

Curriculum Handbook  
Years 8 - 12

2018



Honesty, Personal Best, Respect,  
Friendliness & Responsibility



# Introduction

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Dear Families

Kingston Community School values your contribution to the course counselling process at our School. This Curriculum Handbook will enhance the opportunity to have authentic discussions between students, families and teachers and to make appropriate decision that will improve the success for your child.

The process of subject selection can be challenging for students and parents alike, especially in our dynamic and rapidly changing world. We are preparing students for areas of employment that are continuously evolving and in some cases do not yet exist. Often students find it challenging to decide on their future pathways. It's important to know that this is both very common and okay, but the subjects they choose need to enable them to have flexibility to change direction if required. Students need to intellectually challenge themselves and develop a broad, transversal skillset that will help them to be a positive contributor to our community.

The senior school curriculum is currently transitioning from a South Australian framework to an Australian Curriculum framework in some subjects in both Year 11 and 12. These subjects will still be part of the South Australian Certificate of Education (SACE), but course structures and content will complement the R-10 curriculum. This handbook will show the progression of subjects in each learning area. This will assist students to forecast future decisions. It is important to choose a balanced curriculum, allowing flexibility and providing a range of options once students leave Kingston Community School.

Please use this handbook in conjunction with advice and support from teachers and counsellors to select subjects that enable further study and/or the foundations of a sound career pathway. Having a number of career options or pathways is an advantage throughout the course counselling process. Whilst the choices that are made throughout the process may appear to set students on a particular pathway, this does not have to dictate the rest of a student's life. Learning is a lifelong process and these are just the first steps to transitioning from school to life beyond.

Throughout this journey please do not hesitate to contact the School and utilise the support available to you and your child. Staff at our school are committed to engaging all students through highly effective teaching and learning processes, and are proud of our student-centered approach to learning that supports students to investigate their capabilities and strive to reach their potential.



*Lucretia C Tocaciu*

Lucretia Tocaciu  
Principal



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# School Contacts

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## **Principal**

**Deputy Principal**

**Assistant Principal**

**School Counsellor**

**Career Counsellor**

Ms Lucretia Tocaciu

Mrs Jeanette Emery

Mrs Christina Everett

Mrs Samantha Murdock

Mrs Christina Everett

## **Coordinators**

Year 8

Year 9

Year 10

Year 11

Year 12

Mrs Katie Hines

Mrs Katie Hines

Mrs Christina Everett

Mrs Christina Everett

Mrs Christina Everett

## **Subject Contacts**

Agriculture

The Arts - Music

The Arts – Visual Arts

English

German

Health and Physical Education

Humanities and Social Sciences

Mathematics

Personal Learning Plan

Science

Technologies – Design and Technology Studies

Technologies – Food and Fibre Production

Technologies – Information Processing and Publishing

Workplace Practices/VET

Mrs Katie Hines

Mrs Natalie Ogilvie

Mrs Katherine Lisk

Miss Skye Foster/ Mr Michael Davey

Mrs Kate Telfer

Mr Bryce Smith/ Mr Craig Watson

Miss Maddison Lawrie

Mrs Rilla Cobiac/ Mr Barry Medwell

Mrs Katie Hines

Mrs Katie Hines/ Ms Lucretia Tocaciu

Mr Craig Watson

Miss Shanna Backler

Mrs Christina Everett

Mrs Christina Everett

Kingston Community School

46 East Terrace

KINGSTON SE SA 5275

Telephone: 08 8767 2677

Facsimile: 08 8767 2247

Email: [dl.0737.info@schools.sa.edu.au](mailto:dl.0737.info@schools.sa.edu.au)

Website: [www.kingstoncs.sa.edu.au](http://www.kingstoncs.sa.edu.au)

# Curriculum Overview

Middle School		Senior School		
Year 8	Year 9	Year 10	Stage 1	Stage 2
<b>The Arts</b>		<b>The Arts</b>		
Visual Art	Visual Art	Visual Art	Visual Art <ul style="list-style-type: none"> <li>• Art</li> <li>• Design</li> </ul>	Visual Art <ul style="list-style-type: none"> <li>• Art</li> <li>• Design</li> </ul>
Music	Music	Music	Music	Music <ul style="list-style-type: none"> <li>• Solo Performance</li> <li>• Ensemble Performance</li> <li>• Individual Study</li> <li>• Musicianship</li> </ul>
<b>English</b>		<b>English</b>		
English	English	English	English	English English Literary Studies
<b>Health and Physical Education</b>		<b>Health and Physical Education</b>		
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education A Health & Physical Education B Food & Hospitality Child Studies	Health & Physical Education  Food & Hospitality Child Studies
<b>Humanities and Social Sciences</b>		<b>Humanities and Social Sciences</b>		
History Geography Economics and Business Civics and Citizenship	History Geography Economics and Business Civics and Citizenship	History	Modern History	Modern History
<b>Languages</b>		<b>Languages</b>		
German	German	German	German	German
<b>Mathematics</b>		<b>Mathematics</b>		
Mathematics	Mathematics	Mathematics	General Mathematics Essential Mathematics Mathematical Methods Specialist Mathematics	General Mathematics Mathematics Methods Specialist Mathematics

# Curriculum Overview

Middle School		Senior School		
Year 8	Year 9	Year 10	Stage 1	Stage 2
Science		Science		
Agriculture	Agriculture	Agriculture	Agriculture A Agriculture B	Agriculture
Science	Science	Science	Biology Chemistry A Chemistry B Physics A Physics B	Biology Chemistry Physics
Technologies			Business, Enterprise & Technology	
Design and Technologies Studies	Design and Technologies Studies	Design and Technologies Studies	Contemporary Furniture Constructions Welding and Fabricating Doorways 2 Construction	Contemporary Furniture Constructions Welding and Fabricating Doorways 2 Construction
Food and Fibres Production	Food and Fibres Production	Food and Fibres Production Information Processing and Publishing	Information Processing and Publishing Workplace Practices	Information Processing and Publishing <ul style="list-style-type: none"> <li>• Business Documents</li> <li>• Desktop Publishing</li> </ul> Workplace Practices
		Cross Disciplinary Studies		
		Personal Learning Plan	Community Studies	Community Studies B Research Project A Research Project B

For details on the specific content, topics and achievement standards at each year level please see [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au) or [www.sace.edu.au](http://www.sace.edu.au)

## The SACE

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Students who successfully complete their Senior Secondary education are awarded the South Australian Certificate of Education (SACE).

The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

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

If you need more help understanding how the SACE works, talk to your teachers or the SACE Coordinator

## How do you get awarded the SACE?

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Each subject or course that you successfully complete earns 'credits' towards the SACE. Students receive a final grade from A to E for each Stage 1 subject and from A+ to E– for each Stage 2 subject.

To gain your SACE, you need to achieve **200 credits**.

The compulsory subjects make up **50 credits**:

- 10 credits for the Personal Learning Plan at Stage 1
- 20 credits chosen from a range of English subjects at Stage 1 or Stage 2 (literacy requirement)
- 10 credits chosen from a range of mathematics subjects at Stage 1 or Stage 2 (numeracy requirement)
- 10 credits for the Research Project at Stage 2.

You will also need to successfully complete at least **60 credits** from Stage 2 subjects. You can choose these subjects, but they have to be worth at least 60 credits in total.

The remaining **90 credits** can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses (such as VET or community learning). You can choose the subjects or courses that you study to gain the remaining 90 credits.

## What do you need to achieve to gain your SACE?

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- a C grade or better in the compulsory Stage 1 subjects
- a C– grade or better in the compulsory 70 credits of Stage 2 subjects, including 10 credits for the Research Project.

Keep in mind that 10 credits equate to one semester of study in a subject, and 20 credits equate to a full-year subject.

## Putting it another way

The table below shows how many credits you need at each stage of the SACE to meet the 200-credit requirement.



*\*Many students will complete subjects or courses worth more than 70 credits at Stage 2.*

## How To Select Your Course Of Study

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In selecting a course of study, students should consider the following steps:

### 1. CONSIDER

- ambitions – your future, career plans, your education
- your interests and aspirations
- your capabilities
- your achievements at school so far
- information available to you about your choices (from teachers, parents, school counsellors and others)

### 2. READ AND UNDERSTAND

- organisation of the school curriculum – choices, pattern, course descriptors
- how subject courses connect to future options
- SACE requirements for senior school
- pre-requisites or recommended subjects for further study
- course details

### 3. DO

- fill in your course selection form
- attend your course counselling interview with a parent/caregiver
- finalise your choices

## Other Pathways

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Many students who gain the SACE include some form of vocational education and training (VET) in their studies. This is just one way that the SACE gives you valuable insight into the various pathways available after school.

- [Australian Apprenticeships](#) — a Federal Government website that explains the Australian Apprenticeship system.
- [Australian Council for Private Education and Training \(ACPET\)](#) — the national industry association for independent providers of post-compulsory education and training, for Australian and international students.
- [Australian Industry Group](#) — the leading industry association in Australia that advocates for industry–school partnerships and school-based apprenticeships.
- [Business SA](#) — South Australia's Chamber of Commerce and Industry.
- [Skills for All \(WorkReady\)](#) — a one-stop shop for skills and training resources in South Australia.
- [Trade Schools for the Future](#) — information for students and employers about the Trade Schools for the Future program, which enables students to combine their SACE studies with VET.
- [Training and Skills Commission](#) — this commission regulates traineeships and apprenticeships in SA. The site also provides a useful Guide for Schools, which includes web addresses for South Australia's nine Industry Skills Boards.
- [Training.gov.au](#) — a database of vocational education and training opportunities in Australia.

## Sources of Information

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You can get information to help with your course choices from the following:

- Career Counsellor/ VET Coordinator - Mrs Christina Everett
- SACE Board of South Australia  
[www.sace.sa.edu.au](http://www.sace.sa.edu.au)
- Job Guide  
[www.jobguide.the goodguides.gov.au](http://www.jobguide.the goodguides.gov.au)
- Tertiary institutions (eg TAFE and Universities)
- Australian Universities –  
[www.myuniversity.gov.au](http://www.myuniversity.gov.au)
- South Australian Tertiary Admissions Centre – SATAC  
[www.satac.edu.au](http://www.satac.edu.au)
- My Future website  
[www.myfuture.edu.au](http://www.myfuture.edu.au)
- Centrelink  
[www.humanservices.gov.au](http://www.humanservices.gov.au)
- Jobs, Employment and Careers  
[www.mycareer.com.au](http://www.mycareer.com.au)
- Study Assist  
[www.studyassist.gov.au](http://www.studyassist.gov.au)
- Australian Apprenticeship Information  
[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)
- Employment Providers in Australia  
[www.seeklearning.com.au](http://www.seeklearning.com.au)
- Training Providers and Courses  
[www.training.gov.au](http://www.training.gov.au)

### Education – SA Universities and TAFE

Adelaide	<a href="http://www.adelaide.edu.au">www.adelaide.edu.au</a>	Tabor Adelaide	<a href="http://www.taboradelaide.edu.au">www.taboradelaide.edu.au</a>
Charles Darwin	<a href="http://www.cdu.edu.au">www.cdu.edu.au</a>	Uni SA	<a href="http://www.unisa.edu.au">www.unisa.edu.au</a>
Flinders	<a href="http://www.flinders.edu.au">www.flinders.edu.au</a>	TAFE	<a href="http://www.tafe.sa.gov.au/courses">www.tafe.sa.gov.au/courses</a>

# YEAR EIGHT

At Year 8 the curriculum is covered by twelve subjects, all of which are compulsory at this level.

All subjects follow the Australian Curriculum.

All students will study the following compulsory subjects each term throughout Year 8.

## CORE SUBJECTS

<b>AGRICULTURE</b>	<b>LANGUAGES</b>
<ul style="list-style-type: none"> <li>• Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• German</li> </ul>
<b>THE ARTS</b>	<b>MATHEMATICS</b>
<ul style="list-style-type: none"> <li>• Music</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
<b>ENGLISH</b>	<b>SCIENCES</b>
<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> </ul>
<b>HEALTH AND PHYSICAL EDUCATION</b>	<b>TECHNOLOGIES</b>
<ul style="list-style-type: none"> <li>• Health and Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Design and Technology Studies</li> <li>• Food and Fibres Production</li> </ul>
<b>HUMANITIES AND SOCIAL SCIENCES</b>	
<ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Economics and Business</li> <li>• Geography</li> <li>• History</li> </ul>	

## CORE SUBJECTS

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### AGRICULTURE

**Year 8 Agriculture is divided into three strands**

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

#### CONTENT DESCRIPTION

This course is designed to expose students to a range of Agricultural and Horticultural principles and practices, with a focus on vegetable gardening, layer production, boiler production, soil science, farm animals and farm safety.

Students are involved in a mixture of theoretical and practical activities such as raising layer chickens and developing vegetable gardens which will enable them to develop an understanding of the role of agriculture in the production of food and fibres. The time spent on practical work is flexible and varies within each topic.

Students will develop safe, independent and responsible work practices.

### THE ARTS

#### Music

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**Year 8 Music is divided into two strands**

- Making
- Responding

The skills of understanding and communicating are covered in an integrated way throughout the course.

#### CONTENT DESCRIPTION

In Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. In practical lessons, students learn how to play various instruments and form their own rock bands. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

#### Visual Arts

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**Year 8 Visual Arts is divided into two strands**

#### Design and Technologies

- Making
- Responding

#### CONTENT DESCRIPTION

Students study a selection of artists who share a common theme in their work but are from different cultures, times and places and whose work represents a diversity of materials and techniques, technologies and processes.

Throughout this study they analyse how these artists use visual conventions and viewpoints in their artworks and they experiment with these conventions to represent the theme in their own artwork using a variety of materials, techniques, technologies and processes. They work in water-colour, acrylic paint, coloured pencil, pastel, stencilling and textiles.

They also undertake a design project where they develop their planning skills by exploring techniques and process used in their own and others' artworks.

They exhibit their artwork locally and learn how an artwork is displayed to enhance its meaning. Works of high standard will be considered for exhibition in The Southern Ocean Art Prize in Robe.

### ENGLISH

**The Year 8 English curriculum is built around the three interrelated strands**

- Language
- Literature
- Literacy

#### CONTENT DESCRIPTION

Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students develop their understanding of how texts, including media texts are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive texts and begin to write literary analyses. The skills required for accurate expression are an integral part of the course and enable students to improve the student's level of literacy.

## GERMAN

### Year 8 German is divided into two strands

- Understanding
- Communicating

The skills of understanding and communicating are covered in an integrated way throughout the course.

### CONTENT DESCRIPTION

Learning in German allows learners to look at German language learning and its use, contexts of interaction and making comparisons with English. Specifically, students will develop skills in listening, speaking, reading and writing to communicate in German and German-speaking communities. They will look at familiar topics such as self, home, family, friends, school and aspects of German culture and geography. Learners will develop further understanding of language as a system through the development of grammar and sentence structure. Students will make comparisons between English and German and the meaning made in each language and within both cultures. Learners will develop skills in individual and collaborative work, planning, problem-solving and reflecting. Learners will continue to develop their understanding of different text types and purposes.

## HEALTH AND PHYSICAL EDUCATION

### Year 8 Health/PE is divided into two strands

- Movement and Physical Activity
- Personal, Social and Community Health

The two strands of the curriculum are interrelated and their content is taught through both theory and practical settings.

### CONTENT DESCRIPTION

In Year 8 students refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing and movement confidence. They develop and analyse movement skills in a range of physical activity settings, helping them expand on their movement competence, body control and coordination. Students will explore the role that games and sports, outdoor recreation and lifelong physical activity play in shaping cultures and identities. They examine the nature of relationships and demonstrate a variety of help-seeking strategies that support and evaluate health and physical activity.

## HUMANITIES AND SOCIAL SCIENCES

### Civics and Citizenship

### Year 8 Civics and Citizenship is divided into two strands

- Civics and Citizenship Knowledge and Understanding
- Civics and Citizenship Skills

The two strands of curriculum are interrelated and their content is taught in an integrated way.

### CONTENT DESCRIPTION

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- What are the freedoms and responsibilities of citizens in Australia's democracy?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

## Economics and Business

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### Year 8 Economics and Business is divided into two strands

- Economics and Business Skill
- Economics and Business Knowledge and Understanding

The two strands of the curriculum are interrelated and their content is taught in an integrated way.

### CONTENT DESCRIPTION

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

The key inquiry questions for this year level are:

- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

## Geography

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### Year 8 Geography is divided into two strands

- Geographical Knowledge and Understanding
- Geographical Inquiry Skills

The two strands of the curriculum are interrelated and their content is taught in an integrated way.

### CONTENT DESCRIPTION

*Landforms and landscapes* focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. *Landforms and landscapes* develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

*Changing nations* investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

## History

### Year 8 History is divided into two strands

- Historical Knowledge and Understanding
- Historical Skills

### CONTENT DESCRIPTION

#### *The Ancient to the Modern World*

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The key inquiry questions at this year level are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

## MATHEMATICS

### Learning in Year 8 Mathematics is a full year of study structured around three strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

### CONTENT DESCRIPTION

Topics covered include: Number and place value, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships, using units of measurement, geometric reasoning, chances and data representation and interpretation.

**All students need a Casio scientific calculator.**

## SCIENCE

### Year 8 Science is divided into three strands

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Science as a Human Endeavour and Science Inquiry Skills strands are described across a two-year band and continue from Year 7.

### CONTENT DESCRIPTION

In Year 8, students will have an understanding of the following topics.

**Biological sciences** - Cells are the basic units of living things; they have specialised structures and functions.

Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce

**Chemical sciences** - Properties of the different states of matter can be explained in terms of the motion and arrangement of particles.

Differences between elements, compounds and mixtures can be described at a particle level.

Chemical change involves substances reacting to form new substances.

**Earth and space sciences** - Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

**Physical sciences** - Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems.

## TECHNOLOGIES

Year 8 Technologies is divided into 2 strands

### Design and Technologies

- Processes and Production Skills
- Knowledge and Understanding

### CONTENT DESCRIPTION

Learning in Design and Technologies provides students with opportunities to create design solutions within the four contexts: Engineering Principles, Material and Technologies specialisations, Food and Fibre Production and Food Specialisations. Within these four contexts students have opportunities to design and produce products, services and environments. The Design and Technologies contexts are delivered to students as Design and Technology Studies and Food and Fibres Production

### Design and Technology Studies

This is a practical based subject (approximately 80% workshop and 20% theory).

Skills covered include:

- CO2 Dragster – Design, shaping, smoothing and finishing processes
- Plastics – Moulding and finishing
- Electronics – Circuits & components (Door bell)
- Extensions to students learning can include sheet metal work, wood turning and metal lathe work

### Food and Fibres Production

Topics include personal nutrition and the preparation of healthy foods, food safety and collaborative ventures. Students will be introduced to basic skills in kitchen operations.

The textile area covers the use of machinery and the knowledge of fabrics, sources and sustainability.

# YEAR NINE

The Year 9 course is designed to provide learning experiences for students through set compulsory subjects as well as allowing them to make choices about subjects they would like to specialise in.

All students will study the following compulsory subjects each term throughout Year 9.

## CORE SUBJECTS

<b>ENGLISH</b>	<b>MATHEMATICS</b>
<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>
<b>HEALTH AND PHYSICAL EDUCATION</b>	<b>SCIENCES</b>
<ul style="list-style-type: none"> <li>Health and Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> </ul>
<b>HUMANITIES AND SOCIAL SCIENCES</b>	<b>TECHNOLOGIES</b>
<ul style="list-style-type: none"> <li>Civics and Citizenship</li> <li>Economics and Business</li> <li>Geography</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Design and Technology Studies *</li> <li>Food and Fibres Production *</li> </ul>
	<b>Meaning of Asterisk (*)</b>
	* A Subject charge may apply to this subject in addition to the Kingston Community School Materials and Service Charges.

## ADDITIONAL CURRICULUM OPTIONS

Students will choose to study 1 from the following list of subjects for 5 lessons per week for the whole year

<b>THE ARTS</b>	<b>LANGUAGES</b>
<ul style="list-style-type: none"> <li>Music</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>German</li> </ul>
<b>AGRICULTURE</b>	
<ul style="list-style-type: none"> <li>Agriculture *</li> </ul>	

## CORE SUBJECTS

### ENGLISH

**Year 9 English curriculum is built around three interrelated strands**

- Language
- Literature
- Literacy

#### CONTENT DESCRIPTION

Students interpret, analyse, create, evaluate and discuss a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These texts include themes and issues involving higher order reasoning and intertextual references.

Students develop a critical understanding of the contemporary media and the differences between media texts. Both shared and independent reading form part of this program. The skills required for accurate expression are an integral part of the course and enable students to improve their level of literacy.

### HEALTH AND PHYSICAL EDUCATION

**Year 9 Health/PE is divided into two strands**

- Movement and Physical Activity
- Personal, Social and Community Health

The two strands of the curriculum are interrelated and their content is taught through both theory and practical settings.

#### CONTENT DESCRIPTION

In Year 9, students refine and apply strategies for maintaining and evaluating behavioural expectations in different leisure, social, movement and online situations.

Students develop personalised plans for maintaining and supporting healthy and active lifestyles and propose strategies to build and optimise community wellbeing. They learn to apply complex movement skills and concepts to evaluate their own and others performances.

Students analyse how participation in physical activity and sport refines personal and social skills, influences an individual's identity and provides opportunities for leadership and teamwork.

## HUMANITIES AND SOCIAL SCIENCES

### Civics and Citizenship

**Year 9 Civics and Citizenship is divided into two strands**

- Civics and Citizenship Knowledge and Understanding
- Civics and Citizenship Skills

The two strands of curriculum are interrelated and their content is taught in an integrated way.

#### CONTENT DESCRIPTION

The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

## Economics and Business

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### Year 9 Economics and Business is divided into two strands

- Economics and Business Skill
- Economics and Business Knowledge and Understanding

The two strands of curriculum are interrelated and their content is taught in an integrated way.

#### CONTENT DESCRIPTION

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

The key inquiry questions for this year level are:

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- What are the responsibilities of participants in the workplace and why are these important?

## Geography

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### Year 9 Geography is divided into two strands

- Geographical Knowledge and Understanding
- Geographical Inquiry Skills

The two strands of curriculum are interrelated and their content is taught in an integrated way.

#### CONTENT DESCRIPTION

*Biomes and food security* focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

*Geographies of interconnections* focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

## History

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### Year 9 History is divided into two strands

- Historical Knowledge and Understanding
- Historical Skills

### CONTENT DESCRIPTION

#### *The Making of the Modern World*

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

The key inquiry questions at this year level are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

## MATHEMATICS

### Year 9 Mathematics is divided into 3 strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

### CONTENT DESCRIPTION

Topics covered include: Real numbers, patterns and algebra, linear and non-linear relationship, using units of measurement, geometric reasoning, Pythagoras, trigonometry, chance and data representation and interpretation.

**All students need a Casio scientific calculator.**

## SCIENCE

### Year 9 Science is divided into three strands

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Science as a Human Endeavour and Science Inquiry Skills strands are described across a two-year band and will continue into Year 10.

### CONTENT DESCRIPTION

In Year 9, students will have an understanding of the following topics.

**Biological sciences** - Cells are the basic units of living things; they have specialised structures and functions.

Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce

**Chemical sciences** - Properties of the different states of matter can be explained in terms of the motion and arrangement of particles.

Differences between elements, compounds and mixtures can be described at a particle level. Chemical change involves substances reacting to form new substances.

**Earth and space sciences** - Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

**Physical sciences** - Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems.

## TECHNOLOGIES

Year 9 Technologies is divided into 2 strands

### Design and Technologies

- Processes and Production Skills
- Knowledge and Understanding

### CONTENT DESCRIPTION

Learning in Design and Technologies provides students with opportunities to create design solutions within the four contexts: Engineering Principles, Material and Technologies specialisations, Food and Fibre Production and Food Specialisations. Within these four contexts students have opportunities to design and produce products, services and environments. The Design and Technologies contexts are delivered to students as Design and Technology Studies and Food and Fibres Production

### Design and Technologies Studies

Students are required to pay for all project materials used.

This is a practical based subject (approximately 80% workshop and 20% theory).

Skills covered include:

- Woodwork - Rebate butt joints and design
- Electronics – Circuits and components (LED Dice)
- Introductory to gas welding – Candelabra and design
- Extensions to student learning can include wood turning, sheet metal work and the metal lathe

### Food and Fibres Production

This is a practical subject with 4 major topics.

- **Back To Basics** - a course of essential cookery skills.
- **Nutrition** - and the preparation of healthy foods. Students analyse personal diets using a computer programme.
- **Australian Cuisine** - a preparation of foods from overseas, and a study of cultures.
- **Textile Design** – Students will go through the design process to create their own cushion cover and investigate fibre production.

## ADDITIONAL CURRICULUM OPTIONS

### THE ARTS

#### Music

Year 9 Music is divided into two strands

- Making
- Responding

The skills of understanding and communicating are covered in an integrated way throughout the course.

### CONTENT DESCRIPTION

Students analyse different scores and performances aurally and visually. They evaluate the use of the elements of music and defining characteristics of different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music. They use knowledge of the elements of music, style and notation to compose, document and share their music.

#### Visual Arts

Year 9 Visual Arts is divided into two strands

- Making
- Responding

### CONTENT DESCRIPTION

Students analyse a selection of Australian portraits, both past and present. They explore the style and techniques used by the artists they study and experiment with a range of media, including: graphite and charcoal drawing, acrylic painting, clay sculpture and digital technology. They develop and refine techniques and processes to represent the human form and their ideas in their artworks.

They plan and create a portrait of a person that is important to them, using media of their own choice. They plan and create an anthropomorphic clay sculpture of a car.

They evaluate how the artworks they study and the artworks they make communicate artistic intentions to inform their future art making.

They exhibit their artwork locally and learn how an artwork is displayed to enhance its meaning. Works of high standard will be considered for entry into The Southern Ocean Art Prize in Robe and the Young Archie exhibition at the Art Gallery of NSW.

## AGRICULTURE

**Year 9 Agriculture is divided into three strands**

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

### CONTENT DESCRIPTION

This course is designed to expose students to a range of Agricultural and Horticultural principles and practices with a focus on soil science, vegetable gardens, insects, dairy production, sheep, goats and dairy production.

Students are involved in a mixture of theoretical and practical learning activities such as growing vegetable gardens, lamb marking, crutching, raising piglets and the Cows Create Careers program which will enable them to develop an understanding of the role of agriculture in the production of food and fibres. The time spent on practical work is flexible and varies within each topic.

Students should have a genuine interest in Agriculture and a willingness to participate in both theory and associated practical work. Students will develop safe, independent and responsible work practices.

## GERMAN

**Year 9 German is divided into two strands**

- Understanding
- Communicating

The skills of understanding and communicating are covered in an integrated way throughout the course.

### CONTENT DESCRIPTION

Learning in German allows learners to look at German language learning and its use, contexts of interaction and making comparisons with English. Student will further develop their capabilities within the communicative skills of listening, speaking, reading and writing to communicate with increasing accuracy about their personal world and German – speaking communities.

Topics covered relate to real life experiences and give students opportunities for ‘hands on’ learning to occur, specifically, personal world, cities and transport, organising a cultural trip through Germany, clothes, appearances, fashion and jobs. Through the study of these topics, students become increasingly independent in analysis, reflection and self-monitoring.

Students explore modes of communication and become more confident communicating in a range of contexts. They become more confident at using German to interact and communicate, to exchange and present ideas, express feelings and options and participate in imaginative and creative experiences.

Students explore a wider range of resources and have opportunity to apply for a nine week reciprocal exchange to Germany.

## STAGE 1 AND STAGE 2 EXPLAINED

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### Year 10

Students start the SACE with the Personal Learning Plan (PLP). The PLP is a 10-credit Stage 1 subject and all students need to achieve a C grade or better to get their SACE. Studying the PLP gives students a good foundation for your Year 11 and Year 12 studies, and can help in subject selection.

### Stage 1

A full year of SACE study starts in **Year 11** at **Stage 1**. You can choose from a range of Stage 1 subjects offered, as well as vocational education and training (VET) courses and other options. In Stage 1, all assessment tasks (reports, presentations, etc.) will be marked by teachers at Kingston Community School.

There are **two compulsory** requirements for the SACE that students usually complete at Stage 1 —

- a full year of an English subject
- a semester of a mathematics subject.

**Students need to get a C grade or better in both.**

Assessments in these two areas are marked by Kingston Community School teachers and checked by external moderators to ensure that marking is consistent across all schools.

### Stage 2

In **Stage 2**, students choose their subjects and courses from those offered at Kingston Community School.

Assessment for Stage 2 is divided into two parts:

- Internal — 70% of assessment tasks (reports, tests, presentations, etc.) will be marked by teachers at Kingston Community School and checked by external moderators. This ensures that marking is consistent across all schools.
- External — the remaining 30% will be assessed outside Kingston Community School. These assessments take the form of examinations, performances, or investigations.

There is one compulsory subject in Year 12 — the **Research Project**. It is a one-semester (10-credit) subject that gives students the chance to do in-depth research on a topic of their choice.



# YEAR TEN

The Year 10 course is designed to provide the opportunity for learning experiences for students in the eight Australian Curriculum Learning Areas, as well as prepare them for the SACE subjects they wish to study in the following year.

In 2017 students will also commence their South Australian Certificate of Education (SACE) with the Personal Learning Plan (PLP).

In Art, Agriculture and Technologies the classes may have Year 10 and Year 11 students. The Year 10 students will not be given credits towards their SACE for completion of these subjects, but rather will be assessed against Australian Curriculum Learning Outcomes.

## CORE SUBJECTS

Students must study the following subjects in both Semester 1 and 2.

<b>ENGLISH</b>	<b>MATHEMATICS</b>
<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>
<b>HEALTH AND PHYSICAL EDUCATION</b>	<b>SCIENCES</b>
<ul style="list-style-type: none"> <li>Health and Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> </ul>
<b>HUMANITIES AND SOCIAL SCIENCES</b>	
<ul style="list-style-type: none"> <li>History</li> </ul>	

## SACE SUBJECT

<b>PERSONAL LEARNING PLAN</b>
<ul style="list-style-type: none"> <li>Personal Learning Plan</li> </ul>

## ADDITIONAL CURRICULUM OPTIONS

Students then choose four half year subjects (2 in each semester) from any of the options offered.

<b>THE ARTS</b>	<b>LANGUAGES</b>
<ul style="list-style-type: none"> <li>Music</li> <li>Visual Arts *</li> </ul>	<ul style="list-style-type: none"> <li>German</li> </ul>
<b>AGRICULTURE</b>	<b>TECHNOLOGIES</b>
<ul style="list-style-type: none"> <li>Agriculture *</li> </ul>	<ul style="list-style-type: none"> <li>Design and Technology Studies *</li> <li>Food and Fibres Production *</li> <li>Information Processing and Publishing</li> </ul>
	<b>Meaning of Asterisk (*)</b>
	<b>* A Subject charge may apply to this subject in addition to the Kingston Community School Materials and Service Charges.</b>

## CORE SUBJECTS

### ENGLISH

**Year 10 English is built around three integrated strands**

- Language
- Literature
- Literacy

#### CONTENT DESCRIPTION

Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning in Year 10 builds on concepts, skills and processes developed in earlier years, and texts increase in complexity during the year. Both shared, and independent reading, form a part of this program.

The development of student skills in accuracy and clarity of expression is an integral part of the course.

### HEALTH AND PHYSICAL EDUCATION

**Year 10 Health/PE is divided into two strands**

- Movement and Physical Activity
- Personal, Social and Community Health

The two strands of the curriculum are interrelated and their content is taught through both theory and practical settings.

#### CONTENT DESCRIPTION

In Year 10 students refine and apply strategies for maintaining and evaluating behavioural expectations in different leisure, social, movement and online situations. Students develop personalised plans for maintaining and supporting healthy and active lifestyles and propose strategies to build and optimise community wellbeing. They learn to apply complex movement skills and concepts to evaluate their own and others performances.

Students analyse how participation in physical activity and sport refines personal and social skills, influences an individual's identity and provides opportunities for leadership and teamwork.

## HUMANITIES AND SOCIAL SCIENCES

### History

**Year 10 History is divided into two strands**

- Historical Knowledge and Understandings
- Historical Skills

#### CONTENT DESCRIPTION

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Students examine the interwar years and WW2 from a variety of perspectives and explore human rights and freedoms across the world through both political and socioeconomic lens.

The key inquiry questions at this year level are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

### MATHEMATICS

**Year 10 Mathematics is divided into three strands**

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

#### CONTENT DESCRIPTION

Topics covered include: Money and financial mathematics, patterns and algebra, linear and non-linear relationships, using units of measurement, Geometric reasoning, Pythagoras and trigonometry, chance and data representation and interpretation.

**All students need a Casio scientific calculator.**

## SCIENCE

### Year 10 Science is divided into three strands

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Science as a Human Endeavour and Science Inquiry Skills strands are described across a two-year band and will continue from Year 9.

### CONTENT DESCRIPTION

In Year 9, students will have an understanding of the following topics.

**Biological sciences** – Transmission of heritable characteristics from one generation to the next involves DNA and genes.

The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

**Chemical sciences** - The atomic structure and properties of elements are used to organise them in the Periodic Table.

Different types of chemical reactions are used to produce a range of products and can occur at different rates.

**Earth and space sciences** – The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe.

Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

**Physical sciences** – Energy conservation in a system can be explained by describing energy transfers and transformations.

The motion of objects can be described and predicted using the laws of physics.

## SACE SUBJECT

### PERSONAL LEARNING PLAN (PLP)

The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE. They learn about and develop

seven capabilities through the subject: Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social, Ethical Understanding and Intercultural Understanding.

The Personal Learning Plan helps students to:

- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- explore personal and learning goals
- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement

The Personal Learning Plan contributes 10 credits towards the SACE as it is compulsory, students need to achieve a 'C' grade or better.

### Accreditation

10 Credits towards SACE

### CONTENT DESCRIPTION

It is designed to help students make informed decisions about their personal development, education, careers, training and future pathways.

The program of learning is structured to assist students to achieve success in the SACE and to prepare for work, further education and community life and to develop the knowledge and skills to use, review and adjust their plans.

As part of this program, students have the opportunity to organise a week of work experience in Adelaide. This is a brilliant start to understanding their capabilities:

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

### ASSESSMENT

Assessment is school-based and students demonstrate evidence of their learning through:

Folio  
Review

## ADDITIONAL CURRICULUM OPTIONS

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### THE ARTS

#### Music

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##### Prerequisite

Students need to have either completed year 9 Music or have a minimum of two years' experience on their chosen instrument or voice.

##### Year 10 Music is divided into two strands

- Making
- Responding

The skills of understanding and communicating are covered in an integrated way throughout the course.

##### CONTENT DESCRIPTION

Students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

The ability to play an instrument confidently is a major part of this course, therefore instrumental lessons and practice is essential during the year.

#### Visual Arts

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##### Year 10 Visual Arts is divided into two strands

##### Design and Technologies

- Making
- Responding

##### CONTENT DESCRIPTION

Each semester students undertake a visual study focusing on one subject. Artworks studied are from different cultures, times and places and represent a diversity of materials and techniques, technologies and processes. They analyse artworks and evaluate how artists communicate their artistic intentions. They use this study to inform their own art making.

They produce a folio of work where they develop a concept. In this folio they document their visual thinking in planning and designing an artwork. They manipulate materials, techniques, technologies and processes to represent their concept and to develop and refine their skills.

They use this planning process to produce an artwork in their chosen medium and present it for exhibition with an accompanying practitioner's statement.

## AGRICULTURE

**Year 10 Agriculture is divided into three strands**

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

### CONTENT DESCRIPTION

This course is designed to expose students to a range of Agricultural and Horticultural principles and practices with a focus on wine production, cattle, sheep, pasture, livestock reproduction, dairy, current issues in agriculture, nutrition, enterprise/business management, internal parasites, wool and meat production.

Students are involved in a mixture of theoretical and practical learning activities such as the preparation and showing of the Led Steers and Merino Wethers (for show competitions), shearing and dissections. These are just a few examples that will enable students to develop an understanding of the role of agriculture in the production of food and fibres. The time spent on practical work is flexible and varies within each topic.

Students should have a genuine interest in agriculture and a willingness to participate in both theory and associated practical work. A range of topics will be covered, which allow students to develop their knowledge and skills of safe work practices, management skills and small enterprises. Students may be required to pay for costs associated with being involved in leading an animal in an Agricultural Show. Students will develop safe, independent and responsible work practices.

## GERMAN

**Year 10 German is divided into two strands**

- Understanding
- Communicating

The skills of understanding and communicating are covered in an integrated way throughout the course.

### Prerequisite

A 'C' level or better in Year 9 German.

### CONTENT DESCRIPTION

Learning in German at this level allows learners to bring their existing knowledge of German language and culture and to further enhance this through engaging with youth-related and social and environmental issues.

Students will use written and spoken German to interact with others in a range of contexts and for a range of purposes. Students discuss relevant topics, recount experiences, express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordination conjunctions. Year 10's begin to show more control with complex sentences. Learners participate in classroom discussions, present personal views and account for and sustain a particular point of view. They identify key ideas in text types and follow the development and relationship of ideas identifying sequencing, cause and effect and consequences. They compare and evaluate ideas across languages and cultures. Learners discuss future plans and aspirations. Students use supporting evidence and argument to develop and defend diverse points of view and elaborate, clarify and quality ideas. Learners also present real or imaginary events and experiences in narratives, descriptions and recounts.

Finally, Year 10 learners compare the German language to their own and reflect on how language changes over time and how it is used to communicate. They look at the cultural assumptions or understandings which shape the use of language and how languages reflect cultures.

Learners will also have the opportunity to apply for a 9 week reciprocal exchange to Germany in term 3, ready for Year 11.

## TECHNOLOGIES

Year 10 Technologies is divided into 2 strands

### Design and Technologies

- Processes and Production Skills
- Knowledge and Understanding

Learning in Design and Technologies provides students with opportunities to create design solutions within the four contexts: Engineering Principles, Material and Technologies specialisations, Food and Fibre Production and Food Specialisations. Within these four contexts students have opportunities to design and produce products, services and environments. The Design and Technologies contexts are delivered to students as Design and Technology Studies and Food and Fibres Production

### Design and Technologies Studies

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#### CONTENT DESCRIPTION

Students will be taught the safe use of a range of fixed and portable power machines in the construction of an individually designed project. Technical drawing and design techniques will be developed. Students are required to pay for project materials used.

Students are encouraged to design and construct individual projects in the contexts of woodwork and metalwork. They also have the opportunity to experience electronics (circuits, components and integrated circuits)

### Food and Fibres Production

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#### CONTENT DESCRIPTION

Year 10 Home Economics is a general course in which students may negotiate the structure of the course and have some input into the topics. They may specialize in Food and Hospitality where they will learn safe food practices, preparing, plating and serving of foods as well as table setting and career paths in the industry.

Students will cover the following topics:

- The sustainable use of seasonal produce
- The impact of multi-cultural cuisines
- Trends in the Food and Hospitality Industry
- Investigate charities that focus on producing nutritious food for the homeless

Students also have the opportunity to design their own clothing items and build upon their machine skills.

## DIGITAL TECHNOLOGIES

Year 10 Digital Technologies divided into 2 strands

- Processes and Production Skills
- Knowledge and understanding

Together, the two strands provide students with knowledge, understanding and skills through which they can safely and ethically exploit the capacity of digital technologies, controlled through a variety of means, to create and interact with digital information and systems for specific purposes and/or audiences.

### Information Processing and Publishing

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#### CONTENT DESCRIPTION

Personal Information Processing involves the use of computer hardware and software to present and display personal documents for the purpose of communication. The focus of this unit is on the use of the computer as a personal communication tool for individuals. Students will learn to apply the principle of design and page layout in completing tasks. Tasks include assignments, essays, letters, tables, reports and resumes. Students are required to use word processing in conjunction with at least one other software application. It also concentrates on instructing in and testing of speed and accuracy.

# STAGE ONE

At Stage 1 a programme of 110 credit points is studied which is the equivalent to 5 subjects per semester with PLP (10 credits) already from Year 10.

## CORE SUBJECTS

LITERACY 20 Credits	NUMERACY 10 Credits
<ul style="list-style-type: none"> <li>English</li> <li>Essential English</li> </ul>	<ul style="list-style-type: none"> <li>General Mathematics</li> <li>Essential Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>
PERSONAL LEARNING PLAN 10 Credits	
<ul style="list-style-type: none"> <li>PLP</li> </ul>	

## ADDITIONAL CURRICULUM OPTIONS

<b>THE ARTS</b> <ul style="list-style-type: none"> <li>Music – Advanced *</li> <li>Visual Arts – Art *</li> <li>Visual Arts – Design *</li> </ul>	<b>HUMANITIES AND SOCIAL SCIENCES</b> <ul style="list-style-type: none"> <li>Modern History</li> </ul>
<b>BUSINESS, ENTERPRISE &amp; TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Contemporary Furniture Construction *</li> <li>Welding and Fabricating *</li> <li>Information Processing and Publishing</li> <li>Workplace Practices</li> </ul>	<b>LANGUAGES</b> <ul style="list-style-type: none"> <li>German</li> </ul>
<b>CROSS DISCIPLINARY</b> <ul style="list-style-type: none"> <li>Community Studies</li> </ul>	<b>MATHEMATICS</b> <ul style="list-style-type: none"> <li>General Mathematics *</li> <li>Essential Mathematics *</li> <li>Mathematical Methods *</li> </ul>
<b>ENGLISH</b> <ul style="list-style-type: none"> <li>Literary Studies</li> <li>English</li> </ul>	<b>SCIENCES</b> <ul style="list-style-type: none"> <li>Agriculture A *</li> <li>Biology *</li> <li>Chemistry A *</li> <li>Physics A *</li> <li>Agriculture B *</li> <li>Chemistry B *</li> <li>Physics B *</li> </ul>
<b>HEALTH AND PHYSICAL EDUCATION</b> <ul style="list-style-type: none"> <li>Child Studies</li> <li>Food &amp; Hospitality Studies *</li> <li>Physical Education A</li> <li>Physical Education B</li> </ul>	<b>Meaning of Asterisk (*)</b> <p>* A Subject charge may apply to this subject in addition to the Kingston Community School Materials and Service Charges.</p>

## CORE SUBJECTS

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### LITERACY

#### ENGLISH

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##### STAGE 1 (20 CREDITS)

**CONTACT PERSON** - Miss Skye Foster

##### THIS SUBJECT LEADS TO

Stage 2 English

Stage 2 English Literary Studies

##### COURSE DETAILS

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. An understanding of purpose, audience, and context 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.

Students must pass with a 'C-' grade or better to meet compulsory SACE Board requirements.

##### ASSESSMENT

Responding to Texts	50%
Creating Texts	25%
Intertextual Study	25%

## ESSENTIAL ENGLISH

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##### STAGE 1 – (10 or 20 CREDITS)

**CONTACT PERSON** - Miss Skye Foster

##### COURSE DETAILS

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 must pass with a 'C-' grade or better to meet SACE Board compulsory literacy requirements.

##### ASSESSMENT CRITERIA

Communication, Comprehension, Analysis, Application.

They will develop an understanding of how others communicate and use examples of these texts to compose their own texts. At least one assessment should be an oral and one written.

##### ASSESSMENT

Responding to Texts	50%
Creating Texts	50%

## NUMERACY

### GENERAL MATHEMATICS

#### STAGE 1 – (10 or 20 CREDITS)

**CONTACT PERSON** - Mrs Rilla Cobiac

#### ADVICE TO STUDENTS

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. The topics studied 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.

#### THIS SUBJECT LEADS TO

Stage 2 General Mathematics or Stage 2 Essential Mathematics.

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

#### COURSE DETAILS

Stage 1 General Mathematics consists of the following six topics.

- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Network

The 10-credit subject will be made up of three topics.  
The 20-credit subject will cover all six topics.

#### ASSESSMENT

A 10-credit subject has four assessment tasks.

Students undertake:

Skills & Applications (at least two tasks)  
Maths Investigation (at least one task)

A 20-credit subject has eight assessment tasks.

Students undertake:

Skills & Applications (at least four tasks)  
Maths Investigation (at least two tasks)

#### SACE NUMERACY REQUIREMENT

Completion of 10 or 20 credits of Stage 1 General Mathematics with a C grade or better, will meet the numeracy requirement of the SACE.

## ESSENTIAL MATHEMATICS

#### STAGE 1 – (10 or 20 CREDITS)

**CONTACT PERSON** – Mr Barry Medwell

#### ADVICE TO STUDENTS

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

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

#### THIS SUBJECT LEADS TO

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

#### COURSE DETAILS

Stage 1 Essential Mathematics consists of the following seven topics.

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing
- Open Topic

A 10-credit subject must be made up of a selection of subtopics from at least three topics. A 20-credit subject must be made up of a selection of subtopics from at least six topics from the list.

#### EVIDENCE OF LEARNING

A 10-credit subject has four assessment tasks.

Students undertake:

Skills & Applications (at least two tasks)  
Maths Investigation (at least one task)

A 20-credit subject has eight assessment tasks.

Students undertake:

Skills & Applications (at least four tasks)  
Maths Investigation (at least two tasks)

#### SACE NUMERACY REQUIREMENT

Completion of 10 or 20 credits of Stage 1 Essential Mathematics with a C grade or better, will meet the numeracy requirement of the SACE.

## **MATHEMATICAL METHODS**

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### **STAGE 1 – (10 or 20 CREDITS)**

**CONTACT PERSON** - Mr Barry Medwell

#### **ADVICE TO STUDENTS**

A full year of Stage 1 Mathematical Methods leads to Stage 2 Mathematical Methods and, together with a full year of Stage 1 Specialist Mathematics, Stage 2 Specialist Mathematics.

#### **THIS SUBJECT LEADS TO**

Mathematical Methods can lead to tertiary studies of, for example, 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.

Specialist Mathematics can be a pathway to mathematical sciences, engineering, and physical sciences. Specialist Methods must be studied in conjunction with Mathematical Methods.

#### **COURSE DETAILS**

A full year of Stage 1 Mathematical Methods consists of the following topics:

- Function and Graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus

#### **ASSESSMENT**

Tests	75%
Assignments	25%

## **SPECIALIST MATHEMATICS**

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### **STAGE 1 – (10 or 20 CREDITS)**

**CONTACT PERSON** - Mr Barry Medwell

#### **ADVICE TO STUDENTS**

Together with a full year of Stage 1 Mathematical Methods, a full year of Stage 1 Specialist Mathematics leads to Stage 2 Specialist Mathematics.

#### **THIS SUBJECT LEADS TO**

Specialist Mathematics can be a pathway to mathematical sciences, engineering, and physical sciences.

A high level of understanding of Year 10 Mathematics is assumed. Students must also have the ability to work independently as it is likely this subject will be offered through Open Access College.

#### **COURSE DETAILS**

A full year of Stage 1 Mathematics Specialist consists of the following topics:

- Sequences and Series
- Geometry
- Vectors in the Plane
- Trigonometry
- Matrices
- Real and Complex Numbers

#### **ASSESSMENT**

Tests	75%
Assignments	25%

## ADDITIONAL CURRICULUM OPTIONS

### CROSS DISCIPLINARY

#### COMMUNITY STUDIES

##### STAGE 1 – (10 CREDITS)

**CONTACT PERSON** - Mrs Christina Everett

##### ADVICE TO STUDENTS

Community Studies is a flexible learning program where students are able to be involved in the planning and direction of their learning. They will be required to use the community as a resource. Emphasis is placed on encouraging students to be independent and responsible. This subject is suitable for students of all abilities and interests.

##### SPECIAL REQUIREMENTS

There may be a need to use the resources of the community.

##### THIS SUBJECT LEADS TO

A useful introduction to Stage 2 Community Studies. Depending on units selected, students may have some personal costs.

##### COURSE DETAILS

Individual contracts of work are negotiated within the following six areas of studies:

- 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

The learning process is as follows: negotiate a contract, identify relevant topics, exploring capabilities, work through relevant activities, achieve tangible outcomes, seek feedback, reflect and evaluate, document through use of a journal, gain access to the community through written or oral reflection.

There will be a presentation to a panel of community members at the end of the semester.

## THE ARTS

### MUSIC

**Stage 1 Experience: (10-credit or 20-credit)**

**Stage 1 Advanced: (10-credit or 20-credit)**

**CONTACT PERSON** - Mrs Natalie Ogilvie

##### ADVICE TO STUDENTS

Students are able to enrol in Stage 1 Music Experience and Stage 1 Music Advanced.

Music Experience programs are designed for students with emerging musical skills and it provides opportunities for students to develop their musical understanding and skills in creating and responding to music.

##### THIS SUBJECT LEADS TO

Stage 2 Music Performance - 2019

Stage 2 Music Explorations - 2019

Music Advanced programs are designed to extend students' existing musical understanding and skills in creating and responding to music.

##### THIS SUBJECT LEADS TO

Stage 2 Music Performance - 2019

Stage 2 Music Explorations - 2019

Stage 2 Music Studies (offered externally) - 2019

##### COURSE DETAILS

The subject consists of the following strands:

- Understanding Music
- Creating Music
- Responding to Music

Students develop an understanding of the elements of music and apply this understanding to create their own music as performances, arrangements, or compositions. They develop their musical literacy through responding to and reflecting on their own and others' musical works. Students can perform using instruments (including technology and found sounds) and/or voice, some experience and prior learning is recommended.

##### ASSESSMENT

10 - Credit course

Creative Works – 2 tasks

50%

Musical Literacy – 2 tasks

50%

20 - Credit course

Creative Works – 4 tasks

50%

Musical Literacy – 4 tasks

50%

## VISUAL ARTS – ART/DESIGN

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### STAGE 1 – (10 or 20 CREDITS)

**CONTACT PERSON** - Mrs Katherine Lisk

#### ADVICE TO STUDENTS

This course aims to further develop existing art practical and theoretical skills and prepare students for Year 12 Art or Design. Sound drawing and literacy skills are necessary. Students choose this subject and specialise in either Art or Design.

Achievement of a 'C' grade at Year 10 Art is recommended. Students can complete either 1 or 2 semesters' of Visual Arts at Stage 1.

#### THIS SUBJECT LEADS TO

Stage 2 Visual Arts – Art  
Stage 2 Visual Arts – Design

#### COURSE DETAILS

The broad area of Art encompasses both artistic and creating methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, exploration, experimentation with media and technique, through to the resolution and production of practical work. Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavor. It emphasizes visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Each semester students will produce one major work of art or design in their chosen medium (drawing, painting, sculpture, printmaking, textiles, photography, computer generated)

These practical artworks will be accompanied by a developmental folio of studies and experiments. Students will also do a visual study of arts in context. This will involve guided research and practical work inspired by that research.

#### ASSESSMENT

Practical	40%
Folio	30%
Visual Study	30%

## HEALTH AND PHYSICAL EDUCATION

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### FOOD AND HOSPITALITY STUDIES

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#### STAGE 1 – (10 CREDITS)

**CONTACT PERSON** - Miss Shanna Backler

#### ADVICE TO STUDENTS

A positive approach to all practical and related written work is required. Students need to have an open and enquiring mind about foods and a preparedness to produce and sample foods.

#### THIS SUBJECT LEADS TO

Any Technologies subject in Stage 2 and specifically to Food and Hospitality Studies.

#### COURSE DETAILS

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

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

#### AREA OF STUDY

Students study topics from the following areas:

- 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 Industry

#### ASSESSMENT

Assessment is school-based and students demonstrate evidence of their learning through:

Practical Activity	40%
Group Activity	30%
Investigation	30%

## CHILD STUDIES

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### STAGE 1 – (10 CREDITS)

**CONTACT PERSON** - Miss Shanna Backler

#### ADVICE TO STUDENTS

It is assumed that students are interested in young children as a possible career path or personal interest.

#### SPECIAL REQUIREMENTS

Literacy and Numeracy Skills

#### COURSE DETAILS

In Stage 1 Child Studies, students examine the period of childhood from conception to eight years and issues related to the growth, health and well-being of children. They examine diverse attitudes, values and beliefs about childhood and the care children, the nature of contemporary families, and the changing roles of children in a contemporary consumer society.

#### AREA OF STUDY

Students study topics from the following areas:

- The Nature of Childhood and the Socialization and Development of Children
- Children in Wider Society
- Children, Rights and Safety

#### ASSESSMENT

Assessment is school-based and students demonstrate evidence of their learning through:

Practical Activity	40%
Group Activity	30%
Investigation – Research	30%

## PHYSICAL EDUCATION A

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### STAGE 1 – (10 CREDITS)

**CONTACT PERSON** - Mr Bryce Smith

#### ADVICE TO STUDENTS

Students explore their own physical capabilities and analyse performance, health and lifestyle issues.

#### THIS SUBJECT LEADS TO

Stage 2 Physical Education

#### COURSE DETAIL

The course is divided into two components, theory and practical

- Principles and Issues – 40%
- Skills and Applications – 60%

#### Core Units

Students will study two core theory units and three practical units.

#### Principles and Issues

Exercise Physiology

- Energy Systems
- Fitness & Training Principles and Methods
- Lifestyle Management
- Acute and chronic responses to exercise

Issues Analysis

#### Skills and Applications

- Fitness, Table Tennis
- 1 Practical of student choice

#### ASSESSMENT

Practical	60%
Folio	40%

## PHYSICAL EDUCATION B

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### STAGE 1 – (10 CREDITS)

**CONTACT PERSON** - Mr Bryce Smith

#### ADVICE TO STUDENTS

Students explore their own physical capabilities and analyse performance, health and lifestyle issues.

#### THIS SUBJECT LEADS TO

Stage 2 Physical Education

#### COURSE DETAILS

The course is divided into two components, theory and practical

- Principles and Issues – 40%
- Skills and Applications – 60%

#### Core Units

Students will study three core theory units and three practical units.

#### Principles and Issues

Children in Sport

- Skill Acquisition
- Coaching

Sports Injury

- Prevention
- Treatment

#### Skills and Applications

- Coaching/ Teaching
- 2 Practical's of student choice

#### ASSESSMENT

Practical	60%
Folio	40%

## LANGUAGE

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### GERMAN

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#### STAGE 1 – (20 CREDITS)

(2 x 10 credit semester courses)

**CONTACT PERSON** - Mrs Kirsten Barich, Mrs Kate Telfer

#### ADVICE TO STUDENTS

Students must have successfully completed Year 10 German (C Grade or better). Students must complete both semesters to study at Stage 2 level.

#### THIS SUBJECT LEADS TO

Stage 2 German

#### COURSE DETAILS

The study of German at this level occurs in the following three strands:

- Communication
- Understanding language
- Understanding culture

Students will engage with a variety of activities including the study of German grammar, text types, text analysis, oral interaction, text production and research reflection.

Students interact with others to share information, ideas, opinions and experiences. They create texts in German to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. Students may participate on a school organised 8 week exchange to Germany.

#### ASSESSMENT

Interaction	20%
Text Production	20%
Text Analysis Task	20%
Investigation Task	40%

## SCIENCES

### AGRICULTURE A and B

#### STAGE 1 – (10 or 20 CREDITS)

**CONTACT PERSON** - Mrs Katie Hines

#### ADVICE TO STUDENTS

Students need a genuine interest in Agriculture and a sound performance at Year 10 level. A positive approach, good communication skills and to be able to work well in teams is required. Complementary subjects include Biology, Physics and Chemistry.

#### SPECIAL REQUIREMENTS

Students may be required to pay for attendance at Agricultural Shows.

#### COURSE DETAILS

Students analyse benefits and risks of different methods of agricultural production, and develop their awareness of how agriculture impacts on their lives, society and the environment. They develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavor, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

#### TOPICS COVERED

Principles of Agriculture

- Anatomy and Physiology
- Plant and Animal Health
- Agricultural Production Skills
- Innovation and Technology

Enterprise Management

- Plant and Animal Production
- Marketing Methods
- Business Planning
- Environmental Management

#### ASSESSMENT

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

Agricultural Reports	60%
Applications	40%

## BIOLOGY

#### STAGE 1 – (10 CREDITS)

**CONTACT PERSON** - Ms Lucretia Tocaciu

#### ADVICE TO STUDENTS

Students should have attained a 'C' grade or better in Year 10 Science. Students should have good reading, writing and research skills and be able to work independently.

#### THIS SUBJECT LEADS TO

Stage 2 Biology

#### COURSE DETAILS

Stage 1 Biology is divided into three strands that are intertwined across the course.

- Science as a Human Endeavour
  - Science Inquiry Skills
  - Science Understanding
- Possible units include but are not limited to Cells and Microorganisms and Multicellular Organisms

In Stage 1 Biology, students learn that the cell is the basic unit of life and that all cells possess some common features. They will be introduced to the concept that microorganisms cause disease, require specific conditions and can be utilized in innovative ways. Students will use the microscope and digital modeling to study the structure and function of cells and microorganisms. They examine the structure and function of various multicellular organisms with an emphasis on human body systems including the excretory, respiratory, digestive and circulatory systems. Students will design scientific methods that enable systematic investigations to obtain and interpret measurable evidence. As they explore a range of biology-related issues, students will recognize that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies from across all areas of STEM.

#### ASSESSMENT

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

Investigations Folio	60%
Skills & Applications	40%

## CHEMISTRY A and B

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### STAGE 1 – (10 CREDITS)

**CONTACT PERSON** - Mrs Madeline Hancock

#### ADVICE TO STUDENTS

An obvious interest in Science in general and a sound performance at year 10 (suggested 'C' minimum).

#### THIS SUBJECT LEADS TO

Students must satisfactorily complete Chemistry A and Chemistry B to study Stage 2 Chemistry.

#### COURSE DETAILS

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinker: investigate and explain phenomena around them' and explore strategies and possible solutions to address major challenges now and in the future.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways.

The topics for Stage 1 Chemistry are:

- Materials and Their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acid and Bases
- Redox Reactions

At least three topics will be taught in the 10-credit subject. The topics will be integrated into a course that has some relevance to local industry.

#### ASSESSMENT

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

Investigations Folio	60%
Skills & Applications Tasks	40%

## PHYSICS A

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### STAGE 1 – (10 CREDITS)

**CONTACT PERSON** - Mr Barry Medwell

#### ADVICE TO STUDENTS

Students should have an interest and enjoyment of Science, and although basic mathematical skills are required the main emphasis of the course is on conceptual understanding of Physics principles.

#### THIS SUBJECT LEADS TO

This is a first semester unit that may be studied alone or may form part of a full year programme that leads to Stage 2 Physics if Physics B is successfully completed in second semester.

#### COURSE DETAILS

Physics is the study of the universe in which we live. The aim of Physics is to find out and understand how nature "works" – from the tiniest of sub-atomic particles to the gigantic universe as a whole. It is the most basic of all the disciplines of science as it focuses on the fundamental processes of nature. The application of Physics has given us all of the modern marvels of technology, which continue to play an ever-increasing role in our lives.

As well as applying knowledge to solve problems, students develop experimental, investigation design, information and communication skills through practical and other learning activities.

#### TOPICS STUDIED

- Waves
- Electric Circuits
- Nuclear Models and Radioactivity

#### ASSESSMENT

Tests (at least one)

Investigations - Practical (at least one)

Investigations – Human Endeavour (at least one)

## PHYSICS B

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### STAGE 1 – (10 CREDITS)

**CONTACT PERSON** - Mr Barry Medwell

#### ADVICE TO STUDENTS

This is a second semester unit and is designed to be a continuation of Physics A. However, students may study this unit alone if desired. Please note that successful completion of both Physics A and Physics B is required in order to study Stage 2 Physics.

#### THIS SUBJECT LEADS TO

This subject leads to Stage 2 Physics, provided that students have already completed Physics A in first semester. It also provides a useful background for entry into Stage 2 Biology or Chemistry.

#### COURSE DETAILS

Physics is the study of the universe in which we live. The aim of Physics is to find out and understand how nature “works” – from the tiniest of sub-atomic particles to the gigantic universe as a whole. It is the most basic of all the disciplines of science as it focuses on the fundamental processes of nature. The application of Physics has given us all of the modern marvels of technology, which continue to play an ever-increasing role in our lives.

As well as applying knowledge to solve problems, students develop experimental, investigation design, information and communication skills through practical and other learning activities.

Topics studied:

- Energy and Momentum
- Linear Motion and Forces
- Heat

#### ASSESSMENT

Tests (at least one)

Investigations - Practical (at least one)

Investigations – Human Endeavour (at least one)

## HUMANITIES AND SOCIAL SCIENCES

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### MODERN HISTORY

#### STAGE 1 – (10 CREDITS)

**CONTACT PERSON** - Miss Maddison Lawrie

#### ADVICE TO STUDENTS

A “C” level at Year 10 Humanities and Social Sciences is recommended. Strong written, oral and analysis skills are an advantage.

#### THIS SUBJECT LEADS TO

Stage 2 Modern History

#### COURSE DETAILS

Students explore changes within the world since 1750, examining developments and movements of significance, the ideas which inspired them, and their consequences on society, systems and individuals. Students explore the impacts of key developments and movements upon people’s ideas, perspectives and circumstances, and investigate the ways in which people, groups and institutions challenge existing political structures, social organisation and economic models to transform societies. Through their studies, students build their skills in inquiry, examining and evaluation sources, assessing perspectives, developing empathy and developing arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

Students study a variety of topics from the following options:

- Imperialism
- Decolonisation
- Indigenous Peoples
- Revolution
- Social Movements
- Elective

#### ASSESSMENT

Historical Skills Folio tasks	40%
Historical Study	30%
Investigation	30%

## **BUSINESS, ENTERPRISE & TECHNOLOGY**

### **CONTEMPORARY FURNITURE CONSTRUCTION**

#### **STAGE 1 – (10 CREDITS)**

**CONTACT PERSON** - Mr Craig Watson

#### **ADVICE TO STUDENTS**

Students should have completed Year 10 Cabinet Making to give them a good understanding of machine operations and safe use. The work they do may be physically demanding and sometimes they will need to work cooperatively together.

#### **SPECIAL REQUIREMENTS**

- The design of the major project is up to the student and they will be expected to cost and pay for all materials before the project is started.
- Some aspects of the course are very dusty and therefore Asthmatics need to be aware and take precautions eg. Dust masks.

#### **THIS SUBJECT LEADS TO**

Stage 2 Furniture Construction  
Will help with TAFE courses

#### **COURSE DETAILS**

- Students will be required to design an article of furniture, which will be of solid carcass design.
- They will need to calculate the most economical way of cutting it out and the total cost of the finished project
- The safe and correct use of portable and fixed machines will be expected.
- During the course students will be expected to fit a door or drawer to their project.
- All students will need to apply a finish to their project
- A written research task of 700 words will also be required.

#### **ASSESSMENT**

Skills & Applications	30%
Folio	20%
Major Product	30%
Minor Product	20%

## **WELDING AND FABRICATING**

#### **STAGE 1 – (10 CREDITS)**

**CONTACT PERSON** - Mr Craig Watson

#### **ADVICE TO STUDENTS**

Students need a genuine interest in the field of welding and in practical work based on skill development and project production. Theory work related to practical concepts, skill development and planning are essential parts of this course.

#### **SPECIAL REQUIREMENTS**

Students will be required to pay for materials involved in take home projects and for materials used in skill development tasks.

#### **THIS SUBJECT LEADS TO**

Stage 2 Welding and Fabrication

#### **COURSE DETAILS**

This course concentrates on skill development and techniques for Oxy-Acetylene Welding, Manual Arc Welding, MIG Welding and Oxy-Acetylene Flame Cutting. Students will be required to produce a project made from tubular steel using the skills outlined.

Design, drawing and costing are other related areas of study.

#### **ASSESSMENT**

Skills & Applications	30%
Folio	20%
Major Product	30%
Minor Product	20%

## **INFORMATION PROCESSING AND PUBLISHING**

### **STAGE 1 – (10 or 20 CREDITS)**

**CONTACT PERSON** - Mrs Christina Everett

#### **ADVICE TO STUDENTS**

The emphasis is on developing keyboard skills (data input) and learning to use software effectively.

#### **SPECIAL REQUIREMENTS**

Printing and Internet costs.

#### **THIS SUBJECT LEADS TO**

Stage 2 Information Processing and Publishing (although no prerequisites is needed to do it at Stage 2).

#### **COURSE DETAILS**

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

Students are encouraged to adopt an enterprising approach to designing. This involves developing innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services. The use of a four-part designing process is recommended: investigating, devising, producing, and evaluating. The process is not necessarily linear and students are evaluating and critiquing throughout.

Topics are negotiated from the following:

**DATA INPUT** - Involves the use of equipment to input and manipulate data. Primarily it concentrates on instructing in and testing of speed and accuracy.

**PERSONAL PUBLISHING** – Students follow the designing process using and integrating a variety of software to develop innovative and creative design solutions that communicate information effectively. Students also consider issues related to information processing and publishing for personal use.

**BUSINESS PUBLISHING** – combines the use of software with the elements and principles of design and an understanding of the processes and

procedures involved in using information to produce business publications. Students also consider issues related to information processing and publishing in business environments.

**DIGITAL PUBLISHING** – involves the development of products to be published in a digital format. Students develop skills in the creation, manipulation, storage, and use of digital media to solve publishing problems in personal, community, or business contexts. Students consider issues related to the production and use of digital publications. Although text and image publications are emphasized, static and dynamic graphic, audio, video and animations software may also be included.

#### **ASSESSMENT**

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

Practical Skills	50%
Product and Documentation	30%
Issues Analysis	20%

## **WORKPLACE PRACTICES**

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### **STAGE 1 – (10 CREDITS)**

**CONTACT PERSON** - Mrs Christina Everett

### **SPECIAL REQUIREMENTS**

Students can undertake learning in the work place.

### **THIS SUBJECT LEADS TO**

Stage 2 Workplace Practices

### **COURSE DETAILS**

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).

Stage 1 Workplace Practices comprises three focus areas of study

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

Topics include

- Future trends in the World of Work
- The value of unpaid work to society
- Worker's rights and responsibilities
- Career planning
- Negotiated topics

### **ASSESSMENT**

Students demonstrate evidence of their learning through the following assessment types

Folio Tasks	40%
Performance	30%
Reflection	30%

### **Advice to Students**

A range of VET certificates are available both at Kingston and at other venues in the South East. (see separate VET booklet).

# STAGE TWO

## What Happens At Year 12?

Students must successfully complete at least 90 credits.

- Research Project – 10 credits
- Other Stage 2 subjects – at least 60 additional credits
- 20 credits from either Stage 1 or Stage 2 subjects

## UNIVERSITY ENTRANCE

- Students must complete the SACE (200 credits)
- Complete 80 Stage 2 credits including: at least 3 x 20 credit Stage 2 subjects approved by universities
- Complete prerequisite requirements for some courses.

## COMPULSORY

RESEARCH PROJECT	
<ul style="list-style-type: none"> <li>• Research Project A</li> <li>• Research Project B</li> </ul>	

## ADDITIONAL CURRICULUM OPTIONS

<b>THE ARTS</b> <ul style="list-style-type: none"> <li>• Music – Solo Performance *               <ul style="list-style-type: none"> <li>- Ensemble Performance *</li> <li>- Individual Study *</li> <li>- Musicianship *</li> </ul> </li> <li>• Visual Arts – Art *</li> <li>• Visual Arts – Design *</li> </ul>	<b>HUMANITIES AND SOCIAL SCIENCES</b> <ul style="list-style-type: none"> <li>• Modern History</li> </ul>
<b>BUSINESS, ENTERPRISE &amp; TECHNOLOGY</b> <ul style="list-style-type: none"> <li>• Contemporary Furniture Construction *</li> <li>• Welding and Fabricating *</li> <li>• Information Processing and Publishing               <ul style="list-style-type: none"> <li>- Business Documents</li> <li>- Desktop Publishing</li> </ul> </li> <li>• Workplace Practices</li> </ul>	<b>LANGUAGES</b> <ul style="list-style-type: none"> <li>• German</li> </ul>
<b>CROSS DISCIPLINARY</b> <ul style="list-style-type: none"> <li>• Community Studies B</li> </ul>	<b>MATHEMATICS</b> <ul style="list-style-type: none"> <li>• General Mathematics *</li> <li>• Mathematical Methods *</li> <li>• Specialist Mathematics*</li> </ul>
<b>ENGLISH</b> <ul style="list-style-type: none"> <li>• English</li> <li>• English Literary Studies</li> </ul>	<b>SCIENCES</b> <ul style="list-style-type: none"> <li>• Agriculture *</li> <li>• Biology *</li> <li>• Chemistry *</li> <li>• Physics *</li> </ul>
<b>HEALTH AND PHYSICAL EDUCATION</b> <ul style="list-style-type: none"> <li>• Food &amp; Hospitality Studies *</li> <li>• Physical Education *</li> </ul>	<b>Meaning of Asterisk (*)</b> * A Subject charge may apply to this subject in addition to the Kingston Community School Materials and Service Charges.

## COMPULSORY SUBJECT

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### RESEARCH PROJECT

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**CONTACT PERSON** - Mrs Jane Dicker

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a 'C' grade or better to achieve the SACE.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:

- Community-based projects
- Technical or practical activities
- Work-related research
- Subject-related research

#### ASSESSMENT

##### **Research Project A**

- Folio 30%
- Outcome (1500 words written / 10 minutes oral) 40%
- Review (1500 words) 30%

##### **Research Project B**

- Folio 30%
- Outcome (2000 words written / 12 minutes oral) 40%
- Evaluation (1500 words) 30%

In this subject, students will have opportunities to develop the seven capabilities of Australian Curriculum.

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

Students receive a result in one of two forms:

- Research Project A, or
- Research Project B

depending on the external assessment chosen.

**Research Project A** has an external assessment that may be undertaken in a range of formats.

**Research Project B** has an external assessment that must be undertaken in written form. As of 2018, both subjects will count towards the calculation of an ATAR score. Research Project B is recommended for students desiring a university pathway.

## ADDITIONAL CURRICULUM OPTIONS

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### THE ARTS

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#### VISUAL ART – ART

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##### STAGE 2 – (10 or 20 CREDITS)

**CONTACT PERSON** - Mrs Katherine Lisk

#### ADVICE TO STUDENTS

It is recommended that students will have completed at least 10 credits of Art at Stage 1, with at least a 'C' grade.

Sound drawing skills and literacy skills are needed as well as a strong interest in Visual Arts.

#### COURSE DETAILS

At Stage 2, students take greater control over the direction of their artwork. Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual forms.

#### ASSESSMENT

##### School Based

Folio	40%
Practical	30%
Visual Study	30%

## VISUAL ART – DESIGN

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### STAGE 2 – (10 or 20 CREDITS)

**CONTACT PERSON** - Mrs Katherine Lisk

#### ADVICE TO STUDENTS

It is recommended that students will have completed at least 10 credits of Design at Stage 1, with at least a 'C' grade.

Sound literacy skills and drawing skills are needed as well as a strong interest in Visual Arts.

#### COURSE DETAILS

At Stage 2, students take greater control over the direction of their artwork.

The broad area of design includes graphic and communication design, environmental design and product design. Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual forms.

#### ASSESSMENT

Folio	40%
Practical	30%
Visual Study	30%

## MUSIC

It is recommended that students complete no more than 2 units at any one time. This is negotiable, depending on ability and prior experience.

### MUSIC – SOLO PERFORMANCE

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#### STAGE 2 – (10 CREDITS)

**CONTACT PERSON** - Mrs Natalie Ogilvie

#### ADVICE TO STUDENTS

A high level of application, practice and planning is needed. The ability to demonstrate accuracy, musical skills, musicianship and technique should be strong. Discussion with the contact person is recommended to ensure this is a suitable choice.

#### SPECIAL REQUIREMENTS

Students do not need to complete Stage 1 Music, however, it is a prerequisite to be learning an instrument/voice at school or privately. They must be at a high level of performance and technique on their chosen instrument or voice. Strong support from the instrumental/voice teacher is essential. Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their instrument/voice.

#### COURSE DETAILS

This course is completely practical. Students must perform 3 performances with or without an accompanist on their instrument/voice. Students need to present contrasting works at each performance, showcasing technical development and musicianship. Students must perform a minimum of 18 minutes of repertoire.

#### ASSESSMENT

##### School Based

First Performance	30%
Second Performance	40%

##### External

Final Performance	30%
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## **MUSIC – ENSEMBLE PERFORMANCE**

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### **STAGE 2 – (10 CREDITS)**

**CONTACT PERSON** - Mrs Natalie Ogilvie

#### **ADVICE TO STUDENTS**

A high level of application, practice and planning is needed. The ability to demonstrate being a leader within the ensemble, improvise and demonstrate accuracy, technique and musicianship. Discussion with the contact person is recommended to ensure this is a suitable choice.

#### **SPECIAL REQUIREMENTS**

Students do not need to complete Stage 1 Music, however they must be at a high level of practical skill on their chosen instrument or voice and be a part of a quality ensemble. Strong support and communication within the ensemble is essential.

#### **COURSE DETAILS**

This course is completely practical. Students must perform at least 3 performances with their ensemble and will be asked to perform solo sections of their repertoire. Students need to present contrasting works at each performance, showcasing technical development and musicianship. Students must perform a minimum of 20 minutes of repertoire.

#### **ASSESSMENT**

##### **School Based**

First Performance	30%
Second Performance	40%

##### **External**

Final Performance	30%
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## **MUSIC – INDIVIDUAL STUDY**

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### **STAGE 2 – (10 CREDITS)**

**CONTACT PERSON** - Mrs Natalie Ogilvie

#### **ADVICE TO STUDENTS**

This subject is recommended for students who have a great deal of personal motivation and initiative and who are self directed learners. The ability to plan, work independently and use initiative is essential.

#### **SPECIAL REQUIREMENTS**

Students do not need to complete Stage 1 Music. Some musical knowledge is good, but not necessarily to a high level.

#### **COURSE DETAILS**

Students undertake an Individual Study on a topic of their choice in areas such as: Musical instruments, tutoring, community and music industry.

Students develop skills in documenting the processes of negotiating, planning, structuring, developing and evaluating their learning.

#### **ASSESSMENT**

##### **School Based**

Folio	30%
Product	40%

##### **External**

Report	30%
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## MUSICIANSHIP

### STAGE 2 – (10 CREDITS)

**CONTACT PERSON** - Mrs Natalie Ogilvie

#### ADVICE TO STUDENTS

This course is predominantly theory and aural based and students need to have a good level of foundation in this area.

#### SPECIAL REQUIREMENTS

It is recommended that students have completed at least 10 credits at Stage 1 Music. They must be at a high theoretical and aural standard on their instrument or voice. Students develop their fundamental and functional musical knowledge, aural, theoretical, arranging and notational skills.

#### COURSE DETAILS

This course is divided into three compulsory sections:

- Section 1: Theory, Aural Recognition and Musical Techniques
- Section 2: Harmony
- Section 3: Arrangement

Section 1 - includes developing skills in rhythm, pitch and musical techniques.

Section 2 - includes harmonising a melody by applying theoretical knowledge in four-part vocal style. Students harmonise, recognise and identify various music techniques, create and develop an arrangement with a score and recording.

Section 3 - students develop their musical imagination and ability to write arrangement. They learn to apply fundamental theoretical concepts, musical styles, aural and notational skills. Students can negotiate song choice, style and instrumentation. Sibelius software is used for arrangements.

#### ASSESSMENT

##### School Based

Skills development tests	30%
Arrangement	40%

##### External

Examination	30%
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## HEALTH AND PHYSICAL EDUCATION

### FOOD AND HOSPITALITY STUDIES

#### STAGE 2 – (20 CREDITS)

**CONTACT PERSON** - Miss Shanna Backler

#### ADVICE TO STUDENTS

There are no prerequisites but previous home economics experience would be an advantage. Any work experience in the food service industry would be beneficial.

#### SPECIAL REQUIREMENTS

Students need to be interested in preparing and serving of food. They need to be physically fit and free of infectious diseases, with the ability to work with others.

#### COURSE DETAILS

In Food and Hospitality, students focus on the dynamic nature of the Food and Hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

By working with a range of people within the school and the wider community, students develop their interpersonal communication skills. They establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions.

#### AREAS OF STUDY

Students study topics from the following areas:

- Contemporary and Future Issues
- Economic and Environmental Issues
- Political and Legal Issues
- Socio-cultural Issues
- Technological Issues

#### ASSESSMENT

##### School Based

Practical work	50%
Group activity	20%

##### External

Investigation	30%
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## CHILD STUDIES

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### STAGE 2 – (20 CREDITS)

**CONTACT PERSON** - Miss Shanna Backler

#### ADVICE TO STUDENTS

There are no prerequisites other than basic literacy and numeracy skills. Any work experience with young children would be an advantage.

#### SPECIAL REQUIREMENTS

Students need to be interested in young children.

#### COURSE DETAILS

Stage 2 Child Studies may be undertaken as a 10-credit subject or a 20-credit subject.

Stage 2 Child Studies focuses on children's growth and development from conception to eight years. Students critically examine attitudes and values about parenting / caregiving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills.

Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; their intellectual, emotional, social and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.

#### AREAS OF STUDY

There are five areas of study in stage 2 Child Studies:

1. Contemporary and Future Issues
2. Economic and Environmental Issues
3. Political and Legal Influences
4. Sociocultural Influences
5. Technological Influences

#### ASSESSMENT

##### School Based

Practical Work	50%
Group Activity	20%

##### External

Investigation	30%
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## PHYSICAL EDUCATION

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### STAGE 2 – (20 CREDITS)

**CONTACT PERSON** - Mr Bryce Smith

#### ADVICE TO STUDENTS

There are no prerequisites, but completion of Stage 1 PE A or B is an advantage. The main aim is to involve students in physical activity in a way that promotes immediate as well as long-term benefits.

#### SPECIAL REQUIREMENTS

Some practical activities will involve a cost, as they require the students to complete a camp. For example, sailing would cost approximately \$90.00.

#### COURSE DETAILS

The course has both a practical and theoretical component. The theory topics are:

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

The 3 practical activities, all of equal value are likely to be lawn bowls, table tennis and sailing.

#### ASSESSMENT

##### School Based

Practical Work	50%
Folio	20%

##### External

Examination	30%
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## CROSS DISCIPLINARY

### COMMUNITY STUDIES B

#### STAGE 2 – (10 or 20 CREDITS)

**CONTACT PERSON** - With negotiation with Subject Teacher

#### ADVICE TO STUDENTS

Stage 2 Community Studies B involves an individual program of work within a Board accredited SACE Stage 2 subject.

#### SPECIAL REQUIREMENTS

Depending on units selected, students may incur some personal costs.

#### COURSE DETAILS

Each individual learning program is placed within one of the following fields of study:

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

For Community Studies B, an A – E grade is awarded.

Please note: This subject **DOES NOT** qualify as an ATAR subject

#### ASSESSMENT

##### Assessment Type 1

Folio 70%

##### Assessment Type 2

Community Application Activity 30%

Folio: Students compile and maintain a record of evidence of their learning from tasks in their specified Stage 2 mainstream subject.

For 10 credits – 2 - 3 tasks

For 20 credits – 5 – 6 tasks

Report and Reflection (External Assessment)

A written or oral report, and reflection of their progress in the subject.

For 10 credits – 500 words or 3 minute oral

For 20 credits – 1000 words or 6 minute oral

## ENGLISH

### ENGLISH

#### STAGE 2 - (20 CREDITS)

**CONTACT PERSON** - Miss Skye Foster

#### ADVICE TO STUDENTS

There is an externally assessed comparative analysis in this course which requires a considerable amount of independent work. It is necessary for students to achieve a 'C-' grade or better at Stage 2 English.

#### COURSE DETAILS

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.

Students will complete tasks in the following categories: Text response where students study three texts that may be a novel, film, play and poetry. They also have text creation where students produce four varying, self-generated texts. In addition, students are also required to complete an external comparative assessment.

This external assessment consists of a written comparative analysis of two texts, totaling 2000 words.

A considerable amount of formative work is required, including reading, viewing, researching, and drafting assignments.

Criteria include knowledge and understanding, analysis and application.

#### ASSESSMENT

##### School Based

Responding to Texts 30%

Creating Texts 40%

##### External

Comparative Analysis 30%

A representative range of tasks submitted are moderated by the SACE Board.

## ENGLISH LITERARY STUDIES

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### STAGE 2 – (20 CREDITS)

**CONTACT PERSON** - Miss Skye Foster

#### ADVICE TO STUDENTS

The learning program centre's on ways in which students use language to establish and maintain effective connections and interactions with people.

#### COURSE DETAILS

The following study of core texts occurs as a class:

- Responding to Texts
- Creating Texts
- Language Study

The language study focuses on the use of language by people in a context outside the classroom. They are to reflect on the strategies and language used to communicate in a specific context. This can be:

- Workplace
- Virtual social networking
- Local community
- Cultural

#### ASSESSMENT

##### School Based

Responding to Texts	30%
Creating Texts	40%

##### External

External	30%
Language Study	30%

## LANGUAGES

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### GERMAN

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#### STAGE 2 - (20 CREDITS)

**CONTACT PERSON** - Mrs Kirsten Barich, Mrs Kate Telfer

#### ADVICE TO STUDENTS

Students must have successfully completed Stage 1 German (C Grade or better). Due to the academic nature of the subject, it is advised that students have a strong, independent work ethic.

#### COURSE DETAILS

The study of German at this level occurs in the following three strands:

- Communication
- Understanding Language
- Understanding Culture

Students will complete tasks across the skills of oral interaction, text production, text analysis, research and reflection.

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

#### ASSESSMENT

##### School Based

Folio	50%
In-depth Study	20%

##### External

Examination - oral & written	30%
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## MATHEMATICS

### GENERAL MATHEMATICS

#### STAGE 2 – (20 CREDITS)

**CONTACT PERSON** - Ms Rilla Cobiac

#### ADVICE TO STUDENTS

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

#### THIS SUBJECT LEADS TO

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

#### COURSE DETAILS

Stage 2 General Mathematics consists of the following 5 topics.

#### Topic 1: Modelling with Linear Relationships

- Simultaneous Linear Equations
- Linear Programming

#### Topic 2: Modelling with Matrices

- Application of Matrices to Network Problems
- Application of Matrices to Transition Problems

#### Topic 3: Statistical Models \*

- Bivariate Statistics
- The Normal Distribution

#### Topic 4: Financial Models \*

- Models for Saving
- Models for Borrowing

#### Topic 5: Discrete Models \*

- Critical Path Analysis
- Assignment Problems

\* Examined topics

#### EVIDENCE OF LEARNING

Skills & Applications (five tasks)	40%
Investigations (two tasks)	30%

#### External

2 hour Examination	30%
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#### SACE NUMERACY REQUIREMENT

Completion of Stage 2 General Mathematics with a C grade or better, will meet the numeracy requirement of the SACE.

## MATHEMATICAL METHODS

#### STAGE 2 – (20 CREDITS)

**CONTACT PERSON** - Mr Barry Medwell

#### ADVICE TO STUDENTS

This is a full year subject and students must have successfully completed a full year of Stage 1 Mathematical Methods.

#### COURSE DETAILS

Successful completion of this subject can lead to tertiary courses in the fields of architecture, economics, and biological, environmental, geological, and agricultural science. If studied in conjunction with Specialist Mathematics, it will provide students with pathways into courses such as mathematical sciences, engineering, computer science, physical sciences and surveying.

#### TOPICS STUDIED

- Differential Calculus
- Integral Calculus
- Logarithmic Functions
- Statistics – Discrete Variables
- Statistics – Continuous Variables
- Statistics - Sampling

#### ASSESSMENT

##### School Based

Tests and assignments	70%
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##### External

Examination	30%
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## MATHEMATICS – SPECIALIST

Open Access

### STAGE 2 – (20 CREDITS)

**CONTACT PERSON** - Mr Barry Medwell

#### ADVICE TO STUDENTS

This is a full year subject and must be studied in conjunction with Mathematical Methods. Students must have successfully completed Stage 1 Mathematical Methods and Specialist Mathematics, and it is strongly advised that students achieved a B or higher in each unit.

#### SPECIAL REQUIREMENTS

There is a strong likelihood that students will be required to study this subject through the Open Access College and hence students must have the ability to work independently. Students may be able to study this subject through other schools, subject to travel arrangements.

#### COURSE DETAILS

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

#### TOPICS STUDIED

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Integral Calculus
- Differential Calculus
- Vectors in 3D

#### ASSESSMENT

##### School Based

Tests and assignments 70%

##### External

Examination 30%

## SCIENCE

### AGRICULTURE

### STAGE 2 – (10 or 20 CREDITS)

**CONTACT PERSON** - Mrs Katie Hines

#### ADVICE TO STUDENTS

There are no prerequisites. However, it is recommended that students undertaking this course have completed Stage 1 Agriculture so that they have the basic skills and knowledge needed to complete the subject requirements.

#### SPECIAL REQUIREMENTS

There are some costs involved with excursions and possible camps that meet the needs of the curriculum.

#### COURSE DETAILS

*Agricultural Production and/or Systems*

Students develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and obtain knowledge and understanding relevant to primary industries. Students investigate issues and/or questions such as those arising from topics related to animals, plants, fungi, micro-organisms, soils, climate, water, and/or technology, in a local, national, and/or global context.

#### TOPICS STUDIED

*Stage 2 Agricultural Production are:*

- Topic 1: Animal Production
- Topic 2: Plant Production
- Topic 3: Resource Management
- Topic 4: Agribusiness

*Stage 2 Agricultural Systems are:*

- Topic 1: Animal Systems
- Topic 2: Plant Systems
- Topic 3: Soil and Water Systems

#### ASSESSMENT

*Agricultural Production & Agricultural Systems*

##### School Based

Agricultural Reports 30%  
Applications 40%

##### External

Production Investigation 30%

## BIOLOGY

### STAGE 2 – (20 CREDITS)

**CONTACT PERSON** - Ms Lucretia Tocaciu

#### ADVICE TO STUDENTS

It is highly recommended that students should have achieved at least a 'C' grade in any Stage 1 Science subject.

#### SPECIAL REQUIREMENTS

Purchase of a revision book (approx \$30) and a Biology Workbook (approx \$50) is a requirement. Also the purchase of a SASTA Study Guide or a Test and Exam pack is optional (approx \$40 each).

#### COURSE DETAILS

The topics in Stage 2 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.

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

The topics for Stage 2 Biology are:

**DNA and Proteins** – Students investigate the structure of DNA and processes involved in the transmission of genetic material to the next generation of cells and to offspring.

**Cells as the Basis of Life** – Students examine the cell theory, the structure and function of the cell membrane, the exchange of materials, and the processes required for cell survival.

**Homeostasis** – Students develop an understanding of how homeostasis is the whole set of responses that occur in multicellular organisms, which enable their survival in their environment.

**Evolution** – Students examine the biological evidence that forms the basis for understanding the changes in species described in the theory of evolution by natural selection.

#### ASSESSMENT

##### School Based

Investigations Folio	30%
Skills and Applications	40%

##### External

Examination	30%
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## CHEMISTRY

### STAGE 2 – (20 CREDITS)

**CONTACT PERSON** - Mrs Madeline Hancock

#### ADVICE TO STUDENTS

Students must have studied 2 units and achieved good passes in Stage 1 Chemistry.

#### COURSE DETAILS

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between 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 the modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

The three strands of science to be integrated throughout student learning are:

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources

## ASSESSMENT

### School Based

Investigations Folio	40%
Skills and Applications Tasks	30%

### External

Examination	30%
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## PHYSICS

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### STAGE 2 – (20 CREDITS)

**CONTACT PERSON** - Mr Barry Medwell

### ADVICE TO STUDENTS

This is a full year subject and students must have successfully completed both Physics A and Physics B at Stage 1.

Physics provides a pathway to further study in tertiary institutions and associated careers in areas such as applied science, architecture, computing, dentistry, engineering, medicine and physiotherapy.

### COURSE DETAILS

Physics is the study of the universe in which we live. Essentially, the aim of Physics is to find out and understand how nature “works” – from the tiniest of sub-atomic particles to the gigantic universe as a whole. It is the most basic of all the disciplines of science as it focuses on the fundamental processes of nature.

The study of Physics contributes to students’ understanding and appreciation of the natural and material world in which we live and develops their ability to make informed decisions about technological applications.

### TOPICS STUDIED

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

## ASSESSMENT

### School Based

Tests and Investigations	70%
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### External

Examination	30%
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## HUMANITIES AND SOCIAL SCIENCES

## MODERN HISTORY

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### STAGE 2 – (20 CREDITS)

**CONTACT PERSON** - Mrs Kirsten Barich

### ADVICE TO STUDENTS

Students must have well developed reading, writing and oral skills. Strong research and analysis skills are also an advantage.

### SPECIAL REQUIREMENTS

Students will need to choose an historical event from 1500 to the present for a major individual study.

### COURSE DETAILS

Students research and review sources within a framework of inquiry and critical analysis, and make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena since c.1901 students gain an insight into human nature and the ways in which individuals and societies function. Course content consists of two depth studies and an individual essay on a topic of the student’s own choice from 1750 AD to the present.

2018 topics focus on:

1. Modern Nations – Germany (1918 – 1948)
2. The world since 1945 – the changing world order (cold war and beyond)

## ASSESSMENT

### School Based

Folio (5 tasks)	50%
Individual Essay	20%

### External

Examination	30%
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## BUSINESS ENTERPRISE AND TECHNOLOGY

### CONTEMPORARY FURNITURE CONSTRUCTION

#### STAGE 2 – (10 or 20 CREDITS)

**CONTACT PERSON** - Mr Craig Watson

#### ADVICE TO STUDENTS

Recommended that students have completed Stage 1 Furniture Construction.

Students should have a sound understanding of machine operations and their safe use.

An understanding of the basic joints and their constructions in cabinet making is desirable.

#### SPECIAL REQUIREMENTS

The design of the major project is up to the students and they will be expected to cost and pay for all materials before the project is started. Some aspects of the course are very dusty and therefore asthmatics need to be aware and take precautions for example dust masks.

#### COURSE DETAILS

- Students work through the designing process to design a project to suit the requirements for the course. They must use CAD for some aspect of the design.
- The project must be costed and the most economical method calculated.
- After designing, the product must be constructed using a range of power tools
- Present a folio of work showing the steps involved with product realisation.
- Two critiquing tasks to be completed.

#### ASSESSMENT

##### School Based

Skills and application tasks	20%
Minor Product	20%
Major Product	30%

##### External

Folio	30%
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## WELDING AND FABRICATING

#### STAGE 2 - (10 or 20 CREDITS)

**CONTACT PERSON** - Mr Craig Watson

#### ADVICE TO STUDENTS

Recommended that students doing this course have completed Stage 1 Welding so that they have the basic skills needed to complete the subject requirements.

#### SPECIAL REQUIREMENTS

The students design their own project to suit the requirements of the course but will need to pay for all materials before they start the project.

During the course a folio of work will be kept showing the progression of the major project. Students will need access to a digital camera.

#### COURSE DETAILS

Students need to design their own project using CAD and cost the materials.

Choose suitable welds and demonstrate their skill in these areas.

Critique product design and marketing of similar commercial products.

Present a folio of work showing the steps involved with the product realisation.

#### ASSESSMENT

##### School Based

Skills and application task	20%
Minor Product	20%
Major Product	30%

##### External

Folio	30%
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## **INFORMATION PROCESSING AND PUBLISHING**

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### **STAGE 2 – (10 or 20 CREDITS)**

**CONTACT PERSON** - Mrs Christina Everett

#### **ADVICE TO STUDENTS**

No prerequisites are necessary. It is school assessed and externally moderated.

#### **SPECIAL REQUIREMENTS**

Printing and Internet costs.

#### **COURSE DETAILS**

The subject 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.

The following two combinations are offered:

#### **BUSINESS DOCUMENTS**

Involves the use of computer hardware and software to present and display material for the purpose of communication. The focus of this unit is on the uses of the computer as a communication tool for businesses, including clubs, societies and charitable institutions. The software being used is MS Word and MS Publisher.

#### **DESKTOP PUBLISHING**

Involves the use of a computer and page-layout and other software to assemble text and graphics electronically for publishing on paper. The focus of this unit is on publishing from the desktop. The software being used is MS Word and MS Publisher.

Personal Publishing and Digital Publishing are negotiable.

#### **ASSESSMENT**

There are three assessment components:

##### **School Based**

Practical Skills	40%
Issues Analysis	30%

##### **External**

Product and Documentation	30%
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## **WORK PLACE PRACTICES**

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### **STAGE 2 – (10 or 20 CREDITS)**

At Stage 2 students can undertake up to 40 credits.

**CONTACT PERSON** - Mrs Christina Everett

#### **ADVICE TO STUDENTS**

There is no prerequisite in this subject. Students can follow an area of interest to complete the VET component of the course. Possibilities include: Office Administration, Retail, Automotive, Aged Care and seafood etc.

#### **SPECIAL REQUIREMENTS**

Students may have some costs associated with their Work Placement or Field Work. It is their responsibility to arrange travel arrangements if there is a need.

#### **COURSE DETAILS**

This is a subject that is valuable for all students making decisions about their options after secondary schooling.

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the relationships between work-related issues and practices, the changing nature of work, industrial relations influences, and workplace issues that may be local, national or global, or industry specific. Students can undertake learning in the workplace and reflect on and evaluate their experiences in relation to 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).

#### **TOPICS**

- Work in Australian Society
- The Changing Nature of Work
- Industrial Relations
- Finding Employment
- Negotiated Topic

#### **ASSESSMENT**

##### **School Based**

Folio	25%
Performance	25%
Reflection	20%

##### **External**

Investigation	30%
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## Industry Pathway (VET) Programs

### What is VET?

VET stands for Vocational Education and Training. In other words, VET is education and training that gives you skills and knowledge for work.

VET operates through a national training system and is certified by Registered Training Organisations, (eg like TAFE)

Apprenticeships and traineeships are jobs that combine work and structured training through a VET provider and an employer.

### How much of my SACE can be VET?

To complete your SACE, you must achieve 200 SACE credits, 50 credits are derived from the Personal Learning Plan (10 credits), the Research Project (10 credits), the literacy requirement (20 credits), and the numeracy requirement (10 credits)

The remaining 150 credits can be gained through the recognition arrangements for VET in the SACE if units are taken from the appropriate Certificate level. Your VET Coordinator will have more information on this.

Also look at the SACE Requirements chart below.

### How does VET count towards SACE credits?

The SACE credits to be gained varies according to the VET course a student is studying. However, 5 SACE credits can be gained from the completion of 35 nominal hours of VET, 10 SACE credits from the completion of 70 nominal hours and 20 credits from the completion of 140 nominal hours. Units of competency are only granted SACE credits once

### Why study VET?

VET is an excellent choice of study for many students. It always includes practical, hands-on learning, which suits many students, but it also leads to excellent jobs in a huge array of fields. Other benefits include:

- Working towards a nationally recognised qualification whilst completing your SACE
- Gaining insight into an industry that interests you or that you may be thinking about joining
- Making your senior school study relevant to your future
- Pathways into apprenticeships, traineeships, university courses or further education or training
- Credit towards other study

### Do I need to pay to participate in a regional VET program?

In most cases the school will support you to access a Regional VET course. Some courses have industry specific equipment or materials that must be purchased which you may be responsible for. Talk to your VET Coordinator if you need more information.

### How do I apply for a regional VET program?

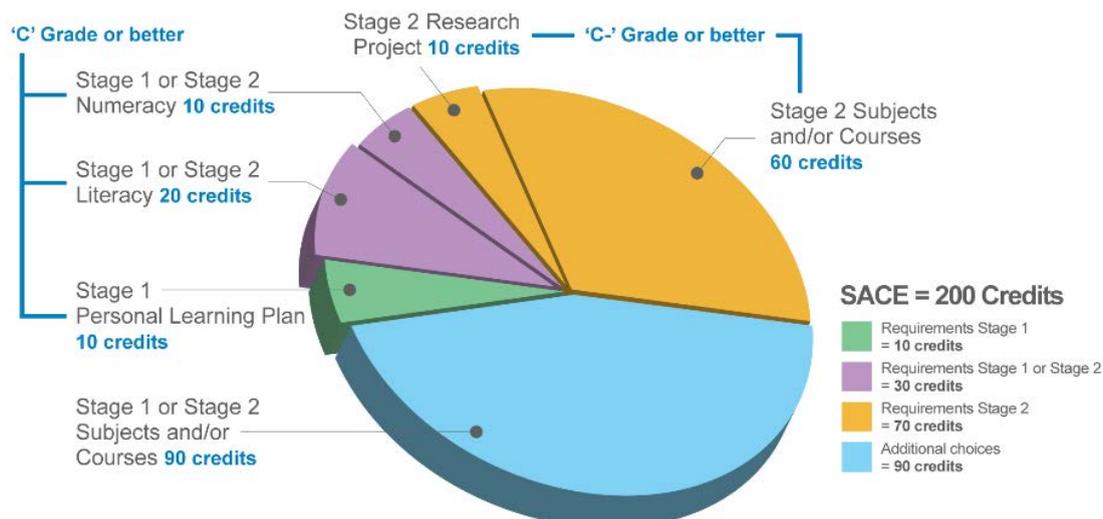
1. Look at the information in this booklet. Talk to your parents/caregivers. Talk to your VET Coordinator.
2. Fill in the VET Expression of Interest Form and give it to your VET Coordinator.
3. You will be advised of your application in term 4.

### Where can I find more information on VET?

SACE

website: <https://www.sace.sa.edu.au/web/vet/home>

### SACE Requirements





## 2018 Other Regional Courses

The courses below have been undertaken by previous students of Grant HS through a Registered Training Organisation (RTO)

Students interested in these courses must meet **at least two** of the following criteria:

- identified the career pathway through their Personal Learning Plan (PLP)
- completed work experience in the industry area of interest
- discussed their career goals with key staff

The courses will provide students with a minimum of 10 SACE credits per semester, if all requirements are completed.

Some courses may offer more units, so students may gain more than 10 SACE credits per semester. For more information, refer to the SACE VET Recognition Register.

For more information about VET courses, talk to the school VET Coordinator and if interested in applying, fill out a Vocational Pathways Student Application Form.

Industry Area	RTO Partner	Duration	Delivery Day/s (*Days may change)	SACE Stage
<b>Community Services</b>				
<b>Certificate III in Early Childhood Education and Care (CHC30113)</b> This course provides skills needed to work in a range of early childhood education settings. It supports the implementation of an approved learning framework, and supports children's wellbeing, learning and development.	TAFESA	One Year	Tuesday	2
<b>Certificate III in Individual Support (Ageing) (CHC33015)</b> This course provides factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required by people working with the ageing. Students must completed at least 120 hours of work placement.	TAFESA	One Year	Tuesday	2
<b>Certificate III in Individual Support (Disability) (CHC33015)</b> This course provides factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required by people working with the disabled. Students must completed at least 120 hours of work placement.	TAFESA	One Year	Tuesday	2
<b>Electrotechnology</b>				
<b>Certificate II in Electrotechnology (Career Start) (UEE22011)</b> The content of this course includes theoretical understandings and practical tasks. Theoretical knowledge includes electrical principles, cable and component identification and Practical tasks such as house wiring, light fabrication and circuit construction.	TAFESA	One Year	Wednesday	1
<b>Engineering</b>				
<b>Certificate II in Engineering (MEM20105)</b> The qualification provides entry level skills and knowledge needed to get a head start in the engineering and manufacturing fields. It develops basic level skills in WHS, use of hand tools, use of power tools, machining operations, fabrication techniques and engineering sketching and drawing.	TAFESA	One Year	Wednesday	1
<b>Health</b>				
<b>Certificate III in Health Services Assistant (HLT33115)</b> This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.	TAFESA	One Year	Online	2

Industry Area	RTO Partner	Duration	Delivery Day/s (*Days may change)	SACE Stage
<b>Qualification</b>				
<b>Hospitality</b>				
<b>Certificate II in Kitchen Operations (Back of House) (SIT20416)</b> This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. 8 core units plus 5 electives.	TAFESA	One Year	Tuesday	1
<b>Certificate II in Hospitality (Front of House) (SIT20316)</b> This course will provide you with the knowledge and skills to work within the industry. You will gain practical experience in the preparation and service of food and beverage in a range of service environments including cafés, restaurants, hotels, clubs, functions and catering operations.	TAFESA	One Year	Tuesday	1
<b>Information Technology</b>				
<b>Certificate II in Information, Digital Media and Technology (ICT20115)</b> This course is designed to provide skills to individuals who perform a range of fundamental ICT functions using a personal computer. Competencies vary from OH&S and soft skills such as communication, to software and hardware units.	TAFESA	One Year	Thursday	1
<b>Personal Services</b>				
<b>The Look (Units from Certificate II in Hairdressing / Retail Make Up &amp; Skin Care)</b> This short course will give valuable skills in communication, presentational presentation and grooming, job seeking and a hands on approach to hair, skin and nail care.	TAFESA	12 weeks	Wednesday	1
<b>Certificate II in Hairdressing (SIH20111)</b> You will learn about interacting with clients and providing hairdressing services, combined with developing skills to become an integral part of a highly creative team. The course provides an insight into the industry and you will gain practical skills in hairdressing.	TAFESA	One Year	Friday	1
<b>Certificate II in Retail Make Up and Skin Care (SIB20110)</b> This qualification reflects the role of individuals who are competent in communicating in the workplace, interacting with customers, demonstrating and selling make-up and retail skin care products and performing routine salon or store functions.	TAFESA	One Year	Friday	2
<b>Sport &amp; Recreation</b>				
<b>Certificate III in Fitness (SIS30315)</b> This course introduces you to the fitness industry. It gives you the opportunity to work with fitness professionals whilst planning and providing advice on fitness and gym programs as a Gym Instructor.	Foundation Education	One Year	Thursday	2

# Construction Pathways

## Building & Construction Industry

The Construction Pathways Course commences students on a pathway in the Building & Construction Industry. The focus of this course is domestic construction in year one followed by general construction, carpentry and/or plumbing in the second year. Students will undertake a building project as part of the program which enables them to learn about the various trades in the industry, as well as gaining a range of skills with equipment and tools associated with those trades. There is an emphasis on Work Health & Safety and students obtain their construction safety white card as part of the course. The program allows students to explore different career possibilities within in the industry.

### DELIVERY

The Construction Pathways course is **run one day per week** at Grant High School, Naracoorte High School, Millicent High School, Kingston Community School & Bordertown High School. Students generally commence this program in Year 11 as part of their SACE. The program runs over two years (both Year 11 & Year 12). For more information contact the host schools:

- **Bordertown High School: 8752 1455**
- **Grant High School: 8726 3100**
- **Kingston Community School: 8767 2677**
- **Millicent High School: 8733 2400**
- **Naracoorte High School: 8762 1333**

### QUALIFICATION DETAILS:

Students will complete units of competency from Certificate I in Construction CPC10111, Certificate II in Construction Pathways CPC20112 & Certificate III in Carpentry CPC30211.

### SACE INFORMATION

Students will gain a minimum of **40 SACE credits** in year one and a minimum of **40 SACE credits** in year 2 (if all units of competency are completed).

### SPECIAL REQUIREMENTS

Students will be required to wear safety boots and appropriate clothing for outdoor work. Students will be required to complete a written application, complete a skills exercise and undertake an interview before commencing the program.

Some of the topics covered in the program are:

Unit of Competency	Nominal Hours
Work effectively and sustainably in the construction industry	20
Plan and Organise Work	20
Conduct workplace communication	20
Carry out measurements and calculations	20
Read and interpret plans and specifications	36
Apply OHS requirements, policies and procedures in the construction industry	20
Use construction tools and equipment	96
Handle construction materials	16
Apply basic levelling procedures	8
Work safely in the construction industry (white card)	6
<b>** Please note this is a guide only and is subject to change</b>	

### OCCUPATIONS IN THIS INDUSTRY INCLUDE:

Architect, Bricklayer, Building Contractor, Site Manager, Carpenter, Joiner, Project Manager, Plumber, Concreter, Wall & Floor Tiler, Plasterer, Painter & Decorator, Paving Installer, Roofer, Sign Writer, Stonemason

### Potential pathways after the completion of SACE:

- Certificate II Glass & Glazing
- Certificate II Construction (Plumbing)
- Certificate III Civil Construction & Plant Operations
- Certificate IV in Building & Construction (building)
- Diploma of Building Design
- Bachelor of Construction Management & Economics
- Bachelor of Urban & Regional Planning
- Bachelor of Architectural Studies



# SACE Planner



**SACE**  
Board of SA

**Personal Learning Plan = 10 credits**

Credits

**Literacy = 20 credits**

*Choose from a range of English subjects or courses*


Subtotal 10



**Numeracy = 10 credits**

*Choose from a range of mathematics subjects or courses*



Subtotal 30

**Stage 2 subjects or courses = 60 credits**

*Choose from a range of Stage 2 subjects and courses*









**Research Project = 10 credits**



**Additional choices = 90 credits**

*Choose from a range of Stage 1 and Stage 2 subjects and courses*


Subtotal 70











Subtotal 90

**To gain the SACE, you must earn 200 credits**

**Total 200**

Compulsory Stage 1	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE
Compulsory Stage 1 and/or Stage 2	
Compulsory Stage 2	
Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected

Kingston Community School  
46 East Terrace  
KINGSTON SE  
SOUTH AUSTRALIA 5275

Telephone: 08 8767 2677

Facsimile: 08 8767 2247

Email: [dl.0737.info@schools.sa.edu.au](mailto:dl.0737.info@schools.sa.edu.au)

Website: [www.kingstoncs.sa.edu.au](http://www.kingstoncs.sa.edu.au)



**Government  
of South Australia**  
Department for Education  
and Child Development