COURSE INFORMATION

2018
# 2018 Course Book Contents

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Dear Parents, Caregivers and Students,

At Millicent High School our mission is to provide students with multiple pathways to employment, vocational education, training and university study; hence our motto “Providing Pathways to the Future”

This Student Course Booklet is one of the important elements we use to achieve that goal for all our students. It provides information about all of the subjects offered from year 8 to 12 including the Certificate II and III courses offered at our school and flow charts that show how they connect from one year to the next.

It also provides information about our Middle School approach, the SACE, a list of websites that might be useful, the processes for subject counselling and selection along with the names and roles of key personnel that can assist with these important decisions.

At Year 8 and 9, due to the choice structure we provide, students options are kept open and it is not necessary to have decided on the future path to be taken. At Year 10 and 11 there are some important decisions to be made however, that will effect student’s options moving forward. Please contact one of the team of key personnel on the next page if you have any questions or are unsure of the effect a decision might have.

As a small country high school we are committed to providing a wide range of subjects and will run as many subjects as possible through a variety of innovative approaches to meet student choice. Many of our classes are small to ensure this goal of providing options for all students. If you believe a subject is critically important to your future goals and we do not offer it, please let us know as there are often other ways to access subjects that can be negotiated that are not included in this booklet.

Our goal is to provide the learning experience that is right for all our students and I wish you all the best with choosing your future pathway at our school.

Regards

John Shelton – Principal
# MILLENCENT HIGH SCHOOL KEY PERSONNEL

## School Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr John Shelton</td>
<td>Principal</td>
</tr>
<tr>
<td>Mr Graham Bell</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td>Mr Andrew Stockley</td>
<td>Senior Leader, Senior School</td>
</tr>
<tr>
<td>Ms Kristie Williams</td>
<td>Coordinator, Junior School</td>
</tr>
<tr>
<td>Mrs Sandy Hamilton</td>
<td>Senior Leader Flexible Learning Options</td>
</tr>
</tbody>
</table>

## Curriculum Coordinators

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Alex Price</td>
<td>English, Literacy, Humanities and Social Sciences</td>
</tr>
<tr>
<td>Mr Todd Watson</td>
<td>VET, Health, Physical Education, Home Economics,</td>
</tr>
<tr>
<td></td>
<td>Arts, Digital Technology, Textiles</td>
</tr>
<tr>
<td>Mr Steve Tredrea</td>
<td>Technical Studies, Industry Pathways</td>
</tr>
<tr>
<td>Miss Stephanie Gilbert</td>
<td>Maths, Science &amp; Numeracy</td>
</tr>
</tbody>
</table>

## Student Wellbeing Counsellors

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Sandy Hamilton</td>
<td></td>
</tr>
<tr>
<td>Ms Tamara Gould</td>
<td>Wellbeing Teacher</td>
</tr>
<tr>
<td>Mr Steve Tredrea</td>
<td>Aboriginal Support</td>
</tr>
<tr>
<td>Mr Nathan McDuff</td>
<td>Pastoral Care Worker</td>
</tr>
</tbody>
</table>

## School Contact Information

<table>
<thead>
<tr>
<th>Information</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>2 Mt Burr Road, Millicent  SA  5280</td>
</tr>
<tr>
<td>Phone</td>
<td>08 87332400</td>
</tr>
<tr>
<td>Fax</td>
<td>08 87332166</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.millicenths.sa.edu.au">www.millicenths.sa.edu.au</a></td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:dl.0780.info@schools.sa.edu.au">dl.0780.info@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Facebook</td>
<td>Millicent High School Facebook Page</td>
</tr>
</tbody>
</table>
Once students and parents have had an opportunity to read and study this Course Booklet, there will be an information night for parents in Week 5 of Term 3.

Students in Year 10 will begin their Course Counselling in PLP. Year 10 & 11 students will be given subject selection sheets that will require them to check with subject teachers about the suitability of their choice.

There will be a Course Counselling evening and day in Week 8 of Term 3 when parent and students can meet with teachers and leaders to finalize their subject choices.

Students in Year 8 and Year 9 will receive their subject selection forms in Term 3 2017. They and their parents will be given the opportunity to discuss their choices with relevant staff if they desire. All students in Year 8 and 9 are strongly encouraged to make wise selections based on interests and strengths, and not merely follow the lead of their peers.

All course selection choices must be returned to the school promptly so that classes can be structured for 2018. Specific dates for this will be given during the counselling sessions. This is especially important for Stage 1 and Stage 2 students as they will begin their 2018 subjects during Term 4 2017.
MIDDLE SCHOOLING AT MILICENT HIGH SCHOOL

At Millicent High we believe that the Middle School years from Years 8 – 10 are invaluable in the education of our students. In order to cater for the diversity of our students and their differing needs we have incorporated the following structures into our teaching and curriculum.

RELATIONSHIPS

Strong and positive relationships are critical to the success of our students and should be developed among all members of the learning community. A safe and secure learning environment is provided and diversity and cultural beliefs are valued and celebrated. Staff model positive behaviours and teaching practices and focus on the development of social and life skills. As a school we believe that the positive relationships develop trust, respect and understanding.

STRUCTURES

In order for our Middle Schooling practices to remain attainable and sustainable we implement a variety of structural elements at year 8. These include:

- Key teachers for Integrated Studies, Maths and Science
- Daily contact with supportive staff
- A supportive and flexible transition program between primary and high school

CURRICULUM

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

EXTRA-CURRICULAR OPPORTUNITIES

Within our Middle School environment students are provided with many opportunities to develop or enhance their leadership skills. Some of these include:

- Student Representative Council
- Camps and Excursions
- Peer Support
- Pedal Prix
- Forestry
- Regional and State Sport Competitions
- World Challenge

LEARNING

All our Middle School students are given the opportunity to successfully develop their social, emotional, physical, spiritual and intellectual capabilities. Students should see their learning as relevant, enjoyable, challenging and achievable.

Within our Middle School, staff use a variety of learning and teaching techniques and methodologies. Our staff value the strengths of students while at the same time encouraging them to work outside those strengths and develop new skills and abilities.

Our goal is to enable students to become responsible, self-directed, independent ‘powerful learners’ while they develop their time management skills and goal setting. Where possible our learning is:

- Differentiated
- Cross-curricular
- Inclusive
- Linked to vocational learning
- Supportive
- Values based.

SPECIALIST SUBJECTS

Dance

Dance has entry requirements. Students wishing to enrol in this program must speak with the Middle School Coordinator, Ms Kristis Williams.

Sport Focus

Basketball and Volleyball are offered as a Sport Focus subject in Years 8 to 10, to students who express an interest during their initial phase of counselling.

Music

Instrumental music lessons for strings, woodwind and brass are available. Playing in the school band is an option. Students wishing to enrol in these programs must speak with the Music Teacher, Mrs Julianne Thomas.

YEAR 10 SECOND SEMESTER

All Year 10 students are required to undertake their Personal Learning Plan (PLP) subject which marks the beginning of Senior School (refer the page under the heading ‘Senior School at Millicent High School’).
JUNIOR SCHOOL

YEAR 8

All of the following subjects are compulsory:
- Integrated Studies (Integrated Studies, Humanities and Social Sciences, Digital Technology and Cultural Studies)
- Mathematics
- Science
- Art
- Drama
- Dance
- Music
- Food and Nutrition
- Textiles
- Technology Studies (Construction and Robotics)
- Physical Education/Health
- Pastoral Care
- Agriculture (Embedded in Science)
- Italian
- Shine

Dance and Sport Focus, Instrumental Lessons and Band are optional courses in Year 8.

YEAR 9

The following subjects are compulsory:
- English
- Mathematics
- Physical Education/Health
- Science
- Humanities and Social Sciences

The following are choice subjects:
- Agriculture
- Art
- Dance
- Drama
- Food and Nutrition
- Digital Technology
- Italian
- Leisure Engineering
- Media Arts
- Metalwork
- Music
- School Band
- Sport Focus
- Textiles
- Woodwork

YEAR 10

The following subjects are compulsory:
- English
- Mathematics
- SACE Stage 1 Personal Learning Plan
- Science
- Humanities and Social Sciences

The following are choice subjects:
- Agriculture
- Dance
- Drama
- Digital Technology
- Focus on Children
- Focus on Food
- Italian
- Leisure Engineering
- Media Arts
- School Band
- Sport Focus
- Sport and Recreation
- Textiles
- Visual Art
- Woodwork A and B
- Recreational Art
THE CURRICULUM

- All curriculum areas are valued.
- Opportunities exist for engagement in critical thinking, creative thinking and problem solving.
- Curriculum offerings take into account the abilities, interests and future plans of individual students.
- Assessment techniques in every subject cover a wide range and the criteria used in assessment are explained to students. Both summative and formative assessment is used. As well as meeting SACE requirements, grades are given to indicate the standard achieved in each subject.
- Career counselling forms an important aspect of Year 11 and 12 activities, including opportunities for work experience. This allows students to be made aware of their particular skills and abilities as they relate to future courses and careers.
- Vocational Education and Training (VET) opportunities are offered. These subjects may be embedded in some subjects or operate as stand-alone courses.
- Positive relationships between students and teachers are a valuable and integral part of the learning process.

AUSTRALIAN CURRICULUM INTO ALL STAGE 1 ENGLISH AND MATHEMATICS

In 2016 SACE began integrating the Australian Curriculum into all Stage 1 English and Mathematics subjects. This resulted in little change to topics studied and delivery of content. It may see a slight change in the performance Standards used to assess student work, and in the names of specific courses.

Over the next 3-4 years there will be a gradual implementation of Australian Curriculum into all SACE subjects. Millicent High will keep parents and students updated as these changes occur.

In 2017 SACE will be integrating the Australian Curriculum into some Stage 2 subjects, namely English and Mathematics.

GOALS OF THE SENIOR SCHOOL

- To provide all students with the opportunities to achieve their best.
- To have Senior School students develop leadership skills within the broader school environment.
- For all students to value their schooling and take pride in their achievements.
- To provide all students with the opportunities to be prepared for further study, higher education or employment.
- To challenge students and provide them with the ability to critically analyse their work and the world around them.

THE PERSONAL LEARNING PLAN

The Personal Learning Plan is a compulsory SACE subject that is normally undertaken in Year 10. Students will consider their future aspirations and research reliable career information to help them make appropriate and informed subject choices for senior school and map out their future plans for beyond schooling. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan will help students:
- 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.
- Review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT) skills.
- Gain skills for future employment.
- Identify goals and plans for improvement.
- Review and adjust plans to achieve their learning and career goals.

The Personal Learning Plan will contribute 10 credits towards the SACE.
CHOOSING A PATHWAY IN SENIOR SCHOOL

PURPOSE OF THE COURSE BOOK
The course book provides current and prospective students and their parents or caregivers with information regarding the curriculum offerings at Millicent High School. It is designed to help students make decisions about suitable courses of study from Year 8 to Year 12. The requirements for each year level are outlined in the first part of this book and specific course descriptions are provided under the Learning Area headings.

HOW TO USE THIS BOOK
Parents and caregivers are encouraged to explore the Course Book with their son or daughter and to plan possible options and pathways for study. The flow charts at the beginning of each curriculum section and the SACE pattern outlines should assist with this discussion.

Students will also use the Course Book during Home Group discussions, prior to submitting their ‘parent approved’ choices.

COURSE SELECTION
In selecting a course for the following year students should ask themselves the following questions:

- What are my plans for the future? Which subjects are necessary or best to help me achieve these goals? Can I be successful in those subjects?
- Which subjects will help me develop skills in areas that interest me?
- Am I keeping options open so I can change my mind about what I do in the future?
- In which subjects am I most successful?
- Which subjects do I most enjoy?

CAREERS AND TERTIARY EDUCATION
Students have access to a range of resources at school. Many publications such as University handbooks, SATAC guides, Job Guide and Tertiary Entry Handbooks are located in the Counselling Centre. In addition, information and advice regarding training, employment and higher education entrance requirements are available through the Senior Leaders and Student Counsellors.

COUNSELLING PROCEDURES
- It is important that students and parents, together with teachers, are involved in course selection for each individual.
- Students will be provided with course selection sheets and a timeline outlining the counselling process at each year level.
- The counselling program means that students will be supported in their decision-making by; their Home Group Teacher, Subject Teachers, Senior Leaders and Curriculum Coordinators.

Subject Availability
PLEASE NOTE:
Every effort will be made to place students into the subjects of their first choice. However, the school cannot guarantee that every choice will be met because subjects will not be offered:

- If too few students elect to take the subject,
- If staff are unavailable to teach the subject
- If students submit late selections or make last minute changes to subject choices they may find some courses have already been filled or cancelled.

Due to this possibility, students are asked to make an additional subject choice on the subject selection sheet as an alternative if one of their initial choices is unavailable. This will avoid the need to re-counsel students.

Grades in Year 10 may affect selections for Year 11.

Choices that have been approved between the counselling panel, student and parents will only be changed by special arrangements with the Deputy Principal. This is due to the fact that the staffing of the school as well as purchase of books and other materials will have been based on the initial choices so students should give very careful consideration to their final decisions.
This Course Book is only part of the process for selecting a course of study. Students will need more background material to help with the difficult process of choosing subjects.

Individual students and their parents have the responsibility for researching information needed regarding career choices. The following sources of information may be useful:

- Student interest in particular subjects
- Subject teachers
- Home Group teachers
- Senior Leaders
- Career Counsellor
- School Counsellors
- Tertiary Handbooks (in the Resource Centre)
- TAFE Information – infoline: 1800882661 or tafeinfo@saugov.sa.gov.au
- SATAC 104 Frome Street, Adelaide
- Visits to individual Universities
- Centrelink Career Information (Millicent Branch)
- Job Guide booklet in the Resource Centre and issued to Year 10 students in PLP class
- Career Expos and University Open Days
- Websites
  - Flinders University: www.flinders.edu.au
  - Adelaide University: www.adelaide.edu.au
  - University of SA: www.unisa.edu.au
  - TAFE SA: www.tafe.sa.edu.au
  - Centrelink: www.centrelink.gov.au
  - SATAC: www.satac.edu.au
  - Job Guide: www.jobguide.dest.gov.au
  - My Future: www.myfuture.edu.au
  - SACE Board: www.saceboard.sa.edu.au
  - Australian Apprenticeships: www.australianapprenticeships.gov.au
  - Year 12 What Next: www.year12whatnext.gov.au

Once students have collected as much relevant information as they need, it is time to select subjects. It is important to consider these selections as part of a pathway that extends from Year 11 into Year 12 (and 13) and beyond.

It is essential to consider where this pathway leads. Is University or TAFE where I am heading? What prerequisite subjects must I have at Stage 2? What assumed knowledge will I need? Do the Stage 2 subjects I want have assumed Stage 1 subjects? Will my background in Year 10 satisfy entry into Stage 1 subjects?
THE PATTERN

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10</td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td>Year 11 (Stage 1)</td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses)</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of mathematics subjects and courses)</td>
<td>10</td>
</tr>
<tr>
<td>NOTE: a ‘C’ grade or better must be obtained to meet SACE requirements</td>
<td></td>
</tr>
<tr>
<td>Year 11 or 12 (Stages 1 or 2)</td>
<td></td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>up to 90</td>
</tr>
<tr>
<td>Year 12 (Stage 2)</td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses*</td>
<td>60 or more</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

Other subjects and courses

Stage 1 compulsory subjects and courses
Stage 2 compulsory subjects and courses

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

INFORMATION ABOUT SUBJECTS OFFERED AS PART OF THE SACE

Subjects offered as part of the SACE are graded on an A-E continuum at Stage 1 and A* - E at Stage 2. All Stage 2 subjects have a 30% external assessment component.

Further information can be found either at the SACE website [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au) or by contacting Andrew Stockley at Millicent High School.

In addition:
- Information and updates about the new SACE can be found on the SACE Board website at [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au)
- An information booklet which you should already have received.
Details of entry requirements can be obtained from the Tertiary Entrance booklets (available in the Resource Centre), from SATAC (South Australian Tertiary Admissions Centre) or their website [www.satac.edu.au](http://www.satac.edu.au). However, all students are encouraged to check this information with the institution concerned or through the school Senior Leaders. It is particularly important to get the most up-to-date information for TAFE entry due to their wide range of entry requirements.

Interstate information should be obtained directly from the institution.

It is possible to progress from studying Certificate courses at TAFE into studying Diploma or Degree courses at University.

### University Open Days:

<table>
<thead>
<tr>
<th>University</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flinders University</td>
<td>18th August</td>
<td>9:30am – 3:30pm</td>
</tr>
<tr>
<td>Uni SA</td>
<td>20th August</td>
<td>9:00am – 4:30pm</td>
</tr>
<tr>
<td>Adelaide University</td>
<td>20th August</td>
<td>9:00am – 4:00pm</td>
</tr>
<tr>
<td>Lincoln College</td>
<td>18th - 19th August</td>
<td>9:00am – 4:00pm</td>
</tr>
<tr>
<td>St Ann’s College</td>
<td>20th August</td>
<td>9:00am – 5:00pm</td>
</tr>
<tr>
<td>St Mark’s College</td>
<td>19th August</td>
<td>9:00am – 5:00pm</td>
</tr>
<tr>
<td>Aquinus College</td>
<td>19th &amp; 20th August</td>
<td>9:00am – 4:00pm</td>
</tr>
</tbody>
</table>

In 2015 SATAC introduced changes to Tertiary studies from 2016 and beyond. New standards were set by the three South Australian Universities, making changes to how the ATAR (Australian Tertiary Entrance Rank) is calculated.

Previously the aggregate was 80 (which was generally reflected by 4 full year subjects at Year 12).

This aggregate is now set at 90 meaning that the Research Project grade will be needed in order to meet the minimum requirement.

This means that a Year 12 student who only completes the minimum requirements will risk a reduced ATAR if any one subject result is poor.
Vocational Education and Training may be completed during the Senior School Years of 11 and 12. Units of competency can be embedded in courses but may also be completed as a separate industry related course with industry recognition or within the SACE Board VET curriculum at Stage 1 or Stage 2.

The major benefits of these programs include:

- Industry recognised units of competency are achieved – qualifications are from Nationally endorsed training packages.
- SACE pattern is able to be maintained and completed.
- Time and money are saved as TAFE recognises units completed and provides credit towards further study in the same area.
- Opportunities to learn in an adult environment or real work settings.
- Work placement provides on the job training and experience as an entry-level trainee.
- Assists with decisions regarding future directions.
- Develops confidence and self-esteem.

**Vocational Education programs are available at Millicent High School in the following subjects:**

- Conservation Land Management Cert II & III
- Hospitality Cert II
- Textiles Cert II
- Industry Pathways
  - Automotive Cert II & III
  - Construction Cert II & III
  - Engineering Cert II & III

Generally a Cert II counts towards Stage 1 credits and Cert III towards Stage 2 credits.

Refer to the subject sections in the handbook for detailed descriptions and information regarding these courses.

**TAFE AND VET FEES IN 2018**

There is a wide range of VET courses offered at other schools in the region, which Millicent High School students can access by attending the other school for one day per week. Please refer to the VET Course and Careers Handbook. If students are interested in this option they should discuss their selection with the VET Coordinator.

The payment structure for TAFE and VET courses that students choose to enroll in are:

**TGSS: (Certificate II)** The Training Guarantee for SACE Students is part of the government’s Skills for All initiative and provides funded courses for students over the age of 16 who enroll in a TAFE course that has been identified as an area of ‘high employability.’ There are no tuition costs for students over the age of 16 who are registered as a TGSS enrolment.

**TGSS: (Certificate III)** At Certificate III level Skills for All funding covers 80% of the tuition costs. In 2018 Millicent High will cover half of the remaining 20%.

**TAFE courses not covered under Work Ready or for students under the age of 16 who choose to enroll in a TAFE course:** Millicent High may cover 50% of the tuition costs for any TAFE course either not funded by Skills for All or for students who are under 16 years of age.

**VET courses offered through Millicent High:** There will be no tuition costs for Millicent High students.

**VET courses offered via other schools:** The cost of these courses is at the discretion of the delivering school. Millicent High will cover 50% of the tuition costs.

**Travel costs:** Millicent High School is able to provide a bus service to Mount Gambier for most TAFE students. Currently there is no cost for this service, however it is subject to review and change.

**TAFE material costs are the responsibility of the student undertaking the course.**

**AUSTRALIAN SCHOOL BASED APPRENTICESHIPS**

In an Australian School Based Apprenticeship (ASBA) students are employed part time while being enrolled as a full time student. As part of their contract of training students gain a vocational education qualification, which is most commonly at Australian Qualification Framework (AQF) level 2. In addition the training counts towards the SACE.

Under ASBA senior students are required to:

- Be enrolled as a full time student.
- Undertake an ASBA as part of their broader study toward the SACE.
- Attend school part time, be employed part time and attend formal Vocational Education and Training.
- Be paid a pro-rata wage for working and Vocational Education and Training (normally a minimum of 8 hours per week).

Australian School Based Apprenticeships are available in a variety of industry areas.

**WHAT DOES IT MEAN FOR STUDENTS?**

A dual qualification at the end of Year 12 or the end of their contract.
COMMUNITY LEARNING

COMMUNITY LEARNING PROGRAMS

Community learning is learning that is not formally accredited through The SACE Board of SA but is considered to be at a level and a standard that are equivalent to the learning that is expressed in SACE accredited subjects.

The SACE Board of SA recognises two kinds of community learning:

- **Community-developed Programs**
  
  Many community organisations develop and accredit their own programs

  Examples of community organisations that develop such programs are the Australian Music Examinations Board, The Duke of Edinburgh's Award, the Royal Life Saving Society (SA Branch), Scouts Australia, and the SA Country Fire Service.

- **Self-directed Community Learning**
  
  These are programs or sets of activities that are developed by the individual student or developed specifically for individual students by others.

  Examples of these programs include undertaking an independent life skills program or a personal enrichment program, caregiving, taking leadership in the workplace, and mentoring.

The eight areas of community activity that provide the framework for community learning in the SACE are:

  o Community Development
  o Independent Living
  o Performance
  o Recreation Skills and Management
  o Self-development
  o Sports Skills and Management
  o Volunteering
  o Work Skills and Career Development

These areas reflect the wide range of community learning activities that students undertake.

Examples of typical activities in the eight areas of community learning and further information or application forms for recognition of community learning see the school’s Senior School Leader or Senior Leader Flexible Learning Programs Manager.

MILLICENT COMMUNITY LEARNING CENTRE

The Millicent Community Learning Centre provides a flexible learning option program for students whom a traditional high school education is not able to meet their needs. Case management and individual programs allows for learning pathways to be established. As a result of course counselling potential students will be identified by staff and then invited to apply to be part of the program.

Some students who have left school to take up full time apprenticeships at work may access programs flexibly to complete their SACE through the MCLC.
In 2015 SATAC introduced changes to Tertiary studies from 2016 and beyond. New standards were set by the three South Australian Universities, making changes to how the ATAR (Australian Tertiary Entrance Rank) is calculated.

Previously the aggregate was 80 (which was generally reflected by 4 full year subjects at Year 12).

This aggregate is now set at 90 meaning that the Research Project grade will be needed in order to meet the minimum requirement.

This means that a Year 12 student who only completes the minimum requirements will risk a reduced ATAR if any one subject result is poor.
SUBJECTS OFFERED AT MILLCIENT HIGH SCHOOL

SENIOR SCHOOL

### STAGE 1

The following subjects are **compulsory**:
- English (Full Year) - students can choose from:
  - English
  - Essential English
- Mathematics (Semester) – students can choose from either:
  - Essential Mathematics
  - General Mathematics
  - Mathematics A, B and C
- Research Practices (Semester)

**Subjects:**
- Agriculture
- Arts in the Community
- Biology 1 & 2
- Chemistry 1 & 2
- Child Studies
- Community Studies
- Creative Arts - Art
- Creative Arts – Dance/Drama
- Creative Arts - Music
- Creative Arts - Textiles
- Dance
- Communication Products – Digital Photography
- Drama
- Food and Hospitality 1 & 2
- Information Processing and Publishing
- Leisure Engineering (Negotiated Community Studies)
- Metalwork
- Modern History
- Music
- Physics 1 & 2
- Physical Education 1 & 2
- Psychology
- Peer Support
- School Band
- Scientific Studies
- VET in Schools – VET Fashion
- Visual Art – Art
- Workplace Practices 1 & 2
- Woodwork 1 & 2

### STAGE 2

The following subject is **compulsory**:
- Research Project

**TAS – tertiary approved subjects:**
- Agriculture
- Biology
- Chemistry
- Child Studies
- Context Woodwork
- Creative Arts - Textiles
- Creative Arts - Art
- Creative Arts – Music
- Communication Products - Digital Photography
- Drama
- English
- Essential English
- English Literary Studies
- Food and Hospitality
- Information Processing & Publishing
- General Mathematics
- Mathematical Methods
- Music
- Modern History
- Physics
- Physical Education
- Psychology
- Scientific Studies
- Specialist Mathematics
- Visual Art
- Workplace Practices

**Non TAS Subjects**
- Arts in the Community
- Communication and the Community
- Essential Mathematics
- Foods and the Community
- Health, Recreation and the Community
- Science, Technology and the Community
- Work and the Community

**Vocational Education Programs**

- Conservation Land Management Cert II & III
- Hospitality Cert II
- Textiles Cert II
- Industry Pathways
  - Automotive Cert II & III
  - Construction Cert II & III
  - Engineering Cert II & III
Please note: At Stage 1 students can only study two Creative Arts subjects, eg Creative Arts (Art/Design) and Creative Arts (Music).
At Stage 2 students can study only one Creative Arts subject.
DIGITAL TECHNOLOGY

YEAR 8
Integrated Studies
Robotics
 compulsory

YEAR 9
Digital Technology

YEAR 10
Digital Technology

Stage 1

Stage 2

Information Processing and Publishing
10 Credits

Information Processing and Publishing
20 Credits

MEDIA ART

YEAR 8
Arts

YEAR 9
Media Arts

YEAR 10
Media Arts

Stage 1

Stage 2

COMMUNICATION PRODUCTS – Digital Photography
10 Credits

COMMUNICATION PRODUCTS – Digital Photography
20 Credits

CONSTRUCTION TECHNOLOGY

YEAR 8
Technology Studies
 compulsory

YEAR 9
Metalwork

YEAR 10
Metalwork A

YEAR 10
Metalwork B

Stage 1

Stage 2

INDUSTRY PATHWAYS (2 year course)
Certificate 2 in Automotive
 or
Certificate 2 in Engineering
 or
Certificate 2 in Construction

METALWORK
10 Credits

INDUSTRY PATHWAYS (2 year course)
Certificate 2 in Automotive
 or
Certificate 2 in Engineering
 or
Certificate 2 in Construction

YEAR 9
Woodwork

YEAR 10
Woodwork A

YEAR 10
Woodwork B

WOODWORK
10 Credits

WOODWORK
20 Credits
Please note: At Stage 1 students can study only two Creative Arts subjects. eg Creative Arts (Art/Design) and Creative Arts (Music).
At Stage 2 students can study only one Creative Arts subject.
It is compulsory for students to study at least one mathematics subject at Stage 1 and must gain a “C Grade” or better.

Students do two units of General Mathematics in Stage 1 if they intend doing Stage 2 General Mathematics.

Students who choose Mathematics A, B or C in Stage 1 must have studied Extension Mathematics in Year 10.

Students considering Mathematical Methods should undertake Mathematics A and B as a minimum and would be significantly advantaged by undertaking Mathematics C. Students considering Specialist Mathematics must also undertake Mathematics C.
NB. Stage 1 Essential English does NOT lead to Stage 2 English/English Literary Studies.
HUMANITIES AND SOCIAL SCIENCES FLOW CHART

HUMANITIES

YEAR 8
Integrated Studies
Embedded HASS Component compulsory

YEAR 9
Humanities and Social Sciences compulsory

YEAR 10
Humanities and Social Sciences compulsory

Modern History
10 Credits

Modern History
20 Credits

Stage 1

Stage 2

ITALIAN FLOW CHART

ITALIAN

YEAR 8
Italian
One Semester compulsory

YEAR 9
Italian Semester 1

YEAR 10
Italian

YEAR 9
Italian Semester 2 Whole Year

PLP & WORKPLACE PRACTICES FLOW CHART

PERSONAL LEARNING PLAN AND WORKPLACE PRACTICES

YEAR 10
Stage 1
Personal Learning Plan
10 Credits Compulsory

STAGE 1
Workplace Practices
10 or 20 Credits

STAGE 2
Workplace Practices
10 or 20 Credits
INTEGRATED STUDIES

Integrated Studies or I.S. is an eight lesson per week subject at Year 8 which incorporates the curriculum areas of English, Humanities and Social Sciences, and Digital Technology and Cultural Studies. Students are taught in their Home Groups and support is provided for students with special needs. Courses are designed to build upon current knowledge and to develop new skills and understandings. This subject is aligned to the Australian Curriculum.

Topics covered in I.S. include:
- Novel study – novels studied in previous years include ‘Trash’, ‘Wonder’, ‘Holes’ and ‘The Great Zoo of China’, amongst others
- Spelling, grammar, punctuation and vocabulary
- Text Types – exposition, narrative, recount and report writing
- Reading Strategies
- Landforms and Landscapes
- Middle Ages, Vikings & Asia
- Enquiry based history projects and problem based learning
- Changing Nations
- Microsoft Office, Powerpoint, Prezi
- Internet based learning and research
- Film and media studies – films and programs studied in previous years include ‘Trash’, ‘ABC’s You Can’t Ask That’, ‘Robin Hood’, amongst others
- Environmental sustainability

MATHEMATICS

The Year 8 Mathematics course develops students' mathematical fluency, understanding, problem solving and reasoning with emphasis placed on mental, written and digital mathematical strategies.

Concepts covered throughout the year include:
- Directed (negative) numbers
- Percentage increases and decreases
- Profit and loss
- Patterns, algebra and linear equations
- Investigating the area, volume and congruency of objects
- Data collection, calculating averages and representing chance events

SCIENCE

This year 8 Science course develops students' scientific understanding, inquiry skills and appreciation of science as a human endeavour. Students spend time in classrooms, laboratories and on the school farm, exploring links between traditional science and agriculture.

Concepts covered throughout the year include:
- Scientific method, laboratory skills and laboratory safety
- Cells, systems and reproduction
- Particle theory of matter
- Chemical and physical change
- Kinetic and potential energy
- Sedimentary, igneous and metamorphic rocks

PHYSICAL EDUCATION

Physical Education is a four lesson per week course in Year 8. Students undertake this course in their Home Groups. The practical component of this course is designed to improve skills and fitness for all students. In health, students will undertake the SHINE SA Year 8 program, where they will be provided with knowledge and skills to make informed choices in relation to their own and others' physical, social and emotional well-being.

Areas covered in this course include:
- Athletics
- Basketball
- Cricket
- Hockey
- Netball
- Softball
- Volleyball
- Badminton
- Indoor Games

Theory topics covered include:
- Human Anatomy
- Puberty
- Stereotypes
- Harassment
- Decision Making
- Healthy Lifestyles
- Relationships
- Sexually Transmitted Infections
- Asia and Sport
- Drug & Alcohol Awareness

SPORT FOCUS

Students may choose to undertake a second Physical Education subject. Sports Focus provides students with an opportunity to study in depth a range of practical and theory components related to Volleyball and/or Basketball. The subject focuses on the specific skills, techniques and rules.

MUSIC

Music is a term course with four lessons per week and runs in a ten week block. Where possible students work in their Home Group.

The two areas covered include:
- Creating – Students are introduced to the instruments of rock. The layout of instruments are studied and playing skills taught. Students perform as a class ensemble.
- Responding – Students develop their knowledge and comprehension of basic music notation. Students learn how to observe and review a musical performance.
YEAR 8 SUBJECT DESCRIPTORS

DRAMA

Drama is a term course with four lessons per week at Year 8 and runs for a ten week block. Students work in their Home Groups where possible (dependent on size of Home Groups). The areas covered in this course include:
- Basic Stagecraft
- Improvisation
- Characterisation
- Script reading/writing
- Comedy
- Research

In addition to their practical work students also undertake a theory component as part of this course.

TECHNOLOGY STUDIES

Technology Studies is a semester course at Year 8. Students work in their Home Groups where possible (dependent on size of Home Groups). The areas covered in this course include:
- Design and manufacture
- Critiquing of projects
- Safe operation of tools and machines
- Robotics

ART

Art is a term course in Year 8. Students work in their Home Groups (dependent on size of Home Groups) and support for identified students is provided where possible. Areas covered in this course include:
- Creating – students build their practical and creative skills in the areas of drawing, painting, printmaking and ceramics
- Responding – students examine and interpret artworks

TEXTILES

This unit allows students to design, make and appraise projects using Textiles. Students are given the opportunities to learn sewing machine operations design and make a Pencil case within set criteria, designs are based on student's skills and interest. Reflecting and evaluating success is a critical part of the learning process.

SCHOOL BAND

The School Band is open to students who have at least one year's experience on their chosen instrument, or by audition. The School Band will perform at both school and community events. Student learning from participation in the band is extensive and includes enhanced instrumental skills and solid personal skills development.

ITALIAN

Students study an Italian course at Year 8, so students can learn a foreign language and broaden their cultural understandings. The course will provide students the opportunity to work with different modes of communication and with different types of text genres. The program will be offered over 1 semester and will be divided into two parts: Language studies and Cultural studies. Students will learn a variety of topics including: Greetings, introducing themselves, expressing their state of wellbeing, describing friends and family, describing routine events and leisure activities and cultural studies. Students will be encouraged to use specific elements of ICT, especially when researching and presenting information about the Italian culture and way of life.

FOOD AND NUTRITION

During this course students undertake both theory based and practical tasks. The course is designed to develop students' confidence and self-esteem while encouraging students to develop responsibility and cooperation. There are literacy and numeracy achievements embedded throughout the program. Students discover the five senses as to how, when and why they are used ultimately encouraging the development of appropriate technical and descriptive language that students can use when completing practical evaluations. They become skilled at following procedural instructions and identify the various methods of measuring ingredients to the Australian Guide to Health Eating which is directly connected to the practical's that they undertake.

DANCE

Dance is a practical course with a theory component. This course is designed to introduce students to the basic skills in Dance. Techniques and styles we work on in Dance are Jazz, Hip Hop, Choreography and Performance. Theory component looks at:
- Warm up / cool down techniques
- Cultural / Genres of Dance
YEAR 9 SUBJECT DESCRIPTORS

ENGLISH

Students are taught in their home groups and support is provided for students with special needs. Courses are designed and aligned to the Australian Curriculum.

Topics covered in the Year 9 English course will include:

Responding to literature:
Students learn to evaluate and integrate ideas and information from texts to form their own interpretations. Students learn to understand how interpretations can vary by comparing their responses to texts to the response of others. Example novels which have been taught in previous years include, ‘Destroying Avalon’, ‘Then’, ‘The Boy in the Striped Pyjamas’ and ‘Love, Ghosts and Nose Hair’. Students also respond to film, media and other text types such as song lyrics and articles.

Creating texts:
Students demonstrate how manipulating language features and images can create innovative texts. Students will learn to edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts while also using accurate spelling and punctuation. Students produce their own examples of texts types, including persuasive, narrative and informative texts.

MATHEMATICS

The Year 9 Mathematics course develops students’ mathematical fluency, understanding, problem solving and reasoning with emphasis placed on mental, written and digital mathematical strategies.

Concepts covered throughout the year include:
- Simple interest
- Index laws and scientific notation
- Expanding and factorising
- Pythagoras’ theorem and trigonometry
- Finding the distance, midpoint and gradient of lines
- Calculating the surface area and volume 3D objects
- Data representation and chance experiments.

SCIENCE

The Year 9 Science course develops students’ scientific understanding, scientific inquiry skills and appreciation of science as a human endeavour.

Concepts covered throughout the year include:
- The nervous and endocrine systems
- Ecosystems and energy flow
- Atoms and the Periodic Table
- Chemical reactions and the conservation of mass
- Energy transfer using wave and particle models
- Plate tectonics and continental movement.

HUMANITIES AND SOCIAL SCIENCES

This course provides students with the opportunity to develop the knowledge, skills and attitudes that will equip them for effective participation in local, national and global communities. Students are taught in their home groups and the course is aligned to the Australian Curriculum.

Topics covered in the Year 9 HASS course include:
- Industrial Revolution
- World War I
- Australia’s involvement in World War I
- Australia’s political system
- Environmental research study

The learning undertaken in Year 9 HASS is complemented by a Year 9 Camp to Canberra, where students build upon their knowledge of WWI and Australia’s Political systems.

PHYSICAL EDUCATION & HEALTH

In Physical Education students will experience a variety of sports in which they can develop specific skills and game play, while developing an appreciation of the rules. Students will gain a broad understanding of fitness components and how they relate to individual fitness and health.

In Health students will undertake the SHINE SA Year 9 program, which will be provided with a balance of knowledge, processes and skills to enable them to make informed choices in relation to their own and others’ physical, social and emotional well-being.

Practical topics covered in the Year 9 Physical Education and Health course include:
- Athletics
- Fitness Testing
- Football
- Hockey
- Korfball
- Lacrosse
- Tennis
- Soccer
- Speed Ball
- Table Tennis

Theory topics covered are:
- Fitness Testing
- Self Esteem
- Gender / Power
- Harassment
- Sexually Transmitted Infections
- Relationships
- Impact of Technology
- Diversity
- Contraception
- Safe Sex
- Sex and Drugs
YEAR 9 SUBJECT DESCRIPTORS

DANCE
Dance is a practical course with a theory component. This course is designed to build on the foundational skills introduced in Year 8. Students will have the opportunity to participate in performance and choreography. Students will be encouraged to be involved in performances at school assemblies, musical and community events. It is preferable that students have studied Dance in Year 8.

DRAMA
This course has a practical and theory component which builds upon the skills and knowledge established in Year 8. Students will have the opportunity to work on group projects and develop interpersonal and independent learning skills. The course focuses on particular genres (e.g. melodrama). Students will record their production experiences in a drama log and also participate in the analysis of performance work.

MUSIC
Music is a semester course in Year 9. The course is designed to provide students with experience in two areas of music.
- Creating – Instrumental skills development in solo and ensemble performance as well as song writing and basic recording.
- Responding – Observation and review of musical performances. Further development in music reading and comprehension.

SCHOOL BAND
The School Band is open to students who have at least one year’s experience on their chosen instrument, or by audition. The School Band will perform at both school and community events. Student learning from participation in the band is extensive and includes enhanced instrumental skills and solid personal skills development.

AGRICULTURE / HORTICULTURE
This course is an introduction into the world of Agriculture and Horticulture. It has a strong enterprise focus, based around the rearing of chickens, goats, dairy calves and alpacas. This course also involves a theory component that students will complete to further develop their understanding of the concepts being taught.

The Horticulture component of this course involves work within the school garden, and growing vegetables and herbs.

ART
Art is a semester course in Year 9. Students undertake study in two areas within the Art program.
- Creating – drawing, painting, printmaking, design and sculpture
- Responding – students examine and interpret artworks

FOOD AND NUTRITION
The Food and Nutrition course aims to provide students with the ability to make educated decisions relating to good food choices through the investigation of ‘The Healthy Living Pyramid’ and ‘The Australian Guide to Healthy Eating’. Their learning is ultimately demonstrated through practical and theoretical means. Topics include: Health breakfasts, Fast food made healthy and Budgeting. Numeracy elements are also embedded into the course with the budgeting topic which involves students costing individual meals, adapting recipes to ensure appropriate servings, converting ingredients into metric measuring units as well as planning their time during practical’s. Students also touch on Customer Service learning about various table settings, Front of House and Back of House job roles.

SPORT FOCUS
Students may choose to undertake a second Physical Education subject. Sports Focus provides students with an opportunity to study in depth a range of practical and theory components related to Volleyball and/or Basketball. The subject focuses on the specific skills, techniques and rules.

TEXTILES
The Textiles course aims to extend practical skills developed in Year 8 Textiles, while developing an understanding of how to design, make and appraise articles of choice. Students can also experience the use of an Overlocker and Electronic Sewing machine in the construction of their article. This course also includes a theory component which compliments the practical aspects of the course.
YEAR 9 SUBJECT DESCRIPTORS

MEDIA ARTS
(formally Multi-Media Production and Photography)

Media Arts has a strong focus on practical work. At year 9 level students are introduced to a variety of digital technologies and will be instructed in the planning, designing, creating and evaluation techniques required to produce high quality digital artworks. Students will have the opportunity to develop their skills through the use of basic video and sound editing software, photo manipulation tools, desktop publishing software and web design applications.

Additionally, this course introduces the basic principles of Photography. The use of digital cameras, composition of photographs, filters and the use of accessories are all covered within the course. Basic digital photography and editing will be introduced with the use of Photoshop – a photographic manipulation software program.

Students will demonstrate their artistic and technical skill through the creation of a variety of media artworks. The major assessment pieces include a short clay animation film, web pages and a variety of desktop products. Students will also explore, analyse and evaluate other media artworks to help them identify and challenge how social, institutional and ethical issues influence how they are produced and used.

Students who are considering a career in the film and television industry, photography, gaming or web design should also find this course beneficial.

ITALIAN

Students who are wishing to study Italian in year 9 have 2 options: Italian 1 and Italian 2. Italian 1 allows them to study Italian for semester 1 only, however they do have the option at the end of semester 1 to move into Italian 2 in semester 2. Italian 2 is for the whole year; and is for students who are sure they want to study Italian for the whole year.

DIGITAL TECHNOLOGY - ROBOTICS

First offered in 2017, may be offered in 2018. The Robotics course introduces students to the principles and concepts surrounding computer programming. Students are engaged with modern classroom robotics resources including the use of LEGO Systems and the programming in an applied setting. Student designed and programmed robots are challenged to complete a series of tasks involving different scenarios and circumstances.

METALWORK

This course covers a number of basic metalworking procedures and has a strong emphasis on practical work and the development of practical skills. Topics include:
- Introduction to gas welding equipment
- Safety and procedures
- Introduction to the metal turning lathe
- Basic turning procedures
- Reading drawings and procedures
- Design and use of hand tools
- Project evaluations

Students will also complete a theory component in conjunction with their practical work.

WOODWORK

This course develops knowledge and skills in the following woodworking areas:
- Uses of hand tools
- Drilling machines
- Bandsaw and wood lathes
- Products used for fixings
- Adhesives and finishing procedures
- Project planning and design
- Freehand sketching
- Orthographic projection
- Problem solving and safety

Assembling more than one component in the manufacture of a product and project evaluation are key components of the course. A theory component is also undertaken.
YEAR 10 SUBJECT DESCRIPTORS

ENGLISH

In Year 10 English students are given the opportunity to build upon creating texts, interpreting, analysing and evaluating texts.

Students study a variety of texts. Examples of previous novel studies are ‘The Hunger Games’, ‘Tomorrow When the War Began’, ‘Looking for Alibrandi’ and ‘Valentine Joe’. Films, TV series and other text types are also studied.

Creating literature: Students create a range of texts to articulate complex ideas, including narratives, procedures, reports and literary analyses.

Students will interact with others, contribute actively to class and group discussions, build on others’ ideas, solve problems, justify opinions and develop and expand arguments.

The English Curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of text types, such as newspapers, films, novels, digital texts and poetry. Examples of previous novels and films studied are ‘The Hunger Games’, ‘Tomorrow When the War Began’ and ‘Remember the Titans’.

SCIENCE

The Year 10 Science course develops students’ scientific understanding, scientific inquiry skills and appreciation of science as a human endeavour. Concepts covered throughout the Semester include:

- Evolution and natural selection
- The structure of the Periodic Table
- Chemical reaction rates
- Newton’s Laws of Motion
- Energy transfer and transformation.

ITALIAN

Students who are wishing to study Italian in year 10 have 1 option, Year 10 Italian. This goes for the whole year, yet students who are unsure whether they want to do it for a whole year can still choose it for the beginning of the semester. I encourage students to choose Italian as it is beneficial to know a second language.

HUMANITIES AND SOCIAL SCIENCES

The Year 10 Humanities course concentrates on developing research and study skills and an awareness of important environmental and social issues. The emphasis is on the world as a whole, with curriculum covering Civics and Citizenship, History, Geography and Economics and Business. Subjects covered include:

- Values and practices in a democratic society
- History of the modern world
- Australia from 1918 to the present
- Popular Culture
- Environmental change and management
- Economic performance and standard of living

GENERAL MATHEMATICS

The Year 10 General Mathematics course develops students’ mathematical fluency, understanding, problem solving and reasoning, building upon skills developed in previous years. Concepts covered throughout the year include:

- Compound interest
- Expanding and factorising
- Trigonometry
- Linear and quadratic equations
- Surface area and volume of composite shapes
- Box plots and chance experiments.
### PERSONAL LEARNING PLAN (PLP)

This subject is compulsory and is the first Stage 1 SACE course undertaken by students. The Personal Learning Plan helps students to:

- Identify and research career paths and options
- Choose suitable SACE subjects and consider courses available beyond school
- 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 learning and career goals
- Review and adjust their plans to achieve their goals.

The course features opportunities for students to interact with guest speakers, attend the Limestone Coast Career Expo and to gain understanding and appreciation of different occupations and career opportunities.

Students will undertake a compulsory Work Health Safety program prior to participating in a week of workplace learning (work experience) during Term 3.

### DRAMA

This course has both a practical and theoretical component, which build upon the skills established in Years 8 and 9. Students will have the opportunity to work on group performance projects and develop skills reviewing productions as well as in the use of:

- developing stage craft
- stage design
- characterization

The course focuses on particular genres and students will be required to:

- Record production experiences in a Drama Log
- Refine their skills as performers
- Students will participate in school performance
- Students will have the opportunity to travel to professional theatre productions during the semester
- Students will need to contribute towards cost of travel and watching a live performance
- Students are introduced to and analyse major innovators such as Stanislavski.

### ITALIAN

Students who are wishing to study Italian in year 10 have 1 option, Year 10 Italian. This goes for the whole year, yet students who are unsure whether they want to do it for a whole year can still choose it for the beginning of the semester.

I encourage students to choose Italian as it is beneficial to know a second language.

### MUSIC

Music is a semester course in Year 10. This course is designed to provide students with experience in two areas of music.

- Creating – Students continue to develop their instrumental/voice skills through solo and ensemble performance. Students develop their composition and arranging skills. Students develop their skills using the recording equipment Pro Tools.
- Responding – Students observe and review professional performances relevant to their studies. Students develop their knowledge and comprehension of music notation. Students develop their knowledge of sound and equipment.

### DANCE

Year 10 Dance is a practical course with a theory component attached to it. Students will have the opportunity to undertake, in small and large groups, performances and composition skills. Students will be encouraged to be involved in displays at school and community events. This course is designed to extend students in preparation for the Stage 1 Dance program.

- Technique taught – Contemporary – Jazz – Hip Hop
- Students will have the opportunity to travel to professional theatre productions during the semester
- Students will need to contribute towards cost of travel and watching a live performance
- Students will be encouraged to perform in class and school performances.

### RECREATIONAL ART

This course has an emphasis on the development of practical art and design skills. Curriculum will be negotiated with students with opportunities to engage in drawing, painting, printmaking, ceramics, sculpture and design. Recreational Art prepares students for Stage 1 Creative Arts or Arts in the Community and may also be studied in conjunction with Visual Arts (pre-SACE).
YEAR 10 SUBJECT DESCRIPTORS

VISUAL ART – PRE SACE

This course is designed to extend students in preparation for Stage 1 Visual Arts. This course is divided into two areas of study:
- Creating – students continue to develop skills and techniques in drawing, painting, ceramic, printmaking and design
- Responding – students observe artworks and write about their understandings and opinions

DIGITAL TECHNOLOGY
(formally Information Technology)

This course introduces students to specific skills using a variety of software. Students will complete a wide range of practical tasks including:
- Using draw tools in Word
- Spread sheets with Excel
- Creating web pages with HTML
- Introduction to the Adobe Creative Suite
- Programming with in a text-based language

In addition relevant theory topics will be covered to develop students understanding of computer concepts and to improve literacy. Students will be encouraged to solve problems using the computer as a tool and to become familiar with the language associated with Digital Technology.

PHYSICAL EDUCATION

This course is recommended for students who have a particular interest and/or talent in physical activity. Students are expected to develop their skill level to the best of their ability in all practical units and complete set theory assignments on each topic.

Theory topics covered include:
- Body Systems – including respiratory & circulatory systems
- Fitness Testing/Components
- Training Methods & Principles

Practical topics covered include:
- Badminton
- Basketball
- Gaelic Football
- Hockey
- Indoor Games
- Touch Football

Students will be required to complete a compulsory fitness topic. It is highly recommended that students take this course if they intend to pursue Physical Education in the Senior School.

NOTE: It is a requirement for Stage 1 Physical Education to complete Year 10 Physical Education successfully.

SPORT AND RECREATION

Sport and Recreation is a semester subject designed for students who enjoy being physically active and have a strong interest in sport. The emphasis in this subject is on experiencing a range of different sporting activities which they may not normally be exposed to; therefore a willingness to be physically active is essential. The course also includes a range of theory components which focus on the impact of sport and physical activity on the health of both the local and wider community.

Topics covered will include:
- Ultimate Frisbee
- Archery
- Cricket
- Lawn Bowls
- Clay Target Shooting
- Golf

SPORT FOCUS

Students in Year 10 may choose to undertake an alternative Physical Education subject in addition to, or in place of, the standard Physical Education subject. Sports Focus provides students the opportunity to study in depth a range of practical and theory components related to Volleyball and/or Basketball. The subject focuses on the specific skills, techniques and rules of each sport with the aim of furthering student knowledge, engagement and enjoyment of these sports.

FOCUS ON CHILDREN

This course is designed to expand students’ interest and understanding of small children and infants. It aims to cover:
- Child development
- Clothing needs and nutrition – including the study of babies using simulator dolls

The course will involve guest speakers and visits to several community services. Students will be able to negotiate several aspects of the course depending on their personal interests.
FOCUS ON FOOD
The Focus on Food course incorporates activities which develop new and challenge pre-existing skills and knowledge. It extends initiative, creativity, cooperation and organisation and enable students to be reflective and critical of themselves and their peers. There are opportunities for freedom and flexibility of practical tasks within each topic.

The topics include:
- Baking
- Dietary Considerations
- Food Culture and History
- Raising Agents.

MEDIA ARTS
Media Arts is semester course with a strong focus on practical work. At Year 10 level the course provides students with the opportunity to plan, design and create media artworks across a variety of digital technologies. Students will explore how digital artworks are manipulated by using movie and sound editing hardware and software and through the use of the other software products including Photoshop, Illustrator and Flash.

Students will demonstrate their artistic and technical skill through the creation of a variety of media artworks. The major assessment pieces include a short film and a computer game. Students will also explore, analyse and evaluate other media artworks to help them identify and challenge how social, institutional and ethical issues influence how they are produced and used.

Students with a working knowledge in the use of digital SLR cameras, film editing software and basic computer programming skills will be particularly suited to the Media Arts course. Students who are considering a career in the film and television industry, gaming or journalism should also find it beneficial.

TEXTILES
This course aims to extend practical skills developed in Year 9. Students will undertake two self directed projects that include a variety of techniques by hand and machine. Projects may include both Garment Construction and craft/patchwork items. Students will be able to begin or lead into VET clothing or Creative Arts - Textiles units in Year 11.

AGRICULTURE/HORTICULTURE
This course aims to develop both practical skills and knowledge related to Agriculture.

The unit is a practical science that seeks to understand the living resources required for our current society and how to manage them sustainably. Although not all practice, this Agricultural unit is a hands on application of theory.

Emphasis is placed on:
- Development of problem solving skills
- Techniques used in animal husbandry
- Discussion of modern agricultural issues.

Topics include: pig rearing, alpaca and sheep husbandry, weed assessment and plant production.

DIGITAL TECHNOLOGY (formally Information Technology)
This course aims to provide a sound basis for Stage One Information Processing and Publishing. A wide range of practical tasks using a variety of software are completed by students, including the use of the Adobe Creative Suite, Microsoft Office and other contemporary software packages.

SCHOOL BAND
The School Band is open to students who have at least one year’s experience on their chosen instrument, or by audition. The School Band will perform at both school and community events. Student learning from participation in the band is extensive and includes enhanced instrumental skills and solid personal skills development.
YEAR 10 SUBJECT DESCRIPTORS

WOODWORK A
This course is based upon an individually designed assignment using framing joints or solid carcase construction. Students design and complete:

- A scaled working drawing
- Cost and construct the project
- Stain and apply clear finish if desired

Orthographic drawing and oblique drawing is covered and wood turning is available. Students will make at least one project using a Plate Jointing Machine and possibly a range of portable power tools.

Students may need to contribute towards the cost of materials used.

WOODWORK B
This course is based upon an individually designed assignment using framing joints and/or solid carcase construction. It is an extension to Woodwork A.

Students design and complete:

- Design Drafts / Design Briefs
- Produce a designed product
- Apply quality control producers to produce quality projects

Orthographic drawing is covered and wood turning may be available. Students will make at least one project using the processes and equipment available.

Design skills, issues and evaluation are key areas of the course which has a heavy practical focus and would provide a suitable foundation for future students.

Students may need to contribute towards the cost of materials used.

METALWORK A
This course covers a wide range of machining processes and machine applications. Also included are:

- Orthographic drawing to AS1100
- MMA welding
- Flame cutting
- Gas welding processes
- Workshop safety

Design Skills, Issues and Evaluation are key areas of the course. The course has a heavy practical skills bias and is an excellent foundation for students wishing to enter the Engineering Pathways Program in Senior School.

METALWORK B
This course covers a wide range of machining processes and machine applications. It is an extension to and compliments Metalwork A.

Also included are

- Orthographic drawing to AS1100
- Plan design
- Layout of sheet metal
- Metal cutting and joinery techniques
- Hard riveting
- Workshop Safety

Design Skills, Issues and Evaluation continue as key areas of the course. Students will produce at least one project using the processes and equipment available. There is a heavy practical focus and this course will provide an excellent foundation for future study in metalwork/trades area.

MEDIA ARTS
(formally Multi-Media Studies and Photography)

Media Arts has a strong focus on practical work. At Year 10 level the course provides students with the opportunity to plan, design and create media artworks across a variety of digital technologies. Students will explore how digital artworks are manipulated by using movie and sound editing hardware and software and through the use of the other software products including the Adobe Creative Suite.

Students will demonstrate their artistic and technical skill through the creation of a variety of media artworks. The major assessment pieces include a short film and a computer game. Students will also explore, analyse and evaluate other media artworks to help them identify and challenge how social, institutional and ethical issues influence how they are produced and used.

Students with a working knowledge in the use of digital SLR cameras, film editing software and basic computer programming skills will be particularly suited to the Media Arts course. Students who are considering a career in the film and television industry, photography, gaming or journalism should also find it beneficial.
STAGE 1 SUBJECT DESCRIPTORS

**ENGLISH**

This subject supports students to become more competent and independent users of spoken and written English, in a range of situations.

English at Stage 1 (Year 11) is offered as a two semester course (20 credits). Students considering either English or English Literacy Studies at Stage 2 (Year 12) are advised to complete this English course. Students who are not considering English at Stage 2 are advised to complete Essential English. At course counselling students will be guided into the English subject that will best suit them.

Students who successfully complete Stage 1 English will be able to undertake Stage 2 English or Stage 2 English Literacy Studies.

Topics and examples of Stage 1 English are:
1. Responding to texts
   - Novel study (eg. ‘Of Mice and Men’, ‘Animal Farm’)
   - Film Study (eg. ‘Blood Diamond’ or ‘V for Vendetta’)  
   - Poetry or Drama study
2. Creating Texts
   - Creative (eg. Narrative)
   - Persuasive (eg. Exposition)
   - Informative (eg. Information Report)
3. Intertextual Study
   - Studying how knowledge of one text influences the understanding of another text.
   - Connected text study (comparing one text to another eg. A film and a novel).

Note: Students must achieve a C grade or better in 20 credits of either English or Essential English in order to be eligible to achieve their SACE.

**ESSENTIAL ENGLISH**

Essential English provides opportunities for students to gain additional literacy support for their studies and future pathways. The study of Essential English enables students to develop the written and oral language skills needed to interact effectively with others in their learning, work and community life.

This student-centred program allows students to build upon skills that enable them to engage with a range of familiar and unfamiliar texts from the contexts of work, community life, daily life, and leisure, to respond to these texts, and to produce their own texts in a variety of forms for different purposes and audiences. Much of the learning is centred on practical activities.

Essential English may also be integrated with a 10 credit study in Workplace Practices allowing work-related topics to be the starting point as a focus on the particular English-language and literacy skills and strategies that are relevant to the needs of students.

A range of topics will be covered and may include: Preparing for the workforce, school-to-work pathways, workplace tasks, work expectations, local community services and initiatives, service learning and other topics relating to daily life, the workplace and community learning.

Students who successfully complete Stage 1 Essential English are able to undertake Stage 2 Essential English.
In 2016 SACE began integrating the Australian Curriculum into all Stage 1 Mathematic subjects. This resulted in little change to topics studied and delivery of content. It may see a slight change in the performance Standards used to assess student work, and in the names of specific courses. All Millicent High senior Mathematics teachers will be involved in Training and Development in 2015 to enable to successfully deliver these new courses.

**GENERAL MATHEMATICS**

This course is designed for students who want to learn mathematics with an emphasis on practical applications and who wish to study General Mathematics at Stage 2.

Topics:
- Semester 1:
  - Investing and Borrowing
  - Measurement
  - Statistics

- Semester 2:
  - Applications of Trigonometry
  - Matrices and Networks
  - Linear and Exponential Functions and their graphs

*General Mathematics can be studied as a one or two semester course. One semester would be worth 10 credits and two semesters 20 credits. Students considering Stage 2 General Mathematics undertake two semesters of General Mathematics at Stage 1.*

**MATHEMATICS A, B & C**

This course is designed for students who are planning to undertake tertiary studies and who need to study Mathematical Methods or a combination of Mathematical Methods and Specialist Mathematics 2. Three semesters of Mathematics are available.

- Topics in Maths A:
  - Trigonometry
  - Further Trigonometry
  - Functions and Graphs

- Topics in Maths B:
  - Polynomials
  - Real and Complex Numbers
  - Matrices

- Topics in Maths C:
  - Counting and Statistics
  - Introduction to Differential Calculus
  - Growth and Decay

**MATHEMATICS A, B & C…**

_Students considering Mathematical Methods should undertake Maths A and B as a minimum and would be advantaged by undertaking Maths C. Students considering Specialist Mathematics 2 must also undertake Maths C. Each semester of Mathematics is worth 10 credits._

**ESSENTIAL MATHEMATICS**

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathway. There is an emphasis on extending students mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts in flexible and resourceful ways. Students who complete this course with a “C” grade or better will meet the numeracy requirement of the SACE.

**NOTE:** Students wishing to study Stage 2 General Mathematics or Mathematical Methods should not select this course.
STAGE 1 SUBJECT DESCRIPTORS

AGRICULTURE

This course will assist students in demonstrating their knowledge and understanding in Agriculture and Horticulture using technology and sustainable practices. It involves both theory and practical components and provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information. Students obtain knowledge and understandings relevant to primary industries through topics related to animals, plants, soils, climate, water and investigate issues and/or global context. Students are prepared for the further study of Agriculture and Horticulture at Stage 2.

Topics:
Semester 1
- Atomic structure and the particle model theory
- Properties of materials
- Bonding
- The Mole concept
- Organic chemistry
Semester 2
- Acids and bases
- Energy change
- Rates of chemical reactions
- Redox reactions
- Electrochemistry

BIOLOGY

The study of Biology offers students the opportunity to explore and understand life science. Students develop an understanding of the organisation of life; from a microscopic to biome level.

Students are prepared for the further study of Biology at Stage 2.

Semester 1
- Cellular biology
- Microorganisms
- Ecology
Semester 2
- Human physiology
- Homeostasis
- Infectious disease

CHEMISTRY

The study of Chemistry offers students opportunities to consider the use that human beings make of the planet’s resources and the impact of human activities on the environment.

Students develop an understanding of the physical world that allows them to make informed decisions on the production and reactions of natural and processed materials. Significant practical work forms a basis to this course.

Students are prepared for the study of Chemistry at Stage 2.

Topics:
Semester 1
- Atomic structure and the particle model theory
- Properties of materials
- Bonding
- The Mole concept
- Organic chemistry
Semester 2
- Acids and bases
- Energy change
- Rates of chemical reactions
- Redox reactions
- Electrochemistry

PHYSICS

The study of Physics offers students opportunities to examine models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them.

Students are prepared for both TAFE pathways and Physics at Stage 2.

Topics:
Semester 1: Pre-Trade and Stage 2 Preparation
- Linear Motion and Forces
- Electric Circuits
- Heat
Semester 2: Stage 2 Preparation
- Energy and Momentum
- Waves
- Nuclear Models and Radioactivity

PSYCHOLOGY

Stage 1 Psychology gives students the opportunity to better understand the human mind through four levels of explanation; biological, basic processes, person and sociocultural.

Students are prepared for the further study of Psychology at Stage 2.

Topics:
- Introduction to Psychology
- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion
**STAGE 1 SUBJECT DESCRIPTORS**

**MODERN HISTORY**

This subject focuses on the skills of historical enquiry. Students explore the concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

Stage 1 Modern History consists of the following topics:
- Imperialism
- Decolonisation
- Indigenous Peoples
- Social Movements
- Revolution
- Elective

In the 10 credit course offered at Stage 1 students study two or more topics, one of which may be an elective topic.

**INFORMATION PROCESSING AND PUBLISHING**

The course introduces students to the concept of Desktop Publishing; the equipment and techniques involved. The students use page layout and graphics editing software and colour printing facilities in the process of assembling text and graphics electronically for publishing on paper. Tasks may include flyers, leaflets, stationery, posters, invitations, brochures and advertising material.

Students are prepared for further study of computer design in Stage 2.

Tasks:
- A number of skill tasks
- A Product and Documentation task
- A report on a Technical issue

**RESEARCH PRACTICES**

In this subject students are provided with opportunities to examine the purpose of research. Students explore a variety of research approaches, and develop their investigative and enquiry skills.

Students will explore research problems to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings. Students will be given the opportunity to investigate their Stage 2 Research Project as part of this subject.

**COMMUNICATION PRODUCTS A – DIGITAL PHOTOGRAPHY**

This subject focuses on designing and making products that are mainly graphic in nature. Students design and manufacture products or prototypes according to a design brief and develop skills associated with graphical media.

Topics:
- Digital camera use – including digital SLR
- Understanding of exposure and camera handling techniques
- Use of Adobe Photoshop
- Product critiquing

**SCIENTIFIC STUDIES**

This is a 10 credit or one semester course being offered for the first time in 2018. Students/teachers will choose a theme and then select topics within that theme.

Examples of themes and topics that may be selected include:
- The implications of human intervention through science: recycling; genetic modification of plants and animals; nuclear power; the Human Genome Project; alternative energy
- The impact of science on my community and me: sports science, farm science; aquatics; the marine world; cultural perspectives
- The possible impacts of science in Australia and the broader global community over the next 50 years: climate change; space travel and exploration; water quality; food technologies; transport; housing; air quality; diet and health; forensic science

In this course students undertake:
- At least one practical investigation and at least one issues investigation for the folio
- At least one skills and applications task

Assessment tasks will be varied and cover a range of different assessment types to best cater to individual student strengths.
### DESIGN AND TECHNOLOGY – MATERIAL PRODUCTS A – METALWORK 1
This subject focuses on designing and making products with metal. Students design and manufacture products or prototypes according to a design brief and develop skills associated with using materials, systems and processes.

**Tasks:**
- Design of a household item
- Research into an issues task
- Reading and producing AS 1100 drawings
- Design and production of a metal item
- Skills development tasks in oxy/acetylene, MMA and GMA on sample and design pieces.

### DESIGN AND TECHNOLOGY – MATERIAL PRODUCTS B – WOODWORK 1
This subject focuses on designing and making products with wood. Students design and manufacture products or prototypes according to a design brief and develop skills associated with using materials, systems and processes.

Students are prepared for the further study of Woodwork at Stage 2 and for Woodwork 2 at Stage 1.

**Tasks:**
- Design and construction of small furniture pieces
- Construct a project using a manufactured board.
- Prepare a written report on an aspect of the technology used.

**Folio**
As an element of the design task, students will develop and display a design folio, as evidence of the design processes.

### DESIGN AND TECHNOLOGY – MATERIAL PRODUCTS B – WOODWORK 2
This subject focuses on designing and making products with wood. Students design and manufacture products or prototypes according to a design brief and develop skills associated with using materials, systems and processes.

Students should successfully complete the semester of Woodwork 1 in order to undertake this course.

Students are prepared for the further study of Woodwork at Stage 2.

**Tasks:**
- Design and construction of small furniture pieces
- Construct a project using a manufactured board.
- Prepare a written report on an aspect of the technology used.

**Folio**
As an element of the design task, students will develop and display a design folio, as evidence of the design processes.
VISUAL ART – ART/DESIGN

Visual Arts includes the process of the creation of an artwork including the initiation and development of ideas, research, analysis, exploration, experimentation with media, and production of practical work.

The following assessment types enable students to demonstrate their learning:

Folio: students produce a folio in preparation of a final artwork
Practical: students create a final artwork
Visual Study: Students produce an investigation and skill development folio.

CREATIVE ARTS – ART/DESIGN

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of any creative arts pursuit. eg photography, make-up design, tattoo design, animation, children’s book illustration.

The following assessment types enable students to demonstrate their learning in Stage 1 Creative arts:

- Assessment Type 1: Product
  Students present one arts presentation (artwork, poster, mural etc) with support material which demonstrates their investigation, skill development and reflection.
- Assessment Type 2: Folio
  Students present one folio as an investigation into an arts practitioner and the works produced by other people.
- Assessment Type 3: Investigation.

The study of Creative Arts is worth 10 credits.

Please note: At Stage 1 students can study two Creative Arts subjects only. eg Creative Arts (Art/Design) and Creative Arts (Music)

CREATIVE ARTS - MUSIC

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, concerts, recording, projects, music video clips, musical production, performances, musicals and song writing.

Students analyse and evaluate creative arts products in different contexts and from various perspectives, gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

The following assessment types enable students to demonstrate their learning in stage 1 Creative Arts:

- Assessment Type 1: Product
  Students present one arts presentation (performance, CD, recording etc) material which demonstrates their investigation, skill development and reflection.
- Assessment Type 2: Folio
  Students present one folio as an investigation into an arts practitioner and the works produced by other people.

Please note: At Stage 1 students can study two Creative Arts subjects only. eg Creative Arts (Art/Design) and Creative Arts (Music)

ARTS IN THE COMMUNITY

This subject can be adapted to cover any areas of the arts. ie. Art, Music, Drama and Dance. Students learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity, which begins from a point of personal interest, skills or knowledge. By setting challenging and achievable goals in their community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Students present two final art or design presentations with focus on contributing to their community with a folder of developmental work. Their folder and presentation represents 120 hours of work.
# STAGE 1 SUBJECT DESCRIPTORS

<table>
<thead>
<tr>
<th>DANCE</th>
<th>MUSIC</th>
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<tr>
<td>This subject has as its focus the practical aspects of dance through a study of dance techniques and styles. Students learn techniques, devise compositions, participate in individual or group performances and analyse dance. Students also demonstrate their skills in technique, performance or presentation, composition and analysis.</td>
<td>Music focuses on the application of music skills in performing, creative expression in sound and responses to the performances and creations of others. Students are involved in composing and arranging, improving and performing, recording, learning through and about the music of others and developing theoretical and aural skills.</td>
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</tbody>
</table>
| **Topics:**  
  - Technique  
  - Composition  
  - Performance or Presentation  
  - Review | Students are prepared for the further study of Music at Stage 2.  
**Topics:**  
  - Presentation – performing as a soloist or member of an ensemble, arranging and/or Song writing or Audio Mixing/Recording  
  - Folio – a research project or report |

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<tr>
<th>DRAMA</th>
<th>SCHOOL BAND</th>
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<tr>
<td>This subject involves both theoretical and practical approaches to drama: students interpret dramatic works and create their own. Dramatic skills and understanding are developed through group presentation, drama theory and practice and individual study.</td>
<td>School Band is an elective subject which runs throughout the year for 2 lessons per week. To become a member of the band students should have at least one year’s experience on their chosen instrument, or by audition.</td>
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| **Topics:**  
  - Performance  
  - Folio  
  - Investigation and Presentation  
  - Students will be expected to participate in travelling to a professional Theatre Production. Cost depending on travel. | The Millicent High School Band plays at assemblies, school concerts, community events.  
Students have the choice of completing a Stage 1 ‘Arts in the Community’ unit or Creative Arts Stage 1 & 2 at this level.  
This course will enhance student skills should they elect to undertake the unit ‘Ensemble Performance’ or ‘Solo Performance’ at Stage 2, Music Studies. |

**Involvement in the School Band and completion of the related Community Studies or Creative Arts unit is worth 10 credits.**
STAGE 1 SUBJECT DESCRIPTORS

CREATIVE ARTS (TEXTILES)

Creative Arts may be undertaken as a 10 credit subject of a 20 credit subject at Stage 1, and as a 10 credit subject or a 20 credit subject at Stage 2.

In Creative Arts, students have opportunities for specialised study within and across the Clothing and Textiles disciplines offered as subjects within the SACE. Individual students or groups of students, in consultation with their teacher, choose one or more creative arts products as a focus of learning. Students investigate practitioners and skills and techniques to help develop their skills and learn new techniques to complete 3 assessment tasks.

Assessment Type 1
- Research Folder
- Product

Assessment Type 2
- Investigation report

Please note: At Stage 1 students can study two Creative Arts subjects only. e.g Creative Arts (Art/Design) and Creative Arts (Textiles).

CHILD STUDIES

In Child Studies, students examine the period of childhood from conception to 8 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 of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Students undertake
1. Assessment Type 1: Practical Activity includes 3 assessment tasks relevant to the Area of Study
2. Assessment Type 2: Group Activity
3. Assessment Type 3: Investigation (600 words)

COMMUNITY STUDIES

This subject allows students to negotiate a contract of learning across a number of areas of study, with an emphasis on learning and activity in the community. Students are encouraged to work individually and in teams and to seek community feedback on their learning.

The topics of study available are many and varied and be negotiated to suit individual student needs.

Students enrolling in 2 semesters of Community Studies will need to successfully complete the first semester of study in order to be able to undertake the second semester.

PEER SUPPORT

This subject gives students the opportunity to improve their communication, decision making and leadership skills. Students work with the Junior School Leader to develop a dynamic and informative transition program for Year 7 students coming to Millicent High School.

In term one they work with the Year 8 Home group teachers to build strong relationships and assist in the teaching of Pastoral Care.

Students may have the opportunity to attend the Year 8 Camp.

VET FASHION CERTIFICATE I IN FASHION DESIGN AND TECHNOLOGY

This course offered in Semester 2 each year is designed for student pursuing a career path in the clothing/fashion industry. Focusing on the skills required to provide knowledge and skills in design and construction of basic garment and industrial machine operation.

Units include:
1. Draw and interpret a basic sketch
2. Design and produce a basic garment
3. OH&S awareness in the Clothing Industry
4. Use a sewing machine (industrial)
5. Design process in fashion design.

The TAFE units included in the course are:
LMFD2001A  Design and produce a simple garment (80 hours)
LMCL2001A  Draw and interpret a basic sketch (24 hours)
Total is 104 hours = 10 SACE points
STAGE 1 SUBJECT DESCRIPTORS

FOOD AND HOSPITALITY

This course focuses on the dynamic nature of the Food and Hospitality Industry in Australian Society. Students are required to work independently and collaboratively to achieve common goals.

Over the two semesters students complete tasks in the following learning areas:

- Presentation and Garnishing Food
- Safe Food Handling and Food Hygiene
- Catering Functions
- Cake Decorating
- Marketing Products
- Socio Cultural Influences
- Major Investigation

CERTIFICATE I IN HOSPITALITY

This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. Students work under close supervision and are given clear directions to complete tasks.

This preparatory qualification provides individuals with knowledge and skills for initial work, community involvement and further learning.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Units include:
1. Participate in Safe Work Practices
2. Provide Information and Assistance
3. Work Effectively with others
4. Prepare Sandwiches
5. Use Food Preparation Equipment
6. Prepare Simple Dishes
7. Use Hygienic Practices for Food Safety
8. Prepare and Serve Non-Alcoholic Beverages

PHYSICAL EDUCATION

This subject is the study of physical activity in particular exercise physiology and biomechanics. It involves the practical application of sport skills and principals. It also involves an analysis of a relevant local, regional, national or global issue in the area of health and physical activity in today’s society.

Students will be expected to have successfully completed specialised PE in Year 10. Students who are intending to study Stage 2 Physical Education are highly recommended to complete two semesters of Stage 1 Physical Education.

This course is weighted at 60% Practical and 40% Theory.

The choice of practical modules include:

Semester 1  Semester 2
Surfing  Training Methods
Volleyball  Lawn Bowls
Table Tennis  Badminton

These practicals are subject to negotiation.

Theory components include:

- Issues Analysis
- Energy Systems
- Skill Learning
- Training Methods & Principles
- Biomechanics

NOTE: It is a requirement for Stage 1 Physical Education to complete Year 10 Physical Education successfully.

WORKPLACE PRACTICES

Workplace Practices may be undertaken as a 10 Credit or a 20 Credit subject at Stage 1.

Workplace Practices is highly suited for students planning to undertake tertiary study and is also recommended for those students wishing to better understand the skills and abilities needed in the workplace and in everyday life. In this subject students will further explore their future career aspirations and planning.

This subject enables students to participate in practical learning opportunities including excursions, guest speakers and workplace learning. Student feedback frequently indicates this subject can have life-changing outcomes.

Students develop their knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers’ rights and responsibilities and career planning.

Students will undertake 5 days of learning in the workplace (Work Experience) and develop and reflect on their capabilities, interests and aspirations.

The subject may include the undertaking of vocational education and training (VET).
The Automotive industry is a vibrant and exciting career option.

This course provides students with a pathway to the many aspects of the Automotive Industry with competency based learning, work placement, career information and a wide range of possibilities that give students a solid ground in the essential skills and experience required. Students also participate in White Card training in workplace safety.

Certificate Name
Certificate 2 in Automotive vehicle servicing

SACE Credits
20 at Stage 1
15 at Stage 2

Course Coordinator
Andrew Stockley – Millicent High School

Commencement Semester
Semester 1, Full Year Course

Work Placement
Various locations – 20 days per year

Special Requirements
Overalls/steel capped bots, heavy duty clothing will be necessary.

Course Costs
To be advised.

Course Pre-requisites
• No formal prerequisites are required
• A definite interest in occupations related to the Automotive industry is necessary
• An application and interview will be arranged
• Information sessions will be held late Term 3 or early Term 4 2013
CONSTRUCTION BUILDING CERTIFICATE 2 (2 YEAR COURSE)

A full year course preparing students for employment in the building, construction and associated industries. Students gain 'Certificate 2 in General Construction', entry level training, counting towards apprenticeships. Combines “on the job” training with practical work sessions and on-site experience in the local building industry.

Certificate Name
Certificate 2 in General Construction

Course Coordinator
Todd Watson – Millicent High School
(08) 8733 2400

Commencement Semester
Semester 1 and 2

Work Placement
4 weeks structured work placement at a variety of trade businesses and the Skills Centre.

Special Requirements
Safety footwear / boots
Outdoor work clothing

Course Costs
White Card Training $50

Course Pre-requisites
Return of "Expression of Interest" from.
Written application and skills exercise.
Interview during Semester 2 Year 10

Vet Training Provider
Millicent High School, in partnership with TAFE SA.

Core Units
- Work effectively and sustainably in the construction industry – 20 hours
- Plan and organise work – 20 hours
- Conduct workplace communication – 20 hours
- Carry out measurements and calculations – 20 hours
- Read and interpret plans and specifications – 36 hours
- Apply OHS requirements, policies and procedures in the construction industry – 20 hours

Electives
- Handle carpentry materials – 16 hours
- Use carpentry tools and equipment – 96 hours
- Work safely at heights – 8 hours
- Handle construction materials – 16 hours
- Apply basic levelling procedures – 8 hours
- Carry out basic demolition 32 hours

Course Pathway
Certificate 2 in General Construction (Doorways Plus)

Nationally accredited training Modules or Units of Competence and nominal hours.
Certificate 2 in Engineering focuses on the product/manufacturing area. It is designed for people still at school or in the workforce and can be accessed through New Apprenticeships or other pathways.

Certificate Name
Certificate 2 in Engineering

SACE Credits
20 credits at Stage 1

Course Coordinator
Andrew Stockley PH: 0(08) 8733 2400

Commencement Semester
Semester 1

Special Requirements
Safety Clothing (overalls or the like) including footwear and safety glasses.

Course Costs
To be advised.

Course Pre-requisites
Must be in year 11

VET Training Provider
Millicent High School in partnership with TAFE SA.

Course Pathway
Certificate 2 in Engineering can lead into further studies in Engineering including apprenticeships or traineeships in Fabrication or Mechanical Trades.

Nationally accredited training Modules or Units of Competence
- Apply principles of Occupational Health & Safety in work environment.
- Perform routine oxy acetylene welding
- Perform Computations
- Perform routine Manual Metal Arc Welding
- Plan to undertake a routine task
- Perform routine Gas Metal Arc Welding
- Perform Brazing and/or Silver Soldering
- Use power tools / hand held operations
- Perform Sheet and Plate Assembly
- Work with others in a manufacturing, engineering or related environment
- Apply Quality Procedures
- Use hand tools
- Perform Engineering Measurements
- Apply Quality Systems
- Use workshop machines for basic operations
- Interpret technical drawing
- Dismantle, replace and assemble engineering components
The Conservation & Land Management Pathways Course is an introduction into the Conservation and Land Management Industry. The focus for this program is to develop students awareness of the environment, flora, fauna and re-vegetation projects. Students will participate in a wide range of practical activities where they will gain a range of entry level skills and knowledge. The program also links closely with ForestrySA and the Natural Resources Board allowing students to learn and participate in various projects with these organisations.

Delivery
The Conservation & Land Management Pathways program is run one day per week at Millicent High School. Students generally commence this program in Year 11 as part of their SACE. This course may run for one semester or a full year.

Qualification details
Students will study units of competency from Certificate II in Conservation & Land Management (ACH21010).

SACE information
Students will gain a minimum of 10 SACE credits for a semester program at Stage 1 or a minimum of 20 SACE credits for full year program (if all units of competency are completed).

Special requirements
Students are required to wear suitable clothing for working outside including covered shoes.

Workplace learning
Not compulsory but can be completed if desired.

The Land & Conservation Course includes a wide range of learning experiences for students and

- Participate in OHS processes
- Participate in environmentally sustainable work practices
- Recognise Fauna
- Observe and report plants and / or animals
- Carry out natural area restoration works
- Collect seeds
- Plant trees and shrubs
- Treat weeds
- Treat plant pests, diseases and disorders
- Recognise Plants
- Collect, prepare and preserve plants
- Tend nursery plants
- Undertake propagation activities
- Conduct visual inspection of park facilities
- Determine basic properties of soil and / or growing media

PLEASE NOTE: The above course content is a guide only and subject to change.

Occupations in this Industry include:
Landcare Worker, Forester, Environmental Engineer, Geological Engineer, Natural Resource Manager, Pest & Weed Controller, Botanist, Environmental Protection Officer, Park & Wildlife Ranger, Fisheries Officer.

Potential Pathways after the completion of SACE include:
- Certificate III in Conservation and Land Management
- Certificate IV in Conservation and Land Management
- Certificate IV in Environmental Monitoring and Technology
- Bachelor of Biodiversity Conservation
- Bachelor of Science – Natural Resources
- Bachelor of Science – Water Resource Management
- Bachelor of Environmental Science
The Food Processing Pathway program provides students with an introduction to the food processing and production industry. Students gain a wide range of practical skills in areas such as confectionery, baking, chocolate tempering, blending and mixing processes. Students will learn to operate a range of industry specific equipment and have the opportunity to produce a wide variety of goods.

Delivery
The Food Processing Pathways program is run on a line structure at Naracoorte High School, Bordertown High School and Keith Area School. Students generally commence this program in Year 11 as part of their SACE. This course may run for one semester or a full year. Please contact the host school for more information regarding course length and delivery day for 2015. It may be possible for courses currently timetabled on a line structure to move to a day program if numbers allow. For more information contact the host school.
- Naracoorte High School 08 8762 1333
- Bordertown High School 08 8752 1455
- Keith Area School 08 8756 1177

Qualification details
Students will study units of competency from Certificate I in Food Processing (FDF10111) and / or units of competency from Certificate II in Food Processing (FDF20111).

SACE information
Students will gain a minimum of 10 SACE credits for a semester program at Stage 1 or a minimum of 20 SACE credits for full year program (if all units of competency are completed).

Special requirements
Students are required to wear suitable clothing for working in a kitchen (eg. covered shoes, hair tied back, no jewellery). Aprons will be supplied.

Workplace learning
Not compulsory but can be completed if desired.

The Food Processing Course includes a wide range of learning experience for students. Some of the topics covered in the course are:

- Follow work procedures to maintain food safety
- Work safely
- Prepare basic mixes
- Operate basic equipment
- Implement the food safety program and practices
- Apply quality systems and procedures
- Provide and apply workplace information
- Operate a mixing, blending or cooking process
- Use numerical applications in the workplace
- Clean and sanitise equipment
- Operate a chocolate tempering process
- Operate a boiled confectionery process
- Operate a baking process
- Produce bread dough

PLEASE NOTE: The above course content is a guide only and subject to change.

Occupations in this Industry include:
Baker, Cake Decorator, Caterer, Cheese Maker, Chef, Cook, Confectioner, Food Processing Technician, Food Technologist, Meat Processor, Pastry Cook, Seafood Processor, Wine Maker, Food Scientist.

Potential Pathways after the completion of SACE include:
Certificate III Meat Processing (Smallgoods – general)
Certificate II Retail Baking (combined)
Diploma Food Processing (specialising in baking)
Certificate II Food Processing
Certificate IV Food Science Technology
Diploma Food Science & Technology
The Research Project is a compulsory component of the SACE and is undertaken by all Year 12 students during Semester 1.

A C-grade or higher is required to gain a pass in this subject and students can only gain their SACE once this has been achieved.

The following forms of assessment exist within the Research Project.

FOLIO (30%): The folio is the evidence of research conducted by the student. It should include planning, and an analysis of the evidence collected to answer their Research Project question.

OUTCOME (40%): The outcome is the project (answer to their Research Project question) itself and can be submitted in written or media form.

EVALUATION (30%): The evaluation sees students assess and evaluate their research processes, outcome and the skills and capabilities they developed. This assessment section is externally marked.

OR

REVIEW (30%): The review sees students recount what processes they have used to successfully complete their project. This assessment section is externally marked.

English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. English Literary Studies also focuses on ways in which literary texts represent ideas, relationships, identity and how texts challenge or support cultural perceptions. There is a major focus on the study of texts in this course.

Assessment Type 1: Responding to Texts (50%)

Five assessment tasks are completed for this section, called ‘Shared Studies’. As a class students study the following:

Film study: previous films studied include ‘Atonement’, ‘Blade Runner’, ‘Psycho’

Assessment Type 2: Creating Texts (40%)

Students create a range of texts for a variety of purposes. Students experiment with innovative and imaginative language features, stylistic features and text conventions. Students develop their personal voice and perspectives and demonstrate their ability to synthesise ideas and opinions.

Students complete four Created Texts, one of which is a writer’s statement. Examples of the four tasks are:

Narrative
Exposition
Letter/Journal
Writer’s Statement

Assessment Type 3: Comparative Analysis (30%).

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives and to influence audiences. Students chose their two texts in consultation with their teacher, and this often involves the study of either a film and novel or two novels.

Stage 2 English focuses on 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 are assessed in relation to their ‘Knowledge and Understanding’ and ‘Analysis’ of texts, along with their ‘Application’, such as their use of evidence and a clear, fluent expression.

The outline of the course is:

Assessment Type 1: Responding to Texts (30%)

Three Responding to Texts assignments are completed. These allow students to demonstrate a critical understanding of the language features, stylistic features, and conventions of a particular text type and identify the ideas and perspectives conveyed by texts. This section of the course in the past has involved:

Novel study: for example, ‘The Perks of Being a Wallflower’

Film study: for example, ‘Tracks’, ‘Into the Wild’

Song Lyric study: comparison of two songs chosen by the student.

Two of these assessment are presented as written responses, while one must be presented as an oral or multimodal presentation.

Assessment Type 2: Creating Texts (40%)

Students create a range of texts for a variety of purposes. Students experiment with innovative and imaginative language features, stylistic features and text conventions. Students develop their personal voice and perspectives and demonstrate their ability to synthesise ideas and opinions.

Students complete four Created Texts, one of which is a writer’s statement. Examples of the four tasks are:

Narrative
Exposition
Letter/Journal
Writer’s Statement

Assessment Type 3: Comparative Analysis (30%).

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives and to influence audiences. Students chose their two texts in consultation with their teacher, and this often involves the study of either a film and novel or two novels.
Novel study: previous novels studied include ‘1984’, ‘Never Let Me Go’
Drama study: previous drama texts studied include ‘The Glass Menagerie’, ‘A Doll's House’
Poetry study: poetry from a variety of authors
Critical Reading: the analysis of a variety of short texts such as news articles, journals etc

Assessment Type 2: Creating Texts (20%)
Two assessments are completed for this section of the course. One task must be a ‘Transformative Text’, where the students use a text as inspiration to ‘transform’ it into another text type. For example, students in 2017 were asked to transform a painting or fable into a narrative. One task must also be accompanied by a Writer's Statement, where the student explores the choices they made as a writer in relation to text type, purpose and audience.

Assessment Type 3: Text Study (30%)
Part A: Comparative Text Study (15%)
Students choose a text to accompany one of those studied in the Shared Studies section of the course. They then complete a Comparative Text Study on the two texts. For example, they may pair the novel studied as a class with another novel of their own choosing, or study the class film text with a novel of their own choice.
Part B: Critical Reading (15%)
Students complete an exam which involves a Critical Reading of texts. The exam is an hour in length and students are given different texts to read and analyse in short answer form.

Essential English is designed for those students who want to study English but may still be acquiring the skills that may prohibit them from being successful in the English course. In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

The course is split into three sections:
Assessment Type 1: Responding to Texts (30%)
Students complete three assessments in this section of the course. The teacher will choose a range of texts that instruct, engage, challenge, inform, and connect readers. Students will consider information, ideas, and perspectives represented in the chosen texts. Texts studied may be Graphic Novels, Films, Novels, Short Articles etc.

Assessment Type 2: Creating Texts (40%)
Students complete three assessments in this section. Students create:
• one advocacy text
• two additional texts (text types previously studied are narrative, informative, procedural)
At least one of the responses must be in written form, and at least one in oral or multimodal form.

Assessment Type 3: Language Study (30%)
For this assessment type, students complete an independent language study. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom.
STAGE 2 SUBJECT DESCRIPTORS

HUMANITIES AND SOCIAL SCIENCES

MODERN HISTORY
(TAS – TERTIARY APPROVED SUBJECT)

Students wishing to study this course will find it an advantage to have successfully completed the Stage 1 Modern History course.

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.

Students study one topic from ‘Modern Nations’ and one topic from ‘The World since 1945’. These topics will be selected by the teacher or in consultation with the class from the following list of topics:

Modern Nations

Topic 1: Australia (1901–56)
Topic 2: United States of America (1914–45)
Topic 3: Germany (1918–48)
Topic 5: Indonesia (1942–2005)

The World Since 1945

Topic 7: The Changing World Order (1945–)
Topic 8: Australia’s Relationship with Asia and the South Pacific Region (1945–)
Topic 9: National Self-determination in South-East Asia (1945–)
Topic 10: The Struggle for Peace in the Middle East (1945–)
Topic 11: Challenges to Peace and Security (1945–)

Students will be assessed on the following:
Assessment Type 1: Historical Skills (50%)

Tasks completed could be in the form of:
• an essay
• a source analysis
• an oral presentation
• a multimodal presentation
• a research assignment

Assessment Type 2: Historical Study (20%)
Students will complete one historical study, where they choose a particular focus in consultation with the teacher and undertake an individual historical study based on an aspect of the world since c.1750. Students inquire into, explore, and research a historical idea, event, person, or group in depth. They interpret and synthesise evidence to support their argument and draw conclusions.

External Assessment (30%)
• Assessment Type 3: Examination (30%)

Students complete a 2-hour external examination that is divided into two sections:
• Section 1: Essay
• Section 2: Source Analysis.

This Modern History course was in draft form at the time of printing and may be subject to change by SACE in 2018.

PSYCHOLOGY
(TAS – TERTIARY APPROVED SUBJECT)

In Stage 2 Psychology, students are introduced to various concepts and theories that underpin modern Psychological thought.

In this subject, students develop their capability for personal development by, for example:

• Understanding the behaviour of themselves and others, and being sensitive to differences
• Making decisions about personal futures on the basis of an understanding of psychology and its role in the world
• Understanding health and well-being through psychology
• Understanding and applying persistence, reflective thinking, and self-evaluation through the study of psychology.
Topics studied:
- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered State of Awareness
- Healthy Minds

WORKPLACE PRACTICES
(TAS – TERTIARY APPROVED SUBJECT)

Workplace Practices may be undertaken as a 10 credit (one semester) or 20 credit (year long) subject at Stage 2.

This subject is highly suited for students planning to undertake tertiary study or for those students still considering their future options. It is also useful for those interested in gaining an Apprenticeship or undertaking studies at TAFE.

Students will develop their knowledge and understanding of the nature, type and structure of the workplace, including local, national and global workplaces.

A range of topics will be undertaken which may include:
- Industrial relations and WHS
- Finding employment
- Work in Australian Society
- Workplace Learning & Training
- Workplace Issues.

Students’ future aspirations and career pathways will be explored and mapped. Students will participate in Workplace Learning situations eg work experience, voluntary participation in a community organisation, events coordination, casual employment.
HEALTH AND PERSONAL DEVELOPMENT

CHILD STUDIES
(TAS – TERTIARY APPROVED SUBJECT)

There are no prerequisites although it will be an advantage to have successfully completed Child Studies course at Stage 1.

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

Topics:
- Healthy Eating and Wellbeing
- Children’s Literature
- The Impact of Technology
- Physical and Emotional Health of Children
- Parenting and Childcare
- Use Motor Skills
- Children with Special Needs

Students will be required to bring additional ingredients for food demonstrations and practical’s and provide materials for construction of articles.

FOOD AND HOSPITALITY
(TAS – TERTIARY APPROVED SUBJECT)

There are no prerequisites although it will be an advantage to have successfully completed a Home Economics course at Stage 1.

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

Six Assessment tasks relating to:
- Safe handling of food
- Food – selection, preparation and presentation
- Cultural Influences on the Food and Hospitality Industry
- Trends in the Food and Hospitality Industry
- Successful management practices
- Planning and operating a catering enterprise
- Employment in the Food and Hospitality Industry
- Investigation report – External Assessment

Students will be required to supply additional ingredients for formative and summative work.

PHYSICAL EDUCATION
(TAS – TERTIARY APPROVED SUBJECT)

Students will be expected to have successfully completed a full year of Stage 1 Physical Education course in Year 11.

This subject is weighted at 50% Practical and 50% Theory. Students will negotiate to complete 3 practical modules throughout the year.

The course work is weighted at 20% and will consist of theory modules which will be externally examined at the end of the year worth 30%. They will include topics of exercise Physiology and Physical Activity. The acquisition of skills and the biomechanics of movement. Theory will also include an in depth analysis of a relevant local, regional, nation or global issue in the area of health & physical education in today’s society.

Theory Modules include:
- The sources of energy affecting physical performance
- The effects of training evaluation on physical performance
- The specific physiological factors affecting performances
- Skill acquisition
- Specific factors affecting learning
- The effects of psychology of learning on the performance of physical skills
- The ways in which biomechanics improve skilled performance

Practical modules are:
- Badminton
- Lawn Bowls
- Surfing
STAGE 2 SUBJECT DESCRIPTORS

COMMUNITY STUDIES

ARTS AND THE COMMUNITY

Students learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity, which begins from a point of personal interest, skills or knowledge. By setting challenging and achievable goals in their community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Students present two final art, performance or design presentations with a focus on contributing to their community (e.g., participate in an exhibition or performance) with a folder of developmental work. Their folder and presentation represents 120 hours of work.

COMMUNICATION AND THE COMMUNITY

This subject allows students to negotiate a contract of learning related to Communication, with an emphasis on applying theory to practical work with community members beyond the school. Students are encouraged to refine their planning, communication, interpersonal and teamwork skills.

Successful completion of the personal contract involves:
- Record of Evidence
- Preliminary Activities
- Major Community Project
- Evaluations and Feedback

FOODS AND THE COMMUNITY

This subject allows students to negotiate a contract of learning related to foods, with an emphasis on applying theory to practical work with community members beyond the school. Students are encouraged to refine their planning, communication, interpersonal and teamwork skills.

Successful completion of the personal contract involves:
- Record of Evidence
- Preliminary Activities
- Major Community Project
- Evaluations and Feedback

HEALTH, RECREATION AND THE COMMUNITY

This subject allows students to negotiate a contract of learning related to health and recreation, with an emphasis on applying theory to practical work with community members beyond the school. Students are encouraged to refine their planning, communication, interpersonal and teamwork skills.

Successful completion of the personal contract involves:
- Record of Evidence
- Preliminary Activities
- Major Community Project
- Evaluations and Feedback

SCIENCE, TECHNOLOGY AND THE COMMUNITY

This subject allows students to negotiate a contract of learning related to Science or Technology, with an emphasis on applying theory to practical work with community members beyond the school. Students are encouraged to refine their planning, communication, interpersonal and teamwork skills.

Successful completion of the personal contract involves:
- Record of Evidence
- Preliminary Activities
- Major Community Project
- Evaluations and Feedback

WORK AND THE COMMUNITY

This subject allows students to negotiate a contract of learning related to work, with an emphasis on applying theory to practical work with community members beyond the school. Students are encouraged to refine their planning, communication, interpersonal and teamwork skills.

Successful completion of the personal contract involves:
- Record of Evidence
- Preliminary Activities
- Major Community Project
- Evaluations and Feedback
STAGE 2 SUBJECT DESCRIPTORS

MATHEMATICS

MATHEMATICAL METHODS
(TAS – TERTIARY APPROVED SUBJECT)

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

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences and the sciences. It prepares students or courses and careers that may involve the use of statistics, such as health or social sciences.

When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science and laser physics.

Topics studied include:
- Working with Statistics
- Working with Functions and Graphs Using Calculus
- Working with Linear Equations and Matrices

SPECIALIST MATHEMATICS
(TAS – TERTIARY APPROVED SUBJECT)

Specialist Mathematics draws on and deepens students’ mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models.

It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences.

Students envisaged careers in related fields will benefit from studying this subject.

Topics include:
- Trigonometric Preliminaries
- Polynomials and Complex Numbers
- Vectors and Geometry
- Calculus
- Differential Equations

This subject will be offered via Local Delivery

ESSENTIAL MATHEMATICS

Essential Mathematics offers senior secondary 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 is intended for students planning to pursue a career in a range of trades or vocations.

GENERAL MATHEMATICS
(TAS – TERTIARY APPROVED SUBJECT)

General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, statistics, modelling using linear and non-linear functions and matrices.

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

Topics include:
- Matrices
- Applied Geometry
- Investments and Loans
- Maths in Small Business
STAGE 2 SUBJECT DESCRIPTORS

SCIENCE

AGRICULTURE (TAS – TERTIARY APPROVED SUBJECT)

When studying Agriculture at Stage 2, students will build on knowledge and skills already honed from their Stage 1 studies. Students will also develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries.

Topics:
- Soil Science
- Plant Science
- Animal Science
- Micro-organisms and Invertebrates
- Investigation.

BIOLOGY (TAS – TERTIARY APPROVED SUBJECT)

Students wishing to study this course must have successfully completed a Stage 1 unit of either Biology or Chemistry.

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Topics:
- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

CHEMISTRY (TAS – TERTIARY APPROVED SUBJECT)

Students wishing to study this course must have successfully completed a full year’s study of Stage 1 Chemistry.

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.

Topics:
- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

PHYSICS (TAS – TERTIARY APPROVED SUBJECT)

Students wishing to study this course must have successfully completed a year’s study of Stage 1 Physics. It is recommended that a SACE accredited Mathematics subject be undertaken concurrently with this subject.

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro-cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

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

PSYCHOLOGY (TAS – TERTIARY APPROVED SUBJECT)

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds.

In Stage 2 Psychology, students are introduced to various concepts and theories that underpin modern Psychological thought.

Topics:
- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds
This is a 20 credit or full year course and is being offered for the first time in 2018. Themes and topics will be selected by the students/teachers at the beginning of the course.

Examples of possible themes and topics include:

- The implications of human intervention through science: recycling; genetic modification of plants and animals; nuclear power; the Human Genome Project; alternative energy
- The impact of science on my community and me: sports science, farm science; aquatics; the marine world; cultural perspectives
- The possible impacts of science in Australia and the broader global community over the next 50 years: climate change; space travel and exploration; water quality; food technologies; transport; housing; air quality; diet and health; forensic science

While these possible themes and topics are similar to the Stage 1 course, students at Stage 2 will investigate themes and topics in more detail and may select differing topics than those studied at Stage 1.

Stage 2 Scientific Studies students will be required to have an understanding of Key Ideas, these include:

- Purposes of Investigations
- Questions and Hypotheses
- Designing Investigations and Experiments
- Conducting Investigations
- Information and Data
- Interpretation and Evaluation
- Alternative Views
- Communication

Intended Student Learning in Stage 2 Scientific Studies includes:

- State which result of two or more experiments is most accurate, given the true value
- Obtain information from different sources
- Evaluate for bias, credibility, accuracy and suitability the information obtained from a source
- Present a justification of, or evidence for, a personal view

A variety of assessment tasks will be used over the course of the year to enable students to achieve at their individual best alongside the relevant Performance Standards for this subject.
STAGE 2 SUBJECT DESCRIPTORS

BUSINESS, ENTERPRISE & TECHNOLOGY STUDIES

INFORMATION PROCESSING AND PUBLISHING
(TAS – TERTIARY APPROVED SUBJECT)

Students wishing to study this course will find it an advantage to have successfully completed the IPP course at Stage 1.

This course will broadly cover the areas of – Business Documents and Desktop Publishing.

In this course students design and publish documents for different businesses. The aim is to produce work to industry standards and to become aware of the impact that Digital Technology can have on individuals, organisations and society.

Students apply the design process to develop and present desktop publishing solutions to design briefs.

Tasks will include a range of skills tasks, a major design task, an essay and a report regarding issues and computer hardware.

Topics
- Specific skill tasks
- A major Product and Documentation task
- An Issues Essay
- A Technical Report

COMMUNICATION PRODUCTS – DIGITAL PHOTOGRAPHY

This subject focuses on designing and making products that are mainly graphic in nature. Students design and manufacture products according to a design brief and develop skills associated with using Adobe Photoshop, camera techniques, systems and processes.

Topics
- Specialised skills and application tasks
- Materials Application Task
- Design Task
  - Design Folio
  - Product
  - Product Evaluation

DESIGN AND TECHNOLOGY – MATERIAL PRODUCTS B – WOODWORK
(TAS – TERTIARY APPROVED SUBJECT)

Students wishing to study this course will find it an advantage to have successfully completed the Woodwork course at Stage 1.

This subject focuses on designing and making products using wood as the primary material. Students design and manufacture products or prototypes according to a design brief and develop skills associated with using materials, systems and processes.

It is anticipated that each student will construct two major items of furniture which reflect some of the typical construction methods used in the furniture industry. Quality control and accurate manufacture are emphasised throughout the course.

Topics:
- 3 specialised skills and application tasks
- A materials application task
- The creation of a design folio and furniture product
- A product evaluation.

Folio
As an element of the design process, students will develop and display a design folio, as evidence of the design process.

Each student will be allocated $20 for consumables and materials at the commencement of the course. Costs in excess of $20 are to be met by the student.
VISUAL ARTS (ART OR DESIGN)

Visual Arts includes the process of the creation of art including the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work.

Visual Arts includes the assessment types of:

**Folio 40%**: students produce a folio that documents their idea development, research and experimentation leading to the completion of two final artworks or design presentations.

**Practical 30%**: Two resolved artworks or design presentations including two written practitioner’s statements.

**Visual Study 30%**: One Visual Study consisting of 20 A3 pages including 2000 words or written text. A Visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques or technologies. For example, it may be the study of an artist, or a technique such as acrylic painting.

CREATIVE ARTS – ARTS/DESIGN

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, visual art, craft and design works, digital media and public arts projects. Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts:

- **School based Assessment (70%)**
  - **Assessment Type 1: Product (50%)**: Students present two Creative Arts products.
  - **Assessment Type 2: Investigation (20%)**: Students present two investigations into an area of arts practice of interest to them.
  - **Assessment Type 3: Practical Skills (30%)**: Students conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred area of the creative arts.

Please note: At Stage 2 students can study only one Creative Arts Subject.
**STAGE 2 SUBJECT DESCRIPTORS**

**THE ARTS CONT....**

<table>
<thead>
<tr>
<th>MUSIC</th>
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<tbody>
<tr>
<td>It is assumed that students studying this course have studied Music for at least 3 years prior to Stage 2 and gained a C grade or better at Stage 1.</td>
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<tr>
<td>This subject extends student musicianship and technical proficiency on either a chosen instrument or voice. Students also develop skills in solo performance, engaging an audience, and preparing and presenting a repertoire.</td>
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<tr>
<td>Units that can be studied are:</td>
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<tr>
<td>- Solo Performance</td>
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<td>- Ensemble Performance</td>
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<td>- Music Individual Study</td>
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Students who do not wish to complete a TAS Music course can opt to complete a Community Studies contract.

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<thead>
<tr>
<th>CREATIVE ARTS – MUSIC</th>
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<tbody>
<tr>
<td>Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, concerts, recording projects, music video clips, musical production, performances, musicals and song writing. Student analyse and evaluate creative arts products in different contexts and from various perspectives, an gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.</td>
</tr>
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<td>The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts:</td>
</tr>
<tr>
<td>School based Assessment (70%)</td>
</tr>
<tr>
<td>- Assessment Type 1: Product (50%) (performance, CD, recording etc) material which demonstrates their investigation, skill development and reflection.</td>
</tr>
<tr>
<td>- Assessment Type 2: Investigation (20%) Students present two investigations into an area of arts practice of interest to them.</td>
</tr>
<tr>
<td>External Assessment (30%)</td>
</tr>
<tr>
<td>- Assessment Type 3: Practical Skills (30%) Students conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred are of the creative arts.</td>
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STAGE 2 SUBJECT DESCRIPTORS

THE ARTS CONT.....

CREATIVE ARTS - TEXTILES (TAS – TERTIARY APPROVED SUBJECT)

Students wishing to study this course will find an advantage to have successfully completed a Stage 1 Textiles program.

Students investigate a variety of creative textiles techniques to explore different possibilities and inform their creative thinking. Students’ explorations and investigations into materials, techniques, processes, technologies, and products should be a feature of their project. Annotated reflective comments about all stages of the creative process demonstrate evidence of the development of their creative arts thinking.

Creative Arts Textiles development and production provides an opportunity for students to work individually at times, but also collaboratively as a member of a team, group, or ensemble to design, plan, practice, rehearse, make, create, perform, and/or present creative arts- textiles products.

The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts:

School based Assessment (70%)

- Assessment Type 1: Product (50%) (Fashion Design Garment construction, Pattern drafting) material which demonstrates their investigation, skill development and reflection.

- Assessment Type 2: Investigation (20%) Students present two investigations into an area of creative arts practice of interest to them.

External Assessment (30%)

- Assessment Type 3: Practical Skills (30%) Students conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred area of the creative arts.

Please note: At Stage 2 students can study only one Creative Arts Subject.

DRAMA (TAS – TERTIARY APPROVED SUBJECT)

Students wishing to study this course will find it an advantage to have successfully completed the Stage 1 Drama course.

The focus of this subject is performance and theory: students have opportunities to work both independently and collaboratively. The subject requires verbal fluency, commitment, enthusiasm and the ability to work with others.

Topics:
- Group Production
- Individual Study
- Report Writing
- Reviews of Live or Screen Productions

Students will need to cover the costs of travel to other Mount Gambier, Adelaide or interstate when attending a Professional Performance and or workshop.
The Automotive industry is a vibrant and exciting career option.

This course provides students with a pathway to the many aspects of the Automotive Industry with competency based learning, work placement, career information and a wide range of possibilities that give students a solid ground in the essential skills and experience required. Students also participate in White Card training in workplace safety.

Certificate Name
Certificate II in Automotive Vehicle Servicing

SACE Credits
20 at Stage 1
15 at Stage 2

Course Coordinator
Andrew Stockley – Millicent High School
Ph: (08) 8733 2400

Commencement Semester
Semester 1, Full Year Course

Work Placement
Various locations – 20 days per year

Special Requirements
Overalls/steel capped bots, heavy duty clothing will be necessary.

Course Costs
To be advised.

Course Pre-requisites
Must have started this Certificate course in Year 11.

Vet Training Provider
Millicent High School, in partnership with TAFE SA.

Course Pathway
Employment options will be offered over the year with training providers keen to source suitable students for apprenticeships

Nationally accredited training Modules or Units of Competence and nominal hours

- Apply safe working practices – 20 hours
- Implement and monitor environmental regulations in the automotive mechanical industry – 40 hours
- Use and maintain workplace tools and equipment – 20 hours
- Customer relations – 20 hours
- Work effectively with others – 20 hours
- Communicate effectively in the workplace – 40 hours
- Operate digital technology systems – 30 hours
- Read in the workplace – 10 hours
- Inspect and serving cooling system – 10 hours
- Test, service and charge batteries – 15 hours
- Service final drive assemblies – 5 hours
- Service final drive (driveline) – 10 hours
- Inspect steering systems – 10 hours
- Inspect suspension systems – 10 hours
- Service auto trans – 10 hours
- Inspect and service trans manual – 10 hours
- Carry out servicing operations – 20 hours
- Repair exhaust system – 20 hours
- Balance wheels and tyres – 10 hours
- Inspect repair tyres and tubes – 30 hours
CONSTRUCTION BUILDING
CERTIFICATE 2 (2 YEAR COURSE)

A full year course preparing students for employment in the building, construction and associated industries. Students gain ‘Certificate II in General Construction’, entry level training, counting towards apprenticeships. Comes “on the job” training with practical work sessions and on-site experience in the local building industry.

Certificate Name
Certificate II in General Construction

Course Coordinator
Andrew Stockley – Millicent High School
(08) 8733 2400

Commencement Semester
Semester 1 and 2

Work Placement
4 weeks structured work placement at a variety of trade businesses and the Skills Centre.

Special Requirements
Safety footwear / boots
Outdoor work clothing

Course Costs
To be advised.

Course Pre-requisites
Must have started this Certificate course in Year 11.

Vet Training Provider
Millicent High School, in partnership with TAFE SA.
Certificate II in Engineering focuses on the product/manufacturing area.

It is designed for people still at school or in the workforce and can be accessed through New Apprenticeships or other pathways.

**Certificate Name**
Certificate II in Engineering

**SACE Credits**
20 credits at Stage 1

**Course Coordinator**
Andrew Stockley
Ph: (08) 8733 2400

**Commencement Semester**
Semester 1

**Special Requirements**
Safety Clothing (overalls or the like) including footwear and safety glasses.

**Course Costs**
To be advised.

**Course Pre-requisites**
Must have started this Certificate course in Year 11

**VET Training Provider**
Millicent High School in partnership with TAFE SA.

**Course Pathway**
Certificate II in Engineering can lead into further studies in Engineering including apprenticeships or traineeships in Fabrication or Mechanical Trades.

**Nationally accredited training Modules or Units of Competence**
- Apply principles of Occupational Health & Safety in work environment.
- Perform routine oxy acetylene welding
- Perform Computations
- Perform routine Manual Metal Arc Welding
- Plan to undertake a routine task
- Perform routine Gas Metal Arc Welding
- Perform Brazing and/or Silver Soldering
- Use power tools / hand held operations
- Perform Sheet and Plate Assembly
- Work with others in a manufacturing, engineering or related environment
- Apply Quality Procedures
- Use hand tools
- Perform Engineering Measurements
- Apply Quality Systems
- Use workshop machines for basic operations
- Interpret technical drawing
- Dismantle, replace and assemble engineering components