

Allendale East Area School



Senior School Courses 2015

Courage ... Excellence ... Respect



Foreword

Welcome to your Senior Years at Allendale East Area School. The choices available are diverse enabling you to achieve goals, open doorways and create your future.

The many students who have enjoyed the close bonds developed in our caring Senior Years have achieved success through a myriad of paths including University, TAFE, apprenticeships, retail, hospitality, business and farming. The early focus on Enterprise at Allendale has given them the confidence and skills to take on many challenges as they move into the world of work.

Use the values of **Courage** and **Respect** that you have developed during your schooling to gain **Excellence** in the pathway you choose.

Wishing you every success,

Mrs Beth Mahony, Principal.



Marian Hodson / Deputy Principal and Beth Mahony / Principal

SENIOR STUDENTS - Year 10 to 12

In the Senior years students have specialist teachers who treat them as emerging adults as they make choices about their schooling and future life. Career support, access to a variety of pathways for industry and community accreditation, and links to life beyond schooling, are all important. We aim to equip students with the skills to go on to work, further training, positive community participation or tertiary education.

Allendale East Area School provides both face to face, Open Access, Vocational Education and Training (VET) courses and Australian School Based Apprenticeships (ASBAs) for students in these years. We are implementing a policy of providing the majority of subjects with teaching on campus, and through careful counselling we ensure that students choose subjects that suit what they want to do in the future. We are very aware that students need to be organised, independent learners and self disciplined to be successful with Open Access and VET subjects. We have provided access to laptop computers, upgraded our Senior School Room and Open Access facilities, so students have up to date technology to support their learning.

Year 10 students are in a transition year towards the South Australian Certificate of Education (SACE) and we believe it is important to give them opportunities to refine the skills they will need in Year 11 and 12. With this in mind, we offer some SACE and VET units in Year 10 to students. Other SACE and VET subjects may be offered through Enterprise Activities and ASBAs to students aged 16 years.

Vocational Education and Training (VET) is available, at Year 10, Stage 1 and 2 as part of SACE at Allendale East Area School. School based VET courses are available to suitable Year 10 students in Semester 2. Students can also access VET courses from other schools as outlined in the Industry Pathways Program Limestone Coast Trade School Booklet.

The senior secondary Australian Curriculum for each subject specifies content and achievement standards. The content describes the knowledge, understanding and skills that are to be taught and learned. The achievement standards describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas.

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

Grant Cuthbert & April Hague
Senior School Coordinators

South Australian Certificate of Education (SACE) General Information

What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE will enable students to develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce. The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12).

How do students get the SACE?

To gain the SACE, students complete about two years of full-time study which most students complete over three years.

- Stage 1 – which most students complete in Year 11, and the Personal Learning Plan.
- Stage 2 – Students complete in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students will receive a grade – from A to E – for each subject.

For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

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



What is VET and how can I do it?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. Students undertaking courses, traineeships or apprenticeships gain qualifications recognised by the education system and industry.

SACE students will now be able to study more VET than ever before. These procedures help students to build pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, Industry Accredited Qualifications while completing the SACE. They can earn up to 180 of the 200 credits required to complete the SACE, through recognised VET courses. Within these, students must also satisfy the literacy and numeracy requirements of the SACE. The remaining 20 credits are gained from the Personal Learning Plan (10 credits) and the Research Project (10 credits).

Students can earn 5 SACE credits for successfully completing 35 hours of VET, and 10 SACE credits for 70 hours. The SACE Board will decide whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about Stage 1 and Stage 2. The new VET procedures will encourage students to plan their VET pathways and work towards higher levels of VET.

What is community learning?

Students are able to earn SACE credits for learning undertaken in the community. Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

SACE Assessment Policy

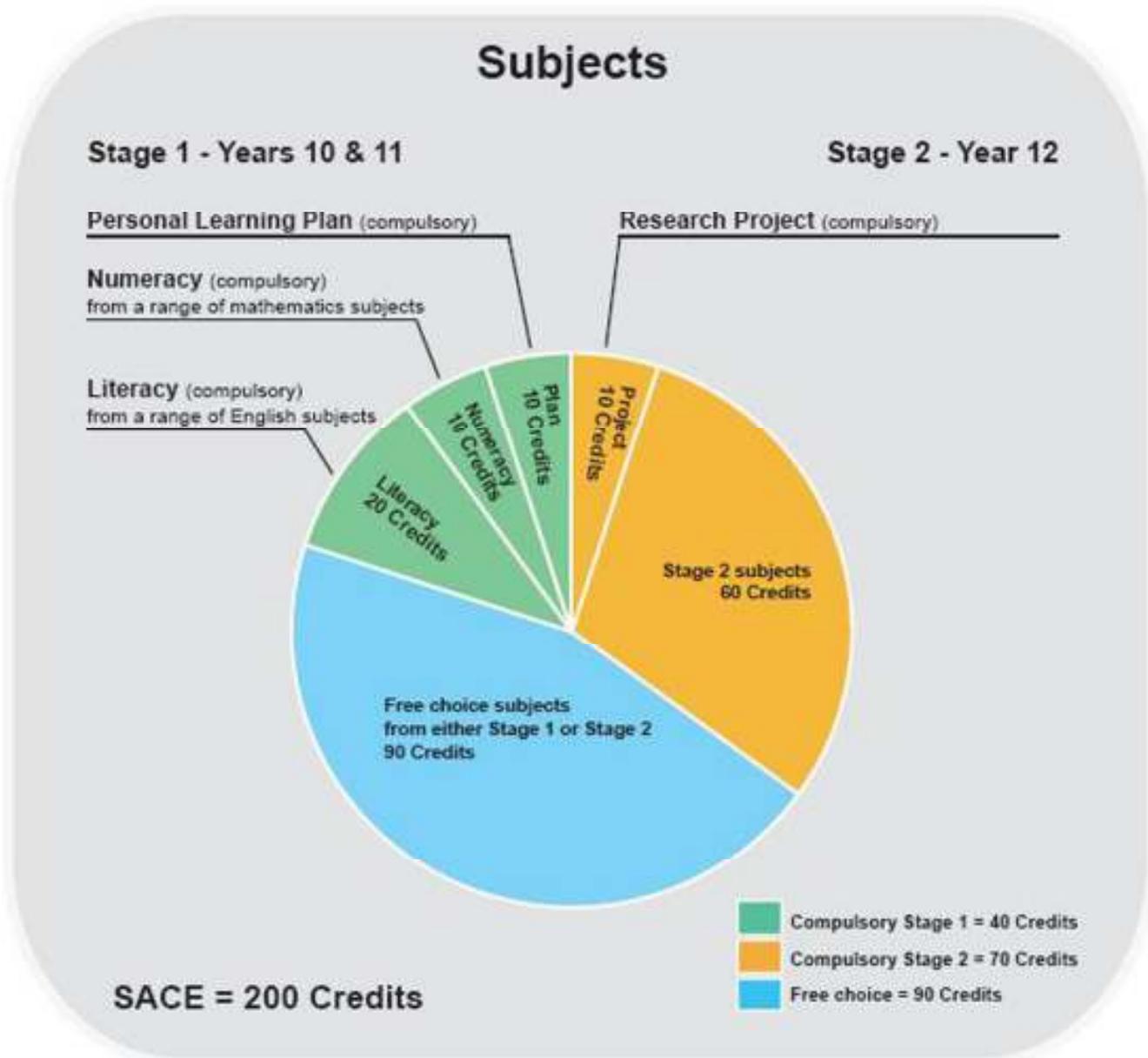
1. Assessment Deadlines are given to students by their subject teachers. Please find a summary below of this policy.
2. Assignments not presented at the deadline are awarded a **zero** or '**not complete**', unless an extension has been **negotiated before the due date**.
3. In the case of a student absence the subject teacher must be **contacted** to negotiate an extension prior to the deadline.
4. Extensions beyond one day will only be negotiated when circumstances meet one of the following criteria:
 - Student illness which is supported by a doctor's certificate or parental note.
 - Family tragedy or personal problem which is supported by a parental note and explanation.
 - It is necessary to document the above criteria in case it is necessary to apply to the SACE Board for **Special Provisions**.

SACE - Stage 1: Allendale East Area School Subjects

It is our expectation that most students commencing Senior Secondary education will enrol for **twelve** Stage 1 subjects, worth 10 credits. Each course is a semester or a half year study in a subject or **70** hours of Vocational Education and Training (VET) incorporating Structured Workplace Learning (SWL).

The following subjects are offered face-to-face at Allendale East Area School depending upon staffing and student numbers. We do however have a policy of providing as many opportunities as is practicable.

Use your **SACE Course planner** and follow the steps to select a course that meets the SACE curriculum requirements.



Personal Learning Plan

Literacy

Choose from a range of English subjects or courses

Numeracy

Choose from a range of mathematics subjects or courses

Additional choices

Choose from a range of Stage 1 subjects and courses

Stage 2 subjects or courses

Choose from a range of Stage 2 subjects and courses

Research Project

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| Total | 200 |
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To gain the SACE, you must earn 200 credits

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| ■ | Compulsory Stage 1 | Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE |
| ■ | Compulsory Stage 1 and/or Stage 2 | |
| ■ | Compulsory Stage 2 | |
| ■ | Choice of subjects and/or courses (Stage 1 and/or 2) | Students must achieve a grade or equivalent for subjects and/or courses selected |

| Stage 1 | | Page | Stage 2 | | Page |
|---|--|------|--|--|------|
| Arts | | | Arts | | |
| Visual Arts (Art or Design) | | 9 | Visual Arts (Art or Design) | | 26 |
| Business, Enterprise and Technology | | | Business, Enterprise and Technology | | |
| Work Place Practices | | 11 | Design and Technology – Material Products | | 27 |
| Design and Technology - Material Products | | 11 | Information Processing and Publishing | | 28 |
| Information Processing and Publishing | | 11 | Work Place Practices | | 29 |
| Communication Products - Photography | | 12 | Business and Enterprise | | 30 |
| | | | Communication Products - Photography | | |
| Cross-disciplinary Learning Areas | | | Cross-disciplinary Studies | | |
| Cross disciplinary Studies (Performing Arts) | | 13 | Community Studies | | 31 |
| Health Recreation & Community (alternative to PE) (by teacher recommendation only) | | 13 | Research Project | | 25 |
| Integrated Learning | | 14 | | | |
| Personal Learning Plan | | 15 | | | |
| English | | | English | | |
| English Pathways | | 16 | English | | 31 |
| English | | 17 | | | |
| Health and Physical Education | | | Health and Physical Education | | |
| Child Studies | | 18 | Food and Hospitality | | 32 |
| Food and Hospitality | | 18 | Physical Education | | 32 |
| Physical Education | | 19 | | | |
| Humanities and Social Sciences | | | | | |
| Society and Culture | | 20 | | | |
| Mathematics | | | Mathematics | | |
| Mathematics Applications | | 21 | Mathematical Applications | | 33 |
| Sciences | | | Sciences | | |
| Biology | | 21 | Biology | | 33 |
| Agriculture and Horticulture | | 22 | Agriculture and Horticulture | | 34 |
| Open Access Stage 1 and 2 | | | | | |
| These are listed in a table after Subject Outlines A number of subjects are provided by the Open Access College at Allendale East Area School. | | | | | 23 |
| Vocational Education and Training (VET) | | | | | |
| Metal Fabrication is offered at Allendale East AS. Other courses are to be negotiated at course counselling referring to other Limestone Coast Vocational Pathway Programs at other campuses. | | | | | 35 |

SACE Stage 1 Subjects

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| Stage 1 Subject | Visual Arts – Art or Design |
| Length | Stage 1 Visual Arts can be studied as a 10-credit subject or a 20-credit subject |
| Descriptor | <p>The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, resolution (i.e. the realisation of an artwork), and production. (10 credits)</p> <p>The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to initiation and the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions (10 credits)</p> |
| Capabilities | The focus capabilities for this subject are communication and personal development . |
| Topics | <ol style="list-style-type: none"> 1. FOLIO The folio documents students' visual learning, in support of at least two resolved visual artworks. 2. PRACTICAL (Minimum of 2) Each practical assessment consists of two parts: <ul style="list-style-type: none"> - the resolved art or design practical work - the practitioner's statement. (250 words) 3. VISUAL STUDY The Visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other practitioners. |



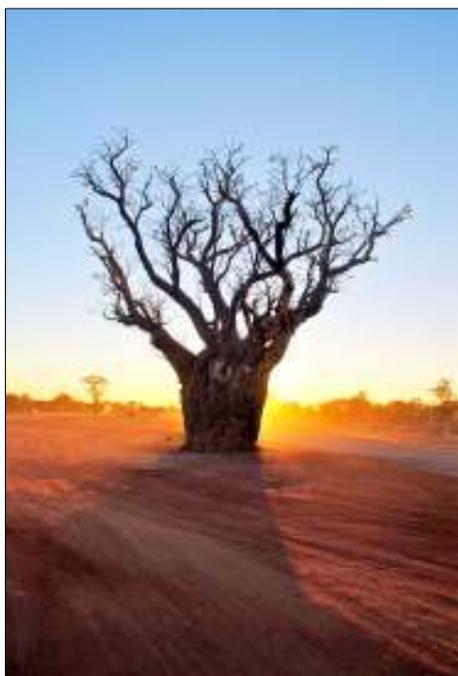
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| Stage 1 Subject | Design and Technology - Material Products |
| Length | Stage 1 Design and Technology can be studied as a 10-credit subject or a 20-credit subject. |
| Descriptor | <p>Design in technology involves to satisfy human needs and wants. It is an interactive decision-making process that involves investigating, planning, creating, and producing, together with continuous evaluation and modification.</p> <p>Students learn about the products, processes, and systems of the natural and designed world. They develop an understanding of how the use of technology has created new and rapidly changing opportunities in local, national, and global contexts. Students develop the skills and knowledge to use tools, materials, and systems appropriately, safely, and competently to create a product or system. (A product may also be a model, prototype, part, or process.)</p> <p>A technologically literate student is able to draw on knowledge and understanding developed through different disciplines to realise solutions through applied problem-solving. Students are able to enhance their manipulative and other practical skills in Design and Technology, and reflect on what they have learnt to make informed decisions and develop their capabilities for life and work.</p> |
| Capabilities | The focus capabilities for this subject are personal development, work, and learning. |
| Topics | <p>Metalwork - Welding and Metal Fabrication.</p> <p>This subject covers a range of advanced metal working skills and practices, in both machining and welding areas. Topics may include gas, arc and GMA welding and, sheet metal techniques. A high emphasis is made on learning and using the design process with all practical tasks. Research tasks are set on materials and current industry issues.</p> <p>Woodwork - Furniture Construction</p> <p>A subject that includes the principles and practical activities experienced in the construction of a piece/s of furniture from solid timber or manufactured sheet material. It requires planning and drawing, using modern and traditional assembly techniques, the use of rods, jigs, power tools, finishing equipment, hardware selection and fitting.</p> |



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| Stage 1 Subject | Workplace Practices |
| Length | Stage 1 Workplace Practices can be studied as a 10-credit or a 20-credit subject. |
| Descriptor | In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF). |
| Capabilities | The focus capabilities for this subject are personal development, work, and learning . |
| Topics | Topic 1: Future Trends in the World of Work Topic 2: The Value of Unpaid Work to Society Topic 3: Workers' Rights and Responsibilities Topic 4: Career Planning Topic 5: Negotiated Topics. |

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| Stage 1 Subject | Information Processing and Publishing |
| Length | Stage 1 Information Processing and Publishing can be studied as a 10-credit subject or a 20-credit subject. |
| Descriptor | Information Processing focuses on the use of technology to design and implement information processing solutions. Students develop solutions to text-based problems in information processing and publishing, using imagination and creativity to make proposals and choices. They use the designing process to apply problem-solving, critical-thinking, and decision-making skills. They learn a variety of strategies for meeting identified needs. They generate, synthesise, and realise ideas, using a wide range of techniques to communicate their thinking and design proposals. Students are able to evaluate their own progress by analysing and critiquing existing text-based publications. They question the principles used in designing, and the methods and resources used in the development of products. They analyse the impacts and consequences of the use of publishing technologies. Throughout their learning, students are provided with opportunities to develop an appreciation of the current social, legal, and ethical issues that relate to the processing, management, and communication of text-based information, and to assess their impact on individuals, organisations, and society. |
| Capabilities | The focus capabilities for this subject are communication and learning . |
| Topics | <ul style="list-style-type: none"> • Personal Publishing • Business Publishing • Digital Presentations • Digital Publishing • Data Input. |

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| Stage 1 Subject | Communication Products – Photography |
| Length | Stage 1 Communication Products can be studied as a 10-credit subject in Semester 1. A Semester 2 course may be offered if there is sufficient numbers. |
| Descriptor | Through the study of Design and Technology- Communication Products, students develop the ability to identify, create, initiate and develop products, processes, or systems. In Photography students develop their practical skills base through a variety of practical assignments. Proficiency is gained in both camera craft and computer software techniques. A personal approach to photography as an art form is the primary goal of the course. The course can lead onto SACE Stage 2 Art, Design or Photography . |
| Capabilities | The focus capabilities for this subject are communication, work and learning. |
| Topics | <ul style="list-style-type: none"> • Learn/ use photographic skills • Learn/ use computer software in a creative manner • Brainstorm and share ideas and knowledge about photography • Visualise, create and assemble Products • Research through the internet, library and other resources • Problem-solve in project planning • Use appropriate technical photographic language • Make choices in arts practice |



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| Stage 1 Subject | Cross-disciplinary Studies - Performing Arts |
| Length | Stage 1 Cross-disciplinary Studies can be studied as a 10-credit subject usually one lesson per week for two semesters. |
| Descriptor | Students undertake a school-developed program around a chosen learning interest that cannot be studied within the one discipline, or within another SACE Board-accredited subject or recognised course. |
| Capabilities | The focus capabilities for this subject are citizenship, communication, personal development, work and learning. |
| Topics | The content of Stage 1 Cross-disciplinary Studies is built around the learning interest and an understanding of the contributing disciplines and the relevant capabilities. <ul style="list-style-type: none"> • Students cover the following phases as part of their program: • Scoping of the learning interest • Application of knowledge and skills to develop the learning interest • Analysis and reflection on their learning. |



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| Stage 1 Subject | Health, Recreational and Community Studies |
| Length | Stage 1 Community Studies can be studied as a 10-credit subject or a 20-credit subject in one or more of the ten areas of study listed below: |
| Descriptor | Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community. |
| Capabilities | The focus capabilities for this subject are communication and citizenship. |
| Topics | Students prepare a contract of work to develop a community activity from any of the following ten areas of study: <ul style="list-style-type: none"> • Arts and the Community • Business and the Community • Communication and the Community • Design, Construction, and the Community • Environment and the Community • Foods and the Community • Health, Recreation, and the Community • Science and the Community • Technology and the Community • Work and the Community. |

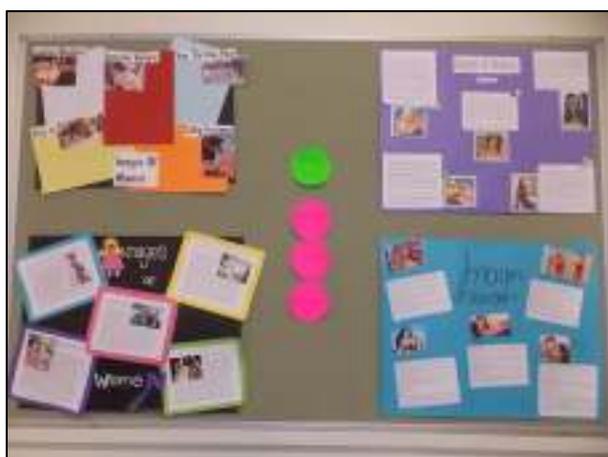
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| Stage 1 Subject | Integrated Learning |
| Length | Stage 1 Integrated Learning can be studied as a 10-credit subject. |
| Descriptor | Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students' lives and their learning. |
| Capabilities | The focus capabilities for this subject are communication, citizenship, personal development, learning and work. |
| Topics | <p>Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.</p> <p>In the 10-credit subject students undertake one or more of the five key areas of study.</p> <p>Key Areas of Study:</p> <ul style="list-style-type: none"> • Developing the Capability for Communication • Developing the Capability for Citizenship • Developing the Capability for Personal Development • Developing the Capability for Work • Developing the Capability for Learning. |



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| Stage 1 Subject | Personal Learning Plan (Compulsory) |
| Length | The Personal Learning Plan (PLP) is a compulsory 10-credit subject. |
| Descriptor | <p>The PLP helps students plan for their future by:</p> <ul style="list-style-type: none"> • helping them to make informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school • possible career choices and ideas for community service • how best to prepare for their career options and other goals. <p>Students normally begin the PLP in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Students must achieve a C grade or better to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies.</p> |
| Capabilities | <p>The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the Personal Learning Plan and are incorporated in the assessment of the subject.</p> <ul style="list-style-type: none"> ▪ The capabilities are: communication citizenship personal development work and learning |
| Topics | <p>Teachers, together with their students, choose areas for detailed study to support the development, implementation, review, and adjustment of each student's plan, based on his or her particular needs and interests.</p> <p>Examples of topics include.</p> <ol style="list-style-type: none"> 1. Learning Skills 2. Thinking Skills and Techniques 3. Research Skills 4. Planning and Decision-making Skills 5. Communication 6. Work Skills 7. Social Living and Responsibility 8. Culture and Knowledge 9. Personal Characteristics 10. Interpersonal and Relationship Skills 11. Health and Well-being |



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| Stage 1 Subject | English Pathways |
| Length | Stage 1 English Pathways can be studied as a 10-credit subject or a 20-credit subject. Students must choose at least 20 credits from a range of English subjects or courses (Stage 1). |
| Descriptor | <p>The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. Stage 1 English Pathways provides the opportunity for teachers and schools to develop programs that suit the local needs of students. It articulates with the Stage 2 English Pathways subject.</p> <p>In Stage 1 English Pathways, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities.</p> |
| Capabilities | The focus capabilities for this subject are communication, citizenship, personal development, work and learning. |
| Topics | <p>For both 10-credit and 20-credit subjects, students read and respond to texts as well as produce texts. Decisions on the content are centred on the ways in which individual or groups of students establish and maintain connections with familiar and unfamiliar communities.</p> <p>Text Analysis</p> <p>Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.</p> <p>Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.</p> <p>Producing texts</p> <p>Students explore a range of text types for a range of purposes and audiences, and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types, and use these to compose their own texts.</p> |



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| Stage 1 Subject | English |
| Length | Stage 1 English can be studied as a 10-credit subject or a 20-credit subject. Students must choose at least 20 credits from a range of English subjects or courses (Stage 1). |
| Descriptor | <p>The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.</p> <p>Stage 1 English caters for students with a range of learning styles and articulates with the Stage 2 English subjects.</p> |
| Capabilities | The focus capabilities for this subject are communication, citizenship, personal development, work, and learning. |
| Topics | <p>For both 10-credit and 20-credit subjects, students are required to read and respond to texts as well as produce texts.</p> <p>Reading and responding to texts</p> <p>Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.</p> <p>Producing texts</p> <p>Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.</p> <p>Extended Study</p> <p>Students complete <i>one</i> of the extended study options:</p> <ul style="list-style-type: none"> • Option 1: Language Study • Option 2: Connected Texts Study • Option 3: Student-negotiated Study |



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| Stage 1 Subject | Child Studies |
| Length | Stage 1 Child Studies may be undertaken as a 10-credit subject. |
| Descriptor | The Stage 1 subject examines the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society. |
| Capabilities | The focus capabilities for this subject are citizenship, personal development and learning . |
| Topics | Students study topics within one or more of the following three areas of study: <ul style="list-style-type: none"> • The Nature of Childhood and the Socialisation and Development of Children • Children in Wider Society • Children, Rights and Safety |

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| Stage 1 Subject | Food and Hospitality |
| Length | Stage 1 Food and Hospitality can be studied as a 10-credit subject. |
| Descriptor | In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices. |
| Capabilities | The focus capabilities for this subject are communication, learning and work . |
| Topics | <ul style="list-style-type: none"> • Students study topics within one or more of the following three areas of study: • Food, the Individual and the Family • Local and Global Issues in Food and Hospitality • Trends in Food and Culture • Food and Safety • Food and Hospitality Careers |



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| Stage 1 Subject | Physical Education |
| Length | Stage 1 Physical Education can be studied as a 10-credit subject. |
| Descriptor | <p>In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.</p> <p>Stage 1 Physical Education consists of the following two areas:</p> <ul style="list-style-type: none"> • Practical Skills and Application 60% mark allocation • Principles and Issues 40% mark allocation |
| Capabilities | The focus capabilities for this subject are communication, learning and personal development. |
| Topics | <p>Practical Skills and Applications</p> <p>For a 10-credit subject, students complete two or three practicals.</p> <p>Principles and Issues (consists of the following two areas of study)</p> <ul style="list-style-type: none"> • The Nature of Physical Activity • Issues Analysis <p>The Nature of Physical Activity</p> <p>This area of study requires an experimental, analytical approach to physical activity and well-being. Topics include:</p> <ul style="list-style-type: none"> • body systems • fitness + performance • sports injuries • participation in physical activity <p>Issues Analysis</p> <p>Students analyse issues that are relevant to local, national or global communities through topics of interest to them.</p> <p>Topics focus on physical activity and could include:</p> <ul style="list-style-type: none"> • alcohol, tobacco and other drugs • children's sport and activity • fitness • health risk factors • sports injuries |



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| Stage 1 Subject | Society and Culture |
| Length | Stage 1 Society and Culture can be studied as a 10-credit subject |
| Descriptor | <p>In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.</p> <p>This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.</p> |
| Capabilities | The focus capabilities for this subject are citizenship, communication, and learning. |
| Topics | <p>In a 10-credit subject, students study two topics:</p> <ul style="list-style-type: none"> • one topic with a focus on an Australian context • one topic with a focus on a global context. |



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| Stage 1 Subject | Stage 1 Mathematics Applications |
| Length | Stage 1 Mathematics Applications can be studied as a 10-credit subject or a 20-credit subject. Students must choose at least 10 credits from a range of mathematics subjects or courses (Stage 1) |
| Descriptor | <p>In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.</p> <p>Stage 1 Mathematics Applications allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.</p> |
| Capabilities | The focus capabilities for this subject are communication, citizenship, personal development, work, and learning. |
| Topics | <p>Stage 1 Mathematics consists of the following topics:</p> <ul style="list-style-type: none"> • Topic 1: Earning and Spending • Topic 2: Measurement • Topic 3: Data in Context • Topic 4: Networks and Matrices • Topic 5: Saving and Borrowing |

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| Stage 1 Subject | Biology |
| Length | Stage 1 Biology can be studied as a 10-credit subject. |
| Descriptor | <p>In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.</p> <p>Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.</p> |
| Capabilities | The focus capabilities for this subject are communication and learning. |
| Topics | <p>1 Semester</p> <ul style="list-style-type: none"> • Cells and Cancer • Biotechnology and Microbes • Systems of the Human Body |

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| Stage 1 Subject | Agriculture and Horticulture |
| Length | Stage 1 Agriculture can be studied as a 10-credit subject or a 20-credit subject. |
| Descriptor | The study of agriculture and horticulture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries. Students investigate issues through topics related to animals, plants, fungi, microorganisms, soils, climate, water, and/or technology, and in a local, national, and/or global context. Experiments are a part of practical investigations in the study of Agriculture and Horticulture. |
| Capabilities | The focus capabilities for this subject are communication and learning . |
| Topics | Students study topics with a theme of “The Management of Plant and Animal Production.” <i>Semester 1</i> Plant Production: Students are exposed to soil science, plant growth and reproduction, weather patterns and the environmental impacts on agriculture. <i>Semester 2</i> Animal Production: Students are exposed to cattle production in particular during this course. Studies explore feeding livestock, animal anatomy and physiology and reproduction, preparing cattle for show and career opportunities in the beef sector. It has been developed so that students are provided experience which support and further their existing knowledge and skills, as well as providing exposure to new aspects of agriculture. Formal classroom work provides the opportunity for self-directed learning that complements the context within which the practical work is being undertaken. Students have the opportunity to develop contacts with the wider community to broaden their networks within the agriculture community and also to draw on the expertise that is available from experienced farmers. |



OPEN ACCESS SUBJECTS

SACE STAGE 1 and STAGE 2

The following subjects are available at Allendale East Area School and are provided by the Open Access College.

STAGE 1 SUBJECTS

Aboriginal Studies
Accounting
Business and Enterprise
Chemistry
Economics
English – Language and Literature
Geography
Health
History
Legal Studies
Mathematics – Bridging
Mathematics – A., B. and C.
Media Studies
Numeracy for Work and Community Life
Physics
Psychology
Society and Culture

STAGE 2 SUBJECTS

Aboriginal Studies
Accounting Studies
Australian History
Automotive Technology
Biology
Business Studies
Chemistry
Economics
English Studies
Geography
Geology
Health
Legal Studies
Mathematics - Applications Business
Mathematical Studies
Nutrition
Physics
Society and Culture
Women's Studies

For more information on the Open Access College and / or subjects descriptors contact the Open Access Co-ordinator at Allendale East Area School – Ms Marian Hodson

Open Access College Fees (approximately) -
Years 11 - 12 \$60 per semester \$110 per year

Please contact the Principal if you require support with these fees. We may be able to offer some support to some students.

SACE - Stage 2

The Stage 2 requirements are described below.

Research Project

The Research Project is a compulsory Stage 2 subject, worth 10 credits. Students will need to gain a C grade or better in the Research Project to achieve the SACE.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:

- community-based projects
- technical or practical activities
- work-related research
- subject-related research.

Students receive a result in one of two forms:

- Research Project A, with an external assessment that may be undertaken in a range of formats
- Research Project B, with an external assessment that must be written (students wanting to include this subject in the calculation of their ATAR - Australian Tertiary Admissions Rank must study this form of the subject)

Other Stage 2 requirements

Consecutive or year long units

In addition to the Research Project, students must achieve at least 60 credits in their choice of Stage 2 subjects or courses.

Students wishing to apply for university entry for the year 2015 and beyond must also meet some other requirements.

Stage 2 Assessment

At Stage 2, assessment will be 70 per cent school-based, with the remainder assessed externally. Central moderation will confirm that school-based assessment levels are consistent with each subject's performance standards.

External assessment, if not an exam, is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the task with reference to the performance standards.

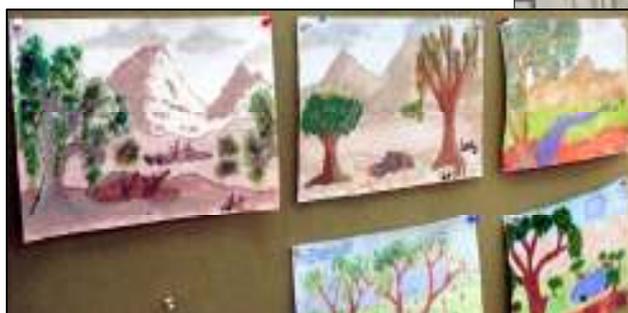


STAGE 2 SUBJECT DESCRIPTORS

The following subjects are offered face to face at Allendale East Area School. Use your Course Planner form and follow the steps to select a course that meets the SACE requirements and your career pathway.

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| Stage 2 Subject | Research Project - a compulsory subject | |
| Length | Students must complete the 10-credit Research Project at Stage 2 of the SACE, with a C grade or better. | |
| Descriptor | <p>Students need to</p> <ul style="list-style-type: none"> choose a topic of interest—it may be linked to a SACE subject or course, or to a workplace or community context. learn and apply research processes and the knowledge and skills specific to their research topic. record their research and evaluate what they have learnt. <p>The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.</p> | |
| Capabilities | The focus capabilities for this subject are communication, learning, personal development, citizenship and work. | |
| Topics | The content of the Research Project comprises the capabilities and research framework as set by the students. | |
| Assessment | <i>School-based Assessment</i> | <i>Weighting</i> |
| | Folio | 50% |
| | Research Outcome | 20% |
| | <i>External Assessment</i> | |
| | Review/Evaluation (including written summary) | 30% |

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| Stage 2 Subject | Visual Arts – Arts or Design | |
| Length | Stage 2 Visual Arts 20-credits. Students can enrol in Visual Arts – Art or Visual Arts – Design. | |
| Descriptor | <p>In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.</p> <p>The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.</p> <p>The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.</p> | |
| Capabilities | The focus capabilities for this subject are communication and personal development . | |
| Topics Students complete 1 Visual Study & 2 Folios and resolved final pieces | 20-credit programs, with a focus on either art or design, the following three areas of study are covered: <ul style="list-style-type: none"> • Practical Application • Knowledge and Understanding • Analysis and Response | |
| Assessment | <i>School-based Assessment</i> | <i>Weighting</i> |
| | Folio (2) | 30% |
| | Practical (2) | 40% |
| | <i>External Assessment</i> | |
| | Visual Study | 30% |



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| Stage 2 Subject | Design and Technology - Material Products | |
| Length | Design and Technology may be undertaken as a 10-credit subject or a 20-credit subject at Stage 2. | |
| Descriptor | <p>Students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They make sound decisions about materials and techniques, based on their testing and understanding of the physical properties and working characteristics of materials. Students identify product characteristics and make critical judgments about the design and creation of products and systems</p> <p>They work with a range of tools, materials, equipment, and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief.</p> <p>Students investigate and critically analyse a range of products, processes, and production techniques used in industrial situations. This information is used to create potential solutions through the design and creation of products and systems. Students identify demands on their design, taking cost, ethical, cultural, and environmental issues into account. They explain how their ideas address these demands, and use their analysis to produce proposals for the present and future</p> <p>The learning requirements for Stage 2 Design and Technology emphasize the importance of the design process as a preliminary to the realisation process.</p> | |
| Capabilities | The different enrolment options available in Design and Technology provide students with opportunities to develop all five capabilities, with a particular focus on personal development, work and learning . | |
| Topics | <p>Metalwork - Welding and Metal Fabrication. -covers a range of advanced metal working skills and practices, in both machining and welding areas.</p> <p>Woodwork - Furniture Construction -includes the principles and practical activities experienced in the construction of a piece/s of furniture from solid timber or manufactured sheet materials</p> | |
| Assessment | <i>School-based Assessment</i> | <i>Weighting</i> |
| | Skills and Applications Tasks | 20% |
| | Product | 50% |
| | <i>External Assessment</i> | |
| | Folio | 30% |



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| Stage 2 Subject | Information Processing and Publishing | |
| Length | Stage 2 Information Processing and Publishing can be studied as a 10-credit subject or a 20-credit subject. | |
| Descriptor | Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts. | |
| Capabilities | The focus capabilities for this subject are communication and learning . | |
| Topics | <p>Stage 2 Information Processing and Publishing consists of the following four focus areas:</p> <ul style="list-style-type: none"> • Desktop Publishing • Electronic Publishing • Personal Documents • Business Documents. <p>For a 10-credit subject, students undertake <i>one</i> of the focus areas listed above.</p> <p>For a 20-credit subject, students undertake <i>two</i> of the focus areas listed above.</p> <p>Students undertake one Product and Documentation task that may come from either one focus area or the integration of two focus areas.</p> <p>Students complete, for an identified audience, a text based Product that demonstrates knowledge and use of the four parts of the designing process: investigating, devising, producing, and evaluating. The completed Product should be at least three A4 pages in length, or the equivalent, for a 10 credit subject; and five pages in length, or the equivalent, for a 20-credit subject.</p> | |
| Assessment | <i>School-based Assessment</i> | <i>Weighting</i> |
| | Practical Skills | 50% |
| | Issues Analysis | 20% |
| | <i>External Assessment</i> | |
| | Product and Documentation | 30% |



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| Stage 2 Subject | Workplace Practices | |
| Length | Stage 2 Workplace Practices can be studied as a 10-credit subject or a 20-credit subject. | |
| Descriptor | In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF). | |
| Capabilities | The focus capabilities for this subject are personal development, work and learning . | |
| Topics | <p>There are three focus areas of study of this subject:</p> <ul style="list-style-type: none"> • Industry and Work Knowledge • Vocational Learning • Vocational Education and Training (VET). <p>For both a 10-credit and 20-credit subject, students must include the following areas of study:</p> <ul style="list-style-type: none"> • Industry and Work Knowledge, and • Vocational Learning and/or Vocational Education and Training (VET). <p>For the Industry and Work Knowledge component, students undertaking:</p> <ul style="list-style-type: none"> • Workplace Practices A (10-credits) and/or Workplace Practices B (10 credits), study two or more negotiated topics in each subject; • Workplace Practices (20-credits), study the three or more topics from the list below: <ul style="list-style-type: none"> Topic 1: Work in Australian Society Topic 2: The Changing Nature of Work Topic 3: Industrial Relations Topic 4: Finding Employment Topic 5: Negotiated Topic. | |
| Assessment | <i>School-based Assessment</i> | <i>Weighting</i> |
| | Folio | 25% |
| | Performance | 25% |
| | Reflection | 20% |
| | <i>External Assessment</i> | |
| | Investigation | 30% |



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| Stage 2 Subject | Communication Products - Photography | |
| Length | Stage 2 Communication Products can be studied as a 10-credit subject or a 20-credit subject. | |
| Descriptor | Through the study of Design and Technology- Communication Products, students develop the ability to identify, create, initiate and develop products and processes.. Students develop their practical skills base and in particular the program covers commercial applications, camera techniques, electronic imaging and independent photographic studies based on themes chosen by the student. The course places a great emphasis on the acquisition on high-level skills in both the capture and production of sophisticated images. | |
| Capabilities | Students develop communication capabilities as they investigate and plan towards a final outcome of their design ideas. They learn how to utilise the features and limitations of digital cameras and digital technologies. All of the assessment tasks help students develop their practical skills for the world of work . Designing and producing an effective photo-communications product enhances their personal development and learning . | |
| Topics | <ul style="list-style-type: none"> • Learn/ use photographic skills • Learn/ use computer software in a creative manner • Brainstorm and share ideas an knowledge about photography • Visualise, create and assemble Products • Research through the internet, library and other resources • Problem-solve in project planning • Use appropriate technical photographic language • Make choices in arts practice | |
| Assessment | <i>School-based Assessment</i> | <i>Weighting</i> |
| | Assessment Type 1 – Skills and Applications Tasks | 20% |
| | Assessment Type 2 – Product | 50% |
| | <i>External Assessment</i> | |
| | Assessment Type 3 - Folio | 30% |

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| Stage 2 Subject | Community Studies | |
| Length | Stage 2 Community Studies can be studied as a 10-credit subject or a 20-credit subject in one or more of the ten areas of study. | |
| Descriptor | Community Studies offers students the opportunity to create individual contracts of learning in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. | |
| Capabilities | The focus capabilities for this subject are communication and citizenship . | |
| Topics | <p>Students prepare a contract of work to develop a community activity from the following ten areas of study:</p> <ul style="list-style-type: none"> • Arts and the Community • Business and the Community • Communication and the Community • Design, Construction, and the Community • Environment and the Community • Foods and the Community • Health, Recreation, and the Community • Science and the Community • Technology and the Community • Work and the Community. | |
| Assessment | <i>School-based Assessment</i> | |
| | Contract of Work | |
| | Folio | |
| | Presentation | |
| | <i>External Assessment</i> | |
| | Reflection | |

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| Stage 2 Subject | English | |
| Length | Stage 2 English can be studied as a 10-credit subject or a 20-credit subject. | |
| Descriptor | <p>English Communications focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.</p> <p>Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.</p> | |
| Capabilities | The focus capabilities for this subject are communication, citizenship, personal development, work and learning . | |
| Topics | Negotiated with class | |
| Assessment | <i>School-based Assessment</i> | |
| | Text Analysis | 20% |
| | Text Production | 20% |
| | Communication Study | 30% |
| | <i>External Assessment</i> | |
| | Folio | 30% |

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| Stage 2 Subject | Food and Hospitality | |
| Length | Food and Hospitality can be taken as a 10-credit subject or a 20-credit subject. A 10-credit subject includes at least two areas of study. A 20-credit subject includes all five areas of study. | |
| Descriptor | Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers. | |
| Capabilities | The focus capabilities for this subject are communication, learning and work. | |
| Topics | Students study topics within one or more of the following five areas of study: <ul style="list-style-type: none"> ▪ Contemporary and Future Issues ▪ Economic and Environmental Influences ▪ Political and Legal Influences ▪ Socio-cultural Influences ▪ Technological Influences. | |
| Assessment | <i>School-based Assessment</i> | <i>Weighting</i> |
| | Practical Activity | 50% |
| | Group Activity | 20% |
| | <i>External Assessment</i> | |
| | Investigation | 30% |

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| Stage 2 Subject | Physical Education | |
| Length | Physical Education is a 20 Credit subject | |
| Descriptor | In Physical Education, students gain an understanding of human functioning and physical activity structures. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations. | |
| Capabilities | The focus capabilities for this subject are communication, learning and personal development. | |
| Topics | <p>Practical Skills and Applications Students complete <i>three</i> practicals that are balanced across a range of individual, fitness, team, racket, aquatic, and outdoor activities and that cater for the different skills, interests of the students.</p> <p>Principles and Issues (consists of the following three topics)</p> <ul style="list-style-type: none"> • Exercise Physiology and Physical Activity • The Acquisition of Skills and the Biomechanics of Movement • Issues Analysis | |
| Assessment | <i>School-based Assessment</i> | <i>Weighting</i> |
| | Practical | 50% |
| | Skills and Applications Tasks | 20% |
| | <i>External Assessment</i> | |
| | Examination | 30% |

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| Stage 2 Subject | Mathematical Applications | |
| Length | Stage 2 Mathematical Applications can be studied as a 10-credit subject or a 20-credit subject | |
| Descriptor | <p>Stage 2 Mathematical Applications enables students to appreciate experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts.</p> <p>Stage 2 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.</p> | |
| Capabilities | The focus capabilities for this subject are communication, citizenship, personal development, work and learning. | |
| Topics | <p>The subject is divided into seven topics.</p> <p>For a 10-credit subject, students study <i>two</i> of the topics listed below.</p> <p>For a 20-credit subject, students study <i>four</i> of the topics listed below (<i>two</i> topics in each semester)</p> <ul style="list-style-type: none"> ▪ Topic 1: Applied Geometry ▪ Topic 2: Investment and Loans ▪ Topic 3: Mathematics and Small Business ▪ Topic 4: Matrices ▪ Topic 5: Optimisation ▪ Topic 6: Share Investments ▪ Topic 7: Statistics and Working with Data. | |
| Assessment | <i>School-based Assessment</i> | <i>Weighting</i> |
| | Investigations Folio | 40% |
| | Skills and Applications Tasks | 30% |
| | <i>External Assessment</i> | |
| | Examination (90 minutes at end of each semester) | 30% |

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| Stage 2 Subject | Biology | |
| Length | Stage 2 Biology is a 20-credit subject. | |
| Descriptor | <p>This subject develops an understanding of animal and plant functions with an emphasis on human physiology, cell biology and genetics and evolution. Students are encouraged to apply scientific methods to collect and evaluate data and to solve problems, and to undertake experimental exercises. They are also involved in investigating social issues of biological significance.</p> | |
| Capabilities | The focus capabilities for this subject are communication, learning and work. | |
| Topics | <p>Stage 2 Biology is organised around the following four themes: Macromolecules, Cells, Organisms and Ecosystems.</p> <p>Each theme is divided into the following six threads: Organisation, Selectivity, Energy Flow, Perpetuation, Evolution and Human Awareness</p> | |
| Assessment | <i>School-based Assessment</i> | <i>Weighting</i> |
| | Investigations Folio | 40% |
| | Skills and Applications Tasks | 30% |
| | <i>External Assessment</i> | |
| | Examination | 30% |

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|-----------------|---|------------------|
| Stage 2 Subject | Agriculture and Horticulture | |
| Length | Stage 2 Agriculture and Horticulture can be studied as a 10-credit subject or a 20-credit subject | |
| Descriptor | <p>The study of agriculture and horticulture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries. Students investigate issues through topics related to animals, plants, fungi, microorganisms, soils, climate, water, and/or technology, and in a local, national, and/or global context.</p> <p>Experiments are a part of practical investigations in the study of Agriculture and Horticulture and may take place on farms, orchards, gardens, laboratories, or other relevant locations, and may use a variety of data-collecting procedures, e.g. collection of pasture plants for food availability.</p> | |
| Capabilities | The focus capabilities for this subject are communication and learning . | |
| Topics | <p>Students study topics with a theme of Agricultural and Horticultural Management.</p> <p>Agricultural and Horticultural Management is aimed to be a hands-on subject that focusses on aspects of animal breeding, feeding and nutrition of cattle, pasture production and grazing management.</p> <p>Agricultural and Horticultural Studies have been developed with a theme of the fundamentals of plant and animal reproduction. This includes the growth and development of plants with a focus on pastures alongside the structure and physiology of animals. The course also has aspects of management of plant and animal enterprises.</p> <p>The assessment items promote the management of production systems and practises, planning and decision making on properties, record keeping, completing practical tasks and the care and maintenance of farming environments.</p> <p>The program highlights aspects of local agriculture and a range of general interest needs of the students and the surrounding community.</p> | |
| Assessment | <i>School-based Assessment</i> | <i>Weighting</i> |
| | Practical Skills | 40% |
| | Skills and Applications Tasks | 30% |
| | <i>External Assessment</i> | |
| | Investigation | 30% |



VOCATIONAL EDUCATION AND TRAINING (VET)

Years 10 to 12

In Years 10 to 12, students are able to undertake subjects which provide industry training and qualification. Allendale students have the opportunity to select these offerings.

Limestone Coast Trade School supports students in DECS schools across the region to access a range of vocational courses. This enables students from Year 10 onwards to be able to achieve their South Australian Certificate of Education (SACE) while training, learning skills and working toward industry-accredited qualifications through cooperation with the local community and industry.

School to Work Apprenticeship Brokers, based at the Limestone Coast Trade School can help connect students with local industry and business. They work to increase the number of apprenticeships and skilled job opportunities available for all students in a diverse range of areas. Trade school students can commence apprenticeships or training while still at school in a variety of ways. Different industries offer training specific to their needs.

Students can access half and full day training once a week at TAFE and various schools in the region. A requirement of these is one to four weeks of work placement during the year to practice the skills in a work place. These courses vary in costs and students may need specific clothing for the industry and pay for any personal tools required.

School Based Apprenticeships offer nationally recognized qualifications while working for a wage and a transition from school to the workforce while completing South Australian Certificate of Education. Students must work for a minimum of 8 hours a week in the place of employment and complete core and elective units of competence or modules to gain qualification.

The Apprenticeship Brokers make sure that contracts of training for young people are fair and reasonable for everyone involved. They work with employers and training providers to support students in completing apprenticeships after they leave school.



NOTES