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This course handbook is correct at time of printing and is subject to change. Any changes will be reflected on our website www.tsc.sa.edu.au
Welcome

Thebarton Senior College (TSC) offers you a broad range of innovative curriculum and a wonderful environment in which to complete your studies.

Students come from all over Adelaide to compete their SACE at TSC and many of our students have come from countries far away.

As a United Nations Global Peace School, we offer a peaceful and safe learning environment in which all are treated and respected as individuals. Due to our broad, innovative curriculum, you can follow your dreams and complete your SACE your way.

At TSC you will find the support you need to help you achieve success in your chosen pathway. Our continual focus on improvement in teaching and learning will support you to develop the skills you will need for a successful future, be it further study or in the workplace; skills of creativity, problem solving, innovative thinking, working in teams and communication.

Our core values of excellence, respect, innovation and sustainability are the foundations which guide our work and ensure that you complete your senior secondary education in an environment committed to your success.

This handbook outlines all of the courses available to you. Our enrolment team will work with you to design a learning program that best suits your needs and aspirations.

I wish you all the best for the year ahead.

Eva Kannis-Torry
Principal
Becoming a student

ENROLMENT AND COUNSELLING
Choosing the right course for you is important. Our counselling team is available to guide you through the process and advise you of pathways that will help you achieve your goals.

Most of our courses are conducted over a full year or semester (half year).

We have two main enrolment periods each year:
• October - February for Semester 1 and full year programs
• May - July for Semester 2 programs

CLASS TIMES
Most day classes begin at 8.50 am, 11.00 am, 1.25 pm or 3.30 pm and last for 100 minutes two or three times per week.

Some classes are offered as twilight sessions from 4.00 pm - 7.00 pm.

At least one subject will be offered entirely online in 2020, and most subjects in SACE and VET (Vocational Education and Training) will be supported with online components.

Some specialist courses, especially in The Skills Centre, may have different starting and finishing times. These will be discussed with you at enrolment.
Our courses...your pathway

Thebarton Senior College offers a wide range of courses and subjects to suit your needs. You will be able to complete your South Australian Certificate of Education (SACE) in a variety of ways, from academic pathways to the vocational training courses offered through our Registered Training Organisation (RTO).

ENGLISH LANGUAGE PROGRAMS

New Arrivals Program
This program offers an intensive English language and literacy course for adults. It aims to prepare students for living and working within the Australian community and for further study. See page 8.

Certificates in English Proficiency
The Certificates I, II and III in English Proficiency (10267NAT, 10268NAT and 10269NAT) are nationally accredited courses designed for people from non-English speaking backgrounds who wish to develop the English skills necessary for living, working and/or studying in Australia. They may provide a pathway into further training. See page 7.

Certificates in Skills for Further Study
A partial certificate is proposed in the Certificate II in Further Study Skills (10591NAT). This is a nationally accredited course designed for students who wish to develop their literacy, numeracy and academic skills as a pathway for further study.

Please see page 103 for more information.

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

Stage 1 and Stage 2
We offer a very wide range of SACE subjects, at both Stage 1 and Stage 2. For further details about SACE requirements, please see page 10.

To gain the SACE, students need to meet the following compulsory requirements:
- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses
- Numeracy – at least 10 credits from a range of mathematics subjects or courses
- Research Project – an in-depth major research project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board-recognised courses of a student's choice.

Students must achieve a C grade or better in each of the compulsory SACE elements.

Stage 1 subjects are assessed by teachers at the College and moderated by the SACE Board.
All SACE Stage 2 subjects are moderated by the SACE Board and have school assessed and externally assessed components.

Further information about the SACE is available on the SACE Board website www.sace.sa.edu.au.
THE SKILLS CENTRE
The Skills Centre is an innovative development in the teaching of skills that are in demand in the workplace. The Skills Centre focuses on preparing students with work-ready skills and workplace experience in the areas of barista, business, construction, engineering, information technology, community services, early childhood education, screen and media, dance and sport coaching. See page 88.

VOCATIONAL CERTIFICATES (VET)
Our VET Certificate courses provide a set of related subjects that give students the skills and knowledge needed to obtain a nationally accredited certificate in the industry.

When successfully completed, students achieve a nationally recognised qualification at Certificate level (or Statement of Attainment if a full qualification is not completed).

All of our VET courses contribute to SACE completion.

See the Skills Centre section of this book (page 88) for details of courses available in 2020.

TRAINING GUARANTEE FOR SACE STUDENTS (TGSS)
Students who are over 16 and working towards SACE completion may be eligible for funding towards a VET qualification (up to Certificate III level) in a variety of courses to contribute to their SACE.
English Language Programs

ENGLISH PROFICIENCY CERTIFICATES
Our Certificates in English Proficiency (CEP) are nationally accredited courses designed for people from non-English speaking backgrounds who wish to develop the English skills necessary for living, working and/or studying in Australia.

PREREQUISITES
To enrol students must have a language and literacy level of 3 or higher.

10267NAT CERTIFICATE I IN ENGLISH PROFICIENCY
This program is offered to students who cannot access the New Arrivals Program, have been in Australia for longer than 18 months or want to study part time.
Students study a minimum of six lessons of English per week, covering:
• Conversational English
• Giving personal information
• Basic writing skills
• Following instructions
• Reading short texts
• Requesting information and making complaints
• Understanding spoken and written instructions
• Writing short descriptions and recounts
• Study skills and goal setting

10268NAT CERTIFICATE II IN ENGLISH PROFICIENCY
This program is designed for students who are proficient at Certificate I level. Students will study a minimum of six lessons of English per week covering:
• Extending the basic skills in reading, writing, speaking and listening
• Australian systems and society
• Understanding study and work in Australia

10269NAT CERTIFICATE III IN ENGLISH PROFICIENCY
This program is designed for students who are proficient at Certificate II level. Students will study a minimum of six lessons of English per week covering:
• Extending the basic skills in reading, writing, speaking and listening
• Australian systems and society
• Understanding study and work in Australia

ELECTIVES
These electives may help students to complete their certificate and can be undertaken while completing either Certificate II or Certificate III.

Grammar and Writing
10 SACE Credits
Students learn to understand the rules and patterns of grammar. Students write various short texts.

Conversation and Pronunciation
10 SACE Credits
Students learn and revise basic sounds of English and the ways they are combined.

ASSESSMENT
Competency based assessment is used.

ACCREDITATION
Students who successfully complete all competencies will be accredited with a Certificate in English Proficiency at either Certificate I, II or III level.
Thebarton Senior College is the Registered Training Organisation for these certificates (RTO 40117).
English Language Programs

NEW ARRIVALS PROGRAM
The New Arrivals Program (NAP) offers an intensive English language and literacy course. It aims to prepare students for living and working within the Australian community and for further study.

PREREQUISITES
To enrol students must:
• be permanent residents or on long-stay visas with permission to study in Australia
• have been in Australia less than 12 months

ATTENDANCE
Students study full time and attend 23-25 hours per week (14-15 lessons). It is expected that students will complete homework in addition to attending classes.

ENROLMENT
Students are assessed on entry and placed in an appropriate class. Classes consist of students grouped at similar levels of English competency.

COURSE LENGTH: 2–4 semesters
Students are enrolled into the New Arrivals Program continuously throughout the year.

Throughout the program, students study:
• English as an Additional Language
• Computing

In the final semester(s), students also study:
• Mathematics
• Science

Students also develop English through experiential subjects selected from:
• Physical Education
• Art
• Home Economics
• Technology (Woodwork)
• Textiles
• Drama
• Music
• STEM (Science, Technology, Engineering and Mathematics)
COURSE CONTENT

**English as an Additional Language**
Students develop an understanding of Australian culture and gain knowledge of educational and career choices. Students develop writing, reading, speaking, listening and research skills through topics such as:
- Australian society and culture
- Australian history and geography
- Education and career pathways
- Health and wellbeing
- Environment and sustainability
- Life skills

Excursions are an important way students learn English in the program.

**Computing**
Students develop skills in:
- File management
- Word processing and written communication
- Presentations
- Spreadsheets
- Desktop publishing
- Online learning and research
- Digital storytelling

This subject supports language development within the New Arrivals Program. Students use computing skills in other NAP subjects.

**Mathematics**
Students develop English language and skills appropriate for Mathematics and Numeracy. Students develop mathematical knowledge, learn to apply the knowledge and are able to communicate mathematically through topics such as:
- Number
- Fractions, Decimals and Percentages
- Data Representation and Interpretation
- Shape and Measurement

**Science**
Students develop English language and skills appropriate for Science.
Students develop and communicate scientific knowledge through two main topics:
- Human Health
- Sustainability - including the following electives:
  - Renewable vs Non-renewable Energy
  - Human Activities and Climate Change
  - Environmental Chemistry
  - Indigenous Practices in Land Use

Students also learn research and laboratory skills.

**ASSESSMENT**
Assessments are carried out each term and reports are issued at the end of each semester.

**PATHWAY**
Students graduating from the New Arrivals Program can choose a pathway through the Certificates in Skills for Further Study, the South Australian Certificate of Education (SACE), vocational certificate programs or other further educational options.

**FURTHER INFORMATION**
Each class attends our City classrooms (1st Floor, 22 Grenfell Street, Adelaide) for lessons one day per week. These lessons are part of the English curriculum and provide the students with opportunities to experience and learn more about Adelaide, and practise English language in authentic contexts.
THE SACE
The South Australian Certificate of Education (SACE) has been designed to meet the needs and interests of today’s young people, as well as to make it relevant for employers who are increasingly looking to employ highly skilled workers.

Students need to achieve the compulsory literacy and numeracy requirements of the SACE. To do this they need to achieve a C grade or better in a range of English and Mathematics subjects.

Both Stage 1 and Stage 2 subjects are graded from A to E.

Students need to earn 200 credits to successfully complete the SACE. Ten credits equate to one semester or six months of study in one subject.

LITERACY AND THE SACE
Study at SACE level involves a range of reading, writing, speaking and listening tasks.

To undertake SACE courses, students require literacy skills that enable them to engage with the learning and achieve success.

As a guide, students who have achieved a C grade or higher in a Stage 1 English or EAL class should have the necessary literacy skills to study most Stage 2 subjects. There are some subjects however which require higher levels of literacy.

Teachers and counsellors will discuss this with students during the recommendation and enrolment process.

For some SACE Stage 2 subjects, it is recommended that students have completed study at Stage 1 level. This means that the learning in Stage 2 is based on learning in Stage 1.

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

Students also need other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects, vocational training or other SACE Board-recognised courses.

Subjects
SACE subjects are grouped into the following curriculum areas:
- Arts
- Business, Enterprise and Technology
- Cross-disciplinary
- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Sciences
ASSESSMENT
All Stage 1 subjects are school assessed. Some may be externally moderated.
All Stage 2 subjects have a school assessed and an external assessment component. The school assessed component is externally moderated.

VOCATIONAL EDUCATION AND TRAINING (VET) IN SACE
Of the 200 credits required to complete the SACE, 150 can be gained through the recognition arrangements for VET within SACE.
Within these 150 VET-based credits, students must also fulfil the literacy and numeracy requirements of the SACE.
The Personal Learning Plan and the Research Project are awarded the remaining 20 SACE credits. Students can use a vocational context in completing these subjects.

ADULT STATUS
An adult student is a person who is at least 18 years old on 1 January in the year they complete the SACE, and who has left school for at least one continuous year.

On re-entry, adult students will be awarded up to a maximum of 110 credits at Stage 1. SACE completion then requires:
- 60 credits from Stage 2 SACE Board-accredited subjects or VET courses
- Research Project for 10 credits
- 20 credits from other Stage 1 or Stage 2 Board-accredited subjects or VET courses
- Minimum literacy and numeracy requirements

Adults do not have to complete the Personal Learning Plan.

ADULT EDUCATION POLICY
Students aged 21 years and over at the time of enrolment are required to sign a SACE Pathways Plan. The plan is developed in partnership with the student and College and outlines the agreed learning pathway that the student intends to undertake to complete their SACE.
SACE Requirements

STAGE 1

Personal Learning Plan  
(compulsory) 10 Credits

Numeracy (compulsory)  
from a range of Mathematics subjects and courses 10 Credits

Literacy (compulsory)  
from a range of English subjects and courses 20 Credits

STAGE 2

Research Project  
(compulsory) 10 Credits

Subjects and courses  
(compulsory at Stage 2)  
from a wide range of options 60 Credits

Subjects and courses  
from a wide range of options 90 Credits  
(selected from either Stage 1 or Stage 2)

SACE = 200 CREDITS

For further information, visit www.sace.sa.edu.au

SACE Integrated Programs

SACE Integrated Programs are curriculum offerings in which subjects are grouped together and integrated.

The advantages of studying in this way include:

- The learning and assessment in each subject supports the learning and assessment in the other subjects in the program
- Working with the same group of students
- Working with a small group of teachers who support student learning across all subjects in the program
- Student learning is developed around their own strengths and interests
SACE Integrated Programs

FILM SCHOOL
SACE Stage 1 - 60 credits, SACE Stage 2 - 70 credits

COURSE DESCRIPTION
This program gives students the opportunity to enrol in a package of three Stage 1 subjects and three Stage 2 subjects where teaching and assessment across the subjects allows students to explore film making, whilst learning the specific skills relevant to working in a variety of roles in the film industry. Students can select to do Stage 1, Stage 2 or both.

ENGLISH A AND B
SACE Stage 1 A 10 credits and B 10 credits
Students view, read and create a range of educational, vocational and cultural texts that can be related to film. There will be a focus on script development, developing understanding of a variety of film genres and film terminology.

DRAMA (CREATIVE ARTS) A AND B
SACE Stage 1 A 10 credits and B 20 credits
Students explore, apply and develop acting techniques and investigate other areas that relate to film and the performing arts.

PHOTOGRAPHY
SACE Stage 1 10 credits
Students develop skills and knowledge in camera control, lighting, composition, editing and printing. Students undertake skills tasks, and create one product.

VIDEO PRODUCTION
SACE Stage 1 10 credits
Students develop skills and knowledge in production planning and management, camera handling, audio, editing, post production and distribution. Students undertake skills tasks, and create one product.

ENGLISH
SACE Stage 2 20 credits
Students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. The focus in this course will be on film texts where possible. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives and create imaginative, interpretive, analytical, and persuasive texts with a focus on film.

VIDEO PRODUCTION
SACE Stage 2 20 credits
Students develop skills and knowledge in production planning and management, camera handling and cinematography, lighting, media capture, shot composition, editing and post-production.

CREATIVE ARTS - STAGE, SCREEN AND DRAMA
SACE Stage 2 20 credits
Students explore the connections between direction and acting. Students develop and apply techniques within film and the performing arts. Knowledge and skills will be applied through the creation of creative arts products of student choice.

RESEARCH PROJECT
SACE Stage 2 10 credits
Students develop research skills and complete the Research Project based on an area of personal interest.

ASSESSMENT
Assessment in each subject includes school and external assessment components. There are no examinations in this course.
SACE Integrated Programs

GAMES FOR SACE PROGRAM
SACE Stage 1 - 30 credits, SACE Stage 2 - 20 credits

COURSE DESCRIPTION
This course provides students with the opportunity to meet the SACE literacy and numeracy requirements through engaging with and studying video games. They have the opportunity to further explore games in Stage 2 Pop Culture Studies. Students study four subjects.

ESSENTIAL ENGLISH A
SACE Stage 1 10 credits

COURSE DESCRIPTION
This course emphasises playing, interpreting and critically analysing a range of video games. Students explore common themes and issues in the gaming world. It also involves oral presentations and writing for a variety of audiences.

COURSE CONTENT
• Games in the Media
• Themes in Video Games
• Cyberpunk

ASSESSMENT
Responding to Texts 50%
Creating Texts 50%

ESSENTIAL ENGLISH B
SACE Stage 1 10 credits

COURSE DESCRIPTION
This course also emphasises playing, interpreting and critically analysing a range of video games. Students continue to explore common themes and issues in the gaming world. Oral presentations and writing for a variety of audiences are also part of this subject.

COURSE CONTENT
• Superheroes and Origin Stories
• The Hero’s Journey
• Game Advocacy
• Themes in Video Games

ASSESSMENT
Responding to Texts 50%
Creating Texts 50%

FURTHER INFORMATION
This course runs in Semester 2.
ESSENTIAL MATHEMATICS
SACE Stage 1 10 credits

COURSE DESCRIPTION
This course emphasises the study of mathematics in a video gaming context, including using data in context and statistics. Students undertake survey-based research and communicate mathematical data to a variety of audiences.

COURSE CONTENT
• Communicating Mathematical Information
• Data in Context
• Statistics

ASSESSMENT
Skills and Application Tasks 50%
Folio 50%

FURTHER INFORMATION
This course runs in Semester 1.

POP CULTURE STUDIES
(Integrated Learning)
Cross-disciplinary
SACE Stage 2 20 credits

COURSE DESCRIPTION
Students will use their interest in and consumption of popular culture – video games, anime and movies – to critically examine the impacts of popular culture on their lives and society in general.

COURSE CONTENT
• Fandom
• Representation in Pop Culture
• Media Production in the 21st Century

ASSESSMENT
School Assessment
Practical Inquiry 30%
Connections 40%

External Assessment
Personal Endeavour 30%

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SACE Integrated Programs

MATHMATICS ACADEMY
SACE Stage 1  60 or 120 credits

COURSE DESCRIPTION
Mathematics Academy at Stage 1 is a one- or two-year program for students excited about mathematics and intending to study SACE Mathematical Methods, Specialist Mathematics and Physics at Stage 2. Students can enter the Mathematics Academy in either Year 10 or Year 11 in 2020.

Mathematics Academy connects Australian Curriculum Mathematics and Science in Year 10, and SACE Stage 1 Mathematics and Physics in Year 11. Students will be in a combined Year 10 and Year 11 class to broaden their learning experiences and develop their creative and critical thinking. A two-year teaching program over Years 10 and 11 ensures that students are able to learn mathematics content deeply, and experience a variety of applications.

Mathematics Academy students will engage with extra-curricular activities such as fun mathematics puzzles, maths art, university events and industry excursions, as well as mathematics and engineering competitions and challenges. Students will have a rich and strong foundation to complete SACE Mathematical Methods, Specialist Mathematics and Physics in an integrated final year class in the Academy at Stage 2.

YEAR 10 – AUSTRALIAN CURRICULUM MATHEMATICS AND SCIENCE
Students will learn content from the Year 10 and 10A Mathematics and Science (Physical Science, Earth and Environment, Chemistry and Biology) Australian Curriculum in a collaborative environment, developing the SACE capabilities and finding connections to future studies and STEM professions.

Students will be assessed for 60 SACE credits at Stage 1:
• Stage 1 Scientific Studies – 20 credits
• Stage 1 General Mathematics – 20 credits
• and 20 credits from Recognition of Community Learning, Community Studies or Integrated Learning Year 10 PLP, English and Humanities subjects can be taken as part of the Special Interest Academy.

YEAR 11 – SACE MATHEMATICS AND PHYSICS
Students will further explore the wonder of mathematics and physics, and its connections to the world around us.

Students will be assessed for 60 SACE credits at Stage 1:
• Stage 1 Mathematical Methods A, B, C and Stage 1 Specialist Mathematics – 40 credits
• Stage 1 Physics – 20 credits

MATHMATICS ACADEMY EXTRA-CURRICULAR (MAX)
MAX activities, excursions, challenges and projects are integral to the Maths Academy program and contribute to a range of assessment tasks.

MAX plays a key role in connecting students with mathematical, physical sciences, and engineering professionals and manufacturing, space, defence and other engineering industries.
SACE FOR UNIVERSITY PROGRAM
SACE Stage 2 90 credits

COURSE DESCRIPTION
This course gives students the opportunity to complete their SACE and gain an ATAR for University entrance. The subjects are integrated so that the learning and assessment in each subject supports the learning and assessment in the other subjects in the program.

COURSE STRUCTURE
The course consists of five subjects:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SOCIETY AND CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACE Stage 2</td>
<td>SACE Stage 2</td>
</tr>
<tr>
<td>20 credits</td>
<td>20 credits</td>
</tr>
</tbody>
</table>

Students analyse texts with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider a range of perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students’ own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

OR

<table>
<thead>
<tr>
<th>ESSENTIAL EAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACE Stage 2</td>
</tr>
<tr>
<td>20 credits</td>
</tr>
</tbody>
</table>

Students develop their understanding, confidence and proficiency in the use of the English language, developing skills as critical readers, viewers, listeners, speakers and writers.

Students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods and with the ethical issues associated with them.

The choice of topics will reflect the experiences, backgrounds and interests that each student brings to their studies.
SACE Integrated Programs

SACE FOR UNIVERSITY PROGRAM

SACE Stage 2  

90 credits

INFORMATION PROCESSING AND PUBLISHING
SACE Stage 2  20 credits

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications and evaluate the development process.

Students use technology to design and implement information processing solutions and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

RESEARCH PROJECT
SACE Stage 2  10 credits

Students develop research skills and complete the Research Project based on an area of personal interest.

ASSESSMENT
Assessment in each subject includes school and external assessment components. There are no examinations in this course.

PATHWAY
Successful completion of this course enables students to meet the entry requirements for tertiary courses without specific prerequisites.

HEALTH
SACE Stage 2  20 credits

Students learn about the factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment.

They develop skills to consider how changing social structures, community values, environmental issues and new technologies affect the health and well-being of individuals and communities.
SACE FOR WORK PROGRAM
SACE Stage 2 70 credits

COURSE DESCRIPTION
This course prepares students for the world of work and gives them the opportunity to complete their SACE.

If an additional subject is undertaken in conjunction with the program, an ATAR can be gained for University entrance.

COURSE STRUCTURE
The course consists of four subjects:

ESSENTIAL ENGLISH
SACE Stage 2 20 credits
Students respond to oral and written texts and write their own with a focus on the workplace.

WORKPLACE PRACTICES
SACE Stage 2 20 credits
This course develops knowledge and understanding of the nature, type and structure of workplaces. This includes topics such as the changing nature of work, industrial relations, legislation, workplace health and safety and current issues linked to workplaces.

WORKPLACE DOCUMENTS
(Integrated Learning)
SACE Stage 2 20 credits
This course aims to develop skills and confidence in using a range of information and communication technologies with a workplace focus. Students develop knowledge and skills in creating workplace documents using Microsoft Word, PowerPoint and Publisher.

RESEARCH PROJECT
SACE Stage 2 10 credits
Students complete the Research Project based on an area of personal interest.

ASSESSMENT
Assessment in each subject includes school and external assessment components. There are no examinations in this course.

PATHWAY
Successful completion will meet minimum entry requirements for a range of Certificate III or higher courses and prepares students for apprenticeships and pathways into employment.
SAC E Integrated Programs

SPECIAL INTEREST ACADEMY
SACE Stage 1

COURSE DESCRIPTION
The Thebarton Senior College Special Interest Academy enables students to complete SACE and/or VET qualifications at the same time as pursuing their own passions. Interests and commitments be they entrepreneurial, dancing, sporting, music or performing arts.

Students will be supported to complete the SACE compulsory subjects and depending on their other training and/or courses, select from a broad range of curriculum offerings.

Extra SACE credits will be awarded through Recognition of Community Learning demonstrated through their special interest involvement and VET qualifications.

Curriculum delivery will be flexible and include online components.

Typically:
- Stage 1 students will study Mathematics, English, PLP (if required) and other subjects of interest
- Stage 2 students will study the Research Project and subjects of their choice related to their area of special interest.

The number of subjects students will undertake will depend upon their special interest commitments, VET credits, Recognition of Community Learning and future aspirations.
COURSE DESCRIPTION
This course is individualised to meet both the needs of the individual student and the requirements of the compulsory SACE subjects: English and Mathematics.
Within this subject students will work closely with the teacher to develop the capabilities specific to the subjects.

ESSENTIAL ENGLISH A
Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2. There is an emphasis on communication, comprehension, analysis, and text creation.

COURSE CONTENT
• Communication
• Speaking
• Letter writing (including cover letters, letters of complaint, and letters to the Editor)
• Understanding and creating everyday texts such as adverts and newspaper articles
• Understanding and the use of technical language relevant to workplace or interest
• Creation of instructional texts

ASSESSMENT
Responding to texts 50%
Creating texts 50%

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 pathways. 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.

COURSE CONTENT
Stage 1 Essential Mathematics consists of the following seven topics:
• Topic 1: Calculations, time, and ratio
• Topic 2: Earning and spending
• Topic 3: Geometry
• Topic 4: Data in context
• Topic 5: Measurement
• Topic 6: Investing
• Topic 7: Open topic

Of these topics at least three topics will be taught in line with the interest of the class.

ASSESSMENT
Skills and Applications Tasks 50%
Folio 50%
SACE Integrated Programs

SACE COMPULSORIES B
SACE Stage 1

COURSE DESCRIPTION
This course is individualised to meet both the needs of the individual student and the requirements of the compulsory SACE subjects: English and Personal Learning Plan. Within this subject students will work closely with the teacher to develop the capabilities specific to the subjects.

ESSENTIAL ENGLISH B
Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2. There is an emphasis on communication, comprehension, analysis, and text creation.

COURSE CONTENT
• Communication
• Speaking
• Letter writing (including cover letters, letters of complaint, and letters to the Editor)
• Understanding and creating everyday texts such as adverts and newspaper articles
• Understanding and the use of technical language relevant to workplace or interest
• Creation of instructional texts

PERSONAL LEARNING PLAN (PLP)
The Personal Learning Plan (PLP) is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12.
Students must achieve a C grade or better to successfully complete the subject.

COURSE CONTENT
Folio
• Understanding the Capabilities
• Planning and exploring future pathways
• Resume, cover letter, mock interviews
Review
• Round table presentation

ASSESSMENT
Folio
75%
Review
25%
Responding to texts
50%
Creating texts
50%
Stage 1 Subjects

Aboriginal Studies
Accounting
Ancient Studies
Art (Creative Arts)
Art Essentials (Creative Arts)
Australian Curriculum Maths Preparation
Biology
Business Innovation
Car Care
Catering Concepts
Chemistry
Child Studies
Chinese for Background Speakers
Computing Essentials
Computing – Introduction to Coding
Design (Creative Arts)
Digital Art
Digital Technologies
Drama (Creative Arts)
Earth and Environmental Science
Engineering, Design and Technology for Women
English
English as an Additional Language
English Literary Studies
Essential English
Essential English as an Additional Language
Essential Mathematics
Essential Science
Essential Society and Culture
Fake News and Fact Finding
Fashion and Costume Design
Fitness for Women
Food and Hospitality
General Mathematics
Gateway To Trades
Health
Health Science
Information Processing and Publishing Business/Personal
Innovative Technologies
Intercultural Cup
Introduction to Trades
Jewellery Making
Mathematical Methods
Media Studies
Metal Machining
Modern History
Music Experience
Nutrition
Outdoor Education
Peace Studies
Personal Learning Plan
Photography
Physics
Psychology
SACE Start-up
Society and Culture
Specialist Mathematics
Sport and Fitness
Video Production
Volleyball
Welding
Women’s Studies
Woodwork
Workplace Practices

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ABORIGINAL STUDIES A AND B
Aboriginal Studies
SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
This course explores Aboriginal histories, achievements and perspectives in land, culture and identity. It looks at Aboriginal arts and literature to develop students’ understanding of, and ways to counter, racism. This course will focus on developing intercultural communication and understanding in students.

COURSE CONTENT
Possible topics include:
- Coexistence and Reconciliation
- Aboriginal Cultures
- Aboriginal Lands
- Aboriginal Languages
- Aboriginal Sites
- Cultural Tourism
- Aboriginal People and the Law
- Aboriginal Arts and Literature
- Aboriginal Film
- Aboriginal People in the Media

ASSESSMENT
Students provide evidence of their learning through four or five assessments.
At least one assessment will be oral or multimodal, and at least one will be written.

Response 40%
Text Production 40%
Reflection 20%

ACCOUNTING A AND B
Accounting
SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
The study of Accounting gives students opportunities to learn practical skills needed to record and understand financial business information.

COURSE CONTENT
Accounting A
- Role of accounting
- Financial reports (Statement of Receipts and Payments)
- Business documents
- Keeping cash journals

Accounting B
- Personal financial information (budgeting)
- Classified final reports and analysis and interpretation of final reports
- Journals
- Double entry recording

ASSESSMENT
Accounting Skills 75%
Accounting Inquiry 25%

FURTHER INFORMATION
Accounting A is not a prerequisite for Accounting B. The study of Stage 1 Accounting will be beneficial for the study of Stage 2 Accounting and at tertiary level.
SACE Stage 1

ANCIENT STUDIES
Ancient Studies
SACE Stage 1 10 credits

COURSE DESCRIPTION
This course draws on many other fields of study, such as architecture, politics, religion, and geography. Students will consider the environmental, social, economic, religious, cultural, and aesthetic factors that shape our societies.

COURSE CONTENT
Compulsory Topic
Understanding Ancient History

Additional Topics
Will be selected from:
- Art, architecture, and technology
- Warfare and conquest
- Social structures, slavery, and everyday life
- Beliefs, rituals, and mythology
- Creative representations

ASSESSMENT
Skills and Applications 60%
Inquiry 40%

ART (CREATIVE ARTS) A AND B
Creative Arts
SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
Students study from the areas of drawing, painting and printmaking. They participate in the development and presentation of a product either individually or as a group through using the Creative Arts Process. Students complete a focused exploration of skills related to an area of study. Students also investigate other practitioners and their work, as well as appraising and analysing works of art.

COURSE CONTENT
The following areas of study are covered:
- Exploring and recording the creative arts process
- Developing and producing the product
- Exploring key concepts related to the field of study
- Learning from other practitioners

ASSESSMENT
Product 50%
Folio 50%
**ART ESSENTIALS (CREATIVE ARTS) A AND B**

*Creative Arts*

SACE Stage 1  
10 or 20 credits

**COURSE DESCRIPTION**
This course is designed to progressively build the knowledge, skills and understandings required to be successful in Art subjects. Students will complete a focused exploration of skills, using a range of techniques and different media, in the area of Drawing. They will be introduced to the Creative Arts Process through the development of a product and develop the ability to use art language and terminology through the making and appraising of their own work and the work of other practitioners.

**COURSE CONTENT**
The following areas of study are covered:
- Exploring and recording the creative arts process
- Developing and producing the product
- Exploring key concepts related to the field of study
- Learning from other practitioners

**ASSESSMENT**
- Product 50%
- Folio 50%

**AUSTRALIAN CURRICULUM MATHS PREPARATION**

*Essential Mathematics*

SACE Stage 1

**COURSE DESCRIPTION**
This course is designed to prepare students to undertake Stage 1 Mathematical Methods or General Mathematics. Students will develop mathematical skills and mathematical literacy in an exciting and engaging learning environment.

**COURSE CONTENT**
- Algebra
- Coordinate Geometry and Trigonometry
- Statistics
- Calculations

**ASSESSMENT**
- Skills and Applications Tasks 75%
- Mathematical Investigations 25%

**FURTHER INFORMATION**
This course is available in Semester 2 only and serves as a pathway to Stage 1 Mathematical Methods or General Mathematics.
**BIOLOGY A AND B**

**Biology**

**SACE Stage 1** 10 or 20 credits

**COURSE DESCRIPTION**

Students develop an understanding of the diversity of life as it has evolved, the structure and function of living things and how they interact with other organisms and the environment. The subject involves four topics, from the microscopic level of cells and microorganisms through to ecosystem dynamics and the impact of human activity on the natural world.

**COURSE CONTENT**

**Biology A**

**Cells and Microorganisms**
- Cellular diversity and characteristics of different cells
- Cellular processes
- Importance of microorganisms

**Biodiversity and Ecosystem Dynamics**
- Relationships within ecosystems
- Energy and nutrient flow in ecosystems
- Biodiversity, species at risk and human activities

**Biology B**

**Multicellular Organisms**
- Multicellular organisms and cell specialisation
- Exchange surfaces in animal systems

**Infectious Diseases**
- Disease transmission, epidemics and control
- Non-specific and adaptive systems

**ASSESSMENT**

| Investigations Folio  | Skills and Applications Tasks | 50% |

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**BUSINESS INNOVATION**

**Business Innovation**

**SACE Stage 1** 10 credits

**COURSE DESCRIPTION**

In this subject, students begin to develop the knowledge, skills, and understanding to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses, and how technologies may present opportunities to enhance business models. They will also analyse the responsibilities and impact of proposed business models on global and local communities.

**COURSE CONTENT**

- Start-up and existing businesses
- Finding and solving problems
- Financial awareness and decision-making
- Business information and communications
- The nature and structure of business
- Key business functions
- Forms of ownership and legal responsibilities

**ASSESSMENT**

| Business Skills | Business Pitch | 75% | 25% |

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CAR CARE
Integrated Learning
SACE Stage 1  10 credits

COURSE DESCRIPTION
The Car Care course assists students to understand basic vehicle operation and maintenance procedures such as changing a flat wheel, replacing light bulbs and changing windscreen wiper blades. There is a focus on the development of practical skills, and the use of hand tools. Attention is also given to vehicle purchasing and responsible ownership. Throughout all aspects of the course, there is a focus on safety.

Topics include energy sources, automotive systems maintenance, simple fault finding and repair, finance and budgeting, personal consumer rights and obligations.

COURSE CONTENT
• Vehicle types and choices
• Fuel types and choices
• System identification and function
• Finance and budgeting
• Motoring organisations
• Pre-purchase inspection and consumer checks
• Owner’s checks and maintenance schedules
• Subject specific literacy and numeracy

ASSESSMENT
Practical Exploration  40%
Connections  40%
Personal Venture  20%

FURTHER INFORMATION
This course provides a useful foundation for students contemplating a career or future study in the automotive industry.

CATERING CONCEPTS
Community Studies
SACE Stage 1  10 credits

COURSE DESCRIPTION
Students develop the skills, knowledge and understanding to plan, prepare and control menu based catering. Students work as part of a team to provide catering services to a range of clientele within the college community. Students communicate with mentors from the hospitality industry to strengthen their ideas and practical choices. Through the catering process students develop their capabilities for literacy, numeracy and critical and creative thinking.

COURSE CONTENT
The following concepts are covered in this course:
• Food safety and hygiene
• Catering control
• Menu design
• Culinary balance
• Special dietary requirements

An individual or group contract of work is established and the catering activity completed. Feedback is then sought from the client/guests and recorded by the students. On completion of the catering activity students are encouraged to reflect on the performance of the group and their learning outcomes.

ASSESSMENT
Contract of work  75%
Reflection  25%

FURTHER INFORMATION
This course is designed as a pathway into Stage 1 Food and Hospitality in Semester 2.
SACE Stage 1

CHEMISTRY A AND B
Chemistry
SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
Chemistry A and Chemistry B provide practical and theoretical chemical knowledge that can be used to investigate and explain the physical world.

COURSE CONTENT
Chemistry A
Materials and their atoms
• Physical properties
• Atomic structure
• Periodic table
Combinations of Atoms
• Primary bonding
• Formulae of substances
Molecules
• Shapes and polarities of molecules
• Interactions between molecules
• Hydrocarbons and polymers
Chemistry B
Mixtures and solutions
• Solubility
• Quantities and writing equations
• Energy in reactions
Acids and Bases
• Acid base concepts
• pH scale
Redox reactions
• Oxidation and reduction
• Metal reactivity
• Galvanic cells

ASSESSMENT
Skills and Applications Tasks 50%
Investigations Folio 50%

FURTHER INFORMATION
Successful completion of Chemistry A and B is required for Stage 2 Chemistry.

CHILD STUDIES A AND B
Child Studies
SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
This course focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. Students examine diverse attitudes, values and beliefs about childhood, the care of children, the nature of families, and the changing roles of children in a contemporary consumer society. They explore concepts such as the development, needs, and rights of children, the value of play and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

COURSE CONTENT
There are three areas of study.
• The nature of childhood and the socialisation and development of children
• Children in wider society
• Rights and safety of children

ASSESSMENT
Practical 50%
Group Work 30%
Investigative Study 20%
**CHINESE FOR BACKGROUND SPEAKERS A AND B**

*Chinese (background speakers)*

**SACE Stage 1**

10 or 20 credits

**COURSE DESCRIPTION**

Students develop and apply linguistic and intercultural knowledge, understanding, and skills. They interact with others to exchange and explain information, opinions, and ideas; create texts to express ideas, opinions, and perspectives on contemporary issues; and analyse, evaluate, and respond to a range of texts. Students examine relationships between language, culture, and identity and reflect on the ways in which culture influences communication.

**COURSE CONTENT**

The course is organised around four prescribed themes and a number of prescribed contemporary issues.

**Prescribed Themes and Prescribed Contemporary Issues**

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China.

**ASSESSMENT**

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

**FURTHER INFORMATION**

Background speakers are students who have a background in the language and who have had more than one year’s education in a country where the language is spoken.

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**COMPUTING ESSENTIALS**

*Integrated Learning*

**SACE Stage 1**

10 credits

**COURSE DESCRIPTION**

This course develops introductory ICT skills which can be applied to other subject areas. In this subject students gain basic skills in a range of software including word processing, spreadsheet, presentation package and mind mapping tools. As a part of the course students learn to develop important skills working individually and in groups, documenting their progress in a journal and reflecting on their growth in this course.

**COURSE CONTENT**

- Establishing research goals
- Writing business letters
- Creating letterheads
- Collecting and analysing data
- Developing presentation skills and formats
- Writing reflections

**ASSESSMENT**

- Practical Exploration 40%
- Connections 40%
- Personal Venture 20%
SACE Stage 1

COMPUTING – INTRODUCTION TO CODING

Integrated Learning

SACE Stage 1 10 credits

COURSE DESCRIPTION
This course develops basic computing skills and introduces students to coding. Successful completion of this course can lead into other Information Technology courses. The course develops skills to develop building blocks for understanding of concepts that create programming languages. The course introduces students to many software packages that deal with elementary units of concepts of programming and applications. Additionally, it will involve using software packages such as Word and presentation packages such as PowerPoint.

COURSE CONTENT
- Building blocks of programming
- Creating and designing small programs
- Researching, collecting and presenting data
- Introduction to applications
- Reflection writing

ASSESSMENT
Practical Exploration 40%
Connections 40%
Personal Venture 20%

DESIGN (CREATIVE ARTS) A AND B

Creative Arts

SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
Students develop skills in design in an area of interest. They produce a Design Product using the Design Process, which involves idea generation and refinement of ideas. They participate in the development and presentation of a product either individually or as a group. Students complete a focused exploration of skills related to an area of study. Students also investigate other practitioners and their work, as well as appraising and analysing designs.

COURSE CONTENT
The following areas of study are covered:
- Creative Arts Process: investigation, development, production and reflection
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice

ASSESSMENT
Folio 50%
Product 50%
## Digital Art A and B

**Creative Arts**

| SACE Stage 1 | 10 or 20 credits |

**Course Description**

In Digital Art students actively participate in the development and presentation of visual artworks using various forms of digital technologies. Students utilise technologies of interest such as Adobe Photoshop, Illustrator, Premiere Pro, After Effects, Virtual Reality, Projection Art and Electronic Installations.

Digital Art is focused on the development of the student’s individual creative process, skills and knowledge to create art in an evolving digital world.

Students participate in the development and presentation of a product either individually or as a group. Students complete a focused exploration of skills related to an area of study. Students also investigate other practitioners and their work, as well as appraising and analysing digital art works.

**Course Content**

The following areas of study are covered:

- Exploring and recording the Creative Arts Process
- Developing and producing the product
- Exploring key concepts related to the field of study
- Learning from other practitioners

**Assessment**

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<td>Folio</td>
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## Digital Technologies A and B

**Digital Technologies**

| SACE Stage 1 | 10 or 20 credits |

**Course Description**

Students explore the application of Digital Technologies and apply their creativity and critical thinking skills to the development of ideas and solutions to problems. They learn to develop applications, use innovative technologies and to collect and analyse data from a range of sources.

Students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions and in doing so, develop and extend their understanding of designing and programming.

Students will work individually and collaboratively in this course.

**Course Content**

**Digital Technologies A**

**Focus Area 1:** Programming – Development of Applications through the use of programming languages such as Python and Swift.

**Focus Area 2:** Exploring Innovations – Exploration of Innovative Technologies including wearable technology and develop Applications through programs like Python.

**Digital Technologies B**

**Focus Area 1:** Programming - Programming languages such as Java and Swift are used in the design, building and testing of Mobile Applications to solve problems.

**Focus Area 2:** Data Analysis – Development of Applications with a focus on the collection, storage, analysis and visualization of data using PHP or SQL.

**Assessment**

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SACE Stage 1

DRAMA (CREATIVE ARTS) A AND B
Creative Arts
SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
Drama (Creative Arts) allows students to explore, apply and develop acting techniques. It also provides students with the flexibility to investigate other areas that relate to the performing arts.

COURSE CONTENT
The focus of this course is on Drama, analysing methods, developing techniques and experimenting with performance genres to assist students to cultivate their creative process in acting for screen and stage. A and B will focus on different practitioners and acting techniques.

ASSESSMENT
Product 50%
Folio 50%

FURTHER INFORMATION
Successful completion of this course provides an excellent foundation for Stage 2 Film School and Creative Arts - Stage, Screen and Drama.

EARTH AND ENVIRONMENTAL SCIENCE A AND B
Earth and Environmental Science
SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
Students become familiar with the composition and processes involved in the creation of the Earth around us. The subject involves the study of four interacting systems: the geosphere, atmosphere, hydrosphere and biosphere and emphasises the way in which the Earth generates environments and how organisms respond to changing environments. This subject is part of the GeoFutures Education Program, a partnership between Thebarton Senior College and members of the mining and gas/oil exploration industry. Course work involves extensive use of mobile technology including iPads.

COURSE CONTENT
Earth and Environmental Science A
- Composition of the Geosphere
- Significance of the Biosphere
- Turbulent Earth

Earth and Environmental Science B
- Processes in the Geosphere
- Importance of the Hydrosphere
- The Earth's Atmosphere

ASSESSMENT
Investigations Folio 75%
Skills and Applications Tasks 25%

FURTHER INFORMATION
Earth and Environmental Science A includes a compulsory camp in Semester 1. Both Earth and Environmental Science A and B include compulsory field trips and excursions involving walking and physical activity.
ENGINEERING, DESIGN AND TECHNOLOGY FOR WOMEN

Integrated Learning

SACE Stage 1 10 credits

COURSE DESCRIPTION
This subject enables students to choose a Design and Technology course which will give them a strong introduction to the following areas:
- Metal Engineering
- Computer Aided Design and Manufacturing (CAD/CAM)
- Woodwork
- Jewellery Making

COURSE CONTENT
Students will gain knowledge and skills in Workplace Health and Safety, the use of hand tools and machinery, furniture design and construction, Computer Aided Design and Manufacturing (CAD/CAM) jewellery design, and production using traditional methods and advanced technologies including Laser or Plasma cutting and 3D printing.

To do this, students will develop skills through a series of practical tasks and produce projects to take home.

ASSESSMENT
- Practical Exploration 50%
- Connections 25%
- Personal Venture 25%

ENGLISH A AND B

English

SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
This course focuses on creating and responding to texts to understand how people use language to make meaning.

COURSE CONTENT
The following areas of study are covered:
- creating and responding to a range of texts such as television mini-series, films, short stories, poems, song lyrics and other media texts
- exploring the relationship between people including the writer and audience
- exploring the relationship between purpose and the language used to make meaning
- comparing texts of similar or different text types and analysing their ideas, perspectives and/or use of techniques.

ASSESSMENT
- Responding to Texts 50%
- Creating Texts 20%
- Intertextual Study 30%

FURTHER INFORMATION
This course is designed for students from an English speaking background, who wish to explore a range of contemporary texts and develop skills in creating texts.

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ENGLISH AS AN ADDITIONAL LANGUAGE A AND B

English as an Additional Language

**SACE Stage 1**

**COURSE DESCRIPTION**
This subject is for students for whom English is an additional language. It further develops their ability to use the English language, and focuses on improving their academic literacy skills. In this subject, students learn how to communicate, understand, analyse and create both spoken and written texts of an academic nature. This subject leads to further study in Stage 2 English as an Additional Language (EAL) or Stage 2 Essential EAL.

**COURSE CONTENT**
This subject focuses on the following skills and strategies:

- Students exchange information, opinions, and experiences through writing and speaking in a range of situations and contexts.
- Students comprehend and interpret information, ideas, and opinions presented in texts.
- Students analyse personal, social, and cultural perspectives in texts. They understand and analyse how language is used to communicate for different purposes.
- Students create oral, written, and multimodal texts, using a range of language skills appropriate to purpose, audience, and context.

**ASSESSMENT**
Students complete four assessment tasks:
- Responses to Texts 50%
- Interactive Study 25%
- Language Study 25%

**FURTHER INFORMATION**
This subject is appropriate for students who wish to follow an academic pathway.
ENGLISH LITERARY STUDIES A AND B

English

SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
This course provides a critical study of literary texts. This focus enables students to refine their understanding of the effects of language, conventions and the creative process.

COURSE CONTENT
In this course students will:
• be challenged by a range of ideas
• examine how authors compose texts
• experiment with language and text types
• explore new types of texts including novels, plays, film and poetry
• identify and interpret texts and draw connections between them
• develop a critical perspective on texts

ASSESSMENT
Responding to Texts 50%
Creating Texts 20%
Intertextual Study 30%

FURTHER INFORMATION
This course is designed for students from an English speaking background with a strong interest in literature and creating texts.

ESSENTIAL ENGLISH A AND B

English as an Additional Language

SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
This course builds on communication skills to prepare students to effectively participate in the workplace and community.

COURSE CONTENT
This course focuses on the development of skills in the following areas:
• communicating for different purposes and to specific audiences
• practising different formal and informal writing styles
• understanding a range of everyday texts and their structure, conventions and ideas
• understanding and use of technical language relevant to provided and chosen topics

ASSESSMENT
Responding to Texts 50%
Creating Texts 50%

FURTHER INFORMATION
This course is designed for students from an English speaking background, who want to gain communication skills for the workplace.
ESSENTIAL ENGLISH AS AN ADDITIONAL LANGUAGE A AND B

**Course Description**
This subject is for students for whom English is an additional language. It develops their ability to use English and is an introduction to studying in an academic subject requiring academic literacy and study skills. In this subject, students learn how to communicate, understand, analyse and create both spoken and written texts. This subject is preparation for and hence is intended to lead to further study in Stage 1 English as an Additional Language (EAL). However, students whose language and academic skills develop to an appropriate level may be able to study Stage 2 Essential EAL successfully.

**Course Content**
This subject focuses on the following skills and strategies:
- Students exchange information, opinions, and experiences through writing and speaking in a range of situations and contexts.
- Students comprehend and interpret information, ideas, and opinions presented in texts.
- Students analyse personal, social, and cultural perspectives in texts, including literary texts. They understand and analyse how language features are used to communicate for different purposes.
- Students create oral, written, and multimodal texts, using a range of language skills appropriate to purpose, audience, and context.

**Assessment**
Students complete four assessment tasks:
- Responses to Texts 50%
- Interactive Study 25%
- Language Study 25%

**Further Information**
This subject is appropriate for students who wish to follow an academic pathway.

It is recommended that students also enrol in Grammar and Writing and/or Conversation and Pronunciation to complement this course. These are electives in the English Proficiency certificates.
ESSENTIAL MATHEMATICS A AND B

Essential Mathematics

SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
Essential Mathematics A will allow students to develop their mathematical skills for solving problems in everyday and workplace contexts.

Essential Mathematics B will extend students general mathematical skills and give them foundation skills to apply in further studies in Essential Mathematics Stage 2.

COURSE CONTENT
Essential Mathematics A
• Calculations, Time and Ratio
• Measurement
• Earning and Spending

Essential Mathematics B
• Geometry
• Data in Context
• Investing

ASSESSMENT
Skills and Applications Tasks 50%
Folio Tasks 50%

FURTHER INFORMATION
Successful completion of Essential Mathematics A and B at Stage 1 is required for Stage 2 Essential Mathematics.

ESSENTIAL SCIENCE A AND B

Scientific Studies

SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
Essential Science A provides students with background skills to assist with SACE Stage 1, Earth and Environmental Science and Chemistry. Essential Science B provides students with background skills to assist with SACE Stage 1 Physics, and STEM (Science, Technology, Engineering and Mathematics).

COURSE CONTENT
Each semester will focus on different aspects of science in which the following will be covered:
• Explaining scientific phenomena
• Reading and understanding scientific texts
• Planning and investigation
• Conducting research
• Collating, representing and analysing data
• Evaluating scientific investigations
• Presenting findings

ASSESSMENT
Assessment will include a variety of tasks to assess understanding and skills acquired. Individual and collaborative tasks will be assessed.

Inquiry Folio 80%
Collaborative Inquiry 20%

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ESSENTIAL SOCIETY AND CULTURE A AND B

Society and Culture

SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
This course enables students to develop an understanding of themselves, their own society and culture and the societies and cultures of others.

COURSE CONTENT
Essential Society and Culture A
- Interrelationships between choice, rights, and responsibilities
- Fundamental human rights for all people in a globalising world
- How human rights have evolved and changed
- Ways in which the rights of one may work against the rights of others
- The roles of groups (such as the Australian Human Rights Commission, Link-Up services, and refugee associations) whose ethical aim is to protect human rights
- How to promote human rights

Essential Society and Culture B
- The development and effects of globalisation on the cultures of various societies
- Inequitable distributions of power and resources
- Roles and impacts of government and non-governmental organisations and local advocacy groups
- Perspectives of justice, equity, dignity, and environmental sustainability

FAKE NEWS AND FACT FINDING
Research Practices

SACE Stage 1 10 credits

COURSE DESCRIPTION
The course is designed to enable students with the ability to critically examine claims in the news, advertising, and social media for falsehoods, bias, and bad-faith arguments – skills that will help in further study and life in general.

The course will have a focus on statistical methods and how data is used and abused, understanding correlation and causality, scientific misconduct in research and publication bias, understanding and identifying bias, credibility, and the validity of sources of information, logical fallacies, and fake news.

COURSE CONTENT
Topics of study will be negotiated based on class interest and could include climate change, immigration, vaccination, "woke" brands, LGBTQIA+ rights, flat Earth proponents, feminism, political discourse, and wealth inequality.

ASSESSMENT
- Folio 50%
- Sources Analysis 50%

FURTHER INFORMATION
This course is designed to develop literacy and the skills of research and analysis.

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FASHION AND COSTUME DESIGN A AND B
Integrated Learning
SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
This course provides students with an overview of the fashion design principles and techniques used to produce simple garments.

COURSE CONTENT
Students engage in a range of practical activities designed to emphasise the theoretical components of this course. Topics covered include: set up and operation of the sewing machine, qualities of fibres and fabrics, reading and interpreting patterns and sewing fashion components. Students apply the knowledge and skills developed to produce their own fashion garment or costume.

ASSESSMENT
- Practical Exploration 40%
- Connections 30%
- Personal Venture 30%

FITNESS FOR WOMEN A AND B
Integrated Learning
SACE Stage 1 10 credits

COURSE DESCRIPTION
This course includes practical activities and theory related to fitness, health, wellbeing and lifestyle. It is especially suited to students wanting to develop personal fitness and understand how diet and lifestyle may influence their overall health and wellbeing.

COURSE CONTENT
Practical activities are recreation and fitness focused and include: weight training, circuit training, dancing, yoga, games, and other recreational activities of interest to the class group.

Students will develop the capability 'Personal and Social development'. Students will participate in learning that will develop their understanding of:
- Sports focus x 2
- Coaching activity/cultural games
- Personal challenge

This will lead to a personal 'Lifestyle' contract.

ASSESSMENT
- Practical 40%
- Connections 30%
- Personal Venture 30%
SACE Stage 1

FOOD AND HOSPITALITY
Food and Hospitality
SACE Stage 1 10 credits

COURSE DESCRIPTION
Students develop an understanding of the dynamic food and hospitality industry through developing skills in the use of technology and following safe work practices to prepare, store and handle food. They investigate and explore concepts associated with food production, trends in food and hospitality and healthy eating practices.

COURSE CONTENT
Students study topics within the following areas of study:
- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

ASSESSMENT
Practical work 50%
Group work 25%
Issues Investigation 25%

FURTHER INFORMATION
This subject is offered in Semester 2.

GATEWAY TO TRADES
Design, Technology and Engineering - Material Solutions
SACE Stage 1 10 credits

COURSE DESCRIPTION
The Gateway to Trades course provides valuable preparation for Year 10 students contemplating future studies in any trade related area. In this one day per week course students will gain an appreciation of the range of trades that are available and for the wide variety of career options and tertiary study options that a trade can lead to. The course will assist students in building their knowledge base and developing work-ready skills in a simulated trade context.

COURSE CONTENT
Focus areas of study:
- Carpentry
- Plumbing
- Metal Machining
- Metal Fabrication

ASSESSMENT
Specialised Skills Tasks 50%
Design process and solution 50%

FURTHER INFORMATION
Safety glasses, ear muffs, dust masks and aprons are supplied when needed. It is necessary for students to wear sturdy shoes at all times in the workshop.
GENERAL MATHEMATICS A AND B

General Mathematics

SACE Stage 1  10 or 20 credits

COURSE DESCRIPTION
Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. In this subject there is an emphasis on consolidating students’ computational and algebraic skills and expanding their ability to reason and analyse mathematically.

COURSE CONTENT
General Mathematics A
• Investing and Borrowing
• Statistical Investigation
• Measurement

General Mathematics B
• Applications of Trigonometry
• Linear and Exponential Functions and Graphs
• Matrices and Networks

ASSESSMENT
Skills and Applications Tasks  75%
Folio  25%

FURTHER INFORMATION
Students who wish to do Stage 2 General Mathematics should do both General Mathematics A and B at Stage 1.

HEALTH

Health

SACE Stage 1  10 or 20 credits

COURSE DESCRIPTION
Students develop their learning by accessing, organising, and using information to improve personal and community health, well-being, and quality of life. Students apply knowledge and skills to promote healthy living for themselves and others, and to explore ways of promoting positive changes for the enhancement of personal, social, environmental, and global health.

COURSE CONTENT
Health A
• Ways of defining health
• Health and participation in an active lifestyle

Health B
• Health literacy
• Contemporary Health priorities in Australia

ASSESSMENT
Issues Response  50%
Group Activity  20%
Investigation  30%
SACE Stage 1

HEALTH SCIENCE A AND B
Scientific Studies
SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
The course is designed for students who want to improve their general scientific knowledge, skills and writing techniques.

COURSE CONTENT
Health Science A
• Digestive System
• Nutrients required for health
• Measuring macronutrients in foods
• Circulatory System
• Respiratory System
• Weight bearing
• Cardiovascular System

Health Science B
• Muscular System
• Skeletal System
• Genetic Disorders
• Cancer
• Cell Structure
• Nervous System
• Mental Health – Stress/Alzheimer’s

ASSESSMENT
Written and oral assignments, topic tests and practical work.

  Inquiry Folio  80%
  Collaborative Inquiry  20%

INFORMATION PROCESSING AND PUBLISHING – BUSINESS
Information Processing and Publishing
SACE Stage 1 10 credits

COURSE DESCRIPTION
Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to business text-based communication tasks. Business Publishing combines the use of software and hardware with the elements and principles of design and an understanding of the processes and procedures involved in using information to produce business publications.

COURSE CONTENT
• Business publishing
• Business letters
• Business reports
• Agendas
• Minutes of meetings
• Menus
• Advertisements
• Itineraries
• Business forms

ASSESSMENT
Practical Skills  50%
Product and Documentation  30%
Issues Analysis  20%
INFORMATION PROCESSING AND PUBLISHING – PERSONAL
Information Processing and Publishing
SACE Stage 1  10 credits

COURSE DESCRIPTION
Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to personal text-based communication tasks. Personal Publishing combines the use of software and hardware, with the elements and principles of design, to create paper-based publications.

COURSE CONTENT
- Personal publishing
- Data input
- Keyboarding
- Personal letters
- Margin headings
- Displays
- Tables
- Menu displays

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

INNOVATIVE TECHNOLOGIES A AND B
Design, Technology and Engineering - Material Solutions
SACE Stage 1  10 or 20 credits

COURSE DESCRIPTION
This course is designed for students with an interest in new and innovative design and manufacturing technologies. In this course students will gain knowledge and skills in the use and application of 3D Printers, CNC Machines, Laser or Plasma Cutters, associated CAD software and CAD/CAM technologies.

COURSE CONTENT
- The use of industry standard software
- The use and application of 3D printers
- The use of CAD software to produce designs
- The Design Process
- Concept to prototype sequencing
- The production of virtual 3D models of real objects
- Application of 3D printers in today’s manufacturing industry

ASSESSMENT
| Specialised Skills Task | 20% |
| Design Process and Solution | 80% |

FURTHER INFORMATION
This course will provide skills and knowledge which will be invaluable in today’s manufacturing industries.
SACE Stage 1

**INTERCULTURAL CUP**
*Integrated Learning*
SACE Stage 1 10 credits

**COURSE DESCRIPTION**
The Power Intercultural Program is designed to celebrate the vibrancy of cultural diversity and expression, promote inclusion and build social cohesion by recognising the positive contribution of different cultures within Australia.

**COURSE CONTENT**
The course is designed with a focus for students to:
- Explore own culture, Aboriginal culture and other cultures within the school community
- Develop an understanding of cultural differences
- Develop an understanding and the skills of Australian Rules Football

Students participate in the organisation of Harmony Day activities within the college and plan, implement and review the teaching of an Australian Rules Football skill.

Students will also participate in the Intercultural Cup Carnival and reflect on this experience.

**ASSESSMENT**
- Practical Exploration 40%
- Connections 20%
- Personal Venture 40%

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**INTRODUCTION TO TRADES A AND B**
*Integrated Learning*
SACE Stage 1 10 or 20 credits

**COURSE DESCRIPTION**
This course provides students with a solid preparation for further studies in Design and Technology and vocational courses in Building and Construction and Metal Trades.

**COURSE CONTENT**
Students learn about workplace health and safety in trades areas.

They develop practical, writing and mathematical skills to prepare them to undertake practical tasks in:
- Woodwork
- Metals
- Building
- Reading plans
- CAD and CAD/CAM technologies

Students work independently and prepare and record data and procedures.

**ASSESSMENT**
- Practical Exploration 50%
- Connections 25%
- Personal Venture 25%
JEWELLERY MAKING
Design, Technology and Engineering
- Material Solutions
SACE Stage 1 10 credits

COURSE DESCRIPTION
This course provides students with opportunities to develop skills in a range of practical processes and techniques to create their own items of jewellery.

COURSE CONTENT
Students will work with a range of materials that may include plastics, wood, fabrics and metal. In their investigation of design concepts and themes and be encouraged to apply aspects of their cultural heritage.

There will also be a focus on skill development including:
• the design process
• safe use of hand tools and machinery
• welding techniques such as silver soldering
• material finishing

ASSESSMENT
Specialised Skills Task 50%
Design Process and Solution 50%

MATHEMATICAL METHODS
A, B AND C
Mathematics
SACE Stage 1 10, 20 or 30 credits

COURSE DESCRIPTION
Mathematical Methods is organised into topics that broaden students’ mathematical experience, and provide a variety of contexts for incorporating mathematical concepts, techniques, reasoning and communication in arguments and problem solving.

COURSE CONTENT
Mathematical Methods A
• Functions and Graphs
• Polynomials
• Growth and Decay

Mathematical Methods B
• Matrices
• Trigonometry
• Counting and Statistics

Mathematical Methods C
• Logarithmic Functions
• Introduction to Differential Calculus
• Geometry

ASSESSMENT
Skills and Applications Tasks 75%
Folio Tasks 25%

FURTHER INFORMATION
The Study of Stage 1 Mathematical Methods A, B and C is assumed for all students wishing to study Stage 2 Mathematical Methods. Students wishing to undertake Stage 2 Specialist Mathematics must complete Stage 1 Mathematical Methods A, B and C as well as Stage 1 Specialist Mathematics.
MEDIA STUDIES
*Media Studies*
SACE Stage 1 10 credits

**COURSE DESCRIPTION**
Students are involved in creating media products, analysing media issues, and discussing interactions with media (including through social media, online gaming or through vocational pathways in media). Students actively engage and interact with media, while learning to make informed choices in an increasingly digital world. Media Studies support students to develop critical research and analysis skills that may lead to future study or employment pathways.

**COURSE CONTENT**
Possible topics include:
- Groups in Media (Youth, Women, Indigenous or Intercultural groups)
- Media Representation
- Advertising
- Creating Multimedia Texts
- Global Communities (use of satellite technology, CCTV etc)
- And more

**ASSESSMENT**
- Folio 40%
- Media Interaction Study 20%
- Product 40%

METAL MACHINING
*Design, Technology and Engineering - Material Solutions*
SACE Stage 1 10 credits

**COURSE DESCRIPTION**
Metal Machining is a skilled process that uses a range of workshop tools and equipment to research, plan, create and develop metal-based products. Students use a range of hand tools and workshop equipment including drilling machines, milling machines and metal turning lathes to manufacture a range of small components to be assembled for a project. Students also research the impacts of technology on people, society and the environment.

**COURSE CONTENT**
The practical aspects of the course are underpinned with theoretical knowledge about metal machining processes and materials which include various steel, brass and aluminium sections, such as round, flat and hexagonal bar stock. There is a strong emphasis on industrial and workshop safety and a focus on employability skills.

**ASSESSMENT**
- Specialised Skills Task 20%
- Design Process and Solution 80%

**FURTHER INFORMATION**
This course is valuable preparation for further workshop based courses at Stage 1 and 2 level as well as VET programs.
MODERN HISTORY
Modern History
SACE Stage 1 10 credits

COURSE DESCRIPTION
Students explore changes within the world and the dynamic processes of imperialism, revolution, and decolonisation through the study of Indigenous Peoples and Social Movements.

The course examines how these have reconfigured political, economic, social, and cultural systems, and how recognition of the rights of individuals and societies has created challenges and responses.

COURSE CONTENT
Students build skills of historical enquiry through the exploration of two or more of the following topics:
- Indigenous Peoples
- Imperialism
- Decolonisation
- Social Movements
- Revolution
- Negotiated Elective

ASSESSMENT
- Historical Skills 70%
- Historical Study 30%

FURTHER INFORMATION
This course will prepare students for future study in the areas of History, Ancient Studies or Society and Culture.

MUSIC EXPERIENCE
Music Experience
SACE Stage 1 10 credits

COURSE DESCRIPTION
Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music. Students develop their critical and creative thinking, and their appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions.

COURSE CONTENT
In Music Experience students learn how to:
1. Develop and apply knowledge and understanding of musical elements
2. Explore and apply musical skills and techniques in developing, refining, and presenting creative works
3. Develop musical literacy skills
4. Analyse, discuss, and interpret musical works and styles
5. Communicate musical ideas
6. Reflect on own learning in music

ASSESSMENT
- Musical Literacy 60%
- Creative Works 40%

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SACE Stage 1

NUTRITION
Nutrition
SACE Stage 1 10 credits

COURSE DESCRIPTION
Students will learn about the role of macronutrients and micronutrients in the human body and how excess and deficient intake of these nutrients may lead to poor health outcomes. Students will be able to apply this in the context of their lives by undertaking an individual diet analysis where students analyse their own diets to identify potential nutrient deficiencies or excesses, and explore potential health implications.

COURSE CONTENT
Topics
• Macro and micronutrients
• Fad diets

ASSESSMENT
School Assessment
Investigations Folio 50%
Skills and Applications Tasks 50%

FURTHER INFORMATION
Nutrition is offered in semester 2 only.

OUTDOOR EDUCATION A AND B
Outdoor Education
SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
In Outdoor Education, students will engage with natural environments to develop a range of transferable 21st century skills. In Outdoor Education A (Semester 1), students undertake a 3-day bushwalking camp and practical activities such as rock-climbing, while in Outdoor Education B (Semester 2) students undertake a 3-day kayaking journey and practical activities such as orienteering and caving. Both semesters include a focus on the development of skills in planning and preparation, risk and safety management, conservation and sustainable practices, teamwork and decision-making, reflection and evaluation, and technical outdoor skills. Students build positive relationships with each other, connect with nature and engage in personal growth and development.

COURSE CONTENT
• Environment and Conservation
• Planning and Management of Outdoor Activities and Journeys
• Personal Growth and Development

ASSESSMENT
About Natural Environments 50%
Experiences in Natural Environments 50%

FURTHER INFORMATION
Stage 1 Outdoor Education includes a compulsory three-day journey (Sem 1: Bushwalking, Sem 2: Kayaking) along with other outdoor activities.
This subject is currently being reviewed by the SACE Board, therefore final content may vary.
PEACE STUDIES
Integrated Learning
SACE Stage 1  10 credits

COURSE DESCRIPTION
Peace Studies examines and challenges the concept of peace and analyses the efficacy of nonviolent ways of resolving conflict. A strong focus will be on the UN Sustainable Development Goals. Each student will select one to focus on, and as part of their assessment will take action to make a difference towards that goal. The subject also engages with contemporary issues such as globalisation, climate change and refugee flows as we investigate the effects of these issues on achieving peace. Assessment will be through product development and exhibitions.

COURSE CONTENT
Peace Studies A
Conflict
- Direct
- Structural
- Cultural

Peacemaking
- Non-violence
- Positive vs Negative Peace
- Peacemaking

ASSESSMENT
Practical Exploration  30%
Connections  30%
Personal Venture  40%

PERSONAL LEARNING PLAN
Personal Learning Plan
SACE Stage 1  10 credits

COURSE DESCRIPTION
Students have an opportunity to explore the capabilities of literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

COURSE CONTENT
Capabilities
- Decide on a focus for the development of capabilities
- Write a short autobiography

Goal Setting
- Use the SMART template to set goals
- Develop short and long term goals

Planning Future Pathways
- Complete an online career quiz
- Collect career and job information
- Research further study and training pathways
- Complete a resume
- Complete subject selections for next semester

Review
Students review their personal and learning goals and reflect on the effectiveness of the strategies they developed to achieve their goals. Students also review how they developed their selected capability or capabilities as well as how the development of their selected capability or capabilities helps to achieve their goals. The method of presentation will be decided upon by each student.

ASSESSMENT
Folio  75%
Reflection  25%

FURTHER INFORMATION
The Personal Learning Plan is a compulsory component of the SACE and it must be passed at a C grade or better.
PHOTOGRAPHY
*Design, Technology and Engineering – Digital Communication Solutions*

**SACE Stage 1** 10 credits

**COURSE DESCRIPTION**
This course introduces students to photography and focuses on skill development.

**COURSE CONTENT**
Students develop skills in camera handling, composition, exposure and post processing in Photoshop. Students undertake practical skills tasks, and produce a major product which requires the development of a design brief.

**ASSESSMENT**
- Specialised Skills Task 20%
- Design Process and Solution 80%

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PHYSICS A AND B

**Physics**

**SACE Stage 1** 10 or 20 credits

**COURSE DESCRIPTION**
Learning about and working in Physics gives people an understanding of the processes that direct the universe and the world, so that they may appreciate and respect them. Through exploring the processes that shape the universe, Physicists debate and advance the understanding of its workings and of the ways in which actions may affect the future of the Earth.

**COURSE CONTENT**
**Physics A**
- Electric Circuits
- Heat
- Waves

**Physics B**
- Linear Motion and Forces
- Energy and Momentum
- Nuclear Models and Radioactivity

**ASSESSMENT**
Written assignments, topic tests and practical work including the testing of hypotheses.

- Skills and Applications Tasks 50%
- Folio 50%

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**FURTHER INFORMATION**
It is strongly advised that students wishing to study Stage 2 Physics complete both Stage 1 Physics A and Physics B. Understanding of basic algebra is an advantage.
**PSYCHOLOGY A AND B**

*Psychology*

**SACE Stage 1**  
**10 or 20 credits**

**COURSE DESCRIPTION**

This course includes an introduction to the study of Psychology and examines how psychological theory relates to our social world. The study of Psychology includes involving students in carrying out experiments and psychological investigations through collecting and analysing qualitative and quantitative data. It enables students to understand their own behaviours and the behaviours of others.

**COURSE CONTENT**

- Introduction to Psychology - a required background in the principles of research and ethics
- Two of the following in each semester:
  - Social Behaviour - a study of helping behaviours, persuasion, conformity and aggression
  - Emotions - a study of what emotions are, the way they are expressed and how this impacts behaviour
  - Cognition - a study of thought processes and functions
  - Human Development - a study of how humans develop over their lifespan
  - Brain and Behaviour - a study of the structures of the brain and their functions
  - Intelligence - a study of how intelligence is determined; its cultural and biological limitations

**ASSESSMENT**

- Skills and Applications Tasks  
  60%
- Investigation Folio  
  40%

**SACE START-UP**

*Integrated Learning*

**SACE Stage 1**  
**10 credits**

**COURSE DESCRIPTION**

The course is individualised to meet the needs of each student. There is a focus on developing personal skills and study habits to promote success in the SACE. It will also include the teaching of the Department for Education mandated ‘Child Protection Curriculum’.

**COURSE CONTENT**

In negotiation with students, the topics studied will be selected from the following areas, all underpinned by the values of Thebarton Senior College (TSC):

- Orientation to Thebarton Senior College
- Positive Purpose
- Growth Mind set
- Gratitude
- Character strengths (EQ)
- The right to be safe
- Relationships
- Recognising and reporting abuse
- Protective strategies

**ASSESSMENT**

- Practical Exploration  
  30%
- Connections  
  30%
- Personal Venture  
  40%
SOCIETY AND CULTURE A AND B

Mathematics

Society and Culture

Mathematics

SACE Stage 1

SACE Stage 1

10 or 20 credits

10 credits

COURSE DESCRIPTION

In Society and Culture students explore and analyse the interactions of people, societies, cultures, and environments. Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. Students develop the ability to influence their own future by acquiring skills, values, and understanding that enables them to participate effectively in contemporary society.

COURSE CONTENT

Society and Culture focuses on a wide range of social and cultural issues, including, but not limited to, topics on:
- Indigenous perspectives
- Racism and prejudice
- Human rights and social justice topics
- Environmental issues and sustainability
- Gender equality
- Individual choice investigations

ASSESSMENT

- Source Analysis 30%
- Group Activity 30%
- Investigation 40%

FURTHER INFORMATION

This course will help prepare students for future study in the areas of Ancient Studies, Society and Culture or History.

COURSE DESCRIPTION

This course is intended to provide prerequisite knowledge for students wishing to undertake Stage 2 Specialist Mathematics.

COURSE CONTENT

- Further Trigonometry
- Vectors in the Plane
- Real and Complex Numbers

ASSESSMENT

- Skills and Applications Tasks 75%
- Folio Tasks 25%

FURTHER INFORMATION

Students wishing to undertake Stage 2 Specialist Mathematics must complete Stage 1 Mathematical Methods A, B and C as well as Stage 1 Specialist Mathematics.
SPORT AND FITNESS
Integrated Learning
SACE Stage 1 10 credits

COURSE DESCRIPTION
This course includes practical activities relating to fitness and sports activities, as well as a study of topical issues relating to fitness, health and sport. It is especially suited to students wanting to develop their personal fitness and particular sports abilities.

COURSE CONTENT
This subject includes various practical activities – such as badminton, volleyball, basketball and indoor soccer – and relates them to concepts about exercise physiology, skill learning and biomechanics. It will suit students wanting to improve their sports performance and fitness. It also provides a necessary background for students progressing to Stage 2 Physical Education courses.

Practical Performance
Students explore how to improve their skill, game play and fitness in two sports.

Coaching
Students, working in small groups, plan and implement a coaching activity for the class to undertake.

Personal Fitness Program
Each student develops and undertakes a fitness/health program to improve their sports performance or general well-being.

ASSESSMENT
Practical Exploration  50%
Connections  25%
Personal Venture  25%

VIDEO PRODUCTION
Design, Technology and Engineering – Digital Communication Solutions
SACE Stage 1 10 credits

COURSE DESCRIPTION
This course introduces students to the hardware, software, literacy and skills required in Video Production.

COURSE CONTENT
Students develop skills in camera handling, movement, composition, light, audio capture, team work and mixing and editing in Adobe Premiere. Students undertake skills tasks, and a major production of a short film or advertisement. In their major production they develop a brief with guidance from the teacher.

ASSESSMENT
Specialised Skills Task  20%
Design Process and Solution  80%
SACE Stage 1

VOLLEYBALL
Integrated Learning
SACE Stage 1 10 credits

COURSE DESCRIPTION
This course focuses on developing skills, knowledge and understanding relating to the sport of volleyball as it is played locally, nationally and internationally. It also provides a strong background for students progressing to Stage 2 Physical Education courses.

COURSE CONTENT
- Skill development – serving, passing, attacking and blocking
- Team play – positioning in attack and defence
- Refereeing – rules and signals
- Basic coaching skills
- Fitness factors and volleyball
- Volleyball as a social/competitive sport

ASSESSMENT
| Practical Exploration | 50% |
| Connections | 25% |
| Personal Venture | 25% |

WELDING
Design, Technology and Engineering - Material Solutions
SACE Stage 1 10 credits

COURSE DESCRIPTION
In this course students learn to use a range of workshop tools including cutting, measuring and marking out tools. Students also learn to use a range of power tools, machinery and workshop tools and equipment. They develop a range of skills and knowledge of materials and processes and apply these to the manufacture of a product.

COURSE CONTENT
The practical aspects of the course are underpinned with theoretical knowledge about metal machining processes and materials. There is a strong emphasis on industrial and workshop safety and a focus on employability skills.

ASSESSMENT
- Specialised Skills Task 20%
- Design Process and Solution 80%

FURTHER INFORMATION
This course is valuable preparation for further workshop based courses at Stage 1 and 2 level as well as VET programs.
WOMEN'S STUDIES A AND B
Women's Studies
SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
This subject focuses on women's issues and achievements both in Australia and internationally. Students have the opportunity to research areas or issues that interest them and that affect women's empowerment for the future. Students look at women's rights and roles in various societies and how these affect their choices. They will also explore the portrayal of gender in cultural texts.

COURSE CONTENT
- Gender Analysis Framework: Women, Gender and Social Identity
- Representations of Women in Cultural Texts
- Key Issues in Women's Studies (one issue study)

ASSESSMENT
Text Analysis 40%
Group Presentation 30%
Issues Analysis 30%

WOODWORK A AND B
Design, Technology and Engineering - Material Solutions
SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
Students investigate, design and create products from solid timber and manufactured boards. Students analyse the impact of making these products on society and the environment.

COURSE CONTENT
There is a strong emphasis on workshop safety. Students use hand tools, hand held power tools, and stationary machines to make a variety of products. A number of different woodworking joints, and techniques are investigated. Skills tasks involve critiquing raw material types (ie solid timber vs manufactured boards), and making a small set piece of furniture. These two tasks are designed to provide students with the skills and knowledge to undertake the folio task, which is to research and design a piece of furniture.

ASSESSMENT
Specialised Skills Task 20%
Design Process and Solution 80%

FURTHER INFORMATION
Safety glasses, ear muffs, dust masks and aprons are supplied when needed. It is necessary for students to wear sturdy shoes at all times in the workshop.
WORKPLACE PRACTICES
A AND B

Workplace Practices

SACE Stage 1 10 or 20 credits

COURSE DESCRIPTION
Students develop knowledge, skills and understanding of the nature, type and structure of the workplace. Students undertake learning in the workplace and develop their capabilities, interests and aspirations.

COURSE CONTENT
Focus areas of study:
- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

Two topics will be selected from:
- Future Trends in the World of Work
- The Value of Unpaid Work to Society
- Workers Rights and Responsibilities
- Career Planning
- Negotiated Topics

ASSESSMENT

Folio 40%
Performance 30%
Reflection 30%
Stage 2 Subjects

Accounting*
Ancient Studies*
Art (Creative Arts)
Automotive Technologies**
Biology*
Business Innovation
Catering Concepts
Chemistry*
Child Studies*
Chinese for Background Speakers
Community Studies
Creative Arts - Stage, Screen and Drama*
Design (Creative Arts)
Earth and Environmental Science*
Eco and Sustainable Tourism*
English
English as an Additional Language
English Literary Studies*
Essential English
Essential English as an Additional Language
Essential Mathematics
Food and Hospitality*
Furniture Construction
Gender Studies
General Mathematics
Geography*
Geography (Integrated Learning)
Health
Health Science**
Information Processing and Publishing
Legal Studies*
Mathematical Methods
Media Studies*
Metal Technologies
Modern History
Nutrition*
Outdoor Education
Peace Studies
Photography*
Physical Education
Physics*
Pop Culture Studies
Psychology*
Research Project* **
Society and Culture
Specialist Mathematics*
STEM Research Project
Video Production*
Women's Studies*
Workplace Practices

* Subjects offered in the twilight timeslot of 4.00 - 7.00 pm.
** Subjects offered from 3.30 - 5.00 pm Tuesday and Thursday.
### Accounting

**Accounting**

**SACE Stage 2**  
**20 credits**

**Course Description**

Students will develop an understanding of how businesses make informed decisions using the practices of accounting (recording, reporting, analysing and communicating). In Stage 2 Accounting, students develop and extend their understanding of the underpinning. Students will further develop and apply their knowledge to managing financial sustainability, preparing reports responding to scenarios which consider stakeholder needs in local and global contexts.

**Course Content**

This subject is structured around three focus areas:

- understanding accounting concepts and conventions
- managing financial sustainability
- providing accounting advice.

These will be applied in the following contexts:

- local, national, and multinational enterprises
- small, medium, and large businesses
- public–private partnerships
- primary, secondary, and tertiary enterprises
- online enterprises
- not-for-profit organisations.

### Ancient Studies

**Ancient Studies**

**SACE Stage 2**  
**20 credits**

**Course Description**

This course explores Greek and Roman classical worlds, including literary texts from the period. The course covers subjects such as daily life, military conflicts, politics, religion, art and/or literature. As part of this subject, students undertake an externally marked study on an area of the classical world that interests them.

**Course Content**

- Roman History, 70-28 BC
- Roman Poetry
- Greek and Roman Material Culture, 7th Century BC to 2nd Century AD

### Assessment

**School Assessment**

- Skills and Application Tasks 50%
- Connections Tasks 20%

**External Assessment**

- Inquiry 30%

### Further Information

This course prepares students for further study in the area of finance and business. A background in Accounting Stage I is desirable.
ART (CREATIVE ARTS)
Creative Arts
SACE Stage 2 20 credits

COURSE DESCRIPTION
This subject gives students the opportunity for specialised study within the Arts area. Students participate in the development and presentation of creative art products. They analyse and evaluate products in different contexts and gain an understanding and appreciation of the ways in which creative arts contribute to, and shape the lives of individuals and communities.

COURSE CONTENT
Product
Students develop and produce two art products in their chosen art discipline eg painting, drawing, printmaking, sculpture, ceramics, installation, photography. A record of the creative process, including annotation and analysis, is required.

Investigation
Students investigate an area of practice that is of interest to them and a related practitioner.

Practical Skills
Students conduct a focused exploration, application and evaluation of skills appropriate to their preferred area of the creative arts.

ASSESSMENT
School Assessment
- Product 50%
- Investigation 20%

External Assessment
- Practical Skills 30%

AUTOMOTIVE TECHNOLOGIES
Integrated Learning
SACE Stage 2 20 credits

COURSE DESCRIPTION
A practical course designed for students to develop skills and understanding of modern automotive applications.

COURSE CONTENT
Practical examination of the parts that make up the power, electrical, braking, and steering systems of the motor vehicle. Students gain skills and knowledge in maintenance and repair. Practical activities include:
- Vehicle servicing
- Small engine disassembly and reassembly
- Electrical circuit fault finding and repair

ASSESSMENT
School Assessment
- Practical Inquiry 30%
- Connections 40%

External Assessment
- Personal Endeavour 30%
BIOLOGY

Biology

SACE Stage 2  20 credits

COURSE DESCRIPTION
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 environment.

COURSE CONTENT
Stage 2 Biology is organised around the following four topics:
- DNA and proteins
- Cells as the basis of life
- Homeostasis
- Evolution

With three strands of science that are integrated throughout the student learning:
- science inquiry skills
- science as a human endeavour
- science understanding

ASSESSMENT
School Assessment
  Investigations Folio  30%
  Skills and Applications Tasks  40%

External Assessment
  Examination  30%

FURTHER INFORMATION
Stage 1 Biology is recommended for this course. This subject can lead to a range of Science courses at University.

BUSINESS INNOVATION

Business Innovation

SACE Stage 2  20 credits

COURSE DESCRIPTION
Students 'learn through doing' in Business Innovation, using design thinking and planning processes to anticipate, find, and solve problems. Students will have the opportunity to work collaboratively to identify problems or customer needs, generate and explore ideas and solutions, and make decisions about real-world problems.

COURSE CONTENT
Students will look at designing, sustaining and transforming businesses through using and analysing:
- decision-making and project management processes
- financial literacy and information management
- global, local, and digital perspectives.
- the nature and structure of business
- sources of finance
- forms of ownership
- legal responsibilities and requirements

ASSESSMENT
School Assessment
  Assessment Type 1: Business Skills  40%
  Assessment Type 2: Business Model  30%

External Assessment
  Assessment Type 3:
    Business Plan and Pitch  30%

FURTHER INFORMATION
A background in Stage 1 Business and Innovation or Accounting is recommended.
CATERING CONCEPTS
*Interdisciplinary Learning and the Community*

**SACE Stage 2**  20 credits

**COURSE DESCRIPTION**
This course focuses on the development of the knowledge and practical skills required to plan, prepare and present menu based catering. Students also gain an understanding of contemporary issues and trends within the food and hospitality industry.

**COURSE CONTENT**
Students undertake a range of practical activities designed to emphasise the theoretical components of this course. Topics covered include: food allergies and dietary restrictions, the effect of globalisation on food choices, creative food presentation, safe food handling and technological advances in hospitality. There is also a strong emphasis on employability skills such as attendance, punctuality and collaboration.

**ASSESSMENT**
- **School Assessment**
  - Folio  70%
- **External Assessment**
  - Community Application Activity  30%

**FURTHER INFORMATION**
Stage 2 Catering Concepts contributes to SACE completion but does not contribute to an ATAR.

CHEMISTRY

**Chemistry**

**SACE Stage 2**  20 credits

**COURSE DESCRIPTION**
Students develop and extend their understanding of how the physical world is chemically constructed and the interaction between human activities and the environment.

**COURSE CONTENT**
- **Monitoring the Environment**
  - Global warming and climate change, photochemical smog, volumetric analysis, chromatography and atomic spectroscopy
- **Managing Chemical Processes**
  - Rate of reactions, equilibrium and yield, optimising production
- **Organic and Biological Chemistry**
  - Introduction in organic chemistry, alcohols, aldehydes and ketones, carbohydrates, carboxylic acids, amines, esters, amides, triglycerides, and proteins
- **Managing resources**
  - Energy, water, soil, and materials

With three strands of science that are integrated throughout the student learning:
- science inquiry skills
- science as a human endeavour
- science understanding

**ASSESSMENT**
- **School Assessment**
  - Investigations Folio  30%
  - Skills and Applications Tasks  40%
- **External Assessment**
  - Examination  30%

**FURTHER INFORMATION**
Successful completion can lead to a range of Science and Engineering courses at university. Stage 1 Chemistry is strongly recommended.
CHILD STUDIES
Child Studies
SACE Stage 2 20 credits

COURSE DESCRIPTION
This subject focuses on children’s growth and development from conception to eight years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. Childhood is a unique, intense period of growth and development. The ways in which children’s lives are affected by relationships with others; intellectual, emotional, social and physical growth; cultural, familial and socio-economic circumstances and educational opportunities are explored.

COURSE CONTENT
There are five areas of study:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

ASSESSMENT
School Assessment
Practical 50%
Group Activity 20%
External Assessment
Investigation 30%

Back to Contents

CHINESE FOR BACKGROUND SPEAKERS
Chinese (background speakers)
SACE Stage 2 20 credits

COURSE DESCRIPTION
In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:
1. interact with others to exchange and explain information, opinions, and ideas in Mandarin
2. create texts in Mandarin to express ideas, opinions, and perspectives on contemporary issues
3. analyse, evaluate, and respond to texts that are in Chinese
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Stage 2 Chinese for background speakers is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity.

COURSE CONTENT
Prescribed Themes and Prescribed Contemporary Issues
- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China.

Texts and Text Types
Students should be familiar with a range of text types, including letter, discussion, persuasive texts, tutorial, speech, report, evaluation and reflection.

ASSESSMENT
School Assessment
Folio 50%
In-depth Study 20%
External Assessment
Examination 30%

FURTHER INFORMATION
This subject is designed for students with a cultural and linguistic background in Chinese.
## COMMUNITY STUDIES B
*Interdisciplinary Learning and the Community*
*STEM and the Community*
*Humanities and the Community*
**SACE Stage 2** 20 credits

### COURSE DESCRIPTION
Students who have enrolled in a particular SACE Board-accredited subject but are finding the subject challenging, have an opportunity to remain in the original subject class, while approaching their learning in that subject area in a different way. Students will be able to enrol in up to three fields of study.

### COURSE CONTENT
Course content will be based on the content of the original subject class:
- Humanities and the Community
- STEM and the Community
- Interdisciplinary Learning and the Community

### ASSESSMENT
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>School Assessment (Folio)</td>
<td>70%</td>
</tr>
<tr>
<td>External Assessment (Community Application Activity)</td>
<td>30%</td>
</tr>
</tbody>
</table>

### FURTHER INFORMATION
Stage 2 Community Studies contributes to SACE completion but does not contribute to an ATAR.

## CREATIVE ARTS – STAGE, SCREEN AND DRAMA
*Creative Arts*
**SACE Stage 2** 20 credits

### COURSE DESCRIPTION
Students explore, apply and develop techniques within a performing arts area of their choice.

### COURSE CONTENT
The focus of this course is on acting, analysing methods, refining techniques and experimenting with performance genres to assist students to cultivate their creative process for screen and stage. It also involves focused study of the creative process of practitioners to develop an understanding and appreciation for the way that arts contribute to and shape individuals and communities through creativity and expression. Students have the option to incorporate performing arts disciplines outside of acting into their assessment tasks including film direction and cabaret.

### ASSESSMENT
Students have the option of submitting their assessments in written or multimodal form.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
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<tbody>
<tr>
<td>School Assessment Product</td>
<td>50%</td>
</tr>
<tr>
<td>School Assessment Inquiry</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment Practical Skills</td>
<td>30%</td>
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</tbody>
</table>
DESIGN (CREATIVE ARTS)
Creative Arts
SACE Stage 2    20 credits

COURSE DESCRIPTION
Students have the opportunity for specialised study within the Design area. Students participate in the development and presentation of creative arts products through using the Design Process. They analyse and evaluate products in different contexts and gain an understanding and appreciation of the ways in which creative arts and design contribute to, and shape the lives of individuals and communities.

COURSE CONTENT
Product
Students develop and produce two design products in their chosen design discipline. A record of the creative process, including annotation and analysis, is required.

Inquiry
Students investigate an area of practice of interest to them and a study of design practitioners.

Practical Skills
Students conduct a focused exploration, application and evaluation of skills appropriate to their preferred area of the creative arts.

ASSESSMENT
School Assessment
Product (two products) 50%
Investigation (two investigations) 20%

External Assessment
Practical Skills (one practical skills task) 30%

EARTH AND ENVIRONMENTAL SCIENCE
Earth and Environmental Science
SACE Stage 2    20 credits

COURSE DESCRIPTION
This course has been developed as part of the GeoFutures program in consultation with Beach Energy. The course includes excursions and field trips and can lead to further study of geology, environmental science and eco/ geo-tourism at university level.

COURSE CONTENT
Stage 2 Earth and Environmental Science is organised into four topics. It is intended that students participate in field trips and use technology to develop their observational, recording, and analytical skills, as well as develop and extend their skills in communicating scientific information by analysing and presenting evidence, and drawing and justifying conclusions. This course aims to encourage recognition of how scientific knowledge from global collaboration can be used to consider the future health and well-being of the global population.

- Topic 1: Earth Systems
- Topic 2: Earth’s Resources
- Topic 3: Earth’s Sustainable Future
- Topic 4: Climate Change

ASSESSMENT
School Assessment
Investigations Folio 30%
Skills and Applications Tasks 40%

External Assessment
Earth Systems Study 30%

FURTHER INFORMATION
Stage 2 Earth and Environmental Science will include a compulsory camp, field trips and excursions involving walking and physical activity.
ECO AND SUSTAINABLE TOURISM
Integrated Learning

SACE Stage 2

20 credits

COURSE DESCRIPTION
Students will explore how outdoor activities and tourism may impact our environment, society and the economy. They will look at ways that tourism and outdoor activities should be culturally appropriate, economically viable, ecologically sensitive and supportive of conservation efforts. They will explore how tourism has (and can be) a catalyst for a sustainable rural economy and support culture and heritage.

This subject will enable students to develop knowledge in this employment growth area and explore how they may turn their passion for tourism and the outdoors into a career. Students have the opportunity to design and plan sustainable activities and tourist destinations for our community.

COURSE CONTENT
This course is flexible, allowing students to personalise their learning and build knowledge and skills for their future aspirations. They will explore how they may turn their passion in tourism and the outdoors into a career.

- Ecotourism
- Sustainable tourism
- Culture and Heritage
- Ethics
- Electives

ASSESSMENT
School Assessment
- Practical Enquiry 40%
- Connections 30%
External Assessment
- Personal Endeavour 30%

FURTHER INFORMATION
This course is designed for students interested in tourism and the outdoors, acting as a pathway into tertiary or vocational pathways.

Students may choose to study Eco and Sustainable Tourism in conjunction with Outdoor Education and/or Earth and Environmental Science to support their learning and interest areas.
ENGLISH

English

SACE Stage 2

20 credits

COURSE DESCRIPTION
Students explore a range of texts and analyse the relationships between language and stylistic features, text types, and contexts. Students also extend their experience of language and explore their ideas through reading/viewing the texts of others and creating their own texts. Students develop critical and creative writing and speaking skills for a range of purposes, audiences, and contexts.

ASSESSMENT

School Assessment
- Responding to Texts 30%
- Creating Texts 40%

External Assessment
- Comparative Analysis 30%

COURSE CONTENT

In this course students will:

- critique texts for their choices and application of ideas and techniques
- explore a range of themes and perspectives through fiction and non-fiction texts
- use language for different purposes and in different text types
- develop their knowledge and understanding of text creation in a variety of ways
- identify and analyse texts and draw connections between them
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Course Description
This course is designed for students for whom English is their second or additional language or dialect, and whose English language is restricted. This course develops skills in using English for academic purposes. It is designed to prepare students for tertiary study. This subject has an external examination.

Course Content
Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of how to produce academic texts and develop their skills in producing complex academic language. They explore the purpose, audience and context of texts. Information, ideas and opinions in texts are identified and evaluated.

Students develop confidence in creating texts for different purposes in both real and imagined contexts. They develop skills for research and academic study.

In this course, students will:
• Develop their spoken and written communication skills
• Analyse how language is used to advocate, persuade and inform
• Use language to create a range of spoken and written texts
• Develop their skills in comprehending aural (listening) and visual texts

Assessment
School Assessment
- Academic Literacy Study 30%
- Responses to Texts 40%

External Assessment
- Examination 30%
  (Listening comprehension paper and written paper)

Further Information
Students who wish to study this subject should have developed very good listening, speaking, reading, writing and independent study skills at the end of Stage 1 study.

All students who wish to enrol in EAL will need to apply to the SACE Board for eligibility. Students whose eligibility applications are approved for Stage 1 EAL do not have to reapply for eligibility to enrol in Stage 2 EAL.
ENGLISH LITERARY STUDIES

*SACE Stage 2* 20 credits

**COURSE DESCRIPTION**
This course provides a detailed study of literary texts. This focus enables students to refine their understanding of the effects of language, conventions and the creative process.

**COURSE CONTENT**
In this course students will:
- be challenged by critically deconstructing and analysing a range of texts
- look for fine details in the way authors compose texts
- experiment with language
- be open to understanding and interpreting a range of views
- identify and interpret texts and draw connections between them
- develop an academic and objective point of view

**ASSESSMENT**
School Assessment
- Responding to Texts 50%
- Creating Texts 20%

External Assessment
- Comparative Study 15%
- Critical Reading Exam 15%

**FURTHER INFORMATION**
This course is designed for students from an English speaking background with a strong interest in and understanding of literature.

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ESSENTIAL ENGLISH

*Essential English*

*SACE Stage 2* 20 credits

**COURSE DESCRIPTION**
This course builds on practical language skills. These skills will help students effectively participate in the workplace and community.

**COURSE CONTENT**
In this course students will:
- build communication skills
- build confidence in speaking via presentation, discussions and interviews
- develop skills in writing for different purposes and audiences
- develop understanding of everyday texts such as traditional and new media
- build and understand language relevant to provided and chosen topics.

**ASSESSMENT**
School Assessment
- Responding to Texts 30%
- Creating Texts 40%

External Assessment
- Language Study 30%

**FURTHER INFORMATION**
This course is designed for students from an English speaking background, who wish to gain communication skills for the workplace.
ESSENTIAL ENGLISH AS AN ADDITIONAL LANGUAGE

Essential English

SACE Stage 2 20 credits

COURSE DESCRIPTION
This course is designed for students for whom English is their second or additional language or dialect, and whose English language is restricted and who are better suited to a more supported Stage 2 EAL course. There is no examination for this subject.

Students develop their understanding, confidence and proficiency in the use of the English language, developing skills as critical readers, researchers, viewers, listeners, speakers and writers of English. It is suitable for students who wish to prepare for tertiary study or move into the workforce.

COURSE CONTENT
Students will develop and apply skills in communication, comprehension and analysis by responding to and creating a range of texts. They will view, read, discuss, reflect on, create and analyse a variety of texts, including newspaper articles, films, YouTube clips, songs, speeches and short stories. They will study how language is used by people in contexts outside of the classroom.

ASSESSMENT
School Assessment
   Responding to Texts 30%
   Text Creation 40%

External Assessment
   Language Study 30%

ESSENTIAL MATHEMATICS

Essential Mathematics

SACE Stage 2 20 credits

COURSE DESCRIPTION
Students apply their mathematics to a range of settings including everyday calculations, financial management, business applications, measurement and geometry and statistics in social contexts. The use of a graphics calculator is required.

COURSE CONTENT
- Scales, Plans, Models
- Measurement*
- Open Topic (Probability or Business Applications)
- Statistics*
- Investments and Loans*

ASSESSMENT
School Assessment
   Skills and Applications Tasks 30%
   Folio Tasks 40%

External Assessment
   Examination 30%

FURTHER INFORMATION
Students entering this course are expected to have successfully completed 2 semesters of Stage 1 Essential Mathematics or General Mathematics or equivalent.

*examined topics

FURTHER INFORMATION
There are no eligibility requirements for this subject. Students who wish to study this subject should have demonstrated good listening, speaking, reading and writing skills at Stage 1 level and have good independent study skills.
FOOD AND HOSPITALITY
Food and Hospitality
SACE Stage 2 20 credits

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

COURSE CONTENT
Students study topics within the following five areas of study:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences

ASSESSMENT
School Assessment
Practical  50%
Group work 20%

External Assessment
Investigative Study 30%

FURNITURE CONSTRUCTION
Design, Technology and Engineering - Material Solutions
SACE Stage 2 20 credits

COURSE DESCRIPTION
This course provides an opportunity for students to demonstrate knowledge and practical skills associated with using systems, processes and resistant materials. This is a woodwork based subject where students design and construct a medium-sized piece of furniture.

COURSE CONTENT
Students use a range of manufacturing techniques such as tools, machines, and/or systems to convert resistant materials into useful products.
The course develops wood machining skills, using a wide range of power tools and machines.

ASSESSMENT
School Assessment
Specialised Skills Task 20%
Design Process and Solution 50%

External Assessment
Resource Study 30%

FURTHER INFORMATION
Students may be required to purchase some furniture construction materials as required for larger projects.
SACE Stage 2

**Gender Studies**  
*Integrated Learning*  
SACE Stage 2  
10 or 20 credits

**Course Description**  
This course will allow students, for whom English is not the first language, an opportunity to explore issues confronting women and men in their home countries. Students will increase Intercultural Understanding as they learn from each other about issues within their own cultures and other cultures.

**Course Content**  
Topics will be negotiated with class but could include:
- Rape and Violence Against Women
- Participation of Women in Education
- Participation of Women in Government
- Participation of Women in Work
- The Impact of Religion
- The Impact of War
- Women and the Law
- Organisations Fighting for Change
- Globalisation

**Assessment**  
School Assessment  
- Practical Enquiry 40%  
- Connections 30%

External Assessment  
- Personal Endeavour 30%

**Further Information**  
This course is specifically designed for those who are most interested in women's issues and/or gender issues but whose language skills would mean that SACE Stage 2 Women's Studies is too difficult in terms of Language levels required.

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**General Mathematics**  
*General Mathematics*  
SACE Stage 2  
20 credits

**Course Description**  
This course offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

**Course Content**  
- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

Students study all five topics from the list above.

**Assessment**  
School Assessment  
- Skills and Application Tasks 40%  
- Mathematical Investigations 30%

External Assessment  
- Examination 30%

**Further Information**  
Pre-requisite: Successful completion of Stage 1 General Mathematics B or Stage 1 Mathematical Methods A, B and C.
GEOGRAPHY

Geography

SACE Stage 2  20 credits

COURSE DESCRIPTION
Students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

The course provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change.

COURSE CONTENT
Students build skills of geographical enquiry through the exploration of the following topics:
- Ecosystems and People
- Climate Change
- Population Change
- Globalisation
- Transforming Global Inequality
- Negotiated Elective

ASSESSMENT
School Assessment
Geographical Skills and Applications  40%
Fieldwork Report  30%

External Assessment
Examination  30%

FURTHER INFORMATION
This course complements both science and humanities courses.

GEOGRAPHY

Integrated Learning

SACE Stage 2  20 credits

COURSE DESCRIPTION
Students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

The course provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change.

This version of Geography does not have an exam.

COURSE CONTENT
Students build skills of geographical enquiry through the exploration of the following topics:
- Ecosystems and People
- Climate Change
- Population Change
- Globalisation
- Transforming Global Inequality
- Negotiated Elective

ASSESSMENT
School Assessment
Practical Enquiry  40%
Connections  30%

External Assessment
Personal Endeavour  30%

FURTHER INFORMATION
This course complements both science and humanities courses.
SACE Stage 2

HEALTH

*Health*

**SACE Stage 2**  
**20 credits**

**COURSE DESCRIPTION**

Students learn about the factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They develop skills to consider how changing social structures, community values, environmental issues and new technologies affect the health and well-being of individuals and communities.

**COURSE CONTENT**

The following topics are covered:
- Stress and Health
- Indigenous Health
- Healthy Eating and Nutrition
- The Importance of Sleep
- Health of Australian Youth
- Health in Developing Countries

**ASSESSMENT**

School Assessment
- Issues Response 20%
- Group Activity 30%
- Practical Activity 20%

External Assessment
- Investigation 30%

**FURTHER INFORMATION**

This course complements both science and humanities courses.

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HEALTH SCIENCE

*Scientific Studies*

**SACE Stage 2**  
**20 credits**

**COURSE DESCRIPTION**

This course is designed for students interested in pursuing careers in health care and nursing. Students will improve their general scientific knowledge, skills and writing techniques in a health context. There are opportunities to learn from professionals working in the Health Science field and information is provided to support students pursuing tertiary study.

**COURSE CONTENT**

- The Human Body
- Health and Hygiene
- Infectious Diseases and Vaccination
- Lifestyle Diseases and Nutrition

**ASSESSMENT**

School Assessment
- Inquiry Folio 50%
- Collaborative Inquiry 20%

External Assessment
- Individual Inquiry 30%
INFORMATION PROCESSING AND PUBLISHING PERSONAL AND BUSINESS DOCUMENTS

Information Processing and Publishing

SACE Stage 2 20 credits

**LEGAL STUDIES**

*Legal Studies*

SACE Stage 2 20 credits

**COURSE DESCRIPTION**

This course provides students with the opportunity to learn about the Australian legal system from the local level to its global connections, its origins and functions. It focuses on the Australian Constitution and examines the key concepts of parliamentary democracy and how the legal system deals with civil and criminal disputes. Students learn how laws are made and enforced and the legal issues affecting Australian citizens. Students are expected to take a critical view of the legal system as well as understanding its strengths.

**COURSE CONTENT**

- The Australian Legal System
- Constitutional Government
- Law-making
- Justice Systems

**ASSESSMENT**

School Assessment

- Folio 50%
- Inquiry 20%

External Assessment

- Examination 30%

**FURTHER INFORMATION**

Previous software knowledge and experience is an advantage and basic keyboarding skills are assumed.

**COURSE DESCRIPTION**

Students are introduced to designing and producing personal and business documents using a variety of software including Word and Excel. Skills developed are suitable for further study, personal communications and employment.

**COURSE CONTENT**

Practical tasks completed include letters, reports, tables, booklets, newsletters and mailmerge.

Social, legal and ethical issues considered may include such topics as:

- Confidentiality
- Workplace health, safety and welfare
- Technical operations
- Online security

**ASSESSMENT**

School Assessment

- Practical 40%
- Theory 30%

External Assessment

- Product and Documentation 30%
SACE Stage 2

**MATHEMATICAL METHODS**  
*Mathematical Methods*  
SACE Stage 2  
20 credits

**COURSE DESCRIPTION**
This course explores topics from calculus and statistics. It involves working with functions and graphs and requires use of graphics calculators.

**COURSE CONTENT**
*The Logarithmic Function*
Logarithms for solving exponential equations and logarithmic functions and their graphs.

*Further Differentiation and Applications*
- Differentiation of polynomials
- Exponential logarithmic and trigonometric functions
- Modelling and applications of functions and derivatives.

*Integral Calculus*
The area under curves, fundamental theorem of calculus and their applications.

*Discrete Random Variables*
Discrete random variables and the Bernoulli and Binomial distributions.

*Continuous Random Variables and the Normal Distribution*

*Sampling and Confidence Intervals*
Confidence intervals for population mean and proportion.

**ASSESSMENT**
School Assessment
- Skills and Applications Tasks 50%
- Folio Tasks 20%

External Assessment
- Examination 30%

**MEDIA STUDIES**  
*Media Studies*  
SACE Stage 2  
20 credits

**COURSE DESCRIPTION**
In this course students will develop media literacy and production skills. They will analyse media issues and create media products using a range of software. Students will examine how media influences the way people receive and interpret information on a range of issues including culture, politics and leisure activities.

**COURSE CONTENT**
The course will cover three of the topics below.
- Photojournalism
- Documentaries
- Cult Television/Film
- Music and Media
- The Internet
- Television Genres
- Community Media
- Short Films
- Advertising and Audiences
- Globalisation and Media
- Youth and Media
- Children and Media
- Media Ethics and Regulation
- Cultural Diversity in Media

**ASSESSMENT**
School Assessment
- Folio 30%
- Product 40%

External Assessment
- Investigation 30%
METAL TECHNOLOGIES
Design, Technology and Engineering
- Material Solutions

SACE Stage 2 20 credits

COURSE DESCRIPTION
This course includes a broad range of metal-based processes that involve the use of workshop tools and equipment to research, plan, create and develop metal-based products. Students use a range of hand tools and workshop equipment including drilling machines, metal turning lathes, metal folding machines and welding processes to manufacture a product. Students also use Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) technologies to design and manufacture a project.

COURSE CONTENT
The practical aspects of the course are underpinned with theoretical knowledge about metal working processes and materials including various steel, stainless steel and plastic materials sections, such as plate, flat and round bar stock. There is a strong emphasis on industrial and workshop safety and a focus on employability skills.

ASSESSMENT
School Assessment
   Specialised Skills Task  20%
   Design Process and Solution  50%

External Assessment
   Resource Study  30%

MODERN HISTORY
Modern History

SACE Stage 2 20 credits

COURSE DESCRIPTION
Students investigate the growth of modern nations at a time of rapid global change (post 1945). They study the interactions between nations through investigating the social, political, and economic changes that have shaped the development of modern nations. They will examine and explore the internal and external divisions that challenge nations their impact on the contemporary world. They construct reasoned historical arguments based on a critical understanding of evidence from sources and reflect on and evaluate the impacts of individuals and events.

COURSE CONTENT
Students will study one topic from both ‘Modern Nations’ and ‘The World Since 1945’.

Modern Nations
- Australia (1901–56)
- United States of America (1914–45)
- Germany (1918–48)
- The Soviet Union and Russia (1945–c.2004)
- Indonesia (1942–2005)
- China (1949–c.2012)

The World Since 1945
- The changing world order
- Australia’s relationship with Asia and the South Pacific Region
- National self-determination in South-East Asia
- The struggle for peace in the Middle East
- Challenges to peace and security
- The United Nations and establishment of a global perspective

ASSESSMENT
School Assessment
   Historical Skill Tasks  50%
   Historical Studies  20%

External Assessment
   Examination  30%
SACE Stage 2

NUTRITION

Nutrition

SACE Stage 2  20 credits

COURSE DESCRIPTION
Students understand the role of the six nutrients in the body, and undertake investigations that explore the relationship between diet, lifestyle and health. Additionally, students examine a range of factors that influence food choices, and evaluate a range of programs and strategies available to help consumers make informed food choices. Finally, students investigate methods of food production and distribution, and consider how these methods affect the quantity and quality of food available. Throughout the course students are encouraged to apply core learning in the context of their own lives to reinforce or modify dietary and lifestyle habits to maximise health outcomes.

COURSE CONTENT
Topics
- The Fundamentals of Human Nutrition
- Diet, Lifestyle and Health
- Food Selection and Dietary Evaluation
- Food, Nutrition and the Consumer
- Global Hunger

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

OUTDOOR EDUCATION

Outdoor Education

SACE Stage 2  20 credits

COURSE DESCRIPTION
Stage 2 Outdoor Education students connect with natural environments through three 3-day journeys (eg bushwalking, rock-climbing and kayaking camps) to develop a range of transferable 21st century skills. Students focus on the development of skills in planning and preparation, risk and safety management, conservation and sustainable practices, teamwork, leadership and decision-making, reflection and evaluation, and technical and self-reliant outdoor skills. Students build positive relationships with each other, connect with nature, explore various perspectives, reflect on and evaluate their own learning, explore the impacts of human behaviour on ecosystems, and engage in personal growth and development.

COURSE CONTENT
Topics covered include:
- Conservation and Sustainability
- Human Connections with Nature
- Personal Growth, Safety and Development

ASSESSMENT
School Assessment
- About Natural Environments 20%
- Experiences in Natural Environments 50%
External Assessment
- Connections with Natural Environments 30%

FURTHER INFORMATION
Stage 2 Outdoor Education requires three camps: a three-day journey, a three-day lightweight journey, and a three-day self-reliant expedition (likely to be bushwalking, rock-climbing and/or kayaking camps). This subject is currently being reviewed by the SACE Board, therefore final content may vary.
PEACE STUDIES
Integrated Learning
SACE Stage 2 20 credits

COURSE DESCRIPTION
Peace Studies examines and challenges the concept of peace and analyses the efficacy of nonviolent ways of resolving conflict. A strong focus will be on the UN Sustainable Development Goals. Each student will select one to focus on, and as part of their assessments, will take action to make a difference towards that goal. The subject also engages with contemporary issues such as globalisation, climate change and refugee flows as we investigate the effects that has on achieving peace. Assessment will be through product development and exhibitions.

COURSE CONTENT
Conflict
• Direct
• Structural
• Cultural

Peacemaking
• Non-violence
• Positive vs Negative Peace
• Peacemaking

Conflict Resolution
• Management and Transformation
• Negotiation
• Mediation

Peacebuilding
• Reconciliation
• Making your mark in your community

ASSESSMENT
School Assessment
Practical Inquiry 40%
Connections 30%

External Assessment
Personal Endeavour 30%

PHOTOGRAPHY
Design, Technology and Engineering – Digital Communication Solutions
SACE Stage 2 20 credits

COURSE DESCRIPTION
Students develop a range of photographic techniques and skills. They use digital cameras and Adobe Photoshop to process and produce photos. Students are required to participate in excursions and out of class activities.

COURSE CONTENT
Students develop skills and knowledge in camera handling, composition, light, file management and post processing using Camera Raw and Photoshop.

ASSESSMENT
School Assessment
Specialised Skills Task 20%
Design Process and Solution 50%

External Assessment
Resource Study 30%

Back to Contents
SACE Stage 2

PHYSICAL EDUCATION
*Physical Education*

SACE Stage 2  20 credits

**COURSE DESCRIPTION**
In Physical Education students explore their participation in and performance of human physical activities. Students explore their physical capacities and investigate factors that influence and improve participation and performance outcomes.

**COURSE CONTENT**
Students study Physical Education through an integrated approach, where physical performance is explored through three focus areas: in movement, through movement and about movement.

Movement concepts covered include:
- Body awareness
- Movement quality
- Spatial awareness
- Relationships
- Executing movement
- Creating space
- Interactions
- Making decisions

**ASSESSMENT**
School Assessment
- Diagnostics 30%
- Improvement Analysis 40%

External Assessment
- Group Dynamics 30%

**FURTHER INFORMATION**
Previous experience in sports/Physical Education is beneficial.
This subject is currently being reviewed by the SACE Board, therefore final content may vary.

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PHYSICS

*Physics*

SACE Stage 2  20 credits

**COURSE DESCRIPTION**
Students develop their knowledge of the principles and concepts of physics, and the ability to use that knowledge to formulate questions and hypotheses and identify opportunities and challenges. They also acquire new knowledge through their investigations.

**COURSE CONTENT**
Stage 2 Physics is organised into three sections with 13 subtopics. Each topic includes one application, which is an integral part of study in this subject. Sections are:
- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms

**ASSESSMENT**
School Assessment
- Investigations Folio 30%
- Skills and Applications Tasks 40%

External Assessment
- Examination 30%

**FURTHER INFORMATION**
Successful completion of this course can lead to a range of Science and Engineering courses at university. Stage 1 Physics is recommended.
POP CULTURE STUDIES
Integrated Learning
SACE Stage 2 20 credits

COURSE DESCRIPTION
Students use their interest in and consumption of popular culture – video games, anime, and movies – to critically examine the impacts of popular culture on their lives and society in general.

COURSE CONTENT
• Fandom
• Representation in Pop Culture
• Media Production in the 21st Century
Students also prepare for and participate in pop culture events such as the Adelaide Anime and Video Game Convention to build their capabilities.

ASSESSMENT
School Assessment
Practical Inquiry 30%
Connections 40%
External Assessment
Personal Endeavour 30%

PSYCHOLOGY
Psychology
SACE Stage 2 20 credits

COURSE DESCRIPTION
This course explores the concepts of Psychology from the biological, personal, cognitive and social perspectives. The course looks at how psychology works as a profession, ethics and research structures and general theories that are used to explain our behaviour. Students learn that psychological evidence, theories and principles address four levels of explanation of human behaviour – the biological, basic processes, person and sociocultural levels.

COURSE CONTENT
• Introduction to Psychology - a required background in the principles of research, the profession and ethics
• Social Influence
• Learning
• Personality
• States of Awareness
• Healthy Minds

ASSESSMENT
School Assessment
Skills and Applications Tasks 40%
Folio 30%
External Assessment
Examination 30%
SACE Stage 2

RESEARCH PROJECT
Research Project B
SACE Stage 2 10 credits

COURSE DESCRIPTION
Students choose and research a topic based on an area of interest or passion. They develop a research question and learn about their topic through a range of primary and secondary research processes. Students also show evidence of development of skills and capabilities in a folio that demonstrates their planning and research development.

This leads to showcasing their newfound knowledge and understanding in the format of their choice. Here, students have an opportunity to be creative and present their work in a way that displays their strengths and that is well suited to their topic and target audience. Students then reflect on and evaluate the effectiveness of their decisions and processes used, as well as the quality of their products.

ASSESSMENT
School Assessment
Folio 30%
Research Outcome 40%
External Assessment Evaluation 30%

FURTHER INFORMATION
The Research Project is a compulsory SACE subject.

Students must complete the 10-credit Stage 2 Research Project with a C grade or better.

SOCIETY AND CULTURE
Society and Culture
SACE Stage 2 20 credits

COURSE DESCRIPTION
Students study the interactions of people, societies, cultures and environments. They learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic and cultural factors. Through course activities students develop social inquiry skills and are expected to participate in group activities and primary research to develop these skills.

COURSE CONTENT
At least one topic from each of the following three will be studied. Activities and content within each of these topics are flexible and will be negotiated with the class to ensure relevance and interest.

Culture
- Cultural Diversity
- Youth Culture

Contemporary Challenges
- Social Ethics
- People and the Environment

Global Issues
- A Question of Rights
- People and Power

ASSESSMENT
School Assessment
Folio 50%
Interaction 20%
External Assessment Investigation 30%
SPECIALIST MATHEMATICS

Specialist Mathematics

SACE Stage 2 20 credits

COURSE DESCRIPTION
This course 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 mathematical models. It includes the study of functions, vectors, complex numbers and calculus.

COURSE CONTENT
Functions and Sketching Graphs
Mathematical Induction
Complex Numbers
The complex plane and polar form, roots of complex numbers and factorisation of polynomials.
Vectors in 3 Dimensions
Vector and Cartesian equations and systems of linear equations.
Integration Techniques and Applications
Rates of Change and Differential Equations
Implicit differentiation, differential equations, pairs of varying quantities, related rates and trigonometric parameterisations.

ASSESSMENT
School Assessment
Skills and Applications Tasks 50%
Folio Tasks 20%
External Assessment
Examination 30%

FURTHER INFORMATION
This course requires the use of graphics calculators. Students enrolled in this subject must also do Stage 2 Mathematical Methods.

STEM RESEARCH PROJECT

Research Project B

SACE Stage 2 10 credits

COURSE DESCRIPTION
STEM Research Project enables students to complete their compulsory Research Project with an emphasis on STEM (Science, Technology, Engineering and Mathematics).
Completing the Research Project with a STEM focus will enable students to gain skills relevant to their future study in an area of global significance while fostering good networking relationships for their chosen career or study path. Students will be given the opportunity to directly link their research with tertiary and industry contacts.
An emphasis on the school assessed outcome, including a possible practical component in their final product, will encourage STEM learning and the development of essential 21st Century skills.
Students will learn and apply research processes and the knowledge and skills specific to the research topic they have chosen while a record of research is maintained in a folio and an evaluation of their processes is completed.

ASSESSMENT
School Assessment
Folio 30%
Research Outcome 40%
External Assessment
Evaluation 30%
VIDEO PRODUCTION
*Design, Technology and Engineering – Digital Communication Solutions*

**SACE Stage 2**  
**20 credits**

**COURSE DESCRIPTION**
Students learn to plan, capture and edit video using digital cameras.

**COURSE CONTENT**
Students develop skills and knowledge in camera handling, composition, light, file management and post processing using sound and video editing suites such as Premiere Pro, After Effects or Final Cut Pro.

**ASSESSMENT**
School Assessment
- Specialised Skills Task  
  20%
- Design Process and Solution  
  50%

External Assessment
- Resource Study  
  30%

WOMEN’S STUDIES
*Women’s Studies*

**SACE Stage 2**  
**20 credits**

**COURSE DESCRIPTION**
Students examine the construction of gender and how being a female or a male may influence an individual's experiences and expectations. They explore the diversity of women's experiences and their relationships to others. They also study gender representation in cultural texts. The course looks at historical and contemporary issues and examines ways to effect change.

**COURSE CONTENT**
- Representations of women in cultural texts
- Development and globalisation
- Women's struggles, achievements and empowerment
- Women, culture and society
- Negotiated issue

**ASSESSMENT**
School Assessment
- Text Analysis  
  20%
- Essay  
  20%
- Folio  
  30%

External Assessment
- Issues Analysis  
  30%

**FURTHER INFORMATION**
Women's Studies is available to female and male students.
WORKPLACE PRACTICES
Workplace Practices
SACE Stage 2 20 credits

COURSE DESCRIPTION
In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students undertaking this subject are required to undertake 50-60 hours of relevant work placement in which they develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

COURSE CONTENT
The focus of this course is on the SACE Capabilities and Employability Skills: Literacy, Numeracy, ICT, Creative and Critical Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding.

ASSESSMENT
School Assessment
  Folio 25%
  Performance 25%
  Reflection 20%

External Assessment
  Investigation 30%

FURTHER INFORMATION
The Performance and Reflection components of the assessment are based on the 60 hours of work experience in a workplace of your choice.
The Skills Centre is a centre of excellence for vocational training courses.

Through the Skills Centre, nationally recognised qualifications are delivered in a range of industry areas.

Some of these courses are offered in a flexible mode, utilising the Thebarton Online Moodle site to allow enrolments from near and far.

Vocational Education and Training (VET) can be used for SACE completion. Every 35 nominal hours (shown in brackets next to the units of competence for each certificate) equates to five SACE credits.

Check for SACE level and the latest nominal hours at: www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register

Thebarton Senior College is a Registered Training Organisation (RTO 40117), accredited to deliver nationally recognised training in the areas of Business, Business Administration, Community Services, Information Technology, Micro Business, Childcare, Dance, Sport Coaching, Skills for Further Study and English Proficiency.

Other nationally recognised training delivered at Thebarton Senior College includes Construction delivered by Thebarton Senior College on behalf of TAFE SA (RTO 41026), Engineering delivered by TAFE SA (RTO 41026), and Carpentry delivered by ATEC (RTO 0022).

All VET applicants will be required to attend an information session, an interview, and sit a Language, Literacy and Numeracy (LLN) test.

FUTURE DIRECTION – CIVIL CONSTRUCTION

Thebarton Senior College is working with the Civil Contractors Federation (CCF) to explore the possibility of offering RI20715 – Certificate II in Civil Construction. Please contact the college for further information.

GATEWAY TO TRADES

The Gateway to Trades course provides valuable preparation for Year 10 students contemplating future studies in any trade related area. In this one day per week course, students will gain an appreciation of the range of trades that are available and for the wide variety of career options and tertiary study options that a trade can lead to. The course will assist students in building their knowledge base and developing work-ready skills in a simulated trade context. For further information see page 42.
BARISTA ESSENTIALS
10 Stage 1 credits
Enrolling in Term 1, 2 and 3
Course Length 10 weeks

COURSE DESCRIPTION
This intensive course teaches the preparation and service of espresso-based beverages and other café style drinks. Students learn essential concepts for working in the café industry, such as safe work processes, food safety and hygiene, customer service, the application of quality systems and procedures, and environmentally sustainable work practices. This is a partial qualification.

COURSE CONTENT
Students master the main types of espresso-based beverages and their preparation, as well as other common drinks sold in cafés. Students develop the fundamental skills and knowledge needed to prepare and serve espresso coffee, such as adjusting the grind, tamping, texturing milk, correct storage of beans, hygienic practices, responding to customer requests, and maintaining a clean workstation. Students participate in hands-on, practical sessions, as well as computer based theory-work. This is a partial qualification and includes three units of competency from the Tourism, Travel and Hospitality training package. The course is competency based, and is assessed with observation checklists, oral questions and written responses to theory questions. This course is suited to independent, autonomous learners with effective time management skills.

UNITS OF COMPETENCE
(Nominal hours shown in brackets for SACE credit reference)
This course includes the following accredited units:

Core
SITHFAB005 Prepare and serve espresso coffee (30)
SITXFSA001 Use hygienic practices for food safety (15)
SITXCCS006 Provide service to customers (25)

FURTHER INFORMATION
Students are expected to wear appropriate clothing and footwear at all times. Aprons and hats are provided for use in the classroom.

PATHWAY
These units of competency from the Tourism, Travel and Hospitality package provide a set of skills to prepare and sell espresso coffee beverages. This course is aimed at students interested in gaining employment within the industry.
Business

BSB20115 CERTIFICATE II IN BUSINESS
50 Stage 1 credits
Course Length 1 semester
*Accelerated learning option of 10 weeks for people with prior knowledge, skills or qualifications (this course can also be studied one day per week for one year).

COURSE DESCRIPTION
In this course students work in an office environment called a Simulated Business. This prepares the learner to work in jobs such as a clerical assistant, receptionist, office administrator or personal assistant. Activities are hands-on with development of skills and knowledge reinforced through written and oral presentations. Skills are acquired in dedicated training sessions in Word Processing and Spreadsheets.

Software used includes:
• MS Office – Word, Excel, Outlook
• MYOB (Mind Your Own Business)

COURSE CONTENT
The subjects studied include:

Simulated Business – Unique Simulated Business
A simulated business run by students with help from the teacher and a real business partner. It offers a training environment to enhance the development of business, technical and interpersonal skills. The products and services are traded as in a real business although no actual transfer of money or goods takes place. Students issue invoices, keep financial records, pay employees, transfer monies and develop skills in decision-making, group dynamics and working with others.

Word Processing Introduction
Correct keyboard techniques are developed including proofreading, file management and document layout. Keyboard speed and accuracy is developed.

Spreadsheets
An introduction to using spreadsheets for personal and business applications is provided. Students create and use spreadsheets, use simple formulae, absolute and relative cell references, and built-in functions, create charts, customise basic settings, print and save.
### UNITS OF COMPETENCE
(Nominal hours shown in brackets for SACE credit reference)

#### Core Units
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to the health and safety of self and others</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Elective Units
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
<td>40</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
<td>30</td>
</tr>
<tr>
<td>BSBINM202</td>
<td>Handle mail</td>
<td>15</td>
</tr>
<tr>
<td>BSBCM201</td>
<td>Communicate in the workplace</td>
<td>40</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>20</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
<td>20</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
<td>60</td>
</tr>
<tr>
<td>BSBITU102</td>
<td>Develop keyboard skills</td>
<td>40</td>
</tr>
<tr>
<td>BSBITU101</td>
<td>Operate a personal digital device</td>
<td>20</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce digital text documents</td>
<td>60</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
<td>30</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Work effectively in a business environment</td>
<td>30</td>
</tr>
</tbody>
</table>

#### PATHWAY
This course is a pathway to BSB30415 - Certificate III in Business Administration.
BSB30415 CERTIFICATE III IN BUSINESS ADMINISTRATION
70 Stage 2 credits with a maximum of 90

Course Length
1 semester

*Accelerated learning option of 10 weeks for people with prior knowledge, skills or qualifications (this course can also be studied one day per week for one year by negotiation).

COURSE DESCRIPTION
In this course students work in an office environment called a Simulated Business. This provides preparation for work in jobs such as a clerical assistant, receptionist, office administrator or personal assistant. Activities are hands-on with development of skills and knowledge reinforced through written and oral presentations. Skills are acquired in dedicated training sessions in Advanced Word Processing, Desktop Publishing, PowerPoint and Databases.

Software used includes:
- MS Office – Word, Excel, Outlook, Publisher, Access
- Adobe InDesign CS6
- MYOB (Mind Your Own Business)

COURSE CONTENT
The subjects studied include:

Simulated Business – Unique Simulated Business
A simulated business run by students with help from the teacher and a real business partner. It offers a training environment to enhance the development of business, technical and interpersonal skills. The products and services are traded as in a real business although no actual transfer of money or goods takes place. Students process payroll, organise schedules, design and produce business documents and develop skills in decision-making, group dynamics and working with others.

Word Processing Advanced
Keyboard speed and accuracy is further developed. Documents are keyed, retrieved, edited, formatted, saved and printed. File management including storage and location of data and log-on procedures is included. Documentation includes displays, tables, mail merges and reports using multi-level numbering.

Databases
An introduction to using the database application, Microsoft Access, to design, create and set table attributes, customise basic settings, retrieve information, use queries, create reports for printing and create forms for data entry.

Desktop Publishing
Students use Desktop Publishing software (Adobe InDesign CS6) to apply the principles of design and layout in completing tasks including brochures, posters, leaflets, newsletters, letterheads and business cards.

PowerPoint
Using Microsoft PowerPoint students learn to create a slideshow; add, select, copy, delete and move text images and graphics; customise basic settings; sequence a slideshow; use various effects such as animation, transition and on screen navigation tools, save and print presentations in various forms.
### UNITS OF COMPETENCE

(Nominal hours shown in brackets for SACE credit reference)

#### Core Units
- **BSBITU307**  Develop keyboarding speed and accuracy  (50)
- **BSBWHS201**  Contribute to health and safety of self and others  (20)

#### Electives Units
- **BSBITU312**  Create electronic presentations  (20)
- **BSBITU313**  Design and produce digital text documents  (90)
- **BSBITU306**  Design and produce business documents  (80)
- **BSBITU309**  Produce desktop published documents  (50)
- **BSBADM307**  Organise schedules  (15)
- **BSBFIA302**  Process payroll  (30)
- **BSBWRT301**  Write simple documents  (30)
- **BSBITU213**  Use digital technologies to communicate remotely  (20)
- **BSBITU311**  Use simple rational databases  (30)
- **BSBCUS301**  Deliver and monitor a service to customers  (35)
- **BSBINM301**  Organise workplace information  (30)

### PATHWAY
- TAFE SA courses
- Or
- Degree in Business at Flinders University
Micro Business

BSB30315 CERTIFICATE III IN MICRO BUSINESS OPERATIONS
50 SACE Stage 2 credits
Course Length 2 semesters

PREFERRED BACKGROUND
This course is designed for motivated students willing to establish a micro business of their own.

COURSE DESCRIPTION
A micro business is defined as being individually owned and has less than four employees. During the course students will be able to develop their business concept by understanding and exploring the fundamentals required for establishing a viable and profitable business.

UNITS OF COMPETENCE
(Nominal hours shown in brackets for SACE credit reference)
BSBSMB301 Investigate micro business opportunities (30)
BSBSMB302 Develop a micro business proposal (20)
BSBSMB303 Organise finances for the micro business (50)
BSBSMB304 Determine resource requirements for the micro business (30)
BSBSMB305 Comply with regulatory, taxation and insurance requirements for the micro business (45)
BSBCUS301 Deliver and monitor a service to customers (35)
BSBREL401 Establish networks (35)
BSBW0R301 Organise personal work priorities and development (30)
BSBINN301 Promote innovation in a team environment (40)
BSBSMB423 Create a digital technology plan for a small business (50)
Community Services

CHC22015 CERTIFICATE II IN COMMUNITY SERVICES
30 Stage 1 credits
Course Length 2 semesters (Core = 1 semester, Elective Units = 1 semester)

PREFERRED BACKGROUND
There are no specified pre-requisites for entry into this course. However, to be successful you should have a genuine interest in working with and helping people.

COURSE DESCRIPTION
This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their individual needs.

This course is contained in one subject and is suitable for students who are exiting from the New Arrivals Program or studying Certificate III in English Proficiency or certificates in Skills for Further Study. The subject covers reading, writing and speaking topics and involves using numeracy and digital technology. It is suitable for students who may wish to follow a Community Services and Health pathway, but who do not yet have the language skills to enter the pathway at a Certificate III level. It is suitable for those students who want to improve their skills in English communication, both spoken and written.

UNITS OF COMPETENCE
(Nominal hours shown in brackets for SACE credit reference)

Core Units
CHCCOM001 Provide first point of contact (35)
CHCCOM005 Communicate and work in health or community services (30)
CHCDIV001 Work with diverse people (40)
HLTWHS001 Participate in workplace health and safety (20)
BSBWR202 Organise and complete daily work activities (20)

Elective Units
CHCVOL001 Be an effective volunteer (25)
FSKRDG07 Read and respond to simple workplace information (15)
FSKLRG10 Use routine strategies for career planning (20)
FSKOCM05 Use oral communication skills for effective workplace presentations (10)

PATHWAY
Certificate III in the Community Services and Health sector of your choice, either internally (at Thebarton Senior College) or externally, delivered through TGSS (eg CHC32015 Certificate III in Community Services; CHC30113 Certificate III in Early Childhood Education and Care; HLT32512 Certificate III in Health Services Assistance or CHC33015 Certificate III in Individual Support).
Community Services

CHC32015 CERTIFICATE III IN COMMUNITY SERVICES
80 Stage 2 credits
Course Length  1 or 2 semesters (Core = 1 semester, Elective Units = 1 semester)

PREFERRED BACKGROUND
There are no specified pre-requisites for entry into this course. However, to be successful in your study you should have a genuine interest in working with and helping people.

COURSE DESCRIPTION
This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their individual needs.

This course is contained in one subject across six lessons over two semesters and is suitable for students who have completed their Stage 1 studies or have gained Certificate II in Community Services. It is also suitable for those students who want to improve their skills in English communication for the workplace, both spoken and written, as well as knowledge and skills to work with clients in a support role in a community services organisation.

This qualification reflects the role of entry level community services workers who support individuals through the provision of person-centred services. Work may include day-to-day support of individuals in community settings or support the implementation of specific community-based programs. At this level, work takes place under the direction of others and supervision may be direct or indirect.

Students will also be required to complete studies in the Research Project (10 Stage 2 SACE credits) in order to gain their SACE.
UNITS OF COMPETENCE
(Nominal hours shown in brackets for SACE credit reference)

Core Units
CHCCCS016  Respond to client needs (60)
CHCCOM005  Communicate and work in health or community services (30)
CHCDIV001  Work with diverse people (40)
HLTWHS002  Follow safe work practices for direct client care (25)
HLTWHS006  Manage personal stressors in the work environment (25)

Elective Units
CHCADV001  Facilitate the interests and rights of clients (100)
CHCCDE003  Work within a community development framework (65)
CHCCOM001  Provide first point of contact (35)
CHCPRT001  Identify and respond to children and young people at risk (40)
CHCGRP001  Support group activities (30)
CHCDIS007  Facilitate the empowerment of people with a disability (100)
BSBWOR301  Organise personal work priorities and development (30)

PATHWAY
Further study in the Community Services and Health sector of your choice.
Options may include:
• CHC40313 Certificate IV in Child, Youth and Family Intervention
• CHC40513 Certificate IV in Youth Justice
• CHC43315 Certificate IV in Mental Health
• CHC43215 Certificate IV in Alcohol and Other Drugs
• CHC40413 Certificate IV in Youth Work
• CHC52015 Diploma of Community Services
Community Services

CHC30113 CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE
115 Stage 2 credits
Course Length 2 semesters

PREFERRED BACKGROUND
This course is for students who wish to work in the childcare sector.

COURSE DESCRIPTION
This nationally accredited course is designed for people who enjoy working with children (0-5 years).

COURSE OPTIONS
Option 1 - Supported - six lessons per week plus a playgroup session
Option 2 - one day per week plus online

COURSE CONTENT
Students will learn how they can support the implementation of an approved learning framework, and support children's wellbeing, learning and development. In addition to the theory component students will need to complete 120 hours of work placement.

UNITS OF COMPETENCE (Nominal hours shown in brackets for SACE credit reference)

Core Units
- CHCECE001 Develop cultural competence (70)
- CHCECE002 Ensure the health and safety of children (63)
- CHCECE003 Provide care for children (70)
- CHCECE004 Promote and provide healthy food and drinks (35)
- CHCECE005 Provide care for babies and toddlers (60)
- CHCECE007 Develop positive and respectful relationships with children (70)
- CHCECE009 Use an approved learning framework to guide practice (70)
- CHCECE010 Support the holistic development of children in early childhood (70)
- CHCECE011 Provide experiences to support children's play and learning (40)
- CHCECE013 Use information about children to inform practice (40)
- CHCLEG001 Work legally and ethically (55)
- CHCPRT001 Identify and respond to children and young people at risk (40)
- CHCDIV002 Promote Aboriginal and /or Torres Strait Islander cultural safety (25)
- HLTWHS001 Participate in workplace health and safety (20)
- HLTAID004* Provide an emergency first aid response in an education and care setting (20)

Elective Units
- CHCDIV001 Work with diverse people (40)
- CHCECE006 Support behaviour of children and young people (30)
- BSBWOR301 Organise personal work priorities and development (30)

*delivery by Safe Place Training under the auspices of Allen's Training Ltd (RT0 90909)

PATHWAY
Employment in the childcare industry. Further Study in Diploma of Early Childhood Education and Care (CHC50113).

Back to Contents
CPC10111 CERTIFICATE I IN CONSTRUCTION DOORWAYS 2 CONSTRUCTION

40 Stage 1 credits
Course Length 2 semesters *This course has intakes in both semester 1 and 2

COURSE DESCRIPTION
This course is delivered by Thebarton Senior College on behalf of TAFE SA (RTO 41026).
In this practical-based course students participate in a wide range of activities designed to develop and improve knowledge and skills in many building and construction trade areas.

Students become familiar with a wide range of construction tools and equipment, work in a simulated work environment and participate in work placement on building sites.

COURSE CONTENT
Practical activities include:
• Safety on the worksite
• Workplace communication
• Demolition, recycling and reuse
• Introduction to carpentry skills
• Basic bricklaying
• Timber-framed wall construction
• Wall frame cladding, flushing and painting
• Basic roofing
• Cubby house construction

White Card training is undertaken through TAFE SA (RTO 41026), which will give students the authority to access building sites as needed.

Construction Industry Training Board (CITB) training booklets are completed to demonstrate knowledge and understanding of the theory behind the practical activities. This requires some work at home outside of the normal College time allocation.

Continued next page
Construction

CPC10111 CERTIFICATE I IN CONSTRUCTION DOORWAYS 2 CONSTRUCTION
40 Stage 1 credits
Course Length 2 semesters *This course has intakes in both semester 1 and 2

Continued from previous page

UNITS OF COMPETENCE
(Nominal hours shown in brackets for SACE credit reference)

Core Units
CPCCM1012A Work effectively and sustainably in the construction industry (20)
CPCCM1013A Plan and organise work (20)
CPCCM1014A Conduct workplace communication (20)
CPCCM2001A Read and interpret plans and specifications (36)
CPCCM2005B Use construction tools and equipment (96)
CPCCVE1011A Undertake a basic construction project (40)
CPCCWHS1001 Prepare to work safely in the construction industry (6)
CPCCOHS2001A* Apply OHS requirements, policies and procedures in the construction industry (20)

Elective Units
CPCCM1015A Carry out measurements and calculations (20)
CPCCM2006 Apply basic levelling procedures (8)
CPCCM2004A Handle construction materials (16)

*delivery by TAFE SA (RTO 41026)

FURTHER INFORMATION
There is a strong emphasis on safety and students are expected to wear appropriate clothing and footwear at all times. On work placement, students are required to provide and wear steel capped safety boots.

PATHWAY
Apprenticeship in a related industry and completion of a Trade Certificate III in residential, commercial and civil construction industries.
CPC30211 CERTIFICATE III IN CARPENTRY
DOORWAYS 2 CONSTRUCTION PLUS
40 Stage 2 credits
Course Length 2 semesters

COURSE DESCRIPTION
This course is delivered by ATEC (RTO 0022) at Thebarton Senior College.
It has been designed for students wishing to pursue a career in the Building and Construction industry and is held one day per week. This is a partial qualification and is available for students who have successfully completed Certificate I in Construction.

COURSE CONTENT
This is a partial qualification and builds on the foundations that students have gained from being successful in completion of the Certificate I Construction - Doorways 2 Construction course.

UNITS OF COMPETENCE
(Nominal hours shown in brackets for SACE credit reference)
CPCCCA3023A Carry out levelling operations (24)
CPCCCA3002A Carry out setting out (24)
CPCCCA2002B Use carpentry tools and equipment (96)
CPCCCM2008B Erect and dismantle restricted height scaffolding (40)
CPCCPB3001A Fix standard plasterboard wall sheets (60)
CPCCCA3013A Install linings, panelling and mouldings (40)

WORK EXPERIENCE
20 days in total is required.

LENGTH OF COURSE
One year

PRE-REQUISITES
Successful completion of CPC10111 Certificate I in Construction or CPC20112 Certificate II in Construction - Doorways 2 Construction.

CAREER PATHWAY
This Certificate leads to possible apprenticeship or employment in the Building and Construction Industry. See: www.skills.sa.gov.au.
MEM20413 CERTIFICATE II IN ENGINEERING PATHWAYS
55 Stage 1 credits
Course Length 2 semesters

COURSE DESCRIPTION
This course is delivered by TAFE SA (RT0 41026) at Thebarton Senior College.
This certificate is intended for students interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This is a partial qualification and will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

COURSE DESCRIPTION
There is a strong emphasis on safety and students develop sound workshop practices and skills through the application of a range of foundational hand tool skills. Students also use a wide range of workshop equipment including:

- metal working lathes and milling machines
- MIG, Arc and TIG welding machines
- metal cropping and punching machines
- grinders

UNITS OF COMPETENCE
(Nominal hours shown in brackets for SACE credit reference)

Core Units
MEM13014A Apply principles of occupational health and safety in the work environment (10)
MSAENV272B Participate in environmentally sustainable work practices (30)
MEMPE005A Develop a career plan for the engineering and manufacturing industry (20)
MEMPE006A Undertake a basic engineering project (80)
MSAPMSUP106A Work in a team (30)

Elective Units
MEM18001C Use hand tools (20)
MEM18002B Use power tools/hand held operations (20)
MEMPE001A Use engineering workshop machines (60)
MEMPE002A Use electric welding machines (40)
MEMPE003A Use oxy-acetylene and soldering equipment (40)
MEMPE004A Use fabrication equipment (40)
MEMPE007A Pull apart and reassemble engineering mechanisms (30)

FURTHER INFORMATION
This program is delivered through Training Guarantee for SACE Students (TGSS) Workready Funding. Eligibility criteria apply.

WORK EXPERIENCE
140 hours (approximately 18 days) over Years 10, 11 and/or 12, subject to negotiation. This is a requirement of the TGSS.
Skills for Further Study

10951NAT CERTIFICATE II IN FURTHER STUDY SKILLS
(PROPOSED - PARTIAL CERTIFICATE)
Stage 1 credits to be determined
Course Length 1 semester

COURSE DESCRIPTION
This course is for people who wish to further their education or training and require the following skills and knowledge:
- reading, writing, numeracy, digital literacy, and humanities for continued engagement in further education
- science, technology, engineering and mathematics (STEM) units to successfully undertake vocational qualifications such as engineering, electro-technology, building and construction, manufacturing and automotive industries
- mathematics and science to prepare for employment in trades or traineeships
- English, mathematics and science for general and trade level entry to the Australian defence forces

COURSE CONTENT
Students learn skills and knowledge in the areas of English, humanities, mathematics and science. They will be able to carry out basic experiments and use basic research skills within these areas and apply basic problem-solving skills. They also learn to use basic scientific equipment safely to conduct basic experiments, and readily available technology to search for information, communicate with others and produce routine reports. These skills will allow graduates to work and study independently or as part of a team, and enable them to build foundations in vocational areas. Upon completing this course, graduates can progress into further study courses or vocational training.

UNITS OF COMPETENCE
Units of competence to be determined prior to commencement.

PATHWAY
This leads to further study in SACE subjects or other vocational pathways.
ICT20115 CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY
70 Stage 1 credits
Course Length Full year

COURSE DESCRIPTION
This introductory course is delivered online and provides fundamental skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.

This is an online course, however there are some components which require session attendance. Students wishing to study onsite require access to an internet connected computer with a Browser, MS Office software suitable for photo, video and sound editing and an email account they can access from home.

(Students are able to access this equipment at the College if not available at home.)

COURSE CONTENT
Students learn to use social media tools like Facebook, Google+, Flickr, Blogger and YouTube to collaborate with others and explore their own interests. The skills required to prepare and edit photo images, web video and podcasts to enable sharing via social media tools is a focus of this course. The skills required to use Microsoft Office applications such as Word, Excel and Outlook to prepare, format and share documents for a variety of business needs are also developed.

Basic computer maintenance skills including managing the operating system, filing system and connecting peripherals are also developed as well as those required for problem solving IT issues and configuring software applications such as virus protection and productivity software.

Students also acquire the skills required to work effectively in an IT environment and develop knowledge and understanding of environmentally sustainable work practices and workplace health and safety processes.
**UNITS OF COMPETENCE**
(Nominal hours shown in brackets for SACE credit reference)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>(20)</td>
</tr>
<tr>
<td>CUADIG303</td>
<td>Produce and prepare photo images</td>
<td>(20)</td>
</tr>
<tr>
<td>CUASOU202</td>
<td>Perform basic sound editing</td>
<td>(30)</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
<td>(60)</td>
</tr>
<tr>
<td>ICTICT308</td>
<td>Use advanced features of computer applications</td>
<td>(40)</td>
</tr>
<tr>
<td>ICTSAS202</td>
<td>Apply problem-solving techniques to routine ICT malfunctions</td>
<td>(20)</td>
</tr>
<tr>
<td>ICTSAS205</td>
<td>Maintain ICT system integrity</td>
<td>(20)</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>(20)</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>(20)</td>
</tr>
<tr>
<td>ICTICT201</td>
<td>Use computer operating systems and hardware</td>
<td>(60)</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment</td>
<td>(40)</td>
</tr>
<tr>
<td>ICTICT204</td>
<td>Operate a digital media technology package</td>
<td>(40)</td>
</tr>
<tr>
<td>ICTSAS203</td>
<td>Connect hardware peripherals</td>
<td>(20)</td>
</tr>
<tr>
<td>ICTICT206</td>
<td>Install software applications</td>
<td>(20)</td>
</tr>
<tr>
<td>ICTICT209</td>
<td>Interact with ICT clients</td>
<td>(20)</td>
</tr>
<tr>
<td>ICTICT205</td>
<td>Design basic organisational documents using computing packages</td>
<td>(40)</td>
</tr>
<tr>
<td>ICTSAS206</td>
<td>Detect and protect from spam and destructive software</td>
<td>(10)</td>
</tr>
</tbody>
</table>

**PATHWAY**
Further study in Information Technology (Certificate III or higher).
Information Technology

ICT30118 CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY
5 Stage 1 credits and 70 Stage 2 credits
Course Length 1 semester

PREFERRED BACKGROUND
Successful completion of Certificate II in Information Technology (ICT20115) or equivalent.

COURSE DESCRIPTION
Entry to this course requires demonstrated vocational experience using a range of information technologies, completion of Certificate II or its equivalent, or recommendation for the course by a staff member.

This qualification provides skills and knowledge for students to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. The competencies include techniques in installing and configuring hardware and operating systems, supporting users by troubleshooting software, hardware and peripheral faults, producing digital images for the web and building and maintaining websites. Students with these competencies would have skills in working effectively within an IT environment and a knowledge of environmentally sustainable work practices, workplace health and safety processes and copyright and privacy concerns. Concepts of cyber security and 'pen' testing will be covered.

COURSE CONTENT
There are three subjects in this course.

Working in IT
Topics include workplace health and safety, sustainability, security and copyright and documentation required by users.

IT Technical Support The subject focuses on computer hardware, optimising operating systems and supporting users.

Computer Support
The subject focuses on computer hardware, optimising operating systems and supporting users.

Network Essentials
Students learn to connect network devices wirelessly and via ethernet, manage users, groups and permissions on a network. They also learn to resolve network problems and create and manage a small office/home network.
UNITS OF COMPETENCE
(Nominal hours shown in brackets for SACE credit reference)

Core Units denoted (C)

Working in IT
BSBSUS401  Implement and monitor environmentally sustainable work practices (C)(40)
BSBWH304  Participate effectively in WHS communication and consultation processes (C) (30)
ICTICT202  Work and communicate effectively in an ICT environment (C) (40)
ICTICT301  Create user documentation (C) (20)
ICTICT418  Contribute to copyright, ethics and privacy in an ICT environment (40)
ICTWEB201  Use social media tools for collaboration and engagement (20)

IT Technical Support
ICTICT302  Install and optimise operating system software (C) (20)
ICTSAS308  Run standard diagnostic tests (C) (40)
ICTICT303  Connect internal hardware components (20)
ICTSAS303  Care for computer hardware (20)
ICTSAS305  Provide ICT advice to clients (40)
ICTSAS306  Maintain equipment and software (20)

Optional Units in IT Technical Support
ICTSAS410  Identify and resolve client ICT problems (40)
ICTICT421  Connect, maintain and configure hardware components (40)
ICTICT415  Provide one-to-one instruction (20)

Network Essentials
ICTNW301  Provide network systems administration (60)
ICTNW303  Configure and administer a network operating system (70)
ICTNW304  Administer network peripherals (20)
ICTSAS307  Install, configure and secure a small office or home office network (50)
ICTSAD401  Develop and present feasibility reports (30)
ICTSAS304  Provide basic system administration (20)

FURTHER INFORMATION
Students are expected to do reading, preparation for class and written assessment work online through the College moodle.

PATHWAY
Further study in ICT40118 Certificate IV in Information Technology.
ICT40118 CERTIFICATE IV IN INFORMATION TECHNOLOGY
130 Stage 2 credits

Course Length 2 semesters

PREFERRED BACKGROUND
Completion of a ICT30118 Certificate III in Information, Digital media and Technology and Computer Support.

COURSE DESCRIPTION
Students participate in a wide range of activities designed to develop and improve skills and knowledge in the IT industry. Topics covered include software design, app creation, coding, network administration, computer support and cyber security. Students can also complete their Stage 2 Research Project in conjunction with this course. This is a full time course that provides for Stage 2 completion and direct entry into tertiary pathways. Part time options exist if some or all of the Certificate III in Information, Digital Media and Technology has been completed successfully.

COURSE CONTENT
There are four subjects in this course:

**Working in IT**
Topics include workplace health and safety, sustainability, security and copyright and documentation required by users.

**Programming Skills**
This subject introduces students to programming concepts using various computing languages. Students learn JavaScript, Swift and creating mobile apps for iPhones. They also learn creating feasibility report and basics of project management.

**Software Design**
Students learn the fundamentals of user interface design and rapid prototyping of software apps. They will also learn the principles of project management and investigate starting a micro business in the IT industry.

**IT Technical Support**
The subject focuses on computer hardware, optimising operating systems and supporting users.
### UNITS OF COMPETENCE

(Nominal hours are shown in brackets for SACE credit reference)

#### Core Units
**Working in IT**
- **ICTICT401** Determine and confirm client business requirements (40)
- **ICTICT418** Contribute to copyright, ethics and privacy in an ICT environment (40)
- **ICTICT424** Address cyber security requirements (80)
- **ICTICT425** Implement WHS, environmental sustainability and anti-discrimination practices in an ICT workplace (50)
- **ICTICT426** Identify and evaluate emerging technologies and practices (60)

#### Elective Units
**Programming Skills**
- **ICTPRG407** Write script for software applications (40)
- **ICTPRG405** Automate processes (40)
- **ICTPRG430** Apply introductory object-oriented language skills (60)
- **ICTPMG401** Support small scale ICT projects (60)
- **ICTPRG409** Develop mobile applications (50)
- **ICTSAD401** Develop and present feasibility reports (30)
- **ICTPRG414** Apply introductory programming skills in another language (60)

#### IT Technical Support
- **ICTICT303** Connect internal hardware components (20)
- **ICTSAS303** Care for computer hardware (20)
- **ICTSAS305** Provide ICT advice to clients (40)
- **ICTSAS306** Maintain equipment and software (20)
- **ICTSAS410** Identify and resolve client ICT problems (40)
- **ICTICT421** Connect, maintain and configure hardware components (40)
- **ICTICT415** Provide one-to-one instruction (20)
- **ICTICT301** Install and optimise operating system software (20)
- **ICTSAS301** Run standard diagnostic tests (20)

#### Software Design
- **BSBSMB301** Investigate micro business opportunities (30)
- **BSBCRT401** Articulate, present and debate ideas (40)
- **BSBDES401** Generate design solutions (60)
- **BSBDES402** Interpret and respond to a design brief (20)
- **CUAPPM407** Create storyboards (40)
- **BSBPMG522** Undertake project work (60)
- **BSBIPR401** Use and respect copyright (50)

### PATHWAY
Successful completion of this course allows students to apply for IT undergraduate courses at university or diploma courses at TAFE SA.
CUA31015 CERTIFICATE III IN SCREEN AND MEDIA
75 Stage 2 credits

Preferred Length: Full Year

Preferred Background
As drawing skills are assumed in this course, prospective students will be required to submit a
folio of 4 to 6 pieces of work before confirmation of enrolment.

Course Description
This visual design course allows students to develop skills in the visual design process for
screen, video games and other media. Students will have the opportunity to produce designs
for characters, costume, props, vehicles, and environments - both in 2D and 3D, and in a
simulated studio setting. Students will develop skills in collaboration and the creative design
process that will allow them to work effectively in the creative arts industry and produce work
suitable for a portfolio that will assist them in further study or work applications. Thebarton
Senior College is working closely with CDW Studios to prepare students to work in the
Entertainment Design industry.

Course Content
Concept Design, Visual Design and Media Design will run over the full year. Students may opt to
do just the Certificate III towards SACE credits or Certificate IV in Screen and Media.

Units of Competence
(Nominal hours shown in brackets for SACE credit reference)

Core Units
BSBWHS201 Contribute to health and safety of self and others (20)
BSBCRT301 Develop and extend critical and creative thinking skills (40)
CUAIND301 Work effectively in the creative arts industry (50)

Elective Units
BSBCRT402 Collaborate in a creative process (40)
BSBDES201 Follow a design process (40)
BSBDES202 Evaluate the nature of design in a specific industry context (30)
BSBDES302 Explore and apply the creative design process to 2D forms (50)
BSBDES303 Explore and apply the creative design process to 3D forms (50)
BSBDES403 Develop and extend design skills and practice (30)
BSBDIV301 Work effectively with diversity (30)
CUAACD201 Develop drawing skills to communicate ideas (60)
CUAANM303 Create 3D digital models (75)
CUADIG304 Create visual design components (30)
ICTWEB201 Use social media tools for collaboration and engagement (20)

Pathway
Successful completion of this course provides opportunities to work in the creative arts
industry. It provides access to undergraduate courses for further study with guaranteed
access to Flinders University under the TAFElink Program.
CUA41215 CERTIFICATE IV IN SCREEN AND MEDIA
130 Stage 2 credits

Course Length Full Year

PREFERRED BACKGROUND
As drawing skills are assumed in this course, prospective students will be required to submit a folio of 4 to 6 pieces of work before confirmation of enrolment.

COURSE DESCRIPTION
This visual design course allows students to develop skills in the visual design process for screen, video games and other media. Students will have the opportunity to produce designs for characters, costume, props, vehicles, and environments - both in 2D and 3D, and in a simulated studio setting. Students will develop skills in collaboration and the creative design process that will allow them to work effectively in the creative arts industry and produce work suitable for a portfolio that will assist them in further study or work applications.

COURSE CONTENT
Concept Design, Visual Design and Media Design will run over the full year. Offered in conjunction with the Certificate III Screen and Media.

UNITS OF COMPETENCE
(Nominal hours shown in brackets for SACE credit reference)

Core Units
BSBSMB301 Investigate micro business opportunities (30)
BSBCRT401 Articulate, present and debate ideas (40)
CUAWHS302 Apply work health and safety practices (10)

Elective Units (plus six Certificate III electives)
BSBDES401 Generate design solutions (60)
BSBDES402 Interpret and respond to a design brief (20)
CUAPPM407 Create storyboards (40)
BSBPMG522 Undertake project work (60)
BSBIPR401 Use and respect copyright (50)

PATHWAY
Successful completion of this course provides opportunities to work in the creative arts industry. It provides access to undergraduate courses for further study with guaranteed access to Flinders University under the TAFELink Program.
Dance

CUA20113 CERTIFICATE II IN DANCE
45 Stage 1 SACE Credits
Course Length 2 Semesters

COURSE DESCRIPTION
This is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for work in the live performance industry. This course is delivered at Turning Point Dance, Thebarton.

COURSE CONTENT

UNITS OF COMPETENCE
(Nominal hours shown in brackets for SACE credit reference)

Core Units
CUADAN202 Incorporate artistic expression into basic dance performances (45)
CUADAN201 Develop basic dance techniques (20)
BSBW0R203 Work effectively with others (15)
CUAIND201 Develop and apply creative arts industry knowledge (20)
CUAPRF201 Prepare for performances (35)
CUAWHS101 Follow safe dance practices (60)
CUAWHS201 Develop a basic level of physical condition for dance performance (40)

Elective Units
CUADAN206 Perform basic ballet technique (25)
CUADAN205 Perform basic contemporary dance technique (45)
HLTAID002* Provide basic emergency life support (12)

* delivery by Palmers Education - Allen's Training Pty Ltd (RTO 90909)

PATHWAY
Further study (in CUA30313 Certificate III in Dance or CUA30313 Certificate III in Assistant Dance Teaching) or work in the live performance industry.
COURSE DESCRIPTION

This qualification reflects the role of a person working in a varied context in the live performance industry, using some discretion and judgement and relevant theoretical knowledge. Students will develop their practical dance skills, performance skills and knowledge of dance. They will also be required to assist dance teaching in dance classes.

This course is delivered at Turning Point Dance, Thebarton.

COURSE CONTENT

UNITS OF COMPETENCE

(Nominal hours shown in brackets for SACE credit reference)

Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUACHR301</td>
<td>Develop basic dance composition skills</td>
<td>30</td>
</tr>
<tr>
<td>CUADAN301</td>
<td>Integrate rhythm in dance or movement technique</td>
<td>20</td>
</tr>
<tr>
<td>CUADAN202</td>
<td>Incorporate artistic expression into basic dance performances</td>
<td>45</td>
</tr>
<tr>
<td>CUAIND301</td>
<td>Work effectively in the creative arts industry</td>
<td>50</td>
</tr>
<tr>
<td>CUAPRF307</td>
<td>Develop performance techniques</td>
<td>35</td>
</tr>
<tr>
<td>CUAWHS301</td>
<td>Condition the body for dance performance</td>
<td>60</td>
</tr>
</tbody>
</table>

Elective Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUADAN306</td>
<td>Increase depth of ballet dance technique</td>
<td>70</td>
</tr>
<tr>
<td>CUADAN308</td>
<td>Increase depth of contemporary dance technique</td>
<td>45</td>
</tr>
<tr>
<td>CUADLT301</td>
<td>Develop basic dance analysis skills</td>
<td>20</td>
</tr>
<tr>
<td>CUAPRF304</td>
<td>Develop audition techniques</td>
<td>25</td>
</tr>
<tr>
<td>CUADTM301</td>
<td>Assist with dance teaching</td>
<td>35</td>
</tr>
<tr>
<td>CUAIND304</td>
<td>Plan a career in the creative arts industry</td>
<td>35</td>
</tr>
<tr>
<td>HLTAID003*</td>
<td>Provide first aid</td>
<td>18</td>
</tr>
</tbody>
</table>

* delivery by Palmers Education - Allen's Training Pty Ltd (RTO 90909)

PATHWAY

Further study in CUA30313 Certificate III in Assistant Dance teaching, CUA40113 Certificate IV in Dance, SACE Stage I and 2 Dance, Diploma of Performing Arts (Dance), Bachelor of Arts (Dance), Bachelor of Fine Arts (Dance), Bachelor of Fine Arts (Dance Practice), Master of Dance. Employment as Dancer/Performer in the live entertainment and theatre industry, Dance Teacher, Assistant Teacher, Choreographer, Rehearsal Director.
SIS30713 CERTIFICATE III IN SPORT COACHING
45 Stage 2 credits
Course Length 1 semester plus coaching for the season

PREFERRED BACKGROUND
This course is for students who are registered with a South Australian lacrosse club and who wish to coach children in lacrosse.

COURSE DESCRIPTION
This course has a lacrosse focus and reflects the role of individuals who apply the skills and knowledge to undertake a role as a coach. Likely functions for someone with this qualification include observing the performance of sports participants to determine the required level of instruction, and planning, conducting and evaluating individualised and team based training programs. Those with this qualification would also supervise practice sessions and provide in competition assistance to participants. This is a partial qualification.

COURSE REQUIREMENT
In addition to attending classes at Thebarton Senior College for one semester, students will be required to commit to coaching a team at their local club for the whole season.

COURSE CONTENT

UNITS OF COMPETENCE
(Nominal hours shown in brackets for SACE credit reference)

Core Units
HLTAID003* Provide first aid (18)
SISSSC0101 Develop and update knowledge of coaching practices (30)
SISSSC0202 Coach beginner or novice participants to develop fundamental motor skills (28)
SISSSC0303 Plan and deliver coaching programs (30)
SISSSC0304 Customise coaching for athletes with specific needs (35)
SISSSE201 Communicate effectively with others in a sport environment (25)
SIXFAC207 Maintain sport, fitness and recreation equipment for activities (5)
SIXRSK301A Undertake risk analysis of activities (20)
SITXCOM401 Manage conflict (20)

Elective Units
HLTWHS001 Participate in workplace health and safety (20)
SISS0F101 Develop and update officiating knowledge (15)
BSBRSK401 Identify risk and apply risk management processes (50)
BSBADM405 Organise Meetings (20)

* delivery by Surf Life Saving SA (RT0 40110)

PATHWAY
Employment as a local community coach or further study in SIS30713 Certificate IV Sport Coaching, SIS50612 Diploma of Sports Coaching, Bachelor of Education, Australian Apprenticeship pathway.
Notes
THEBARTON SENIOR COLLEGE

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