



STREAKY BAY
AREA SCHOOL



"Striving for excellence in all aspects of education in a collaborative manner"

STREAKY BAY AREA SCHOOL SENIOR SCHOOL

2016

COURSE INFORMATION AND SUBJECT SELECTION GUIDE

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HOW TO USE THIS BOOKLET

This booklet is designed to lead you to make a choice of subjects for SACE study that best suits your interests and chosen pathway. It contains general and specific information for Years 10, 11 and 12 subjects and a sheet for your course selection. You should fill in the subject selection sheet only when you have become completely familiar with what is required.

It is important that this handbook is looked at carefully when making choices for subjects. As a parent, you have a key role to play in helping your child make subject and career choices. You can get information to help you with choices from any of the following sources:

- School reports
- Subject teachers
- Student / Career Counsellor (Mischa Karp)
- The Job Guide
- www.myfuture.edu.au
- www.year12whatnext.gov.au
- Information / pamphlets sent home from school

I invite you to contact members of the staff if you require further assistance with this very important process. Assistance with subject choices can be sought from SACE teachers, Senior School Coordinator, Student Counsellor or the Principal.

Not all courses offered through this booklet will necessarily run. The final offering will be dependent on numbers. Some courses with small numbers may run in composite classes. (e.g. Year 10/11 combined class.)

The subject descriptors for some subjects may alter slightly due to teacher changes, the expertise teaching staff bring into the school or changes the SACE Board may make.

Please fill in your subject choices form in the back of the handbook before attending your interview.

WHAT IS SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

By completing the SACE, students prepare for further learning, work and life, by:

- Building essential skills and knowledge
- Making informed choices about future study and work, based on their strengths and interests
- Gaining a certificate that gives them a head-start on their pathway beyond school

Students who successfully complete the SACE requirements are awarded the SACE certificate.

WHAT SUBJECTS CAN STUDENTS STUDY?

For a full list of SACE subjects for use in curriculum handbooks, including subject summaries, visit:

www.sace.sa.edu.au/subjects

HOW DO STUDENTS GET THE SACE?

Most students gain their SACE over three years of study.

There are two stages:

Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students are likely to do in Year 10 *and*

Stage 2, which most students do 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. A semester is equivalent to 10 credits (= approx. 60 hours).

Students will receive a grade from A to E for each subject at Stage 1 and from A+ to E- at Stage 2. To achieve the SACE, students must complete the following requirements with a C grade or higher at Stage 1 and a C- or higher for Stage 2 requirements:

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

Students must also choose from a range of Stage 1 or Stage 2 subjects or courses worth 90 credits and achieve a grade in these to gain the SACE.

WHAT IS THE PERSONAL LEARNING PLAN?

The Personal Learning Plan is a SACE subject that all students undertake at the start of their SACE, in Year 10 or 11. The subject is worth 10 credits and students need to achieve a C grade or higher.

The Personal Learning Plan helps students to:

- Identify strengths and interests
- Set personal and learning goals
- Choose the right SACE subjects and study options for their future plans
- Look at different career paths and choices
- Gain skills for future study and employment

WHAT IS THE RESEARCH PROJECT?

The Research Project is a Stage 2 subject that all SACE students undertake. In our school students complete the Research Project at Stage 1. The subject is worth 10 credits, and students need to achieve a C- grade or higher to achieve their SACE. There are two Research Project options – Research Project A and Research Project B. Research Project B can be included as part of a student's Australian Tertiary Admission Rank (ATAR).

The Research Project enables students to:

- Undertake in-depth research and study a topic of personal interest
- Develop skills in planning, research, analysis and communication
- Gain experience of tertiary-style study through self-directed learning

WHAT IS VET AND HOW CAN I DO IT?

VET stands for Vocational Education and Training. VET gives students skills for work, particularly in the trades and industry. VET options in the SACE encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

To complete the SACE, students must achieve 200 SACE credits, 180 of which can be gained through VET. Within these, students must also satisfy the literacy and numeracy requirements of the SACE. The remaining 20 credits are gained from the Personal Learning Plan (10 credits) and the Research Project (10 credits).

The SACE Board determines whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2.

www.sace.sa.edu.au/subjects/recognised-learning/vet-in-the-sace

WHAT IS COMMUNITY LEARNING?

Students are able to earn SACE credits for community-based learning in two ways – Community-developed Programs and Self-directed Community Learning.

Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Program details are updated as new course information becomes available.

Self-directed Community Learning is gained through informal community activities such as coaching a sports 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.

For more information on community learning, visit: www.sace.sa.edu.au/subjects/recognised-learning

UNIVERSITY AND TAFE ENTRY

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

To be eligible for selection into a university course in 2016, students need to complete their SACE and obtain 90 credits at Stage 2, including at least 60 credits from Tertiary Admissions Subjects (TAS) and the other 30 credits from TAS and/or recognised studies. Students will also need to gain an Australian Tertiary Admission Rank (ATAR) and comply with rules regarding subject combinations and counting restrictions.

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

Details of university and TAFE entry requirements for 2016 onwards will be included in the SATAC booklet *Tertiary Entrance 2015, 2016, 2017*.

Visit the SATAC website at www.satac.edu.au for more information about tertiary entry. Detailed information about TAFE SA course admission requirements are available at www.tafesa.edu.au

STUDENTS WITH DISABILITIES

The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning.

A student's achievement in a modified subject will be reported as 'Completed', with the appropriate number of SACE credits. The SACE certificate will indicate that the student has achieved the SACE using one or more modified subjects. For more information about modified subjects, visit:

www.sace.sa.edu.au/the-sace/students-families/students-with-disabilities

SPECIAL PROVISIONS

Special provisions are available if a student has an illness, disability or experiences an unforeseen circumstance which significantly impacts their ability to participate in an assessment.

For school-assessed tasks in Stage 1 or Stage 2, schools decide if a student is eligible for special provisions. The SACE Board will determine a student's eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc.).

If a student applies for special provisions they need to provide evidence of how this impacts their ability to access assessment conditions. For more information, visit:

www.sace.sa.edu.au/the-sace/students-families/about-the-sace

INTERSTATE, OVERSEAS AND ADULT STUDENTS

SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students. For more information visit:

<http://www.sace.sa.edu.au/the-sace/students-families/international-and-returning-students>

EXAMS / EXTERNAL ASSESSMENT

To help prepare students for Stage 2 examinations, we have mid-year exams in year 10 and Stage 1 for all students in some subjects. This allows students to develop exam skills and strategies.

An expert from outside the school will assess 30% of a student's work in every subject in Stage 2. This is called external assessment. Work that is externally assessed may be in the form of an oral or written exam, practical performance, presentation, investigation or folio.

STUDENTS ONLINE

Students Online is a one-stop-shop for information about an individual student's SACE. It can help students:

- Plan their SACE and look at different subject or subject and course combinations
- Check their progress towards completing their SACE
- Access their results

Students can log in to Students Online using their SACE registration number and PIN at:

www.sace.sa.edu.au/students-online

HOW WILL THE SACE FIT INTO THE PROPOSED NATIONAL CURRICULUM?

Work has now begun on integrating the senior secondary Australian Curriculum into SACE subjects in the areas of english, mathematics, sciences, history, and geography.

Integration of the Australian Curriculum content into 15 SACE subjects will occur in two phases:

- Phase 1: Four English and four Mathematics subjects (for teaching at Stage 1 in 2016, and Stage 2 in 2017)
- Phase 2: Four Science and two History subjects, and Geography (for teaching at Stage 1 in 2017, and Stage 2 in 2018).

Achieve Stage 2 handbook

A copy of the Stage 2 edition of the SACE Board's magazine for students and families is being provided to all Year 11 students.

This edition focuses on the choices of subjects and study options that Year 11 students will be making.

GLOSSARY FOR SACE

ASBA	Australian School Based Apprenticeship - An arrangement to complete SACE and simultaneously commence accredited industry training with an employer
ASSESSMENT	Summative tasks – used by the SACE Board for final assessment of criteria relating to each subject. Each semester has 4-5 summative tasks. Formative tasks – used by teachers to develop skills required to be successful in the summative assessment tasks. The number of formative tasks is determined by the subject teacher based on student needs.
AQF	Australian Quality Framework that licenses organisations to recognise VET competencies
ATAR	Australian Tertiary Admission Rank, which is require to apply to study at University
MODERATION	Procedures designed to ensure that assessments in a subject area are compatible across all schools in the state. This is carried out by the SACE Board.
Pre SACE	Year 10
SACE	South Australian Certificate of Education
SACE BOARD	Approves all subjects for SACE study. Sets and manages all assessment procedures associated with SACE
SATAC	South Australian Tertiary Admissions Centre - Responsible for all application and course entrance procedures to South Australian Universities and TAFE's
SEMESTER	A division in the school year (approximately 2 terms)
STAGE 1	Usually completed in Yr 11
STAGE 2	Usually completed in Yr 12
TAS	Tertiary Admission Subject, which is require to apply to study at University
VET	Vocational and Education Training. A generic term used to describe any training associated with careers. More specifically refers to the units and training packages that nationally recognise the attainment of specific competencies identified by the various divisions of business and industry. Many of these can now be attained in school courses. VET may take several forms: VET in SACE subjects, standalone modules or courses within a specific training program, e.g. Australian School Based Apprenticeship

YEAR 10 (PRE SACE)
SUBJECT SELECTION

Year 10 (PRE SACE) CORE CURRICULUM

The Year 10 core curriculum package consists of the following:

All Year 10 students study:

- ❖ Personal Learning Plan (PLP) – compulsory Stage 1 SACE subject
- ❖ English
- ❖ Maths
- ❖ Information Technology
- ❖ Science
- ❖ Geography
- ❖ History

ENGLISH

In Year 10 English, students study a range of classic and contemporary texts including at least one example of a novel and a film, and a range of poems. Students evaluate how text structures can be used in innovative ways by different authors, and discuss the different uses of language features, images and vocabulary. They develop and justify their own interpretations of texts.

In their own writing, students create a wide range of texts to articulate complex ideas, developing their own style by experimenting with language features, stylistic devices, text structures and images. Students also make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

MATHS

The Yr 10 Maths course is a general course designed to cater for a variety of student needs. It will prepare students for Maths at Stage 1 level.

SCIENCE

Year 10 Science is a general science course incorporating aspects of the four science disciplines, Biology, Chemistry, Physics and Earth Science, either separately or in an integrated manner. It forms the basis for future study in any of the sciences at a Stage 1 level.

GEOGRAPHY

Geography is the study of places and the relationships between people and their environment. The Geography course comprises of two main elements:

- Physical Geography: the study of earth's seasons, climate, atmosphere, soil, stream, landforms and oceans.
- Human Geography: the study of the distribution of networks of people and cultures on the earth's surface.

HISTORY

History provides opportunities to investigate Australian and world history. Students develop knowledge, understanding and skills through their study of societies, events, movements and developments. There are opportunities to study the role of individuals and groups and their significance.

INFORMATION TECHNOLOGY

This subject gives Year 10 students the opportunity to create real products (information systems), and to critically evaluate the reasons for systems. They provide a worthwhile foundation for students who intend to pursue either further study or a career in information technology, as well as developing a range of skills that will be used in many areas of life and learning.

Students who successfully undertake an information technology subject will develop the breadth, depth, and complexity of knowledge and skills to:

- understand types and applications of information technology;
- use appropriate information technology tools to solve problems;
- understand new opportunities provided by information technology;
- understand the effects and limitations of information technology;
- understand ethical considerations and values, public and civic debate, and issues surrounding the use of information technology

Year 10 Information Technology generally consists of two topics to form one semester's work. The topics have a practical basis and emphasise the development of skills and understanding in defining, designing, implementing and evaluating solutions.

Assessment in Year 10 Information Technology consists of the following components:

Assessment Component 1: Practical Work

Assessment Component 2: Skills Tasks

Assessment Component 3: Folio Task

PHYSICAL EDUCATION

Contexts for learning in this subject may include:

- Games and sports such as badminton, basketball, archery and volleyball.
- Challenge and adventure activities such as surf rescue award certificate and kayaking
- Health benefits of physical activity
- Mental health and wellbeing
- Other contexts that may require additional cover from studies started during Year 9.

Assessment

Assessment Components: Practical Work, Skills Tasks and Folio Tasks.

PRE SACE ELECTIVE CURRICULUM

The elective component of the Year 10 curriculum package is made up of other subjects selected by each student from a range of courses.

These are based on student interest, staff expertise and other negotiable factors. It is important to note that subject content is adaptable and flexible. At this stage the following subjects may be offered as part of the Elective Program:

- ❖ **Art** – A variety of creative and skill development tasks are developed throughout this course. A variety of mediums are used. Some research and critical analysis of artists and artworks is required. *Students may be enrolled in Stage 1 Art if they are in a mixed 10/11 class.
- ❖ **Design and Technology** – This course is designed predominantly around wood and metal fabrication. Students critique products, produce their own design briefs, do costing, construction and evaluations.

As our school is a Trade Training centre some VET competencies may be offered. This also involves Doorways 2 Construction - which is a broad and general introduction to the industry for students.

It provides them with a solid foundation of skill, knowledge and experience, which articulate into a range of vocational training courses and is the introduction for many career pathways.

* *Students need to pay for their major projects and skills, materials will be provided.*

- ❖ **Food and Hospitality** – this course will lead onto Stage 1 and 2 Food and Hospitality. The major focus will be on food preparation and presentation. It will also look at catering for large groups, hygiene and Occupational Health and Safety issues. *Students may be enrolled in Stage 1 Food & Hospitality if they are in a mixed 10/11 class. As our school is a Trade Training centre some VET competencies may be offered.

Students will sometimes need to provide their own ingredients for practical's and should be willing to prepare and taste a variety of foods.

* *There may be occasions when students are required to complete course work outside school hours e.g. catering events.*

- ❖ **Media Studies** – Students work would be based around the making of short films as well as looking at the media as a source of information and influence.
- ❖ **Outdoor Education** - This course is a lead in to Stage 1 Outdoor Education. It would focus on topics such as bush-walking, aquatics (snorkelling) and endurance cycling. Some weekend commitments may be required. Major practical expeditions and camps are an essential part of students' assessment and often come at an added cost to families.

STAGE 1

SUBJECT SELECTION

STAGE 1 SUBJECT DESCRIPTORS

BIOLOGY

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

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

Examples of areas of study include:

- Cellular Biology
- Physiology
- Ecology

Assessment

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

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

CHEMISTRY

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes 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. Through practical investigations students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Assessment

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

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

COMMUNITY STUDIES

Community Studies offers students the opportunity 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.

Assessment

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

Contract of Work (which includes a written contract, folio and community presentation.)

Reflection

DESIGN AND TECHNOLOGY

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product.

They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

Stage 1 and Stage 2 Design and Technology provide enrolment options in the following three focus areas:

1. Communication Products (Photography)
2. Material Products (Tech Studies)
3. Systems and Control Products

Content

Communication Products– students use images, sounds, or other data to design and make products that communicate information. Contexts include computer-aided programs, graphics, multimedia, photography, or web-design.

Material Products – students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, ceramics, and textiles.

Systems and Control Products – students use devices such as electrical, electronic, mechanical, pneumatic, and hydraulic and interface components including programmable control devices to design and make products. Contexts include computer systems, electrical systems, and mechanical systems.

* The cost of major projects is to be covered by the student.

Assessment

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

As our school is a Trade Training centre some VET competencies may be offered.

These could include Doorways to Construction 1 & 2

ESSENTIAL ENGLISH

In Essential English students respond to and create texts in and for a range of personal, social, cultural, community' and/or workplace contexts.

Students understand and interpret information ideas and perspective in texts and consider ways in which language choices are used to create meaning.

ENGLISH

In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range on contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

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

FOOD AND HOSPITALITY

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

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices. Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

* *There may be occasions when students are required to complete course work outside school hours e.g. catering events, and there may be added costs to families.*

Content

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

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Careers

Assessment

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

Practical Activity, Group Activity, Investigation

Students must be prepared to try eating a wide variety of foods.

INFORMATION PROCESSING AND PUBLISHING

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.

Content

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

Business Publishing
Digital Presentations
Digital Publishing
Personal Publishing
Data Input

Assessment

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

Practical Skills, Product and Documentation, Issues Analysis

INFORMATION TECHNOLOGY

Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of information technology areas.

Content

Stage 1 Information Technology is organised into the following six topics:

Topic 1: Computer Systems

Topic 2: Relational Databases

Topic 3: Application Programming

Topic 4: Multimedia Programming

Topic 5: Website Programming

Topic 6: Dynamic Website

Assessment

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

MATHEMATICS

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

Stage 1 Mathematics provides the foundation for further study in mathematics and Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist mathematics is designed to be studied in conjunction with Mathematical Methods.

ESSENTIAL MATHEMATICS

Essential Mathematics offers seniors secondary students the opportunities to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply mathematical skills in flexible and resourceful ways.

This subject is intended for students to pursue a career in a range of vocations.

GENERAL MATHEMATICS

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

GENERAL MATHEMATICS *continued*.....

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

MEDIA STUDIES

Media Studies develops students' media literacy and production skills.

Students discuss and analyse media issues, and interact with and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

Content

Students choose from the following topics:

- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community.

Assessment

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

Folio, Interaction Study, Product

MUSIC

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. 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.

Stage 1 Music can be studied as a 10-credit subject.

Students can enrol in Stage 1–Music Experience.

Music Experience Programs – These programs are designed for students with experience or knowledge in practical aspects of music. Music Experience programs provide pathways to the Stage 2 music subject, Solo Performance.

Unlike city schools which have a classroom Music Program, Streaky Bay Area School offers students opportunities to participate in an instrumental program, focussing on tuition in the areas of drums, guitar and vocal performances.

Content

School programs are expected to involve a selection of learning activities that relate to the relevant musical studies. Students have the opportunity to engage in some of the following activities:

MUSIC *continued*.....

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Music in Contexts

Assessment

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

OUTDOOR EDUCATION

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.

Access to necessary aquatic equipment is required. Semester 1 – surf board/body board and wetsuit, semester 2 – kayak and paddle

Content

The subject consists of the following four topics:

1. Environment and Conservation
2. Planning and Management
3. Outdoor Activities: Semester 1 – Surfing and Cycling, Semester 2 – Bushwalking and Kayaking
4. Outdoor Journey

** Students and families need to realise some weekend commitments may be required. Major practical expeditions and camps are an essential part of students' assessment and often come at an added cost to families.*

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Folio, and Journal.

Major practical expeditions and camps are a compulsory part of students' practical assessment and may come at an added cost to families. Students are also required to access some equipment necessary for practical units i.e. wetsuit, camping equipment.

PHYSICAL EDUCATION

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

Content

Stage 1 Physical Education consists of the following two areas:

- Practical Skills and Application
- Principles and Issues

Practical Skills and Applications:

- Students complete two or three practicals.

Principles and Issues (consists of the following two areas of study)

- The Nature of Physical Activity
- Issues Analysis

PHYSICAL EDUCATION *continued*.....

The Nature of Physical Activity:

This area of study requires an experimental, analytical approach to physical activity and well-being. Topics include: Body systems, fitness, human physical performance, participation in physical activity, sports injuries, training principles and methods

Issues Analysis:

Students analyse issues that are relevant to local, national or global communities through topics of interest to them. Topics focus on physical activity and could include:

Alcohol	Disability	Professionalism in sport
Tobacco and other drugs	Equal opportunity	Safety
Child corruption	Gender	Risk management
Cultural diversity	Health risk factors	Sport in society
Fitness	Play education	Sports injuries

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Folio Tasks

STAGE 2 RESEARCH PROJECT (taught in Stage 1)

Stage 2 Research Project is a compulsory SACE subject that is undertaken in Stage 1 at our school. Students choose a topic based on an area of interest, learn and apply research processes and knowledge and skills specific to their research topic, produce an outcome and evaluate what they have learnt.

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

Students follow the research framework below as a guide to completing their work:

- initiating and planning the research
- carrying out the research
- producing the research outcome
- evaluating the research

Assessment

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

School-based Assessment	Weighting
Folio (proposal and research development)	30%
Research outcome	40%
External Assessment	
Evaluation (including the written summary)	30%

Students enrol in either Research Project A or Research Project B, depending on whether or not they want the subject to contribute to their Australian Tertiary Admission Rank (ATAR). These enrolment options vary only in how students present their evaluation for external assessment

STAGE 2 RESEARCH PROJECT *continued*.....

External assessment: Research Project A	External assessment: Research Project B
<ul style="list-style-type: none"> • A 150- to 200-word written summary of the research project, research processes used, and research outcome • A written, oral, or multimodal assessment: 1500 words maximum if written or 10 minutes maximum for an oral presentation, or the equivalent in multimodal form (excluding the written summary) • Does not contribute to the student's ATAR 	<ul style="list-style-type: none"> • A 150- to 200-word written summary of the research project, research processes used, and research outcome • A common written assessment: 2000 words maximum (excluding the written summary). • Contributes to the student's ATAR

TOURISM

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

Content

The subject consists of three topics that are informed by the four themes.

THEMES

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry

Topics

Investigating the History of Tourism	Exploring Tourism in the Local Area
Examining Local Impacts of Tourism	Preparing for International Travel
Examining Tourism and Technological Change	Appreciating Tourism in Australia
Investigating Tourism Markets	Understanding Tourism and Natural Environments
Tourism Industry Skills	Negotiated Topic
Understanding the Role of Organisations and Government in Tourism	

Assessment

Students demonstrate evidence of their learning through the following assessment types: Case Study, Sources Analysis, Practical Activity, and Investigation

VISUAL ARTS/DESIGN

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

VISUAL ART/DESIGN *continued*.....

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

* *Cost of materials may come as an added cost to families.*

Students can enrol in Art or Design.

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Practical, and Visual Study.

WORKPLACE PRACTICES

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations.

Content

Stage 1 Workplace Practices comprises three focus areas of study:

1. Industry and Work Knowledge
2. Vocational Learning
3. Vocational Education and Training (VET)

Topics

Topic 1: Future Trends in the World of Work

Topic 2: The Value of Unpaid Work to Society

Topic 3: Workers' Rights and Responsibilities

Topic 4: Career Planning

Topic 5: Negotiated Topics

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following three assessments: Folio, Performance, and Reflection

STAGE 2

SUBJECT SELECTION

BIOLOGY

Content

Stage 2 Biology is organised around the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems.

Assessment

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

School-based Assessment	Weighting
Investigations Folio	40%
Skills and Applications Tasks	30%
External Assessment	
Examination	30%

CHILD STUDIES

Content

The Stage 2 subject focuses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management, and practical skills.

Assessment

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

School-based Assessment	Weighting
Practical Activity	50%
Group Activity	20%
External Assessment	
Investigation	30%

COMMUNITY STUDIES

Community Studies offers students the opportunity 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.

Content

Students prepare a contract of work to develop a community activity from the following ten areas of study:

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

COMMUNITY STUDIES *continued*.....

Assessment

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

School-based Assessment	
Contract of Work (which includes a written contract, folio & community presentation.	} 70%
Folio	
Presentation	
External Assessment	
Reflection – 1000 words	30%

- This subject does not allow a student to achieve an ATAR

CREATIVE ARTS (PHOTOGRAPHY)

Stage 2 Creative Arts is offered with a focus on Photography. However, other aspects of creative arts may be combined into the program. This may include creating works for photographic exhibitions, children's books illustrated with photography, developing and creating websites, creating photographic calendars postcards etc., combining photography with other artistic processes such as painting or collage.

Students are required to explore the creative arts process in which they investigate, develop, produce and reflect on their work. Maintaining a record of the creative arts process is integral to the study of this subject. They develop, produce and critically reflect on their own and others creative artworks related to photography.

Assessment

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

School-based Assessment	Weighting
Investigation	20%
Product	50%
External Assessment	
Practical Skills Folio	30%

Students will be required to take a large amount of photographs in their own time

DESIGN AND TECHNOLOGY

Stage 2 Design and Technology provides the following enrolment options:

- Communication Products
- Material Products
- Systems and Control Products

Content

- *Communication Products* – 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
- *Material Products* – Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood, composites, ceramics, textiles, and foods.

DESIGN AND TECHNOLOGY *continued*.....

- *Systems and Control Products* – Students use devices such as electrical, electronic, mechanical, pneumatic, hydraulic, interface components and programmable control devices to design and make products. Students demonstrate knowledge and skills associated with using materials, control systems, and processes.

* *The cost of major and minor projects is to be covered by the student.*

Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	20%
Product	50%
External Assessment	
Folio	30%

ENGLISH COMMUNICATIONS

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.

FOOD AND HOSPITALITY

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

* *There may be occasions when students are required to complete course work outside school hours e.g. catering events, and there may be added costs to families.*

Assessment

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

School-based Assessment	Weighting
Practical Activity	50%
Group Activity	20%
External Assessment	
Investigation	30%

Students must be prepared to try eating a wide variety of foods.

GEOGRAPHY

Stage 2 Geography consists of:

- a compulsory core topic
- two option topics from a choice of twelve
-

Core Topic: Population, Resources, and Development

Students are introduced to the processes involved in population change and become aware of the impacts of population and consumption on the environment.

Option Topics: Students must study issues related to *two* of the following options topics:

- | | |
|------------------------------|--------------------------|
| 1. Urbanisation | 7. Climate Change |
| 2. Rural Places | 8. Soils |
| 3. Tourism | 9. Environmental Hazards |
| 4. Sources and Use of Energy | 10. Globalisation |
| 5. Coasts | 11. Drylands |
| 6. Biodiversity | 12. Negotiated Topic |

The option topics are assessed through fieldwork activities and inquiries.

Assessment

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

School-based Assessment	Weighting
<i>Fieldwork</i>	25%
<i>Inquiry</i>	20%
<i>Folio</i>	25%
External Assessment	
<i>Examination</i>	30%

INFORMATION TECHNOLOGY

Content

Stage 2 Information Technology consists of two compulsory core topics and five option topics, from which two options are chosen for study:

Core Topics

- Topic 1: Information Systems
- Topic 2: Computer Systems.

Option Topics

- Topic 1: Relational Databases
- Topic 2: Application Programming
- Topic 3: Multimedia Programming
- Topic 4: Website Programming
- Topic 5: Dynamic Websites.

Assessment

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

School-based Assessment	Weighting
<i>Folio</i>	20%
<i>Skills and Applications Tasks</i>	30%
<i>Project</i>	20%
External Assessment	
<i>Examination</i>	30%

MATHEMATICAL APPLICATIONS

Content

Stage 2 Mathematical Applications is divided into seven topics.

Students study *four* of the topics listed below (*two* topics in each semester)

NON EXAMINABLE TOPICS (SEM1)	EXAMINABLE TOPICS (SEM 2)
Applied Geometry	Investment and Loans
Mathematics and Small Business	Matrices
Optimisation	Share Investments
Statistics and Working with Data	

Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	30%
Folio – 2 in Semester 1 and 1 in Semester 2	40%
External Assessment	
Examination - 2 hours on Semester 2 topics only	30%

MATHEMATICAL METHODS

Content

Stage 2 Mathematical Methods consists of the following four topics:

- Topic 1: Working with Statistics
- Topic 2: Algebraic Models from Data — Working from Observation
- Topic 3: Calculus — Describing Change
- Topic 4: Linear Models — Managing Resources.

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	45%
Folio	25%
External Assessment	
Examination	30%

MEDIA STUDIES

The following key media concepts underpin the study of media and provide an investigative framework to support students' assessments in critical analysis and production:

- Media conventions
- Media organisations
- Media audiences
- Media representation

MEDIA STUDIES *continued*.....

Students choose *three* of the following topics:

Photojournalism	Documentaries	Cult Television/Film
Music and Media	The Internet	Television Genres
Community Media	Short Films	Advertising and Audiences
Globalisation and Media	Youth and Media	Children and Media
Media Ethics and Regulation	Cultural Diversity in Media	

Assessment

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

School-based Assessment	Weighting
<i>Folio</i>	30%
<i>Product</i>	40%
External Assessment	
<i>Investigation</i>	30%

OUTDOOR EDUCATION

Content

20-credit subject - 6 topics:

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

At Stage 2 students undertake a self-reliant expedition for a minimum of three days. The expedition involves lightweight travelling under indirect supervision and, as far as possible, is planned, organised, and conducted by the students themselves. The role of the teacher is to ensure safety, to observe, and to assess student performance.

* *Students and families need to realise some weekend commitments may be required. Major practical expeditions and camps are an essential part of students' assessment and often come at an added cost to families (approximately \$60.00).*

Assessment

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

School-based Assessment	Weighting
Folio	20%
Group Practical	30%
Individual Practical	20%
External Assessment	
Investigation	30%

PHYSICAL EDUCATION

Content

Stage 2 Physical Education consists of two key areas of study and related key concepts:

- Practical Skills and Applications
- Principles and Issues

Practical Skills and Applications

Students complete *three* practicals that are balanced across a range of individual, fitness, team, racket, aquatic, and outdoor activities and that cater for the different skills, interests of the students.

Principles and Issues (consists of the following three topics)

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

Topics include:

Exercise Physiology and Physical Activity and the Acquisition of Skills and the Biomechanics of Movement

Issues Analysis

Students analyse and interpret their findings from investigating a chosen issue. Topics include, for example:

- commercialism
- gender
- sport in the Australian context
- culture/race
- media
- the Paralympics
- equity
- professionalism
- the science of drugs & technology

Assessment

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

School-based Assessment	Weighting
<i>Practical</i>	50%
<i>Folio</i>	20%
External Assessment	
<i>Examination</i>	30%

Cost to Students

* Those enrolled in Stage 2 Physical Education will be required to cover the cost of their Stage 2 Physical Education Workbook (approx. \$50.00.) They may also be required to contribute to the cost of travel to any sporting competitions.

PHYSICS

Content: Stage 2 Physics is organised into four sections. Each section is divided into four topics. Each topic includes an application.

<i>Section</i>	<i>Topics</i>
Motion in Two Dimensions -	Projectile Motion, Uniform Circular Motion, Gravitation and Satellites Momentum in Two Dimensions
Electricity and Magnetism -	Electric Fields, The Motion of Charged Particles in Electric Fields, Magnetic Fields, The Motion of Charged Particles in Magnetic Fields
Light and Matter -	Electromagnetic Waves, The Interference of Light, Photons, Wave Behaviour of Particles
Atoms and Nuclei -	Structure of the Atom, Structure of the Nucleus, Radioactivity, Nuclear Fission and Fusion

Assessment

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

School-based Assessment	Weighting
Investigations Folio	40%
Skills and Applications Tasks	30%
External Assessment	
Examination	30%

VISUAL ARTS/DESIGN

Stage 2 students can enrol in Visual Arts or Design. Students conceive develop and make works of art or design that reflect personal development. They demonstrate visual thinking through development and evaluation of ideas, explore and apply technical skills. Students analyse, interpret and respond to visual art.

Content

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

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

School-based Assessment	Weighting
2 Folio's – 30 pages each	40%
2 Practicals & Practitioners statements	30%
External Assessment	
Visual Study 2000 words	30%

**There may be added costs to families for art materials*

WORKPLACE PRACTICES

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace 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).

Content

There are three focus areas of study of this subject:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

Students must include the following areas of study:

- Industry and Work Knowledge, and
- Vocational Learning and/or Vocational Education and Training (VET).

WORK PLACE PRACTICES *continued*.....

For the Industry and Work Knowledge component, students study the three or more topics from the list below:

Topic 1: Work in Australian Society

Topic 2: The Changing Nature of Work

Topic 3: Industrial Relations

Topic 4: Finding Employment

Topic 5: Negotiated Topic.

For the Vocational Learning component, students undertake one assessment, comprising 50-60 hours of work activities in a workplace and 2 work reflections

Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
<i>3 Folio's</i>	25%
<i>Performance</i>	25%
<i>2 Reflections</i>	20%
<i>External Assessment</i>	
<i>Investigation</i>	30%

LOCAL DELIVERY / OPEN ACCESS

OPEN ACCESS SUBJECTS AND LOCAL DELIVERY

Stage 1 and 2 students have the option of studying subjects through alternative delivery mode if the need exists.

Local Delivery is a way of offering more subjects to students across the Eyre Peninsula where class numbers are too small to enable regular face to face lessons. A teacher from one school on the peninsula provides lessons via video conferencing, email, telephone and other technology to students in other schools.

**The cost is \$60 per semester.*

Open Access, which is provided from Adelaide, have guidelines which suggest students need to demonstrate independent learning skills, have the ability to meet deadlines and satisfactory academic achievements to learn via Open Access. Students have the option of no more than 2 Open Access subjects, unless a clear academic or career need is obvious.

All Open Access fees need to be paid in advance, prior to enrolments being made. In some Stage 2 Open Access subjects students may be required to spend a few days in Adelaide which is an extra cost for families.

The school supports students who wish to extend the range of subject choice by studying through the Open Access College or Local Delivery. Unfortunately, this costs the school, both in terms of upfront fees and staffing. Currently Open Access and Local Delivery fees are \$60 (including GST) per subject/semester and \$120 (including GST) for a year course. This is a personal choice situation, all materials' fees need to be covered by the student (i.e. user pays). The school absorbs all staffing costs associated with all Open Access enrolments. This equates to approximately \$1000 per subject over a year.

Any Open Access or Local Delivery subjects can be discussed during subject counselling.

Possible Curriculum Choices for Local Delivery and Open Access

EYRE DISTRICT SUBJECTS DELIVERED VIA LOCAL DELIVERY

At this stage, possible subjects to be delivered via Local Delivery will be:

STAGE 1	STAGE 2
Early Childhood Studies	Child Studies
English	D2C - VET
General History	English Studies
Geography	Geography
Integrated Learning	Integrated Learning
IT Studies	IT Studies
Legal Studies	Legal Studies
Media	Modern Australian History
Modern European History	Psychology
Politics	Physics
Psychology	Politics
Sport and Recreation	Special Maths
Physics	

Other subjects according to student interest and demand and willingness of accredited staff to deliver will be finalised towards the middle of Term 4.

OPEN ACCESS SUBJECTS

STAGE 1

Aboriginal Studies
Action Teams
Art
Australian Studies
Biology
Business Studies
Chemistry
Community Studies
Computer Aided Drawing and Design
Contemporary Issues and Science
Economics
Electronics
English
English Foundation
English as a Second Language
French Continuers
Geography
German Beginners
German Continuers
Health Education
Healthy Young Parents
History (see Modern/Australian)
Home Economics
Indonesian Continuers
Information Processing
Information Technology
Legal Studies
Mathematics Bridging
Mathematics Foundation
Mathematics General
Mathematics Pure
Media Studies
Modern History
Photography – Digital Manipulation
Photography – Image Capture
Physics
Physics Update
Spanish Continuers
Studies of Societies
Work Education

STAGE 2

Aboriginal Studies
Accounting Studies
Art Practical
Visual Art Studies
Australian History
Automotive Technology
Biology
Business Studies HESS G
Business Studies HESS R
Chemistry
Community Studies
Computer Aided Drawing and Design
Computer Applications Multimedia
Contemporary Issues and Science
Early Childhood Studies HESS R
Early Childhood Studies HESS G
Economics
Electronic Systems
English Communications
English Studies
Extension Studies
French Continuers
Geography Studies
Geology
German Continuers
Health Education
Healthy Young Parents
Indonesian Continuers
Information Processing and Publishing
Justice in Society
Legal Studies
Mathematical Applications Applied
Mathematical Applications Business
Mathematical Methods
Mathematics - Specialist
Mathematical Studies
Media Studies
Nutrition
Photography – Creative
Physics
Spanish Continuers
Studies of Societies
Vocational Studies A
Vocational Studies A/B Football
Vocational Studies B
Women's Studies
Work Studies A
Work Studies B

VET

WHAT IS VET?

- Vocational Education and Training (VET) refers to national vocational qualifications that are endorsed by industry. VET qualifications are recognised across Australia. Studying a VET program while still at school can:
- Provide you with a head start in your chosen career
- Make your senior school studies more relevant and interesting
- Enable you to work towards completing your SACE as well as gaining a training qualification
- Enable you to combine your school studies with part time or casual work
- Provide opportunities to learn “on the job” while undertaking work placement
- Provide access to Training Guarantee for SACE Students (TGSS) which links you to post school training.

For more information contact the schools VET Coordinator: *Mischa Karp*

TRADE TRAINING CENTRES

In 2016 the Trade Training Centres in our school will continue to deliver competencies from Certificates 1 and 2 in Hospitality, Engineering and Construction. Schools on Eyre Peninsula have the capacity to now deliver competencies to other schools from their Trade Training Centres. These include:

Streaky Bay
Streaky Bay, Whyalla, Wudinna
Ceduna, Cowell, Whyalla Stuart, Port Lincoln
Cummins, Cleve
Streaky Bay, Kimba

Building and Construction
Engineering
Aquaculture
Agriculture
Hospitality

TRADE SCHOOLS FOR THE FUTURE

The Trade Schools for the Future program is an education initiative that enables government high school students to combine their [South Australian Certificate of Education](#) (SACE) studies with Vocational and Education Training (VET) in the form of a school-based apprenticeship or traineeship. The Trade Schools for the Future program aims to ensure students have genuine career pathways and that employers gain motivated, trained and work-ready employees.

Specialist [Apprenticeship Brokers](#) are on hand at schools who link students and employers in school-based apprenticeships and traineeships. You can contact Chris Mesecke, Trade School for the Future: Apprenticeship Broker on 0417 680 438.

Training Guarantee for SACE Students (TGSS) scheme

The *Training Guarantee for SACE Students* (TGSS) scheme is a component of the state government's *Skills for All* strategy.

Information can be downloaded from the *Skills for All* website at: <http://www.skills.sa.gov.au/training-learning/training-for-school-students>

The purpose of the TGSS scheme is to encourage and assist SACE students (or those studying an equivalent senior secondary certificate) to commence a 'Certificate III completion pathway' in prescribed industry areas as an integrated part of their SACE and complete the Certificate III level (or higher) in the years soon after leaving school.

TGSS students commence training in prescribed qualifications with a '*Skills for All*' Training Provider, which is a Registered Training Organisation (RTO) that has been approved to deliver under the scheme. Once students have completed SACE and left school, they transition to the *same* RTO and complete a Certificate III qualification (or higher).

TGSS will provide each participating student with:

Subsidised training as an integrated part of SACE in Certificate II and/or Certificate III qualifications that are listed on the Prescribed Qualifications List (PQL) that has been created by the Department of Further Education, Employment, Science and Technology (DFEEST) specifically for TGSS

A guaranteed place at the RTO post-school to complete the qualification pathway the student has commenced, with the exception of 'trades' qualifications.

Training Organisation charges: Arrangements vary between schools as to the payment of this cost.

If you require more information about any of these courses please do not hesitate to ask questions at your counselling time.

For more information contact: Ebony Ransom *Industry Skills Manager for the Eyre & Western Region*
Mobile: 0457 783 429 or email: ebony.ransom@sa.gov.au

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS

What are Australian School Based Traineeships and Apprenticeships?

TRAINEESHIPS: A School Based Traineeship is a way for senior high school students to combine paid work with school. The student generally undertakes Certificate 2/3 non trade study & training associated with their employment and can earn *SACE points*!

APPRENTICESHIPS: A student can begin the first year of their trade apprenticeship whilst they are still attending school, with negotiation between the school and the employer. They undertake a Certificate 3 level trade qualification. This system is more for those students who know they want to go into a specific trade vocation after they complete their schooling.

How long does a Traineeship or Apprenticeship take to complete?

TRAINEESHIPS: A student commencing a *traineeship* in year 10 or 11 should complete it by the time they complete year 12. If the traineeship is not completed prior to the completion of year 12, the student can convert to either a part time or full time traineeship until it is completed. Traineeships are now competency based, which means that if all 'bookwork' or off job training is finished and the employer thinks the trainee is competent in all areas they can be signed off.

APPRENTICESHIPS: Students commencing an apprenticeship will work part time whilst they are still at school and continue full time in the apprenticeship when their schooling is complete.

Does a trainee or apprentice get paid?

YES - the relevant industry award covers the trainee or apprentice. Hourly rates are determined by the student's year level at school and relevant award.

How much time does the trainee or apprentice spend away from school?

School-Based Traineeships and Apprenticeships can be undertaken in a number of ways. It could be by working one or two days a week including casual working hours after school, on weekends and during school holidays. It may include a block release of time to work with the employer.

At least eight hours a week on the job employment is required.

What are the benefits of undertaking a School Based Traineeship or Apprenticeship?

- Earning money while going to school
- Gaining a nationally recognised qualification
- Hands on experience in a real job
- Earning extra *SACE points*
- A sense of achievement
- A great start to your career
- Your work & training completed whilst at school will be credited towards your qualification.

Online resources which may assist students and families when considering their vocational pathways for the future...

MyFuture

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

Job Guide

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

Vocational Education Training (VET) in South Australia Certificate of Education (SACE)

<http://www.sace.sa.edu.au/subjects/recognised-learning/vet-vocational-education-and-training>

Year 12, what's next?

<http://www.year12whatnext.gov.au/>

Australian Government – Vocational Education & Training – page contains many relevant links!!!

<http://australia.gov.au/topics/education-and-training/vocational-education-and-training>

Skills for all

<http://www.skills.sa.gov.au/>

Trade Schools for the Future

<http://dlb.sa.edu.au/tsffmoodle/>

Australian apprenticeships

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

Employability skills

<http://employabilityskills.training.com.au/>

Practice aptitude tests

<http://www.natinfo.com.au/quizzes.cfm?cfid=624809&cftoken=7915c6d97042d135-C0360AAB-270E-1FA5-6277B3C9E6B3CDD1>

There's more to it than you think

<http://www.theresmoresoit.com.au/>

Training.com.au

<http://www.training.com.au/pages/menuitem118e29e68c7b0615af17bfae17a62dbc.aspx>

Contact:

VET Co-ordinator

Mischa Karp

Streaky Bay Area School

109 Wells Street

Streaky Bay SA 5680

P: 86261202

F: 86261658

Email: mischa.karp896@schools.sa.edu.au

2016 YEAR 10 SUBJECT CHOICES FORM

NAME: _____

Please answer the following questions and then complete the following form as accurately as possible. Please refer to the appropriate sections of the booklet.

What specific areas are you interested in after you have completed your schooling?

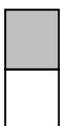
Will this take you to:

- University
 TAFE
 Traineeship/Apprenticeship
 Employment

If a good job opportunity came your way, would you leave school before completing Year 12 (your SACE Certificate)? YES / NO

		<u>SEMESTER 1</u>	<u>SEMESTER 2</u>
YEAR 10	COMPULSORY	ENGLISH	ENGLISH
	COMPULSORY	MATHS	MATHS
	COMPULSORY	SCIENCE	SCIENCE
	COMPULSORY	PLP	PLP
	COMPULSORY	SOSE	SOSE
	COMPULSORY	I.T.	I.T.
	CHOICE		
	CHOICE		

* Please note: Food and Hospitality or Doorways 2 Construction are yearlong subjects.



Shaded areas are compulsory subjects at Streaky Bay Area School

All white areas must be filled in with a subject

An A.S.B.A. (Australian School Based Apprenticeships) will have to forfeit a line of choice.

Please bring this form with you to your first subject counselling session.

Parent Signature:

2016 YEAR 11 SUBJECT CHOICES FORM

NAME: _____

Please answer the following questions and then complete the following form as accurately as possible. Please refer to the appropriate sections of the booklet.

What specific areas are you interested in after you have completed your schooling?

Will this take you to:

University
 TAFE
 Traineeship/Apprenticeship
 Employment

If a good job opportunity came your way, would you leave school before completing Year 12 (your SACE Certificate)? YES / NO

	SUBJECTS	COMPLETED	CREDITS	TOTALS
COMPULSORY	Year 10 Personal Learning Plan	2015	10	10
	Stage 1 Literacy			
	English		20	20
	Stage 1 Numeracy			
	Maths		20	20
	St 2 Research Project (completed in St 1)			10
	Stage 1 or 2 subjects or VET (semester)			
1			10	
2			10	
3			10	
4			10	
5			10	
6			10	
7	(reserve)		10	
8	(reserve)		10	
	Stage 2 Subjects or VET (yearlong)			
1			20	
2			20	
3			20	
4			20	
	Total credits to date			
	Total Required			200

All white areas must be filled in with a subject.

Parent Signature:

2016 STAGE 2 SUBJECT CHOICES FORM

NAME: _____

Please answer the following questions and then complete the following form as accurately as possible. Please refer to the appropriate sections of the booklet.

What specific areas are you interested in after you have completed your schooling?

Will this take you to:

University TAFE Traineeship/Apprenticeship Employment

If a good job opportunity came your way, would you leave school before completing Year 12 (your SACE Certificate)? YES / NO

	SUBJECTS	COMPLETED	CREDITS	TOTALS
COMPULSORY	Year 10 Personal Learning Plan	2014	10	10
	Stage 1 Literacy	2015		
	English		20	20
	Stage 1 Numeracy	2014		
	Maths		20	20
	St 2 Research Project (completed in St 1)	2015	10	10
	Stage 1 or 2 subjects or VET (semester)			
1		2015	10	
2		2015	10	
3		2015	10	
4		2015	10	
5		2015	10	
6		2015	10	
7	(reserve)	2015	10	
8	(reserve)	2015	10	
	Stage 2 Subjects or VET (yearlong)			
1		2016	20	
2		2016	20	
3		2016	20	
4		2016	20	
5		2016	20	
	Total credits to date			
	Total Required			200

All white areas must be filled in with a subject

Parent Signature: