

Not only for school **but for life**



Adelaide High School Year 8 to 10 Curriculum Handbook 2012

Special Interest Language School

Associate School for Students of
High Intellectual Potential

Centre for Hearing Impaired

Programs of Excellence in Cricket
and Rowing



Adelaide High School Year 8 to 10 Curriculum Handbook 2012

A Message From the Principal

The Adelaide High School Year 8 to 10 Curriculum Handbook is designed to provide you with an overview of the programs and subjects we offer in Years 8, 9 and 10.

The purpose of this booklet is to assist you to make choices which broaden and deepen your educational experiences. We aim to provide you with important educational stepping stones to lead to success and to a world of choice.

The information contained in this handbook is comprehensive. You will find subject and course descriptors, as well as information about our Pastoral Care program and how we cater for individualised learning through enrichment, extension and acceleration.

We encourage you to experience as much as you can in the middle years so that you develop a clear understanding of your strengths and passions and plan accordingly for your senior years. Most importantly, our curriculum is designed to prepare you for life.

Non scholae sed vitae.

Anita Zocchi
Principal

Adelaide High School *Non scholae sed vitae*

Not only for school but for life

Vision

Wellbeing: Adelaide High School values the achievement of individual and collective excellence and encourages the social, emotional, intellectual and physical development of all members of our community.

Learning: We build upon our linguistic and cultural diversity by offering a wide range of active learning opportunities connecting our school with local, national and international communities.

Culture: We value teamwork, reflection and sharing good practice.

Our School Priorities:

We are committed to challenging our students to use their abilities and interests to maximise their individual potential by striving to further develop:

1. **Wellbeing:** A safe and welcoming environment based on respect.
2. **Learning:** Student learning outcomes through:
 - explicit teaching and learning using a range of resources and methodologies, including ICT.
 - varied curriculum and co-curricular programs.
 - a range of learning opportunities, local, national and international connections and communities.
3. **Culture:** A school community that sets future directions, honours its traditions and acknowledges and celebrates its diversity.



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Curriculum Overview

MIDDLE SCHOOL		TRANSITION	SENIOR SCHOOL	
Year 8	Year 9	Year 10	Stage 1	Stage 2
The Arts Art Drama Music	The Arts Drama A & B Music Band / ICT Music Industry Skills / ICT Visual Arts	The Arts Drama A & B Music Band / ICT Music Industry Skills / ICT Visual Arts A & B Digital Art Design Theatre Production, Design & Management	The Arts Digital Art Video Production Theatre Production Design & Management Drama A & B Music Performance Music Technology Painting & Drawing General Art 2D & 3D Studies Design A & B	The Arts Art Design Drama Musicianship & Solo Performance Music Technology & Music Individual Study Ensemble Performance
English English	English English	English English Journalism	English English English Pathways Literacy for Work and Community Life ESL	English English Communications English Pathways English Studies ESL ESL Studies
Health & Personal Development Health & Physical Education (HPE) Home Economics PE - Cricket	Health & Personal Development HPE Food & Nutrition Physical Education A & B PE - Cricket	Health & Personal Development HPE Outdoor Education Physical Education A & B Food & Nutrition active8 Youth Leadership PE - Cricket	Health & Physical Education Fitness & Coaching Principles Health Food & Hospitality Outdoor Education Physical Education A, B, C	Health & Physical Education Child Studies Food & Hospitality Health Physical Education
Society and Environment Society & Environment Indigenous Studies	Society and Environment Society & Environment A Society & Environment B	Society and Environment Geography History Business and Enterprise Awareness	Humanities & Social Sciences Ancient Studies Economics Geography History Legal Studies Philosophy Society & Culture Tourism	Humanities & Social Sciences Classical Studies Economics Geography History Legal Studies Philosophy Society & Culture Tourism
Science Science	Science Science	Science Science	Science Biology Chemistry Geology Physics Psychology	Science Biology Chemistry Geology Physics Psychology
Languages Chinese French German Italian Modern Greek Bkgd Modern Greek Cont Spanish Japanese	Languages Chinese Background Chinese Continuers French German Italian Modern Greek Bkgd Modern Greek Cont Spanish Japanese	Languages Chinese Background Chinese Continuers French Continuers German Continuers Italian Continuers Italian Beginners Japanese Continuers Japanese Beginners Modern Greek Bkgd. Modern Greek Cont. Spanish Continuers	Languages Chinese Background Chinese Continuers French Continuers German Continuers Italian Continuers Italian Beginners Japanese Continuers Japanese Beginners Modern Greek Cont. Spanish Continuers	Languages Chinese Background Chinese Continuers French Continuers German Continuers Italian Continuers Italian Beginners Japanese Continuers Japanese Beginners Modern Greek Cont. Spanish Continuers
Mathematics Mathematics	Mathematics Mathematics Core Mathematics Modified Mathematics Extended	Mathematics Mathematics Core Mathematics Modified Mathematics Extended	Mathematics Numeracy for Work & Community Life Mathematics Applications Mathematical Studies Specialist Mathematics	Mathematics Mathematics Applications Mathematical Studies Specialist Mathematics Mathematical Methods



MIDDLE SCHOOL		TRANSITION	SENIOR SCHOOL	
Year 8	Year 9	Year 10	Stage 1	Stage 2
Technology	Technology	Technology	Business, Enterprise & Technology	Business, Enterprise & Technology
Construction - Wood Construction - Metal Computer Graphics Digital Photography	Construction Technology - Wood - Metal - Plastics Communication Technology - Digital Photography - Electronics - Computer Graphics Fabric & Textiles	CAD & Graphics Construction - Metal Construction - Wood Digital Photography Electronics Fabric & Textiles Information Processing & Publishing Multimedia	Accounting Business & Enterprise Textiles, Fabric, Fashion, and You Design and Technology - CAD - Digital Photography - Electronic Systems & Control - Furniture Construction - Welding & Fabricating Workplace Practices Information Technology, Computer & Information Systems Information Technology, Programming & Web Design Information Processing & Publishing	Accounting Business & Enterprise Digital Photography Furniture Construction Welding & Fabricating Electronic Systems & Control Information Processing & Publishing Textiles & Fashion
Middle School Proactive Strategies	Middle School Proactive Strategies	Middle School Proactive Strategies	Cross-disciplinary Studies	Cross-disciplinary Studies
Murder Under the Microscope	Murder Under the Microscope	Personal Learning Plan	Community Studies Journalism Personal Learning Plan Research Project	Community Studies Integrated Learning Research Project
		Vocational Education	Vocational Education	
		2D Digital Animation Architectural Drafting Automotive Short Course Automotive - Certificate I Automotive - Advanced Course Bar and Cocktail Short Course Barista Short Course Business – Virtual Enterprise Children’s Services Community Pharmacy Construction - General (Doorways to Construction) Creative Industries – Live Sound and Lighting Digital Photography Driver Education Electro technology Event Management – Functions / Events Fibre Fashion and Colour / Texture Fitness Pathway Graphic Design Hair and Beauty Hairdressing Hospitality (Operations / Food and Beverage) Hospitality (Advanced Food and Beverage) Hospitality (Food and Beverage Top Up) Hospitality (incorporates Certificate I Hospitality) Hospitality (Partial completion of Certificate III) Hospitality (Kitchen Operations) (Certificate I) Hospitality (Kitchen Operations) (Certificate II) Information Technology Interior Decorating and Design Make-Up Services Make-Up Services - Statement of Attainment in Certificate II Massage for Health and Sport Metal Engineering Music – Songwriting and Performance Music Business – Band Marketing and Management Nursing – An Introduction Plumbing Responsible Service of Alcohol Short Course Retail Services Tourism Operations (Events)		
		International Program	International Program	International Program
		Study Abroad Program (3,6,9,12 months)	ISEC (Intensive Secondary English Course) Study Abroad Program (3,6,9,12 months) International Student Program	International Student Program

Middle Years Curriculum at Adelaide High School

The Middle Years is a time where students study a range of subjects and have the opportunity to choose within the eight Learning Areas as they progress through Years 8, 9 and 10. Our curriculum at Adelaide High School is developed using the South Australian Curriculum Framework (SACSA).

The eight Learning Areas are:

- English or ESL
- Mathematics
- Languages
- Science
- The Arts
- Health and PE
- Society and Environment
- Technology

As the Special Interest Language School, students who are part of the Special Interest Language program are required to study two languages offered in our curriculum until at least the end of Year 10. All students have the opportunity to study two languages other than English if they wish and the study of one language other than English is compulsory for all other students until the end of Year 10. Students may choose from:

- Chinese
- French
- German
- Japanese
- Italian
- Modern Greek
- Spanish

Students who have entered the school via the Cricket program take part in PE-Cricket as one of their subjects, and are also expected to study at least one language other than English.

Students who have entered the school via the Rowing Program are also expected to study at least one language other than English.

Extension, Enrichment and Acceleration at Adelaide High School

As an Associate SHIP school, we offer a wide variety of programs for students to become involved in. Students are identified to take part in enrichment, acceleration and extension programs. These may be offered to students off-line, during lunch or after school, or on-line. If programs are run on-line, they will take the place of other subjects offered on the timetable.

Students are selected to take part in acceleration, extension and enrichment courses by a combination of the following:

- Teacher recommendation
- House Manager recommendation
- Special Needs Coordinator recommendation
- Parent recommendation
- Leadership person responsible for Middle School recommendation
- Student nomination (self)

If a student has been identified, parents and students will be involved in discussion and parent approval will be sought before a student is placed in an acceleration, extension or enrichment course.

The following courses have been offered:

- Learning Webquest
- Story Telling (SACE unit)
- Journalism (SACE unit)
- Murder under the Microscope



Learning Support

Further Information: Ms M O'Donnell, Coordinator, Learning Support

Adelaide High School provides for students with disabilities. By working in partnership with parents, teachers and service providers, the school ensures that students with disabilities have access to an appropriate, broad and balanced curriculum and participate in the full range of educational activities as agreed through the negotiated education planning process.

Students with disabilities have physical, intellectual or sensory impairments and / or disabilities in communication and language. These students will have been tested and referred for Special Education support by the Psychologists – Education Services or Speech Pathology Service and will have a Negotiated Education Plan (N.E.P).

Students with specific learning difficulties may access additional support either as individuals or as part of a small group according to need and availability of staff.

A Cross-age Tutoring Program is available for students identified as requiring support.

The Middle School Special Needs Committee coordinates the type of support that a student may need.

Subject Choice for Year 8 in 2012

At Year 8 students will study the following:

- | | |
|-------------------------------|--|
| • English | full year |
| • Mathematics | full year |
| • Science | full year |
| • Language 1 | full year |
| • Language 2 | full year (compulsory for Special Language students, optional for all other students). |
| • Health & Physical Education | 1 semester |
| • The Arts | 1 semester for Special Language students and up to a full year for all other students. |
| • Design & Technology | 1 semester |
| • Society & Environment | 1 semester |
| • Home Economics | up to 1 semester depending on Language program |
| • Indigenous Cultural Studies | 1 term |

Subjects offered in The Arts include:

- Art
- Drama
- Music

Students who have entered the school via the Cricket program take part in PE-Cricket as one of their subjects.

Pastoral Care Program

Further Information: Mr M Black, Assistant Principal / Mr M Gurr, Assistant Principal, Middle School

Year 8s are involved in a comprehensive Pastoral Care program. The program begins on the Year 7 Transition Days when the Year 7s meet their Pastoral Care teachers and classmates. All Year 8 Pastoral Care Groups have two Pastoral Care teachers to support the students in their transition from primary school to secondary school. During the Transition Days students are involved in a range of information sessions and “get to know you” activities in their Pastoral Care Groups and undertake some sample lessons with Adelaide High staff.

Transition Program

During the beginning of Term 1 students will be involved in transition program designed to assist in the transition from primary school to secondary school. In effect students do not commence their formal school timetable until the end of Week 2, Term 1.

During the first two weeks students take part in a range of activities, including:

- Familiarisation of the Resource Centre
- Familiarisation of the school's ICT facilities
- Introduction to the Turn Your Health Around program
- Peer Leaders Program run by Senior Students
- Introduction to Rowing program
- Resource Based Learning activities
- Introduction to Self Defence
- Introduction to Dance
- Commencement of Transition Portfolio

Participation in a residential camp

The students are also encouraged to take part in a 3 day Aquatics camp at Victor Harbor. The camp is an essential part of the Transition Program. It provides students with the opportunity to develop relationships with staff, students and further develop aquatics skills.

Pastoral Care

Other activities offered as part of the Pastoral Care program include:

- An anti-harassment program conducted by the Year 11 Peer Leaders.
- A program run by outside agencies on self esteem, harassment and bullying. This program complements the work done by the Peer Leaders.
- Self Defence sessions.
- Leadership opportunities in House Assemblies.
- Attendance at performances on harassment and bullying.
- Premier's *be active* Challenge culminating in the City Bay Fun Run /Walk.
- Subject counselling for Year 9.
- SRC elections
- Transition Portfolio which is a collection of activities during the year which forms the body of evidence for the Year 11 SACE subject the Personal Learning Plan.
- Inter-House competitions to build House spirit
- End of year Learning Presentations to parents
- Introduction to the Duke of Edinburgh Award

Other activities are negotiated between individual Pastoral Care Groups and their Pastoral Care teachers.

Year 8 Subject Descriptors

Section 1 Visual and Performing Arts

Further Information: Ms C Groth

In Year 8 students who study the Arts will begin to develop skills in:

Arts Practice

This involves students in the activities of making, inventing, exploring, imagining, performing, planning, designing, rehearsing, problem solving and initiating.

Arts Analysis and Response

This involves students in planning, interpreting, visualising, reproducing, performing, making and exhibiting art forms.

Arts in Context

This involves students in judging, evaluating, perceiving, visualising, testing, discriminating, trailing and responding to works within the Arts with a cultural, historical or contemporary focus. Students will talk formally and informally to convey personal observations and opinions about the Arts.

Students will study at least two terms from Drama, Music or Art.

Art

In Year 8 students study media usage in Painting and Drawing, ICT processes, 3D Studies, Design and Printmaking. They develop basic visual communication skills, observation skills, the interpretation and generation of ideas based upon observation, aesthetic sensitivity, an awareness of Art and Design and its many forms as it exists in both the students' environment and that of other societies and cultures. They develop confidence in their ability to generate creative ideas by expressing and communicating them using various art and design media.

Drama

At Year 8 it is a priority that students understand Drama as useful work that encourages the development of:

- problem solving tools
- physical and mental skills and qualities
- confidence in self and others

- group or ensemble skills
- stagecraft, basic theatre terms and ICT processes.

To this end, Drama at Year 8 focuses on the creation of vivid dramatic images. Throughout the course students will engage in individual and group work. Students will develop Key Competencies and further skills in literacy and research. Refer to individual teacher programs for details.

Music

Students gain a general overview of Music, basic reading of Music and the use of musical instruments, tools and ICT processes. Basic performance and instrumental skills, with an overview of Music and its place in society occur. Students who study Music have the opportunity to work with instrumental teachers and to become involved in the school's choir, concert band and stage bands.

Section 2 English / English as a Second Language / Literacy

Further Information: Ms Shannahan

In Year 8, the skills of reading and viewing, writing, and speaking and listening are developed with attention to expression, grammar, punctuation, spelling and clarity of ideas. Students are exposed to a range of texts including novels, plays, poetry, short stories and films, as well as extracts and examples from electronic and print media. Both shared and independent reading form part of this program.

Students are supported so that they further develop the skills and understandings required to produce and respond to a variety of different genres.

Students are given the opportunity to develop their ICT skills and use a variety of computing programs.

Oral assessment is a significant part of the year's work. Students are encouraged to express their own ideas, both orally and in writing, in a clear and logical manner.

The subject aims to extend students' abilities in English so that they can achieve success across all parts of the school curriculum.

Section 3 Health and Personal Development

Further Information: Mr M Woolfall

Health and Physical Education

This course is designed to help students develop an understanding of themselves, provide information on how to make personal decisions and promote awareness of the importance of healthy behaviours and physical activity.

Topics taught are: (40% of the course)

- Nutrition
- Self Concept / Self Esteem / Cybersafety
- Decision Making / Peer Pressure
- Being Healthy – Smoking / Alcohol
- Puberty and Sexuality

Practical activities include: (60% of the course)

- Softball / TBall
- Athletics
- Football / Soccer
- Minor Games

Home Economics

Year 8 Home Economics introduces students to a general insight into Home Economics through 3 areas of investigation.



Each area of investigation comprises 6 weeks of research. These areas of investigation are: Food for Life, See 'N' Sew and Leisure Time.

Food for Life focuses on Occupational Health, Welfare and Safety, as well as an introduction to nutrition and basic food handling skills, incorporating 6 different practical sessions. These practical sessions involve individual work as well as collaborative work.

See 'N' Sew is a 6 week introduction into the sewing component of the course. Students learn how to master the use of the sewing machine by constructing an appliquéd needle case as well as their own designed pencil case.

Leisure Time is a 6 week course looking at and managing leisure time. A hand-sewn, individually-decorated Teddy Bear is constructed. A Walk & Talk segment is undertaken when health and fitness is pursued.

Physical Education – Cricket

Further Information: Mr P Volkov

Preferred Background / Prerequisite

Cricket is offered as a specialist program at Years 8, 9 and 10. Students who wish to participate in this program must have been identified through the Special Entry selection process or have been identified as having potential through the School Sports Program and / or the Physical Education Program.

Description

Students entering this program will experience a range of practical and classroom topics including:

- Spirit of Cricket
- History of the Game
- Strategy
- Fitness
- Safety Factors
- Coaching and Umpiring accreditation
- Laws of the Game
- Skill Development
- Competition
- Leadership and Facilities
- Equipment

They will have the opportunity to link with other cricket organisations such as The South Australian Cricket Association, Adelaide Turf Cricket Association, Adelaide Cricket Club and the Adelaide High Old Scholars Cricket Club.

Assessment

All students must complete a range of practical and theoretical tasks. These tasks will include journals, performance checklists, a variety of assignment work and completion of accreditation through Cricket Australia coaching and umpiring courses.

Section 4 Languages

Further Information: Ms H Manning-Bennett

All students in Year 8 study at least one language other than English as part of their curriculum.

The Year 8 Languages programs establish the foundations for students to develop their linguistic skills and cultural understandings. The Languages programs are based on the SACSA Framework and develop students' understandings in the 5 Essential Learnings: Identity, Communication, Futures, Interdependence and Thinking.

The Languages offered are:

- Chinese
- French
- German
- Italian
- Japanese
- Modern Greek
- Spanish

Students engage in a range of learning and assessment activities using the 4 macro skills: speaking, reading, writing and listening and are provided with opportunities to develop these using ICT, resource based learning and a variety of methodologies.

Students have the opportunity to participate in the National ACER tests and are also encouraged to submit entries for competitions by language specific Associations. Special Interest Language students are strongly encouraged to participate in co-curricular activities associated with Languages.

Acceleration into other year levels occurs for identified students. This is done through discussion and negotiation with students, parents, Language teachers and the Deputy Principal of Languages.

Language students are encouraged to host students from sister schools and to take part in study tours and exchanges.

Themes covered in courses may include:

- Self and family
- School life and daily routine
- Numbers and expressions of time
- People, places and food
- Expressing likes and dislikes
- Customs, legends and mythology of different cultures
- Use of ICT in target languages

Section 5 Mathematics

Further Information: Mr T Pettas

Year 8 Mathematics covers topics from the 5 strands: Number, Measurement, Spatial and Geometrical reasoning, Pattern and Algebraic reasoning, and Exploring, Analysing and Modelling Data.

Students with different abilities are catered for by extension material and extra support. Students complete a variety of tasks during the year, including research assignments, projects, tests, common tests, practical and problem solving activities and computer and calculator problems.

Section 6 Science

Further Information: Mr J Papanicolas

Science at Year 8 involves an introduction to laboratory skills for all students in the first 3 weeks. These skills are reinforced and expanded upon during the year. The curriculum in Year 8 is consistent with the SACSA strands and involves:

Earth and Space – Earth Processes, Space Science

Energy Systems – Forces, Heat and Energy, Science is Investigating

Life Systems – Cells, Ecology, Animals and Plants

Matter – Mixtures, The Three States of Matter, Substances and Reactions

Working Scientifically – Laboratory Skills and Safety

Assessment involves theory tests, practicals, research projects, assignments and homework.

Section 7 Society and Environment

Further Information: Mr D Osborn

Society and Environment

The Society and Environment course in Year 8 is designed to provide students with an introduction to the four key subject areas - History, Geography, Social Systems and Societies and Culture.

Skills that are relevant to these subject areas, such as source analysis, research, essay writing and mapping, will be taught

Skills that are relevant to the above learning areas such as source analysis, report writing, research and mapping skills will be taught.

Topics:

- Medieval History
- South Australia

Forms of assessment include written work, tests, oral presentations, group tasks and research assignments using ICTs.

Indigenous Studies

This is a one term subject which focuses on providing students with knowledge and understanding of Australian indigenous language and culture.

Topics include:

- Native Title
- Stolen Generations
- Famous Australians, eg, Charles Perkins, David Unaipon
- Languages Revival and Reclamation

Assessment will consist of a film response, resource based learning and report writing.

Section 8 Design and Technology

Further Information: Mr J Dimitriou

Design and Technology in Year 8 is a general introduction to the variety of areas offered across the learning area.

Students rotate through 3 of the various areas listed below in short [approx.

6 week] units. These choices will be dependent on teacher expertise and resources. Students take home all products made during the course.

Safe working methods and machine operating procedures are introduced with students gaining an understanding and developing confidence in using machines in a practical situation.

Timber construction: Processes include material preparation, marking and measuring, cutting and jointing, gluing, shaping, drilling, sanding and material finishing. Products made include cutting boards, pencil caddies and letter racks (plastics).

Metal construction: Processes include material preparation, marking, measuring, cutting, bending, drilling, pop riveting and spot welding of sheet metal. Examples of products are pencil cases, cake tins, or BBQ slides.

Digital Photography: Digital cameras are used to explore a range of themes including transport, landscapes, portraits and macro images. Photographs are saved and transferred to directories for storage. Computers and Photoshop CS3 software are used to construct contact prints and students will further use the software to make adjustments to colour balance, apply filters and modify the composition, illustrating photographic conventions. Final photographs are printed in colour using inkjet printers.

Computer Graphics: Computers are used to visualize and design 3D models using industry level software. Written design task evaluations are word-processed, with digital images inserted into documents.





Subject Choice for Year 9 in 2012

The Year 9 course is set out below.

Students seeking assistance with subject selection should consult:

- Pastoral Care teachers
- Their House Manager
- The Assistant Principal for their House or Mr Black or Mr Gurr, Assistant Principals – Middle School
- Mr Pennington or Ms Van d'Ellis – Student Counsellors

In Year 9, students have the opportunity of more choice in their curriculum. Special Interest Language students are required to continue with their study of two languages other than English and all other students are required to continue with the study of at least one language other than English.

At Year 9 students study the following:

- | | |
|--|------------|
| • English | full year |
| • Mathematics | full year |
| • Science | full year |
| • Language 1 | full year |
| • Language 2
(compulsory for all Special Language students) | full year |
| • Society & Environment A | 1 semester |
| • Health & PE
at least 1 semester within these Learning Areas | 1 semester |
| • Design & Technology | 1 semester |

There is a range of subjects which students may choose from under a number of Learning Areas. They are as follows:

The Arts

- Visual Arts A
- Visual Arts B
- Drama A
- Drama B
- Music Band / ICT
- Music Industry Skills / ICT

Design & Technology

- Construction Technology: Wood, Metal or Plastics
- Communication Technology: Digital Photography, Electronics, Computer Graphics
- Clothing & Textiles

Health & Personal Development

- Physical Education A
- Physical Education B
- Food & Nutrition

Society & Environment

- Society & Environment B

NOTES: Subjects shown as 'A & B' in this booklet (eg Art A & B) are offered as two separate semesters. This means that you can take either A or B, or both.

There may be a limit to the number of students able to take some subjects.

Students may not select more than 2 languages other than English.

Students who have entered the school via the Cricket program take part in Cricket-PE as one of their subjects. This replaces the compulsory semester of PE all students experience.

Pastoral Care Program

Further Information: Mr Gurr, Assistant Principal / Mr M Black, Assistant Principal

Pastoral Care at Year 9 surrounds the Social Education theme of Self and Others. Emphasis is placed upon developing the students' organisational skills and developing independent learning skills through Pastoral Care sessions based around the use of diaries, wearing the correct uniform, daily organisation, relating to others and the Transition Portfolio.

Activities offered as part of the Pastoral Care program include:

- Transition Portfolio.
- Duke of Edinburgh Award.
- A program run by outside agencies that deals with building positive relationships and resilience.
- City Bay Fun Run / Walk.
- Course Counselling for Year 10.
- Self Defence workshops.
- Turn Your Health Around program.
- Attendance at performances on harassment and bullying.
- Inter-House competitions to build House spirit.
- Premier's *be active* Challenge.
- Year 9 Camp: 2-day camp at Woodside
- At the end of Term 4 all Year 9 students are required to take part in a Round Table Presentation on their learning and co-curricular activities. Presentations are made to staff and parents/caregivers. This is the commencement of the Personal Learning Plan. Year 9 students are also encouraged to complete the Duke of Edinburgh Bronze Award.
- Fundraising for organisations such as: Zonta SA – overseas aid program which includes the assembling of birthing kits for women in developing countries.

Personal Learning Plan (PLP)

The Personal Learning Plan (PLP) is a subject integral to the Future SACE. It is designed to assist students in making informed decisions about their personal development, education and training. A key component of the PLP is planning for a program of learning from the Middle School through to completion of SACE and further study and community life. At Adelaide High School this reflection begins with Transition Portfolio planning in Year 8 and culminates in the presentation of the PLP at a panel presentation in Year 10.

The PLP aims to involve students in a program of learning so that they develop knowledge and skills that will enable them to:

- Identify appropriate future options
- Choose appropriate subjects and course for their SACE
- Review strengths and areas for development, including literacy, numeracy and information and communication technology skills

- Identify goals and plans for improvement
- Monitor their actions and review and adjust plans as needed to achieve goals

This knowledge and these skills form the basis of the PLP Performance Standards. All students must complete 10 credits of the PLP to successfully complete the SACE.

Students will complete four tasks for their PLP with supportive evidence in their Transition Portfolio:

- A Round Table Presentation at the end of Year 9
- An Action Plan for Course Counselling in Year 10
- Work Experience and a Written Report in Year 10
- A Panel Presentation of their Transition Portfolio at the end of Year 10.

Section 1 Visual and Performing Arts

Drama A & B

Further Information: Mr G Maher / Mr D Tyler

Students will further develop skills introduced at Year 8. The emphasis will be on the development of non-naturalistic drama and an appreciation of different perspectives and values in the Arts. Students will develop greater complexity in analysis and diversity in performance techniques, ICT processes and forms. Students also acquire an understanding of the Arts in other cultures and an historical perspective.

Students may choose Drama as a whole year subject or for one semester.

Whole year students must choose Drama A in Semester 1 then Drama B in Semester 2.

Single semester students may choose Drama A in EITHER Semester 1 OR Semester 2.

Music

Further Information: Ms C Aldous / Mr G Rogers / Ms M Spiker

Students will have the choice of one of the following:

Music Industry Skills / ICT (Semester 1 or 2)

Students will learn Music Industry Skills such as:

- How to set up and use a P.A.
- Planning and managing a band
- How to organise a Music Event
- Promoting and touring a band

ICT Music Skills will involve the following software:

- Mixcraft / Garage Band using loop-based compositions
- Audacity - mixing and sampling techniques
- Sibelius - introduction to song writing

Students are also encouraged to learn an instrument.

This course will lead to Year 10 Music Industry Skills / ICT.

Students choosing this subject will not have access to instrumental lessons through the school. Students wishing to play instruments must choose Music Band / ICT.

Music Band / ICT (Full Year)

This is a full year course with a possible exit point at the end of Semester 1. Music Band / ICT combines aspects of Music Industry Skills / ICT with performance development. Students will learn/continue learning an instrument from those listed below. These lessons are provided by the IMS.

Instruments: Flute, Clarinet, Alto Saxophone, Tenor Saxophone, Trumpet trombone, *Percussion (drum kit), *Guitar (acoustic,

electric), Bass Guitar, Voice, Strings. [*Limited availability]

A private piano teacher is available for lessons at the school.

Students may hire instruments in the first 6 categories from the school (\$55 a semester). Students are expected to own guitars and drum kits (practice pads). A minimum of 20 minutes practice a day is a requirement of instrumental tuition.

Students will be expected to be part of a school ensemble - Junior Band, Concert Band, Stage Band, or Vocal Ensemble (voice students).

Theory will be studied (Semester 1- AMEB Grade 1; Semester 2- AMEB Grade 2). Students will gain Music ICT skills though the use of Garage Band, Audacity and Sibelius, recording and creating their own compositions and arrangements. Aural, listening and research skills will also be covered.

Visual Arts A & B

Further Information: Ms C Groth

A general experience course where students work as artists / designers, crafts-persons and consumers / critics.

Areas of work cover 2D and 3D processes including: drawing, painting, print-making, sculpture, ceramics and design.

Appreciation in the form of thinking, talking and writing about art and design is an expectation of the course. Students will be encouraged to evaluate work of their own and others. Computer technologies may be used as a media tool within this course.

Students will further develop their skills, techniques and use ICT processes to develop artworks.

It is possible to do 2 semesters of Visual Art, ie Visual Arts A and Visual Arts B.

Section 2 English / English as a Second Language / Literacy

Further Information: Ms S Shannahan

Year 9 English continues the work begun in Year 8. The skills of reading and viewing, writing, and speaking and listening are developed with attention to expression, cohesion, grammar, punctuation, spelling and clarity of ideas. Students are exposed to a range of texts including novels, plays, poetry, short stories and films, as well as extracts and examples from electronic and print media. Both shared and independent reading form part of this program.

Students are supported so that they further develop the skills and understandings required to produce and respond to a variety of different genres.

Students are given the opportunity to develop their ICT skills and use a variety of computing programs.

Oral assessment is a significant part of the year's work. Students are encouraged to express their own ideas, both orally and in writing, in a clear and logical manner.

The subject aims to extend students' abilities in English so that they can achieve success across all parts of the school curriculum.

Section 3 Health and Personal Development

Health & Physical Education

Further Information: Mr M Woolfall

Studies in the Health and Physical Education area focus on the significance of personal decisions and behaviours, as well as community structures and practices that promote health and physical activity. All Year 9 students undertake this subject.



Major theoretical topics include: (40% of the course)

- Body Image
- Goal Setting, Time Management and Mind Matters
- Sex Education – Contraception
- Outdoor Pursuits

Practical activities undertaken include: (60% of the course)

- Volleyball
- Netball / Basketball
- Tennis / Table Tennis
- Touch
- Outdoor Pursuits

Physical Education A & B

Further Information: Mr M Woolfall

This course promotes physical activity and examines factors that influence people's attitudes towards it. This subject is designed to prepare students for senior physical education studies and emphasises how physical activity contributes to a quality lifestyle.

Major Theoretical Topics include: (40% of the course) – Choice of 2 per semester

- The Human Body – Physical Fitness / Body Systems
- Drugs in Sport
- Fitness
- Sport Injury and Nutrition for Sport
- Psychology & Performance
- Sport and Society

Practical (60% of course)

A range of practical activities are undertaken, selected from the following:

- Volleyball
- Baseball
- Badminton
- Basketball / Netball
- Indoor / Outdoor Hockey
- Soccer
- Football Codes
- Sofcrosse

Home Economics A (Food and Nutrition)

Further Information: Mr M Woolfall

The Food and Nutrition course includes:

- investigation of Dietary Guidelines and their relation to healthy eating.
- analysis of food labelling, additives and packaging requirements.
- examination of how food is a feature of social occasions.

Students will prepare a wide range of recipes reflecting the cultural diversity of our society, as well as covering extensive preparation skills, knife handling skills, table etiquette and table setting, along with developing industry-based presentation techniques.

Physical Education – Cricket

Further Information: Mr P Volkov

Preferred Background / Prerequisite

Cricket is offered as a specialist program at Years 8, 9 and 10. Students who wish to participate in this program must have been identified through the Special Entry selection process or have been identified as having potential through the School Sports Program and / or the Physical Education Program.

Description

Students entering this program will experience a range of practical and classroom topics including:

- Spirit of Cricket
- History of the Game
- Strategy
- Fitness
- Safety Factors
- Coaching and Umpiring accreditation
- Laws of the Game
- Skill Development
- Competition
- Leadership
- Equipment and Facilities

They will have the opportunity to link with other cricket organisations such as The South Australian Cricket Association, Adelaide Turf Cricket Association, Adelaide Cricket Club and the Adelaide High Old Scholars Cricket Club.

Assessment

All students must complete a range of practical and theoretical tasks. These tasks will include journals, performance checklists, a variety of assignment work and completion of accreditation through Cricket Australia coaching and umpiring courses.

Section 4 Languages

Languages

Further Information: Ms H Manning-Bennett

All students in Year 9 study at least one language other than English as part of their curriculum.

The Year 9 Languages programs build on the foundations established in Year 8. In these programs students further develop their linguistic skills and cultural understandings. The Languages programs are based on the SACS Framework and develop students' understandings in the 5 Essential Learnings: Identity, Communication, Futures, Interdependence and Thinking.

The Languages offered are:

- Chinese – Background Speakers and Continuers
- French
- German
- Italian
- Japanese
- Modern Greek - Background Speakers and Continuers
- Spanish

Students engage in a range of learning and assessment activities using the 4 macro skills: speaking, reading, writing and listening and are provided with opportunities to develop these using ICT, resource based learning and a variety of other methodologies.

Students have the opportunity to participate in the National ACER tests and Special Interest Language students are strongly encouraged to take part in these tests. Students are also encouraged to submit entries for the annual Modern Language Teacher Competitions.

Acceleration into other year levels occurs for identified students. This is done through discussion and negotiation with students, parents, Language teachers and the Deputy Principal of Languages. Language students are encouraged to host students from sister schools and to take part in study tours and exchanges.

Themes covered in courses may include:

- Self and others
- School life and sports
- Historical aspects of countries
- Time, weather and locations
- Shopping and outings
- Leisure activities

Section 5 Mathematics

Further Information: Mr T Pettas

Mathematics Core and Extended

The following topics are covered:

- Working with Number
- Algebraic Manipulation
- Pythagoras' Theorem
- Business Mathematics
- Products and Factorisation
- Statistics and Probability
- Coordinate Geometry
- Problem Solving
- Length, Area, Volume
- Deductive and Transformation Geometry
- Similarity

Modified Mathematics

Consists of the more elementary sections of the above topics, plus revision and consolidation of basic operations and concepts.

Section 6 Science

Further Information: Mr J Papanicolas

Year 9 Science is part of an integrated Middle School Science program across Years 8 – 10.

Topics covered include:

- **Earth and Space** – Dynamic Earth, Life in the Past.
- **Energy Systems** – Waves and Sound, Light, Using and Generating Electricity.
- **Life Systems** – Cell Processes, Blood and Circulation, Food and Digestion.
- **Matters** – Matter Basics, Investigating Chemical Reactions, Acids and Bases.

In all the above areas, students will develop skills in working scientifically in the laboratory.

Section 7 Society and Environment

Society and Environment A

Further Information: Mr D Osborn

All Year 9 students will undertake this course in either Semester 1 or Semester 2. This course is designed to provide students with an opportunity to investigate key historical and geographical content, issues and skills from the national curricula. Students will develop skills in research, analysis of primary and secondary sources and the conventions of essay writing, case studies and investigations.

Topics:

- Pre-20th Century History
- Geography

Assessment will consist of a range of formats including report writing, source analysis, essay writing, resource based learning and oral presentations using ICTs. Students will also undertake a Common Assessment Task.

Society and Environment B

Further Information: Mr D Osborn

This course is designed to provide students with further opportunities to understand how civics and the law operate in

Australia. In order to assist students to become engaged and productive citizens now and in the future, they will engage in a range of activities that relate to current legal and political issues facing young adults today. Students will continue to develop skills in research, communication and analysis. They will also be encouraged to consider a range of perspectives on a number of legal and ethical issues and then reach their own conclusions.

Topics:

- Government
- You and the law

Assessment will consist of a range of formats including report writing, source analysis, essay writing, resource based learning and oral presentations using ICTs. Students will also undertake a Common Assessment Task.

Section 8 Design and Technology

Further Information: Mr J Dimitriou

Students study at least one semester of Design & Technology.

Each semester course uses a 'Design Process' to investigate, devise, produce and evaluate products or processes. Assessment is mainly practical, 60%, with written tasks at 40%.

Semester courses include: *Construction Technology* and *Communication Technology*.

Construction Technology

This semester course develops skills in the construction of products using timber, metals and plastics and uses the design process to plan for making of projects. Options available will be dependent on teacher expertise and resources.

Timber: Products are made using box construction methods, using hand tools and machines to create storage boxes, eg. DVD / CD containers, jewellery boxes.

Metal: Introduction to Oxy / Acetylene welding and Metal Lathe Machining to create scrolled and welded steel work, eg. Bookstands, candelabra and a turned product.

Communication Technology

Digital Photography, computer graphics and electronics are explored as a way of presenting information and systems. The design process is also included. Options available will be dependent on teacher expertise and resources.

Computer Graphics: Computers are used to visualize and design 3D models using industry level software. Written design task evaluations are word-processed, with digital images inserted into documents.

Electronics: Printed circuit boards, electronic components and soldering are used to construct a designed project involving flashing lights.

Digital Photography: Digital cameras are used to explore a range of themes including transport, landscapes, portraits and macro images. Photographs are saved and transferred to directories for storage. Computers and Photoshop CS3 software are used to construct contact prints and students will further use the software to make adjustments to colour balance, apply filters and modify the composition, illustrating photographic conventions. Final photographs are printed in colour using inkjet printers.

Home Economics B (Fabric & Textiles)

Further Information: Mr M Woolfall

Practical work is the major component of the course. Students need to supply their own fabric where directed.

The course includes:

- analysis of man-made fibres.



- examination of fashion and accessories.
- study of clothing labels.

Students will make a pin and needle storage pack. They will also design and construct a bag that may be a fashion or a storage item. The final construction piece may be boxer shorts or pyjamas. Some further choices may be negotiated.

Subject Choice for Year 10 in 2012

The Year 10 course is set out below.

Students seeking assistance with subject selection should consult:

- Pastoral Care teachers
- Their House Manager
- The Assistant Principal for their House or Mr Black or Mr Gurr, Assistant Principals – Middle School
- Mr Pennington or Ms Van d’Ellis – Student Counsellors

The curriculum at Year 10 offers a wide range of choice for students. There are opportunities to undertake some SACE subjects.

Special Language students are required to continue with their study of two languages other than English and all other students with at least one language other than English.

Students study:

- | | |
|--|------------|
| • English | full year |
| • Mathematics | full year |
| • Science | full year |
| • Language 1 | full year |
| • Language 2
(Compulsory for Special Language students) | full year |
| • HPE | 1 semester |

The following are semester units students may choose from to complete their Year 10 curriculum pattern.

Society & Environment

Students may choose from the following:

- Business and Enterprise Awareness
- Geography
- History

The Arts

Students may choose at least one of the following:

- Visual Arts A
- Visual Arts B
- Drama A
- Drama B
- Music Band / ICT
- Music Industry Skills / ICT
- Digital Art
- Design A
- Design B
- Theatre Production, Design and Management

Technology

Students may choose at least one of the following:

- Construction Technology - Metal
- Construction Technology - Wood
- Electronics
- Digital Photography

- CAD & Graphics
- Information Processing and Publishing
- Multimedia
- Clothing & Textiles

Health and Personal Development

Students may choose from the following:

- Physical Education A
- Physical Education B
- Food & Nutrition
- active8 Youth Leadership
- Outdoor Education
- PE- Cricket
- Work Education
- Fitness & Coaching Principles

Society & Environment

Additional choices include:

- History A
- Geography A

NOTES: Subjects shown as ‘A & B’ in this booklet (eg Art A & B) are offered as two separate semesters. This means that you can take either A or B, or both. There may be a limit to the number of students able to take some subjects.



The SACE at Adelaide High School

From 2009, students in Year 10 at Adelaide High School have gained credit for the Personal Learning Plan, a compulsory subject in the SACE

The Compulsory Requirements of the SACE

Requirements	Credits
Year 10	
Personal Learning Plan (Stage 1 compulsory subject / course)	10
Year 11 (Stage 1)	
Literacy (from a range of English subjects and courses)	20
Numeracy (from a range of mathematical subjects and courses) (Stage 1 compulsory subject / course)	10
Year 11 or 12 (Stages 1 or 2)	
Other subjects or courses of the student's choice	up to 90
Year 12 (Stage 2)	
Research Project (compulsory subject / course)	10
Other Stage 2 Subjects and Courses* (Stage 2 compulsory subject / course)	60 or more
Total	200

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

How do I get the SACE?

The new subjects and requirements aren't the only changes. There are also new ways to assess what you achieve. Every subject you complete successfully will earn you 'credits'. Gain 200 of these in the right mix of subjects and courses and you'll get your SACE.

To give you some idea how much work is involved, a full semester (six months) of study in one subject will be worth 10 credits.

You'll also receive a grade for each subject – from an A to an E. For the compulsory subjects, you'll need to get a C grade or better to complete the SACE. At Stage 1 (Year 11), teachers at your school will mark all your subjects.

At Stage 2 (Year 12), 30 per cent of your work in each subject – such as exams, practical projects and presentations – will be marked by experts outside your school. The rest of your work will be assessed by teachers at your school, with their marks double-checked by experts outside your school. All of this is to make sure everyone is marked according to the same standards. When you've finished your SACE, you'll receive a certificate which records your achievements. You'll be able to access information about your achievements online in both Stage 1 and Stage 2.

The table above shows what will be required as a minimum to achieve the SACE. However, many students will choose to study more subjects than the minimum required at Stage 2.

What are the new subjects?

Compulsory subjects

To summarise, the new SACE has four compulsory parts – the Personal Learning Plan, the Research Project, and a choice of English and Mathematics subjects or courses. You'll need to achieve a C grade or better in each to gain your SACE. At Stage 1, you'll need to satisfactorily complete at least 20 credits from a range of English subjects or courses. Likewise, you'll need to satisfactorily complete at least 10 credits from a range of Stage 1 Mathematics subjects or courses.

Personal Learning Plan (PLP)

The Personal Learning Plan (PLP) is a subject integral to the SACE. It is designed to assist students in making informed decisions about their personal development, education and training. A key component of the PLP is planning for a program of learning from the Middle School through to completion of SACE and further study and community life. At Adelaide High School this reflection begins with Portfolio planning in Year 8 and culminates in the presentation of the PLP at a panel presentation in Year 10.

The PLP aims to involve students in a program of learning so that they develop knowledge and skills that will enable them to:

- Identify appropriate future options
- Choose appropriate subjects and course for their SACE
- Review strengths and areas for development, including literacy, numeracy and information and communication technology skills
- Identify goals and plans for improvement
- Monitor their actions and review and adjust plans as needed to achieve goals

This knowledge and these skills form the basis of the PLP Performance Standards.



All students must complete 10 credits of the PLP to successfully complete the SACE.

Students will complete four tasks for their PLP:

- A Round Table Presentation at the end of Year 9
- An Action Plan for Course Counselling in Year 10
- Work Experience and a Written Report in Year 10
- A Panel Presentation of their Transition Portfolio at the end of Year 10.

Research Project

The Research Project is a compulsory new subject designed to give you the opportunity to study an area of interest in depth. The Stage 2 subject essentially a major project – will be worth 10 credits. It will allow you to use your creativity and initiative, while developing the research and presentation skills you'll need in further study or work.

Your research project can take many forms, for example:

- community-based projects, such as developing a parenting course or a youth leadership program
- technical or practical activities, such as designing or repairing a ride-on lawn mower, or building a robot
- work-related research, such as improving work rosters at a certain workplace or investigating jobs
- subject-related research, such as a historical investigation or a scientific study.

You may have your Research Project count towards your Australian Tertiary Admissions Ranking (ATAR), in which case you must complete the required writing component.

Students at Adelaide High School will complete the Research Project in Year 11.

Your choices

Beyond the compulsory subjects, the SACE includes a wide range of other subjects and courses. Subjects are generally offered by the SACE Board and courses are offered by other organisations, such as TAFE, and recognised by the SACE Board to count towards the SACE. Schools will also be able to tailor subjects — based on models set by the SACE Board — to meet the needs of the local community.

Vocational Education and Training (VET)

The SACE can be tailored to each student's needs and interests, including those who prefer hands-on learning or work outside of the classroom. You'll be able to gain credit for a wide range of learning activities, including undertaking a trade, studying at TAFE or other registered training organisations, and for some part-time work. To gain credit for part-time work you'll need to produce evidence that shows how your job has helped you to build skills and knowledge.

An apprenticeship can count towards the SACE. This means you can gain on-the-job skills while working towards both the SACE and a recognised VET qualification. Trade training requires strong literacy and numeracy skills. The SACE will help you to meet these requirements.

In the SACE you will be able to undertake VET options at both Stage 1 and Stage 2. Some of the VET options offered at Stage 2 will enable students to work towards a Certificate 111 qualification while completing the SACE. You could be well on the way to gaining a VET qualification by the time you have finished school.

Qualifying for university entry

Students studying for the South Australian Certificate of Education and applying for entry into university in 2012 and beyond must:

- complete the South Australian Certificate of Education (SACE)

- complete at least 80 credits at Stage 2 (Year 12) in the SACE (including 60 credits of approved university entry subjects)
- complete prerequisite requirements for some university courses
- obtain an Australian Tertiary Admissions Ranking (ATAR).

Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC).

The SACE: The South Australian Certificate of Education is an internationally recognised senior secondary qualification administered by the SACE Board of South Australia. To gain the SACE students must earn 200 credits and achieve a C or better in compulsory SACE subjects including the Stage 2 (Year 12) Research Project.

Credits: Ten credits are equivalent to one semester or six months study in a particular SACE subject. Twenty credits are equivalent to two semesters or a full year's study.

Pastoral Care Program

Further Information: Mr Gurr, Assistant Principal / Mr M Black, Assistant Principal

Year 10 students participate in a daily Pastoral Care session with their Pastoral Care teacher to organise their daily timetable, sporting and routine matters.

Pastoral Care sessions are important for the wellbeing of Year 10 students and aim to support them in their learning. To that end students also attend performances on coping with stress and study habits.

The Personal Learning Plan (PLP), which is a compulsory 10-credit subject of the SACE, is facilitated through the Pastoral Care program. Staff lead students through the completion of the Transition Portfolio which students present as a Personal Learning Plan to a panel consisting of teachers and parents / carers at the end of Term 4. In the presentation they may choose to be supported by a peer or a mentor.

Students in Year 10 are encouraged to take part in Community Service and Work Experience which are valuable components of the Year 10 Transition Portfolio.

Kirillie Smout, a psychologist, runs seminars for Year 10 students that address issues regarding friendships, families, relationships and the future. These seminars are followed up by class discussions in Pastoral Care time.

Information about the South Australian Certificate of Education (SACE) is also presented to Year 10s during Pastoral Care and Year 10 students are counselled by their teachers to choose appropriate subject selections and pathways for Years 11 and 12.

The Year 11 Peer Leaders program and the Prefect system are introduced to Year 10s in Term 4.

Students will be involved in Inter-House competitions to build House spirit.

Year 10 Subject Descriptors

Section 1 – Visual and Performing Arts

Digital Art

Further Information: Ms C Groth

Computer Art gives students the ability to gain expertise in the area of computer graphics. It involves students undertaking studies in 2 and 3D graphic applications. Students develop technology skills in the use of the digital camera, scanner and other computer hardware. They create works of art using various software programs, including Indesign, iMovie, Illustrator, Photoshop, and 3D applications. Students will be expected to

produce drawings and sketches that will complement their computer work.

Students will:

- visualise ideas using the computer as a media source and tool.
- identify and write comments about their work.
- collect examples of computer generated images.
- write comments about the use of the computer and related technologies in society with particular relevance to the graphic arts.
- begin to understand the relevance of the computer in the visual arts.
- learn to understand the terminology related to the use of computers in the graphic arts.
- understand the use of various software programs within the graphics industry.

Design A & B

Further Information: Ms C Groth

This course is an introduction to the design process, focussing on creatively solving problems in relation to Communication Design, Product Design and Environmental Design.

Students are led through the design process, ie

- brief considerations
- research
- ideas
- refinement
- realisation
- evaluation.

As part of this course, students will:

- develop and demonstrate knowledge and use of the design process.
- learn how to write a brief.
- experiment, research and show problem solving skills.
- continue to develop skills, techniques and media usage relevant to design work.
- demonstrate refining skills.
- understand rendering techniques.
- evaluate both their own and the work of others.
- use relevant ICT processes.

Drama A & B

Further Information: Mr G Maher / Mr D Tyler

At Year 10, the course comprises four strands. Students:

- Develop a Group Devised Production according to a negotiated theme, topic or theatrical style. The craft of acting is explored in a systematic way. There is opportunity for both on and offstage roles.
- Study two pre 20th Century theatrical eras, taken from Medieval Mystery and Morality plays, the Elizabethans, the Commedia Della Arte, Vaudeville and the Music Hall. Styles of theatre, methods of staging and aspects of technical theatre are the focus of their investigation.
- Study Theatre criticism and analysis through viewing live performance and writing responses.
- In addition students prepare and present a solo performance.
- Students will use relevant ICT processes.

Music

Further Information: Ms C Aldous / Mr G Rogers / Ms M Spiker

Students will have the choice of one of the following:

Music Industry Skills / ICT (Semester 1or 2)

Music Industry Skills topics:

- Recording and releasing a CD
- Further development of Music Business Skills
- Careers in the Music Industry

ICT topics:

- Continued development of music song writing skills and techniques
- Film / video / multimedia project involving the use of Audacity and Garage Band to create video clips / cartoons / short film.

Students choosing this subject will not have access to instrumental lessons through the school. Students wishing to play instruments must choose Music Band / ICT.

This course leads to Stage I Music Experience

Music Band / ICT (Full Year)

This is a full year course with a possible exit point at the end of Semester 1.

This course is performance oriented. All students must specialise in one instrument and / or voice. In some cases, a second instrument may also be studied. Students are required to practice for 30 minutes a day.

Students will also be assessed on regular commitment to a school ensemble.

ICT skills will be extended through Garage Band, Audacity, Mixcraft and Sibelius, with students recording their own performances as well as developing skills with mixing and manipulation of music samples.

Students will study AMEB Grade 3 theory, focusing on composition and arranging. Analysis and research components will also be covered.

Theatre Production, Design & Management

Further Information: Mr G Maher

Preferred Background / Prerequisite

An interest in Theatre and Musical Production is encouraged. This course is suitable for students who wish to gain a better understanding of the production process and awareness of what happens behind the scenes. The class will be vertically grouped and will be offered to students in Year 10-11. Students who studied Theatre Production in 2009 will not be eligible for this course.

Description

Students will participate in the development and presentation of finished or realised creative arts products. Students will learn the processes of Theatre Production from the initial idea to the final presentation. The focus capabilities for this subject are communication, learning, and personal development.

Content

The students will be responsible for the off stage roles of the Year 12 Drama Production. To increase student knowledge of technical theatre, design and publicity, the course will provide a general overview of the roles to allow students to choose an area in which they will receive specific instruction. Group cooperation and teamwork are the essential skills that will be targeted as well as the ability to communicate. Students will make use of computer technology and be required to respond in both written and oral forms. The written tasks are designed to enable students to complete the new literacy requirements.

Visual Arts A & B

Further Information: Ms C Groth

This course aims to develop creativity and a range of skills



through 2D and 3D studies. Students are provided with learning opportunities in drawing, painting, print-making, ceramics and sculpture.

Students:

- use skills and techniques to produce refined artworks.
- generate and develop ideas through observation, research and imagination to express ideas and feelings.
- explore the visual arts of other cultures and art movements.
- develop analytical skills in verbal, written and electronic formats.

Section 2 English / English as a Second Language / Literacy

Further Information: Ms S Shannahan

In Year 10 English, students are exposed to both literature and everyday texts in various forms. Tasks focus on reading and viewing, writing, and speaking and listening in a range of settings and situations. Word processing of personal compositions through desktop publishing is encouraged.

Students are supported so that they further develop the skills and understandings required to produce and respond to a variety of different genres.

Students complete a combination of tasks and are encouraged to develop their own personal style of writing. Both shared and independent reading form part of this program.

The skills required for expression, oral, written and ICT are an integral part of the course and are seen as a means for students to develop their level of literacy-Oral assessment is a significant part of the year's work. Students are encouraged to express their own ideas, both orally and in writing, in a clear and logical manner.

The subject aims to extend students' abilities in English so that they can achieve success across all parts of the school curriculum.

All students will work in mixed ability classes. English or ESL is a compulsory SACE subject in which students must achieve a 'C' or better in 2 semesters, totalling 20 credits.

Section 3 Health and Personal Development

Health / Physical Education

Further Information: Mr M Woolfall

This is a compulsory semester course incorporating aspects of both PE and Health with practical and theoretical components. Examples of the theory topics covered are: (40% of the course)

- **Fitness:** Fitness components, testing fitness, training methods, why be fit?
- **Maintenance of Health:** Examining the extent to which individuals have control over their own health.
- **Disabilities:** Developing an understanding of the different types of disabilities and their sporting context. Issues analysis of disability and sport.
- **Drug Education:** Developing an understanding that abuse and misuse of any drug represents a major health problem with implications for individuals and society.
- **Sexuality and STIs:** Developing strategies to resist peer pressure. Relationships and peer pressures. STIs: signs / symptoms / prevention. Implication of AIDS.

The practical topics are chosen in negotiation with the class. They include traditional sports, fitness and recreational activities. (60% of the course).

Home Economics

Further Information: Mr M Woolfall

Students can take either Home Economics A (Food) or Home Economics B (Fabric & Textiles) [listed under Design and Technology courses]. It is possible to do both courses if desired.

Home Economics A (Food)

Practical work is a strong feature of this course.

This course includes:

- investigation of food preparation techniques and how they can address current dietary trends.
- examination of cultural impacts on the local cuisine.
- study of the meal pattern and the range of dishes available for individual courses.

Students will develop a range of preparation skills for an extensive variety of ingredients. They will then work towards creative presentation of food dishes.

Outdoor Education

Further Information: Mr M Woolfall

This is a one semester course. The course is practically oriented with students expected to attend the 2 day cycling camp, 2 day bushwalk and the Indoor Climbing course at Urrbrae High. There will be some costs involved relating to the practical activities – transportation, hire of equipment, camping fees etc. While owning a mountain bike is not essential, access to one would be preferable. Students may achieve units towards VET Certificate 2 in Outdoor Recreation. The cost for the course will be \$180, plus individual food requirements.

PLEASE NOTE: Sound and safe bike riding skills are essential.

Course Outline:

Mountain Biking

- Care of Bike
- Road Safety
- Basic repairs
- Fitness- rides on Linear Park Bikeway
- Cooking using a Trangia
- Tent pitching

Indoor Climbing

- Safety and equipment
- Boulder Cave climbing
- Belay set up and method
- Climbing techniques

Bushwalking

- Basic Navigation / Map reading / Orienteering
- Minimal Impact camping strategies
- Equipment use / Selection / Care of
- Safety issues

This is one component of the active8 Youth Leadership Course. Students cannot do both active8 and Outdoor Education.

Physical Education

Further Information: Mr M Woolfall

This course is designed to prepare students for senior Physical Education studies.

This unit comprises a theoretical and practical component.

The practical options (60% of the course) are selected in negotiation with the class. Each sport will extend over a four week period and will be supported by theoretical concepts. The theory section (40% of the course) consists of units selected from the following:

Course Outline (Theory Units)

- Exercise Physiology
- Fitness Analysis
- Sport and Nutrition
- Sport in Australian Society
- Skill Learning and Biomechanics
- Sports Event Management

**Active8 Premier’s Youth Challenge (SAPOL)
(20-Credit SACE subject)**

Further Information: Mr M Gurr

Preferred Background / Prerequisite

There are no preferred knowledge or prerequisites for this course, which can complement a Year 10 course selection. However, Year 10 students cannot elect SAPOL and Year 10 Outdoor Education. As the course is restricted to 20 places, potential students are required to submit an application for selection to be a part of this course. Students wanting to develop their leadership skills and to make a commitment to volunteering in the community will be given priority.

Description

During this year long Youth Challenge course, conducted in partnership with the SA Police, students will be able to achieve a Bronze and possibly Silver, Duke of Edinburgh award as well as a Senior First Aid Certificate. All course, camp and activity fees are fully funded through the active8 Youth Challenge Programme.

Content

This course has a strong Leadership, Community and Outdoor Education focus, as there are several camps scheduled throughout the year. Students are given the opportunity to mentor students and use their leadership skills to organise and implement a community project.

Assessment

The assessment is school-based. Students demonstrate evidence of their learning through the following three assessment tasks: Practical, Group Activity and Folio and Group Discussion.

Fitness and Coaching (10-Credit SACE subject)

Further Information: Mr Woolfall / Ms Severin / Mr Volkov

Description

This one semester subject unit is being offered to develop skills and understanding of fitness, coaching and training techniques with an emphasis on cricket and rowing. This course will complement the rowing, cricket and physical education programs offered and will provide students with essential pre-requisite knowledge and skills required for further study in sport or physical education.

The core will look at the common skills and techniques of cricket and rowing, provide knowledge of essential strength and conditioning, and will include common areas of coaching philosophy which may lead to possible accreditation as a sports coach.

Elective topics and practical activity will focus on the individual sports of cricket and rowing. This course is only available to Year 10 and Year 11 students and some after hours commitment may be required.

Existing members of the cricket and rowing programs are encouraged to enrol.

Assessment

Practical Units (60%)	Theory Units (40%)
Rowing or Cricket	Units studied may include:
	Energy Systems
	Training methods
	Skill acquisition
	Fitness
	Coaching techniques

Physical Education – Cricket

Further Information: Mr P Volkov

Preferred Background / Prerequisite

Cricket is offered as a specialist program at Years 8, 9 and 10. Students who wish to participate in this program must have been identified through the Special Entry selection process or have been identified as having potential through the School Sports Program and / or the Physical Education Program.

Description

Students entering this program will experience a range of practical and classroom topics including:

- Spirit of Cricket
- History of the Game
- Strategy
- Fitness
- Safety Factors
- Coaching and Umpiring accreditation
- Laws of the Game
- Skill Development
- Competition
- Leadership
- Equipment and Facilities

They will have the opportunity to link with other cricket organisations such as The South Australian Cricket Association, Adelaide Turf Cricket Association, Adelaide Cricket Club and the Adelaide High Old Scholars Cricket Club.

Assessment

All students must complete a range of practical and theoretical tasks. These tasks will include journals, performance checklists, a variety of assignment work and completion of accreditation through Cricket Australia coaching and umpiring courses.

Workplace Practices

Further Information: Ms L D’Aloia

Description

This is a SACE Stage 1 unit worth 10 credits.

In Workplace Practices students develop knowledge, skills and understandings of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable work practices, and local, national and global issues in an industry and workplace content. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and inspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework or AQF.

Content

Workplace Practices comprises three focus areas of study:

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

For a 10 credit subject, students undertake two topics. The topics include – Future Trends in the World of Work, The Value of Unpaid Work to Society, Workers’ Rights and Responsibilities, Career Planning and other Negotiated Topics.



Section 4 Languages

Further Information: Ms H Manning-Bennett

All students in Year 10 study at least one language other than English as part of their curriculum.

The Year 10 Languages programs build on the foundations established in Years 8 and 9. In these programs students further develop their linguistic skills and cultural understandings. The Languages programs are based on the SACSA Frameworks and develop students' understandings in the 5 Essential Learnings: Identity, Communication, Futures, Interdependence and Thinking.

The Languages offered are:

- Chinese Background Speakers
- Chinese Continuers
- French
- German
- Italian
- Japanese
- Modern Greek Background Speakers
- Modern Greek Continuers
- Spanish
- Italian Beginners (SACE Unit)
- Japanese Beginners (SACE Unit)

Students engage in a range of learning and assessment activities using the 4 macro skills: speaking, reading, writing and listening and are provided with opportunities to develop these using ICT, resource based learning and a variety of other methodologies.

Students have the opportunity to participate in the National ACER tests and Special Interest Language students are strongly encouraged to take part in these tests. Students are also encouraged to submit entries for the annual Modern Language Teacher Competitions.

Acceleration into other year levels occurs for identified students. This is done through discussion and negotiation with students, parents, Language teachers and the Deputy Principal of Languages.

Language students are encouraged to host students from sister schools and to take part in study tours and exchanges.

Themes covered in courses may include:

- Historical aspects of the countries where the language is spoken
- World of work
- Creative writing in the language
- Family customs and rituals
- The future
- Travel

Section 5 Mathematics

Further Information: Mr T Pettas

Mathematics Core and Extended

The course will come from the following topics:

- Algebra
- Equations and Inequalities
- Pythagoras and Surds
- Formulae
- Coordinate Geometry
- Business Mathematics
- Measurement

- Simultaneous Equations
- Indices
- Algebra of Quadratics and their Graphs
- Statistics and Probability
- Trigonometry
- Deductive and Transformation Geometry

Modified Mathematics

This will be provided for students who need to revise and consolidate basic operations and concepts and study the more elementary sections of the above topics. Emphasis is put on preparation for a Maths Applications or Maths Skills course at Stage 1.

Section 6 Science

Further Information: Mr J Papanicolas

Year 10 Science involves a greater emphasis on problem solving, analysis and application in Science. More specifically the topics covered include:

- **Earth and Space:** Minerals and mining.
- **Energy and Change:** Road Science, Space Science, Science is Investigating.
- **Life and Living:** Genetics, Microbes and Disease, Reproduction.
- **Matter:** Reactions of Metals, Atomic Structure and the Periodic Table, Environmental Chemistry, Reactions of Acids.
- **Psychology:** Study of Animal Behaviour.

In all the above areas, students will develop laboratory skills in working scientifically.

Successful completion of Year 10 Science will be a preparation for the different areas of Year 11 study, ie Physics, Chemistry, Geology, Biology and Psychology.

Section 7 Society and Environment

Business and Enterprise Awareness

(10-Credit SACE Subject)

Further Information: Mr D Osborn

Description

This course is designed to educate young people on financial, economic, legal and political matters that affect them now and in the future.

The Business world is dynamic and business activity is part of everyone's life. Students will develop an awareness and understanding of the human, economic and legal dimensions of society. As a result, students will be prepared to manage their business affairs more effectively in their roles as citizens, consumers and workers.

Content

Students will study a range of topics which include the following:

Economics in action: understanding the economic system – choices, resources and markets, creating an ecologically sustainable economy

Small Business Management: What is an entrepreneur, how to be an entrepreneur and how to create and run an entrepreneurial business.

You are under arrest-Law in action: Understanding the legal system, young people and the law

Spending and Saving: Finance and debt, consumer rights eg: mobile plans, credit cards

You and your rights: work place relations, think global, act local, civics and politics

Assessment

There will be four assessment tasks: Economics: cost/benefit case study, Legal: mock trial exercise, Business: Investigative report, Civics: Social Action Group Task

Geography

Further Information: Mr D Osborn

Geography is the integrated study of the Earth's places, peoples, societies and environments and the relationship between them.

Geography is concerned with the investigation of physical and social processes with a particular focus on natural, social and built environment regions of the world, cities and globalisation.

Possible topics could include:

- Regional Studies eg. The Flinders Ranges, Arid Lands, the Coonawarra.
- Global Environmental Issues such as Global Warming or Climate Change.
- Global Citizenship
- Water
- Natural Disasters
- Asia Pacific Challenges eg. Development and environmental sustainability.

Assessment may include the following: essays, reports, field work, case studies, oral and group presentations, individual investigations and displays.

History

Further Information: Mr D Osborn

A study of history provides students with opportunities to learn the skills of historical inquiry into human events and affairs over time.

Concepts such as heritage, cultural diversity, change, cause, effect and continuity are covered. Students develop skills of inquiry using primary and secondary sources, learn to investigate and evaluate, and present historical explanations.

Possible topics could include:

- Civil Rights Movements of the 20th Century
- Revolutions eg. China and Russia
- The Cold War
- Australian International Relations
- The Age of Terrorism

Assessment may include the following: Essays, reports, case studies, group presentations, individual investigations and oral presentations.

Section 8 Design and Technology

Further Information: Mr J Dimitriou

Each semester course uses the 'Design Process' to investigate, devise, produce and evaluate products and processes. Students are assessed through the development of practical skills and design tasks for planning some of the practical products.

Computer Aided Design and Graphics [CAD]

Using the industry standard AutoDesk Inventor program, students can create 3D part and assembly models and by choosing correct view and layout techniques these models are printed using Australian Standard (AS1100). Advanced topics include animations and exploded views, material analysis and mechanical simulations. Students engage in special projects including the internationally renowned "F1 in Schools" competition. This incorporates CNC (Computer Numerically Controlled) and computer aided manufacture.

Construction Technology – Metal Construction

There is extensive work in metal fabrication, gas welding, electric and metal inert gas welding techniques.

Metal Lathe operations are introduced and used within final products with machining skills developed through accurate measuring and machining to close tolerances.

Construction Technology – Wood Construction

This course develops both carcass and framing construction techniques. It develops knowledge and skills in material preparation, joining and assembling using both traditional and knock-down jointing methods related to simple household furniture.

This course also encourages girls to be involved in a Construction Technology course that has a bias toward furniture production. Products include coffee/occasional tables and small framed cabinets. The design process is an important part of this course.

Electronics

This course introduces students to electronics and micro-electronics. Students interpret circuit diagrams and use experimental boards to build and test circuits. They use design skills to create simple PCB layouts, and manufacture them using industry standard techniques. Computer software is used to model and control mechanical and electrical systems. There may be an additional cost (\$10) with some electronics projects if they run.

Digital Photography

Digital Single Lens Reflex cameras [D-SLR] are used to develop skills and application of camera controls and recording images. Photography skills are introduced through a series of exercises to introduce camera techniques for a D-SLR camera, including macro photography and the telephoto lens. Computers and Photoshop SC3 software are used to produce contact prints, make image adjustments for colour balance, levels, contrast and cropping to demonstrate accepted photographic composition rules. A design task including investigating, devising and evaluation is completed based on a negotiated theme. All contact prints and final images are printed using inkjet printers and photographic paper.

Multimedia

Further Information: Mr A Wiese

This is a practical course in which students learn skills in creating multimedia applications. Students use computers and video cameras to develop original text, audio, images, videos and animation into interactive multimedia and web content. Students investigate, design, produce and evaluate original multimedia solutions to satisfy the needs of clients in a real world scenario.

Skills and knowledge are developed in the use of multimedia authoring software such as Flash, MovieMaker and Dreamweaver.

Information Processing and Publishing

Further Information: Ms J Peake

This is a one-semester course. Students will learn skills in word processing and desktop publishing (one term each).

Word Processing is a practical course in which students learn skills in word processing, desktop publishing and keyboarding. The application of sound design skills in the area of documents is an important part of the course.

Desktop Publishing is designed to give students desktop publishing skills that can be used at school, tertiary education or in the workplace. The students use Microsoft Publisher to complete a variety of creative document layout tasks including folded brochures, magazine covers, newsletters, CD covers, party invitations, party hats, party sweet bags and name tags.



Home Economics B (Fabric & Textiles)

Further Information: Mr M Woolfall

Practical work is a strong feature of this course. Students need to supply their own fabric and commercial pattern where directed.

The course includes:

- investigation of the commercial pattern
- examination of textile performances
- understanding of consumer's rights and responsibilities

Students will make at least one garment using a commercial pattern. Individual construction techniques will be addressed where required, whilst all will cover some common construction techniques. Garments selection will be negotiated following discussion of a range of criteria.

Section 9 Vocational Education & Training

Students are able to gain SACE and tafeSA accreditation by studying VET, an internationally recognised term used to describe the education and training accreditation which trains people for work. VET courses are available to Adelaide High School students in Years 10 – 12 through our membership of INAP, Training and Development Provider. Please note that some full year courses such as Plumbing and Electro technology allow only Year 11 and 12 students. Students enjoy completing the practical components of the courses, which can give them a taste of particular career pathways and allow them to develop a number of work related skills. Courses can be either semester long or full year and are taught by trainers with considerable industry experience and who are passionate about their field. There are four short courses on offer for 2012, but only one of these attracts SACE credits.

INAP course offerings vary from year to year so visit www.inap.org.au or contact the school's VET Coordinator, Ms D'Aloia, for the latest information. Semester length courses cost often over \$400 per semester whereas full year courses cost considerably more. The courses are mostly offered after school and off-campus at a number of Registered Training Organisations (RTOs). Very few of the courses require prerequisites and some contain a Structured Work Placement component.

Please find below the proposed VET courses offered by INAP for 2012. Prices quoted are non inclusive of GST and were extracted from the 2011 price list. It is likely that course costs will increase for 2012.

2D Digital Animation – CUF30107

(Part Certificate III in Media)

Semester 2 only

Marden Senior College, 1 – 37 Marden Road, Marden

Accreditation: 10 SACE Credits STAGE 2

2011 cost: \$439

Course Outline: Animation artists' work with 2D animation techniques to create computer-generated 2D animations using current industry software. Animation is a growing field and is part of daily life. From TV advertisements to 2D movies, children's cartoons, interactive training sequences, short standalone animated sequences, gamins and learning objects, 2D animation informs and attracts attention.

2D animation is a creative process that combines art and technology to communicate ideas. The animator works with a variety of communication tools in order to convey a message from a client to a particular audience. The main tools are storyboards and artwork.

Architectural Drafting – CPC10108

(Part Certificate I In General Construction)

Blackfriars Priory School – 17 Prospect Road, Prospect

Accreditation: 10 SACE Credits STAGE 1

2011 cost: \$426

Course Outline: The Architectural Drafting course introduces the student to four aspects of the Architectural Drafting Profession, starting with technical manual drafting of buildings in orthographic projection. This is followed by a component of sketching, design and Computer Aided Design (CAD).

There will be an introduction to basic domestic building construction as well as develop a sectional view. Students will prepare a plan, section and elevations of a typical house.

Automotive – AUR10105

(Introduction to Automotive)

Short Course – 5 days

VTECH Automotive, 14 Bishopstone Road, Davoren Park

Accreditation: 10 hours STAGE 1

2011 cost: \$640

Course Outline: This course is an introduction into the Automotive Industry. Students proficient in completing the initial program and interested in continuing, could then apply for a full Certificate 1 VET Automotive or Transport and Logistics (Pathway) program.

Automotive – AUR10105

(Pre Apprenticeship Course – Certificate I Automotive)

13, 17 or 19 days

VTECH Automotive, 14 Bishopstone Road, Davoren Park

Accreditation: 20, 25 or 30 SACE Credits STAGE 1

2011 cost: \$1,330 (13 days), \$1,466 (17 days) and \$1,850 (19 days)

Course Outline: Carry out servicing operations. Test, service and maintain battery storage systems – 13 days

Plus Service Engines and associated engine components – outdoor power equipment – 17 days.

Plus Repair engines and associated engine components - outdoor power equipment - 19 days.

Completion of Certificate I Automotive provides entry-level studies for the Automotive Industry. Apprenticeships can be applied for at this stage. All students must complete 10 days of compulsory Structured Workplace Learning in the automotive industry.

Automotive – AUR30405 (ADVANCED Automotive)

(Pre-requisite: Certificate 1 Automotive)

18 days – Full Year Course

TECH Automotive, 14 Bishopstone Road, DAVOREN PARK

Accreditation: 20 SACE Credits STAGE 2

2011 cost: unavailable

Course Outline: This advanced automotive course is for students who have already successfully completed the Certificate I Automotive program and wish to complete further units. This course will cover five nationally accredited units from the Certificate III in Automotive Mechanical course. This course provides students with immediate knowledge and skills enhancing employment prospects.

Bar and Cocktail Short Course – SIT20207

(Statement of Attainment Certificate 1 Hospitality)

5 x 4 Hours Sessions

SITE Academy – Hindmarsh Stadium, Holden Street, Hindmarsh

Accreditation: 15 SACE Credits STAGE 1

2011 cost: \$355

Course Outline: This course gives the student a general knowledge of the products and techniques used in the bar industry. This Bar and Cocktail course provides an insight into the operational role of a beverage attendant in venues such as pubs, nightclubs, hotels and restaurants.

Barista Short Course – SIT20207 (Statement of Attainment Certificate 1 Hospitality) 4 Hours Only

SITE Academy – Hindmarsh Stadium, Holden Street, Hindmarsh

Accreditation: 4 hours No SACE Credits

2011 cost: \$95

Course Outline: Don't know a macchiato from an affogato? Find out through the Barista course designed by a 3 year finalist of the National Barista Championships. This course provides participants with the skills and knowledge to extract and serve espresso coffee using a commercial espresso machine, including storage of coffee and cleaning and care and preventative maintenance of machinery.

Business – Virtual Enterprise – BSB20107 (Partial Certificate II Business) 1 Semester or Full Year

Marden Senior College, Marden Road, Marden

Accreditation: 10 – 15 SACE Credits (Semester 1) STAGE 1
20 – 30 SACE Credits – Full Year

2011 cost: \$439 per semester, and \$818 for the full year.

Course Outline: The Virtual Enterprise is a simulated business. With the support of their trainer the students set up and run the simulated business.

The students conduct business by buying and selling products and services from other Virtual Enterprises (140 in Australia).

Students learn about various business procedures and protocols in departments such as Reception, Purchasing, Marketing and Sales and Finance. Students use virtual money to buy and sell virtual goods and services. This course is designed for students with a general interest in developing skills in Business.

Children's Services – CHC20108 (Part of Certificate II in Community Services)

This tafeSA (Elizabeth) course is held at: Our Lady of the Sacred Heart College, 496 Regency Road, Enfield

Accreditation: 20 SACE Credits STAGE 1

2011 cost: \$830

Course Outline: Students must be prepared to, and be physically able, to perform tasks at the childcare centre. Students are required to have, as a minimum, the level of literacy necessary to cope with and the ability to manage the Certificate II subjects. Prior knowledge of this is required before the student will be accepted.

If you enjoy children, this course is the first step towards working in a career in Children's Services. A National Police clearance is required before the course commences, so that students can attend on the job training at a childcare centre every fortnight for half a day. The placement allows the experience of caring and educating young children from 0 – 5 years of age.

Community Pharmacy – SIT20107 (Part Certificate II in Community Pharmacy) Term 3 Only

Annesley College, 89 Greenhill Road, Wayville

Accreditation: 15 SACE Credits STAGE 1

2011 cost: \$675

Course Outline: A realistic, fun look at the everyday operations of a community pharmacy. The topics covered will be transferable to various industries, but will be flavoured with product knowledge and experience from the industry of retail community pharmacy. The trainers and guest presenters will provide relevant information and scenarios relating to the daily workings of a pharmacy.

Certificate I General Construction – Doorways to Construction – CPC10108 (Certificate I in General Construction) Full Year Course (Semester 1 Enrolment)

ATEC – 275 Grand Junction Road, Ottoway

Accreditation: 45 SACE Credits STAGE 1

2011 cost: \$1,550

Course Outline: The Doorways to Construction program is a broad and general introduction to the construction industry. Providing students with a solid foundation of skills, knowledge and experience, which articulate into a range of vocational training and career pathways.

Students must be prepared and be physically able to perform tasks in this course and are required to have, as a minimum, the level of literacy necessary to cope with and the ability to manage the Certificate subjects. Prior knowledge of this is required before the student will be accepted.

Certificate I Creative Industries – Live Sound & Lighting (Music) – CUF10107 (Certificate I in Creative Industries) Full Year Course

Music House, Level 1 Corner North Tce & Morphett St, Adelaide

Accreditation: 10 SACE Credits STAGE 1

2011 cost: \$760

Course Outline: This course aims to introduce the principals and equipment behind sound engineering and stage lighting for live modern music. Participants will be taken from the absolute basics to where they can specify, construct and operate a small sound and lighting system. The course focus is on sound and lighting in a musical setting.

As such students do not need to be musicians themselves, but have an interest in music technology as a career.

Digital Photography – CUV20103 (Part Certificate II in Photoimaging)

Marden Senior College, 1 – 37 Marden Road, Marden

Accreditation: 20 to 25 SACE credits STAGE 1

2011 cost: \$490

Course Outline: This course in digital photography aims to provide skills and knowledge in the use of a digital single lens reflex camera, file management and basic colour management using Photoshop and digital inkjet printing techniques. Students will be provided with an opportunity to prepare prints for exhibition.

Driver Education – 30787QLD (Certificate II in Driver Competence)

Allan Miller Driving School

Held at Annesley College, 89 Greenhill Road, Wayville

Accreditation: 20 SACE Credits STAGE 1

2011 cost: \$1,555

Course Outline: This engaging and interactive course integrates the normal in-vehicle training, practice and assessment a learner would go through to get their P's with a course of study designed to increase awareness of road safety issues, instill a culture of safe driving and equip the young learner with useful knowledge and skills as they start out as novice drivers. The course will be facilitated by an accredited and experienced trainer/assessor.

Professional, accredited driving instructors will provide up to 24 hours of driver training on a 2-to-1 basis in safely maintained, dual controlled, driving school vehicles. A choice of manual or automatic vehicles is offered. Because vehicle training is competency based, additional training hours and support required to achieve competency will be discussed on a case-by-case basis.



Learner drivers will need to practice the skills learnt with the instructor in their own time with a Qualified Supervising Driver.

NOTE: Training and practice hours must meet the minimum specified by DTEI in the 'Driving Companion'. Practical vehicle training will be supplemented with a program of learning and assessment activities delivered on a group basis.

Certificate II Electronics – UEE21907 (Certificate II in Electronics) Full Year Course

PEER VEET, 1042 Port Road, Albert Park

Accreditation: 30 SACE Credits STAGE 2

2011 cost: \$1,986

Course Outline: The Electrotechnology industry includes electrical engineering, industrial measurements and control, electrical appliances servicing, electronic and radio communication equipment and wiring installation.

There are employment opportunities in the following areas: lighting, general power, fire protection and security, robotics, automated process systems, instrumentation (food processing, water, petrochemical and manufacturing), optical data and voice systems, and electrical motors and control system.

Further study would enable students to work across a broad span of environments including: residential, commercial and heavy industrial buildings. Typical work activities include the installation, maintenance and modification of electrical components, wiring, equipment and systems that are used throughout buildings, and manufacturing applications.

This qualification provides grounding in safety and basic skills and knowledge for work in any Electrotechnology discipline. It comprise of classroom based study and workshop activities as well as one major written project. This Certificate is completed over TWO years, as Stage 1 and Stage 2. It is anticipated Year 11 students would complete Stage 1 and continue with Stage 2 in year 12. Once both years are complete students will receive a Certificate II in Electrotechnology (Career Start).

Event Management (Function / Events) – SIT30707 (Part of Certificate II & Certificate III in Hospitality)

TIME Pty Ltd (Training Innovation – Management & Enterprise)
Held at Wilderness School, 30 Hawkers Road, Medindie

Accreditation: 35 SACE Credits STAGE 1

2011 cost: \$450

Course Outline: Organising an event is not as simple as it seems. There are all the logistical issues to consider like venue hire, catering, safety, transport, council and government regulations, audio visual requirements, crowd control, just to name a few.

What happens when something goes wrong (which very often is the case)? You must have a contingency plan. How do you get people to come to the event, how do you market the event? And then there are the invitations, media involvement and dealing with celebrities. There are lots of varied and exciting parts to this profession.

Planning, coordinating, meetings, functions, conventions, exhibitions, official or social functions, launches or sports events, festivals, concerts or celebrations are all part of Event Management and this course will give you an insight into the Event Management Industry.

Course pathway are areas such as; Function Coordinator, Wedding Planner, Special Event Management, Business operations – public relations, airline careers and many others.

Fibre Fashion & Colour / Texture – CUV20103 (Part Certificate II Visual Arts & Contemporary Craft) Full Year or 1 Semester Course

Marden Senior College, Marden Road, Marden

Accreditation: 15 SACE Credits per Semester STAGE 1

2011 cost: \$439

Course Outline: This course is for those interested in a very creative approach to textiles, art and its application to fashion.

Areas covered in the first semester will include dyeing and printing on fabric, introduction to fashion terminology and beginning garment construction skills.

Areas covered in the second semester will include inspiration sources, machine and hand embroidery, appliqué and beading, introduction to fashion terminology and beginning garment construction skills. The course will be adapted to meet students' interests and skill level.

Fitness Pathway – SRC20206 (Part Certificate II in Community Recreation)

This tafeSA (Regency) course is held at St Dominic's Priory College, 139 Molesworth St, North Adelaide

Accreditation: 15 SACE Credits STAGE 1

2011 cost: \$615

Course Outline: This course has been specifically designed for senior school students with the consideration of delivering a practical and enjoyable fitness program. For students who wish to enter into further fitness study, this course will give them a good head start to entering into the Certificate III in Fitness.

This course offers a gateway to many areas within the fitness industry. It provides a very broad base of knowledge and practical skills that are relevant to and useable across the Resort, Leisure, Fitness, Aquatic, Outdoor and Recreation Industries.

Graphic Design – CUF30107 (Part Certificate III in Media) Semester 1, Only

Marden Senior College, Marden Road, Marden

Accreditation: 10 SACE Credits STAGE 2

2011 cost: \$439

Course Outline: The overall plan is to come up with an entire marketing/advertising package for a company, including the logo, A4 letterhead, business cards, merchandise, website and digital files.

Students will use computers for graphic design both web and print and to provide information and processes about working as a designer and the design profession. Students can enroll in 2D Digital Animation in Semester 2.

A Look at Hair & Beauty – 40625SA

TAFESA – Tea Tree Gully, 100 Smart Road, Modbury

Accreditation: 10 SACE Credits Stage 1

2011 cost: \$442

Course Outline: Students will gain valuable insight to the extensive career pathways available while learning practical skills and knowledge in the simulated Hairdressing Salons and Beauty Clinics. The action packed program will help students realise their potential as a Hairdresser or Beauty Therapist. Students will learn shampooing, styling, braiding, skin care and makeup techniques, manicuring and develop skills in personal image and presentation for all occasions.

A key focus of the course will be the exploration of career opportunities in the creative industries surrounding the Hairdressing and Beauty Therapy.

Employability skills are embedded in this course to ensure students are ready for the world of work.

Hairdressing – Certificate II – WRH20109 (Certificate II Hairdressing) Full Year Course

Clip Joint, 86 Gawler Place, Adelaide

Accreditation: 45 SACE credits STAGE 1

2011 cost: \$1,650

Course Outline: This course provides students who want a career in hairdressing with valuable insight into the profession. Students must complete a total of three semesters to gain the full Certificate II.

Certificate II in Hairdressing is an entry-level program into the hairdressing industry. Students learn the skills needed to become a 'Hairdressing Salon Assistant'. The focus of the training is to learn valuable skills for working and assisting qualified hairdressers in a salon environment.

All modules (apart from some Structured Work Placement) are conducted on premises at the Clip Joint Academy of Hairdressing.

Certificate 1 Hospitality – SIT10207 (Certificate I Hospitality (Operations) Food & Beverage)

Adelaide Hospitality & Tourism School, 97 Pirie Street, Adelaide
SITE Academy – Hindmarsh Stadium, Holden Street, Hindmarsh

Accreditation: 30 SACE credits STAGE 1

SITE Academy Modbury and Hindmarsh

Accreditation: 35 SACE Credits STAGE 1

2011 cost: \$430

Course Outline: This course allows students to gain an understanding of the hospitality industry, front of house. Students will be required to participate in work placement and learn skills in restaurant set-up and service. Some of the units covered are as follows:

- Work with colleagues and customers
- Work in a socially diverse environment
- Follow Health, safety and security procedures
- Develop and update hospitality industry knowledge
- Follow workplace hygiene procedures
- Prove a link between kitchen & service areas
- Prepare and serve non-alcoholic beverages
- Provide food and beverage service
- Prepare and service espresso coffee

Certificate II Hospitality – SIT20207 (Certificate II ADVANCED Food & Beverage)

(Pre-requisite: Certificate I Hospitality) Semester 2 Only
Adelaide Hospitality & Tourism School, 97 Pirie Street, Adelaide

Accreditation: 40 SACE credits STAGE 1

SITE Academy Modbury and Hindmarsh (during school holidays)

Accreditation: 15 SACE Credits STAGE 1

2011 cost: unavailable

Course Outline: The advanced food and beverage course provides practical and current skills in the food and beverage area. The course comprises both practical and theoretical aspects pertaining to food, beverage and customer service.

Students will learn cocktail making and mixing drinks, beer pouring, tray service, cash handling, presenting, opening and serving wine, developing product knowledge, take reservations, greet, seat and farewell guests, order taking, operating espresso coffee machine, apply skills in an industry setting.

Certificate III Hospitality – SIT30707 (Certificate III Food & Beverage TOP UP) Semester 2 Only

SITE Academy – Hindmarsh Stadium, Holden Street, Hindmarsh

Accreditation: 50 SACE Credits STAGE 2

2011 cost: \$1,015

Course Outline: The Certificate III in Hospitality is designed to reflect the role of hospitality food and beverage employees who perform a range of skilled operations with the need to apply discretion and judgement.

This course is run as a scholarship program for VET in Schools student who intend to further their hospitality studies upon completion of school.

Certificate II in Hospitality – SIT20207 (Incorporates Certificate I in Hospitality) – (part of Certificate II & Certificate III in Hospitality)

TIME Pty Ltd (Training Innovation – Management & Enterprise)
162 Richmond Road, Marleston

Accreditation: 55 SACE Credits STAGE 2

2011 cost: \$455

Course Outline: The Certificate II in Hospitality is designed to reflect the role of hospitality employees who perform a range of activities and functions requiring basic operational knowledge and limited practical skills within a hospitality food and beverage operation. This course provides basic skills training in the bar sector. A combination of generic hospitality units, course specific units provide the student with a complete training package. Learn and develop the skills and knowledge pertaining to: bar operations, cocktail making and espresso coffee machine operation.

Certificate III in Hospitality – SIT30707 (Partial completion of Certificate III in Hospitality) Semester 2 Only

TIME Pty Ltd (Training Innovation – Management & Enterprise)
162 Richmond Road, Marleston

Accreditation: 55 SACE Credits STAGE 2

2011 cost: \$1,015

Course Outline: This qualification provides the skills and knowledge for an individual to be competent in skilled operations with the need to apply discretion and judgment. Work would be undertaken in various hospitality settings, such as restaurants, hotels, motels, clubs, pubs, cafes and coffee shops. Individuals may have some responsibility for others and provide technical advice and support to a team.

Certificate I Hospitality – SIT10307 (Kitchen Operations)

Adelaide High School, West Terrace, Adelaide

SITE Academy – Hindmarsh Stadium, Holden Street, Hindmarsh
Nazareth Catholic College, Flinders Park

Accreditation: 20 SACE Credits STAGE 1

2011 cost: \$945 (AHS students are entitled to a discounted price if they do the AHS course).

Course Outline: Certificate I in Hospitality (Kitchen Operations) reflects the role of entry level employees who perform routine tasks in the kitchen under direct supervision.



Certificate II Hospitality – SIT20307
(Kitchen Operations TOP UP) Semester 2 Only
(Pre-requisite: Certificate I Hospitality – Kitchen Ops)

Adelaide High School, West Terrace, Adelaide
 SITE Academy – Hindmarsh Stadium, Holden Street, Hindmarsh
 Nazareth Catholic College, Flinders Park

Accreditation: 40 SACE Credits STAGE 1

2011 cost: \$1,410 (AHS students are entitled to a discounted price if they do the AHS course).

Course Outline: Certificate II in Hospitality (Kitchen Operations) reflect the role of employees who undertake a range of kitchen functions and activities which require the application of a limited range of practical skills in a defined context. Students who successfully complete the course will be able to confidently apply for the following positions, knowing that they have the skills, knowledge and experience to meet the necessary requirements: Apprenticeship – Kitchen-hand, Short order cook in a café.

Information Technology – ICA20105
(Partial Certificate II)

Marden Senior College, Marden Road, Marden

Accreditation: 10 SACE Credits STAGE 1

2011 cost: \$439

Course Outline: Computers can be found in almost every industry. People with computing skills and knowledge are required in these industries to install and maintain computer systems, use computers and to train/assist people in using computers and the software. Having knowledge of computers and skills on how to maintain and update them is an asset even if you plan to work in another industry other than the Information Technology industry. This course provides a good introduction to the use of computers, whether it is managing a system at home or for a career pathway.

Interior Decorating & Design – LMF31908
(Part Certificate IV in Arts – Interior Design)

This tafeSA (Marleston) course is held at Annesley College, 89 Greenhill Road, Wayville

Accreditation: 5 SACE Credits STAGE 2

2011 cost: \$486

Course Outline: Decorating can be exhausting if you don't have the skills and ability. This course will provide students with an insight into this exciting career. There is a world of opportunity for trained interior designers.

This course will provide you with a basic understanding of the approach to decoration and design. You will learn about how to use colour, how to follow a concept based on your inspiration for your decoration and about how to plan and represent your ideas on paper.

The course will look at the interior decoration industry and understand how to advise customers on colour coordination. Students will look at a range of materials, how to understand what the customer's requirements are and to communication ideas. Use measurements to calculate an area and estimate material requirements, apply analytical techniques to many customer requirements with preferred options and use technology related to locating and analysing options for the client.

Certificate II Makeup Services – WRB20204
(Certificate II in Makeup Services) Full Year Course

Media Makeup Academy & Agency, Shop 17 Renaissance Arcade, Adelaide

Accreditation: 60 SACE Credits STAGE 1

2011 cost: \$1,951

Course Outline: The makeup industry is a highly competitive industry and this course allows students to gain practical skills required to work as a professional photographic makeup artist for weddings in a studio or outdoor environment. Students undertake skin care and basic makeup application and develop techniques to update beauty industry knowledge.

This course will introduce students to the glamorous world of Makeup Artistry. It provides an initial grounding for students who wish to embark on a career as a professional Makeup Artist. This course is designed for participants who are currently at Secondary School and wish to gain practical skills required to work as a retail cosmetic consultant and photographic makeup artist.

Makeup Services – WRB20204
(Certificate II in Makeup Services) Full Year Course

Clipjoint Academy – 86 Gawler Place, Adelaide

Accreditation: 60 SACE Credits STAGE 1

2011 cost: \$1,720

Course Outline: Clip Joint has strong professional ties with Napoleon Perdis as well as the hairdressing industry. Certificate II is an entry-level program into the beauty industry. Students learn the essential techniques of make-up artistry to allow them to work in a cosmetic retail environment or freelance work. This course offers aspiring make-up artists the opportunity to learn the fundamental skills of various make-up applications.

Makeup Services – WRB20204
(Certificate II in Makeup) – (Statement of Attainment in Certificate II Makeup Services)

Media Makeup Academy and Agency, Renaissance Arcade, Adelaide

Accreditation: 10 SACE Credits STAGE 1

2011 cost: \$476

Course Outline: This is a fun practical short course that will give the participant a better understanding of the cosmetics industry and how to apply skin products and a basic makeup application to industry standards.

Students learn and are assessed on how to cleanse skin, how to choose and advise on products, contra indications, how to apply and remove skincare products. A basic "day makeup" application is a component of the course and an additional 2 sessions have been applied for applying makeup.

Massage for Health & Sport – HLT50307
(Part of the Diploma of Remedial Massage)

Natural Health Academy of Australia, 47 South Terrace, Adelaide

Accreditation: 20 SACE Credits STAGE 2

2011 cost: \$630

Course Outline: A practical course to introduce students to the massage industry, using techniques to deal with stress management, health maintenance and to aid sporting activities. The techniques are performed through clothes and are suitable for all age groups and genders. Students learn the professional skills that allow them to enjoy their vocation whilst creating their own lifestyle working with and helping people.

Massage Therapy subjects are best learnt as a 'hands-on' subject. There is a considerable learning and correction of practical techniques, personal postural assessment and adjustment for performing of the techniques, and detailing of personal information and feedback from class teachers. All this adds to the knowledge and quality of touch that must be developed for successful professional practice.

This course is designed as an 80% "hands-on" approach.

Metal Engineering – MEM10105
(Certificate I Metal Engineering) Full Year Course

Trinity College Trade Centre, Alexander Ave, Evanston South

Accreditation: 40 SACE Credits STAGE 1

2011 cost: \$1,580

Course Outline: The Metal and Engineering Curriculum Framework is designed to enable students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace. Students will also acquire underpinning skills and knowledge related to functional areas within the manufacturing, engineering and related service industries.

Certificate II Music – Songwriting & Performance
– CUS20109 Full Year Course

Nexus Theatre, Corner North Tce & Morphett St, Adelaide

Accreditation: 35 SACE Credits STAGE 1

2011 cost: \$1,950

Course Outline: Over the full year students will write original songs which they will be given the opportunity to perform for a live recording. The program includes excursions to a high profile music venue (Fowlers Live) and professional recording studio (Chapel Lane Studio/Fat Trax). The course is aimed at your aspiring contemporary musicians. Being able to play an instrument (any) or sing is integral to the program. Having own instrument is preferred but not mandatory.

Certificate III Music Business – Band Management & Marketing – CUS30309
(Certificate III in Music Business) Full Year Course

Music House, Level 1 Cnr North Tce & Morphett St, Adelaide

Accreditation: 45 SACE Credits STAGE 2

2011 cost: \$2,295

Course Outline: With changes to the structure of the music industry and the increase in artists releasing music independently, good management and planning is more important than ever. As a part of this program, students will work on a project of managing a band from career planning through to booking 'gigs' with the program culminating in a live music event designed and managed by the students.

In addition to class time, the commitment to the program will include a minimum of two hours per week industry contact and /or work placements. This may include attendance at music events, mentoring from current artist manager and personal project work.

A Nursing Introduction – CHC30208

SMP (Skilled Motivated People), Level 9, 170 North Terrace, Adelaide

Accreditation: 10 SACE Credits STAGE 2 (TBC)

2011 cost: \$610

Course Outline: Nursing is interesting challenging and diverse work. Work locations include hospitals, aged care facilities, community settings, schools and holiday resorts as well as rural and remote areas. Nurses work with people throughout their lifespan, from newborn babies to the elderly. A nursing career provides opportunities for fulltime, part time and casual employment, and offering flexibility to allow choice of when to work. This practical hands-on course offers an introduction into the nursing and Health Care industry.

Plumbing – CPC10108
(Certificate I in General Construction) Full Year Course

PEER VEET – 1042 Port Road, Albert Park

Accreditation: 40 SACE Credits STAGE 1

2011 cost: \$1,986

Course Outline: This program covers the introductory competencies all new Apprentices are taught; OH&S, Hand and Power Tools, Welding (Oxy and Arc), Copper Fabrication, Levelling and Sheet Metal work.

This course is structured to provide 240 hours of school attendance with 160 hours of Structured Work Placement. After successful completion of this program the student will be awarded the Certificate I in General Construction.

Responsible Service of Alcohol Short Course
– SIT20207

(Statement of Attainment Certificate 1 Hospitality)

4 hours

SITE Academy – Hindmarsh Stadium, Holden Street, Hindmarsh

Accreditation: 4 hours No SACE Credits

2011 cost: \$95

Course Outline: This course provides participants with the skills and knowledge to satisfy the requirements for responsible service of alcohol under state/territory legislation.

All elements are undertaken in accordance with legal provisions of the relevant liquor legislation and gives accreditation to be a responsible person in a licensed venue. Students must be turning 18 within the year to be able to undertake this course.

Certificate I Retail Services – SIR10107

St Dominic's Priory College, 139 Molesworth Street, North Adelaide

Accreditation: 25 SACE Credits STAGE 1

2011 cost: \$436

Course Outline: More Australians work in retail than in any other industry. The retail environment is dynamic and constantly evolving and there are many exciting opportunities in the retail sector. For those looking to find a career in the retail industry, manage or own your own retail enterprise, or just looking at gaining some part-time work while studying, this course gives an insight into various sectors of the retail industry.

This course aims to develop skills, knowledge and personal attributes for work at an entry level in the various sectors of the retail industry.

Areas for focus are customer services, communication, operate retail equipment and apply safe work practices. The students will be required to complete a week's work placement.

Certificate II & III Tourism Operations – Events –
SIT20107 – Certificate II & SIT30607 – Certificate III

SITE Academy – Hindmarsh Stadium, Holden Street, Hindmarsh

Students who successfully complete the Certificate II Tourism Events course will be able to study the Certificate III in Meetings & Events in Semester 2.

Accreditation: Certificate II – 35 SACE Credits (Sem 1) STAGE 1
Certificate III – 30 SACE Credits (Sem 2) STAGE 2

2011 cost for Certificate II Tourism: \$380

Course Outline: This course is designed to reflect the role of individuals who work in an events operation, who perform a range of mainly routine tasks and who work under direct supervision.

Students who complete this course will achieve the skills and knowledge to meet the requirement of an Office Assistant in a function centre, Event Sales Assistant, Office Assistant in a Conference Centre and Function Sales Assistant.

For further information contact

Mark McLeod

Assistant Principal
Curriculum / SACE Coordinator /
Senior School Management

Michael Black

Assistant Principal
Data Management / Timetable /
Middle School Focus

Michael Gurr

Assistant Principal
Middle School Curriculum / Year 7 – 8
Transition / Middle School Focus

Parents are invited to contact Adelaide High School for additional information or to arrange an appointment with the Principal or an Assistant Principal to discuss any concerns and to answer any queries.

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