



Year 11 Choice Subjects

- Agriculture A and/or B
- Biology A and/or B
- Business Innovation
- Chemistry A and B
- Children's Services (VET Certificate II) A and B
- Chinese Continuers A and B
- Creative Arts A and/or B
- Design and Technology (Automotive)
- Design and Technology (Metalwork A and/or B)
- Design and Technology (Photography)
- Design and Technology (Woodwork A and/or B)
- Digital Technology A and B
- Drama A and/or B
- Food and Hospitality A and/or B
- Geography
- German A and B
- Health Education A and/or B
- History (Ancient)
- History (Modern)
- Information Processing and Publishing A and/or B
- Legal Studies
- Music – Sound Production 1 (VET Certificate III) A and B
- Music – Sound Production 2 (VET Certificate III) A and B
- Music A and B
- Peer Support Program (Integrated Learning)
- Physical Education A and/or B
- Physics A and B
- Psychology A and/or B
- SAASTA Power Cup & Shield
- SAASTA Sport & Recreation (VET Certificate III)
- Sport & Recreation (VET Certificate III)
- Sustainable Futures and Environmental Science A and/or B
- Tourism
- Visual Arts - Art A and/or B
- Visual Arts - Design A and/or B
- Workplace Practices

Agriculture A

Contact: Cathy Schiller

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|-------------------------------------|---|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | The topics in Stage 1 Agriculture are Principles of Agriculture and Enterprise Management. Students learn about the scientific principles of plant and animal production, and investigate the structures and functions of agricultural plants and animals, to extend their understanding and application of the requirements for plant and animal growth. Students investigate ways in which efficient management of agricultural enterprises is vital to communities. They explore key aspects of production, marketing, business strategies, and environmental management issues. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Agriculture Production | | | | |
| Additional Costs/Information | Appropriate clothing and footwear must be worn. Students must complete Agriculture and Horticulture A and B to study Stage 2 Agriculture and Horticultural Studies. | | | | |

Agriculture B

Contact: Cathy Schiller

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|-------------------------------------|--|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | The topics in Stage 1 Agriculture are Principles of Agriculture and Enterprise Management. Students learn about the scientific principles of plant and animal production, and investigate the structures and functions of agricultural plants and animals, to extend their understanding and application of the requirements for plant and animal growth. Students investigate ways in which efficient management of agricultural enterprises is vital to communities. They explore key aspects of production, marketing, business strategies, and environmental management issues. (Alternative program to Semester 1). | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Agriculture Production | | | | |
| Additional Costs/Information | Appropriate clothing and footwear must be worn. Students must complete Agriculture and Horticulture A and B to study Stage 2 Agriculture and Horticultural Studies. | | | | |

Biology A and B

Contact: Steven Barclay

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|-------------------------------------|---|-------------------|---|---------------------|----------|
| Course Length | Full Year or 1 Semester | SACE Stage | 1 | SACE Credits | 10 or 20 |
| Description | This course is divided into four topics: Cells and Microorganisms, Infectious Disease, Multicellular Organisms and Biodiversity and Ecosystem Dynamics. These topics provide the students with the opportunity to extend their skills, knowledge and understanding of the three strands of science: science inquiry skills, science as a human endeavour and science understanding. In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations. For a 20-credit subject, students study a selection of concepts from all four topics. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Biology, Stage 2 Earth and Environmental Science | | | | |
| Additional Costs/Information | It is recommended that students purchase a workbook (approx. \$60). | | | | |

Business Innovation

Contact: Cathy Schiller

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|-------------------------------------|---|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | This subject focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. Students undertake a Core Topic: Introduction to Business and Enterprise, as well as Option Topics including: establishing a business, business plans, business management and communication. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Business Innovation | | | | |
| Additional Costs/Information | Nil | | | | |

Chemistry A and B

Contact: Steven Barclay

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|-------------------------------------|---|-------------------|---|---------------------|----|
| Course Length | Full Year | SACE Stage | 1 | SACE Credits | 20 |
| Description | 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. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Chemistry | | | | |
| Additional Costs/Information | It is recommended that students purchase a Workbook (approximately \$50) | | | | |

Children's Services (VET – Certificate II) A and B

Contact: Cathy Schiller

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|-------------------------------------|---|-------------------|---|---------------------|----|
| Course Length | Full Year | SACE Stage | 1 | SACE Credits | 20 |
| Description | This course is suitable for students who may wish to pursue a career working with children. When 2 semesters are completed and passed students can gain Certificate II in Community Services (Children's Services) (TAFE accredited). They will learn skills in working with children including: providing healthy and nutritious food for children, safety in childcare and communicating with children. Students will also complete units that focus on the workplace including; working with others, office administration and communicating with clients. They are also required to complete 10 day work placement. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | This course can lead to Certificate III Children's Services as a regional VET program. | | | | |
| Additional Costs/Information | Senior First Aid course at a cost of approximately \$100. Material costs \$25 per semester. Students undertaking Structured Workplace Learning placements at Childcare Centres, Preschool programs and Kindergartens require a "DCSI Child Related Employment Screening" at a cost of \$15 per students before they are able to attend the site. | | | | |

Chinese Continuers A and B

Contact: Kिरrily Martin

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|-------------------------------------|--|-------------------|---|---------------------|----|
| Course Length | Full Year | SACE Stage | 1 | SACE Credits | 20 |
| Description | Students must build more intensively on previous study of vocabulary, grammar, and characters. Students' command and comprehension of written and spoken Chinese is developed through work based on the prescribed themes of the individual, the Chinese speaking communities and the changing world. The four summative assessment tasks per semester unit are text production, investigation, interaction and text analysis. Students also complete 2 hour mid-year and end of year exams. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Chinese Continuers | | | | |
| Additional Costs/Information | It is strongly recommended that students purchase a Chinese-English/English-Chinese dictionary. A suitable dictionary for SACE level students is The Oxford Concise English-Chinese/Chinese-English dictionary (approximately \$45). | | | | |

Creative Arts A

Contact: Alex McFarlane

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description Students develop an appreciation of the value of collaborative as well as individual approaches to the Creative Arts. They learn by observing, participating, listening to, and/or reading and talking about the work of, practitioners as they work in their particular discipline(s). The discipline foci for 2019 are; Dance, Production Management, Media Production, Visual Art/Design, Makeup and Costume Design or other, as negotiated with teacher.

Recommended Background Nil

Possible Pathways Stage 2 Creative Arts

Additional Costs/Information There will be a fee required for viewing live performances, theatre visits and/or special workshops. Students must be prepared to attend rehearsals and performances outside of lesson times. Dance students must bring a change of clothes for each lesson and attend professional workshops when available.

Creative Arts B

Contact: Alex McFarlane

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description Students develop an appreciation of the value of collaborative as well as individual approaches to the Creative Arts. They learn by observing, participating, listening to, and/or reading and talking about the work of, practitioners as they work in their particular discipline(s). The discipline foci for 2019 are; Dance, Production Management, Media Production, Visual Art/Design, Makeup and Costume Design or other, as negotiated with teacher.

Recommended Background Nil

Possible Pathways Stage 2 Creative Arts

Additional Costs/Information There will be a fee required for viewing live performances, theatre visits and/or special workshops. Students must be prepared to attend rehearsals and performances outside of lesson times. Dance students must bring a change of clothes for each lesson and attend professional workshops when available.

Design and Technology - Automotive

Contact: Roxanne Rowland

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description Students will study the internal combustion engine and associated vehicle systems including the combustion process, components/configurations, electrical circuits, sustainability, impact on society and service and repair. Students will undertake investigations into the current automotive industry with the emphasis being on the internal combustion engine and the environment. They will also investigate future trends and alternative energy sources. Students will be able to discuss and investigate possible career paths within the automotive industry. Students will also develop and produce simple electrical circuit using circuit wizard.

Recommended Background Nil

Possible Pathways Stage 2 Automotive

Additional Costs/Information The WHS requirement of closed in footwear is essential; apron and safety glasses are to be worn in every lesson.

Design and Technology – Metalwork A

Contact: Roxanne Rowland

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description Students are encouraged to design, plan and make a number of metal products. Students learn many manufacturing skills and come to understand the properties of different materials. Students are taught to use hand tools and power tools in a safe manner. The workshop skills include gas and arc welding, metal machining and metal folding techniques. Particular emphasis is given to the basics of operating a metal lathe.

Recommended Background Nil

Possible Pathways Stage 2 Metalwork

Additional Costs/Information Some additional costs may be incurred depending on materials used. The WHS requirement of closed in footwear, apron and safety glasses are essential to be worn in every lesson.

Design and Technology – Metalwork B

Contact: Roxanne Rowland

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description Students are encouraged to design, plan and make a number of metal products. Students learn many manufacturing skills and come to understand the properties of different materials. Students are taught to use hand tools and power tools in a safe manner. The workshop skills include gas and arc welding, metal machining and metal folding techniques. Particular emphasis is given to the basics of operating a metal lathe. (*Alternative program to Semester 1*).

Recommended Background Nil

Possible Pathways Stage 2 Metalwork

Additional Costs/Information Some additional costs may be incurred depending on materials used. The WHS requirement of closed in footwear, apron and safety glasses are essential to be worn in every lesson.

Design and Technology – Photography

Contact: Roxanne Rowland

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description Students work within the design criteria of investigating, planning, producing and evaluating to produce a photographic based communication product. Skills are gained in digital camera operation, Photoshop image enhancement, studio and lighting techniques. A design brief is devised to which the success of the product is evaluated against. The impact of photography and media on individuals and society is addressed in a written report.

Recommended Background Nil

Possible Pathways Stage 2 Photography

Additional Costs/Information Some additional costs may be incurred depending on materials used. The WHS requirement of closed in footwear is essential in every lesson.

Design and Technology – Woodwork A

Contact: Roxanne Rowland

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|-------------------------------------|--|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | Students will work with traditional and contemporary solid timber construction and manufactured sheet materials. Students will work from given drawings for set tasks and they will be required to design and construct a piece of furniture that meets their individual needs. Students will be involved in material selection, material preparation, machine jointing and preparation of cutting lists and project costing. They will also be required to focus on safely using tools and equipment, including a variety of machines, portable power tools and hand tools. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Woodwork | | | | |
| Additional Costs/Information | Some additional costs may be incurred depending upon scope of the individual project and the materials used. The WHS requirement of closed in footwear is essential; apron and safety glasses are to be worn in every lesson. | | | | |

Design and Technology – Woodwork B

Contact: Roxanne Rowland

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|-------------------------------------|--|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | Students will work with traditional and contemporary solid timber construction and manufactured sheet materials. Students will work from given drawings for set tasks and they will be required to design and construct a piece of furniture that meets their individual needs. Students will be involved in material selection, material preparation, machine jointing and preparation of cutting lists and project costing. They will also be required to focus on safely using tools and equipment, including a variety of machines, portable power tools and hand tools. <i>(Alternative program to Semester 1).</i> | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Woodwork | | | | |
| Additional Costs/Information | Some additional costs may be incurred depending upon scope of the individual project and the materials used. The WHS requirement of closed in footwear is essential; apron and safety glasses are to be worn in every lesson. | | | | |

Digital Technology

Contact: Steven Barclay

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|-------------------------------------|--|-------------------|---|---------------------|----|
| Course Length | Full Year | SACE Stage | 1 | SACE Credits | 20 |
| Description | Students will study a variety of topics such as: Programming, Advanced Programming, Data Analytics, Exploring Innovations. Computational thinking skills are integral to each focus area, together with applying program-design skills and exploring innovation. Students analyse patterns and relationships in data sets and/or algorithms, and draw conclusions about their usefulness in defining the problem. Students will have the opportunity to explore multiple programming languages and IDEs. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Digital Technology | | | | |
| Additional Costs/Information | Nil | | | | |

Drama A

Contact: Alex McFarlane

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|-------------------------------------|--|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | Students will continue to develop their performance and writing skills in this course through a range of practical and theoretical tasks. Tasks include; whole class production (stage or off-stage role), group production report, study of Drama practitioner Stanislavski and investigation/presentation of an area of theatre. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Drama and Stage 2 Creative Arts | | | | |
| Additional Costs/Information | A small cost may be involved as students will travel to view a live Theatre performance. | | | | |

Drama B**Contact:** Alex McFarlane

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|-------------------------------------|--|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | Students will continue to develop their performance and writing skills in this course through a range of practical and theoretical tasks. Tasks include; whole class production (stage or off-stage role), group production report, study of Drama practitioner Stanislavski and investigation/presentation of an area of theatre. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Drama and Stage 2 Creative Arts | | | | |
| Additional Costs/Information | A small cost may be involved as students will travel to view a live Theatre performance. | | | | |

Food and Hospitality A**Contact:** Cathy Schiller

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|-------------------------------------|---|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | Students focus on the dynamic nature of the food and hospitality industry in Australian society, developing an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, and complying with current health and safety legislation. Students examine the factors that influence people's food choices and the health implications of these choices. They develop an understanding of the diverse purposes of the hospitality industry. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Food and Hospitality, Stage 2 Paddock to Plate | | | | |
| Additional Costs/Information | WHS requirements of closed in shoes and hair tied back in every lesson. Students can expect some out of hours participation in the presentation of foods to invited guests. | | | | |

Food and Hospitality B**Contact:** Cathy Schiller

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|-------------------------------------|--|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | Students focus on the influence of other cultures on Australian food choices. They develop an understanding of the influence of Aboriginal bush tucker foods and its impact on modern Australian food. A variety of multicultural cuisines are investigated and studied to develop an understanding of the fusion of cultures on our food decisions. Students study topics in the areas of food, the individual and the family, and local and global issues in food and hospitality. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Food and Hospitality, Stage 2 Paddock to Plate | | | | |
| Additional Costs/Information | WHS requirements of closed in shoes and hair tied back in every lesson. Students can expect some out of hours participation in the presentation of foods to invited guests. | | | | |

Geography**Contact:** Kirrily Martin

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|-------------------------------------|--|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | Students develop understanding of the spatial inter-relationships of people, places and environments and the opportunities, challenges and constraints of different locations. The course develops skills and knowledge in spatial information and analysis, using a range of resources including maps, Global Positioning Systems and Geographic Information Systems. Field work is also a requirement. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Geography | | | | |
| Additional Costs/Information | Several excursions/field studies as required to locations nearby at a cost of up to \$20 for transport and entry fees. | | | | |

German A and B

Contact: Kirrily Martin

Course Length Full Year **SACE Stage** 1 **SACE Credits** 20

Description Students will study the German language, culture and history through a range of texts. Understanding of grammar, knowledge of vocabulary and confidence in speaking German are further developed. Prescribed topics include the Individual, and German Speaking Communities and the changing world. Subtopics will vary based on student interest.

Recommended Background Year 10 German

Possible Pathways Stage 2 German Continuers

Additional Costs/Information It is strongly recommended that students purchase a German-English dictionary.

Health Education A

Contact: Josh Coulter

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description This course focuses on Personal and Social Health. These topics deal with students' personal health status and the important role that individuals can play in promoting and maintaining health.

Recommended Background Nil

Possible Pathways Stage 2 Health

Additional Costs/Information Nil

Health Education B

Contact: Josh Coulter

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description This course focuses on Personal and Social Health. Students consider the control they have over their health, while examining economic, physical, political, socio-cultural and spiritual factors that result in diverse health outcomes.

Recommended Background Nil

Possible Pathways Stage 2 Health

Additional Costs/Information Nil

History (Ancient)

Contact: Kirrily Martin

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description In Ancient Studies, students learn about the history, literature, society, and culture of selected ancient civilisations. Students consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies and explore the ideas and innovations that shape and are shaped by societies. Contemporary societies have a long heritage based on civilisations of the past. The study of ancient and classical cultures, therefore, enables students to explore the universality and diversity of human experience and enhance their own cultural and intercultural understanding.

Recommended Background Nil

Possible Pathways Stage 2 Modern History

Additional Costs/Information Students are encouraged to participate in excursions at a small cost for transport and entry fees.

History (Modern)

Contact: Kirrily Martin

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

Recommended Background Nil

Possible Pathways Stage 2 Modern History

Additional Costs/Information Students are encouraged to participate in excursions at a small cost for transport and entry fees.

Information Processing and Publishing A

Contact: Steven Barclay

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description This course consists of personal publishing, which focuses on the development of paper-based publications for private and public use such as letters, reports, flyers, menus, invitations, etc. Adobe Creative Cloud will be the main software package used.

Recommended Background Nil

Possible Pathways Stage 2 Information Processing and Publishing

Additional Costs/Information A USB flash drive is required.

Information Processing and Publishing B

Contact: Steven Barclay

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description This course consists of electronic publishing. Students will be exploring the basics of Adobe Dreamweaver CC as they learn to create websites. Students will use basic publishing principles in order to portray information about businesses through internet delivery. Students will embed graphics and text using simple web design and HTML coding.

Recommended Background Nil

Possible Pathways Stage 2 Information Processing and Publishing

Additional Costs/Information A USB flash drive is required.

Legal Studies

Contact: Kirrily Martin

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description Legal Studies explores Australia's legal heritage. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students reflect on, and make informed judgements about strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Recommended Background Nil

Possible Pathways Stage 2 Legal Studies

Additional Costs/Information Nil

Music – Sound Production 1 (VET Certificate III) A and B

Contact: Alex McFarlane

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|-------------------------------------|--|-------------------|---|---------------------|--------------------|
| Course Length | Full Year | SACE Stage | 2 | SACE Credits | 30 (on completion) |
| Description | This course is focused on studio based music production that develops skills on how to make music using the latest technology, the art of song writing and the basics of sound engineering. Students will be using state-of-the-art recording software such as Pro Tools and developing their own skills as a musician and/or producer, whilst maintaining currency within the industry. This course uses competency based assessment that go towards a Certificate III in Music Industry auspiced through Cosamp RTO 41549. | | | | |
| Recommended Background | Nil. However, students must have a genuine interest in music and music production. | | | | |
| Possible Pathways | Year 12 Music – Sound Production 2 (VET) and Stage 2 Music | | | | |
| Additional Costs/Information | It is compulsory for students to attend performances when required throughout the year. If students wish to gain a complete Certificate III they must complete 2 years of this course. Only a complete Cert III can be used for an ATAR. Students can receive a maximum of 60 SACE credits for the Certificate III. | | | | |

Music – Sound Production 2 (VET Certificate III) A and B

Contact: Alex McFarlane

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|-------------------------------------|--|-------------------|---|---------------------|--------------------|
| Course Length | Full Year | SACE Stage | 2 | SACE Credits | 30 (on completion) |
| Description | This course is focused on studio based music production that develops skills on how to make music using the latest technology, the art of song writing and the basics of sound engineering. Students will be using state-of-the-art recording software such as Pro Tools and developing their own skills as a musician and/or producer, whilst maintaining currency within the industry. This course uses competency based assessment that go towards a Certificate III in Music Industry auspiced through Cosamp RTO 41549. | | | | |
| Recommended Background | Year 10 Music – Sound Production 1 (VET) | | | | |
| Possible Pathways | Stage 2 Music | | | | |
| Additional Costs/Information | It is compulsory for students to attend performances when required throughout the year. If students wish to gain a complete Certificate III they must complete 2 years of this course. Only a complete Cert III can be used for an ATAR. Students can receive a maximum of 60 SACE credits for the Certificate III. | | | | |

Music A and B

Contact: Alex McFarlane

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|-------------------------------------|---|-------------------|---|---------------------|----|
| Course Length | Full Year | SACE Stage | 1 | SACE Credits | 20 |
| Description | Students will refine their skills in music performance, musicianship, composing and arranging. They are required to perform with a senior ensemble and can continue with Solo Performance (optional). Students will also develop their practical skills in class band through interpretation and improvisation. They complete a major project on Composing and Arranging in a variety of styles using the music notation software, Sibelius. Students will have the opportunity to perform at many local and school events and partake in music workshops with guest artists. | | | | |
| Recommended Background | Year 10 Music | | | | |
| Possible Pathways | Stage 2 Music and Year 12 Music – Sound Production 2 (VET) | | | | |
| Additional Costs/Information | Students will need to hire or own their own instrument. Instrumental lessons are a requirement of being enrolled in Music. Some instrumental lessons are provided by DECD Instrumental Music (IM) free of charge, while other lessons will be at a cost (see instrumental consent form for details). | | | | |

Peer Support A

Contact: Josh Coulter

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|-------------------------------------|---|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | This course follows on from coaching and coaching principles studied in Year 10 PE. Students will work individually and collaboratively to plan, deliver and reflect upon Physical Education learning experiences delivered to Year 8 HPE students. Students will also participate in a leadership and team building day at Monarto zoo as well as an Adventure Room challenge day. | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Physical Education, Stage 2 Sports Studies | | | | |
| Additional Costs/Information | Approximately \$25 for Adventure Room excursion. | | | | |

Peer Support B

Contact: Josh Coulter

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description This course follows on from the semester 1 course. Students will work individually and collaboratively to plan, deliver and reflect upon Physical Education learning experiences delivered to Year 8 HPE students. Students will work collaboratively to deliver a mini sports carnival and they will also attend an adventure day at Mega Adventure in West Beach.

Recommended Background Nil

Possible Pathways Stage 2 Physical Education, Stage 2 Sports Studies

Additional Costs/Information Approximately \$50 for Mega Adventure West Beach

Physical Education A and B

Contact: Josh Coulter

Course Length Full Year or 1 Semester **SACE Stage** 1 **SACE Credits** 10 or 20

Description This course will consist of two to three major practical units. Students also undertake a folio of theory modules. Theory units include body systems, fitness components, energy systems, structure and function (pre-requisite for SACE Stage 2), and controversial issues in sport. This subject aims to provide students with a background that will enable them to move on to SACE Stage 2 PE or Sports Studies with confidence.

Recommended Background Nil

Possible Pathways Stage 2 Physical Education, Stage 2 Sports Studies

Additional Costs/Information Successful completion of a full year of Stage 1 Physical Education is required to study Stage 2 Physical Education. All students must change into the Murray Bridge High School PE uniform for practical lessons.

Physics A and B

Contact: Steven Barclay

Course Length Full Year **SACE Stage** 1 **SACE Credits** 20

Description This subject requires the interpretation physical phenomena through a study of Motion and Forces, Electric Circuits, Wave, Heat, Energy and Momentum and Nuclear Models and Radioactivity. Students gather, analyse and evaluate evidence from practical investigations and research, and develop practical skills. They apply their knowledge of physics phenomena to solve problems in laboratory and real world contexts.

Recommended Background Nil

Possible Pathways Stage 2 Physics

Additional Costs/Information Successful completion of a full year of Stage 1 Physics required to study Physics at Stage 2

Psychology A and B

Contact: Steven Barclay

Course Length Full Year or 1 Semester **SACE Stage** 1 **SACE Credits** 10 or 20

Description The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Recommended Background Nil

Possible Pathways Stage 2 Psychology

Additional Costs/Information Successful completion of at least one Semester of Stage 1 Psychology required to study Psychology at Stage 2

SAASTA Sport and Recreation (VET - Certificate III)

Contact: Lyndsee Frost

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|-------------------------------------|--|-------------------|---|---------------------|--------------------|
| Course Length | Full Year | SACE Stage | 2 | SACE Credits | 50 (on completion) |
| Description | In this subject a dynamic mode of delivery is used in which students undertake both in class and out-of-school block release training. Students are assessed on their skills and knowledge for all modules by TAFE SA. Out-of-school block release training consists of a one week block delivered by TAFE SA lecturers at Regency Campus of TAFE SA at the end of terms 1, 2 & 3. | | | | |
| Recommended Background | Successful entry into the SAASTA program | | | | |
| Possible Pathways | Students gain 50 Stage 2 credits that can be used towards an ATAR | | | | |
| Additional Costs/Information | Students must attend the three one week blocks at Regency TAFE in order to successfully complete this course. Students must be 16 at the start of the year to undertake this course. | | | | |

SAASTA Integrated Learning – Power Cup

Contact: Lyndsee Frost

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|-------------------------------------|--|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | <p>This subject culminates with the Aboriginal Power Cup carnival, a three-day event focusing on cultural activities, career pathways and the much anticipated 9-a-side round-robin football competition. Students who have completed each of the curriculum tasks in the lead up to the event and have attended school more than 80% over the semester are rewarded with this experience by the Steering Committee and sponsors of the event.</p> <p>Each student gains points for their respective teams by successfully completing their curriculum tasks; the girls and boys teams with the highest number of points earn the right to play off in the Grand Final prior to a Port Power AFL game at Adelaide Oval.</p> <p>Regular school attendance is a key factor in a student's ability to gain points for their team. Regular school attendance is a key factor in a student's ability to gain points for their team.</p> | | | | |
| Recommended Background | Successful entry into the SAASTA program | | | | |
| Possible Pathways | Stage 2 SAASTA Integrated Learning/Certificate III in Sport and Recreation | | | | |
| Additional Costs/Information | If eligible, students must attend the Aboriginal Power Cup as well as any other SAASTA events. Students must have a pair of formal black pants and shoes. | | | | |

SAASTA Integrated Learning – SAASTA Shield

Contact: Lyndsee Frost

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|-------------------------------------|---|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | <p>Through this subject students will work individually and in teams to develop their skills in a variety of sporting, recreational and health activities. The subject culminates in a two-day sporting carnival where academies will compete to claim the SAASTA Shield. Students who have completed each of the curriculum tasks in the lead up to the event and have attended school more than 80% over the semester are rewarded with this experience by SAASTA.</p> <p>There is a rotation of sports each year and the girls' and boys' teams with the highest number of points earn the right to play off in the Grand Final before the sport's highest league giving students the opportunity to try new sports and compete against other schools.</p> <p>Regular school attendance is a key factor in a student's ability to be successful in this subject.</p> | | | | |
| Recommended Background | Successful entry into the SAASTA program | | | | |
| Possible Pathways | Stage 2 SAASTA Integrated Learning/Certificate III in Sport and Recreation | | | | |
| Additional Costs/Information | If eligible, students must attend the SAASTA Shield as well as any other SAASTA events. Students must have a pair of formal black pants and shoes. | | | | |

Sport & Recreation (VET – Certificate III)

Contact: Josh Coulter

Course Length Full Year **SACE Stage** 2 **SACE Credits** 50 (on completion)

Description Theory will focus on the Sport and recreation industry. Competencies delivered are designed to upskill students in industry specific knowledge, skills and understanding. Practical content includes AFL, Basketball, Netball and leading a recreational session. Students will be assessed under the Vocational pathway (VET). The Certificate III course consists of 9 core units and 6 electives. Units will be completed online via interactive learning tasks.

Recommended Background Nil

Possible Pathways Students gain 50 Stage 2 credits, 20 of which can be used towards an ATAR

Additional Costs/Information Online course cost approximately \$100. First Aid course approximately \$85

Sustainable Futures and Environmental Science A

Contact: Steven Barclay

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description Students investigate the dynamic nature of Earth's systems through the study of at least two topics from Turbulent Earth, Composition and Processes of the Geosphere, Earth's Atmosphere, Earth's Hydrosphere and Earth's Biosphere. Students gather, analyse and evaluate evidence from practical investigations and research. They apply their understanding of Earth's systems to investigate and make predictions about the impact of human activities on the environment and vice versa.

Alternative program to Sustainable Futures and Environmental Science B.

Recommended Background Nil

Possible Pathways Stage 2 Biology

Additional Costs/Information This subject includes a field work component. There will be a small cost (to be advised) for transport for these activities.

Sustainable Futures and Environmental Science B

Contact: Steven Barclay

Course Length 1 Semester **SACE Stage** 1 **SACE Credits** 10

Description Students investigate the dynamic nature of Earth's systems through the study of at least two topics from Turbulent Earth, Composition and Processes of the Geosphere, Earth's Atmosphere, Earth's Hydrosphere and Earth's Biosphere. Students gather, analyse and evaluate evidence from practical investigations and research. They apply their understanding of Earth's systems to investigate and make predictions about the impact of human activities on the environment and vice versa.

Alternative program to Sustainable Futures and Environmental Science A.

Recommended Background Nil

Possible Pathways Stage 2 Biology

Additional Costs/Information The topics selected for study in this course will be chosen and sequenced to take account of student interests and future aspirations. This subject includes a field work component, There will be a small cost (to be advised) for transport for these activities.

Tourism

Contact: Kirrily Martin

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|-------------------------------------|--|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | <p>Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject. Topics will include 3 of the following:</p> <ul style="list-style-type: none"> • Investigating the History of Tourism • Examining Tourism and Technological Change • Exploring Tourism in the Local Area • Appreciating Tourism in Australia • Examining Local Impacts of Tourism • Investigating Tourism Markets • Preparing for International Travel • Tourism Industry Skills • Understanding Tourism and Natural Environments • Understanding the Role of Organisations and Government in Tourism | | | | |
| Recommended Background | Nil | | | | |
| Additional Costs/Information | Students may be required to involve themselves in excursions as part of their course requirements, in consultation with the teacher, at a cost of \$15 - \$20 for a single excursion. | | | | |

Visual Art (Art) A

Contact: Alex McFarlane

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|-------------------------------------|---|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | <p>Term 1 - Students complete a Visual Study folio which includes; exploring media, materials, methods and techniques, with an emphasis on experimenting to further develop visual thinking and technical skills. Students also research and analyse an artist of their choice representing different cultures and contexts.</p> <p>Term 2 - An exciting term where students utilise their explorations from term 1 to complete a major artwork of their own choice. The development of the artwork is documented in a journal along with the meaning of the artwork.</p> | | | | |
| Recommended Background | Nil. However, at least 1 semester of year 10 Visual Art - Art or year 10 Visual Art - Design is beneficial. | | | | |
| Possible Pathways | Stage 2 Visual Arts - Art, Stage 2 Visual Arts – Design and Stage 2 Creative Arts | | | | |
| Additional Costs/Information | One A3 journal will be provided. Students will be required to purchase or provide some materials. | | | | |

Visual Art (Art) B

Contact: Alex McFarlane

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|-------------------------------------|---|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | <p>Term 3 - (alternative to semester 1) Students complete a Visual Study folio which includes; exploring media, materials, methods and techniques, with an emphasis on experimenting to further develop visual thinking and technical skills. Students also research and analyse an artist of their choice representing different cultures and contexts.</p> <p>Term 4 - An exciting term where students utilise their explorations from term 3 to complete a major artwork of their own choice. The development of the artwork is documented in a journal along with the meaning of the artwork.</p> | | | | |
| Recommended Background | Nil. However, at least 1 semester of year 10 Visual Art - Art or year 10 Visual Art - Design is beneficial. | | | | |
| Possible Pathways | Stage 2 Visual Arts - Art, Stage 2 Visual Arts – Design and Stage 2 Creative Arts | | | | |
| Additional Costs/Information | One A3 journal will be provided. Students will be required to purchase or provide some materials. | | | | |

Visual Art (Design) A

Contact: Alex McFarlane

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|-------------------------------------|---|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | Term 1 - Students complete a Design Visual Study folio exploring media, materials, methods and techniques in rendering, and experimenting to further develop visual thinking and technical skills. Students also research and analyse a Designer or Design movement of their choice representing different cultures and contexts. Term 2 - An exciting term where students utilise their explorations from term 1 to complete a major Design work of their own choice. Students choose product design, environmental design or visual communication. A journal outlining the brief, ideation process and final solutions, with annotated comments of the process, is assessed. | | | | |
| Recommended Background | Nil. However, at least 1 semester of year 10 Visual Art - Art or year 10 Visual Art - Design is beneficial. | | | | |
| Possible Pathways | Stage 2 Visual Arts - Art, Stage 2 Visual Arts – Design and Stage 2 Creative Arts | | | | |
| Additional Costs/Information | One A3 journal will be provided. Students will be required to purchase or provide some materials. | | | | |

Visual Art (Design) B

Contact: Alex McFarlane

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|-------------------------------------|---|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | Term 3 - (alternative to semester 1) Students complete a Design Visual Study folio exploring media, materials, methods and techniques in rendering, and experimenting to further develop visual thinking and technical skills. Students also research and analyse a Designer or Design movement of their choice representing different cultures and contexts. Term 4 - An exciting term where students utilise their explorations from term 3 to complete a major Design work of their own choice. Students choose product design, environmental design or visual communication. A journal outlining the brief, ideation process and final solutions, with annotated comments of the process, is assessed. | | | | |
| Recommended Background | Nil. However, at least 1 semester of year 10 Visual Art - Art or year 10 Visual Art - Design is beneficial. | | | | |
| Possible Pathways | Stage 2 Visual Arts - Art, Stage 2 Visual Arts – Design and Stage 2 Creative Arts | | | | |
| Additional Costs/Information | One A3 journal will be provided. Students will be required to purchase or provide some materials. | | | | |

Workplace Practices

Contact: Cathy Schiller

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|-------------------------------------|--|-------------------|---|---------------------|----|
| Course Length | 1 Semester | SACE Stage | 1 | SACE Credits | 10 |
| Description | Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. Learning about the changing nature of work, industrial relations, workplace laws and safe and sustainable workplace practices. Students undertake learning in the workplace 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). Areas of study include: Industry and Work Knowledge, Vocational Learning and/or Vocational Education and Training (VET). | | | | |
| Recommended Background | Nil | | | | |
| Possible Pathways | Stage 2 Workplace Practices | | | | |
| Additional Costs/Information | Students undertaking Work Experience in the Construction Industry must undertake White Card training at a cost of \$95 per student before they are able to enter the worksite. Students undertaking Work Experience at Childcare Centres, Preschool programs and Kindergartens require a “DCSI child related employment screening” at a cost of \$15 per student before they are able to attend the site. | | | | |
