Welcome to Ocean View College  
............. A pathway for success

As Principal of Ocean View College I welcome you to our Curriculum Handbook and highly recommend the information it contains to support effective decision making for your child in future directions of learning at our college.

What makes Ocean View College the best place for your child?
We believe that parents cite a mixture of reasons why they choose Ocean View College as the best opportunity for successful learning of their child:
- It is a safe and welcoming environment.
- High standards are expected. Students are well disciplined and respectful.
- Facilities are maintained at an excellent level.
- Teachers and Support Staff are experts in their fields and are acknowledged as being caring, friendly and encouraging.
- Students very much enjoy their college days and clearly have a real sense of pride in their college.

Our Birth to Year 12 College makes for a perfect learning environment
Significant data over a number of years has shown that Ocean View College’s Birth to Year 12 learning environment has definite advantages that support high levels of performance and successful learning outcomes. In particular, our students can experience seamless curriculum delivery and ethos as well as consistent expectations and values in a complete learning experience from Children’s Centre through to Senior Schooling at Year 12.

Children’s Centre
Our Children’s Centre provides a learning environment where the natural curiosity and wonder of young children is encouraged and enhanced by skilful guidance from our professional team. Learning opportunities and experiences are designed to support the delivery of quality programs at all levels including developing children’s confidence in their abilities, resourcefulness and resilience.

Junior School (Years R to 9)
A strong culture for success in the Junior School is reflected by the attitude encouraged by our teachers to challenge our students to do their best at every opportunity. The core academic priorities of Literacy and Numeracy are presented in a manner that celebrates understanding, exploration and skill development and fosters areas of personal interest and growth. A variety of learning strategies ensure that all student learning styles are catered for. Students access specialist curricula and many additional facilities at the college (eg Music, PE, Art, Drama, Japanese, Technology).

Middle School (Years 6 to 9)
The Middle School is a unique period of student growth and development. Ocean View College delivers the International Baccalaureate Middle Years Program designed to extend student’s academic skills, promote personal development, encourage attitudes of responsible citizenship and foster international mindedness. Year 9 students begin to negotiate aspects of their individual study program through “choice lines” to complement their study in the core curriculum.

Senior School (Years 10 to 12+)
As students enter Senior Schooling at Ocean View College they begin to focus their generalist subjects into specialist pathways. This is an extremely important stage in schooling as it is a time when students need to prepare for life after college, whether that is full time employment, tertiary education or vocational pathways. The college offers courses in SACE Stage 1 and 2 with increasing opportunities to specialise and individualise their programs with ongoing developments in Vocational Education and online learning options. We are also involved in a collaborative approach between neighboring schools titled Federation of Schools. This Federation provides breadth of curriculum choice in the senior years and meets the individual needs of young people. Our Senior Study Centre offers outstanding opportunities of choice in study facilities and fosters independent learning and personal organisation skills.
Extra Curricula Programs
Ocean View College offers many extra curricula programs ranging from the traditional to some unique opportunities that can best be delivered on the peninsula. All programs are delivered by experienced teachers with specific skills and qualities required by the program. In many cases parent/caregiver support is greatly appreciated to further enhance the successful outcomes of each program. Extra-curricula programs are value added learning opportunities for all our students to experience where some are connected, and some not, to curriculum delivery.

The following extra-curricula programs are available:
- Aerobics (Boys and Girls) and Hip Hop
- Sailing
- Rowing
- Knockout Sport
- Clowning
- College Music Bands
- Performing Arts presentations
- Visual Arts presentations
- The Duke of Edinburgh Awards
- Peer Mediators
- Beacon Ambassadors

Once again I highly recommend this course book as an avenue where parent/caregiver and student can study the information it contains and then make well-informed decisions for future pathways. It is also important to take advantage of the opportunities that are provided by the college including:
- SACE Information sessions,
- Individual subject counseling sessions for students and parents,
- Meetings with Student Counsellors and Heads of Schools

Through the partnership of college and home we hope that all students at Ocean View College will enjoy the best possible subject selections, ensuring that all options are maximised. I invite you to contact the college should you require any further information or clarification.

Peter McLaren
Principal

Andrew Lesenko (2012 Dux) and Jade Hastings (2012 Caltex Award winner) with Mr McLaren
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Glossary

AET   Aboriginal Education Teacher
ACEO  Aboriginal Community Education Officer
ATAR  Australian Tertiary Admission Rank
AYF   Australian Yachting Federation
CAD   Computer Aided Drafting
ICT   Information & Communication Technology
IPP   Information Processing and Publishing
IT    Information Technology
NAPLaN National Assessment Program Literacy and Numeracy
LAP   Learning Assistance Program
LOTE  Language Other Than English
MYOB  Mind Your Own Business (Business Accounting software)
NEP   Negotiated Education Plan
PE    Physical Education
RTO   Registered Training Organisation
SACE  South Australian Certificate of Education
SACSA South Australian Curriculum Standards and Accountability
SATAC South Australian Tertiary Admissions Centre
SOP   Safe Operating Procedures
SOSE  Studies of Society and Environment
SWAT  Students Working Actively Together
TAFE  Technical and Further Education
TAS   Tertiary Admission Subject
VET   Vocational Education and Training
GENERAL INFORMATION

Parent Teacher Communication
We believe that communication is a two way process. Consequently, parents can meet with teachers at any convenient time as well as at formal interview evenings to discuss a student’s progress. Please contact us as the need arises.

Newsletters
These are a regular means of communication. We aim to provide information of current events and achievements. Parents/Caregivers receive newsletters each fortnight. These can be emailed on request and are also available on the College website.

Student Services
A wide range of counselling services are offered. All teachers are willing to meet with students and parents at mutually convenient times. Our Principal and Leadership Team welcome the opportunity to speak with both students and parents.

Student Counsellors are also available to provide assistance with personal and career counselling, as well as accessing outside support services. We also have one Pastoral Care Support Worker.

Special Education Programs
Ocean View recognises that there are some students with special educational needs. These needs vary and the way in which individual learning programs are provided is subject to negotiation with parents, teachers and specialist service providers.

Our Special Needs Coordinator oversees programs for students with disabilities, specific learning needs, gifted and talented and ESL.

These may include:
• Specialised classes in literacy and numeracy
• Special short term programs in life skills
• Adapted curriculum in particular subjects
• Special learning programs (including off-site)
• Support in regular classes

Area Resource Class
Ocean View has a Primary Area Resource Class catering for up to 13 Students with Disabilities in Years 3 to 7. Their ages range from 8 - 13. Students must be identified by a Guidance Officer or Speech Pathologist as needing this type of support. The placement in the class is then decided by a Special Class Panel at Disability and Hearing Impairment Services.

All the students have a Negotiated Education Plan with individual programs designed to meet their educational needs in all curriculum areas. Area Resource Class students in Years 3 to 7 join mainstream classes for selected activities. In Years 8 and 9, our Middle School Transition Integration Program helps bridge identified Area Resource Class students back into mainstream education.

Diary
All students in Years 6 - 12 are expected to have and use a school diary. It is particularly important that it is well maintained to allow for important communications between home and school to take place. Parents are asked to monitor its use, and sign it at the end of each week. It should be used to communicate with the school, in particular to advice as to the reasons for student absence or lateness to school.

Teachers will generally use the diary to communicate with parents. Reception to Year 5 use diaries, a take home folder or book to communicate between home and school and to record set reading and homework.

School Activities
Students have many and varied opportunities to participate in the life of the school. These activities vary from year to year and may include programs involving:
• SWAT Teams
• Camps and Excursions
• Music and Drama Productions
• Lunchtime and after school sport
• Academic and sporting competitions
• Student exchanges
• Specialist Sailing Programs
• Interstate trips at Year 8 and Year 11
• Year 6/7 Biennial Camp to Arbury Park
• Clowning
• Pedal Prix
• Aerobics and Hip Hop
• Rowing
**GENERAL INFORMATION**

**Homework**
Success in study at school is strongly supported by hard work, and this includes regular homework. Although time spent on homework per night will vary, the following times should be used as a guide.

<table>
<thead>
<tr>
<th>Rec to Year 2</th>
<th>Read to an adult</th>
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<tbody>
<tr>
<td>Year 3</td>
<td>15 - 20 minutes (plus reading)</td>
</tr>
<tr>
<td>Years 4 and 5</td>
<td>20 mins - ¼ hour (plus reading)</td>
</tr>
<tr>
<td>Year 6 and 7</td>
<td>approximately ½ to ¾ hour</td>
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<tr>
<td>Year 8</td>
<td>approximately 1 hour</td>
</tr>
<tr>
<td>Year 9</td>
<td>1 - 2 hours</td>
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Homework includes preparation, completing work, practising skills, revision, and assignment work over a period of time. If difficulties with homework are experienced, the subject or Care/Class Group teacher should be contacted.

**Assessment and Reporting**
At Ocean View College we believe:

- Assessment should encourage, assist and enhance the learning of all students
- The assessment procedures shall be inclusive of age, social and economic status, culture, disability, gender and race
- Assessment procedures should support and enhance the relationship between the teacher and student and the relationships among students
- The reporting of assessment should be consistent and meaningful to students, parents and teachers

Reporting occurs at the end of each term and will vary in format according to year level. The format of the report is constantly being reviewed so that our reporting reflects the requirements of the IBMYP and Education Department policies.

**Student Voice - SWAT (Students Working Actively Together)**
Students from Reception to Year 10 are invited to join a team of their choice from the following options:

- **Special Days/Events** - prioritising and organising the many activities that take place throughout the year (eg Harmony Day, Book Week, fundraising events, etc).
- **Lunch Time Activities** - consulting with students/staff about the types of activities that could be organised during lunch times and working towards establishing a varied, interesting and sustainable program (eg staff/student games, radio station, caregroup/class challenges).
- **Environment** - recycling, gardening, Clean Up Australia, Water Watch, etc.
- **Community/Healthy Lifestyles/Values** - looking at ways we can positively and consistently promote our school values (eg establish a welcoming committee for new students and a “safe zone” for students experiencing problems in the yard, creatively displaying our values around school and establishing areas of need and ways we can help in the community (eg cooking for the homeless, visiting Aged Care Facilities, helping with Meals on Wheels, adopting a railway station, special fundraising events).

The teams will have two main foci: Service to the Community and Student Voice. Class meetings are still vitally important and any issues that need to be addressed are placed in suggestion boxes placed in Junior and Middle School offices. Counsellors then decide which team should address the issue. Once the issue has been discussed, the SWAT team ensures that all parties are kept informed via assemblies, written communication and/or visiting classes.
CHILDREN’S CENTRE

Ocean View College Children’s Centre where care and education go hand in hand
Great place to learn for life - Great place to be in life

General Information
We are a purpose built Children’s Centre for Early Childhood Development and parenting and we are part of Ocean View College B-12. We are an early learning centre that offers high quality education and care that supports families and communities to provide every child with the best chance to have a safe, happy and healthy life as a valued member of their community. We believe that effective partnerships between families, educators, carers and the local community will ensure a sense of connection and belonging so that children grow up as members of strong families within a supportive community.

We offer:
**Long day care for children from 6 weeks of age**
- 7:00am to 6:00pm Monday to Friday 50 weeks of the year
- Full day, half days and hourly sessions
- Child Care Benefits are available and our Provider number is 407 316 734 H

**Sessional DECD Preschool**
We offer 5x3 hour sessions of Preschool per week for children the year before starting school. Preschool Sessions are:
- Monday to Friday mornings 8:45am to 11:45am
- Monday to Friday afternoon 12:15pm to 3:15pm
- We offer Early Entry Preschool and Pre-entry Preschool sessions when space allows
- Our Sessional Preschool is fully integrated with child care.

We have 3 rooms structured by age:
- Starfish Room: 6 weeks to 2 years
- Seahorse Room: 2 years to 3 ½ years
- Jellyfish Room: 3 ½ to 5 years plus

We provide all food to all children which consists of healthy and delicious fruit, yoghurt and snacks and a hot lunch time meal and this is covered in our fees.

On our staff team we have a Community Development Coordinator, a Family Service Coordinator, an Occupational Therapist and a Speech Therapist who work with families and individual children to support their development and wellbeing.

Ocean View Children’s Centre has a commitment to each and every child:
- to support their health and wellbeing
- to develop a positive, supportive relationship with children and their families
- to enhance success in literacy, numeracy and computer learning by offering engaging and challenging activities and explicit teaching
About Our Program

- We offer high quality, safe, motivating, rich learning environments that engage children in creative activities leading to successful learning outcomes for all children.
- We focus on early childhood methodology which values high quality learning, that is centred on each individual child and values their family. Children learn in a rich play based curriculum building social skills and enhancing wellbeing.
- We value families’ cultural heritage and value any information that can enhance the centre’s acknowledgement of cultural traditions so please let staff know of any information about beliefs and values that can support your child’s customs and cultural understandings.
- We participate as part of the whole college campus accessing Japanese lessons, computing classes, library borrowing, and Music activities in additional to joining in special days and whole college activities.
- We have modern new facilities, equipment and toys, a great outdoor area and outdoor equipment.
- We have 4 kindergarten computers and 5 Acer Tablets to nurture children’s computer skills.
- Our Centre program is based on the Early Years Curriculum Framework: Becoming, Belonging and Being.
- Our Child Care and Preschool is guided by the National Quality Improvement Framework. These documents guide our teaching and care practice to ensure high quality outcomes for children and their families.
- We offer supportive transition sessions to parent’s school choice as well as offering an extended transition to the Reception class at Ocean View College.
- We offer special programs for children if required for Speech Therapy, Special Education services and other integrated services for children with additional needs.
- We are a sun-safe centre that supplies a hat to each child and vigilantly applies sunscreen to all children.

All our policies are available to view at the front desk.

We understand how important your child is and we look forward to getting to know you and your child. Please introduce yourself to all staff as we all enjoy meeting our families. We want to make your time at our centre enjoyable-please do not hesitate to speak to one of our staff members if you have any concerns or want further information.

CHILD CARE FEES

- $375.00 per week
- $80.00 per day
- $47.00 per morning session 7:00am - 12:30pm including lunch and snacks
- $43.00 per afternoon session 12:30pm – 6:00pm includes snacks but not lunch
- $19.00 lunch time session
- Emergency Care: if available $19.00 per hour

PRE-SCHOOL FEES

- $50.00 per term for 5 sessions
- $25.00 per term for 2 sessions
- $15.00 per term for Pre-entry
- Includes all food provided

A FEE REDUCTION EXISTS FOR STUDENTS ATTENDING BOTH PRESCHOOL AND CHILD CARE

- $40.00 per term for 5 sessions per week (plus Child Care fees)
- $20.00 per term for 2 sessions per week (plus Child Care fees)
- $12.50 per term for pre-entry (plus Child Care fees)
- Includes all food provided
JUNIOR SCHOOL (RECEPTION - YEAR 5) CURRICULUM

At Ocean View College there is ongoing development of curriculum and best practices for student learning in line with the New Australian Curriculum, Reception to Year 5. Students will engage in the New Australian Curriculum in Mathematics, Science, English and History and be assessed against the achievement standards, while following the SACSA framework in other learning areas during this time of transition. Imbedded in Teaching and Learning of the Australian Curriculum are the:

**General Capabilities:** Literacy, Numeracy, ICT competence, Critical and creative thinking, Ethical behaviour, Personal and social competence, Intercultural understanding

**And Cross Curriculum Perspectives:** Aboriginal and Torres Strait Islander histories and cultures, Engagement with Asia and Sustainability

In Reception to Year 5, students engage in the *International Baccalaureate ‘Learner Profiles’*—Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Carers, Risk Takers, Balanced and Reflective; integrated across the eight areas of learning. The IB Program provides a framework of academic challenges that encourages our students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. The introduction of the IB Learner Profile to students in the Junior School prepares them for further learning in the IB Middle Years Program.

**THE CURRICULUM**

The Junior School provides an education for Reception → Year 5 students through a wide range of learning experiences in the eight areas of learning:

**Information Communication Technology**

- Reception - Year 5 students have regular access to various computer suites throughout the school and class sets of laptops and Ipads
- Reception and Year 1 students will have access to Ipads to support group work in classes
- Students have regular computing lessons with class teachers – ICT is integrated across the curriculum
- Year 4 and 5 students are able to access the internet under the supervision of teaching staff
- Information Communication Technology is integrated throughout the curriculum
- Students have access to netbook laptops to support group work in classes

The Junior School provides an education for Reception to Year 5 students through a wide range of learning experiences in the following 8 areas of learning:

1. **English/Literacy**

   The English curriculum is divided into three areas:
   1. Texts and Contexts
   2. Language
   3. Strategies

   Junior School students cover these areas from Reception to Year 5.

   Junior School staff offer a wide range of teaching and learning experiences to maximise the outcomes for all students in literacy by:
   - Participating in Junior School standardised testing
   - Using Running Records to determine individual reading levels for students
   - Providing identified students with regular oral reading support with adults or older students
   - Ensuring that literacy is integrated across the curriculum
   - Identifying students with high intellectual potential and providing them with extension opportunities
   - Providing remedial support for students (one to one and small group support Special Education)
   - All Junior School students participate in literacy blocks which focus on explicit teaching of literacy skills (eg sight words and word patterns in spelling, writing styles (genres), punctuation, comprehension and handwriting), critical literacy, guided reading, oral language
   - Participating in basic skills testing in literacy in Years 3 and 5 (NAPaL tests)
   - Using Cross age tutoring support for identified students in classes in literacy
   - Maintaining a strong focus on all children being confident at speaking, listening, reading, spelling and writing.
   - Developing research and reporting skills
   - Access to the Resource Centre
2. Mathematics/Numeracy
The new Australian Mathematics Curriculum is divided into three areas. From Reception to Year 5 children cover topics within the following areas:
1. Number and Algebra
2. Measurement and Geometry
3. Statistics and Probability
   • Junior School staff offer a wide range of teaching and learning experiences to maximise the learning outcomes of all students in numeracy
   • Participating in standardised numeracy testing in Term 4
   • Explicit teaching of numeracy and mathematics skills
   • A focus on children being confident mathematicians in particular the four processes (addition, subtraction, multiplication and division)
   • Applying maths to real life experiences
   • Activity based lessons using “hands on” approach to assist students in learning numeracy skills
   • Basic Skills testing in numeracy (NAPLaN tests) Years 3 and 5
   • Cross age tutoring activities in numeracy for younger students
   • Basic Skills testing in numeracy (NAPLaN tests) Years 3 and 5
   • Cross age tutoring activities in numeracy for younger students
   • Remedial support for students through Special Education support
   • Numeracy skills integrated across the curriculum
   • Access to Mathletics Mathematics program (online)
   • Maths "Make It Count" program for Year 4 and 5 classes

3. Health and Physical Education
The Health and Physical Education curriculum is divided into three areas:
1. Physical Activity and Participation
2. Personal and Social Development
3. Health of Individuals and Communities
Through the Health and Physical Education program students:
   • Develop skills and personal fitness through the daily fitness program
   • Students participate in one PE lesson once per week with a specialist teacher
   • Develop skills through lessons in fitness, games skills, ball skills and dance
   • Develop friendships and teamwork skills
   • Learn about the importance of regular physical activity
   • Learn about the importance of making appropriate choices for a healthy lifestyle
   • Take part in the DECD Swimming and Water Safety Program
   • Take part in the Life Education Program
   • Are able to participate in school sports after school
   • Develop a range of social and life skills through the Health and Well Being Program and Child Protection Program with the class teacher and Junior School Counsellor (ie Social Learning)
   • Participate in Junior School Sports Day
   • Can participate in the school Aerobics program

4. Technology
In Technology students:
   • Critique, design, make and appraise
   • Apply problem solving skills to tasks
   • Use materials in a creative way
   • Use various technologies
   • Become aware of how technology affects their lives and their environment
   • Participate in one technology lesson per week with a 'specialist' Technology teacher
5. **Japanese language and cultural studies**
The languages curriculum is covered in these areas: communication, understanding language and understanding culture.
- Our LOTE language is Japanese and it is taught from Reception - Year 12
- Students have Japanese language/cultural lessons delivered by a specialist teacher once per week
As part of the curriculum children are also engaged in Cultural Studies lessons in Aboriginal Studies, Studies of Asia and other cultures.

6. **Humanities - History**
The Australian Curriculum: History includes concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.
In Foundation to Year 2, there is a particular emphasis on the concepts of continuity and change, cause and effect, and significance within the context of personal, family and local history. These concepts continue to be a focus of study in Years 3-6 with the inclusion of content related to perspectives challenging the notion that the past is a given and is unproblematic. Humanities concepts are often integrated across the curriculum.

7. **The Arts**
The Arts curriculum is divided into three main areas:
1. Arts practice
2. Arts analysis and response
3. Arts in context
Through Art we assist children to:
- Develop freedom of expression and creativity
- Generate, plan and experiment with ideas
- Respond creatively to experiences
- Improve memory and concentration skills
- Develop self-confidence
Children engage in drama, painting, drawing, making, music, singing, assemblies and viewing performances.
Dependent on staffing, funding and programming, students access specialist teachers in music, dance and drama throughout the school year.
Opportunities exist for students in Years 3 and beyond to participate in the Instrumental Music program.
- Choir is offered to Year 5 students.

8. **Science**
In Science students are involved in an innovative program called “Primary Connections”. The program aims to link Science with Literacy. Units cover content from the new Australian Curriculum with the four strands of Sciences: Biology, Physics, Chemistry and Earth and Space Science.
The Primary Connections 5Es teaching and learning model is based on the theory that students learn best when they are allowed to work out explanations for themselves over time through a variety of learning experiences structured by the teacher. Students use their prior knowledge to make sense of these experiences and then make connections between new information and their prior knowledge. To help students make the connections between what they already know and new information each Primary Connections unit uses five phases: Engage, Explore, Explain, Elaborate and Evaluate.

**Cross Age Activities**
One of the advantages of a Birth - Year 12 site are the many cross age activities offered to students.
Course Selection

It is important that students and parents, together with teachers, are involved in the selection of courses for each student. Details of the requirements for each year level will be made available at the appropriate time. Parents are invited to discuss requirements with staff at any time.

Course selection takes place during Term 3 for students in Years 8 and 9. Parents, students and teachers are integral parts of the consultation at both stages. Students select courses to suit their abilities, their interests and their vocational aspirations. It is crucial that options are kept open for as long as possible during the middle years before students make selections according to their individual needs.

International Baccalaureate Middle Years Program (IBMYP)

Ocean View College was authorised in 2012 to deliver the International Baccalaureate Middle Years Program. Students at Ocean View College study curriculum aligned with the new Australian Curriculum within the IBMYP framework in Years 6 to 10.

The International Baccalaureate Middle Years Program (IBMYP) is guided by three underlying fundamental concepts: Holistic Education, Communication and Intercultural Awareness. The IBMYP is a five year program of study designed to meet the educational needs of students aged between 11 and 16 years. The MYP curriculum framework is flexible enough to allow schools to meet the demands of national, regional or state legislation while also meeting the requirements of the program.

The IBMYP Program Model below summarises the 8 Learning Areas and 5 Areas of Interaction that form the curriculum framework for students in Years 6 to 10.

Five Areas of Interaction

The Areas of Interaction are not subjects but provide a focus in which knowledge and learning can be developed.

These are:

1. **Approaches to Learning**
   - The process by which a student learns and applies knowledge.

2. **Community and Service**
   - Community and Service aims to support and value service to others.

3. **Human Ingenuity**
   - Focuses on the creative genius of people and how human rights have influenced the works.

4. **Environments**
   - Through interdisciplinary studies of the environment, students will be asked to consider environments ranging from the immediate classroom environments to global environments.

5. **Health and Social Education**
   - Aims to prepare students for a physically and mentally healthy lifestyle through interdisciplinary studies.

Year levels 6 to 10 are referred to as IBMYP Years 1 to 5.

The IBMYP focuses on eight learning areas of study:

- Humanities
- Language A
- Language B
- Mathematics
- Health Physical Education
- Science
- Technology
- Business and Enterprise
- Digital Technology
- Design Technology
- Woodwork
- Drama
- Music
- Visual Art
- Design

During Year 10 (Year 5 of the IBMYP) students undertake a ‘Personal Project’ to complete the IBMYP and receive their certificate of studies for the middle years. The project is a personal choice and focuses on one of the 5 Areas of Interaction and ‘showcases’ a student’s development of research skills and independent learning.

Assessment and Reporting

Students are assessed in each subject against criteria set down by the IBMYP. The criteria are explicit and provide for basic to very high achievement. Student Reports reflect their level of achievement against each of the criteria in each subject and will receive an overall 7-1 grade.
Course Selection
It is important that students and parents, together with teachers, are involved in the selection of courses for each student. Details of the requirements for each year level will be made available at the appropriate time. Parents are invited to discuss requirements with staff at any time.

Course selection takes place in two stages: during Term 3 for students in Years 10 and 11 and at the end of Term 4 for Year 10 and 11 students when subjects are confirmed. Parents, students and teachers are integral parts of the consultation at both stages. Students select courses to suit their abilities, their interests and their vocational aspirations. It is crucial that options are kept open for as long as possible during the middle years before students make selections according to their individual needs.

Senior School students are working toward the completion of the South Australian Certificate of Education (SACE).

Most students will complete the greater part of their studies for SACE in Years 11 and 12, but many will make a start in Year 10 and some will finish in Year 13 or later.

In Year 10 students will study in the compulsory learning areas; and complete their first SACE subject Stage 1 Personal Learning Plan (PLP) worth 10 credits. Some other Stage 1 SACE subjects are available for student choice in Year 10.

SACE (SA Certificate of Education)
To achieve the SACE each student must complete a pattern of subjects set out by the SACE Board of South Australia. This pattern is made up of two Stages. Students start by studying subjects chosen from Stage 1 and move into subjects chosen from Stage 2.

At Stage 1 some subjects are compulsory. These are:
- English
- Mathematics
- Personal Learning Plan (completed in Year 10)

Other subjects are chosen to meet the individual needs of students.

At Stage 2 students continue to choose from the 8 learning areas to meet their individual needs and complete the required units of study. A 10 credit, 1 semester unit called Research Project is compulsory at Stage 2 (completed in Year 11)

VET (Vocational Education and Training) (see details at back of Handbook)
VET acts as a bridge for students between school and gaining further qualifications in TAFE, the university sector, or in work.

- Students may complete VET independently of SACE subjects, by attending a TAFE course or Western Area VET course of their choice. For every 70 hours of VET modules that a student successfully completes, status for 1 SACE unit will be granted. These modules can be used as part of a student’s free choice units toward completing the SACE. In most cases students attend a TAFE college or private institution outside of school for one full day per week.

The school subsidises the cost of these courses. Information and further details are made available to students and parents as each course is offered. (See pages 72 to 84 for details.)

There is a $100.00 (GST Free) VET Administration Fee for the year, as per VET Course Book.
Bridges Campus
Bridges Campus is part of Ocean View College and is located at 16 Nile Street, Port Adelaide.
Students can choose to complete their SACE requirements at Bridges Campus and also receive TAFE additional accreditation. Students can study SACE Stage 1 and SACE Stage 2 subjects.

SACE Stage 1 subjects at Bridges Campus
• Numeracy for Work and Community Life
• Community Studies
• English Semesters 1 and 2
• Accounting 1 and 2
• Personal Learning Plan

SACE Stage 2 subjects
• Workplace Practices
• Workplace Practices A
• Workplace Practices B
• Community Studies
• Research Project

At Bridges Campus students can do accredited courses:
• Business Services (Office Administration) Certificate II
• MYOB.
By combining accredited and SACE courses, students are able to complete all of the requirements for their SACE (South Australian Certificate of Education).
Bridges Campus has flexible session times, to suit students who work part time or attend other courses.
Student enrolment at Bridges Campus is via negotiation and counselling.
For more information please contact the Bridges Coordinator on 8248 1422 or 8447 4934.
### Year 8 - 12 Curriculum Overview 2014

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## YEAR 6 – 10 CURRICULUM PATTERN (IBMYP YEARS 1 - 5)

<table>
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<tr>
<th>Year 6 (IBMYP Year 1)</th>
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<th>Year 8 (IBMYP Year 3)</th>
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**Legend:**
- **Language A**: Core Language
- **Mathematics**: Core Subject
- **Sciences**: Core Subject
- **Humanities**: Core Subject
- **Language B**: Core Language
- **Physical Education**: Core Subject
- **Technology**: Core Subject
- **Performing Art**: Core Subject
- **Visual Art**: Core Subject
- **Woodwork**: Core Subject
- **Metalwork**: Core Subject
- **Physical Education**: Core Subject
- **Visual Art**: Core Subject
- **Music**: Core Subject
- **Drama**: Core Subject
- **Food & Nutrition**: Core Subject
- **Personal Learning Plan**: Elective Subject
- **Health & Physical Education Elective**: Elective Subject
- **Tech Elective**: Elective Subject
- **Arts Elective**: Elective Subject
- **Any Elective**: Elective Subject
- **Elective**: Elective Subject
YEAR 8 (IBMYP YEAR 3) SUBJECTS

In Year 8 students are required to study subjects in ALL eight Learning Areas.

ARTS

In Year 8, students are assessed using the Year 3 IBMYP criteria for The Arts which includes: Knowledge and Understanding, Application, Reflection and Evaluation and Personal Engagement.

<table>
<thead>
<tr>
<th>DRAMA 8 (IBMYP 3)</th>
<th>1 term</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this course students are introduced to basic Drama skills and techniques through the use of improvisation, developing and advertising commercial, using scripts to focus on character and structure, and the development of journal writing skills to record and evaluate performances and personal progress.</td>
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<table>
<thead>
<tr>
<th>Assessment:</th>
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</thead>
<tbody>
<tr>
<td>Relaxation</td>
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<tr>
<td>Improvisation</td>
</tr>
<tr>
<td>Commercial</td>
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<td>Open Scene</td>
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<td>Journal</td>
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<table>
<thead>
<tr>
<th>MUSIC 8 (IBMYP 3)</th>
<th>1 term</th>
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<tbody>
<tr>
<td>In this course we look at what Music is, its development and its role in our daily lives.</td>
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<tr>
<td>• Compose and create simple tunes</td>
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<tr>
<td>• Graphic and traditional notation</td>
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<tr>
<td>• Program Music and historical analysis</td>
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<tr>
<td>• Rock Instruments and Instruments of the Orchestra</td>
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<tr>
<td>• Hearing Protection</td>
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<tr>
<td>• Practical activities on keyboard, drum kit, tuned percussion instruments and ukulele (time permitting)</td>
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<tr>
<td>• Research and present assignments on their favourite artists</td>
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<tr>
<td>• ICT skills</td>
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</table>

<table>
<thead>
<tr>
<th>VISUAL ART 8 (IBMYP 3)</th>
<th>1 term</th>
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<tbody>
<tr>
<td>In the Middle Years Art program, students are guided to create and present Art in new ways to engage and convey their own feelings, experiences and learn the elements of Art. The Renaissance movement will be explored along with the introduction of drawing one point line perspective. Students will develop an awareness and understanding of artists in historical/cultural contexts.</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td>IBMYP assessment criteria – Knowledge and Understanding, Application, Reflection and Evaluation and Personal Engagement.</td>
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<tr>
<td>Practical:</td>
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<tr>
<td>Developmental theory book/folio</td>
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HEALTH AND PHYSICAL EDUCATION

In Year 8, students are assessed using the Year 3 IBMYP criteria for Health and Physical Education which includes: Use of Knowledge, Movement Composition, Performance, Social Skills and Personal Engagement.

<table>
<thead>
<tr>
<th>FOOD AND NUTRITION 8 (IBMYP 3)</th>
<th>1 term</th>
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<tbody>
<tr>
<td>Students are introduced to the principles of Design and Technology through practical learning experiences with food, nutrition and health. Learning experiences in this subject are offered within a framework of academic challenge and creativity, occurring under the umbrella of International Baccalaureate Middle Years Program. We use the Design Cycle as a vehicle to investigate, plan, design, create and evaluate student products. They will study safety and hygiene, recipe manipulation, time and kitchen management, along with basic nutrition and health issues.</td>
<td></td>
</tr>
</tbody>
</table>
- Practical skills to safely and hygienically manage time and space in a workplace environment
- Focus on food presentation and food preparation skills
- International Mindedness in food for themselves and families
- Knowledge to make informed decisions about lifestyle and health issues
- An ability to critically reflect on their performance
- An understanding of themselves as they grow and change with a sense of belonging

**Assessment:**
- Practical activity 50%
- Written activity 50%
- Including Design Folio

**PHYSICAL EDUCATION 8 (IBMYP 3)** 1 semester

Learning through physical activity is a distinguishing feature of Physical Education. The aim of Year 8 Physical Education is for students to achieve a critical understanding of physical activity through the integration of theory and practice. An emphasis being improved health related fitness, motor skill development, development of social skills and personal engagement.

The students are taught basic skills necessary to become competent in a wide variety of sporting games and movement activities that are currently practised in our multicultural society.

**Practical activities include:**

**Requirements:**
- A change of clothing into sports gear is compulsory for all practical activities.

**Cost:** A semester fee of $15.00 (GST free) is applicable.

**HUMANITIES**

**HUMANITIES 8 (IBMYP 3)** 2 semesters

The aim of Humanities in the IBMYP is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. Humanities aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Activities will develop a student’s skill in processing and interpreting information and in presenting their information using a variety of technologies.

**Topics covered include:**
- Medieval Europe
- Shogunate Japan
- The Black Death
- Landscapes
- Personal and community Geographies
- Studies of current issues

**LANGUAGE A - ENGLISH**

**ENGLISH 8 (IBMYP 3)** 2 semesters

At Year 8 the aim of the course is to foster an enthusiasm for literature, while further developing literacy skills. Students will undertake a variety of language experiences in the areas of writing, reading/viewing, and listening/speaking and be exposed to a variety of classic and everyday texts including novels, drama, poetry, magazines, newspaper articles and film. A wide range of writing types will be taught and practised with a continuing emphasis on developing a student’s basic skills of spelling, grammar and comprehension.
ENGLISH ADVANCED 8 (IBMYP 3) 2 semesters
Entry Recommendations: A high level of achievement in Year 7, and in consultation with the English Coordinator.
Content: The content and assessment tasks are designed to enrich and enhance student learning in this advanced subject class. Students who are at the advanced level will be accelerated through each unit and then either extended beyond or taken to a greater depth of understanding and application within the units of work.

LANGUAGE B - JAPANESE

JAPANESE 8 (IBMYP 3) 2 semesters
Language B aims to encourage in the students a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning. Japanese is a modern, dynamic language from a country with close economic and business ties to Australia. Additionally Japan has a rich and diverse cultural history to explore and compare to build inter-cultural understanding.

- Introducing oneself and others
- Numbers
- Time
- Hiragana script
- Basic Kanji script
- Development of basic linguistic skills
- Topics covered include: Family, weather and seasons, likes and dislikes

MATHEMATICS

MATHEMATICS 8 (IBMYP 3) 2 semesters
Mathematics in the IBMYP aims to provide students with an appreciation of the usefulness, power and beauty of the subject. One aspect of this is the awareness that Mathematics is a universal language with diverse applications. The IBMYP promotes an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought.

The study of Mathematics in the IBMYP includes five branches of Mathematics with content as part of the Australian Curriculum: Number, Algebra, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics.

- Number concepts building fluency in working with decimals, fractions, integers and indices
- Algebraic concepts that describe patterns
- The measurement of common shapes including perimeters, areas and volumes
- Simple averages from datasets
- Understanding of Profit and Loss
- Trigonometric properties
- Probabilities of events

Resources:
All students should own their own Scientific calculator – information regarding purchasing an appropriate Scientific calculator can be obtained from the Mathematics Coordinator.

Assessment:
Students will be assessed against the IBMYP Mathematics criteria: Knowledge and Understanding, Investigating Patterns, Communication in Mathematics, and Reflection in Mathematics.

MATHEMATICS ADVANCED (8) (IBMYP 3) 2 semesters
Entry Recommendations: A high level of achievement in Year 7 Mathematics, and in consultation with the Mathematics Coordinator.
Content: The content and assessment tasks are designed to enrich and enhance student learning in this advanced subject class. Students who are at the advanced level will be accelerated through each unit and then either extended beyond or taken to a greater depth of understanding and application within the units of work.
The study of Science aims to provide students with both a body of knowledge and an understanding of the Scientific approach to problem solving. The ability to formulate hypotheses, design and carry out investigations to test them, and evaluate results constitutes the framework within which specific content is presented. In Year 8 (IBMYP 3), the focus begins on building the skills necessary to working in the laboratory safely.

Included are topics from the four main branches of Science; Physical, Chemical, Biological and Earth/Astrophysical as governed by the Australian Curriculum with a focus on the related concepts and issues.

- States of Matter
- Energy Transfers and Transformations (including the Scalextric Engineering Challenge)
- Rocks and Minerals
- Cells and Organisms

**Assessment:**
Assessment tasks are designed to evaluate the students’ skill in meeting the IBMYP Sciences criterion including Science in the World, Knowledge and Understanding, Inquiry Design, Processing, Evaluating and Communicating.

In Year 8, students are assessed using the Year 3 IBMYP criteria for Technology which includes: The Design Cycle of Plan, Design, Create and Evaluate.

**METALWORK 8 (IBMYP 3)**
Students will develop a design folio to support their learning and document their work, following the International Baccalaureate (IB) Design Cycle. Students work from a ‘Challenge’ and use the Design Cycle as a vehicle to plan, design and evaluate products they produce.

A general introduction to safety requirements with respect to Safe Operating Procedures, basic marking out, cutting, shaping of sheet metals and flat mild steel sections with a focus on hand tools will be incorporated into tasks. Students will also be instructed in safe operation of these basic metal working machines: Drill Press, Panbrake Folder and use of electric Soldering Irons. Joining systems we encourage students to use in project work include riveting and soft soldering. A research task relating to the Areas of Interaction will be produced.

**Examples of Tasks/Topics:**
The aspects of the Design Cycle are introduced with the construction of a Dust Pan or ‘Pooper Scooper’, in which sheet metal is joined to a formed flat mild steel handle designed by the student. Students will be set a Challenge where the Design Cycle is followed to construct a structure that solves a problem that flows from a leading question. For this task students work in a small group and only have access to simple sheet metal material for structural construction purposes. This material (tin plate) needs to be formed into a simple, strong and effective structure to meet the need as set in their design brief.

**WOODWORK 8 (IBMYP 3)**
Students will develop a design folio to support their learning and document their work, following the International Baccalaureate (IB) Design Cycle. Students work from a ‘Challenge’ and use the Design Cycle as a vehicle to plan, design and evaluate products they produce.

A general introduction to safety, basic marking out, cutting and shaping of timber with a focus on hand tools and their safe use is integrated into practical skills building tasks. Students will also be instructed in Safe Operating Procedures for these basic wood working machines: Drill Press, Disc Sander, Bandsaw. Joining systems we encourage students to use in project work include rebates, butt joints, laminating and the fitting of a lid. A research task relating to the Areas of Interaction will be produced.

**Examples of Tasks/Topics:**
The aspects of the Design Cycle are introduced with the construction of a small wooden box, in which the components are joined to a form a box that must include a fitted lid designed by the student. Students will be set a Challenge where the Design Cycle is followed to construct a structure that solves a problem that flows from a leading question. For this task students develop a working drawing and cutting list needed to construct their solution to store knives safely. This material (Radiata Pine 140 x 19mm) needs to be formed into a simple, strong and effective structure to meet the need as set in their design brief.
SPECIALIST SAILING 8 (IBMYP 3) 1 semester

This is an option students may select.

**Entry requirements:**
Students need no prior sailing background, however, must commit to out of hours lessons.

**Content:**
Students will undertake a Specialist Sailing and modified Physical Education program with the following structure.
- One sailing lesson with extended out of hours practical
- One general Physical Education lesson

The focus of this course is to introduce students to water safety, theoretical sailing knowledge and practical sailing skills. The desirable outcomes are that students progressing onto the Year 4 Sailing subject, joining local sailing clubs, become members of the school sailing team and representing the school at metropolitan and state events and attending the sailing camp.

**Assessment:**
Students will be assessed against the criteria set down by the IBMYP for Physical Education: Use of Knowledge, Movement Composition, Performance, Social Skills and Personal Engagement.

- 20% Theory assignments
- 80% Practical checklist

**Associated Costs:**
- A semester fee of $100.00 (GST free) levy to contribute to transport/equipment/tuition costs is applicable.
- Some students *may* wish to acquire special clothing eg gloves, dinghy boots.

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MUSIC – INSTRUMENTAL STUDY 8 (IBMYP 3) Full year

**All Year 8 Music students are encouraged to enrol and attend weekly lessons on an instrument or vocals for the full year** either here at school or privately. We offer free tuition on the following instruments: Trumpet/Trombone, Violin, Flute, Clarinet, Saxophone (Alto/Tenor), Guitar, Bass Guitar, Drums and Vocals. Piano lessons are also available through a private provider and have a user pay fee system.

**Associated costs:**
There is a $65.00 (GST free) administration fee per year for all students enrolling in weekly Instrumental/Vocal lessons here at Ocean View College. This covers printing, diary, blank CD/DVD and other associated costs.

**Those students who need to hire an instrument can do so through the school at an additional cost.** Students and their families needing to access this feature will be required to enter a Hire Agreement and return a signed Contract with payment.

**Please note:** commitment is for 12 months and fees are not refundable.

**Assessment:**
IMS Instrumental/Vocal Reports will be issued at the end of each semester.
The following information outlines requirements for choosing subjects:

- Each full box indicates one semester of study at 4 lessons per week.
- Compulsory subjects are shaded.
- Unshaded boxes indicate a selection within specific subject areas.
- Subject counselling will be provided before final choices are made.

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<td>Mathematics</td>
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<tr>
<td>Sciences</td>
<td>Sciences</td>
</tr>
<tr>
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<tr>
<td>Physical Education</td>
<td>Technology Elective</td>
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<tr>
<td>Arts Elective</td>
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</table>

**Arts Electives**

You must select at least ONE

- Design (1 Semester)
- Drama (1 Semester)
- Music (1 Semester)
- Visual Art (1 Semester)

**Health and Physical Education Electives**

- Food and Nutrition (1 Semester)
- International Sports/Outdoor Recreation (1 Semester)
- Sailing (1 Semester)

**Technology Electives**

You must select at least ONE

- Digi Tech (1 Semester)
- Food Technology (1 Semester)
- Metalwork (1 Semester)
- Woodwork (1 Semester)
- Logi biz (1 Semester)
**Compulsory Subjects**

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<td>Language B (Japanese)</td>
<td>Half-Year (1)</td>
<td></td>
</tr>
<tr>
<td>OR Language B (Japanese)</td>
<td>Full-Year (2)</td>
<td></td>
</tr>
</tbody>
</table>

1. Please number either Japanese Full-Year or Japanese Half-Year 2
2. Selection number 3 must be your first preference Technology Subject
3. Selection number 4 must be your first preference Arts Subject
4. Continue numbering 5-13 in order of preference from any learning area

**Technology Subject Electives**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digi Tech</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Food Tech</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Metalwork</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Woodwork</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Logi Biz</td>
<td>1 Semester</td>
</tr>
</tbody>
</table>

**Arts Subject Electives**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Visual Art</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Design</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Music</td>
<td>1 Semester</td>
</tr>
</tbody>
</table>

**Health and Physical Education Subject Electives**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sailing</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Food and Nutrition</td>
<td>1 Semester</td>
</tr>
<tr>
<td>International Sports/Outdoor Rec</td>
<td>1 Semester</td>
</tr>
</tbody>
</table>

Student’s signature ____________________________ / 2013
Parent/Caregiver’s signature _____________________ / 2013
Coordinator/Counsellor signature ________________ / 2013
ARTS

In Year 9, students are assessed using the Year 4 IBMYP criteria for The Arts which includes: Knowledge and Understanding, Application, Reflection and Evaluation and Personal Engagement.

**DESIGN 9 (IBMYP 4)**

**1 semester**

**Entry Recommendations:** Satisfactory completion of Year 8 Visual Art (IBMYP 3).

**Content:** This course aims to introduce students to Design Process and developing thinking skills in problem solving strategies, concept generation, evaluation, and research. It is based on creating objects that have a function in their own world, school environment and wider community. Students will gain a further appreciation of Design by learning different skills and techniques on two dimensional boards and three dimensional clay objects.

**Assessment:**
- Practical: 60%
- Developmental book/The Design process folio: 40%

**Associated costs:** There is a semester fee of $40.00 (GST free) to cover the cost of art materials in this subject.

**DRAMA 9 (IBMYP 3)**

**1 semester**

**Drama:** A rose by any other name.

**Entry Recommendations:** Satisfactory completion of Year 8 Drama (IBMYP 3).

**Content:**
The Year 9 Drama course aims to develop and build on the basic performance skills introduced to students in Year 8 Drama, and to expose students to ‘Theatre’. This includes the study of Greek Theatre, Medieval Theatre, Commedia Del’ Arte and Melodrama. The students will learn the History of Theatre primarily through improvisation where students will plan, rehearse and perform a short self-devised piece. They will also look at Publicity and Design elements in theatre; the skills they learn in this section will be utilised in their Group Production and Production Report. On occasions, students will be expected to attend lunchtime rehearsals. Students may be asked to attend film or live theatre performances.

**Assessment:**
Students will be assessed against the criteria set down by the IBMYP Assessment criteria for the Arts: Knowledge and Understanding, Application, Reflection and Evaluation and Personal Engagement.

- Publicity and Design: 20%
- History of Theatre: 30%
- Group Production: 30%
- Production Report: 20%

Students will be expected to attend lunchtime rehearsals. Students may be asked to attend film or live theatre performances.

**MUSIC 9 (IBMYP 4)**

**1 semester**

**Entry Recommendations and Special Requirements:**
- Satisfactory completion of Year 8 Music (IBMYP 3).
- Students must have keen interest in practical Music.
- All Year 9 Music students are required to enrol and attend weekly instrumental/vocal lessons for the full year either here at the College with free tuition from DECD IMS staff or their own private teacher at their own expense.
- Participation in Ensemble groups for school and community performances during the year.
- Attendance at performances as arranged by the Music Teacher.
- **Music** should be chosen if students are wishing to continue into Year 10 Music.

**Content:**
Please note the content to be studied will vary depending on student interest and the instrumental groupings within the classes.
- Know your instrument and its role in the Band
- Performance - both as a Soloist and within a Band
- How to rehearse and play in a Band
- Music History - Rock/Contemporary - Research tasks
- Music in Film and Musicals
- Music Theory/Composition/Arranging and Analysis
- Listening Journals
- Aural training
- Music Technology/Sound Production/PA systems/ICT skills
- Working with the Children's Centre and Junior School students

**Associated costs:**
There is a $65.00 (GST free) administration fee per year for all Music students. This covers printing, diary, blank CD/DVD and other associated costs.

**Those students who need to hire an instrument can do so through the school at an additional cost.** Students and their families needing to access this feature will be required to enter a Hire Agreement and return a signed Contract with payment.

Please note: commitment is for 12 months and fees are not refundable.

**Assessment:**
IMS Instrumental/Vocal Reports will be issued at the end of each semester.
Performance 40%
Theory/Research Analysis/Technology 60%

<table>
<thead>
<tr>
<th>VISUAL ART 9 (IBMYP 4)</th>
<th>1 semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry Recommendations:</strong></td>
<td>Satisfactory completion of Year 8 Visual Art (IBMYP 3) Art.</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td>This course is designed for students who have demonstrated an ability and interest in Year 8 Art and aims to give a deeper understanding of the elements of Art, through practical experiences and applications. Students will learn new ways to create and gain knowledge of Colour theory and the Pop Art Movement by developing an awareness and understanding of artists in historical/cultural contexts. It will provide opportunities for students to develop their skills in Art including painting, drawing, printing, sculpture and clay.</td>
</tr>
</tbody>
</table>
| **Assessment:** | Practical: 60%
Developmental theory book/folio: 40% |

**Associated costs:** There is a semester fee of $40.00 (GST free) to cover the cost of art materials in this subject.

**HEALTH AND PHYSICAL EDUCATION**

In Year 9, students are assessed using the Year 4, IBMYP criteria for Health and Physical Education which includes: Use of Knowledge, Movement Composition, Performance, Social Skills and Personal Engagement.

<table>
<thead>
<tr>
<th>FOOD AND NUTRITION 9 (IBMYP 4)</th>
<th>1 semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“What's right for me?” provides a positive outlook to Health and Well Being.</strong> In this Health unit, students will further develop their understanding of Physical, Social, Emotional and Intellectual changes associated with adolescence. They will examine effective self-management, decision making strategies, dietary requirements, and healthy food choices through practical and collaborative exercises.</td>
<td></td>
</tr>
</tbody>
</table>
| **Content:** | Positive attitude to health and well being
Personal and social decision making
Healthier and safer community life
Problem solving and conflict resolution
“Swap it” human nutrition
Nutritional needs of Adolescents
Creating healthier foods to promote health and well being |
| **Assessment:** | Practical activities and reflection 50%
Written and collaborative activities 50% |

**Associated costs:** A semester fee of $60.00 (GST inclusive) to cover course materials.
**PHYSICAL EDUCATION 9 (IBMYP 4)**

1 semester

Learning through physical activity is a distinguishing feature of Physical Education. The aim of Year 4 Physical Education is for students to achieve a critical understanding of physical activity through the integration of theory and practice. An emphasis being, improved health related fitness, motor skill development, development of social skills and personal engagement. The aim of this course is to improve individual skills and team play with an emphasis on community service.

**Practical activities include:**
Surf Lifesaving, Softcrosse, Basketball, Athletics, Badminton, International Sports, Volleyball and Dance. Students will complete assignments with each topic.

**Health Education**
Helps students acquire knowledge, skills and attitude to enable them to make responsible decisions regarding their own health. Health Education is concerned with enhancing students’ physical, emotional and social well being. Topics include sexual health and relationships, components of fitness and lifestyle and disease.

**Requirements:**
A change of clothing into sports gear is compulsory for all practical lessons.

**Cost:** Semester fee of $15.00 (GST free) is applicable.

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**PHYSICAL EDUCATION – SAILING 9 (IBMYP 4)**

1 semester

**Entry Recommendations:** Satisfactory completion of Year 8 Special Sailing or verifiable skills. Students must commit to some out of hours sailing as part of the school program and will be expected to represent the school in Secondary School competitions.

**Content:**
Students will undertake a Physical Education program with the following structure:
- One Sailing theory lesson per week
- One allied skills lesson per week (eg Fitness, First Aid, Boat Maintenance, Navigation, Outdoor Skills)
- Two ‘on water’ lessons per week

The focus of this course will be to further develop the skills of students who participated in Year 8 Sailing in 2013 or who have significant skills. There will be an emphasis on racing in the first term in preparation for the Metropolitan Teams Racing events. Students will refine skills in tuning, tactics, team work and boat preparation. Term 2 will focus on further skills development and preparations for a Sailing Camp.

Desirable: It is anticipated that some students will join local sailing clubs and participate in weekend racing. Students making this commitment will be given priority for selection in College teams.

**Associated costs:**
- A semester $100.00 (GST free) levy to contribute to transport/equipment/tuition costs is applicable.
- Some students may wish to acquire special clothing eg gloves, dinghy boots.

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**INTERNATIONAL SPORTS AND OUTDOOR RECREATION 9 (IBMYP 4)**

1 semester

Students will develop a critical understanding of physical activity and gain outdoor awareness through the integration of theory and practice elements. An emphasis being improved health related fitness, motor skill development, increased awareness about others cultures, productive teamwork, problem solving and development of social skills and leadership.

**Practical activities may include any of the following:** Ultimate Frisbee, European Handball, Dodgeball, Korfball, Celtic Football, Futsal, Basketball and International Dance.

This subject will also involve a 5 week Outdoor Recreation component comprising of planning and preparation for a 2 night/3 day camp.

**Requirements:**
A change of clothing into sports gear is compulsory for all practical activities.

**Cost:** $120.00 (GST free)/semester not including food.

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HUMANITIES

HUMANITIES 9 (IBMYP 4) 2 semesters
Content:
The aim of Humanities in the IBMYP is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. Humanities aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This subject continues the study of Humanities, integrating concepts from history, geography, economic, culture and environmental studies.

Activities will develop a student’s skill in processing and interpreting information and in presenting their information using a variety of technologies.

Topics covered include:
- The Industrial Revolution
- Making a Nation – Australia to 1918
- World War I
- Biomes and Food Security
- Navigating Global Connections
- Studies of current issues

HUMANITIES ADVANCED 9 (IBMYP 4) 2 semesters
Entry Recommendations: A high level of achievement in Year 8 Humanities, and in consultation with the Humanities Coordinator.
Content: The content and assessment tasks are designed to enrich and enhance student learning in this advanced subject class. Students who are at the advanced level will be accelerated through each unit and then either extended beyond or taken to a greater depth of understanding and application within the units of work.

LANGUAGE A - ENGLISH

ENGLISH 9 (IBMYP 4) 2 semesters
Content:
At Year 9 students continue to be given the opportunity to consolidate and to develop those skills to which they were exposed in Year 8. Students will continue to undertake a variety of language experiences in the areas of writing, reading/viewing, and listening/speaking and be exposed to a variety of classic and everyday texts including novels, drama, poetry, magazines, newspaper articles and film. A wide range of writing types will be taught and practised with a continuing emphasis on developing a student’s basic skills of spelling, grammar and comprehension.

ENGLISH ADVANCED 9 (IBMYP 4) 2 semesters
Entry Recommendations: A high level of achievement in Year 8 English, and in consultation with the English Coordinator.
Content: The content and assessment tasks are designed to enrich and enhance student learning in this advanced subject class. Students who are at the advanced level will be accelerated through each unit and then either extended beyond or taken to a greater depth of understanding and application within the units of work.
LANGUAGE B - JAPANESE

JAPANESE 9 (IBMYP 4)  
1 or 2 semesters

Language B aims to encourage in the students a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning. Japanese is a modern, dynamic language from a country with close economic and business ties to Australia. Additionally Japan has a rich and diverse cultural history to explore and compare to build inter-cultural understanding.

Content:
- Asking and answering questions about oneself and others
- Giving precise information about people, times and places
- Revision of Hiragana script
- Katakana script
- Continue basic Kanji script
- Continued development of basic linguistic skills
- Topics covered include: going places, daily life, hobbies, descriptions, and verbs

MATHEMATICS

MATHEMATICS 9 (IBMYP 4)  
2 semesters

Mathematics in the IBMYP aims to provide students with an appreciation of the usefulness, power and beauty of the subject. One aspect of this is the awareness that Mathematics is a universal language with diverse applications. The IBMYP promotes an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought.

Content:
The study of Mathematics in the IBMYP includes five branches of Mathematics with content as part of the Australian Curriculum: Number, Algebra, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics.
- Graphing and Equations
- Frequencies and Probabilities
- Calculation and problem solving relating to prisms and triangles
- Numerical fluency in applying index laws and scientific notation
- Cartesian Geometry
- Data Collection and analysis

Resources:
All students should own their own Scientific calculator – information regarding purchasing an appropriate Scientific calculator can be obtained from the Mathematics Coordinator.

Assessment:
Students will be assessed against the IBMYP Mathematics criteria: Knowledge and Understanding, Investigating Patterns, Communication in Mathematics, and Reflection in Mathematics.

MATHEMATICS ADVANCED 9 (IBMYP 4)  
2 semesters

Entry Recommendations: A high level of achievement in Year 8 Mathematics, and in consultation with the Mathematics Coordinator.

Content: The content and assessment tasks are designed to enrich and enhance student learning in this advanced subject class. Students who are at the advanced level will be accelerated through each unit and then either extended beyond or taken to a greater depth of understanding and application within the units of work.
**SCIENCE**

### SCIENCE 9 (IBMYP 4)  
**2 semesters**

In Year 9, the focus is to move students to a more independent mode of investigation, and to explore the connections that the Sciences have to technology and occupations. Students will be challenged to link their learning with the outside world in order to develop essential critical thinking and problem solving skills. The course focuses on engaging in Scientific ideas and promotes and increasingly international context to scientific activity – its impacts and limitations as well as the constant evolution of the body of scientific understanding.

**Content:**

Included are topics from the four main branches of Science; Physical, Chemical, Biological and Earth/Astrophysical as governed by the Australian Curriculum with a focus on the related concepts and issues.

- The Atomic Model and Chemical Reactions
- Energy Transfer and Renewable Technologies (STELR)
- Plate Tectonics and the Rock Cycle
- Biological Systems and Flows

**Assessment:**

Assessment tasks are designed to evaluate the students’ skill in meeting the IBMYP Sciences criterion including Science in the World, Knowledge and Understanding, Inquiry Design, Processing, Evaluating and Communicating.

### SCIENCE ADVANCED (9) (IBMYP 4)

**Entry Recommendations:** A high level of achievement in Year 8 Science, and in consultation with the Science Coordinator.

**Content:** The content and assessment tasks are designed to enrich and enhance student learning in this advanced subject class. Students who are at the advanced level will be accelerated through each unit and then either extended beyond or taken to a greater depth of understanding and application within the units of work.

**2 semesters**

### TECHNOLOGY

In Year 9, students are assessed using the Year 4 IBMYP criteria for Technology which includes: The Design Cycle of Plan, Design, Create and Evaluate Products.

### DIGI TECH (9)  
**NEW**  
**1 semester**

**Entry Recommendations:** Nil.

Students will develop a digital portfolio to support their learning following the International Baccalaureate (IB) Design cycle. Students will use this as a vehicle to plan, design and evaluate their work and product. This course focuses on developing the underpinning knowledge and understanding of information systems: data, processes, digital systems, people and their interactions. It also includes understanding of the impact of digital technologies in people’s lives.

A range of new skills will be introduced to students, these include Multimedia, Robotics, Digital production and gaming. The skills developed will create a sound foundation for their future, no matter what career they choose. The Digitech course will cover a number of units including Multimedia, Robotics, Digital production and gaming. The content these units will cover include video and audio production, animation, construction and programming robots, “Combots”, web site and ap development, game mechanics and design.

This course is an entry requirement for both Year 10 courses: Digi Media and Digi Production.

**Associated costs:** $50.00 (GST free) per semester to cover the cost of specific software ad associated hardware.
**FOOD TECHNOLOGY 9 (IBMYP 4) 1 semester**

This subject is intended for students who wish to further develop skills in both food preparation, service as well as nutrition and health issues. Students will be introduced to global issues relating to food and health. The IBMYP Design Cycle will be used as a vehicle to investigate, plan, design, create and evaluate student products and assignments.

**Content**
- Food preparation and presentation.
- Practical skills to safely and hygienically manage time and space in workplace environment
- Food selection based on healthy choices
- Global issues in Food and Nutrition
- Critically reflect on their performance
- Health emphasis on body image, self esteem and diet related diseases

**Assessment**
- Practical activity 50%
- Written activity 50%

** Associated costs:** A semester fee of $60.00 (GST free) will partially cover food and material costs.

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**LOGI BIZ 9 (IBMYP 4) 1 semester**

**Entry Recommendations:** Nil.

Do you see yourself as a ‘mastermind’? Do you enjoy solving problems, creating solutions and exploring strategies? This unit is project based and involves learning the skills to solve ‘real life’ industry problems with a focus on transport, distribution and logistics. The skills you will develop could lead to future learning and many pathways in industry based locally, nationally or internationally.

Are you organised and efficient? Do you have good eyesight and quick reflexes? Are you good at solving problems? Are you good at understanding mechanics? Would you enjoy planning roads or power systems? Would you like to fly planes, drive trucks, work in a shipyard, on a train or pilot ships? Would you like to work with an International Company with opportunity to travel?

If you answered yes to two or more of these questions, you might enjoy this exciting new unit of study which could lead to a successful career in International Sea Trade, Customs, Management, Aircraft Mechanics, Warehousing, Freight Distribution, Engineering, Stevedoring, Shipping Administration and many others.

The IBMYP Assessment Criteria of the ‘Design Cycle’ will be used to evaluate student achievement which includes planning, designing, creating and evaluating.

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**METALWORK (9) (IBMYP 4) 1 semester**

**Content:**
Students will develop a design folio to support their learning and document their work following the International Baccalaureate (IB) Design Cycle. Students work from a ‘Challenge’ and use the Design Cycle as a vehicle to plan, design and evaluate products they produce.

A new range of process skills and technologies are introduced to students; these include gas welding and metal turning. Students will practice and develop skills that can then be used to produce functional solutions to meet a need flowing from the ‘Challenge’. Metal turning lathe processes covered include basic functionality and basic manual turning operations of facing, parallel turning and drilling. Oxy-acetylene gas welding techniques include fusion welding and braze welding.

A research task relating to the Areas of Interaction will be produced. Basic technical drawing techniques will be introduced to develop a standard presentation format for students to present their design solutions.

**Examples of Tasks/Topics:**
The aspects of the Design Cycle are followed in the construction of a sheet metal toolbox where components are joined to form a box. Students must include additional components designed by them. Students will be set a ‘Challenge’ where the Design Cycle is the vehicle used to plan and construct a creative structure (sculpture, decorative item ...) that solves a problem that flows from a leading question determined by the class. Students develop a working drawing, cutting list and a procedure to construct their solution. The design is then created using a range of processes covered to form a simple, strong and effective structure to meet the need as set in their design brief and evaluated along the way as set out in the Design Cycle.

**Associated costs:** nil
WOODWORK (9) (IBMYP 4)  

Content:  
Students will develop a design folio to support their learning and document their work following the International Baccalaureate (IB) Design Cycle. Students work from a ‘Challenge’ and use the Design Cycle as a vehicle to plan, design and evaluate products they produce.  

A new range of process skills and technologies are introduced to students, these include: bandsaw, disc sander and Pyro tool. Students will practise and develop skills that can then be used to produce functional solutions to meet a need flowing from the ‘Challenge’. A research task relating to the Areas of Interaction will be produced. Basic technical drawing techniques will be introduced to develop a standard presentation format for students to present their design solutions.  

Examples of Tasks/Topics:  
The aspects of the Design Cycle are followed in the construction of a Media Storage System in which components are joined to form a box structure. Students must then include additional components designed by them. Students will be set a ‘Challenge’ where the Design Cycle is the vehicle used to plan and construct the creative aspect/solve a problem that flows from a leading question determined by the class. Students develop a working drawing, cutting list and a procedure to construct their solution. The design is then created using a range of processes covered to date to form a simple, strong and effective structure to meet the need as set in their design brief and evaluated along the way as set out in the Design Cycle.  

Associated costs:  
Students pay for the materials used in the construction of the major project. They must present a signed Commitment to Pay form before beginning the making process. Full payment must be made two weeks after presenting the form.
The following information outlines requirements for choosing subjects -
- Each full box indicates one semester of study at 4 lessons per week.
- Compulsory subjects are shaded.
- Unshaded boxes indicate a selection within specific subject areas.
- Subject counselling will be provided before final choices are made.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A (English)</td>
<td>Language A (English)</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Sciences</td>
<td>Sciences</td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>Health and PE Elective</td>
</tr>
<tr>
<td>Language B (Japanese) OR Elective</td>
<td>Language B (Japanese) OR Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Electives - no more than 3 semesters from any one learning area

**Arts Electives**
- Design (1 Semester)
- Drama A (1 Semester)
- Drama B (1 Semester)
- Music A (1 Semester)
- Music B (1 Semester)
- Visual Art (1 Semester)

**Technology Electives**
- Digi Media (1 Semester)
- Digi Production (1 Semester)
- Logistical Strategies (1 Semester)
- Metalwork (1 Semester)
- Woodwork (1 Semester)

**Health and Physical Electives**
- Food and Nutrition A (1 Semester)
- Food and Hospitality B (1 Semester)
- Outdoor Education A (SACE Stage 1) (1 Semester)
- Outdoor Education B (Aquatics, Stage 1) (1 Semester)
- Physical Education A (1 Semester)
- Physical Education B (1 Semester)

**Other Electives**
- Peer Mediation (SACE Stage 1) (1 Semester)
- Japanese (2 Semesters)
- Mathematics Specialist (1 Semester)
YEAR 10 TRIAL COURSE SELECTION FOR 2014

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A (English)</td>
<td>2 Sem.</td>
</tr>
<tr>
<td>Humanities</td>
<td>2 Sem.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2 Sem.</td>
</tr>
<tr>
<td>Sciences</td>
<td>2 Sem.</td>
</tr>
<tr>
<td>PLP (Personal Learning Plan)</td>
<td>1 Sem.</td>
</tr>
</tbody>
</table>

1. Please number a Health and PE subject
2. If students choose Japanese (number 3, 4) then choose 2 semesters from any subject area (number 5, 6)
3. If Japanese is not chosen, then number subject choices 3-6, selecting from at least 2 subject areas
4. Continue numbering subject choices 7-11 for back up choices.

<table>
<thead>
<tr>
<th>Technology Subject Electives</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Digi Production</td>
<td>1 Sem.</td>
</tr>
<tr>
<td>Food Media</td>
<td>1 Sem.</td>
</tr>
<tr>
<td>Metalwork</td>
<td>1 Sem.</td>
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<td>Woodwork</td>
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<td>Logistical Strategies</td>
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</tr>
<tr>
<td>Music A</td>
<td>1 Sem.</td>
</tr>
<tr>
<td>Music B</td>
<td>1 Sem.</td>
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<tr>
<td>Food and Hospitality B</td>
<td>1 Sem.</td>
</tr>
<tr>
<td>Outdoor Education A (SACE Stage 1)</td>
<td>1 Sem.</td>
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<tr>
<td>Outdoor Education B (Aquatics, Stage 1)</td>
<td>1 Sem.</td>
</tr>
<tr>
<td>Physical Education A</td>
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<td>Physical Education B</td>
<td>1 Sem.</td>
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</table>

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<thead>
<tr>
<th>Other Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese</td>
<td>2 Sem.</td>
</tr>
<tr>
<td>Peer Mediation (SACE Stage 1)</td>
<td>1 Sem.</td>
</tr>
<tr>
<td>Mathematics Specialist (SACE Stage 1)</td>
<td>1 Sem.</td>
</tr>
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</table>

Student’s signature ____________________________ / 2013
Parent/Caregiver’s signature ______________________ / 2013
Coordinator/Counsellor signature _________________ / 2013
ARTS

DESIGN 10 (IBMYP 5)  

1 semester

Entry Recommendations: Satisfactory completion of Year 9 Visual Art or Design (IBMYP 4), as well as a keen interest in Design.

Content:
The Design course aims to further develop the student’s understanding of the Design Process and the three types of design: Environmental Design, Product Design and Graphic Design. Students will gain experience in creating Design projects for a purpose for themselves, the school and the wider community. The Design process is based on improving critical thinking skills in problem solving strategies, concept generation, evaluation and research.

Assessment:
In Year 10 students are assessed using the Year 5 IBMYP criteria for The Arts which includes: Knowledge and Understanding, Application, Reflection and Evaluation and Personal Engagement.

Practical: 60%
Developmental book/The Design Process/Folio: 40%

Associated costs: There is a semester fee of $40.00 (GST free) to cover the cost of art materials in this subject.

DRAMA A 10 (IBMYP 5)  

1 semester

Drama: “All the World’s a Stage”

Entry recommendations: Satisfactory completion of Year 9 Drama (IBMYP Year 4).

Content:
In this semester of the Year 10 Drama course the aim is to further develop students’ performance and ensemble skills and introduce them to the techniques of theatre. They will need to read set Australian play scripts and understand the history of Australian theatre and how it developed. From this they will have to devise, write and perform their own excerpts using set characters and scenarios. Students will also read a variety of other plays, with the emphasis on interpretation, characterisation, voice projection, experimentation and play building. They will then plan, rehearse and perform a Group Production for public audiences and students will be expected to attend after school rehearsals to complete this section. They will also be required to record all their processes from auditions, to rehearsals and final performances in a Production Report. Students will also attend live theatre performances and write critical Reviews using correct drama terminology and review writing structures.

Assessment:
Students will be assessed against the criteria set down by the IBMYP Assessment criteria for the Arts: Knowledge and Understanding, Application, Reflection and Evaluation and Personal Engagement.

Australian Theatre 30%
Group Production 40%
Production Report 20%
Review 10%

Associated Costs:
A course fee will cover theatre admission costs for one show ($25.00 GST free per semester)

DRAMA B (10)  

1 semester

Drama: “To be or not to be”

Entry Recommendations: Satisfactory completion of Year 9 Drama (IBMYP Year 4).

Content:
In this semester of the Year 10 Drama course the aim is to further develop students’ performance and ensemble skills and introduce them to new styles and forms of theatre as well as technical theatre. Students will study a variety of styles and look at theatre practitioners and innovators (Elizabetian Theatre, English Restoration Theatre, Realism and Non Realism). From this they will create, devise, rehearse and perform their own modern pieces of theatre using these set features and styles. They will also be introduced to Script Writing and Monologues and will create, write and perform their own pieces in a Monologue day. Students will also read a variety of other plays, with the emphasis on interpretation, characterisation, voice projection, experimentation and play building. They will then plan, rehearse and perform a Group Production for public audiences and students will be expected to
attend after school rehearsals to complete this section. They will also be required to record all their processes from auditions, to rehearsals and final performances in a Production Report. Students will also attend live theatre performances and write critical Reviews using correct drama terminology and review writing structures.

**Assessment:**
Students will be assessed against the criteria set down by the IBMYP Assessment criteria for the Arts: Knowledge and Understanding, Application, Reflection and Evaluation and Personal Engagement.

- **Styles of Theatre**: 20%
- **Monologue**: 20%
- **Group Production**: 30%
- **Production Report**: 20%
- **Review**: 10%

**Associated Costs:**
A course fee will cover theatre admission costs for one show ($25.00 GST free per semester)

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<tr>
<th>MUSIC A and/or B 10 (IBMYP 5)</th>
<th>1 or 2 semesters</th>
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**Entry Recommendations/Special Requirements:**
- Satisfactory completion of Year 9 (IBMYP 4) in Music.
- Students must have a keen interest in practical music.
- All Year 10 Music A and B students are required to enrol and attend weekly Instrumental/Vocal lessons for the full year either here at the College with free tuition from DECD IMS staff or their own private teacher at their own expense.
- Participation in Ensemble groups for school and community performances during the year.
- Attendance at performances as arranged by the Music Teacher.
- **Both Music A and Music B** should be chosen if students are wishing to continue into Year 11 Music.

**Content:**
Please note the content to be studied over each of the semesters will vary depending on student interest and the instrumental groupings within the classes.

- Music Analysis and Appreciation – from the Classics to the Birth of Rock
- History of Jazz and the Blues
- World Music - Womadelaide
- Performance - both as a Soloist and within a Band
- How to rehearse/play in a Band
- Music Theory/Composition and Arranging
- Listening Journals and Review Writing
- Music Career Pathways
- Music Technology/Sound Production/PA Systems/ICT skills
- Working/performing with other schools

**Associated costs:**
There is a $65.00 (GST free) administration fee per year for all Music students. This covers printing, diary, blank CD/DVD and other associated costs.

Those students who need to hire an instrument can do so through the school at an additional cost. Students and their families needing to access this feature will be required to enter a Hire Agreement and return a signed Contract with payment.

Please note: commitment is for 12 months and fees are not refundable.

**Assessment:**
In Year 10, students are assessed using the Year 5 IBMYP criteria for The Arts which includes: Knowledge and Understanding, Application, Reflection and Evaluation and Personal Engagement.

IMS Instrumental/Vocal Reports will be issued at the end of each semester.

- **Performance**: 40%
- **Theory/Research Analysis/Technology**: 60%
**VISUAL ART 10 (IBMYP 5)**

**Entry Recommendations:** Satisfactory completion of Year 9 Visual Art or Design (IBMYP Year 4), as well as a keen interest in Visual Art.

**Content:**
This course will be a preparation for Stage 1 Visual Art and is the final year for the IBMYP, it is based on learning about Portraiture with an emphasis on the Australian Art in the Archibald Art Prize and Animals in Surrealism/Fantasy Art movements. Students will learn new ways to make resolved Art works with Art processes including; stencilling, watercolour painting, acrylic painting and drawing techniques. The theory taught develops a solid understanding of the birth of Modernism in Art and this will be achieved by exploring Art works and writing the Visual Art four stage plan writing process, in order to respond and connect to historical and cultural contexts.

**Assessment:** In Year 10, students are assessed using the Year 5 IBMYP criteria for The Arts which includes: Knowledge and Understanding, Application, Reflection and Evaluation and Personal Engagement.

- Practical: 60%
- Developmental theory book/folio: 40%

**Associated costs:** There is a semester fee of $40.00 (GST free) charge to cover the cost of Art materials in this subject.

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**HEALTH AND PHYSICAL EDUCATION**

**OUTDOOR EDUCATION A (Stage 1)**

Offered to Year 10 and 11 students in Semester 1

**Entry Recommendations:** Satisfactory completion of Year 9 Physical Education (IBMYP 4). This course is designed for students with little prior experience in the activities. Students must have a willingness to be actively involved in physical challenge, and participate in two nights of bush camping.

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

**Content:**
Camp: Two nights/three days bushwalking at Mambray Creek National Park, Mount Remarkable
Indoor Rock Climbing
Navigation Theory

**Assessment:**
- Practical: 60%
- Theory: 40%

**Associated costs:** The costs of camps and excursions are $225.00 (GST free) (not including food) per semester

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**OUTDOOR EDUCATION B - AQUATICS (Stage 1)**

Offered to Year 10 and 11 students in Semester 2.

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

**Entry Recommendations:** Satisfactory completion of Year 4 (9) in the IBMYP or Year 10 Physical Education. This course is designed for students with little prior experience in the activities. Students must have a willingness to be actively involved in physical challenge, and participate in three nights of bush camping. There will be an emphasis on aquatic activities in this course.

**Content:**
- Camp to Port Vincent - Activities could involve surfing, sailing, snorkelling, windsurfing
- Kayaking camp to Katarapko Creek (Murray River)
- First Aid
- Marine Knowledge and Water Safety

**Assessment:**
- Practical: 60%
- Theory: 40%

**Associated costs:** The costs of camps and excursions are $225.00 (GST free) (not including food) per semester.
PEER MEDIATION (Stage 1)  
Credits - 10  
1 semester

Entry Recommendations: Nil.

Content:  
Peer Mediation requires students to apply their knowledge and skills to plan, organise and coordinate activities in the Junior School. The subject draws links between aspects of students' lives including relationships, decision making, problem solving and leadership. Peer Mediation involves collaboration and teamwork. Students learn to plan and organise activities to develop their understanding of others. The focus capabilities for this subject are communication, citizenship, personal development, learning, and work.

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

- Application: Undertake training and workshops to assist others
- Group Activity: Conduct activities in Junior School classes
- Folio and Discussion: maintain a journal reflecting on your learning

PHYSICAL EDUCATION A 10 (IBMYP 5)  
1 semester

Entry requirements: Satisfactory completion of Year 9 Physical Education (IBMYP 4).

Learning through physical activity is a distinguishing feature of Physical Education. The aim of Year 10 Physical Education is for students to achieve a critical understanding of physical activity through the integration of theory and practice. An emphasis being improved health related fitness, motor skill development, development of social skills and personal engagement. The focus of IBMYP Year 5 Physical Education is developing and refining practical skills and techniques to a variety of physical activities; Interpret and apply strategies, rules and guidelines independently and collaboratively; Analyse, understand and reflect on the personal and community implications of physical activity. Students explore their own physical capabilities and analyse performance, health and lifestyle issues.

Topics may include:
Fitness, Athletics, Archery, Indoor Cricket, Basketball, Netball, Tennis, Dance and International Sports. Theory topics include factors sports injuries, healthy lifestyles and fitness.

Assessment: In Year 10, students are assessed using the Year 5 IBMYP criteria for Health and Physical Education which includes: Use of Knowledge, Movement Composition, Performance, Social Skills and Personal Engagement.

Requirements: A change of clothing into sports gear is compulsory for all practical activities.

Cost: Some activities will incur a cost.

PHYSICAL EDUCATION B 10 (IBMYP 5)  
1 semester

Entry requirements: Satisfactory completion of Year 9 Physical Education (IBMYP Year 4).

Learning through physical activity is a distinguishing feature of Physical Education. The aim of Year 10 Physical Education is for students to achieve a critical understanding of physical activity through the integration of theory and practice. An emphasis being improved health related fitness, motor skill development, development of social skills and personal engagement. The focus of IBMYP Year 5 Physical Education is developing and refining practical skills and techniques to a variety of physical activities; Interpret and apply strategies, rules and guidelines independently and collaboratively; Analyse, understand and reflect on the personal and community implications of physical activity. Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participating in physical activity.

Topics may include:
Volleyball, Soccer, Table Tennis, European Handball, Fitness and Conditioning and Badminton. Theory topics include Body Systems and Training Programs.

Assessment: In Year 10, students are assessed using the Year 5 IBMYP criteria for Health and Physical Education which includes: Use of Knowledge, Movement Composition, Performance, Social Skills and Personal Engagement.

Requirements:  
A change of clothing into sports gear is compulsory for all practical activities.

Cost: Some activities will incur a cost.
HUMANITIES

HUMANITIES 10 (IBMYP 5) 2 semesters
Compulsory subject
Content:
The aim of Humanities in the IBMYP is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. Humanities aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This subject continues the study of Humanities, integrating concepts from history, geography, economic, culture and environmental studies.

Activities will develop a student’s skill in processing and interpreting information and in presenting their information using a variety of technologies.

Topics covered include:
- World War II
- Rights and Freedoms
- Migration and Migration Experiences
- Environmental Challenges and Geography
- Global Well being
- Studies of current issues

HUMANITIES ADVANCED 10 (IBMYP 5) 2 semesters
Entry Recommendations: A high level of achievement in Year 9 Humanities, and in consultation with the Humanities Coordinator.

Content: The content and assessment tasks are designed to enrich and enhance student learning in this advanced subject class. Students who are at the advanced level will be accelerated through each unit and then either extended beyond or taken to a greater depth of understanding and application within the units of work.

LANGUAGE A - ENGLISH

ENGLISH 10 (IBMYP 5) 2 semesters
Compulsory subject.

Content:
This course aims at further developing skills in writing, reading, viewing, listening and speaking.
The course covers:
- A variety of language experiences. Emphasis is on in-depth study of different forms of literature.
- Exposure to a variety of classical and popular texts (novels, drama and poetry, newspapers, etc). Students study language aspects of media; and study live theatre where appropriate.
- A wide range of writing types. Students will express views about what they read and view and compare with their own experiences.

ENGLISH - ADVANCED 10 (IBMYP 5) 2 semesters
Entry Recommendations: A high level of achievement in Year 9 English, and in consultation with the English Coordinator.

Content: The content and assessment tasks are designed to enrich and enhance student learning in this advanced subject class. Students who are at the advanced level will be accelerated through each unit and then either extended beyond or taken to a greater depth of understanding and application within the units of work.
LANGUANGE A - JAPANESE

JAPANESE 10 (IBMYP 5)

Entry Recommendations: Satisfactory completion of Year 9 Language B - Japanese (IBMYP 4).

Language B aims to encourage in the students a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning. Japanese is a modern, dynamic language from a country with close economic and business ties to Australia. Additionally Japan has a rich and diverse cultural history to explore and compare to build inter-cultural understanding.

Content:
- Development of linguistic structures, aural and oral skills through a variety of topics such as; the human body, illnesses, part-time work, invitations, and shopping
- 2 major socio-cultural assignments
- More complex Kanji script
- Introduction of various text types.

MATHEMATICS

MATHEMATICS 10 (IBMYP YS)

Compulsory subject.
Mathematics in IBMYP aims to provide students with an appreciation of the usefulness, power and beauty of the subject. One aspect of this is the awareness that Mathematics is a universal language with diverse applications. The IBMYP promotes an understanding of how cultural, societal and historical influences from a variety of cultures have shaped Mathematical thought.

Content:
The study of Mathematics in the IBMYP includes five branches of Mathematics with content as part of the Australian Curriculum: Number, Algebra, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics.
- Simple and Compound Interest
- Understanding includes describing patterns in uses of indices, applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between algebraic and graphical representations of relations, connecting simple and compound interest in financial contexts and determining probabilities of multiple experiments.
- Fluency includes formulating proofs using congruent triangles and angle properties, factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.
- Problem Solving includes calculating the surface area and volume of a diverse range of prisms, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events and their probabilities.
- Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

Resources:
All students should own their own scientific calculator – information regarding purchasing an appropriate scientific calculator can be obtained from the Mathematics Coordinator.

Assessment:
Students will be assessed against the IBMYP Mathematics criteria: Knowledge and Understanding, Investigating Patterns, Communication in Mathematics, and Reflection in Mathematics.

MATHEMATICS ADVANCED (10)

Entry Recommendations: A high level of achievement in Year 9 Mathematics, and in consultation with the Mathematics Coordinator.

Content: The content and assessment tasks are designed to enrich and enhance student learning in this advanced subject class. Students who are at the advanced level will be accelerated through each unit and then either extended beyond or taken to a greater depth of understanding and application within the units of work.
### PERSONAL LEARNING

#### PERSONAL LEARNING PLAN (Stage 1)

<table>
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<tr>
<th>Credits - 10</th>
<th>1 semester</th>
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**Compulsory subject.**

**Content:**
The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE. The Personal Learning Plan contributes 10 credits towards the new SACE. As a compulsory unit, students need to achieve a C grade or above. The course is designed to develop student capabilities in the following areas:

- Communication
- Citizenship
- Personal Development
- Work
- Learning.

**Assessment:**
Assessment includes a wider range of tasks and activities including responses completed before, during and after Work Experience.

### PERSONAL PROJECT 10 (IBMYP 5)

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<th>1 semester</th>
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**Compulsory subject.**

**Content:**
The Personal Project is a significant student-directed inquiry produced over an extended period, beginning in Year 9 and completed during Year 10 (Year 5 of the IBMYP). It holds an important place in the IBMYP and reflects the student’s experience of the program. It provides an excellent opportunity for the students to produce a truly personal and creative work of their choice and to demonstrate the skills they have developed through approaches to learning. It offers students many opportunities for differentiation of learning and expression according to their individual needs. The personal nature of the project is important; the project should be based around topics that motivates and interests the students. The process of completing the Personal Project contributes to the development of the students in different ways. It is a student-centered, age-appropriate project that helps students construct their own conceptual understandings. It is a commitment to developing independent, lifelong learners as reflected in the IB profile.

**Assessment:**
There are three distinct components that are assessed:

- The process journal
- The process project report
- The final outcome assessed by the student in collaboration with the teacher, based on the agreed specifications created in the planning stage.
SCIENCE

SCIENCE 10 (IBMYP 5) 2 semesters

Compulsory subject.
The study of Science aims to provide students with both a body of knowledge and an understanding of the Scientific approach to problem solving. The ability to formulate hypotheses, design and carry out investigations to test them, and evaluate results constitutes the framework within which specific content is presented. The focus of the Year 5 course, is to prepare students for the rigour of specialist Scientific studies at the SACE level.

Content:
Included are topics from the four main branches of Science; Physical, Chemical, Biological and Earth/Astrophysical as governed by the Australian Curriculum with a focus on the related concepts and issues.
- The Periodic Table and Chemical Products
- Motion, Energy and Forces (including Engineering Connections)
- The ‘Big Bang’ and the Cycles of Nature
- Genetics and Evolution

Assessment tasks are designed to evaluate the students’ skill in meeting the IBMYP Sciences criterion including Science in the World, Knowledge and Understanding, Inquiry Design, Processing, Evaluating and Communicating.

SCIENCE ADVANCED 10 (IBMYP 5) 2 semesters

Entry Recommendations: A high level of achievement in Year 9 Science, and in consultation with the Science Coordinator.

Content: The content and assessment tasks are designed to enrich and enhance student learning in this advanced subject class. Students who are at the advanced level will be accelerated through each unit and then either extended beyond or taken to a greater depth of understanding and application within the units of work.

TECHNOLOGY

DIGI MEDIA 10 (IBMYP 5) 1 semester

Entry Recommendations: Nil

This subject focuses on the technical aspects of digital multimedia solutions, and privacy and intellectual property. The technical aspects cover the digital representation of multimedia and text artifacts as a form of structured data and the digital systems required to capture and display those data. It also includes the algorithms required to create or manipulate them, and human interaction with devices and digital media.

Students will expand their knowledge further in the development of Multimedia. Students will form a portfolio of work in animation, video and podcast production. They will investigate game mechanics and using the IB Design Cycle and programming skills to develop an electronic game. Some programs used to deliver this course will include the Adobe creative suite, audacity, scratch and Stop-Motion Pro. It will benefit students if they have some skills in these.

Career Direction: The skills developed in this course will build a foundation towards the following careers: Multi Media Developer, Games Developer, Software Engineer.

Assessment: In Year 10, students are assessed using the Year 5, IBMYP criteria for Technology which includes: The Design Cycle of Plan, Design, Create and Evaluate Products.

Associated Costs: $50.00 (GST free) per semester to cover the cost of specific software and associated hardware, which students keep.

DIGI PRODUCTION 10 (IBMYP 5) 1 semester

Entry Recommendations: Nil

Digital Technologies considers security and ethical protocols related to online communication when using blogs, messaging, information sharing and creation sites and social networking. Digital production takes a technical and computational approach to digital solutions such as the design and development of web pages and computer games. Students will further develop their skills in production. They will investigate web design and blogging, digital literacies and programming both mobile apps and robotics. Students will use the IB Design Cycle to also construct Robots and use software to program them. This will include creating
“Combots” (Combat robots). Students will also use Raspberry Pi computers to design, program and build their own computer. **Career Direction:** the skills developed in this course will build a foundation towards the following careers: Multi-Media Developer, Computer Engineer, Air Force, Army, Navy Officer.

**Assessment:** In Year 10, students are assessed using the Year 5, IBMYP criteria for Technology which includes: The Design Cycle of Plan, Design, Create and Evaluate Products.

**Associated costs:** A semester fee of $100.00 (GST free) to cover the cost of specific software and associated hardware, which they keep.

### FOOD AND NUTRITION A (10) 1 semester

**Entry Recommendations:** Satisfactory completion of Year 9 Food and Nutrition or Food Technology (IBMYP 4).

The focus is on lifestyle and nutritional issues for families and the individual, global food issues, super foods and staple foods, as well as current trends in contemporary food consumption.

**Topics covered:**
- Extension of skills, food preparation and presentation
- Multicultural foods and global food issues
- Technological advances in food and hospitality industry
- Food safety and hygiene, safe work practices
- Focus on nutrition, lifestyle, life cycle and special diets
- Super foods and staple foods

**Assessment:** In Year 10, students are assessed using the Year 5 IBMYP criteria for Health and Physical Education which includes: Use of Knowledge, Movement Composition, Performance, Social Skills and Personal Engagement.

Practical activity, planning and evaluation 50%
Research and design folio 50%

**Associated costs:** A semester fee of $70.00 (GST free) will cover the material costs.

### FOOD AND HOSPITALITY B (10) 1 semester

**Entry Recommendations:** Satisfactory completion of Year 9 Food and Nutrition or Food Technology (IBMYP 4)

Students focus on the dynamic nature of food, hospitality and catering individually and collaboratively. They develop skills and safe work practices in preparation, storage and handling as well as food service.

**Topics covered:**
- Advanced food preparation skills, food presentation and garnishing
- Safety, hygiene and safe food handling, quality control
- A focus on meals and nutrition
- Technological advancements in food preparation and hospitality industry
- Catering for guests
- Teamwork, planning and food service

**Assessment:** In Year 10, students are assessed using the Year 5 IBMYP criteria for Health and Physical Education which includes: Use of Knowledge, Movement Composition, Performance, Social Skills and Personal Engagement.

Practical activity, planning and evaluation 50%
Research tasks and design folio 50%

**Associated costs:** A course fee of $70.00 (GST free) per semester will cover the material costs.

### LOGISTICAL STRATEGIES 10 (IBMYP 5) 1 semester

**Entry Recommendations:** Nil

Do you see yourself as a ‘mastermind’? Do you enjoy solving problems, creating solutions and exploring strategies? This unit focuses on transport, distribution and logistics. It will involve off-site interaction within local based companies and being advisors to aid these companies in solving real problems. The skills you will develop could lead to future learning and many pathways in industry based locally, nationally or internationally.
Are you organised and efficient? Do you have good eyesight and quick reflexes? Are you good at solving problems? Are you good at understanding mechanics? Would you enjoy planning roads or power systems? Would you like to fly planes, drive trucks, work in a shipyard, on a train or pilot ships? Would you like work within an International Company with opportunity to travel?

If you answered yes to two or more of these questions, you might enjoy this exciting new unit of study which could lead to a successful career in International Sea Trade, Customs, Management, Aircraft mechanics, Warehousing, Freight Distribution, Engineering, Stevedoring, Shipping Administration and many others.

The IBMYP Assessment Criteria of the ‘Design Cycle’ will be used to evaluate student achievement which includes planning, designing, creating and evaluating.

**METALWORK 10 (IBMYP 5)**

**1 semester**

**Entry Recommendations:** Satisfactory completion of at least one unit of Metalwork in Year 8 or 9 (IBMYP 3 or 4).

Students will complete one semester of metalwork for four lessons per week. Students will develop a design folio to support their learning and document their work following the International Baccalaureate (IB) Design Cycle. Students work from a ‘Challenge’ and use the Design Cycle as a vehicle to plan, design and evaluate products they produce.

**Content**

A range of process skills and technologies will be introduced to students; these include revision and up skilling of skills in gas welding metal turning and the introduction of MIG and stick (DC) welding techniques to join materials. Students will practice and develop skills that can then be used to produce functional solutions to meet a need flowing from the ‘Challenge’. A research task relating to the Areas of Interaction will be produced based on a process or a material of interest to the student. Basic technical drawing techniques will be used to develop a standard presentation format for students to present their design solutions.

**Examples of Tasks/Topics**

The aspects of the Design Cycle are followed in the construction of a Brazier in which components are joined to a form a solid open structure. Students will be set a ‘Challenge’ where the Design Cycle is the vehicle used to plan and construct a creative structure [sculpture, decorative item, aspect for their brazier] that solves a problem that flows from a leading question determined by the class. Students develop a working drawing, cutting list and a procedure to construct their solution. The design is then created using a range of processes covered to date to form a simple, strong and effective structure to meet the need as set in their design brief and evaluated along the way as set out in the Design Cycle.

**Assessment:** In Year 10, students are assessed using the Year 5, IBMYP criteria for Technology which includes: The Design Cycle of Plan, Design, Create and Evaluate Products.

**Associated costs:** Students will be required to pay a 50% deposit for project materials prior to construction and the balance on completion before taking home the project.

**WOODWORK 10 (IBMYP 5)**

**1 semester**

**Entry Recommendations:** Satisfactory completion of at least one unit of Woodwork in Year 8 or 9 (IBMYP Year 3 or 4).

Students will complete one semester of Woodwork for four lessons per week. Students will develop a design folio to support their learning and document their work following the International Baccalaureate (IB) Design Cycle. Students work from a ‘Challenge’ and use the Design Cycle as a vehicle to plan, design and evaluate products they produce.

**Content:**

A range of process skills and technologies will be introduced to students; these include revision and ‘up- skilling’ of hand tools used to produce a mortise and tenon joint and other framing joints. Students will practise and develop skills that can be used to produce functional solutions to meet a need flowing from the ‘Challenge’. A research task relating to the Areas of Interaction will be produced and based on a process or timber product and its environmental implications of interest to the student. Basic technical drawing techniques will be used to develop a standard presentation format for students to present their design solutions.

**Examples of Tasks/Topics:**

The aspects of the Design Cycle are followed in the construction of a small table or table-like structure in which the components are joined to a form a solid, open structure. Students will be set a ‘Challenge’, where the Design Cycle is a vehicle used to plan and construct a creative structure that solves a problem that flows from a leading question determined by the class. Students develop a working drawing, cutting list and a procedure to construct their solution. The design is then created using a range of processes covered to date to form a simple, strong and effective structure to meet the need as set in their design brief and evaluated along the way as set out in the Design Cycle.
Assessment: In Year 10, students are assessed using the Year 5 IB MYP criteria for Technology which includes: The Design Cycle of Plan, Design, Create and Evaluate Products.

Associated costs:
Students pay for the materials used in the construction of their major project. They must present a signed Commitment to Pay form before beginning the making process. Full payment must be made two weeks after presenting the form.

- The final outcome assessed by the student in collaboration with the teacher, based on the agreed specifications created in the planning stage.
What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

How do students get the SACE?

The certificate is based on two stages of achievement:

- Stage 1, which most students achieve in Year 11, apart from the Personal Learning Plan, which most students are likely to complete in Year 10.
- Stage 2, which most students achieve in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Each Semester subject earns 10 credits.

Students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

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

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

What is the Research Project?

In the Research Project students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. This 10 credit, Stage 2 subject is completed during Year 11 and students need to achieve a C grade or above.

What is VET and how can I do it?

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

In the SACE students will be able to study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the new SACE, through recognised Vocational Education and Training courses. The remaining 50 credits must include the Personal Learning Plan, the Research Project, and the Stage 1 Literacy and Numeracy.

What is community learning?

Students can also count recognition for learning gained through community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

University and TAFE entry

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications such as VET courses, work experience and related subjects in its entry and selection processes.

Students who complete the SACE Certificate are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 80 credits at Stage 2, including at least three 20-credit Stage 2 subjects.

The final Stage 2 credits can be gained by another 20-credit Stage 2 subject or using the Research Project plus a 10-credit Stage 2 subject. Your subject counsellor has a list of subjects that count towards university entry. Universities also specify required subjects for some of their courses.

Students with disabilities

The SACE will continue to cater for students with special needs. The SACE offers a range of modified subjects as options for students with significant disabilities.
The subject counselling process will assist students to make appropriate choices, however we ask that you take time prior to consider the subjects which are offered so that informed decisions are made. Students should discuss possible selections with their Care Group teacher and individual subject teachers prior to the course counselling day.

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Stage 1</th>
<th>Stage 2</th>
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</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Geography History</td>
<td>Modern History</td>
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<tr>
<td>Language A</td>
<td>English English Advanced</td>
<td>English Studies English Communications</td>
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<tr>
<td>Language B</td>
<td>Japanese</td>
<td>Japanese</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics and Beyond Mathematics</td>
<td>Specialist Mathematics Mathematics Studies</td>
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<td>Mathematical Applications</td>
<td>Mathematical Applications Mathematics Pathways</td>
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<td>Mathematics Pathways</td>
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<td>Numeracy for Work and Community</td>
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<tr>
<td>Science</td>
<td>Biology</td>
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<td>Chemistry</td>
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<td>Physics</td>
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<td>Arts</td>
<td>Visual Art</td>
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<td>Design</td>
<td>Drama</td>
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<td>Drama</td>
<td>Music</td>
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<td>Health and Physical Education</td>
<td>Physical Education</td>
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<td>Outdoor Education</td>
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<td>Outdoor Education - Aquatics</td>
<td>Integrated Learning – Sport</td>
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<td>Food and Hospitality</td>
<td>Integrated Learning – Aerobics/Dance</td>
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<td>Child Studies</td>
<td>Food and Hospitality</td>
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<tr>
<td>Digital Technology</td>
<td>Information Processing and Publishing</td>
<td>Information Processing and Publishing</td>
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<td>Information Technology</td>
<td>Communication products – Multimedia</td>
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<tr>
<td>Design Technology</td>
<td>Furniture</td>
<td>Furniture Manufacture</td>
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<td>Creative woodwork</td>
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<td>Metalwork</td>
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<td>Cert I Construction &amp; Civil</td>
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<tr>
<td>Business and Enterprise</td>
<td>Business and Enterprise</td>
<td>Integrated Learning – Business and Enterprise</td>
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<td>Cert II Business (Bridges)</td>
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<tr>
<td>Personal Learning</td>
<td>Research Project (Stage 2)</td>
<td>Workplace Practices</td>
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<td>Workplace Practices</td>
<td>Community Studies</td>
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</table>
You must complete the Personal Learning Plan, worth 10 credits

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<th>Credits</th>
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You must complete at least 20 credits* towards Literacy
Choose from a range of English/English Pathways subjects or courses

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<th>Credits</th>
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You must complete at least 20 credits* towards Numeracy
Choose from a range of Mathematics subjects or courses

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<th>Credits</th>
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You must complete other subjects worth at least 80 credits* in Stage 1 subjects.
- Choose Stage 1 or Stage 2 subjects

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You must complete at least 60 additional credits* in Stage 2 subjects.
Choose Stage 2 subjects

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You must complete a major project of extended studies, worth 10 credits

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* To gain the SACE, you must earn 200 credits

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Compulsory Stage 1 subjects
Compulsory Stage 2 subjects

- Students must achieve either an A, B, C or equivalent in the compulsory subjects to complete the SACE

Free choice subjects (Stage 1 and/or 2)
- Students must achieve a grade in these subjects

* If your subject choices in a particular section exceed the minimum number of credits required, you should count the extra credits in another relevant section.
STAGE 1

Ocean View College attempts to offer all these subjects every year, however if student numbers are small the subject may have to be offered across year levels (eg 10/11 or 11/12) as a Federation of Schools subject, or may not be offered if numbers are too low.

YEAR 11 COMPULSORY SUBJECTS

<table>
<thead>
<tr>
<th>ENGLISH ADVANCED (Stage 1)</th>
<th>Credits - 20</th>
<th>2 semesters</th>
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</thead>
</table>

**Entry Recommendations:** A pass of A or B in Year 10 English Advanced, or by negotiation with the English Coordinator.

**Content:**
It is recommended that students complete a full year course if they wish to continue with English at Stage 2. This course will prepare students to experience success in either English Communications or English Studies. Students will have the opportunity to further develop their skills in reading, viewing, writing, speaking and listening. They will respond to a number of texts and develop a critical awareness of how authors and texts operate. Students will also create their own texts for a range of purposes.

**Assessment:**
Assessment is school based with 4-5 summative tasks per semester. At least one of these should be delivered as an oral or multi-model presentation. Students demonstrate evidence of their learning through the following assessment types:
- Text Analysis
- Text Production
- Extended Study (students select one of three options below)

Extended study options:
- Option 1: Language Study
- Option 2: Connected Texts Study
- Option 3: Student-negotiated Study

**Associated costs:** N/A

<table>
<thead>
<tr>
<th>ENGLISH PATHWAYS (Stage 1)</th>
<th>Credits - 20</th>
<th>2 semesters</th>
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</thead>
</table>

**Entry Recommendations:** A pass in Year 10 English.

**Content:**
The study of English Pathways provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English Pathways students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities. Stage 1 English Pathways allows students to achieve the literacy requirement of the SACE.

**Assessment:**
Assessment in this subject is school based with between 4-5 summative tasks per semester. At least one task from each of the categories listed is required and a minimum of one should also be delivered as an oral, or multimedia presentation.
- Text Analysis
- Text Production

**Associated costs:** N/A
**MATHEMATICAL APPLICATIONS (Stage 1)**

<table>
<thead>
<tr>
<th>Credits - 20</th>
<th>2 semesters</th>
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</thead>
</table>

**Entry Recommendations:** Satisfactory completion of Year 10 Mathematics.

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

Students who complete 10 credits of this subject with a C grade or better will meet the Numeracy requirement of the SACE.

**Content:**

Stage 1 Mathematical Applications consists of the following topics:
- Topic 1: Earning and Spending
- Topic 2: Measurement
- Topic 3: Data in Context
- Topic 5: Saving and Borrowing
- Topic 7: Statistics
- Topic 8: Trigonometry

These topics provide a background for students proceeding to Stage 2 Mathematical Applications.

**Assessment:**

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

**Associated costs:** All students should own their own scientific calculator – information regarding purchasing an appropriate scientific calculator can be obtained from the Mathematics Coordinator.

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**MATHEMATICS (Stage 1)**

<table>
<thead>
<tr>
<th>Credits - 20</th>
<th>2 semesters</th>
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**Entry Recommendations:** Satisfactory completion of Year 10 Mathematics.

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

Students who complete 10 credits of this subject with a C grade or better will meet the Numeracy requirement of the SACE.

**Content:**

Stage 1 Mathematics consists of the following topics:
- Topic 7: Statistics
- Topic 8: Trigonometry
- Topic 9: Models of Growth
- Topic 10: Quadratic and Other Polynomials
- Topic 11: Coordinate Geometry
- Topic 12: Functions and Graphs

These topics provide a background for students proceeding to Stage 2 Mathematical Methods and Mathematical Studies.

**Assessment:**

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

**Associated costs:**

All students should own their own scientific calculator – information regarding purchasing an appropriate scientific calculator can be obtained from the Mathematics Coordinator.

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**MATHEMATICS PATHWAYS (Stage 1)**

<table>
<thead>
<tr>
<th>Credits - 20</th>
<th>2 semesters</th>
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**Entry Recommendations:** Satisfactory completion of Year 10 Mathematics.

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

Students who complete 10 credits of this subject with a C grade or better will meet the Numeracy requirement of the SACE.
Content:
Teachers may adapt or vary topics listed in Stage 1 Mathematics or Mathematical Applications and/or develop new topics. New topics should relate to the needs and interests of the particular group of students. This course provides a background for students proceeding to Stage 2 Mathematics Pathways.

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their through the following assessment types:
• Skills and Application Tasks
• Folio

Associated costs:
All students should own their own scientific calculator – information regarding purchasing an appropriate scientific calculator can be obtained from the Mathematics Coordinator.

NUMERACY FOR WORK AND COMMUNITY LIFE (Stage 1)  Credits - 20  2 semesters

Entry Recommendations: Satisfactory completion of Year 10 Mathematics.

Content:
Teachers develop a program based on one or a combination of contexts for study. In each of the five contexts for study, the starting point is a focus on the particular Mathematics subject and numeracy skills and strategies that are relevant to the needs of the students.

Contexts for Study:
• Numeracy for Work
• Numeracy for Community Life
• Numeracy for Daily Life
• Numeracy for Leisure
• A Negotiated Study

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their through the following assessment types:
• Skills and Application Tasks
• Folio

Associated costs:
All students should own their own scientific calculator – information regarding purchasing an appropriate scientific calculator can be obtained from the Mathematics Coordinator.

RESEARCH PROJECT (STAGE 2)  Credits - 10  1 semester

The Research Project is a compulsory Stage 2 subject completed in Year 11. Students will need to gain a C grade or better in the Research Project to achieve the SACE. The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:
• Community-based projects
• Technical or practical activities
• Work-related research
• Subject-related research.

Students receive a result in one of two forms:
Research Project A, with an external assessment that may be undertaken in a range of formats
Research Project B, with an external assessment that must be written (students wanting to include this subject in the calculation of their Tertiary Entrance Rank must study this form of the subject).

Assessment:
Folio (School-based)  50%
Research Outcome (School-based)  20%
Evaluation (External)  30%
BIOLOGY (Stage 1) | Credits - 10 | 1 semester
---|---|---
Credits - 20 | 2 semesters

**Entry Recommendations:** Satisfactory completion of Year 10 Science.

**Content:**
Students learn about the cellular 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, society, and the environment. Students design, conduct and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies. The course seeks to build on the biological concepts presented in Middle school. There is a focus on practical investigations and the writing of scientific reports, to reinforce learning and as a preparation for students seeking to continue to Stage 2 Biology.

**Assessment:**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio
- Skills and Applications Tasks

BUSINESS AND ENTERPRISE (Stage 1) | Credits - 10 | 1 semester
---|---|---

**Entry Recommendations:** Satisfactory completion of Year 10.

**Content:**
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions.

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

CHEMISTRY (Stage 1) | Credits - 10 | 1 semester
---|---|---
Credits - 20 | 2 semesters

**Entry Recommendations:** High level of achievement in Year 10 Science.

**Content:**
Students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. They undertake a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. They develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. The course seeks to build on the chemical science concepts presented in Middle school. There is a focus on practical investigations and the writing of scientific reports, to reinforce learning and as a preparation for students seeking to continue to Stage 2 Chemistry.

**Assessment:**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio
- Skills and Applications Tasks
### CHILD STUDIES (Stage 1)

**Credits - 10**

1 semester

**Entry Recommendations:** Nil

The course examines the period of childhood from conception to eight years, and issues related to the growth, health and well being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society. The focus capabilities for the subject are citizenship, personal development, and learning.

**Content:**

Students study topics within one or more of the following three areas of study:
- The nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights and Safety

**Assessment:**

Assessment is school based where students demonstrate evidence of their learning through the following assessment types:
- Practical Activity 50%
- Group Activity 30%
- Investigation 20%

**Associated costs:** A semester fee will cover material costs - $60.00 (GST free) and supply own materials for textile project for children.

### DESIGN (Stage 1)

**Credits - 10**

1 semester

**Entry Recommendations:** Satisfactory completion of Year 10 Visual Art or Design, as well as keen interest in Design.

**Content:**

The Design course aims to further develop students in the Design process and create within the three types of Design: Environmental Design, Product Design and Graphic Design. The Visual Study is based on one in particular and students gain experience in the techniques used in the Design world. The Folio is the technical experiments and back-up studies of the major Practical Design including cultural and historical analysis. The major practical follows the Design Process to produce a self-directed resolved Design project.

**Assessment:**

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Component</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Visual Thinking (Study on types of Design) research on Design</td>
<td>Visual Study</td>
<td>30%</td>
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<tr>
<td>Practical Resolution (Self-directed resolved Design)</td>
<td>Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Design in Context (Back up to practical studies, techniques and History Analysis)</td>
<td>Folio</td>
<td>40%</td>
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</tbody>
</table>

**Associated costs:** A semester fee of $40.00 (GST free) covers the cost of Art materials in this course.

### DRAMA (Stage 1)

**Credits - 10**

1 semester

**Entry Recommendations:** Satisfactory completion of Year 10 Drama.

**Content:**

**Semester 1:**

The aim of this course is to develop students’ understanding of theatrical theories and styles through practical and theoretical study. Students are required to be involved in a substantial Group Performance for public audiences and record all processes in a Production Report. Students will study several models of acting by reading scripts, viewing performances, participating in workshops, rehearsing, experimenting and performing. From this they will undertake an Individual Investigation where they will research and explore areas of interest with an emphasis and focus on Australian Theatre. Students will also expected to attend after school rehearsals and attend at least two live theatre performances. They will also need to complete critical Reviews using correct drama terminology and review writing structures.

**Semester 2:**

This course is aimed at developing the students’ understanding and appreciation of the major influences on theatre in the 20th Century through practical and theoretical study. Students are required to be involved in a substantial Performance of a Monologue or Duologue for public audiences and record all processes in a Production Report. Students will study different models of acting, innovators and theories of performance by reading scripts, viewing performances, participating in workshops, rehearsing, experimenting and performing. From this they will create an Individual Study Presentation, which will evolve from extensive research, investigation and practical exploration of Brechtian Theatre. Students will also expected to attend after school rehearsals and attend at least two live theatre performances. They will also need to complete critical Reviews using correct drama terminology and review writing structures.

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Assessment:
Students will be assessed against the criteria set down by the SACE Assessment Board criteria for the Arts: Knowledge and Understanding, Application and Analysis.

Assessment Type 1: Presentation of Dramatic works (Performance) 30%
Assessment Type 2: Dramatic Theory and Practice (Folio) 40%
Assessment Type 3: Individual Investigation and Presentation 30%

Associated Costs:
A course fee will cover theatre admission costs for two shows ($50.00 GST free per semester).

FOOD AND HOSPITALITY A (Stage 1)  Credits - 10  1 semester

Entry Recommendations: Satisfactory completion of Year 10 Food and Nutrition or Food and Hospitality.

Students focus on the dynamic nature of food, hospitality and catering, individually and collaboratively. They develop skills and safe practices in preparation, storage and handling as well as food service.

Content:
- Food preparation and presentation
- Food safety and safe work practices
- Local and Global Issues in Food and Hospitality
- Food Service and Catering
- Relationships of food choices to the health and well being of individuals, families and communities

Assessment:
Assessment is school based where students demonstrate evidence of their learning through the following assessment types:
Practical Activity 60%
Group Task 20%
Investigation Task 20% (report based on student surveys, interviews and collected information)

Associated costs: A semester fee of $60.00 (GST free) will cover the material costs.

FOOD AND HOSPITALITY B (Stage 1)  Credits - 10  1 semester

Entry Recommendations: Satisfactory completion of Year 10 Food and Nutrition or Food and Hospitality

Students focus on individual and family nutrition needs. They develop skills and safe work practices in food preparation and presentation. They will examine contemporary food issues both locally and globally.

Content:
- Food preparation and food service
- Trends in food and culture
- Local and global issues in Food and Hospitality industry
- Socio-cultural influences of foods
- Food service and catering
- Celebrity chefs

Assessment:
Assessment is school based where students demonstrate evidence of their learning through the following assessment types:
Practical Activity 60%
Group Task 20%
Investigation Task 20% (report based on student surveys, interviews and collected information)

Associated costs: A semester fee of $60.00 (GST free) will partially cover food and material costs.
### GEOGRAPHY (Stage 1)

**Credits - 10**

**1 semester**

**Entry Recommendations:** Satisfactory completion of Year 10 Humanities (iBMYP Year 5).

**Content:** The discipline of Geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning. The study of Geography includes the following key themes:
- Location and distribution
- Natural environments at risk
- People, resources and development
- Issues for Geographers

**Assessment:** Students demonstrate their learning by completing four or five tasks, with at least one from each assessment type:
- Assessment Type 1: Skills and Application Tasks
- Assessment Type 2: Inquiry
- Assessment Type 3: Fieldwork
- Assessment Type 4: Investigation
- Each assessment type will have a weighting of at least 20%.

### HISTORY A (Stage 1)

**Credits - 10**

**1 semester**

**Entry Recommendations:** Satisfactory completion of Year 10 Humanities.

**Content:** History is a semester course which will introduce students to various historical concepts and prepare them for success in Stage 2 Modern History. The course will introduce students to:
- Two areas of historical study from 500 AD (previous topics include WW1, WW2 and Nazi Germany, Modern USA History, and Australian History
- Skills for Historical Inquiry
- Skills for Critical Thinking
- Skills for Historical Argument

**Assessment:** Assessment at Stage 1 is school based with 4-5 summative tasks. These tasks will incorporate a range of skills and will allow students to demonstrate evidence of learning through a variety of platforms including written responses, oral responses, and ICT displays. Students will be assessed in the following three areas using standardised Stage 1 Performance Standards:
- Folio
- Sources Analysis
- Investigation

### HISTORY B (Stage 1)

**Credits - 10**

**1 semester**

**Entry Recommendations:** Satisfactory completion of Stage 1 History A.

**Content:** History B is a semester course which will continue the groundwork from the first half of the year. This course will prepare students even further for Stage 2 Modern History and will include an individual research project. This course will introduce various historical concepts preparing students for success in Stage 2 Modern History. The course will further develop:
- Skills for Historical inquiry
- Skills for Critical Thinking
- Skills for Historical Argument

**Assessment:** Assessment at Stage 1 is school based with 4-5 summative tasks. These tasks will incorporate a range of skills and will allow students to demonstrate evidence of learning through a variety of platforms including written responses, oral responses, and ICT displays. Students will be assessed in the following three areas using standardised Stage 1 Performance Standards:
- Folio
- Sources Analysis
- Investigation
INFORMATION PROCESSING AND PUBLISHING (Stage 1)  
Credits - 10  
Credits - 20  
1 semester  
2 semesters

Entry Recommendations: Satisfactory completion of Year 9 or 10 Computing.

Content: Information Processing and Publishing 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 evaluate the development process.

Stage 1 Information Processing and Publishing consists of the following topics:
• Digital Presentations
• Digital Publishing

Assessment:
• Practical Skills 30%
• Product and Documentation 50%
• Issues Analysis 20%

INFORMATION TECHNOLOGY (Stage 1)  
Credits - 10  
Credits - 20  
1 semester  
2 semesters

Entry Recommendations: Satisfactory completion of Year 10 Multimedia.

This course encompasses revision of the principles of design, the Design Process and software applications used for the production of multimedia products. The focus will be interactive website design and construction that relates to communication products. Students will be required to follow the Design Process, where they document solutions to communication tasks, produce the product or system and evaluate their final product or system.

Content:
• Legal and ethical issues within the Multimedia industry.
• Role/use of websites in the community (business, social networking, special interest).
• Aspects of good/poor web design.
• Relational Databases
• Introduction to Scripting (ActionScript 3.0) for interactivity purposes.

JAPANESE (Continuers) (Stage 1)  
Credits - 20  
2 semesters

Entry Recommendations: Satisfactory completion of Year 10 Language B (Japanese) (IBMYP Year 5). Stage 1 Japanese is a full year subject.

Japanese is a modern, dynamic language from a country with close economic and business ties to Australia. Additionally it has a rich and diverse cultural history to explore and compare to build inter-cultural understanding.

Content including topics such as:
• Living in Japan
• Diaries
• Cultural Exchanges
• Home stay in Japan
• Tourism
• Comparing Items
• Formal Language
• Excursions
• Directions
• Letter Writing/Kanji
• Japanese History
• Contemporary Family Life

Assessment: Four assessment components individually weighted at a minimum of 10%
• Oral Task
• Text Analysis Task
• Written Task
• Investigative Task

It is likely that this class will run in conjunction with another year level.
**MATERIAL PRODUCTS - FURNITURE (Stage 1)**  
**Credits - 10**  
**1 semester**

**Entry Recommendations:** Satisfactory completion of Woodwork at Year 10.

This course encompasses revision of the use of timber and timber based products, joining systems and construction techniques. The focus will be creative design and making a small pedestal table and book/laptop rest. Students will use the Design Cycle to document solutions, make a prototype and evaluate their final product.

**Assessment:**
Assessment is school based and students will demonstrate evidence of their learning through the successful completion of the following tasks:
- Skills an Applications Tasks: 20%  
  (2 practical Skills tasks 15% and Materials Investigation 5%)
- Folio: 30%  
  (5 tasks related to the design and planning of a pedestal table)
- Product: 50%  
  (Make the pedestal table designed and planned in 'Folio' and complete an evaluation of the product and process)

**Associated costs:**
Students pay for the materials used in the construction of their major project. They must present a signed Commitment to Pay form before beginning the making process. Full payment must be made two weeks after presenting the form.

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**MATERIAL PRODUCTS – CREATIVE WOODWORK (Stage 1)**  
**Credits - 10**  
**1 semester**

**Entry Recommendations:** Satisfactory completion of Woodwork at Year 10.

This course encompasses revision of the use of timber and timber based products, joining systems and construction techniques. It is designed for those students who wish to study Furniture Construction at Stage 2 level, as well as those who do not. The focus will be on a creative design and making of a small cabinet comprising a box construction and a drawer. Students use the Design Cycle, to document solutions, make a prototype and evaluate their product and performance.

**Assessment:**
Assessment is school based and students will demonstrate evidence of their learning through the following assessment types:
- Skills an Applications Tasks: 20%  
  (skills task 10% and materials investigation 10%)
- Folio: 30%  
  (5 tasks related to the design and planning of a small cabinet)
- Product: 50%  
  (complete an evaluation of the product and process)

**Associated costs:**
Students pay for the materials used in the construction of their major project. They must present a signed Commitment to Pay form before beginning the making process. Full payment must be made two weeks after presenting the form.

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**MATERIAL PRODUCTS - METALWORK (Stage 1)**  
**Credits - 10**  
**1 semester**

**Entry Recommendations:** Satisfactory completion of Year 10 Metalwork.

This course encompasses revision of basic gas welding and electric welding technologies in the metals fabrication area. Students will be required to follow the Design Process, where they document solutions to designing tasks, produce the item and evaluate their final product.

**Content:**
- Design of projects fabricated in metal.
- Safe Operating Procedures for Drill Press, metal cutting Bandsaw, Grinding, (fixed and portable), welding operations (gas, stick - A/C & D/C), MIG and TIG techniques, Plasma cutting, metal lathe.
- Arc welding down hand in a flat position (running beads/fillets).
- Oxy acetylene gas welding (braze/fusion).
- MIG and TIG welding technologies.
- Plasma Cutting metals.
- A continuation of basic turning techniques using the metal lathe.
- Student projects may include a Sliding Bar Clamp or a Step Ladder.

**Assessment:**
Assessment is school based and students will demonstrate evidence of their learning through the following assessment types:
- Skills an Applications Tasks: 30%  
  (skills task/s with negotiated processes and production techniques)
- Folio: 20%  
  (product design folio with 4 pieces of evidence)
- Product: 50%  
  (present a product and report on how it was realised)

**Associated costs:** Students will be required to pay a 50% deposit for project materials prior to construction and the balance on completion before taking home the project.
Specialist Mathematics is offered in Semester 2 for students planning to do Specialist Mathematics Stage 2 in 2015.

**Entry Recommendations:** A high level of achievement in Year 10 Mathematics or a high level of achievement in Stage 1 Mathematics.

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

Students who complete 10 credits of this subject with a C grade or better will meet the Numeracy requirement of the SACE.

**Content:**
Stage 1 Mathematics Specialist consists of the following topics:
- Topic 13: Planar Geometry
- Topic 14: Periodic Phenomena

These topics provide a background for students proceeding to Stage 2 Specialist Mathematics.

**Assessment:**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Application Tasks
- Folio

**Associated costs:** Graphic calculators will be supplied by the school.

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**MUSIC (ADVANCED) (Stage 1)**

**Credits - 20**

2 semesters

**Entry Requirements and Special Requirements:**
- Satisfactory completion of Year 10 Music or by consultation with the Music Coordinator. Music is a full year course.
- **All Year 11 Music students are required to attend weekly instrument/vocal lessons for the full year** either here at the College with free tuition from DECD IMS staff or their own private teacher at their own expense.
- Participation in ensemble groups for school and community performances during the year.
- Attendance at performances as arranged by the music teacher.

**Semester 1 focus:** Contemporary Rock Music Industry in Australia - from J O'Keefe to ACDC and beyond
**Semester 2 focus:** Event Management and Performance Skills – what does it take to plan, resource and stage a major Music Performance

Through the study of Music students have the opportunity to engage in musical activities such as performing, composing, and arranging, researching, developing and applying music technologies. Students have the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

**Content:**
- Composing, Arranging, Transcribing, Improvising
- Performing – both as a Soloist and within a Group
- Music Technology
- Event Management – how to plan and manage a major School Concert
- History of Music – Australian Rock Music/Music Festivals
- Developing Theory and Aural Skills
- Music Analysis

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

**Associated costs:**
There is a **$65.00 (GST free)** administration fee **per year** for all Music students. This covers printing, diary, blank CD/DVD and other associated costs.

**Those students who need to hire an instrument can do so through the school at an additional cost.** Students and their families needing to access this feature will be required to enter a Hire Agreement and return a signed Contract with payment.

**Please note:** commitment is for 12 months and fees are not refundable.

IMS Instrumental/Vocal Reports will be issued at the end of each semester.
**OUTDOOR EDUCATION A (Stage 1)**  
Credits - 10  
1 semester

Offered to Year 10 and 11 students in Semester 1.

**Group 1 subject**  

**Entry Recommendations:** Satisfactory completion of Year 9 Physical Education. This course is designed for students with little prior experience in the activities. Students must have a willingness to be actively involved in physical challenge, and participate in two nights of bush camping.

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

**Content:**
- Camp: Two nights/three days bushwalking at Mambray Creek National Park, Mount Remarkable
- Indoor Rock Climbing
- Navigation Theory

**Assessment:**
- Practical 60%
- Theory 40%

**Associated costs:** The costs of camps and excursions are $225.00 (GST free) (not including food) per semester.

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**OUTDOOR EDUCATION B - AQUATICS (Stage 1)**  
Credits - 10  
1 semester

Offered to Year 10 and 11 students in Semester 2.

**Entry Recommendations:** Satisfactory completion of Year 9 or 10 Physical Education. This course is designed for students with little prior experience in the activities. Students must have a willingness to be actively involved in physical challenge, and participate in three nights of bush camping. There will be an emphasis on aquatic activities in this course.

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

**Content:**
- Camp to Port Vincent - Activities could involve surfing, sailing, snorkelling, windsurfing
- Kayaking camp to Katarapko Creek (Murray River)
- First Aid
- Marine Knowledge and Water Safety

**Assessment:**
- Practical 60%
- Theory 40%

**Associated costs:** The costs of camps and excursions are $225.00 (GST free) (not including food) per semester.

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**PHYSICAL EDUCATION A (Stage 1)**  
Credits - 10  
1 semester

**Entry Recommendations:** Satisfactory completion of Year 10 Physical Education.

In Physical Education students gain an understanding of human functioning and physical activity. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations through Game Sense Play. Students will gain an awareness of the learning processes in skills and techniques and appreciate the various adaptations to fitness through the study of Exercise Physiology.

**Entry Recommendations:** Satisfactory completion of Year 10 Physical Education.

**Content:**
- Folio/Issues Analysis
- Skill Acquisition/Game Sense Play
- Exercise Physiology
- Issues Analysis

the structure of theory modules within a unit will be an Issues Analysis where students analyse issues that are relevant to local, regional, national or global communities and “The Human Body” - anatomy and physiology.

**Practical activities** - At least one major practical activity will be studied, along with two minor practical activities which will provide breadth. Activities will be selected from:
- Individual (Badminton, Lawn Bowls)
- Team - (Volleyball, Basketball, Netball)

**Assessment:**
Practical - 60% - skills test, performance check-lists in game situations, tests and assignments on rules and tactics.
Folio/Issues Analysis - 40% - tests, assignments, laboratory write ups, oral presentations, a log or journal and essays, worksheets.

**Associated costs:** A semester fee $30.00 (GST free) applies.

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION B (Stage 1)</th>
<th>Credits - 10</th>
<th>1 semester</th>
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</thead>
<tbody>
<tr>
<td><strong>Entry Recommendations:</strong> Satisfactory completion of Year 10 Physical Education.</td>
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<tr>
<td>In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participating in physical activity. Students explore their own physical capacities and analyse performance and health issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.</td>
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<tr>
<td><strong>Content:</strong></td>
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<tr>
<td>Folio/Issues Analysis</td>
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<tr>
<td>• Training Principles and Methods</td>
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<tr>
<td>• Issues Analysis</td>
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<tr>
<td>• Biomechanics</td>
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<tr>
<td>Practical activities - Activities will be selected from:</td>
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<tr>
<td>• Individual (Golf, Fitness conditioning, Tennis)</td>
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<tr>
<td>• Team (Ultimate Frisbee, European Handball, Floor Hockey)</td>
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<tr>
<td><strong>Assessment:</strong></td>
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<tr>
<td>Practical</td>
<td>60% - skills test, performance check-lists in game situations, tests and assignments on rules and tactics</td>
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<tr>
<td>Folio/Issues Analysis</td>
<td>40% - tests, assignments, laboratory write ups, oral presentations, a log or journal and essays.</td>
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<tr>
<td><strong>Specific fees:</strong> A semester fee $30.00 (GST free) applies.</td>
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<thead>
<tr>
<th>PHYSICS (Stage 1)</th>
<th>Credits - 10</th>
<th>1 semester</th>
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<tbody>
<tr>
<td><strong>Entry Recommendations:</strong> High level of achievement in Year 10 Science.</td>
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<tr>
<td>The study of physics enables students to understand and appreciate the world around them. 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. They gather evidence from experiments and research and acquire new knowledge through their own investigations.</td>
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<tr>
<td><strong>Physics A</strong> focuses on the laws of motion and force and energy, examining how the concepts can be related to a range of everyday phenomena.</td>
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<tr>
<td><strong>Physics B</strong> focuses on continues on from these general principles and looks at the phenomena of fields and waves, including studies of electricity, magnetism, light, sound and nuclear physics.</td>
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<tr>
<td>The course seeks to build on the physical science concepts presented in Middle school. There is a focus on practical investigations and the writing of scientific reports, to reinforce learning and as a preparation for students seeking to continue to Stage 2 Physics.</td>
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<tr>
<td><strong>Assessment:</strong></td>
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<tr>
<td>Assessment is based on both theoretical and practical work and may include tests, research assignments, planning, conducting experiments and oral presentations. There will be an end of semester theory examination.</td>
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<tr>
<th>VISUAL ART A (Stage 1)</th>
<th>Credits - 10</th>
<th>1 semester</th>
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<tbody>
<tr>
<td><strong>Entry Recommendations:</strong> Satisfactory completion of Year 10 Art or Design</td>
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<tr>
<td><strong>Content:</strong> This subject will encompass the creating and making of artworks and it is based on giving students opportunities to develop excellent technical and conceptual skills through the visual study topic ‘Still Life’. Students are encouraged to visually communicate ideas, apply and experiment with a variety of media, materials and artistic techniques. They will cultivate an understanding of Artists in historical and cultural contexts and critically analyse Art works through the Visual Art four stage plan writing process. The assessment criteria includes: Practical Application, Knowledge and Understanding, and Analysis and Response.</td>
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</table>
Assessment:
Visual Thinking (Folio to backup to support major artwork) – “Still Life”  Visual study  30%
Practical Resolution (Self-directed resolved Artwork) Practical 30%
Visual Arts in Context (Artist studies, techniques and style and Art History Analysis) Folio 40%

Associated costs: A semester fee of $40.00 (GST free) is necessary to cover the cost of art materials in this course.

<table>
<thead>
<tr>
<th>VISUAL ART B (Stage 1)</th>
<th>Credits - 10</th>
<th>1 semester</th>
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</thead>
<tbody>
<tr>
<td>Entry Recommendations:</td>
<td>Satisfactory completion of Year 10 Art or Design</td>
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</tbody>
</table>

Content: This subject will encompass the creating and making of Artworks. The learning program differs from Visual Art A to allow students to further their knowledge of Visual Art practices and the Visual study is based on the topic of “Modern Art in Australia” creating opportunities to develop excellent technical and conceptual skills. Students will be encouraged to visually communicate ideas, apply and experiment with a variety of media, materials and artistic techniques. They will develop an understanding of Artists in historical/cultural contexts and critically analyse through the Visual Art four stage plan writing process. The assessment criteria includes: Practical Application, Knowledge and Understanding, and Analysis and Response.

Assessment:
Visual Thinking (Study on Landscape) – ‘Modern Art in Australia’ Visual Study 30%
Practical Resolution (Self-directed resolved Artwork) Practical 30%
Visual Arts in Context (Artist studies, techniques and style and Art History Analysis) Folio 40%

Associated costs: A semester fee of $40.00 (GST free) is necessary to cover the cost of art materials in this course.

<table>
<thead>
<tr>
<th>Workplace Practices A and B (Stage 2)</th>
<th>10 Credits</th>
<th>20 Credits</th>
<th>1 Semester</th>
<th>2 Semesters</th>
</tr>
</thead>
</table>

In Workplace Practices students develop knowledge, skills, and understandings of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry or workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).

There are 3 focus areas of study of this subject:
- **Industry and Work Knowledge:** students must study three topics related to this section.
- **Vocational Learning:** students must complete 60 hours of part time work or work placement.
- **Vocational Education and Training (VET)**

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>School-based Assessment</td>
</tr>
<tr>
<td>Folio</td>
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<tr>
<td>Performance</td>
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<tr>
<td>Reflection</td>
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<thead>
<tr>
<th>External Assessment</th>
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<tbody>
<tr>
<td>Investigation</td>
<td>30%</td>
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</table>

Assessment:
School based – Folio 25%
School based – Performance 25%
School based – Reflection 20%
External – Investigation 30%
STAGE 2 SUBJECTS

Ocean View College attempts to offer all these subjects every year, however if student numbers are small the subject may have to be offered across year levels (eg 10/11 or 11/12) as a Federation of Schools subject, or may not be offered if numbers are too low. (TAS = Tertiary Admission Subject)

<table>
<thead>
<tr>
<th>Biology (Stage 2 TAS)</th>
<th>20 Credits</th>
<th>2 Semesters</th>
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</thead>
<tbody>
<tr>
<td>Students learn about the cellular 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, society, and the environment. Students design, conduct, and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies. The course begins with a focus on macromolecules that make up all living things. As students’ progress their knowledge is developed to understand the connections to cells, organisms and ecosystems.</td>
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<tr>
<td><strong>Assessment</strong></td>
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<tr>
<td><strong>School-based Assessment</strong></td>
<td><strong>Weighting</strong></td>
<td></td>
</tr>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
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<tr>
<td><strong>External Assessment</strong></td>
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<tr>
<td>Examination</td>
<td>30%</td>
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<table>
<thead>
<tr>
<th>Chemistry (Stage 2 TAS)</th>
<th>20 Credits</th>
<th>2 Semesters</th>
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</thead>
<tbody>
<tr>
<td>Students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. They undertake a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. They develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.</td>
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<tr>
<td><strong>Assessment</strong></td>
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<tr>
<td><strong>School-based Assessment</strong></td>
<td><strong>Weighting</strong></td>
<td></td>
</tr>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
<td></td>
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<tr>
<td><strong>External Assessment</strong></td>
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<td></td>
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<tr>
<td>Examination</td>
<td>30%</td>
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<table>
<thead>
<tr>
<th>Community Studies (Stage 2)</th>
<th>10 Credits</th>
<th>1 Semester</th>
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</thead>
<tbody>
<tr>
<td>Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.</td>
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<tr>
<td><strong>Assessment</strong></td>
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<tr>
<td><strong>School-based Assessment</strong></td>
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<tr>
<td>Contract of Work</td>
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<tr>
<td>Folio</td>
<td></td>
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<tr>
<td>Presentation</td>
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<tr>
<td><strong>External Assessment</strong></td>
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<tr>
<td>Reflection</td>
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</tbody>
</table>
Design and Technology – Communication Products (Multi Media) (Stage 2 TAS)

Through the study of Multimedia students develop the ability to identify, create, initiate and develop products, processes, or systems. Students use symbols, signs, behaviour, speech, images, sound or other data to design and make products that communicate information. Students demonstrate knowledge and skills associated with using manipulation of communication media, both manual and digital.

**Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
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<tr>
<td>Product</td>
<td>50%</td>
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<thead>
<tr>
<th>External Assessment</th>
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<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
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</table>

Drama (Stage 2 TAS)

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

**Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Interpretative Study</td>
<td>20%</td>
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</table>

<table>
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<tr>
<th>External Assessment</th>
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</thead>
<tbody>
<tr>
<td>Performance</td>
<td>30%</td>
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</tbody>
</table>

**Associated costs:** A yearly fee of $100.00 (GST free) will cover theatre admission costs for four shows.

English Communications (Stage 2 TAS)

English Communications focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

**Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Text Analysis and Text Production</td>
<td>40%</td>
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<tr>
<td>Communication Study</td>
<td>30%</td>
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<tr>
<th>External Assessment</th>
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</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
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</tbody>
</table>
English Studies (Stage 2 TAS)  
20 Credits  
2 Semesters

**Entry Recommendations:** A C grade or better in Stage 1 English.

In English Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments.

<table>
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<tr>
<th>Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Shared Studies</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Study</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
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<tr>
<td><strong>External Assessment</strong></td>
<td></td>
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<tr>
<td>Examination</td>
<td>30%</td>
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</tbody>
</table>

**Food and Hospitality (Stage 2 TAS)  
20 Credits  
2 Semesters**

In Food and Hospitality, students focus on the dynamic nature of the Food and Hospitality industry in Australian society. Students 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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Practical Activity</td>
<td>50%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
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<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
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</table>

**Associated costs:** A course fee applies of $85.00 (GST free) for the whole year.

**Information Processing and Publishing (Stage 2 TAS)  
20 Credits  
2 Semesters**

Information Processing and Publishing 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 evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

<table>
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<tr>
<th>Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Practical Skills</td>
<td>40%</td>
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<tr>
<td>Issues Analysis</td>
<td>30%</td>
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<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Product and Documentation</td>
<td>30%</td>
</tr>
</tbody>
</table>
Integrated Learning - Business and Enterprise (Stage 2 TAS)  20 Credits  2 Semesters

In Small Business Enterprise, students focus on developing an understanding of small business operations and the practical elements of operating a business. There are opportunities for students to plan and operate a small business over several months and investigate issues related to running a small business enterprise. Tasks support the development of students’ knowledge of business practices in the wider community and the opportunity to develop their communication, time management, record keeping, organization, and decision making skills.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Folio and discussion</td>
<td>20%</td>
</tr>
</tbody>
</table>

**School-based Assessment**

**External Assessment**

| Project                     | 30%       |

**Assessment**

Integrated Learning – Aerobics/Dance (Stage 2 TAS)  20 Credits  2 Semesters

This subject is open to Stage 1 and Stage 2 students. Pre-requisite: School Aerobics team in 2013 or audition. Integrated Learning Aerobics/Dance students will learn to plan and organise dance and aerobic classes and develop their understanding of, and empathy with others. They also develop their understanding and skill development in three practical components of Dance/Aerobics and undertake a large study in the area of Dance/Aerobics.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Folio and Discussion</td>
<td>20%</td>
</tr>
</tbody>
</table>

**School-based Assessment**

**External Assessment**

| Project                     | 30%       |

**Assessment**

Associated Costs: A fee of $80.00 (GST free) per the whole year applies.

Integrated Learning – Sports Studies (Stage 2 TAS)  20 Credits  2 Semesters

Integrated Learning Sport requires students to apply their knowledge and skills to sporting activities. The subject draws links between aspects of students’ lives and their learning and is undertaken by a group of students. Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise sporting and fitness activities, and to develop their understanding of, and empathy with, others. They also develop their understanding and skill development in three practical components, and undertake a study in various aspects related to Sport.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Folio and Discussion</td>
<td>20%</td>
</tr>
</tbody>
</table>

**School-based Assessment**

**External Assessment**

| Project                     | 30%       |

**Assessment**

Associated Costs: A fee of $50.00 (GST free) applies for the whole year.
Japanese (Stage 2 TAS)  

**Entry Recommendations:** Satisfactory completion of Stage 1 Japanese  
Japanese is a modern, dynamic language from a country with close economic and business ties to Australia. Additionally it has a rich and diverse cultural history to explore and compare to build inter-cultural understanding.

In Japanese students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

**Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio – Oral Task Text Production, Text Analysis</td>
<td>50%</td>
</tr>
<tr>
<td>In-depth Study</td>
<td>20%</td>
</tr>
</tbody>
</table>

**External Assessment**

| Examination                                                  | 30%       |

It is likely this class will run in conjunction with another year level.

Mathematical Applications (Stage 2 TAS)  

Stage 2 Mathematical Applications enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts.

**Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
</tbody>
</table>

**External Assessment**

| Examination                                                  | 30%       |

Mathematics Pathways (Stage 2 TAS)  

In Stage 2 Mathematics Pathways, students have the opportunity to gain the knowledge, skills, and understanding required to apply mathematics in different contexts, and to participate in a wide variety of problem-solving activities.

**Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>45%</td>
</tr>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
</tbody>
</table>

**External Assessment**

| Investigation                                               | 30%       |

Mathematics Studies (Stage 2 TAS)  

Through the study of Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

**Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>45%</td>
</tr>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
</tbody>
</table>

**External Assessment**

| Examination                                                  | 30%       |
Material Products - Furniture Manufacture (Stage 2 TAS)  20 Credits  2 Semesters

In this course students design, make and evaluate an item of free-standing furniture using mainly wood and/or wood-based products. They learn how to use a panel saw to cut furniture components accurately and safely; and demonstrate skills and knowledge learnt in previous Design and Technology courses.

Students produce a folio that contains their investigations into materials and construction processes, the design and planning of their project, a visual and written record of the making process and an evaluation of their performance and finished piece of furniture.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
</tr>
</tbody>
</table>

External Assessment

| Folio               | 30%       |

Associated costs: Students pay for the materials used in the construction of their major project. They must present a signed Commitment to Pay form before beginning the making process. Full payment must be made two weeks after presenting the form.

Modern History (Stage 2 TAS)  20 Credits  2 Semesters

Entry Recommendations: Satisfactory completion of Stage 1 English (Standard)

The study of History gives students the opportunity to make sense of a complex and rapidly changing world by connecting the past with the present. Through the study of past events, people, actions, and societies, students gain insight into human nature and social constructs. Students will focus on two main areas of study from 1500 AD. Previously these areas have included societies during war, countries experiencing revolution, and individuals coming to power. Students will also focus on a number of historical sources to improve their skills of critical analysis. Ultimately, a study of history will prepare students for a 21st Century workplace that demands skills in the areas of communication, individual thinking, and critical analysis.

Assessment: Assessment at Stage 2 is school based for 70% of the final mark. This includes 50% of the final mark coming from eight major assessment tasks during the year. This Folio of evidence will include written responses, oral responses, ICT displays, group studies, and tests. A wide variety of tasks will ensure that every student is given an opportunity to excel. An individual essay on a topic of the student’s choice will be worth 20% of the final mark. This assessment is also school based. Finally, the remaining 30% of the grade will be determined by an external examination run by SACE.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio (varied tasks)</td>
<td>50%</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

Music (Stage 2 TAS)  20 Credits  2 Semesters

Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments.

There are 8 semester units of study available with negotiation or advice from the teacher. A full year comprises 2 units.

- Music Individual Study
- Ensemble Performance
- Solo Performance
- Music on Context
- Musicianship
- Composing and arranging
• Performance Special Study
• Music Technology
• Music on Context

**Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of Minor Works</td>
<td>70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Work (external exam or moderation)</td>
<td>30%</td>
</tr>
</tbody>
</table>

Special requirements:
- Participation in ensemble groups for school and community performances during the year.
- Attendance at performances as arranged by the music teacher.
- **Solo Performance and/or Performance Special Study students are required to study an instrument or vocals for the full year and attend all weekly lessons either here at the college with free tuition from DECD IMS staff or their own private teacher at their own expense.**

**Associated costs:**
There is a $65.00 (GST free) administration fee per year for all Music students. This covers printing, diary, blank CD/DVD and other associated costs.

Those students who need to hire an instrument can do so through the school at an additional cost. Students and their families needing to access this feature will be required to enter a Hire Agreement and return a signed Contract with payment.

Please note: commitment is for 12 months and fees are not refundable.

**Assessment:**
Instrumental Reports will be issued at the end of each semester for Solo Performance and Performance Special Study students only.

<table>
<thead>
<tr>
<th>Outdoor Education (Stage 2 TAS)</th>
<th>20 Credits</th>
<th>2 Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation. The study of Outdoor Education also gives students opportunities to achieve good health and develop personal skills. Students reflect critically on environmental practices and are introduced to employment options in the outdoor and environmental fields. Students may be required to attend camps over weekend or holiday periods.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Group Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Practical</td>
<td>20%</td>
</tr>
</tbody>
</table>

**External Assessment**

| Investigation          | 30%       |

**Associated Costs:** There is a course cost of $460.00 (GST free) for the year and there may be additional personal and food costs for camps and excursions.
Physical Education (Stage 2 TAS) 20 Credits Full Year

Entry Recommendations: Satisfactory completion of Stage 1 Physical Education
Theory:
- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Sport Psychology

Practical – 3 sports selected from:
- Badminton, Lawn Bowls, Aquatics, Netball or Volleyball
- Sports will be negotiated depending on student numbers, facilities and teacher expertise

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio (course work and issues analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Practical</td>
<td>50%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

NB - It is expected that students change into PE uniform for all practical lessons, as directed by their PE Teacher.

Associated Costs: A course fee of $75.00 (GST free) covers Aquatics and some external coaches for the whole year.

Physics (Stage 2 TAS) 20 Credits 2 Semesters

The study of Physics enables students to understand and appreciate the world around them. 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. They gather evidence from experiments and research and acquire new knowledge through their own investigations. Stage 2 Physics is run as part of the Federation of Schools agreement and may be run at Ocean view College, or Le Fevre High based on the level of students demand.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>40%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Specialist Mathematics (Stage 2 TAS) 20 Credits 2 Semesters

Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Studies.

Through the study of Specialist Mathematics students gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>45%</td>
</tr>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>
In Visual Arts students will express their development of ideas, research, analysis, exploration, experimentation with media and technique, through the resolution and production of two practical self-developed Art works. It will have an emphasis on: visual thinking, investigation, the ability to synthesise concepts, apply them, reflect on their own learning, refine technical skills and produce imaginative solutions.

Visual Study
A Visual Study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques, or technologies based on research and analysis of Visual Art practitioners from contemporary or historical/cultural contexts. Students are to provide an A3 folio with 20 examples of their visual explorations and theoretical background and analysis through annotated comments that link Art movements or cultural contexts. This is the theory component of the course. An appointed SACE assessor will make the final decision about the quality of the Visual Study with reference to the South Australian performance standards.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Practical</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

Associated Costs: A fee of $80.00 (GST free) is necessary to cover the costs of Art materials in this course for the year.

In Workplace Practices students develop knowledge, skills, and understandings of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry or workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).

There are 3 focus areas of study of this subject:
- **Industry and Work Knowledge:** students must study three topics related to this section.
- **Vocational Learning:** students must complete 60 hours of part time work or work placement.
- **Vocational Education and Training (VET)**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
<tr>
<td>Performance</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>
TERTIARY ENTRY VIA SACE

Assessment in the SACE
All SACE Stage 1 and 2 subjects have performance standards that students work will be assessed against. A - E grades will be awarded in all subjects.

At Stage 2 final results are scored as a mark out of 20 and this is used to help select students for tertiary entrance. Every Stage 2 subject has an external component worth 305 of the final mark. This major task could be an exam, practical presentation, investigation, report etc.

University and TAFE entry
TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements.

Students wishing to apply for university entry must:
• Complete the SACE
  Complete at least 80 Stage 2 credits including a minimum of three 20 credit Stage 2 subjects approved by the universities as a Tertiary Admission Subject (TAS)
• Complete any prerequisite and assumed subject requirements
• Obtain an Australian Tertiary Admission Rank (ATAR)

ATAR - a measure of a student’s achievement in the SACE compared to all other eligible students. This will be calculated using the results from three full year tertiary admission subjects, plus the result of a fourth full year tertiary entry subject or other study recognised as equivalent.

Full details of university and TAFE entry requirements are included in the Tertiary Entrance Booklet to be published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information www.satac.edu.au

University Access and Bonus Points Schemes and Special Access Schemes
The University of Adelaide ‘Fairway Scheme’, the University of South Australia USANET and the Flinders University SEAS (Student Equal Access Scheme) provide students from under-represented schools or from low socio-economic backgrounds, with an extra opportunity to be selected for undergraduate courses by allocating bonus points.
Our students automatically qualify for these schemes and do not have to apply.

Bonus Points
The three universities also offer bonus points for students who have successfully completed (passing scores) certain subjects at Stage 2 level.

University of Adelaide - Specialist Mathematics and/or a Language other than English (LOTE) – 2 points for each.

Flinders University - selected Science and Mathematics subjects (Biology, Chemistry, Mathematical Studies, Physics and Specialist Mathematics) for students who apply for entry to a Science and Engineering degree - 2 points for each.

University of South Australia - English and subjects relevant to the program for which the student has applied - 2 points for each.

The points are automatically added to the student’s University Aggregate by SATAC and a new ATAR is calculated.

Students should not study these subjects simply to gain bonus points as it is better to choose subjects in which they are most likely to do well.

Students should check the SATAC books or the universities’ websites for further information.
Attention Year 9, 10 and 11 students

Please read for information about Regional VET (Vocational Education and Training) Programs, School-Based Apprenticeships and the Training Guarantee for SACE Students (TGSS) in 2014

TRADE SCHOOLS FOR THE FUTURE, WESTERN ADELAIDE

Trade Schools for the Future, Western Adelaide, is a cluster of DECD secondary schools in Western Adelaide who work collaboratively to provide students with access to vocational learning in a range of industry areas.

Students are able to achieve their South Australian Certificate of Education (SACE) while learning skills and working toward industry-accredited qualifications through Vocational Education and Training (VET) programs, School-Based Apprenticeships and the Training Guarantee for SACE Students (TGSS).

Apprenticeship Brokers work with students from each school and link students to training, traineeships and apprenticeships, including School-Based Apprenticeships and employment opportunities. Schools in the region also host a wide range of regional Vocational Education and Training (VET) programs to provide students with increased pathway options. Students, with the help of their VET Coordinators, PLP Teachers and Counsellors, can also apply for the Training Guarantee for SACE Students (TGSS).

REGIONAL VET PROGRAMS

What is Vocational Education and Training (VET)?

VET refers to national vocational qualifications that are endorsed by industry. VET also includes developing specific industry-related skills through:

- off-the-job learning – at school or with another training provider and
- on-the-job learning – at one or more workplaces.

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

What are Western Adelaide Regional VET Programs?

The aim of our Regional VET programs is to provide year 10, 11 and 12 students in Western Adelaide schools with increased pathway options through the provision of a wide range of VET choices. Regional VET programs are hosted by schools and Registered Training Organisations (RTOs) and are available for students from Western Adelaide schools to enrol in. Students stay enrolled at their Home School, and attend the Host School or Registered Training Organisation for their VET program.

Further on is information about Regional VET Programs being offered for 2014 (divided into industry areas). More detailed information about each program is also available on our website (www.wats.sa.edu.au), under ‘Regional VET Programs’. Brochures with more information will also be distributed to schools at the beginning of term 3 (for year 9, 10 and 11 students). Please see your VET Coordinator to get a copy of this brochure.
What are the benefits of choosing VET?
Some of the benefits are:
- gaining a nationally-recognised qualification while completing your SACE
- getting a 'head start' in your chosen career
- making your senior school studies more relevant and interesting
- providing opportunities to learn 'on-the-job' while undertaking workplace learning
- gaining skills and knowledge that employers seek in their employees
- providing pathways into apprenticeships, traineeships, further education or training, and direct employment.

How will doing a VET Program contribute to my SACE?
The recognition arrangements for VET in the SACE enable students to include significant amounts of VET in their SACE studies. Students can gain recognition for up to 180 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET. Within these 180 VET-based credits students must also fulfill the literacy and numeracy requirements of the SACE. The remaining 20 SACE credits are derived from the Personal Learning Plan (10 credits) and the Research Project (10 credits). Students can use a vocational context in completing these subjects (ie can be related to your VET program).

Each course offered as part of our Regional VET Programs provides SACE information relevant to that particular program (ie number of SACE credits and SACE stage). Please refer to the detailed information about each program on our website (www.wats.sa.edu.au). Please also speak to your Home School VET Coordinator for more information about VET in the SACE or visit the SACE Board website: www.sace.sa.edu.au/subjects/recognised-learning/vet-vocational-education-and-training.

Will I have to pay to participate in a Regional VET Program?
DECD (public) schools in our region (Western Adelaide) support VET students by paying for the delivery costs of VET programs; therefore there are no delivery costs for students. However, some programs may have specific equipment or materials that you are required to purchase, eg steel-capped boots or equipment that becomes your personal property. Please see the detailed program information on our website (www.wats.sa.edu.au) for more detail about these costs. Also, your School has a Regional VET Fee of $100.00 (GST free).

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 Home School VET Coordinator to find out what assistance is available from your Home School.

Will doing a VET program affect my other subjects?
Your VET course is counted as a school subject and should be treated as such; however 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 catch up with any work missed by working closely with your subject teachers and Home School VET Coordinator.

What other SACE subjects could I study that are relevant to my VET program?
One SACE Stage 1 and 2 subject that is highly recommended for VET students is Workplace Practices, as this can be related to your VET program. In this subject, students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers’ rights and responsibilities and career planning. Students can undertake VET and workplace learning as part of this subject. See your school’s Curriculum Handbook for other subjects that your school offers that may relate to your chosen VET program.

Will I need to do some workplace learning as part of my VET program?
Many VET programs require students to undertake Structured Workplace Learning (SWL). This involves learning opportunities related to your VET program in a real or simulated workplace. These placements provide on-the-job
training and mentoring to develop your technical and employability skills. SWL also provides opportunity for on-the-job assessment as part of your VET program.

The Department of Education and Child Development (DECD) provides guidelines for all South Australian students. Before participating in workplace learning, your school will ensure you have participated in an orientation program which includes:

- Occupational Health and Safety (OHS) in the workplace
- insurance arrangements and implications
- equal opportunity and harassment in the workplace
- child protection
- specific requirements of the workplace provider.

Before participating in workplace learning, you will also need to complete a Workplace Learning Agreement Form from your Home School, and ensure that it is signed by all parties (student, parent/caregiver, work placement provider and Principal). Please see your Home School VET Coordinator for a copy of your school’s Workplace Learning Agreement Form.

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 information about each program following (also available in the brochure distributed to your school).
Step 2: read the detailed Program Information for the program/s you are interested in and encourage your parents/caregivers to read this too. This information is available for each program on our website (www.wats.sa.edu.au) under ‘Regional VET Programs’.
Step 3: fill out the Expression of Interest Form and hand it to your VET Coordinator by Friday week 8, term 3 (13 September, 2013).
Step 4: 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 5: applicants will be advised of the enrolment outcome early in term 4.
Step 6: applicants may need some further subject counselling at their Home School to ensure that VET programs are included in their SACE and timetable.

What Regional VET Programs can I enrol in for 2014?
Following is a brief summary of the programs offered for 2014 (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’). 2014 program information will be available on this website from the beginning of term 3, 2013.

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).

**Automotive**

<table>
<thead>
<tr>
<th>Automotive – Certificate I in Automotive (one year)</th>
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<tbody>
<tr>
<td><strong>Host school: Underdale High School</strong></td>
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<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Automotive – Certificate II in Automotive (one year)</th>
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</thead>
<tbody>
<tr>
<td><strong>Host school: Underdale High School</strong></td>
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</tbody>
</table>
This course allows students to build on the concepts they have learned in Certificate I in Automotive. 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.

**Business Services**

**Virtual Enterprise – Certificate II in Business** (one year)
*Host school: Ocean View B-12 College*
This course introduces students to the practical and theoretical aspects of office administration. Through the Virtual Enterprise, students will complete the practical aspects of the course in a simulated office environment. The course leads on to Certificate III in Business or employment in this industry.

**Virtual 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 Virtual Enterprise, a simulated business environment.

**Conservation and Horticulture**

**Conservation – Certificate II in Conservation and Land Management** (one year)
*Host school: Portside Christian College*
This certificate will be delivered in our new Trade Training Centre Conservation facility and is well suited to students who have an interest in conservation and land management, a logical approach to problem solving, good communication skills and enjoy working outdoors. Students undertaking this course will develop knowledge and skills to recognise native flora and fauna. They will learn aspects of natural area restoration, including the designing and revegetation of areas both on College grounds and adjacent areas. This certificate also includes a Red Cross Apply First Aid Certificate (previously known as a Senior First Aid).

**Horticulture/Conservation and Land Management – Certificate II in Conservation and Land Management** (one year)
*Host school: Woodville High School*
Everything you need to know about life, you can learn in the garden: the birds and bees, growing your own food, teamwork, and living sustainably. 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 integration of physical and intellectual work; possible future pathways in horticulture, agriculture or related industries; and working safely in a team and individually.

**Construction**

**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.

**Construction (Civil) – Certificate I in Resources and Infrastructure Operations** (one year)
*Host school: Rosewater Trade Training Centre, Mount Carmel College*
This program covers civil construction operations, including site safety, site organisation and work place 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 basic levelling, use of hand and power tools, small plant and equipment, site works including paving, concreting, and general construction techniques using a range of materials.

**Doorways 2 Construction – Certificate I in Construction** (one year)
*Host school: Henley High School*
This program provides entry-level skills for the general construction industry. It requires the completion of 15 days of structured workplace learning, a number of workbooks and the demonstration of a range of competencies. Students will undertake a program of experiences in the building industry, learning about various trades and the use of the equipment and tools associated with those trades. There is a large emphasis on Occupational Health and Safety, with each student completing an industry standard safety course to obtain their "White Card".

**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** (three terms)

*Host school: St Michael’s College*

This course exposes students to a range of general construction skills via active participation. During Term 1, students complete a safety course to gain their ‘White Card’, allowing access to building sites. They undertake practical-based construction skills, including bricklaying, painting, tiling, carpentry and rendering, including the use of power tools required for this industry. Terms 2 and 3 see the application of these basic skills in a construction site context, and students work alongside ‘tradies’ to gain ‘firsthand’ experience. Students undertake a total 15 days of workplace learning.

**Doorways 2 Construction Plus – Certificate III 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 who 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. The 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.

**Construction Wet Trades – Certificate III in Construction (Partial Certificate)** (one year)

*Host school: Rosewater Trade Training Centre, Mount Carmel College*

This course extends students’ skills, knowledge and understanding in the construction industry and is designed for those who wish to enter the construction industry wet trades – painting, plastering or brick and block work. There is a demand for young skilled workers in construction. Students who have completed the Doorways 2 Construction (Certificate I in Construction) are eligible to continue their construction pathway through this program.

**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 joining and construction techniques and related work practices including safety, communication, sustainability, measurements and calculations. There is an emphasis on the use of woodworking machines and related safety.

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

*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, as well as the necessary theoretical knowledge, and industry site experience through workplace learning. Students are required to undertake two weeks of relevant work placement as a part of the course. Satisfactory completion of this course will position students to win apprenticeships or go on to further qualifications, such as the Plumbing Plus course (Certificate II in Metal Roofing and Cladding).

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

*Host school: Seaton High School*

This new program has been developed in partnership with the Plumbing Industry Association and Construction Industry Training Board (CITB). Students must have successfully completed the Certificate I in Construction plumbing course before enrolling in this course. The course runs for one full day per week over three terms. The program involves both theory and practical work. It builds on the skills developed in the Certificate I course and develops new skills and knowledge, particularly in the area of welding, sheet metal work and drainage systems.

**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. 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 processes 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. Students must also complete 20 days of workplace learning in an appropriate workplace setting. This provides valuable insight into the workplace environment and expectations.

**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. 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.

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 electronic trades, and the associated equipment and tools. 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 successfully completed Certificate I in ElectroComms Skills or SACE Stage 1 Electronics.

Electrotechnology – Certificate II in Electronics (two years)
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 PEER Training and individual employers. The first year of the program is conducted at Seaton High School; the second year is conducted at PEER TEC (Port Road, Cheltenham) on one day per week.

Electricity and Electronics – Certificate I in ElectroComms Skills (Partial Certificate) (one semester)
Host school: Thebarton Senior College
This is a beginners course for students interested in learning the basics of practical electrical skills and knowledge. The course is based upon industry standards including three electrotechnology competencies, a TAFE orientated text book and the Multisim circuit software. Students in this course will focus on practical projects, testing equipment, hand tools and related electrical theory.

Engineering

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 III in Engineering (Partial Certificate) (one semester)
Host school: Le Fevre High School
This course is for students who have completed Certificate II in Engineering. The course specialises in metal machining and covers a higher level of machining skills required in places like Tool Rooms, Jobbing Machine Shops and General Engineers. There will be high precision marking out, set up and turning on lathes, set up and use of vertical milling machines with set up and use of our radial arm drilling machine. There will be a two week work placement at the end of term 1 in industrial machine shops.

Metal and Engineering – Certificate II in Engineering (Partial Certificate) (one year)
Host school: Henley High School
This program extends students skills, knowledge and understanding in sheet metal and acetylene welding, and introduces the metal lathe, general metal working machinery and portable power tools. CAD (Computer Aided Design) may be incorporated when designing tasks. There is a large emphasis on Occupational Health and Safety, metal construction techniques and related work practices, including safety, communication in the workplace and measurements and calculations.

Metal Trade Skills – Certificate II in Engineering (Partial Certificate) (one year)
Host school: Thebarton Senior College
This is an entry level, general skill set, designed to appeal to students wishing to pursue a career in metal trades, manufacturing and related industries, including mining and infrastructure. Occupational Health and Safety will be a major part of all work undertaken. Students will use a wide range of metal engineering equipment in a new and modern workshop environment. This will include horizontal bandsaws, cropping and punching machines, drilling machines, grinders, metal turning lathes, universal mills and associated hand and power tools. Students will learn metal fabrication techniques and use joining and welding technologies including bolts, nuts and rivets, cutting and machining threads, along with oxy-acetylene welding, MMAW and GMA welding of mild steel.
Metal Trade Skills – Certificate II in Engineering (Partial Certificate) (one year)
Host school: Rosewater Trade Training Centre, Mount Carmel College
This course has been designed for students wishing to enter a career in metal fabrication trades and related industries. There is demand for young skilled workers in as wide range of engineering careers. Students will use a range of engineering equipment to learn skills in sawing, drilling, grinding, milling and welding using oxy-acetylene, MMAW and GMAW equipment to develop their metal fabrication, joining and welding skills.

Hair and Beauty

Hairdressing – Certificate II in Hairdressing (one year)
Host organisation: Rosewater Trade Training Centre, Mount Carmel College
In this entry level hairdressing program, students will gain skills in hair salon operations and customer service. Students work in a salon and provide service to clients, assist professionals, use, maintain and organise salon equipment and practice hair dressing techniques. This program prepares students to enter the hairdressing industry.

Make-up – Certificate II in Retail Make-up and Skin Care (one year)
Host organisation: Rosewater Trade Training Centre, Mount Carmel College
This is an entry-level program into the beauty industry. This program offers students the opportunity to learn skills to work as a retail cosmetic consultant. Students learn make-up application and artistry skills that prepare them to work in a cosmetic retail environment, or to apply make-up for special occasions such as school formals or photographic shoots.

Health and Community Services

Allied Health – Certificate III in Allied Health Assistance (two years)
Host school: Woodville High School
This course is designed for students who have an interest in working in the health industry. It involves training at The Queen Elizabeth Hospital and the Australian Nursing and Midwifery Education Centre, and 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 – Certificate III in Allied Health Assistance (one year)
Host School: Portside Christian College
This certificate will be delivered in our new Trade Training Centre Allied Health facility and provides students with practical training within the health industry. This course is well suited to students who have an interest in health, medicine or nursing, and have good communication and problem solving skills. Allied Health Assistants work under the supervision of a health professional, providing assistance with patient care in hospitals, community health and private practice. This Certificate also includes a Red Cross Apply First Aid Certificate (previously known as Senior First Aid).

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. This course has a strong focus on structured workplace learning.

Childcare – Certificate II in Community Services (one year)
Host school: Portside Christian College
This certificate will be delivered in our new Trade Training Centre Community Services facility and is designed to give students an introduction to working in the challenging and vital area of child care. It would suit students who have an interest and passion to work with children in the community and/or children’s education. Work placement will be conducted on site at the Early Learning Centre and at additional child care providers. This certificate also includes a Red Cross Apply First Aid Certificate (previously known as a Senior First Aid).

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 areas in child care, children’s services and other related industries. This course offers an alternative pathway to TAFE and University, whilst gaining knowledge of the industry and the demands of differing age groups.

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.
### 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 and Certificate III in Allied Health Assistance (two years)

**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 two 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.

### Hospitality

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

**Host school: Woodville High School**

This program is for students working towards a career in Hospitality and commercial cooking, with the aim that participants will be ‘job ready’ for work in a commercial kitchen at the completion of this program, as well as being able to access apprenticeships and further study options in hospitality.

#### Hospitality (Food and Beverage Pathway) – Certificate II in Hospitality (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 and coffee.

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

**Host school: St George College**

This qualification is delivered in the Hospitality Training Centre at St George College. Students will develop and gain commercial cookery skills and knowledge, including an understanding of industry practice. They will be ‘job ready’ for work in a commercial kitchen at the completion of this program.

### Information Technology, Media and Studio Recording

#### Information and Communications 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 Technology. Structured Workplace Learning will assist students in practising their skills and knowledge in a workplace.

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

**Host school: Thebarton Senior College**

Students will study Microsoft Office applications, computer systems, programming and the IT workplace. This course is delivered online through Moodle. All students must attend the College (one evening from 4.00-7.00 pm in Term 4) to complete the hardware and software installation units.

#### 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.

#### Multimedia – Certificate II in Creative Industries (Media) (one year)

**Host school: Henley High School**

The course gives students an orientation to the workplace and the theoretical and practical knowledge to work within
the information technology, 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.

<table>
<thead>
<tr>
<th>Multimedia – Certificate II in Creative Industries (Media) (one year)</th>
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<tbody>
<tr>
<td><strong>Host school:</strong> Thebarton Senior College</td>
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<tr>
<td>Face-to-face classes will concentrate on practical skill building, with compulsory weekly homework, concentrating on theoretical and self-paced aspects of the course (up to three hours per week), supported through Thebarton Online. Students will study Digital Photography and Digital Video Production in the first semester; Multimedia and Digital Design in the second semester. This course also has a mid-year entrance and exit point.</td>
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<tr>
<th>Information Technology – Certificate III in Information, Digital Media and Technology (one year: twilight and online course)</th>
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<tr>
<td><strong>Host school:</strong> Thebarton Senior College</td>
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<tr>
<td>This course is offered over one year and is supported through work set on the College Moodle. In one semester, the after school class will focus on computer hardware, optimising operating systems and supporting users. In another semester, the class will focus on networking systems, installation and configuration. In semester 2 students may elect to do units in web technologies. Students will be expected to do reading, preparation for class and written assessment work online.</td>
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<tr>
<th>Multimedia (Technical Production) – Certificate III in Technical Production (two years)</th>
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<tr>
<td><strong>Host school:</strong> Henley High School</td>
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<tr>
<td>This course focuses on studio-based music production skills that will teach students how use music technology and basic sound engineering skills to make their own electronic music. Music technology has blurred the line between sound engineer, 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.</td>
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<tr>
<th>Studio Recording – Certificate II in Music (Partial Certificate) (eight weeks)</th>
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<tr>
<td><strong>Host school:</strong> St Michael’s College</td>
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<tr>
<td>Offered in terms 1, 2 and 3, students undertake training in sound recording and production within a recording studio environment. Instruction is delivered using the program ‘Pro Tools’ and includes correct microphone placement, multi track recording, overdubbing, mixing and mastering. Techniques will be taught via live music scenarios using state of the art facilities.</td>
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<tr>
<th>Maritime</th>
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<tr>
<th>Maritime Industry Pathway – Certificate II in Transport and Distribution (Maritime Operations) (Partial Certificate) (four blocks of one week in the last week of each term)</th>
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<tbody>
<tr>
<td><strong>Host school:</strong> Le Fevre High School <em>(in conjunction with Australian Maritime and Fisheries Academy (AMFA))</em></td>
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<tr>
<td>This program will introduce students to a range of areas significant to different maritime career pathways. It will consist of a week’s study each term commencing with Elements of Shipboard Safety, a mandatory qualification in this industry. Further competencies will include Radio Operation and Marine Engineering. Students will participate in an end-of-year voyage on the tall ship One and All, where further team building and seafaring competencies will be delivered. This course contributes to higher qualifications delivered by AMFA and the Australian Maritime College.</td>
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<tr>
<th>Mining</th>
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<tr>
<th>Mining – Certificate I in Resources and Infrastructure Operations (one year)</th>
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<tr>
<td><strong>Host school:</strong> Thebarton Senior College</td>
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<tr>
<td>This course is aimed at academic students who are considering doing maths and physics in year 12. The course will link students to opportunities in engineering in the mining industry, providing links to universities and the industry so that students learn about opportunities in courses such as Mining, Metallurgy, Civil, Environmental, Mechanical, Petroleum, Chemical, Structural, and Water Resource Management. Students will learn about Occupational Health and Safety principles, risk control and operation of communications equipment.</td>
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<tr>
<th>Retail and Tourism</th>
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<tr>
<th>Pharmacy Customer Service – Certificate II in Community Pharmacy (Partial Certificate) (one term)</th>
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<tr>
<td><strong>Host school:</strong> St George College</td>
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<tr>
<td>A realistic, fun look at the everyday operations of a community pharmacy. The topics covered will be transferable to various industries, but will be flavoured with product knowledge and experience of retail community pharmacy. Workplace learning is essential for students wishing to complete the course. Part-time employment positions may be available on completion of this course.</td>
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<tr>
<td>Sport and Recreation</td>
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</table>
| **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. |  |
| **Career Oriented Participation (Soccer) – Certificate II in Sport Career Oriented Participation** *(two years)*
*Host school: Underdale High School*
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. |  |
| **Career Oriented Participation (AFL) – Certificate III in 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. Those undertaking this qualification should be a scholarship holder with an Institute of Sport, a member of a state, territory or national team, SANFL squad or development program, a national or state talent development program or a member of an SANFL centre of excellence. Students within this program will complete a work placement with an SANFL club, working with their Development Managers to deliver a range of programs to their junior squads. |  |
| **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. |  |
| **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 a number of structured work placement days in a variety of sporting settings, which may require an out-of-school time commitment. |  |

**SCHOOL-BASED APPRENTICESHIPS**

What is an Australian School-Based Apprenticeship (ASBA)?
A School-Based Apprenticeship is a great way to start your career while completing your SACE. ASBAs allow senior school students to combine paid work, training and school, while working towards their SACE and a nationally-recognised qualification. Students undertaking ASBAs commence a **Contract of Training** through a part-time Apprenticeship or Traineeship. They learn skills (competencies) on-the-job and through training with a Registered Training Organisation.

What are the benefits of undertaking a School Based Apprenticeship or Traineeship?
- Getting a head start in your chosen job without competing with the rest of the school leavers in the State
- Earning credits as part of your training which accrue towards your SACE
- Starting to complete time off of your contract of training term
- Starting your career and earning money while you are still at school
- Working towards or gaining a nationally-recognised qualification
- Gaining hands-on experience in a career-orientated job
- Having adult responsibility as a member of the workforce
Does an Australian School-Based Apprentice get paid?
Yes! The relevant industry Award covers most School-Based Apprenticeships. Students are paid for the time spent in the workplace.

How long does an Australian School-Based Apprenticeship take to complete?
If the ASBA is not completed prior to the student completing year 12, students will continue on as a permanent employee until it is completed. Apprenticeships are now competency-based, which means that if all the training is successfully completed and the employer believes the Apprentice or Trainee is competent in all areas, the Contract of Training can be ‘signed off’. Students commencing a Certificate III or IV (two years plus) generally work part-time while still attending school and continue full-time to complete the Apprenticeship when their schooling is finished (SACE is achieved).

How much time does a School-Based Apprentice spend away from school?
As facilitated by the school’s Apprenticeship Broker, the School-Based Apprenticeship can be organised in a number of ways. It can be by working one or more days a week; on weekends; during school holidays or blocks of time (eg a number of weeks in a row). This is negotiated between the employer, the school and the student. At least eight hours per week on-the-job is required.

What are Apprenticeship Brokers?
Apprenticeship Brokers are employed by the Department of Education for Child Development (DECD) as part of the Trade Schools for the Future strategy. Their role is to facilitate School-Based Apprenticeships between students, parents/caregivers, employers, schools and Registered Training Organisations. This involves negotiation of work day(s) or hours at work and a review of students’ individual learning plans for SACE completion. Trade Schools for the Future, Western Adelaide, have two Apprenticeship Brokers (Vicki Bryant and Chris Houlby) who work closely with students, school staff and parents/caregivers to connect students with employers to establish School-Based Apprenticeships.

How can I meet with an Apprenticeship Broker?
Year 10, 11 or 12 students from public schools in the Western Adelaide Trade Schools for the Future cluster (and their parents/caregivers) can arrange a meeting with an Apprenticeship Broker. There are programmed dates and times that interviews at each school are available. Students can contact their school’s VET Coordinator to arrange a meeting. Vicki can also be contacted on 0458 564 603 and Chris on 0488 584 029.

Where can I find out more information?
For more information about Trade Schools for the Future, Western Adelaide, please go to [www.wats.sa.edu.au](http://www.wats.sa.edu.au).
Your Home School VET Coordinator will also be able to give you more information about School-Based Apprenticeships.

TRAINING GUARANTEE FOR SACE STUDENTS (TGSS)
The Training Guarantee for SACE Students (TGSS) scheme can help put students on a rewarding vocational career and jobs pathway. The scheme enables SACE students to undertake VET training at an approved Registered Training Organisation (RTO) in qualifications that are prescribed by the Department of Further Education, Employment, Science and Technology (DFFEST), and guarantee them a training place after completing SACE to finish the qualification they have started. Training at Certificate II level is fee-free. There are some fees for Certificate III and higher qualifications. You will have to pay for personal items such as tools, clothing and materials for your training.

To be eligible for the Training Guarantee, students must:
- be 16 years of age or older and be enrolled in SACE
- already doing (or have completed) VET or work placement that is related to your pathway
- participate in relevant work placement – at least 140 hours
- intend to complete the Certificate III (or higher) in the year after finishing SACE
- be clearly intending to pursue a vocational career related to the qualification.

For more information, see your VET Coordinator or go to the Skills for All website: [www.skills.sa.gov.au](http://www.skills.sa.gov.au).
WESTERN ADELAIDE REGIONAL VET PROGRAMS

Student Application Form - 2014 Courses

Before completing this form, please make sure you have read the detailed course information for the courses you are applying for (these are available on our website - www.wats.sa.edu.au).

Regional VET Program/s I would like to enrol in for 2014 are:

<table>
<thead>
<tr>
<th>COURSE AND CERTIFICATE NAME</th>
<th>HOST SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1:</td>
<td></td>
</tr>
<tr>
<td>Course 2 (if applicable):</td>
<td></td>
</tr>
<tr>
<td>Reserve 1 (if applicable):</td>
<td></td>
</tr>
<tr>
<td>Reserve 2 (if applicable):</td>
<td></td>
</tr>
</tbody>
</table>

Student Details:

Student name: .......................................................... Current year level: ..........................................................

Home school: ............................................................ Home/Care group: ............................................................

Aboriginal or Torres Strait Islander (please tick): YES ☐ NO ☐ English as a Second Language (please tick): YES ☐ NO ☐

SACE ID number: ........................................................ TAFE SA ID number: ....................................................

Mobile phone number: ................................................ Date of birth: ..........................................................

Mailing address: ..........................................................

Email address: ..........................................................

Parent/Caregiver Contact Details:

Parent/Caregiver name: ..................................................

Home phone number: .................................................. Mobile phone number: ..................................................

Mailing address: ..........................................................

Email address: ..........................................................

Emergency Contact Details:

Name: ................................................................. Relationship to student: ..........................................................

Phone number: ........................................................ Mobile phone number: ....................................................

Endorsement:

Parent/Caregiver Signature: ......................................... Date: ..........................................................

Student Signature: .................................................... Date: ..........................................................

VET Coordinator Signature: ........................................ Date: ..........................................................

PLEASE NOTE: this form is an Application Form only. Host Schools will contact students who have applied for programs to discuss and arrange selection and enrolment procedures.

PLEASE RETURN THIS COMPLETED FORM TO YOUR SCHOOL'S VET COORDINATOR BY:
FRIDAY WEEK 8, TERM 3 (September 13, 2013)
VET Coordinators: please enter all Applications into WebVET and forward a copy of this form to the Host School.

Please turn over
Learning Support:
If applicable, please record any information regarding learning difficulties, disability, Negotiated Education Plan, Individual Learning Plan, behavioural issues etc that the Host School/Organisation will need to know to be able to support the student effectively. Please attach supporting information if required.

Medical Information:
In the case of injury or illness, every effort will be made to reach either the parent/caregiver or the emergency contact listed on page one. A student will not be sent home without the permission of the contacted person. Host School/Organisation staff will administer basic first aid, and will normally rely on the contacted person to arrange medical treatment. An ambulance will be called where urgent/emergency treatment is required.

Student’s Medicare number: ........................................................................................................ Number on card: .................................................................
Family Doctor name: .............................................................................................................. Phone number: ...........................................................................
Medic Alert number (if applicable): .............................................................................................. Date of last tetanus immunisation: ..................................................
Does this student wear (please tick)?: Glasses ☐ Contact lenses ☐ Hearing aid ☐

Medical Condition(s) (please attach supporting information if required, e.g. Health Care Plan): Does this student have a medical condition or health problem that might adversely affect him/her (please tick)? YES ☐ NO ☐
If yes, what is the nature of the condition? ..............................................................................
If yes, how could it affect the student? ....................................................................................
If yes, what treatment is required? ............................................................................................

Medication (please attach supporting information if required):
Is it necessary for this student to take medication at school as part of the treatment for any medical condition (please tick)? YES ☐ NO ☐
If yes, please give details of medication below (and/or attach any supporting information if required, e.g. Health Care Plan):

<table>
<thead>
<tr>
<th>Name of Medication(s)</th>
<th>Dose</th>
<th>When to be taken</th>
<th>Possible side effects</th>
<th>How medication is administered</th>
</tr>
</thead>
</table>

Ambulance Cover:
Does the student have Ambulance Cover (please tick)? YES ☐ NO ☐

Permission:
I give permission for:
- my son/daughter to participate in the Regional VET Program/s identified on page one, hosted by the School/Organisation identified on page one
- photos of my son/daughter to be used for promotional purposes (please tick): YES ☐ NO ☐
- the information on this form to be supplied to the Host School/Organisation to ensure the safety and wellbeing of my son/daughter
- the Host School/Organisation to call an ambulance when, in the judgement of a First Aid Officer, urgent medical attention is required (the parent/caregiver will be liable for any costs associated)

Parent/Caregiver Signature: ................................................................. Date: ..................................