquiry
- A research project.

The study of a topic may be linked to a theme, context or area of interest. The examples in each topic are suggestions and are not intended to be prescriptive or exhaustive.

Topics

Exploring Research Approaches

Topic 1: The Purpose of Research

In this topic students explore the purpose of research in various contexts and develop an understanding of the role of research in our lives.

Topic 2: Research Methods

In this topic students develop conceptual understandings of some common approaches to research. The emphasis is on the use of appropriate methods to answer students’ research questions, in the two fundamental approaches to research:

- Qualitative research
- Quantitative research.

Topic 3: Research and Twenty-first Century Skills

In this topic students understand and develop twenty-first century skills (e.g. employability skills, SACE Capabilities).

Topic 4: Researchers in Society

In this topic students explore the work of different researchers in society
Exploring Research Skills

Students learn about and develop specific research skills in one or more of the following phases of research: planning, development, synthesis, and review and evaluation.

- Topic 1: Planning
- Topic 2: Development
- Topic 3: Synthesis
- Topic 4: Review and Evaluation
STAGE 2 RESEARCH PROJECT
LENGTH: One Semester
CREDIT POINTS: 10

Subject Description

Stage 2 Research Project is a compulsory 10-credit subject undertaken at Stage 2. Students must achieve a C Grade or better to complete the subject successfully and gain their SACE.

Students enrol in either Research Project A or Research Project B. The external assessment for Research Project B must be written. Research Project B may contribute to a student’s Australian Tertiary Admissions Rank (ATAR).

In the Research Project students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research.

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

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop planning, research, synthesis, evaluation and project management skills. The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for the further education, training and work.

Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

Content

The content of Research Project B consists of:

- Developing the capabilities
- Applying the research framework.

In Research Project B, students choose a research question that is based on an area of interest. They identify one or more capabilities that are relevant to their research.

Students use the research framework as a guide to developing their research and applying knowledge, skills and ideas specific to their research question. They choose one or more capabilities; explore the concept of the capability or capabilities and how it/they can be developed in the context of their research.

Students synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research. They evaluate the research processes used, and the quality of their research outcome.

Topics | Research Framework

The four parts of the research framework for Research Project B are:

- Initiating and planning the research
- Developing the research
- Producing and substantiating the research outcome (synthesis)
- Evaluating the research.
STAGE 1 BIOLOGY
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognize that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The focus capabilities for this subject are communication and learning.

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations
- Folio
- Skills and Applications Tasks.

Topics

- Cellular Biology
- Physiology
- Ecology.

Content

A program based on the areas of study allows students to develop an understanding of the nature of living things, as well as of the interactions of those living things with members of the same species, with members of other species and with the physical environment.

Especially through practical investigations, such a program also allows an inquiry approach to learning through observation, speculation, prediction, experimentation, analysis, communication (sharing) and confirmation (repetition), which provides confidence in current knowledge.

The social, economic, and ethical consequences of disturbing natural systems, deliberately or inadvertently, should be explored.
STAGE 2 BIOLOGY
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

In Biology students investigate and learn about the structure and function of a range of living organisms, how they interact with other living things and with their environments.

Students have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment.

The study of biology offers opportunities for students to consider the impact of human activities both on the organisms and ecosystems that constitute the biosphere and on individual human beings and human society. An understanding of biology and the application of this understanding will help students to appreciate the factors such as culture, ethics, economics, power and relationships that influence the pursuit of science, and have a significant impact on the way people live.

This study enables students to make informed decisions about modifying and interacting with nature.

Content

A program based on the areas of study allows students to develop an understanding of the nature of living things, as well as of the interactions of those living things with members of the same species, with members of other species and with the physical environment.

Especially through practical investigations, such a program also allows an inquiry approach to learning through observation, speculation, prediction, experimentation, analysis, communication (sharing) and confirmation (repetition), which provides confidence in current knowledge.

The social, economic, and ethical consequences of disturbing natural systems, deliberately or inadvertently, should be explored.

Topics

- Macromolecules
- Cells
- Organisms
- Ecosystems.

The themes are arranged as a hierarchy. Each theme is divided into the following six threads:

- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness.
STAGE 1 CHEMISTRY
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

The study of Chemistry offers students opportunities to consider the use that human beings make of the planet’s resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

Scientific inquiry commonly involves teams of people with diverse skills and knowledge. Chemists can contribute to such teams through their study of the properties, uses, means of production and reactions of natural and processed materials. Chemists also make a critical study of the social and environmental impact of materials and chemical processes. Their skills in observation, and in designing and performing experiments, make an important contribution to advances in scientific theories.

Through the study of chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them.

Content

In this subject, students are expected to:

1. Demonstrate and apply knowledge and understanding of chemical concepts and interrelationships

2. Formulate questions, manipulate apparatus, record observations in practical chemical activities and design and undertake chemistry investigations

3. Demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts

4. Develop possible solutions to a variety of problems in chemistry, in new or familiar contexts

5. Critically analyse and evaluate chemical information and procedures

6. Select and critically evaluate information about chemistry from a variety of sources

7. Communicate in a variety of forms, using appropriate chemical terms and conventions.

Topics

Learning in Chemistry is achieved through a close study of topics selected from the following list:

- Matter
- Particles
- Physical properties
- Structure
- Primary bonding
- Secondary bonding
- Atomic structure
- Periodic table
- Molecular shapes
- Reactions
- Chemical changes
- Equations
- Combustion
- Solubility
- Dissociation
- Precipitation
Subject Descriptions

Sciences

- Ionisation
- Acids and bases
- Reactions of acids
- pH
- Redox
- Metal reactivity
- Electrolytic and galvanic cells
- Carbon chemistry
- Hydrocarbons
- Organic nomenclature
- Types of formulae
- Functional groups
- Homologous series
- Chemical calculations
- Mole concept
- Significant figures
- Stoichiometry
- Concentrations

STAGE 2 CHEMISTRY
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

The study of Chemistry offers students opportunities to consider the use that human beings make of the planet’s resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

Scientific inquiry commonly involves teams of people with diverse skills and knowledge. Chemists can contribute to such teams through their study of the properties, uses, means of production and reactions of natural and processed materials. Chemists also make a critical study of the social and environmental impact of materials and chemical processes. Their skills in observation, and in designing and performing experiments, make an important contribution to advances in scientific theories.

Through the study of chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them.

Content

The subject is organised so that each intended student learning is related to a key idea or concept. Within the study of these chemical ideas and concepts, students develop their chemistry investigation skills through practical investigations and other learning activities. In this subject, students are expected to:
1. Demonstrate and apply knowledge and understanding of chemical concepts and interrelationships
2. Formulate questions, manipulate apparatus, record observations in practical chemical activities and design and undertake chemistry investigations
3. Demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts
4. Critically analyse and evaluate chemical information and procedures from different sources
5. Communicate in a variety of forms using appropriate chemical terms and conventions.

Topics

Learning in Chemistry is achieved through a close study of these topics:

Topic 1: Elemental and Environmental Chemistry
- 1.1 The Periodic Table
- 1.2 Cycles in Nature
- 1.3 Greenhouse Effect
- 1.4 Acid Rain
- 1.5 Photochemical Smog
- 1.6 Water Treatment.

Topic 2: Analytical Techniques
- 2.1 Volumetric Analysis
- 2.2 Chromatography
- 2.3 Atomic Spectroscopy.

Topic 3: Using and Controlling Reactions
- 3.1 Measuring Energy Changes
- 3.2 Fuels
- 3.3 Electrochemistry
- 3.4 Rate of Reaction
- 3.5 Chemical Equilibrium
- 3.6 Chemical Industry
- 3.7 Metal Production.

Topic 4: Organic and Biological Chemistry
- 4.1 Systematic Nomenclature
- 4.2 Physical Properties
- 4.3 Alcohols
- 4.4 Aldehydes and Ketones
- 4.5 Carboxylic Acids
- 4.6 Amines
- 4.7 Esters
- 4.8 Amides
- 4.9 Proteins
- 4.10 Triglycerides
- 4.11 Carbohydrates.

Topic 5: Materials
- 5.1 Polymers
- 5.2 Silicates
- 5.3 Cleaning Agents.
STAGE 1 NUTRITION
LENGTH: One or Two Semesters
CREDIT POINTS: 10/20

Subject Description

Good nutrition is integral to a healthy and active life and it is important that accurate information on nutrition is made available to individuals and communities.

Students of Nutrition are presented with up to date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition.

Content

Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health and diet-related diseases. In practical investigations, students formulate and test hypotheses by collecting, presenting, analysing and evaluating empirical data in order to describe trends and clarify theoretical concepts related to nutrition. This acquired knowledge helps students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes, so that they may participate fully in their communities.

Using the literature on nutrition, students critically examine factors that influence food choices and reflect on local, national, Indigenous and/or global issues related to the study of nutrition. The exploration of short term and long term strategies to address these issues should allow students to become more discriminating and informed as consumers who are aware of their rights and responsibilities.

Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities.

Students work individually and collaboratively to reflect on the nature of work in research sciences and, in particular, the field of nutrition. The study of Nutrition encourages students to think about the role of nutrition in their own futures and, more broadly, about its importance in social, economic, and cultural development in Australia and the rest of the world.

Topics

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines and nutrition in the lifecycle
- The psychology of food marketing
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water.
Subject Description

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Topics

Core Topics

- Core Topic 1: The Fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition and the Consumer.

Option Topics

Teachers should choose one of the following option topics in consultation with students:

- Option Topic 1: Global Nutrition and Ecological Sustainability
- Option Topic 2: Global Hunger.
STAGE 1 PHYSICS  
LENGTH: One or Two Semesters  
CREDIT POINTS: 10/20

Subject Description

Learning about and working in physics gives people an understanding of the processes that direct the universe and the world, so that they may appreciate and respect them.

Through exploring the processes that shape the universe, physicists debate and advance understanding of its workings and of the ways in which actions may affect the future of the Earth. In Physics, students have the opportunity to engage with the work of classical and modern physicists and to join in and/or initiate debates about how physics affects their own lives, society and the environment.

Content

Students develop their knowledge of the principles and concepts of physics and the ability to use that knowledge to formulate questions and hypotheses and identify opportunities and challenges. They also acquire new knowledge through their investigations.

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. In this way 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.

Content

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information and communication skills through practical and other learning activities.

Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

Topics

Learning in Physics is achieved through a close study of topics selected from the following list:

Topic 1: Movement  
- Motion in One Dimension  
- Physics of Transport.

Topic 2: Waves  
- Sound and Light  
- CD, DVD and Blu-ray Technology.

Topic 3: Astronomy  
- Astrophysics  
- Establishing a Colony on Mars.

Topic 4: Electricity and Magnetism  
- DC circuits and Motors  
- Wind Farms and Solar Cells.

Topic 5: Nuclear Physics and Radioactivity  
- Atomic and Nuclear Structure  
- Fusion v. Fission.

Topic 6: Forces  
- Forces and Newton’s Laws of Motion  
- Designing Safer Cars.

Topic 7: Energy  
- Energy and Work  
- Geosequestration or Nuclear Energy?
STAGE 2 PHYSICS
LENGTH: Two Semesters
CREDIT POINTS: 20

Subject Description

Learning about and working in physics gives people an understanding of the processes that direct the universe and the world, so that they may appreciate and respect them.

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Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

Topics

The stage 2 course is organised into four sections, as shown in the table below. Each section is divided into four topics. Each topic includes one application, which is an integral part of the curriculum statement.

<table>
<thead>
<tr>
<th>Section 1: Motion in Two Dimensions (25 to 30 hours)</th>
<th>Section 2: Electricity and Magnetism (25 to 30 hours)</th>
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</thead>
<tbody>
<tr>
<td>Topic 1: Projectile Motion Application: Photocopiers and Laser Printers</td>
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</tr>
<tr>
<td>Topic 2: Uniform Circular Motion Application: The Banking of Road Curves Topic 2: The Motion of Charged Particles in Electric Fields Application: The Use of Electric Fields in Cyclotrons</td>
<td></td>
</tr>
<tr>
<td>Topic 3: Gravitation and Satellites Application: Weather Topic 3: Magnetic Fields Application: The</td>
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</tbody>
</table>
### Subject Descriptions

**Sciences**

<table>
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<tr>
<th>and Communication Satellites</th>
<th>Moving-coil Loudspeaker</th>
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</table>

### Section 3: Light and Matter (25 to 30 hours)

<table>
<thead>
<tr>
<th>Topic 1: Electromagnetic Waves Application: Laser Airborne Depth Sounder (LADS)</th>
<th>Topic 2: The Interference of Light Application: Compact Discs and DVDs</th>
</tr>
</thead>
</table>

### Section 4: Atoms and Nuclei (25 to 30 hours)

<table>
<thead>
<tr>
<th>Topic 1: The Structure of the Atom Application: Lasers</th>
<th>Topic 2: The Structure of the Nucleus Application: The Production of Medical Radioisotopes</th>
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VETiS Programs

Information about Regional VET (Vocational Education and Training) Programs in 2015.

www.wats.sa.edu.au

Regional VET Programs

What is Vocational Education and Training (VET)?

VET refers to national vocational qualifications that are endorsed by industry. VET qualifications provide opportunity for students to develop specific industry-related skills.

Students with VET qualifications are well prepared to take on apprenticeships (including School-Based Apprenticeships), further education and training and skilled jobs.

What are Regional VET Programs?

Regional VET programs provide students in year 10, 11 and 12 in Western Adelaide with increased pathway options through a broad range of VET program choices. Regional VET programs are hosted by schools and Registered Training Organisations (RTOs). Students remain enrolled at their Home School and attend the Host School or RTO for their chosen VET program.

Students stay enrolled at their Home School and attend the Host School or Registered Training Organisation for their VET program.

What are the benefits of choosing VET?

Some of the benefits are

- Getting a 'head start' in your chosen career
- Making your senior school study more relevant and interesting
- Providing opportunities to learn 'on-the-job' while undertaking workplace learning
- Gaining skills and knowledge that employers look for
- Providing pathways into apprenticeships, traineeships (including School-Based Apprenticeships and Traineeships), further education or training and direct employment.

Will I have to pay to participate in a Regional VET Program?

DECD (public) schools in the Western Adelaide region support VET students by paying for the course costs of VET programs, therefore there are no course costs for students. However, some programs may have specific equipment or materials that you are required to purchase e.g. steel capped boots or equipment that becomes your personal property. Please see the detailed information for each program on this website (www.wats.sa.edu.au). Also, your Home School has a Regional VET fee of $100.00 (please check with your VET Coordinator regarding this fee).

How will I travel to my VET program?

In most cases, students will be required to arrange their own transport to VET programs and workplace learning. Please speak to your VET Coordinator to find out what assistance is available from your Home School.

Will doing a VET program affect my other subjects?

Some students may miss lessons for other subjects while at their VET program. This will depend upon your timetable, the VET
program you are enrolled in and the number of other subjects you are studying at your Home School. You will need to be well organised and prepared to negotiate subject learning requirements by working closely with your subject teachers and VET Coordinator.

Who can I speak to about a Regional VET Program?

Please contact your Home School VET Coordinator for more information.

How do I apply for a Regional VET Program?

Step 1: Read the detailed Program Information for the course/s you are interested in and encourage your parents/caregivers to read this too (these are divided into industry areas under the Regional VET Programs menu).

Step 2: Fill out the Application Form and hand it to your VET Leader by Friday week 8, Term 3 (Friday 12 September, 2014).

Step 3: You will be provided with more information about the program from the Host School/Organisation, including the particular selection and enrolment procedures, which may include an interview.

Selection for entry to regional programs will be based on the following principles:

• Demonstrated capacity for independent learning and meeting the requirements of the program
• Identified relevant interest and/or experience in the program.

Step 4: Applicants will be advised of the enrolment outcome early in term 4.

Step 5: Applicants may need some further subject counselling at their Home School to ensure that VET programs are included in their SACE and timetable.

Download the 2015 Regional VET Application Form from:


What Regional VET Programs can I enrol in for 2015?

Following is a brief summary of the programs offered for 2015 (grouped in industry areas). To find out more detailed information about each program, please go to www.wats.sa.edu.au (and click on ‘Regional VET Programs’). 2015 program information will be available on this website from the beginning of Term 3, 2014.

The program information following was correct at the time of printing. There is a possibility that details for some programs may change. There is also a possibility that new programs will be added. It is not guaranteed that all programs will run, as formation of classes is based on viable numbers of students selecting programs. Updated information will be provided on our website as it becomes available (www.wats.sa.edu.au).
VETiS Program Subjects

Automotive

Automotive – Certificate I in Automotive Vocational Preparation (one year)

Host school: Underdale High School

This course is an introduction to the automotive industry and is operated in our new $1.5 million industrial complex at Underdale High School.

This program is a mixture of theoretical and practical components, with an emphasis on practical skill development.

Automotive – Certificate II in Automotive Servicing (one year)

Host school: Underdale High School

This course allows students to build on the concepts they have learned in Certificate I in Automotive Vocational Preparation. In particular, students will develop skills in working with automotive engine systems and servicing electrical, cooling and disc braking systems.

This course provides an opportunity for students to learn skills that will provide them with an entry into the automotive industry. Students must have completed Certificate I in Automotive Vocational Preparation.

Business Services

Simulated Enterprise – Certificate II in Business (one year)

Host school: Thebarton Senior College

This course is designed for students wishing to develop an excellent skill base for gaining entry to higher certificates, completion of SACE and employment in an office.

Competencies will be delivered in our Simulated Business.

Logistics in Business – Certificate III in Business (one year)

Host school: Ocean View B-12 College

This course introduces students to the practical and theoretical aspects of logistics administration.

Students will complete the practical aspects of the course in a simulated business environment.

The course leads on to tertiary education or employment in this industry.
Conservation and Horticulture

Conservation and Land Management – Certificate II in Conservation and Land Management (one year)

*Host school: Portside Christian College*

This course will provide an introduction to the Conservation and Land Management Industry, with work carried out under general guidance and supervision.

A highlight of this course is an overnight retreat to Monarto Zoological Park, involving activities that are often behind the scenes from where visitors are usually allowed. Sleeping under the stars in a swag, building paths, repairing fences and getting up close to animals are all part of the hands on activities offered to students.

The qualification enables individuals to select an indigenous land management, conservation earthworks, lands, parks and wildlife or natural area management context as a job focus or a mix of these.

Horticulture – Certificate II in Horticulture (one year)

*Host school: Woodville High School*

This course involves learning about the ecosystem of the garden: the rhythm of the seasons, the interaction of the soil, plants and animals that share the garden; planting, nurturing, picking, processing and eating your own food; using a variety of hand tools and power tools, and the intergration of physical and intellectual work; possible future pathways in horticulture, agriculture or related industries; and working safely in a team.
Construction

Doorways 2 Construction – Certificate I in Construction (one year)

*Host school: Henley High School*

This course is a broad introduction to the building industry. Students will develop skills such as carpentry, decorating and paving, fixing plasterboard, landscaping, filing and bricklaying. With this range of skills and knowledge, chances of gaining an apprenticeship are significantly improved.

It is a very hands-on course, where students work on various projects under the supervision of Henley High School’s instructor, who is also a licensed Carpenter.

There is a large emphasis on Work Health and Safety with each student completing an industry standard safety course to obtain their ‘white card’.

Students have theory workbooks to complete as well as a work placement diary. A total of 15 days workplace learning is needed to complete the certificate.

Doorways 2 Construction – Certificate II in Construction (one year)

*Host school: Mt Carmel College*

This Certificate II develops Doorways 2 Construction skills, to introduce students to the specialised construction fields of work, including carpentry, brick and block laying, wall and ceiling fixing and tiling. This course is endorsed and supported by the Construction Industry Training Board (CITB) who provide some funding for eligible students.

Doorways 2 Construction – Certificate I in Construction (one year)

*Host school: Thebarton Senior College*

This course provides entry level skills for the general construction industry. It includes work with demolition, planning, workplace communications, using plans and specifications, safe work and a White Card qualification, site levelling and manual handling of construction materials. Students will work with a range of building materials including bricks and mortar, concrete, timber framing, roofing materials and gyprock, plus a wide range of fasteners in conjunction with hand and power tools.

Doorways 2 Construction - Certificate I in Construction (one year)

*Host: Woodville High School*

The Doorways 2 Construction program is designed by the Construction Industry Training Board (CIT) as a response to the demand for young skilled workers in industry. Students who successfully complete the Doorways 2 Construction (Certificate I in Construction) are eligible to continue their construction pathway through the Doorways 2 Construction Plus program at Woodville High School.

As an introduction to the building industry, the course will enable students to develop skills in carpentry, concreting and paving, fixing plasterboard, landscaping, tiling and bricklaying. This skill development will increase the ability for students to gain school based or full time apprenticeships in their chosen area of specialisation within the construction industry.
Construction (Civil) – Certificate I in Resources and Infrastructure Operations (one year)

Host school: Ocean View B-12 College

This program covers civil construction operations including site safety, site organisation and communication skills. Students complete the industry ‘White Card’, allowing access to building sites. Students have the opportunity to develop hands-on practical skills such as taking levels, use of small plant and equipment, site works including paving, concreting, and general construction techniques using a range of materials.

Doorways 2 Construction (Civil) – Certificate II in Resources and Infrastructure Work Preparation (one year)

Host school: Ocean View College B-12

This program covers civil construction operations including site safety, site organisation and communication skills. Students complete the industry ‘White Card’, allowing access to building sites. Students have the opportunity to develop hands-on practical skills such as taking levels, use of small plant and equipment, site works including paving, concreting and general construction techniques using a range of materials.

Doorways 2 Construction Plus – Certificate III in Carpentry (Partial Certificate) (one year)

Host school: Mount Carmel College

This Certificate III program builds on Doorways 2 Construction skills to introduce students to the specialised construction fields of work, including carpentry, brick and block laying, wall and ceiling fixing and tiling. This course is endorsed and supported by the Construction Industry Training Board (CITB) who provide gap funding for eligible students.

Doorways 2 Construction Plus - Certificate in Carpentry (partial certificate) (one year)

Host school: Woodville High School

The Doorways 2 Construction Plus (D2C+) program is designed by the Construction Industry Training Board (CITB) as a response to the demand for young skilled workers in industry. Students that have completed the Doorways 2 Construction (Certificate I in Construction) are eligible to continue their construction pathway through the Doorways 2 Construction Plus program at Woodville High School.

This course will incorporate accredited units of competency from the Certificate III in Carpentry, providing students with a range of skills including scaffolding, cladding, hanging doors and installing windows, concreting, fixing gyprock and more.

Furnishing – Certificate I in Furnishing (one year)

Host school: Henley High School

Students will undertake a program related to the furniture production industry. These skills include timber construction techniques and related work practices including safety, communication in the workplace, measurements and calculations.

Wood Machinists and other Wood Trades Corkers set up and operate woodworking machines and wood turning lathes to shape wood, finish and polish furniture and make frames.
Furnishing – Certificate I in Furnishing (one year)

*Host school: Woodville High School*

This qualification is typically used to develop skills and knowledge in basic furnishing techniques that may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace sills. It may also include participation in a team or work group.

Introduction to Construction - Certificate II in Construction (partial certificate) (one semester – semester 2)

*Host school: Mount Carmel College*

This course delivers broad-based underpinning skills and knowledge in a range of construction tasks, which provides students with an understanding of the industry and the training opportunities that exist in a variety of construction trades. Emphasis is placed on practical activities that involve a range of hand and power tools that will be used in the workplace. The introductory nature of this course makes it suitable for Year 10 and 11 students wishing to experience aspects of the construction industry.

Plumbing – Certificate I in Construction (one semester – semester 2)

*Host school: Seaton High School*

This program is a great option for students interested in pursuing a career in the plumbing industry. This course contains practical work undertaken in the new Trade Training Centre facilities, the necessary theoretical knowledge and industry site experience through workplace learning.

Satisfactory completion of this course will position students to go on to further study at Certificate II level and beyond or gain apprenticeships.

Plumbing Plus – Certificate II in Metal Roofing and Cladding (one year)

*Host school: Mount Carmel College*

The Certificate II program integrates Doorways 2 Construction skills to introduce students to the specialised construction fields of work of roof plumbing/plumbing. This course is endorsed and supported by the Construction Industry Training Board (CITB) who provide support for eligible students.

Plumbing – Certificate I in Construction (one year)

*Host school: Thebarton Senior College*

This course provides excellent insight and background for students considering a trade-based career with a particular emphasis on plumbing trades. Thebarton is a senior secondary college that is centrally located and easily accessible by public transport. It has modern well equipped workshops that allow training to be delivered in a workplace context.

There is a strong emphasis on safety and students will use a range of hand and power tools and equipment to undertake oxy-acetylene welding processes and sheet metal work process associated with roof plumbing. Students will also develop a range of basic carpentry and concreting skills. Importantly, the skills learnt can be readily transferable to a wide range of career options that will be explored during the course.
Apart from the practical and theoretical subjects, students must also complete 15 days of work placement in an appropriate workplace setting. This provides valuable insight into the workplace environment and expectations.

**Plumbing Plus - Certificate II in Metal Roofing and Cladding** (three terms)

*Host school: Seaton High School*

This course has been developed by the Plumbing Industry Association to meet the needs of students wishing to further develop the skills gained in the Certificate I Plumbing course (Certificate I in Construction) and enhance their skills in the plumbing industry.

Students who have completed the Cert I Plumbing Course (Certificate I in Construction) or the general Certificate I Construction (eg Doorways 2 Construction) are eligible to continue their construction pathway through this course. This course runs for three terms.

**Electrotechnology**

**Electronics and Computer Systems Engineering – Certificate I in ElectroComms Skills** (one year)

*Host school: Henley High School*

Students will undertake a program related to the electrotechnology industry - learning about the many electrical and electronic trades and the associated equipment and tools. There is a large emphasis on Work Health and Safety.

Skills developed include electrical/electronic construction and diagnostic techniques and related work practices, including safety and communication in the workplace.

Structured workplace learning will assist students in achieving the skills and competencies required by industry. This course leads to the Certificate II in Electronics at Henley High School.

**Electronics and Computer Systems Engineering – Certificate II in Electronics** (one year)

*Host school: Henley High School*

Students will undertake an extension program related to the electrotechnology industry - learning about the many electrical and electronics trades and the associated equipment and tools. There is a large emphasis on Work Health and Safety.

Skills developed include electrical/electronic construction and diagnostic techniques and related work practices, including safety and communication in the workplace.

Workplace learning will assist students in achieving the skills and competencies required by industry. Students must have completed Certificate I in ElectroComms Skills,
Electrotechnology – Certificate I in ElectroComms Skills (one year)

*Host school: Seaton High School*

This program is a great option for students interested in careers in electrical, electronics, air conditioning, refrigeration, data cabling, renewable resources and allied fields. It includes practical work, theory and industry site experience through workplace learning.

Satisfactory completion of this course will position students to gain apprenticeships on offer through ATEC and individual employers.

Electrotechnology – Certificate II in Electrotechnology (Career Start) (one year)

*Host school: Seaton High School*

This program is a great option for students interested in careers in electrical, electronics, air-conditioning, refrigeration, plumbing, data cabling, renewable resources and allied fields. It includes practical work, theory and industry site experience through workplace learning.

Satisfactory completion of this course will position students to gain apprenticeships on offer through individual employers.

The course follows on from Certificate I in ElectroComms Skills.

**Engineering**

Engineering Plus – Certificate III in Engineering Trade (partial certificate) (one year)

*Host School: Mount Carmel College*

This Certificate III program builds on Certificate II in Engineering Skills. It is ideally suited to school-based apprentices who wish to complete their off-the-job training at RTTC.

Introduction to Manufacturing and Engineering - Certificate II in Engineering (partial certificate) (one semester – semester 2)

*Host school: Mount Carmel College*

This course delivers broad based underpinning skills and knowledge in a range of engineering and manufacturing tasks, which provides student with an understanding of the industry and the training opportunities that exist in a variety of manufacturing trades. Emphasis is placed on practical activities that involve a range of machinery and tools that will be encountered in the work place.

The introductory nature of this course makes it suitable for Year 10 and Year 11 students wishing to experience aspects of the manufacturing and engineering industries.

Manufacturing and Metal Engineering – Certificate II in Engineering – Production Technology (one year)

*Host school: Mount Carmel College*

This course has designed for students wishing to develop metal engineering skills or enter a
career in metal fabrication trades and related industries. There is demand for young skilled workers in a wide range of engineering careers. Students will use a range of engineering equipment to learn skills in cutting, drilling, grinding, milling and welding using oxy-acetylene, MMAW and GMAW equipment to develop their metal fabrication, joining and welding skills.

**Maritime Engineering – Certificate II in Engineering** (one year)

*Host school: Le Fevre High School*

This course will introduce students to aspects of engineering in the maritime shipbuilding industry. Students will learn welding, fabrication and machining skills and processes, as well as required theory. Oxy/Acetylene, MMA and GMA welding techniques are used.

Projects, design work and testing are integral components of the course. Projects, design work and testing are integral components of the course. Students will be supported by local industry partnerships for visits and workplace learning.

**Maritime Engineering – Certificate I in Engineering** (one year)

*Host school: Henley High School*

This course will introduce students to aspects of engineering, with a focus on applications within the Maritime Shipbuilding industry. Students will learn welding, fabrication and machining skills and processes as well as required theory. Metal machining using a lathe, milling machine together with a range of specialised equipment will be introduced during the course. Oxy/Acetylene and MMA welding techniques are used.

Projects, design work and testing are integral components of the course. Students will be supported by local industry partnerships for visits and workplace learning. As part of this course, students will complete Basic First Aid Training.

**Metal and Engineering – Certificate I in Engineering** (one year)

*Host school: Henley High School*

This course allows students to learn and develop new skills which they would use in the metal engineering or related industries. Students will undertake a range of experiences involving welding, fabrication and machining whilst there being a comprehensive emphasis on health and safety instruction and responsibilities.

Students will develop skills in using hand tools, power hand tools, Lathe and Mill machining, Gas metal Arc, Manual Metal Arc and Oxy/Acetylene Welding which are significant tools and skills in supporting the student in what they would encounter in Industry.

By undertaking this course students will have a sound understanding in the metal, metal trades and metal engineering industry before they begin their career.

**Metal & Metal Trade Skills - Certificate I in Engineering** (one year)

*Host school: Thebarton Senior College*

This course allows students to learn and develop new skills which they would use in the metal engineering or related industries. Students will undertake a range of experiences involving welding, fabrication and machining whilst there being a
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comprehensive emphasis on health and safety instruction and responsibilities.

Students will develop skills in using hand tools, power hand tools, Lathe and Mill machining. Gas metal Arc, Manual metal Arc and Oxy/Acetylene Welding which are significant tools and skills in supporting the student in what they would encounter in Industry.

By undertaking this course students will have a sound understanding in the metal, metal trades and metal engineering industry before they begin their career.

Hair and Beauty

Retail and Beauty Therapy - Certificate II in Retail Makeup and Skin Care (one year)

Host school: Mount Carmel College

This course provides students with the opportunity to further develop the skills and knowledge attained during the Certificate II in Hairdressing.

The units focus on developing styling and design finishes through the use of specialist products and colours.

Hairdressing – Certificate II in Hairdressing (one year)

Host organisation: Mount Carmel College

This course has been designed for students wishing to learn hairdressing skills or enter a career in hairdressing and related personal services industries. There is a demand for hairdressers and in this program, students undertake training that gives them the skills to apply for a full-time or school-based apprenticeship. Students work in a salon environment.

Hairdressing Plus - Certificate III in Hairdressing (partial certificate) (one year)

Host school: Mount Carmel College

This course provides students with the opportunity to further develop the skills and knowledge attained during the Certificate II in Hairdressing.

The units focus on developing styling and design finishes through the use of specialist products and colours.
Introduction to Hair and Beauty - Certificate II in Retail Makeup and Skin Care (partial certificate) (one semester – semester 2)

*Host school: Mount Carmel College*

This course reflects the role of individuals who work as salon assistants and are competent in communicating in the work place, interacting with and providing service to clients and assistance to colleagues.

They perform routine functions under direct supervision as a part of a hairdressing team.

The introductory nature of this course makes it suitable for Year 10m and Year 11 students wishing to experience aspects of the hairdressing and beauty therapy industries.

**Health & Community Services**

**Allied Health Year 1 – Certificate III in Allied Health Assistance** (18 months)

*Host school: Woodville High School*

This course is provided for students who have an interest in working in the health industry. It involves training at The Queen Elizabeth Hospital and the delivery of the program at the Australian Nursing and Midwifery Education Centre.

It prepares students for employment under the direct supervision of a health professional, to provide them with assistance in patient care and administration duties.

**Allied Health Year 2 – Certificate III in Allied Health Assistance** (18 months)

*Host school: Woodville High School*

This course is provided for students who have an interest in working in the health industry. It involves training at The Queen Elizabeth Hospital and the delivery of the program at the Australian Nursing and Midwifery Education Centre.

It prepares students for employment under the direct supervision of a health professional, to provide them with assistance in patient care and administration duties.

**Child, Aged and Disability Care – Certificate II in Community Services** (one year)

*Host school: Findon High School*

Taste the three main areas of the care industry; child, aged and disability care. Learn practical skills such as manual handling,
human development, basic sign language, communication skills and first aid.

Complete Certificate II, work alongside professionals and improve your chances of employment in this field.

**Childcare – Certificate II in Community Services** (one year)

*Host school: Henley High School*

This course provides students with an orientation to the community services industry and the theoretical and practical knowledge to work with colleagues, clientele and children.

Students are provided with an opportunity to explore the community services industry (specifically childcare), concentrating on the emotional, cognitive and physical developmental stages of children, including nutrition.

Structured work place learning allows students to hone their skills and knowledge gained within the classroom environment. Childcare workers are employed in private, government and community based child care centres, kindergartens and crèches. Rapid growth in the number of childcare and family care centres in recent years has increased the demand for fully qualified childcare workers.

**Childcare – Certificate II in Community Services** (one year)

*Host school: Portside Christian College*

This course has a Children’s Services (childcare) focus. This is a practical course, with students learning how to care for, interact and work with young children.

Students can complete this certificate one day a week for one year, with additional time required for work placement. Students with additional learning needs will need to contact their VET Coordinator prior to being accepted into this course. The course may be able to be customised to the student’s ability.

**Childcare – Certificate II in Community Services** (one year)

*Host school: Woodville High School*

This course has a strong focus on the care of young children and the requirements and regulations that impact on the childcare industry. The skills gained can be transferred to work-related which involve young children.

This course offers an alternative pathway to TAFE and University, whilst gaining knowledge of the industry and the demands of differing age groups.

**Christian Ministry and Theology - Certificate III in Christian Ministry and Theology** (one year)

*Host school: Portside Christian College*

Certificate III in Christian Ministry and Theology is a national discipleship program focusing on raising up a generation of young leaders to reach beyond the potential they see in themselves. Certificate III in Christian Ministry and Theology contributes to students ATAR score.

Students can complete this certificate with three hours per fortnight of peer group study. Additional time is then required for mentoring, ministry and volunteer work in the community. Retreats are held over three weeks during the year and are a compulsory part of this certificate.
Disability Care – Certificate III in Disability (one year)

*Host school: Findon High School*

This course has been designed to give participants the knowledge, understanding and practical skills needed to provide care and support to people with disabilities in the community and/or residential facilities.

It is recommended for people working with or interested in working with people with disabilities.

Family Well-being – Certificate II in Family Well-being (partial certificate) (one semester)

*Host school: Le Fevre High School*

This course is a self-development journey where students learn about basic needs, counselling, coping with grief and loss, and cycles of violence.

Students gain skills in developing positive relationships, learn to cope with issues, managing stress and emotions and how to help others through times of crisis.

Health Services - Certificate III In Health Services Assistance (one year)

*Host school: Portside Christian College*

This course is designed for students who are interested in working in the health industry. This qualification covers workers in a range of work roles who provide assistance to health professional staff with the care of clients. Health Services Assistance involves the worker in direct client contact under supervision.

Health Services Year 1 - Certificate III in Health Services Assistance and Certificate III in Allied Health Assistance (18 months)

*Host school: William Light R-12 School*

This course will introduce students to multi-skilled work roles in the health industry. Students will gain both qualifications over one and a half years, preparing them for pathways into nursing and allied health assistant roles.

Employees work under the supervision of a health professional, providing assistance in patient care in hospitals, community health centres, aged care, disability and private practices. This is year 1 of an 18 month course.

Health Services Year 2 - Certificate III in Health Services Assistance and Certificate III in Allied Health Assistance (18 months)

*Host school: William Light R-12 School*

This course will introduce students to multi-skilled work roles in the health industry. Students will gain both qualifications over one and a half years, preparing them for pathways into nursing and allied health assistant roles.

Employees work under the supervision of a health professional, providing assistance in patient care in hospitals, community health centres, aged care, disability and private practices. This is the last six months of an 18 month course.
Hospitality

Hospitality (Food and Beverage) - Certificate I in Hospitality (one semester)

Host school: St George College

A prevocational program, covering the skills and knowledge to work within the hospitality industry.

The program covers a range of food and beverage functions and client service activities, including health and safety, hygiene, food and beverage service and kitchen hand functions. Students will acquire skills and knowledge in interpersonal communication and customer service, cultural awareness required for serving customers and working with colleagues from diverse background, including communicating efficiently on the telephone.

Hospitality (Food and Beverage) – Certificate II in Hospitality (Kitchen Operations) (one year)

Host school: St George College

This qualification provides the basic skills and knowledge for an individual to be competent in routine tasks in the kitchen. Work could be undertaken in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops.

Hospitality – Certificate II in Hospitality (Kitchen Operations) (one year)

Host school: Henley High School

A prevocational program, covering the skills and knowledge to work within the hospitality industry. The program covers a range of food and beverage functions and client service activities, including health and safety, hygiene, food and beverage service and kitchen hand functions.

Students will acquire skills and knowledge in interpersonal, communication and customer service skills, cultural awareness required for serving customers and working with colleagues from diverse backgrounds, including communicating efficiently on the telephone.

Practical skills and knowledge focus on preparing table settings and service areas, greeting, seating and farewelling guests, describing menu items and taking orders, food preparation and service skills, clearing, resetting tables, preparing and serving non-alcoholic beverages.

Students must have black business pants and a white shirt for catering functions.

Hospitality – Certificate II in Hospitality (Kitchen Operations) (one year)

Host school: Woodville High School

This qualification will help students become ‘job ready’ for work in a commercial kitchen at the completion of the program, as well as being able to access apprenticeships and further study options in hospitality.

This program is delivered by a Quality Training and Hospitality College.
Information Technology, Media & Studio Recording

Digital Media – Certificate II in Creative Industries (Media) (one year)

Host school: Henley High School

This course gives students an orientation to the workplace and the theoretical and practical knowledge to work within the media and creative industries areas. It is a hands-on course, with practical competencies and use of a state-of-the-art multimedia centre.

The equipment and associated software provides students with skills and knowledge to create contemporary digital pieces.

Digital media represents the convergence of text, pictures, video and sound into a single form. This program develops skills to integrate digital video, sound, animation and text into one product, which can be delivered on YouTube, a website or USB.

Digital Media – Certificate II in Creative Industries (Media) (one year)

Host school: Le Fevre High School

This course is an introduction to the Digital Media workplace, specialising in publishing and screen electives. Competencies include both theoretical and practical knowledge. Students will use industry software, practice employability skills and complete digital media products.

Information, Digital Media and Technology – Certificate II in Information, Media and Technology (one year)

Host school: Henley High School

Henley High School has a modern IT suite with access to the latest high-end personal computers and industry standard software. This program is a pathway to further studies such as Certificate III in Information, Digital Media and Technology.

Structured Workplace Learning will assist students in practising their skills and knowledge in a workplace.

Information Technology Certificate 2 – Certificate II in Information, Digital Media and Technology (Online) (one year)

Host school: Thebarton Senior College

This course is studied online through the Thebarton Moodle. However, in order to build a supportive and effective IT environment, a face-to-face orientation session will be held at the start of the course.

This course requires students to demonstrate their ability to set up hardware and install and customise software as well as troubleshoot problems. A practical test session will be held at Thebarton Senior College so that this can take place under supervision and with the required equipment available.

Students may be able to negotiate alternative arrangements if this session time does not suit them. Other interactivity between students will be on the Moodle or at other face-to-face sessions as required. Online video links such as Facetime, Skype or similar may be used to hone one-on-one sessions with the online teacher.
Information Technology Cert 3 – Certificate III in Information, Digital Media and Technology (one year)

Host school: Thebarton Senior College

This course is offered over one year and is supported through work set on the College Moodle.

In the first semester, the focus will be on installation and configuration. The semester 2 focus will be on networking system, computer hardware, optimising operating systems and supporting users.

Students will be expected to do reading, preparation for class and written assessment work online.

Musical Technical Production Year 1 – Certificate III in Technical Production (two years)

Host school: Henley High School

The Certificate III in Technical Production is a unique course that focuses on studio based music production skills that will teach students how to use music technology and basic sound engineering skills to make their own electronic music.

Music technology has blurred the line between sound engineer, sound producer and composer. The need for a holistic approach in producing audio that is copyright free and suitable for multiple uses is the aim of this course.

Students will experience the chance to arrange and produce their own electronic audio using protocols in a studio situation that is suitable for multiple uses while having direction from a commercial local recording studio.

This is the first year of a two year course. The actual units listed above may change due to equipment, best units to fit student needs or trainer changes.

Musical Technical Production Year 2 – Certificate III in Technical Production (two years)

Host school: Henley High School

The Certificate III in Technical Production is a unique course that focuses on studio based music production skills that will teach students how to use music technology and basic sound engineering skills to make their own electronic music.

Music technology has blurred the line between sound engineer, sound producer and composer. The need for a holistic approach in producing audio that is copyright free and suitable for multiple uses is the aim of this course.

Students will experience the chance to arrange and produce their own electronic audio using protocols in a studio situation that is suitable for multiple uses while having direction from a commercial local recording studio.

This is the second year of a two year course. The actual units listed above may change due to equipment, best units to fit student needs or trainer changes.
Maritime Industry Pathway – Certificate II in Transport and Distribution (Maritime Operations) (3 x 1 week at the end of each term (1,2 & 3))

*Host school: Le Fevre High School (in conjunction with Australian Maritime and Fisheries Academy (AMFA))*

This is an entry level course that will provide students with maritime skills and knowledge to enable them to be immediately employable as Deck Hands as well as giving them significant credit in a Coxswain course. This will be able to be completed once students have gained sufficient documented time at sea.

Retail and Tourism

Pharmacy Customer Service – Certificate II in Community Pharmacy (partial certificate) (one term)

*Host school: St George College*

This course is key to opening the door to a career in community pharmacy. The topics covered will be transferable to various industries but will be flavoured with product knowledge and experience in retail community pharmacy.

Work place learning is essential for students wishing to complete the course. Part time employment positions may be available on completion of this course.
Sport & Recreation

Career Oriented Participation (AFL) – Certificate III in Sport Career Oriented Participation (one year)

Host school: Henley High School

This qualification provides the skills and knowledge for an individual likely to undertake a career as an AFL player at a regional, state or territory level which may enable match payments, prize money, grants or endorsements to form the primary source of their income.

Students will complete a work placement with an SANFL club, working with their Development Managers to deliver a range of programs to their junior squads.

Career Oriented Participation (Soccer) – Certificate II in Sport Career Oriented Participation (two years)

Host school: Underdale High School

This is year 2 of a two-year course. In order to complete the full certificate students must successfully complete both year one and two.

This qualification provides the skills and knowledge for an individual to pursue a career as a player at a regional and state or territory level. This course has a football (soccer) focus.

Those undertaking this qualification should hold a scholarship with an Institute of Sport, be a member of a state, territory or national team, squad or development program, a national or state or territory talent development program or a member of a second tier national competition.

Fitness – Certificate III in Fitness (one year)

Host school: Henley High School

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions, requiring work within a defined range of exercise instruction situations and activities.

The qualification provides students with the opportunity to work in fitness centres in either a gym or group exercise setting.

The training program will be undertaken in various locations such as gyms, fitness facilities, community facilities and outdoor environments, and includes a work placement opportunity in a fitness centre.
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Sport and Recreation – Certificate II in Sport and Recreation (one year)

*Host school: Henley High School*

This program is for students who wish to experience working within a specialist area of coaching, officiating and event management in the sport and recreation industry.

Students engage in both individual and collaborative projects in a simulated industry environment and/or the community, involving coordination of an event for a particular cohort and/or occasion.

Students gain theoretical and logistical skills and knowledge in the areas of organising games or competitions, or participating in some form of outdoor recreation.

Skills and knowledge developed include general administration, maintaining support and recreation equipment and facilities; and promoting products and services to clients.

Sports Trainer – Certificate III in Sports Trainer (one year)

*Host school: Henley High School*

This qualification provides the skills and knowledge for an individual likely to undertake a career as a sports trainer at a regional, state or territory level.

Likely functions for someone with this qualification include performing pre and post event taping as part of providing injury prevention and treatment for athletes, developing warm-up and cool-down programs, and assisting with the management of sports injuries under the guidance of a health professional.

Students will be expected to complete five days of structured workplace learning in a variety of sporting settings. This may require an out of school time commitment.