



## FROM OUR PRINCIPAL

We believe that:

- ◆ Learning is a partnership to be shared by the student, the school and their parents/care givers.
- ◆ Our objective is to provide a supportive School environment in which students can achieve their greatest potential.
- ◆ This will be achieved if students, supported by their families, always strive for excellence and give of their best and view learning as a lifelong process.
- ◆ Every endeavour should be made to make learning engaging for students.

Andrew Dickinson  
Principal

## COURSE SELECTION

Making choices of subjects is very important. Every student should make a serious effort to plan their curriculum pathway to enable them to follow their chosen career path and interests.

In selecting a course students should consider:

- The curriculum pattern
- Student interests
- Career choices and/or post school options
- Parent wishes
- Current subjects and progress
- Subject teacher recommendations

Students can get help to choose the most appropriate course by talking to:

- Parents and/or their friends
- Home Care Teacher
- Subject Teachers
- Year Level Manager
- School Counsellors
- The SACE Coordinator
- Personnel at other agencies

Information to help choose wisely is available from:

- This Curriculum Guide
- The Job Guide
- SATAC Guides
- Internet
- Tertiary Institution information
- Pamphlets and booklets in the Year 11 & 12 Study Areas

Parents can help by:

- Being positive, supportive and encouraging
- Assisting in finding information
- Attending the information evening and course counselling days

Remember:

- Subject choices must be based on as much information as possible.
- YOU are responsible for YOUR subject choices.
- Subjects must be selected for the whole year.
- Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.
- The school will make every effort to offer the subjects that you select. However, this may not be possible.

You will be consulted if changes need to be made.





## INTRODUCTION & CONTENT

### CHOOSING SUBJECTS

Carefully read the subject descriptors before selecting your units.

- ◆ We suggest you keep this Curriculum Guide for all of next Year so that you may refer back to this information in discussing study plans for next year and beyond.
- ◆ Progression to the next level of study is dependent upon students meeting the work and assessment requirements to a satisfactory (C grade) standard. Promotion and course selection may have to be negotiated individually if student achievement is not satisfactory.
- ◆ Additional information is available to students through sessions with Home Care teachers, year level assemblies, special assemblies for particular topics and discussions with subject teachers. Students are also encouraged to access other sources of information.
- ◆ Additional information is available to parents and students through an information evening. Parents can contact appropriate school personnel if they require any further information.
- ◆ Whilst there is a set curriculum pattern of required subjects at Years 8-10, some flexibility is possible to meet individual student needs.
- ◆ Students, with assistance from parents/ caregivers and counselling from Home Care teachers and/or counselling personnel, nominate their subject preferences. Students are issued with a computer printout of their choices.
- ◆ The school timetable is constructed on the basis of student choices within the constraints of staffing and school resources.
- ◆ Although every effort is made to accommodate all student preferences this is not always possible.  
Where students are unable to study their selected subjects they are re-counselled to enable them to select appropriate replacement subjects.
- ◆ Students, with support from parents, will have limited opportunities to make changes to the chosen course.

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### MIDDLE SCHOOL CURRICULUM

Our Middle School is structured to support students through adolescence and ensure that learning occurs in an environment that promotes enthusiasm, commitment and continuous improvement, so that students achieve their greatest potential.

#### WE OFFER:

- ◆ A broad and balanced curriculum across the 8 areas of study
- ◆ Extensive access to computers throughout the school
- ◆ Access to a broad range of sporting and other extra-curricular activities
- ◆ Celebration of student success
- ◆ A comprehensive pastoral care program and encouragement of student leadership and participation in decision -making.

## CONTENTS



## YEAR 8

All students have access to all learning areas, completing compulsory units from each of the 8 Learning Areas;

- The Arts
- English
- Health & Physical Education
- Humanities and Social Sciences (HASS)
- A Language other than English (LOTE)
- Mathematics
- Science / Agricultural Science
- Technologies

## YEAR 9

All students will complete compulsory units from:

- English
- Mathematics
- Science
- Health and Physical Education
- History

Choice units will be selected from:

- Agriculture
- The Arts
- Geography
- Health and Physical Education
- Home Economics
- LOTE - Japanese [Full Year]
- Technologies

## SENIOR SCHOOL CURRICULUM

### YEAR 10

All students must complete units from:

- English [Full Year]
- Mathematics [Full Year] (Choose Mathematics or Mathematics A)
- Science [Full Year]
- History [Semester]
- Health and Physical Education [Semester]
- Personal Learning Plan [Semester]
- An additional 5 choice units [Semesters] must be selected.

### PERSONAL LEARNING PLAN

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

The Personal Learning Plan contributes 10 credits towards the SACE.

As it is compulsory, students need to achieve a 'C' grade or above.

## YEAR 11

**Compulsory Units: Students must achieve 'C' grade or better.**

English (literacy) [Full Year] 20 credits

Mathematics (numeracy) [Semester] 10 credits

Research Project [Semester] 10 credits

### Choice Units:

Choose an additional 9 semester units from the Stage 1 subject choices.

## RESEARCH PROJECT

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). As it is compulsory, students need to achieve a 'C' grade or better.

Students will:

- Choose a topic; the topic may be linked to a SACE subject or course, or to a work-place or community context
- Learn and apply research processes and the knowledge and skills specific to their research topic
- Present their research and evaluate what they have learnt

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

## YEAR 12

Choice Units:

- Four full year [20 Credit] subjects, or the equivalent to achieve an ATAR
- Three subjects for SACE completion



## KEY PERSONNEL FOR COURSE COUNSELLING



Andrew Dickinson  
Principal



Paul Hudson  
Deputy  
Principal



Derek Slater  
Head of  
Senior School



Liz Rankin  
Head of  
Middle School



Peter Phillips  
ICT/Cross Curric-  
ulum Coordinator



Ros Conboy  
Special  
Education  
Coordinator



Cheryl Raso  
Middle School  
Counsellor



Dick Glacken  
Senior School



Angela Koehler  
Arts Coordinator



Ben Watson  
Design &  
Technology



Jason Keep  
VET Coordinator



Rebecca Bolton  
Science &  
Agriculture



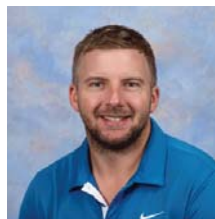
Jared Osborne  
English  
Coordinator



Layla Clarke  
Aboriginal  
Education Coord



Russell Wotton  
HASS Coord



Ashley Dearlove  
Health & Physical  
Education Coord



Amy Hart  
Mathematics  
Coordinator



Kate Tetlow  
Year 8 Year Level  
Manager



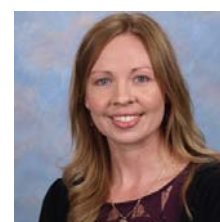
Colleen Lowe  
Year 9 Year Level  
Manager



Angela Karatassa  
Year 10 Year  
Level Manager



Julie Peters  
Year11 Year  
Level Manager



Sarah Hallworth  
Year 12 Year  
Level Manager



## **ENGLISH IS COMPULSORY** in Year 10.

Students must complete a full year at each year level.

EALD support is offered for those students who qualify for this support as one to one tutor.

## **YEAR 10 ENGLISH YEAR**

**FULL**

Students will respond analytically, creatively, orally and in writing to a range of print and visual texts, including novels, short stories, poetry, plays, film and aspects of media. Students will also produce their own writing, which is not in response to a text. All students are expected to be involved in presenting formal and informal oral language activities. Homework is part of the assessment process. The Australian Curriculum will be used to inform learning outcome design.

## **YEAR 10 MATHEMATICS**

All students will complete two semesters of Mathematics. A reasonable level of success is needed at this level in order to undertake at least one compulsory unit of Mathematics in Year 11 (Stage 1 of the SACE).

The Year 10 Australian Mathematics Curriculum is divided into Mathematics 10 A and Mathematics 10.

### **MATHEMATICS 10A**

Mathematics 10A leads to Year 11 Pre-Mathematics Methods or Pre-Specialist Mathematics, Year 11 General Mathematics and Year 12 Mathematical Methods and Specialist Mathematics.

Students wishing to study Mathematics 10 A course should achieve "B" grade or higher in Year 9 Mathematics.

Teaching covers the three Australian Curriculum strands:

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

These content strands are addressed through the four proficiencies: Fluency, Understanding, Reasoning and Problem Solving.

Students must be recommended by Year 9 Maths teachers and any exceptions to the recommendations must be approved by the Faculty Coordinator.

This course is for students who do not have the need or achievement levels to attempt Year 11 Pre Mathematical Methods and Pre Specialist Mathematics.

Mathematics 10 leads to Year 11 General Mathematics or Year 11 Essential Mathematics. Teaching covers the three Australian Curriculum strands:

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

These content strands are addressed through the four proficiencies: Fluency, Understanding, Reasoning and Problem Solving.

A reasonable level of success is needed at this level to undertake at least one compulsory unit of Mathematics in Year 11 (Stage 1 of the SACE)

## **SENIOR SCIENCE & AGRICULTURE SELECTION OF SUBJECTS**

Students need to have some awareness of their future career pathways. Science and science related careers do have prerequisite subjects. Details of tertiary requirements can be found in the SATAC guide.

The selection of science subjects at senior school will considerably broaden the range of career choices that become available to students as they move through school and further study.

Preference will be given to students electing to do Agriculture who have successfully completed Year 9 studies.



## **YEAR 10 SCIENCE & AGRICULTURE**

Science is a compulsory subject for two semesters. Students may study Agriculture for a full year or elect to study for a single unit in either semester.

### **SCIENCE (COMPULSORY)**

2 UNITS / FULL YEAR

At year 10, Science is split into two pathways Science A and General Science. Both subjects lead to further development of knowledge and skills based on experimentation, research and observation.

The topics cover the main strands of learning namely, Biological Sciences, Chemical Sciences, Earth & Space Sciences and Physical Sciences.

Topics studied generally include:

- DNA and Genetics
- Forensic Science
- Natural Selection and Evolution
- Global Systems
- Periodic Table
- Universe
- Chemical Reactions
- Motion and Energy

Students will be recommended for Science A and General Science. Science A will be aimed at preparing students for SACE and University pathways, where General Science will look at delivering Curriculum with a problem based approach in mind.

### **PSYCHOLOGY NEW IN 2019**

1 UNIT / SEMESTER

Students of Psychology investigate and learn about thoughts, feelings and behaviour and factors that influence these. Students will explore how positive Psychology is used to maintain mental wellbeing and receive an introduction to Psychology as a Science by participating in a research program and reporting their findings.

Topics may include:

- Introduction to Psychology
- Positive Psychology
- Forensics Psychology

Students electing to be involved in Agricultural Science need to be aware that this is a practical subject and that they will be required to work within the full scope of Animal Husbandry and Plant care. They need to have appropriate clothing and closed-in footwear for Agricultural lessons. Students may choose either one or both of the Agriculture units at year 10.

Semester One:

Students focus on vineyard management, wine making and beef cattle during the semester. They learn the processes of maintaining vines for grape growing, harvesting and the steps involved in wine making. Students will complete a range of practical and theory assessment tasks.

Semester Two:

Students focus on dairy cattle and management during the semester. The students will be involved in cheese making, and will learn the chemistry behind the processes, as well as learning more about dairy farming in general. They will visit a dairy farm to learn firsthand what it means to be a dairy farmer. The students will also be involved in caring for the school sheep, including shearing them, and learning about growing sheep for wool. Students will complete a range of practical and theory assessment tasks.

## **Year 10 Agriculture and Horticulture**

1 UNIT / SEMESTER



## SCIENTIFIC STUDIES – CONSERVATION LAND MANAGEMENT

1 SEMESTER / 10 CREDITS

This may be offered as a one semester course at Stage 1 and will be open to students from both Year 10 and Year 11. Students may have the opportunity to complete competencies from VET units from Certificate I and II Land Management (Wetlands), Certificate I in Conservation Land Management (Agriculture) or Certificate I in Agriculture (Agriculture).

This may enable students to undertake further studies either at TAFE or possibly at school. Students will be given the opportunity to undertake the following:

- Weed identification and weed control measures – spray application, manual removal, competition
- Lawn and ground maintenance – mowing, edging, fertilising
- Planting in the Wetlands – ground preparation, mulching, planting, monitoring growth
- Maintenance of native vegetation areas
- Maintenance of water and soil quality

Students will have the opportunity to receive training for the safe use of equipment and machinery: such as mower – ride on and push; brush cutter; mulcher/ chipper: leaf/ grass blower; water pump.

Students will complete a range of assessment tasks.

## SCIENTIFIC STUDIES – STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS)

1 SEMESTER / 10 CREDITS

Preference will be given to students who have achieved a 'B' or better in both Maths and Science in the previous year. This subject can be selected by both Year 10 and Year 11. This course is designed to offer extra opportunities in Science, Technology, Engineering, Mathematics and is excellent exposure for those interested in Developing a level of thinking promoted by universities. A partnership with the University of South Australia will enable students to undertake several large projects. The projects may include:

- Science Challenge – wetlands quality analysis by a remote device
- Technology Challenge – use of electronics to control an Arduino robot
- Engineering Challenge – designing a

system to lift and drop wooden blocks

- Mathematics challenge – planning the structure of a fictitious suburb

During and after their projects, students will be assessed on their ability to present orally, make posters and videos, and write progress and final reports.

## YEAR 10 HUMANITIES & SOCIAL SCIENCES HISTORY (COMPULSORY)

1 SEMESTER

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The topics studied as either an overview or depth study include:

- World War One (review) and the interwar period
- World War Two
- Introduction to the Cold War
- Rights and Freedoms (1945-present)
- The Globalising World (1945-present): Popular Culture or Migration

## GEOGRAPHY (CHOICE)

1 SEMESTER

There are two units of study in the Year 10 curriculum for Geography: Environmental Change and Management and Geographies of Human Wellbeing.

Course Overview: A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.



## MEDIA ARTS 1 OR 2 UNITS

Students study Digital Media Arts through a focus on creative trick photography and special effects (SPFX) image creation and manipulation and more advanced animation techniques in Practical Studies. Students will:

- Use digital cameras to take a broader variety of general and SPFX photographs for a range of specific exercises, photographic based communication products and artistic work for their major assignment task presentation folios.
- Use appropriate digital image creation, manipulation, editing and presentation software, i.e. Adobe Photoshop and Illustrator, Animation Software, MS PowerPoint and MS Publisher to edit, enhance, manipulate and present their photographs and other digital images in suitable folio presentation formats and styles.
- Some more advanced digital animation work will be developed.

Theoretical Studies, students will:

- Learn more advanced technical aspects of digital photography and image production with digital cameras and appropriate 'Digital Darkroom' software.
- Think, talk and write about their digital media arts work and the art work of others.
- The opportunity to view professional art work may incur a small excursion fee.

## MUSIC 2 UNITS / FULL YEAR

### VET QUALIFICATION (30 SACE CREDITS)

Prerequisite: 'C' grade or better in Year 9 Music or by interview with The Arts Coordinator.

A Certificate II in Music Industry, offered through COSAMP, is embedded as part of Year 10 Music and delivered on-site by our music teachers. Topics covered in this unit include ensemble performance, music theory, music technology, music creativity, music history and culture and music industry.

*Students at this level are required to:*

- Show a significant commitment to and reasonable progress with their chosen instrument
- Prepare ensemble and individual performances for their class and larger audiences within and without the school
- Perform from musical notation with increasing fluency
- Extend their ability to compose music using musical notation software and digital audio

workspaces.

- Explore commercial, cultural and historical aspects of music and the music industry.
- Explore elements of sound engineering and technical set up procedures.
- Attend weekly instrumental lessons

Students must achieve a 'C' grade or better in Year 10 Music to study Music in Year 11.

## VISUAL ART: ART 1 OR 2 UNITS

It is assumed that students are interested in developing their skills and will be prepared to work in a range of media. Students should have completed Year 9 Art.

*In Practical Studies, students will:*

- Participate in drawing workshops
- Learn painting/brush techniques as the focus of skill development
- Experiment with a variety of materials
- Develop a portfolio

*In Theoretical Studies, students will:*

- Use a four-stage analysis to make critical comment on art works
- Participate in tasks that require an understanding of aspects of technology
- Develop theory work to support their practical work. Students are required to purchase an A3 Visual Diary

## VISUAL ART: DESIGN 1 OR 2 UNITS

Students will learn to negotiate a 'Design Brief', research and gather ideas to generate original and practical solutions to design problems including Graphic, Product and Environment Design.

*In Practical Studies, students will:*

- Follow 'The Design Process' to assist them with problem-solving
- Use various computer software packages to produce and publish their practical solutions.
- Develop solutions to design problems

*In Theoretical Studies, students will:*

- Analyse designs to develop an understanding of the role of design and designers
- Use some aspects of Information Technology to assist them in their presentations.

Students will be given the opportunity to travel outside of the school to view design works.





## **DRAMA: 1 OR 2 UNITS**

Year 10 Drama prepares students for senior courses with the emphasis on performance and the theoretical components of Drama.

Topics covered may include: improvisation, stage-craft (including design and technical theatre), Performance techniques, script writing and interpretation. A topic from the history of drama and theatre will be studied to extend the student's appreciation of the role of drama in culture.

There is the opportunity for a class production, which will integrate the skills acquired in the units studied.

*In Practical Studies, students will:*

- Begin to create their own significant works within Drama
- Use the theories and scripts of others to begin this work.

*In Theoretical Studies, students will:*

- Respond to texts
- Be expected to maintain a record of their work in drama
- Review the works of others, (professional and within school). The opportunity to view professional work will incur a small fee.

## **YEAR 10 CORE HEALTH AND PHYSICAL EDUCATION (1SEMESTER COMPULSORY) 10 CREDITS OF STAGE 1 INTEGRATED LEARNING HEALTH & PHYSICAL ACTIVITY. CORE A**

This course will support students to develop the knowledge, understanding and skills they require to improve their own and others' health and well-being, movement and participation in physical activity.

Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. This course includes both theory and practical activities.

This course will cover the focus areas of Relationships and Sexuality and Mental Health and Wellbeing combined with the practical focus areas of Softball, Golf, Basketball, Aboriginal Games, Tennis, Athletics and Fitness Programmes.

Students will collect evidence of their learning and present in a folio for assessment against Stage 1 Integrated Learning while also recording a discussion of their growth and understandings over the semester. This will allow students to achieve 10 credits at Stage 1 level while completing their compulsory Year 10 requirements for the Australian Curriculum.

## **CORE B (NEW IN 2019)**

This course is an alternative Core course to that above and will place less emphasis on team and competitive games and instead explore recreation and healthy lifestyle activities that will have lower intensities and a focus on healthy well-being.

The course will be a balance of practical and Theory with more time spent on Health and Well-Being theory. Examples of practical tasks may include walking, lawn bowls, yoga, pilates and other recreational pursuits. This will be guided by student interest.

Students will cover similar topics to those in Core A and students will address all the Australian Curriculum requirements and be assessed against a Stage 1 Integrated Learning Assessment Plan.

This course will not lead to a pathway in higher levels of PE but does allow students to complete the compulsory component of the Australian Curriculum.

## **YEAR 10 ELECTIVE HEALTH AND PHYSICAL EDUCATION - 1 SEMESTER UNIT**

This course will support students to develop the knowledge, understanding and skills they require to improve their own and others' health and well-being, movement and participation in physical activity.

Students will demonstrate a range of roles within the organisation of games and sport especially skill learning and coaching. This course includes both and practical activities. Students will cover the focus areas of Benefits of Physical Activity and Sports injuries combines with the practical areas of Archery, Touch, Soft-Crosse, Badminton, Cricket and Aquatics.

Prerequisite: Compulsory 'B' or better in Year 9 and/or 10 Core HPE



## **YEAR 8 – 10 SPECIALIST SPORT BASEBALL PROGRAM - FULL YEAR**

Students can apply for enrolment into the specialist sport Baseball program from 2018. Entry into the course will be determined by a skills and understanding assessment along with academic and behavioural eligibility criteria being met. This course will be taught over a full year and can be completed in subsequent years by successful participants. The course will develop high-level skills and understandings of Baseball and include the support of the Gawler Rangers Baseball Club and Baseball SA. Students will complete the compulsory HPE core requirements of the Australian curriculum within the course and therefore will study it in place of usual core classes. Students involved in the program will receive a specialist Baseball uniform and compete in a range of state based and possibly national competitions. The Baseball program will also award students with presentation nights, community engagement, visits to club and elite level facilities and access to a range of specialist guest coaching.

## **YEAR 10 HOME ECONOMICS**

### **FOOD - DESIGN & TECHNOLOGY SEM 1 & 2**

This course is ideal for students who enjoy food, cooking and entertaining. Practical work will focus on the development of food preparation and presentation skills as well as planning social occasions. Students will be given the opportunity to participate in the National McCormack flavour competition.

### **CHILD STUDIES - (HPE)**

#### **1 OR 2 SEMESTER / 1 OR 2 UNITS**

The knowledge gained in this course will give students an understanding of child development. Students will link this knowledge to practical activities across a range of projects including food, play and safety.

### **FOOD & NUTRITION (HPE)**

This course will investigate aspects of Food and Nutrition with a focus on healthy eating. Students will participate in investigating, planning, preparing and presenting a range of dishes suitable for breakfast, lunch, dinners and snacks. Students will work individually and in groups.

## **TEXTILES - CLOTHING & FASHION (DESIGN & TECH) 1 SEMESTER / 1 UNIT**

The fashion industry will be the focus of this course. Students will explore current fashion trends and their impact on society. Students will negotiate a project or projects of interest to them. Students will model creations and participate in 'Wool for School' a national fashion garment designing competition. Students may be required to purchase some of their materials.

## **YEAR 10 JAPANESE 2 UNIT / FULL YEAR**

Students will build upon their prior knowledge to extend their ability to use and understand Japanese. Using an extensive range of written and spoken texts, students develop a wide range of communication skills which enable them to interpret and further express thought, feelings and experiences in Japanese. Through learning multiple languages students develop a capacity for learning that can be applied to other learning areas and wider community experiences. Students continue to work within a social learning environment where they support each other's learning, and develop confidence, risk-taking skills, and self-esteem.

The use of Information Technologies is still highly valued in Year 10 and students will continue to produce documents in Japanese and access interactive websites to support their learning. Students are assessed against a criteria relevant to an extended level of study. Differentiation of learning supports students with varying levels of prior knowledge, skills and abilities.

Prerequisite: Achievement of 'C' grade of better in Year 9 Japanese



## YEAR 10 TECHNOLOGIES

### INTRO TO 'DOORWAYS 2 CONSTRUCTION' 1 OR 2 SEMESTERS

Students will develop skills and processes related to the furniture, construction and carpentry trades. Students will commence studies in Certificate 1 General Construction and Carpentry and Furnishing and gain TAFE accreditation and SACE points for competencies achieved.

1. Work Effectively and Sustainably in the Construction Industry
2. Apply OH&S Policies and Procedures
3. Conduct Workplace Communication

Students will also complete a design task to further their knowledge in the design cycle. This will assist students to complete furnishing course in Stage 1 & 2.

Students can complete Intro 2 Doorways A in Semester 1 and 'B' in Semester 2.

Students wanting only one semester of woodwork should choose D2C'A'.

Students wanting to continue in D2C in Stage 1 must choose variants 'A' and 'B'.

Recommended for students considering careers in the carpentry and construction industry.

A charge will be levied at the start of the course to cover the cost of materials used.

### **METALWORK** 1 UNIT / 1 SEMESTER

Students will develop their skills and understanding in : Gas Welding, Metal Cutting & Forming, and Basic Metal Machining.

Students will use these skills to design, fabricate and then evaluate a product, in alignment with the Australian Curriculum.

Recommended for students considering careers in metal fabrication industry and desiring to participate in Stage 1 & 2 Metalwork.

A charge will be levied at the start of the course to cover the cost of materials used.

## FULL YEAR SUBJECT

This is an advanced metalwork course aimed at students wanting to complete a VET Metal Fabrication course in Stage 1.

Students will gain TAFE Certificate accreditation as well as 20 SACE Stage 1 points for the following competencies:

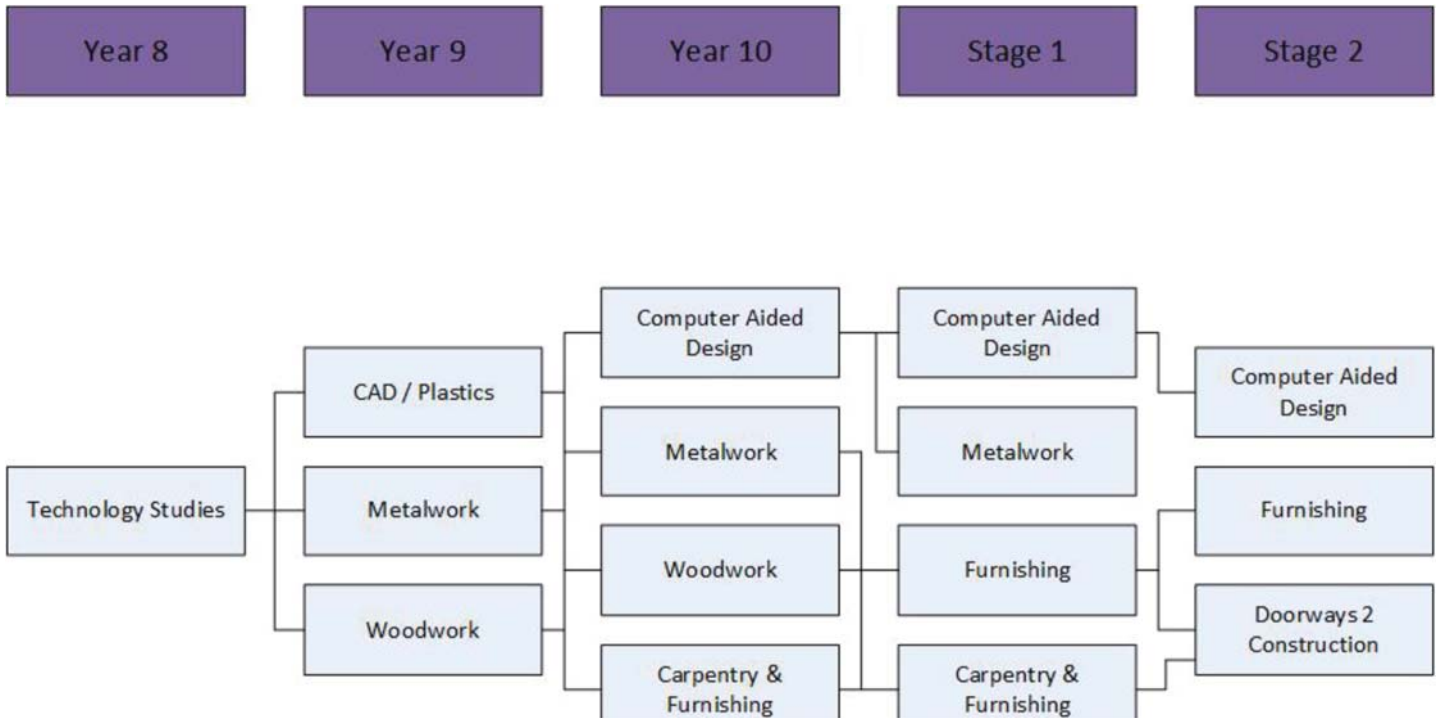
1. Perform Oxy-Acetylene Welding
2. Perform Manual Metal Arc Welding
3. Perform Gas Metal Arc Welding
4. Use Hand & Power tools

Students will learn the above mentioned welding methods to enhance their metal fabrication skills. Students will then use these skills to design, produce and evaluate a product of their own choosing.

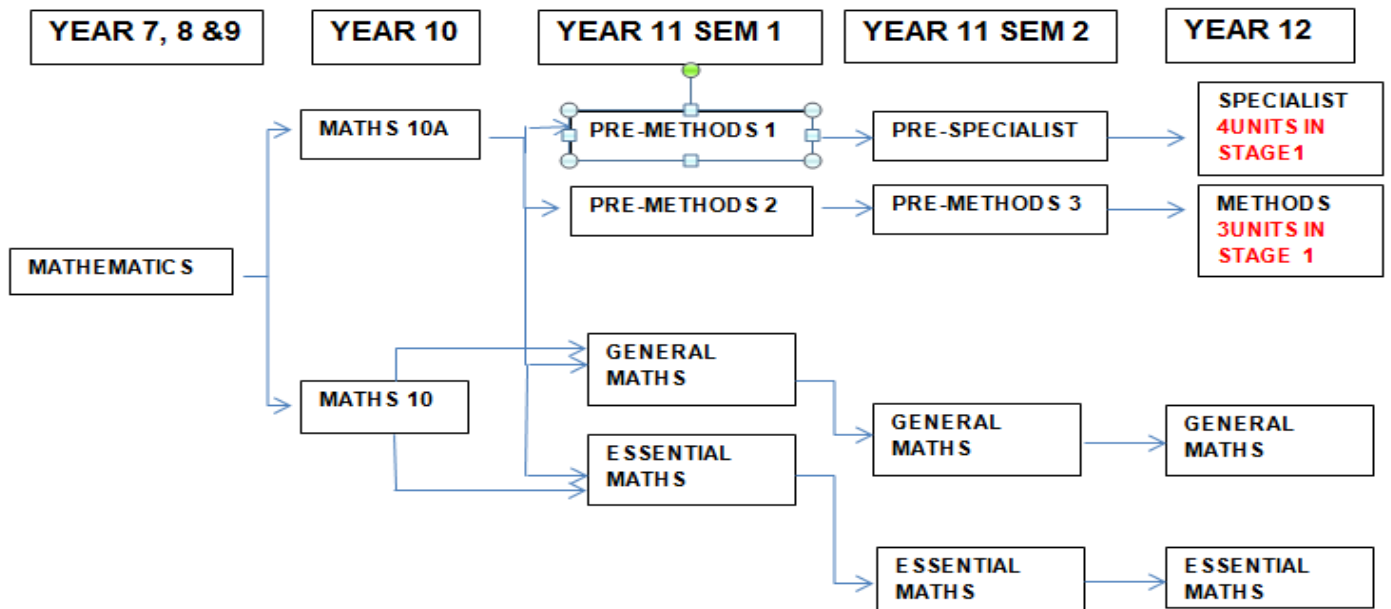
Recommended for students wanting to pursue a VET Metal Fabrication Pathway  
A charge will be levied at the start of the course to cover the cost of materials used.



## TECHNOLOGY FLOW CHART

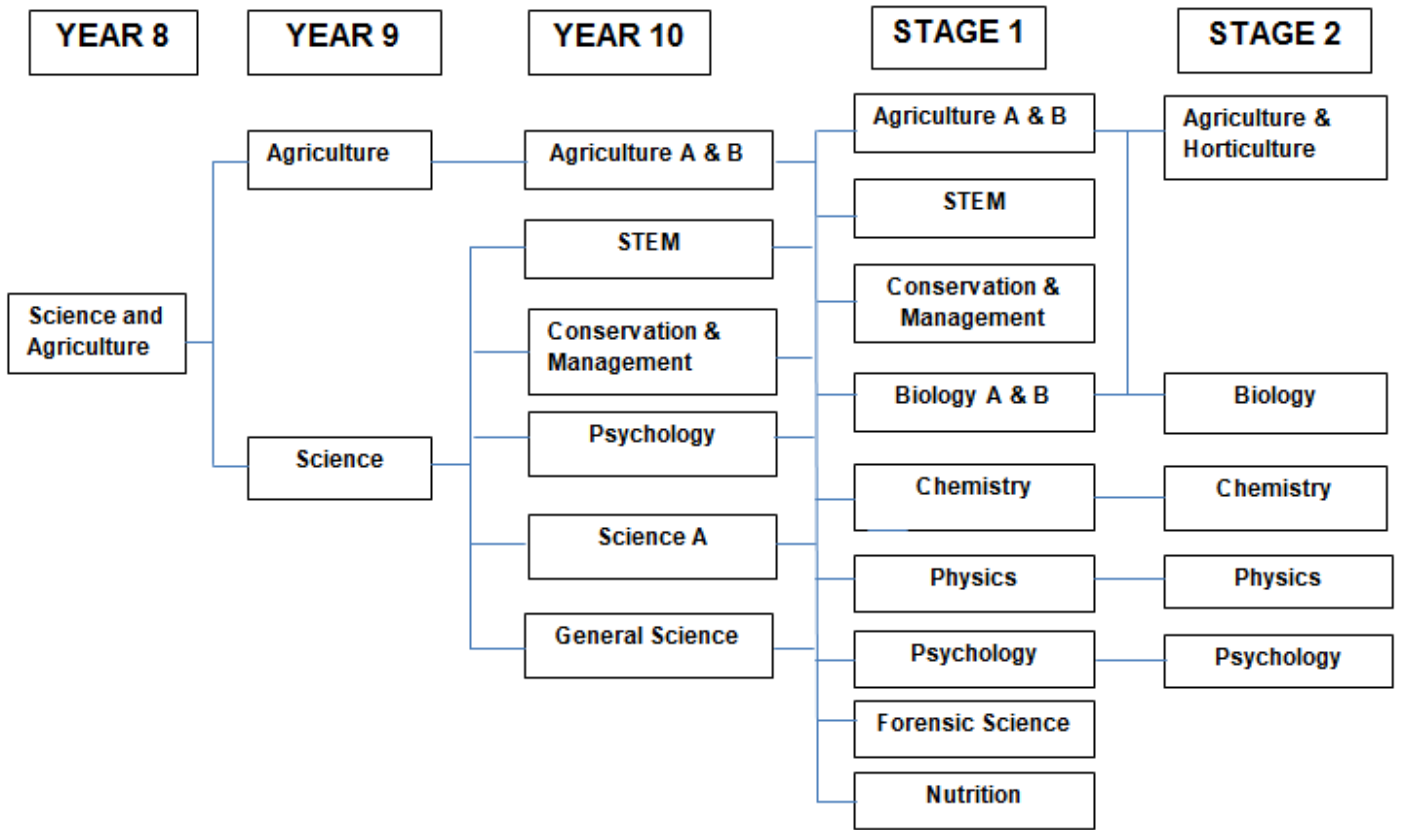


## MATHEMATICS FLOW

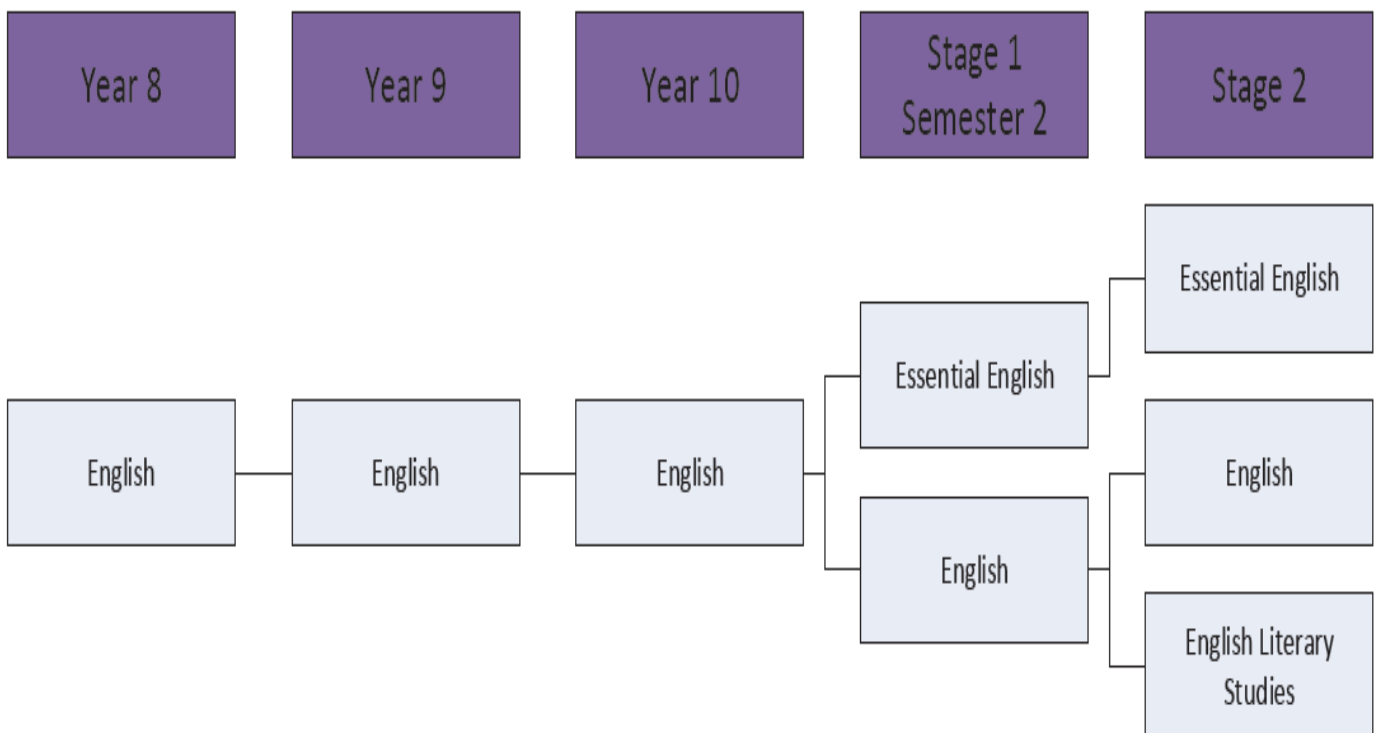




## SCIENCE AND AGRICULTURE FLOW CHART

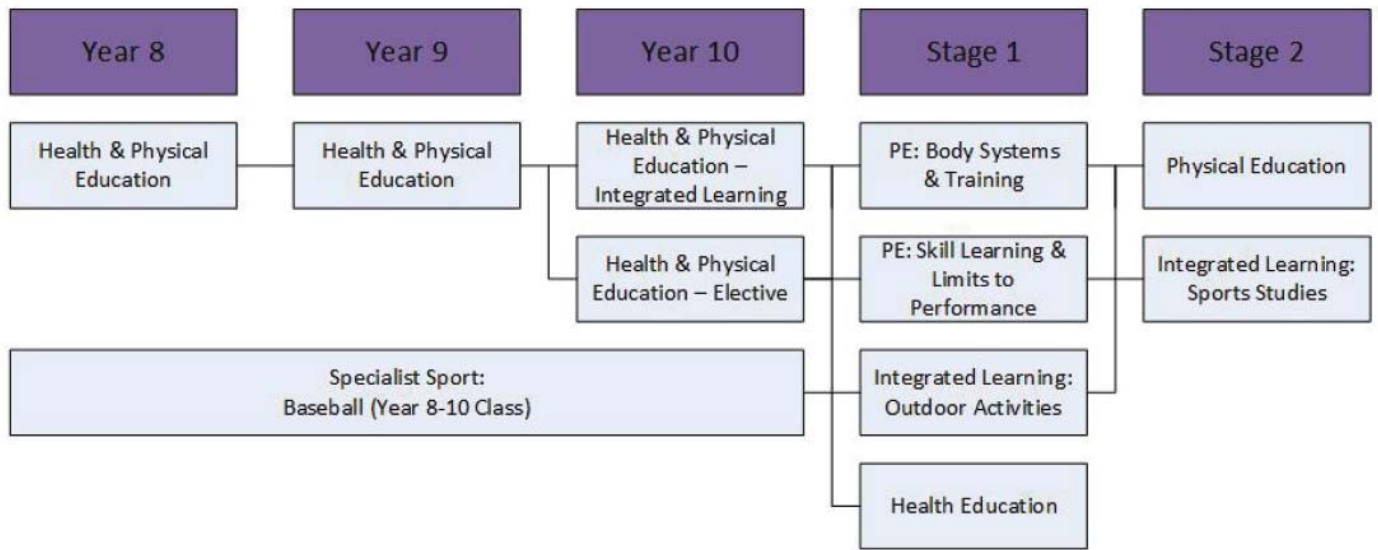


## ENGLISH FLOW CHART

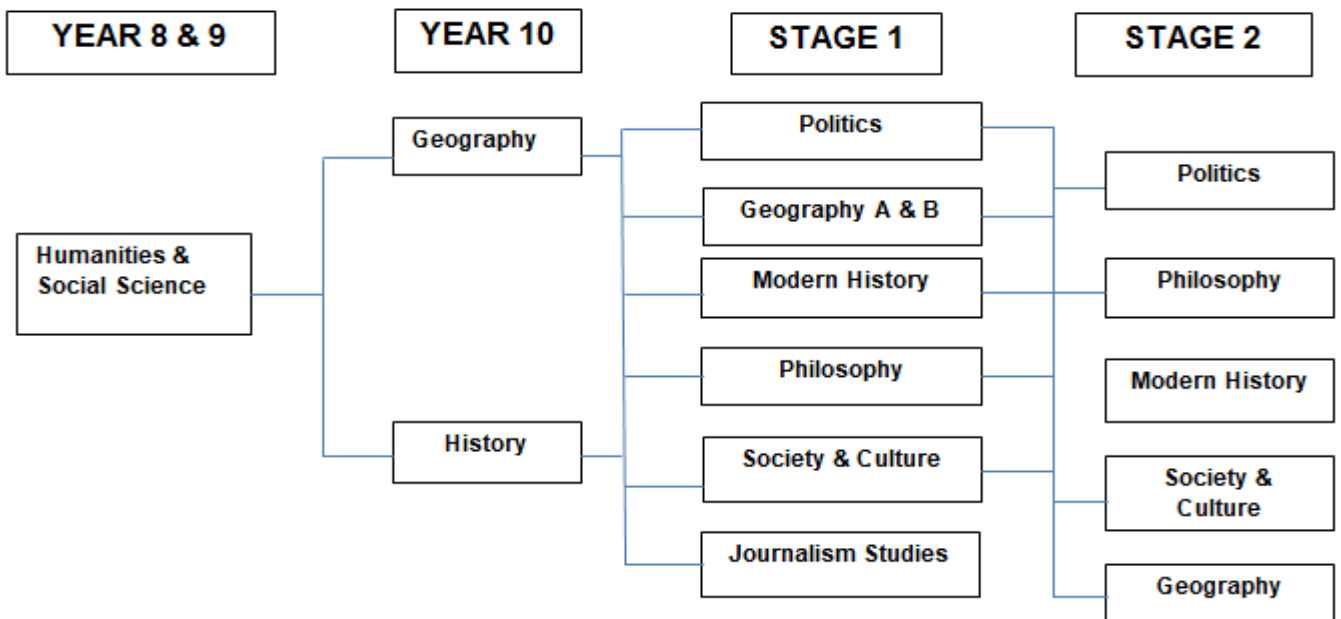




## THE HPE FLOW CHART

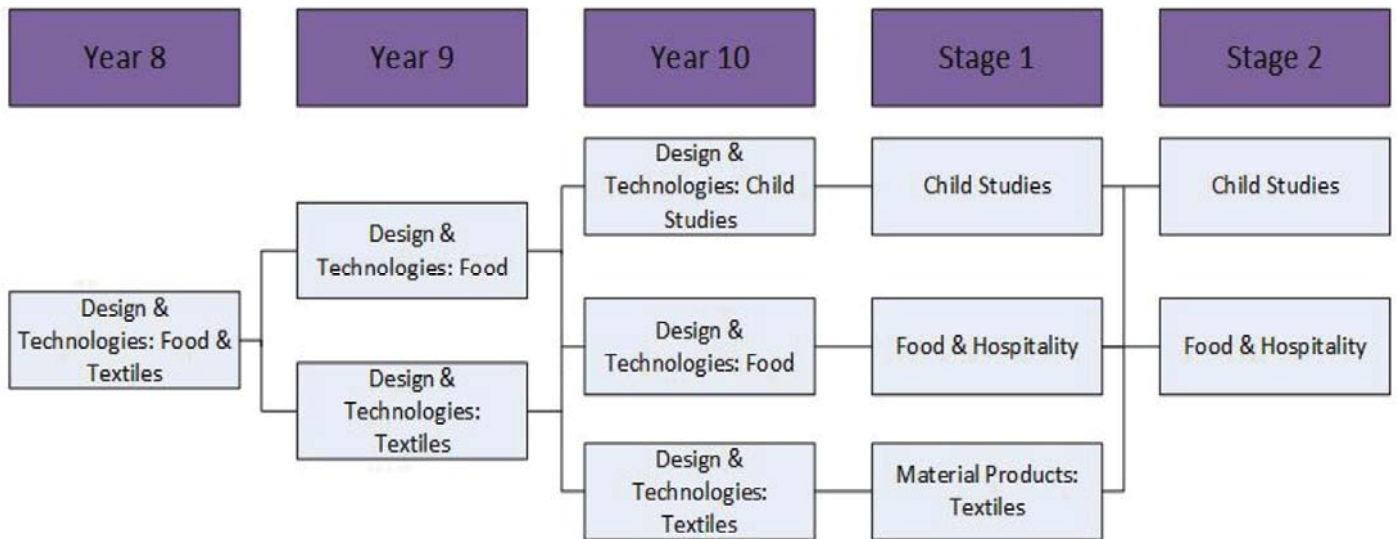


## HUMANITIES FLOW CHART





## DESIGN TECHNOLOGIES & HPE



## Compulsory Subjects Year 10

ENGLISH	2 UNITS
SCIENCE A or GENERAL SCIENCE	2 UNITS
PERSONAL LEARNING PLAN	1 UNIT
HISTORY	1 UNIT
HEALTH/PE	1 UNIT

Students must choose one of the following:

MATHS 10A	2 UNITS
MATHS 10	2 UNITS

Students choose 5 UNITS from the following list

AGRICULTURE	1 OR 2 UNITS
CARPENTRY & FURNITURE	2 UNITS
DESIGN & TECHNOLOGY CHILD STUDIES	1 OR 2 UNITS
DESIGN & TECHNOLOGY FOOD	1 OR 2 UNITS
DESIGN & TECHNOLOGY TEXTILES	1 UNIT
DIGITAL TECHNOLOGY CAD	1 UNIT
DIGITAL TECHNOLOGY CODING	1 OR 2 UNITS
DIGITAL TECHNOLOGY INFORMATION PROCESSING & PUBLISHING	1 OR 2 UNITS
DESIGN & TECHNOLOGY METALWORK	1 UNIT
DESIGN & TECHNOLOGY INTRO TO DOORWAYS TO CONSTRUCTION	1 OR 2 UNITS
METAL FABRICATION	2 UNITS
DRAMA	1 OR 2 UNITS
GEOGRAPHY	1 UNIT

HEALTH & PHYSICAL ED (ELECTIVE)	1 UNIT
JAPANESE	2 UNITS
MEDIA ARTS	1 OR 2 UNITS
MUSIC	2 UNITS
PSYCHOLOGY	1 UNIT
SCIENTIFIC STUDIES: CON- SERVATION & LAND MANAGEMENT	1 UNIT
SCIENTIFIC STUDIES/STEM	1 UNIT
VISUAL ART: ART	1 OR 2 UNITS
VISUAL ART: DESIGN	1 OR 2 UNITS

**The complete list of selections follows the following structure:**

- 2 Units of ENGLISH
- 2 Units of MATHEMATICS
- 2 Units of SCIENCE
- 1 Unit of PLP
- 1 Unit of HISTORY
- 1 Unit of HEALTH / PE
- 5 UNITS of CHOICE

**14 UNITS IN TOTAL**