STREAKY BAY AREA SCHOOL

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

STREAKY BAY AREA SCHOOL

SENIOR SCHOOL

2018

CURRICULUM HANDBOOK

SACE Board of SA | South Australian Certificate of Education

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INTRODUCTION

This handbook is designed to lead students to make a choice of subjects for senior secondary school that best suits their needs and interests. Students and parents are encouraged to carefully consider subject choices. The book contains information for both students and parents about Years 10, 11 and 12 subjects and a sheet for course selection. The handbook is also available on the school website: www.streakybay.sa.edu.au.

It is important that this handbook is looked at carefully when making choices for subjects. As a parent, you play a key role 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 (online)
- www.myfuture.edu.au
- www.year12whatnext.gov.au
- Information / pamphlets sent home from school

You are encouraged 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.

Please note that in 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.

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 required 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 a subject required 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

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, 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 of each subject 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
- Numeracy – at least 10 credits at Stage 1 or 2 from a range of mathematics subjects
- 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 at our school. 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, visit: 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 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 2018, 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 2018 onwards will be included in the SATAC booklet *Tertiary Entrance, 2017, 2018 and 2019.*

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

The 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, our school has mid-year exams in year 10 and Stage 1 for all students in some subjects. This allows students to develop exam skills and strategies prior to completing Stage 2.

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

YEAR 10

SUBJECT SELECTION

Year 10 CORE CURRICULUM

Year 10 is an experiential year providing a greater level of choice to suit individual preferences. Students are provided with an opportunity to gain credits towards their SACE. All students complete a Personal Learning Plan (PLP) which gives them 10 credits towards their SACE. At Year 10, students take a common core of compulsory subjects and make choices from options. Optional subjects are offered each semester and may be chosen for a semester or a year. These allow students to explore their interests and abilities in a range of subjects. Doorways to Construction and Food and Hospitality must be studied for the year at they are VET courses.

The compulsory subjects for Year 10 are:

- Personal Learning Plan (PLP) – compulsory Stage 1 SACE subject
- English
- Maths
- Physical Education
- 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 skills, 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.*

- 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.*

- Outdoor Education - This course is a lead in to Stage 1 Outdoor Education and it focuses 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

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The compulsory subjects for Stage 1 are:

Maths (either General Maths which leads onto Stage 2 or Essential Maths)	Compulsory 10 credits
English (either General English which leads onto Stage 2 or Essential English)	Compulsory 20 credits
Research Project	Compulsory 10 credits

Plus 3 additional subjects (30 credits) per semester from the list below.

BIOLOGY

Biology is a 10-credit or a 20-credit subject at Stage 1.
The topics in Stage 1 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:
- science inquiry skills
- science as a human endeavor
- science understanding.

The topics for Stage 1 Biology are:
- Topic 1: Cells and Microorganisms
- Topic 2: Infectious Disease
- Topic 3: Multicellular Organisms
- Topic 4: Biodiversity and Ecosystem Dynamics
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For a 10-credit subject, students study a selection of concepts from at least two of these topics.
For a 20-credit subject, students study a selection of concepts from all four topics.

CHEMISTRY

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

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

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 - (CADD/CAM)

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 use of 3D printers, computer drawing programs to module and generate solutions to design tasks and challenges.

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

Assessment

Students demonstrate evidence of their learning through the following assessment types: 3 skills tasks, 1 materials application, design folio, major and minor products, and product records for both the major and minor projects.

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.

GENERAL 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

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.

GEOGRAPHY

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

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

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
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

Stage 1 Essential Mathematics may be studied as a 10-credit subject or a 20-credit subject.
Students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including general calculation, measurement and geometry, money management, and statistics. In this subject there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 1 Essential Mathematics consists of the following seven topics:
Topic 1: Calculations, Time, and Ratio
Topic 2: Earning and Spending
Topic 3: Geometry
Topic 4: Data in Context
Topic 5: Measurement
Topic 6: Investing
Topic 7: Open Topic

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

GENERAL MATHEMATICS

Stage 1 General Mathematics is studied as a 10-credit or a 20-credit subject.

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

Topics studied cover a range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject, there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Stage 1 General Mathematics consists of the following seven topics:
Topic 1: Investing and Borrowing
Topic 2: Measurement
Topic 3: Statistical Investigation
Topic 4: Applications of Trigonometry
Topic 5: Linear and Exponential Functions and their Graphs
Topic 6: Matrices and Networks
Topic 7: Open Topic

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
Students demonstrate evidence of their learning through the following assessment types:
Folio, Interaction Study, Product

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 Aquatics
4. Outdoor Journey

✸ *Some weekend commitments may be required and are expected to be supported. Major practical expeditions and camps are an essential part of students' assessment and often come at an added cost to families.*

Assessment
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

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

External assessment: Research Project A	*External assessment: Research Project B*
• 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	• 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

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.

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

Research Project is the only compulsory subject in Stage 2. Stage 2 requirements are:

- At least 60 credits of Stage 2 subjects or courses (and all other SACE requirements)
- Research Project (10 credits)
- A C- grade or higher for Stage 2 requirements
- Most students complete more than 70 credits at Stage 2

In order to be eligible for entry into the South Australian universities a student must successfully complete a minimum of 4 Stage 2 TAS (Tertiary Admission Subject) to obtain an Australian Tertiary Admissions Rank (ATAR). The student must complete 90 credits of study. TAFE SA courses have Course Admission Requirements (CAR) which all applicants must meet in order to be eligible for selection. To obtain a TAFE SA Selection Score a student must complete at least 60 credits of TAS subjects. All other students need to complete a minimum of 60 Stage 2 credits.

The subject choices are as follows:

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.

Assessment

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

School-based Assessment	*Weighting*
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 & Photography* – 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.
- *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 use of 3D printers, CADD and CAM software and equipment to develop solutions to design challenges is a great opportunity to expand their knowledge.

❋ *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%

ESSENTIAL ENGLISH

Essential English is a 20-credit subject at Stage 2.

In this subject 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 perspectives in texts and consider ways in which language choices are used to create meaning.

Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

ENGLISH

English is a 20-credit subject at Stage 2.

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

Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

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
2. Rural Places
3. Tourism
4. Sources and Use of Energy
5. Coasts
6. Biodiversity
7. Climate Change
8. Soils
9. Environmental Hazards
10. Globalisation
11. Drylands
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
Fieldwork	25%
Inquiry	20%
Folio	25%
External Assessment	
Examination	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
Folio	20%
Skills and Applications Tasks	30%
Project	20%
External Assessment	
Examination	30%

ESSENTIAL MATHEMATICS

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

Stage 2 Essential Mathematics is a 20-credit subject.

In this subject students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.
Stage 2 Essential Mathematics consists of the following six topics:
Topic 1: Scales, Plans, and Models
Topic 2: Measurement
Topic 3: Business Applications
Topic 4: Statistics
Topic 5: Investments and Loans
Topic 6: Open Topic

Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

Topics 1 to 5 consist of a number of subtopics.

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

GENERAL MATHEMATICS

Stage 2 General Mathematics is a 20-credit subject.

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

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

Stage 2 General Mathematics consists of the following six topics:

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

Students study five topics from the list of six topics above. All students must study topics 1, 3, 4, and 5.

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

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
Folio	30%
Product	40%
External Assessment	
Investigation	30%

OUTDOOR EDUCATION

Content
Stage 2 Outdoor Education consists of 6 topics:

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

At Stage 2 partake in 3 different camps including 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.

❋ *Some weekend commitments may be required and it is expected to be supported. Major practical expeditions and camps are an essential part of students' assessment and often come at an added cost to families (up to a total of $80.00).*

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
Practical	50%
Folio	20%
External Assessment	
Examination	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: A very sound understanding of Stage 1 Physics is strongly recommended.

The study of physics enables students to understand and appreciate the world around them. 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.

Topics: Motion in Two Dimensions, Electricity and Magnetism, Light and Matter, Atoms and Nuclei

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

School-based Assessment	*Weighting*
Investigations Folio	45%
Skills and Applications Tasks	25%
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 – 20 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).

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:

School-based Assessment	Weighting
3 Folio's	25%
Performance	25%
2 Reflections	20%
External Assessment	
Investigation	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.

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 (prices are subject to change). 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

POSSIBLE EYRE DISTRICT SUBJECTS DELIVERED VIA LOCAL DELIVERY

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

STAGE 1	STAGE 2
English Essentials	English Essentials
Physics A & B	English
Chemistry A & B	Physics
Psychology A & B	Chemistry
Essential Maths A & B	Psychology
General Maths A & B	General Maths
Biology	Mathematical Methods
Nutrition	Biology
Maths A, B & C	Nutrition
Visual Arts	Visual Arts
History	Society & Culture
Society & Culture	Art
Art	Drama
Drama	

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
Accounting
Biology
Business and Enterprise
Chemistry
Child Studies
Community Studies
Community Studies: Healthy Young Parents
Computer Aided Drawing and Design
Digital Image Manipulation
Economics
Electronics
English
English Essential Literacy
English Literary Studies
Essential English
Essential Mathematics
Food and Hospitality
French Continuers
General Mathematics
Geography
German Beginners A
German Continuers A
Health
History
Information Processing - Digital
Information Processing - Personal
Information Technology
Legal Studies
Mathematics Methods
Mathematics Specialist
Media Studies
Personal Learning Plan
Photography Image Capture
Physics
Psychology
Research Practices
Society and Culture
Spanish Beginners
Spanish Continuers
Visual Arts

STAGE 2

Aboriginal Studies
Accounting
Biology
Business and Enterprise
Chemistry
Child Studies
Community Studies
Community Studies: Healthy Young Parents
Computer Aided Drawing and Design
Digital Image Manipulation
Economics
Electronics
English
English Essential Literacy
English Literary Studies
Essential English
Essential Mathematics
Food and Hospitality
French Continuers
General Mathematics
Geography
German Beginners A
German Continuers A
Health
History
Information Processing - Digital
Information Processing - Personal
Information Technology
Legal Studies
Mathematics Methods
Mathematics Specialist
Media Studies
Personal Learning Plan
Photography Image Capture
Physics
Psychology
Research Practices
Society and Culture
Spanish Beginners
Spanish Continuers
Visual Arts

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 2018 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	Building and Construction
Streaky Bay, Whyalla, Wudinna	Engineering
Ceduna, Cowell, Whyalla Stuart, Port Lincoln	Aquaculture
Cummins, Cleve	Agriculture
Streaky Bay, Kimba	Hospitality

POSSIBLE VET COURSES OFFERED IN 2018:

Community Sports Program (Cert III Sport & Rec and Workplace Practices)
Cert III Fitness
Cert III Allied Health
Cert III Health Services Assistance
Cert III Early Childcare
Cert III Multimedia

Three x 1 week are blocks delivered throughout the year (normally 1 week per term). The courses are delivered via TAFE or a Registered Training Organisation in conjunction with the school.

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/tsftfmoodle/

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.theresmoretoit.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

2018 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

		SEMESTER 1	SEMESTER 2
YEAR 10	COMPULSORY	ENGLISH	ENGLISH
	COMPULSORY	MATHS	MATHS
	COMPULSORY	SCIENCE	SCIENCE
	COMPULSORY	PLP	PLP
	COMPULSORY	SOSE	SOSE
	COMPULSORY	PHYSICAL EDUCATION	PHYSICAL EDUCATION
	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: ……

2018 STAGE 1 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
COMPULSORY	Year 10 Personal Learning Plan	2017
	English	
	Maths	
	St 2 Research Project (completed in St 1)	
	Stage 1 or VET CHOICES	
1		
2		
3		
	(reserve)	
	(reserve)	

All white areas must be filled in with a subject. Students can choose 3 year long subjects, a choice of some year long and some semester subjects or 3 different subjects for each semester.

Parent Signature: .....

2018 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	CREDITS
	Stage 2 Subjects or VET (year long)	
1		20
2		20
3		20
4		20
5		20
	Total credits to date	
	Total Required	

A minimum of 4 year long subjects must be chosen to achieve an ATAR. If a child is completing a school based apprenticeship, 3 subjects need to be completed.

Parent Signature: .....