MESSAGE FROM
THE PRINCIPAL

The Edward John Eyre High School Curriculum Guide has been designed to provide an overview of the wide range of curriculum offerings available to our students, in support of the Pathways Counselling process. This information will be useful in planning for individual goals and aspirations to transition into a future beyond school.

Information has also been provided around the flexibility and personalised nature of programs in studying for the South Australian Certificate of Education (SACE), including:

- Australian Tertiary Admissions Ranking pathways
- School Based and Flexible Apprenticeships
- Vocational Education and Training (VET)
- Specialist programs.

Our school prides itself on providing a breadth of curriculum offerings for our students. This enables student’s flexibility in their subject choices and the opportunity to identify a subject package that suits their individual needs.

When choosing subjects/courses, students should consider subjects that: align with future/career aspirations, they enjoy studying, enable them to work to their strengths, will challenge them and provide a number of broader options.

This guide is useful for students, parents/caregivers and pathways counselling staff to discuss study and career planning. Learning Areas have provided a range of subject-related details, to gain insight for discussions and provide you the opportunity to gain a deeper insight into the learning focus and assessment of these subjects.

For further information around options or to talk to one of our Career Counsellors, I encourage you to contact our Career Hub on (08) 8645 7677 to make an appointment.

Tim Kloeden
Principal
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CURRICULUM INFORMATION AT EJEHS

ENROLMENT CLASSIFICATION AT EJEHS
Seniors = Less than 100 SACE credits & not all compulsory subjects passed
Graduating Seniors = Minimum 100 SACE credits including compulsory subjects.

COMPULSORY SUBJECTS IN THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)
Each subject or course that is successfully completed earns credits towards the SACE. Students receive a final grade from A to E for Stage 1 subjects and A+ to E- for Stage 2 subjects.

To qualify for the SACE, students must:
• Complete a minimum of 200 credits
• Achieve a ‘C’ grade or better in the Stage 1 compulsory requirements
• Achieve a ‘C-’ grade or better in the Stage 2 compulsory requirements

The compulsory requirements are:
• Personal Learning Plan - 10 credits at Stage 1
• Literacy - at least 20 credits from a range of English subjects (Stage 1 or Stage 2)
• Numeracy - at least 10 credits from a range of Mathematics subjects (Stage 1 or Stage 2)
• Research Project - 10 credits at Stage 2
• Additional Stage 2 subjects - at least 60 credits from a range of Stage 2 subjects

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects and/or SACE Board recognised courses or recognised learning of a student’s choice (such as Vocational Education and Training or Community Learning).

STAGE 1
Students who have completed their Personal Learning Plan (PLP) to a ‘C’ grade or better at Year 10 will not be required to do PLP during Stage 1 (Senior Year). Students who have not completed their PLP to a ‘C’ grade or better will be required to join a class in their senior year.

Students must enrol in and complete two semesters of English to a ‘C’ grade or better for each semester. Students must enrol in at least one Mathematics subject in semester 1 and may choose whether or not to select a Mathematics subject in semester 2. Students who do not complete at least one Mathematics subject in semester 1 to a ‘C’ grade or better, must continue with a Mathematics subject in semester 2.

Senior students will be enrolled in Stage 2 Research Project and Study for a full year. This is to support greater flexibility and a stronger focus on the Stage 2 subjects they will study in their final year of school. Students will also study the Career Pathways Program (CPP). This will help to maximise the success of students achieving their SACE.

STAGE 2
Students who have completed Research Project to a ‘C-’ grade or higher in their senior year will not need to complete it their final year of school. In Stage 2, students will study 4 subjects including the CPP for an ATAR.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)
Receiving an ATAR is important if a student is intending to apply for University. The ATAR provides a measure of a student’s overall performance and academic achievement relative to other secondary school students across Australia. It is calculated based on the student’s University aggregate and then reported on their Tertiary Entrance Statement (provided they are eligible to receive one). The ATAR is a rank, not a score. It is used to help universities rank applicants for selection into their courses. The ATAR is a figure between 0 and 99.95; influencing University cut off scores, which will vary from course to course each year.
CURRICULUM INFORMATION AT EJEHS

PRECLUDED SUBJECT COMBINATIONS FOR GAINING AN ATAR SCORE

For students studying SACE for University admission, they will receive an Australian Tertiary Admissions Ranking (ATAR) score at the completion of SACE provided they meet the requirements for an ATAR.

The table below provides an overview of 20 credit (full year) Stage 2 SACE subjects which can not be studied in combination, for students requiring an ATAR.

Please note that preclusions will only impact on students who have identified an ATAR pathway. This does not impact on a SACE achievement pathway.

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject Name (Subject Code)</th>
<th>Preclusion (cannot study in combination with)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Enterprise and Technology</td>
<td>Communication Products I (2CCA20)</td>
<td>Communication Products II (2CCB20)</td>
<td>May impact on Business, Enterprise and Technology subjects</td>
</tr>
<tr>
<td>Business, Enterprise and Technology</td>
<td>Material Products I (2MMA20)</td>
<td>Material Products II (2MMB20)</td>
<td>May impact on Business, Enterprise and Technology subjects</td>
</tr>
<tr>
<td>Cross Disciplinary</td>
<td>Integrated Learning (2ILG20)</td>
<td>Integrated Learning II (2ILH20)</td>
<td>Only 20 credits (i.e. one subject) from this learning area may contribute to an ATAR.</td>
</tr>
<tr>
<td>Cross Disciplinary</td>
<td>At Stage 2 studying either of the two Specialist Programs SAASTA or WASP, in combination with subjects, HASS and/or Recreational PE are considered a precluded combination for an ATAR SAASTA (Integrated Learning) WASP (Cross Disciplinary) HASS (Cross Disciplinary) Recreational PE (Integrated Learning)</td>
<td>Only one of the subjects listed in combination with the Specialist Programs listed.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Essential Mathematics (2MEM20) General Mathematics (2MGM20) Mathematical Methods (2MHS20)</td>
<td>Essential Mathematics (2MEM20) General Mathematics (2MGM20) Mathematical Methods (2MHS20)</td>
<td>Only one of the listed Mathematics subjects at Stage 2 may be counted toward an ATAR. There are no precluded combinations for Specialist Mathematics (2MSC20)</td>
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Specialist Programs

<table>
<thead>
<tr>
<th>Specialist Programs (VET)</th>
<th>VET</th>
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<th>Completed certificate III goes towards an ATAR</th>
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<tr>
<td>Specialist Programs (IPP)</td>
<td>Students participating in the following Industry Pathway Programs (IPPs): ACEE, AHEAD, CHAT and IMAT are required to follow the set subject package.</td>
<td>ACEE AHEAD CHAT IMAT</td>
<td>Specialist Programs listed have set subject packages which cannot be changed.</td>
</tr>
<tr>
<td>Specialist Programs (SAASTA)</td>
<td>IPP-Certificate III VET Certificate</td>
<td>SAASTA can be undertaken with any VET or specialist program (excluding an IPP) if the student does not undertake the Certificate III element of the course.</td>
<td></td>
</tr>
</tbody>
</table>

Please see the South Australian Tertiary Admissions Centre [website](https://www.sacetac.sa.edu.au) for current information regarding precluded subject combinations for obtaining an ATAR.

For further information about subject preclusions regarding your individual subject preferences, please make an appointment with an EJEHS Career Counsellor.
PATHWAYS COUNSELLING

- Students undertake a range of activities in support of identifying the appropriate subjects for their chosen career pathway. Parents/Caregivers are encouraged to be involved in several of the activities on offer in support of guiding subject choice.
- The confirmation of subjects to be undertaken are made in consultation with Parents/Caregivers at an interview in Term 3.
- Students who choose to undertake a Specialist Program as part of their learning will be required to participate in an additional application process. See the VET and Specialist Programs Guide for further detail.
- Students who choose a subject against recommendation will require a Parent/Caregiver to sign an Against Recommendation form.
- Students need to be aware that subjects they choose during the subject selection process, (including reserve subjects), will form their potential subjects for the following year. Changes to chosen subjects will only occur if it is demonstrated that the subject change is needed to support a change in a career path.
- To make a pathways change, an appointment is required with a member of the Career Counselling Team. As students at this point will have already chosen initial subjects, a change of subject is not always going to be possible due to a restricted number of students allowed in each subject.

Please note; subjects will only proceed if adequate numbers of students choose the subject.

SUBJECT SELECTION

In selecting subjects for next year, students should ask themselves the following questions:

- What is my post school pathway?
- Am I needing to complete the SACE with or without an ATAR?
- Which subjects will help me to develop skills in areas that interest me/are necessary for me to achieve my career goals?
- Are there any prerequisites for my preferred University course?
- Am I considering attending an interstate University? Should I consider Stage 2 English as a subject to meet interstate entrance requirements?

COMMITMENT TO PAY (CTP)

A Commitment To Pay form is used when a cost is involved such as subject course cost; VET and Specialist Programs cost, camps and excursions, and equipment owned by the school which has not been returned or has been damaged.

- If a Commitment To Pay form is signed by a Parent/Caregiver, the total amount of the cost will become legally recoverable. This means the cost will be forwarded onto Debt Collectors if the invoice is not paid in full.
- For a student to be able to select subjects with a cost attached in their subject counselling appointment, Parents/Caregivers are to sign a Commitment To Pay form.
- Student timetables cannot be finalised until the Commitment To Pay form has been signed and returned.
- Failure to return a Commitment To Pay form would result in the student being enrolled into subjects that do not require a cost. Where possible the student’s subject reserves will be used.

See specific course details for further information or discuss this with a member of the Pathways Counselling Team.
STUDENT PATHWAYS INTERVENTION

In support of students being successful, all subjects on offer provide SACE flexibility for students who are not achieving at a successful level in the subject throughout the year. SACE flexibility provides an opportunity for students to convert to a different Learning Assessment Plan and/or Community Studies. Students who convert to a Community Studies at Stage 2 are then only eligible for a SACE completion pathway. If students, after a conversion, are not at a successful level in a subject, they will be recommended to withdraw. A withdrawal is designed to support students to build on their current learning to a successful level the following semester or year.

CURRICULUM INTERVENTION

Curriculum Intervention occurs on an ongoing basis at EJEHS. We promote a school culture of excellence, where every student strives to achieve their best within a framework of high quality teaching and learning. Our Student Intervention Team regularly monitors the Attendance, Behaviour and Achievement of every student and works in collaboration with students, staff and families to maximise the success of every student through SACE flexibilities. We have a clear and equitable Deadlines Policy that ensures consistency in curriculum delivery, with a focus on timely feedback. We regularly acknowledge and celebrate student effort and achievement in their learning through our House System.

MODIFIED SACE

For students with a disability that results in significant impairment in their intellectual functioning and/or adaptive behaviours, the learning requirements and performance standards in SACE subjects are a barrier to SACE completion; even with the reasonable adjustments available under the Special Provisions Policy.

The disabilities of these students are highly complex, requiring substantial adjustments in curriculum and assessment. To meet the learning needs of these individual students the SACE Board makes available a set of modified subjects. Modified subjects are highly individualised subjects in which curriculum and assessment are designed to develop one or more SACE capabilities and personal learning plan goals that are appropriately tailored for the individual student.

Students can study a combination of modified and mainstream subjects depending on their developmental level. The majority of students deemed eligible for modified subjects will complete their SACE using only modified subjects. However, some of the more flexible SACE subjects, such as Community Studies, Workplace Practices and Integrated Learning may provide an appropriate curriculum and assessment option for students who are eligible to enrol in modified subjects. Stage 2 modified subjects are not Tertiary Admission Subjects and therefore cannot contribute towards an ATAR.
The Career Pathways Program (CPP) is undertaken by all students at EJEHS. It provides an in-depth and personally-relevant study of the skills and preparatory learning required to be successful in a chosen future career pathway. The CPP helps to prepare students for work in a number of fields, in an emerging and ever-changing global economy. Students also participate in the Child Protection Curriculum and Well-Being for Learning strategies. This is a compulsory subject that can be studied over multiple years which is individualised for each students pathway. The program contributes toward the achievement of both an ATAR and SACE completion.

**VISION AND PURPOSE**
CPP guides students to create a vision about their post-school pathway, allowing them to successfully transition to careers beyond secondary school. This is achieved through completing an individualised career program which enables students to acquire the knowledge, develop the skills and promote the capabilities for managing their future training, further education and employment pathways.

**PROGRAM INFORMATION**
CPP is undertaken by all students at EJEHS. It provides an in-depth and personally individualised study of the skills and preparatory work needed to be successful in a chosen future career pathway. The CPP will help prepare students for work in a number of fields, in an emerging and ever-changing global economy. Students are further exposed to well-being for learning strategies and the Child Protection Curriculum throughout the program.

In the CPP students undertake study within two broad areas:
- Self-Development
- Career Exploration & Management.

**OVERVIEW**
- **Self-Development:**
  - Understand and analyse how achievements related to work, leisure, voluntary work and learning influence self-concept
  - Re-examine your personal characteristics and determine those that contribute positively to the achievement of your life, learning and work goals
  - Undertake study of the Child Protection Curriculum.
- **Career Exploration & Management**
  - Identify how your education and training achievements affect your available options, courses, programs, workplace training and/or entry into work
  - Locate and use education and training, occupational and industry and labour market information in the career building process
  - Consider the possible implications of changes in learning and work for your own career goals and plans including financial options
  - Understand and apply problem-solving and goal-setting strategies in making career and life decisions.
WHAT ARE THE BENEFITS OF CAREER PATHWAYS PROGRAM?

- Through self-development identify and gain the skills necessary to be employable and successfully transition through and beyond school
- Allows students to present the research/skills they have developed on an aspect of their career exploration, learning or training they have undertaken throughout the program
- Gain practical experience in a chosen industry or field of study
- Exposes students to the career opportunities post school through career pathway planning.

PROGRAM FOCUSED ACTIVITIES WILL INVOLVE:

CAREER EXPLORATION AND MANAGEMENT

- Engaging in a variety of career exploration activities that will support and clarify students post school pathway options
- Having access to the school Career Pathways Expo and access to field trips to allow students the opportunity to engage directly with industry/career leaders in support of gaining greater understanding first-hand of what the industry entail
- Engaging in multiple and ongoing Career Conversations in support of students career and post school pathways identification
- Provide ongoing support through the allocation of a career counsellor for students who struggle to identify their post school pathway
- Exploring subjects/programs on offer at Stage 1 and 2 in support of a student having a clear subject pathway that is aligned to the post school vision
- Opportunities to participate in Work Experience/Vocational Learning to allow students to experience first-hand knowledge and skills required in a chosen industry/pathway
- Undertaking post school application and interview preparation opportunities to increase students success in these situations
- Participating in a variety of career specific seminars allowing students the opportunity to engage directly with career experts to support their transition from school to employment and further study
- Gaining an understanding of employment opportunities in Whyalla and comparing to other regional and metropolitan communities
- Conducting interviews through career workshops with a range of employees from selected industries.

SELF-DEVELOPMENT

- Participating in the mandated Child Protection Curriculum to support students knowledge and understanding in keeping and staying safe
- Provide students with the understanding and the skills to maintain a successful school-life and work-life balance
- Educating students on the importance of time management skills to reduce school stress
- Learning skills that are vital in providing a safe working environment at both school, future study and employment
- Provide students with the skills to develop and maintain successful study and examination preparation habits in support of their individual learning style
SPECIALIST PROGRAMS

SPECIALIST PROGRAMS AT EDWARD JOHN EYRE HIGH SCHOOL

Specialist Programs are designed to provide educational opportunities and advancement for students who have identified specific areas of interest for their pathway. Working with our partners across industry, tertiary education institutions and the wider community there are a number of specialist programs available. All Specialist Programs are designed to allow students to be eligible for SACE completion and an ATAR ranking (University entry).

SPECIALIST PROGRAMS OPTIONS:

- Industry Pathways Program (IPP)
  - Automotive, Construction, Electrotechnology and Engineering (ACEE)
  - Allied Health Education Aged care and Disability (AHEAD)
  - Cooking, Hospitality and Tourism (CHAT)
  - Information, Media and Technology (IMAT)
- South Australian Aboriginal Sports Training Academy (SAASTA)
- Whyalla Alliance Sports Program (WASP)
- Vocational Education and Training (VET)
- Apprenticeship Pathways Program (APP)
- Doorways2Construction Plus (D2C Plus)

These courses may be delivered using a composite model.

PROGRAM EXPECTATIONS

- To participate in a specialist program, students must undertake an application process and meet the eligibility criteria for the specific program. Each programs criteria can be found in the program description on the following pages.
- Students who select a specialist program but do not meet the criteria for entry will be placed where possible in their selected subjects from subject counselling.
- Students who are not able to meet the criteria on an ongoing basis may be removed from the specialist program and continue their learning through a flexible delivery mode.
- The Respectful Behavior Management Key Process on Student Development plans (SDP) are referred to when a behavior, attendance or achievement concern arises.

EJEHS SPECIALIST PROGRAMS CONSIDERATIONS FOR 2020

To support students being successful in their VET and Specialist program pathway students will need to consider the following when applying:

- Students participating in the following IPP's: ACEE, AHEAD, CHAT or IMAT are required to follow the set subject package
- Whyalla Alliance Sports Program (WASP) can be undertaken with any VET course
- SAASTA can be undertaken with any VET or specialist course (excluding an IPP) if the student does not undertake the Certificate III element of the SAASTA course
- At Stage 2, studying any two of the following; SAASTA, WASP, HASS and or Recreational Physical Education are considered a precluded combination for an ATAR.

APPLICATION PROCESS

- Students follow the subject counselling process for identifying a Specialist Program. Initial interest can be flagged through the Career Pathway Expo, during a Career Conversation or via the Career Hub
- Student conduct a the LLN aptitude test as part of the eligibility criteria in VET and all IPP’s
- Criteria data is collected for all interested students across the specialist programs for panel review
- EJEHS Student Pathways Team make a recommendation through a panel process regarding Students applications to participate in a Specialist Program using criteria data (attendance, achievement, behaviour, LLN aptitude results, Morrisby profile and a 250-word student statement)
- An email of the panels outcome is sent to each applicant post the panel’s decision.

Please refer to VET and Specialist Programs Guide for more information.
SPECIALIST PROGRAMS

AUTOMOTIVE, CONSTRUCTION, ENGINEERING, AND ELECTROTECHNOLOGY (ACEE)

Industry Pathways Program; Automotive, Construction, Electro-technology, and Engineering (IPP ACEE) is a specialist program encompassing tailored streams for students interested in a Trade pathway (Mechanic, Electrician, Builder, Fitter and Turner, etc.) or an Engineering pathway (Mechanical Engineer, Electrical Engineer, Civil Engineer, etc.). The Trade pathways stream has a large practical component where students spend a large amount of their learning working on practical tasks and use digital technology to record their learning.

See page 73 of the VET & Specialist Program Guide for more information.

AGED, HEALTH, EARLY CHILDHOOD, ALLIED AND DISABILITY (AHEAD)

Industry Pathways Program Aged, Health, Early Childhood, Allied and Disability (IPP AHEAD) is a Specialist Program incorporating a 2 year pathway for students interested in one of the many careers within those industries. In partnership with UniSA, RTO’s and local businesses, the AHEAD program has been designed for students to be prepared with industry standards via a project based learning approach. The program is designed for students entering into a university, further education or employment pathway.

See page 89 for more information.

COOKING, HOSPITALITY AND TOURISM (CHAT)

The Industry Pathways Program for Cooking, Hospitality and Tourism (IPP CHAT) is a Specialist Program incorporating a 2 year pathway for students interested in one of the many careers within Cooking, Hospitality or Tourism. The CHAT program has a large practical component where students spend majority of their learning working on practical tasks (e.g. running a café and catering for events onsite). Students will use digital technology to record their learning.

See page 99 for more information.

INFORMATION, MEDIA AND TECHNOLOGY (IMAT)

The Industry Pathways Program for Information, Media and Technology (IPP IMAT) is a Specialist Program incorporating a 2 year pathway for students interested in one of the many careers within Screen and Media, Digital Publishing or Information Technology. The IMAT program has a large practical component where students spend majority of their learning working on practical tasks (e.g. web design, coding and photography). Students will use digital technology to support their learning.

See page 106 for more information.

SOUTH AUSTRALIAN ABORIGINAL SECONDARY TRAINING ACADEMY (SAASTA)

The South Australian Aboriginal Secondary Training Academy (SAASTA) program is designed for Aboriginal and Torres Strait Islander students with an emphasis on cultural awareness. The program has outstanding educational and cultural outcomes for the students involved. This program is for a full year, is delivered from Whyalla High School, involves practical components and is open to all students across the Whyalla Alliance.

See page 117 for more information.

Please refer to VET and Specialist Programs Guide for more information.
ADDITIONAL LEARNING PROGRAMS

WHYALLA ALLIANCE SPORTS PROGRAM (WASP)
The Whyalla Alliance Sports Program (WASP) is designed for students who have a passion for sport, are heavily involved in the sporting community and have a desired Health Science/Sports Industry career pathway. This program is for a full year and is open to all students across the Whyalla Alliance. Students will learn about training methods, training principles, fitness components, skills acquisition, skill analysis, diet and nutrition, sports psychology, sports injury and injury prevention, stretching, game understanding and tactical awareness. All of these concepts will be made relevant to their identified sport. All students will have the opportunity to consolidate their learning and understanding with a Sports Tour to Adelaide.

See page 120 for more information

APPRENTICESHIP PATHWAYS PROGRAM (APP)
The Apprenticeship Pathways Program (APP) has been designed in conjunction with industry in support of students being able to follow a 2nd year pathway post the IPP ACEE strands, completion of Certificate II Engineering or Electro-technology and or employed as a School Based Apprenticeship & Traineeship (SBAT). The program aims to build students employability skills while completing year one of an Apprenticeship. This program is situated off site.

ADDITIIONAL LEARNING PROGRAMS
Edward John Eyre also offers additional learning programs to foster students aspirations and extend their knowledge and growth in a range of areas. Students develop the knowledge and skills to confidently and purposefully transition from school. All additional learning opportunities are connected to SACE credits.

ADDITIIONAL LEARNING PROGRAM OPTIONS:
• School to Employment Program (STEP)
• Aboriginal Boys School to Employment Program (AB STEP)
• Aboriginal Girls School to Employment Program (AG STEP)
• Alternative Group and Individual Learner Education (AGILE)
• High Performance Sports Centre Program
• Clontarf

SCHOOL TO EMPLOYMENT PROGRAM (STEP)
The School To Employment Program (STEP) has been developed for students who identify the need for further foundation and/or employability skills development in preparation for workforce entry or vocational training pathways. STEP is suitable for individuals who wish to pursue a pathway to employment or vocational training, receive intensive support in reading, writing, numeracy, oral communication and learning skills. This program is situated off site and provides an opportunity for students to trial a range of skill sets.

See page 125 for more information

ABORIGINAL BOYS SCHOOL TO EMPLOYMENT PROGRAM (AB STEP)
This course is suitable for Aboriginal males who require further foundation skills development to prepare for workforce entry or vocational training pathways. This also will allow students to gain skills towards entry into employment in counselling, community development, sport and fitness and services delivery areas. This program is situated off site and provides an opportunity for students to undertake Certificate II in Family Wellbeing and Certificate II Sport & Recreation, while trialling a range of skill sets and incorporating Cultural Awareness.

See page 125 for more information

Please refer to VET and Specialist Programs Guide for more information.
ADDITIONAL LEARNING PROGRAMS

ABORIGINAL GIRLS SCHOOL TO EMPLOYMENT PROGRAM (AG STEP)
This course is suitable for Aboriginal females who require further foundation skills development to prepare for workforce entry or vocational training pathways. This also will allow students to gain skills towards entry into employment in counselling, community development and services delivery areas. This program is situated off site and provides an opportunity for students to undertake Certificate II in Family Wellbeing and Certificate I Hospitality, while trialling a range of skill sets and incorporating Cultural Awareness.
See page 125 for more information

All STEP programs are comprised of Certificate II in Skills for Work and Vocational Pathways, which includes skill sets identified as supporting the students’ transition to employment or support their transition to further education.

ALTERNATIVE GROUP AND INDIVIDUAL LEARNER EDUCATION (AGILE)
The AGILE Program is a holistic learning opportunity for students to complete their SACE or work on their career pathway. This is provided to students who are completing a School Based Apprenticeship, VET or any other barrier that restricts their ability to engage in a mainstream school setting. This is to enable students to complete their SACE or gain the necessary employability skills to obtain employment.
See page 126 for more information

HIGH PERFORMANCE SPORTS CENTRE PROGRAM
The aim of the High Performance Sport Centre program is to provide an opportunity for students to explore the different health science degrees on offer at UniSA via an interactive 4 week learning program. The program allows students the opportunity to engage with university students who are studying different health science degrees by:
- Engaging with Exercise Sports Science students on placement in the testing opportunities
- Via a campus tours in Adelaide (UniSA City East Campus)
- Connect with elite sporting institutions
- Attend presentations from UniSA students on placement in Whyalla
See page 127 for more information

CLONTARF
The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate meaningfully in society. Academy activities are planned within the focus areas of education, leadership, employment, well-being and sport.
See page 128 for more information
VOCATIONAL EDUCATION & TRAINING (VET) INFORMATION

VET AT EJEHS

EJEHS works in partnership with TAFESA and other registered Training Organisations (RTOs) to deliver a range of Skill Sets and Certificate II and III qualifications as part of its commitment to Vocational Education and Training (VET). Supporting students to access VET at school is critical to ensuring students are equipped with the skills that meet the needs of our future workforce, providing an engaging learning environment in which to complete their South Australian Certificate of Education (SACE) to successfully transition to a post-school pathway.

Undertaking VET may benefit students’ exploration of a variety of career pathways. Students can complete VET qualifications in a diverse range of industries, including:

Certificate I in:
- Hospitality (WHS & EJEHS)
- Furnishings
- Information, Digital Media and Technology

Certificate II in:
- Aquaculture (SHS)
- Automotive Servicing Technology
- Community Services
- Construction Pathways
- Electrotechnology (Career Start)
- Engineering Pathways
- Family Wellbeing
- Kitchen Operations
- Salon Assistance
- Skills for Work and Vocational Pathways

Certificate III in:
- Allied Health Services
- Beauty Services
- Business
- Community Services
- Early Childhood Education and Care
- Education Support
- Financial Services
- Fitness
- Health Services Assistance
- Hospitality (Kitchen Operations Stream)
- Information, Digital Media and Technology (Cyber Security)
- Screen and Media
- Sport and Recreation
- Tourism

VET is designed to expand opportunities and pathways for senior secondary students, and improve educational outcomes in line with EJEHS and the Government of South Australia’s objective to increase the number of students achieving their South Australian Certificate of Education (SACE).

SHOULD I STUDY A VET COURSE?

Students identify if they would like to study a VET course by:
- Completing Personal Learning Plan (PLP)
- Undertaking a Career Conversation with the EJEHS Career Counsellors
- Talk to parents, caregivers, teachers and others about options
- Attend EJEHS Career/Pathways Expo
- Undertake online career profile: www.myfuture.edu.au or www.skillsroad.com.au
- Undertake work placement with an employer relevant to the area of interest.

If a VET course is the right option, the student can express interest through one of the following forums:
- Undertaking a Career Conversation with the EJEHS Career Counsellors
- Attend EJEHS Career/Pathways Expo
- EJEHS subject counselling process.

Please refer to VET and Specialist Programs Guide for more information.
ELIGIBILITY CRITERIA
For a student to be successful in gaining a position in their desired program, an application process is required. A panel of representatives from school, TAFESA and/or local industry will examine each application. This will include: data gathered from the application process and school data indicating achievement, attendance, behaviour and aptitude test results.

ATTENDANCE:
• 80% or above actual attendance at their host school

BEHAVIOUR:
• Successful and positive interaction with school community
• Undertaken work experience in a field associated with the selected VET course or undertaken previous VET studies.

ACHIEVEMENT:
• Complete and pass a LLN Aptitude test a required course entry level

Students who are not successful in securing a VET or Specialist Program will be placed in a suitable subject choice identified during the counselling process.

PAYMENT:
• A commitment of 20% of the course cost is required to be paid to EJEHS by Week 8 Monday (2 December 2019). If this payment does not occur/is not complete then the Student will be put into one of their reserve subjects selected in Subject Counselling

VOCATIONAL PLACEMENT
Students who undertake a Training Guarantee for SACE Students (TGSS) funded VET course are required to complete a minimum of 70 hours of vocational placement in a relevant industry sector. Some courses will require a additional work placement which will be specified in the course descriptor. For example; Certificate III in Early Childhood Education and Care requires 120 hours of Vocational Placement which will be organised by EJEHS in partnership with TAFESA.
Vocational Placement is to be organised through the EJEHS Career Hub.

COST
All VET courses offered at EJEHS may have RTO course costs, uniform and equipment costs associated with their delivery. This information is stated on the specific course flyers. For local delivery students accessing VET at EJEHS there are additional costs. Accommodation, food and any activity costs whilst studying through EJEHS are the responsibility of the student and parent/caregiver. In addition a Local Delivery access fee of $1,200 is payable by the home school under the Local Delivery Agreement if the student enrols in an EJEHS VET course after the census date. Please discuss cost responsibilities with your home school.

Please refer to VET and Specialist Programs Guide for more information.
VOCATIONAL EDUCATION & TRAINING (VET) INFORMATION

DELIVERY STRUCTURE
All courses are provided via two main delivery models:
1. Within the standard school structure - students access the qualification on a regular weekly basis
2. Week Blocks - Students access the qualification on set weeks (identified below), dependent on the duration of course.

In addition, students may have up to 3 contact points per week:
1. Study Session - EJEHS students only
2. RTO facilitated video conference, face to face, phone or Skype
3. EJEHS support session - (Local Delivery and EJEHS students may be via phone, email or Skype)

This structure provides an intensive face to face delivery model by RTO lecturers whilst providing additional support outside of these week blocks by EJEHS staff.

VET students are supported by EJEHS staff who monitor student behaviour, achievement and attendance against the EJEHS Guidelines for Conduct, with weekly progress checks on student task completion, provide intervention support and regular communication between RTO’s, parents and students.

Please note: The dates generally adhere to the following structure, although changes do occur. Certain certificates require additional blocks of training in addition to the agreed 4 weeks. This information is stated on the specific course descriptors in the VET & Specialist Programs Guide.

WEEK BLOCKS
Orientation Wk 2 Term 1 (Thursday and Friday only)
Block 1 - Wk 9 Term 1 (Monday to Friday)
Block 2 - Wk 5 Term 2 (Monday to Friday)
Block 3 - Wk 2 Term 3 (Monday to Friday)
Block 4 - Wk 9 Term 3 (Monday to Friday)

VET IN THE ATAR
The three South Australian Universities, TAFESA, and Charles Darwin University (Northern Territory) have determined that Recognised Studies may contribute to an ATAR (Australian Tertiary Admission Rank) and a TAFESA Selection Score.

For a completed Certificate to contribute to 1 subject in the calculation of an Australian Territory Admissions Ranking (ATAR), they must be:
- Certificate III level (or higher) in the AQF (Australian Quality Framework)
- Recognised in the SACE at Stage 2 for a minimum of 20 credits

Recognised studies, including VET, can only count to a maximum of 20 credits in an ATAR and/or a TAFESA selection score. Students also need to satisfy all other university entrance criteria.

Please refer to VET and Specialist Programs Guide for more information.
ARTS

STAGE 1
ART A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING
Levy for one
A4 Visual Art Diary $6 per semester

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Folio
Practical
Visual Study

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students study and create meaningful art and design works focusing on two and three dimensional forms. Students gain knowledge and understanding of how artists/designers create artworks, and analyse and respond to artists/designer works, including their own. They create and evaluate traditional and contemporary artworks in a range of 2D and 3D forms such as painting, drawing, printmaking, photography, pottery, sculpture and digital media.

CURRICULUM CONSIDERATIONS
May include local excursions.

STAGE 1
ARTS AND THE COMMUNITY (ART FOCUS) A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING
Levy for one
A4 Visual Art Diary $5 per semester

SACE ATTAINMENT  10 or 20 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Flexible

ASSESSMENT TYPE
Contract of Work, Folio

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students have the opportunity to experiment with a variety of art techniques. A contract of work is developed and a folio of evidence collected to demonstrate the learning that has been undertaken. Students engage with the community and art projects. To conclude the course students reflect on their learning and the capabilities they have developed. A one semester contract needs to reflect 60 hours of work and a full year needs to reflect 120 hours of work.

CURRICULUM CONSIDERATIONS
May include local excursions.
STAGE 1
ARTS AND THE COMMUNITY (MUSIC FOCUS) A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 or 20 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Flexible

ASSESSMENT TYPE
Contract of Work, Folio and Presentation 70%
Reflection 30%

SUBJECT DESCRIPTOR
Students have the opportunity to experiment with a variety of Music techniques. A contract of work is developed and a folio of evidence collected to demonstrate the learning that has been undertaken.

Students engage with the community and Music projects. To conclude the course students reflect on their learning and the capabilities they have developed. A one semester contract needs to reflect 60 hours of work and a full year needs to reflect 120 hours of work.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will need to make links in the wider community. May include local excursions.

STAGE 1
DRAMA A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Subject costs are subject to change depending on co-curricular activities including camps, excursions and practicals.

SACE ATTAINMENT  10 Credits

LOCATION  Whyalla High School

DELIVERY MODE  Face to face

ASSESSMENT TYPE
Responding to Drama Task Performance Creative Synthesis Presentation

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Through their studies, students develop their capabilities as authentic artists, thinking as cultural leaders and creative entrepreneurs through their exploration of shared human experience. Students refine their skills and increase their confidence as communicators by creating live, multimodal, oral and written products through focussed, practical and collaborative learning opportunities.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will be required to attend an excursion to a live performance.
ARTS

STAGE 1
MUSIC ADVANCED A & B

RECOMMENDED KNOWLEDGE
Successful completion of Year 10 Music. Ability to play and read music with 2 years of experience.

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Whyalla High School

DELIVERY MODE  Face to face

ASSESSMENT TYPE
Creative Works
Musical Literacy

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students learn about music theory (including musical styles, reading and writing notation), music history and develop their aural and performance skills. Students participate in a performance masterclass and give public performances as either a soloist or as part of an ensemble. They undertake a range of assessments including composing, arranging, theory and aural tests. As part of the course it is expected that students will continue learning how to play their chosen instrument.

CURRICULUM CONSIDERATIONS
Students have the option of hiring an instrument if they do not own their own. Students should successfully complete Music Advanced A to undertake Music Advanced B.

STAGE 1
MUSIC EXPERIENCE A & B

RECOMMENDED KNOWLEDGE
Successful completion of Year 10 Music would be beneficial.

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Whyalla High School

DELIVERY MODE  Face to face

ASSESSMENT TYPE
Creative Works
Musical Literacy

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students will explore their emerging musical skills through three areas across the course: learning to understand music, creating music and responding to various types of music. Learning will be applied through students’ own musical performances, arrangements or compositions. They will present two creative works, with at least one performance and one arrangement or composition. Students will also develop their musical literacy skills, such as the understanding and reading of music and interpreting musical expressions.

CURRICULUM CONSIDERATIONS
Students have the option of hiring an instrument if they do not own their own.
ARTS

STAGE 2 ART

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
Visual Art and Visual Design, if both are undertaken, are a precluded combination for an ATAR.

COSTING
A3 Visual Art Diary $9.50
A3 Visual Art Display folder $8
Optional Art Camp to Adelaide
Indicative cost $70
(Transport and accommodation/food purchased by individual student)

SACE ATTAINMENT 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Folio 40%
Practical 30%
Visual Study 30%

SUBJECT DESCRIPTOR
Students study and create meaningful artworks focusing on 2D and/or 3D forms. Students gain knowledge and understanding of how art works are created, and investigate and respond to artist’s works, including their own. They create and evaluate traditional and contemporary artworks in a range of disciplines, such as painting, drawing, printmaking, photography, digital media, sculpture, pottery, model making, mosaics and mixed media. Students individually self-direct their studies in conjunction with the teacher.

CURRICULUM CONSIDERATIONS
Students have the opportunity to attend an Art camp to Adelaide. May include other local excursions.

STAGE 2 ARTS AND THE COMMUNITY (ART FOCUS)

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING
A4 Visual Art Diary $6 per year

SACE ATTAINMENT 10 or 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Flexible

ASSESSMENT TYPE
Contract of Work, Folio and Presentation 70%
Reflection 30%

SUBJECT DESCRIPTOR
Students have the opportunity to learn in a community context, both within and beyond the school environment. They will develop skills and knowledge about Arts. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully in Art activities, workshops, events and exhibitions. A semester contract needs to reflect 60 hours of work and a full year needs to reflect 120 hours of work.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will be required to visit community organisations as part of their course work. Students will not receive an ATAR for this subject. Students may have the opportunity to attend an Art camp to Adelaide. May include local excursions.
ARTS

STAGE 2

ARTS AND THE COMMUNITY (MUSIC FOCUS)

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT 10 or 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Flexible

ASSESSMENT TYPE
Contract of Work, Folio and Presentation 70%
Reflection 30%

SUBJECT DESCRIPTOR
Students have the opportunity to learn in a community context, both within and beyond the school environment. They will develop skills and knowledge about Music. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully in Music activities, workshops and events. A semester contract needs to reflect 60 hours of work and a full year needs to reflect 120 hours of work.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will be required to visit community organisations as part of their course work. Students will not receive an ATAR for this subject.

May include local excursions.

STAGE 2

DRAMA

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING
Price subject to plays available.

SACE ATTAINMENT 20 Credits

LOCATION Whyalla High School

DELIVERY MODE Face to face

ASSESSMENT TYPE
School Assessment 70%
External Assessment 30%

SUBJECT DESCRIPTOR
Through their studies, students continue to develop their curiosity and imagination, creativity, individuality, personal identity, self-esteem and confidence. As well as developing their own performance skills, students will respond to the design and performance of live and/or recorded theatre. They will also have the opportunity to research and reflect on plays and the works/ideas of dramatic innovators.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will be required to attend an excursion to a live performance.
ARTS

STAGE 2

MUSIC EXPLORATIONS

RECOMMENDED KNOWLEDGE
Successful completion of Stage 1 Music Experience.

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT 10 Credits

LOCATION Whyalla High School

DELIVERY MODE Face to face

ASSESSMENT TYPE
Musical Literacy 30%
Explorations 40%
Creative Connections 30%

SUBJECT DESCRIPTOR
Music Explorations focuses on developing students’ ability to understand musical elements, make informed and innovative choices to experiment with creating music and respond to music critically and creatively.

This includes exploring and developing understanding of musical styles and genres, as well as trialling and experimenting with practical and innovative music-making skills. Students draw on influence and inspiration from musical styles studied and apply this to their own creation and expression of music and music ideas. There is a focus on developing musical literacy skills, through a number of learning activities including analysing live, recorded or written musical elements.

CURRICULUM CONSIDERATIONS
Students have the option of hiring an instrument if they do not own their own.

STAGE 2

MUSIC PERFORMANCE - ENSEMBLE

RECOMMENDED KNOWLEDGE
Successful completion of Stage 1 Music Experience.

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT 10 Credits

LOCATION Whyalla High School

DELIVERY MODE Face to face

ASSESSMENT TYPE
Musical Literacy 30%
Explorations 40%
Creative Connections 30%

SUBJECT DESCRIPTOR
This subject focuses on developing and extending students’ understanding of how learning in music is an iterative process – and that interpreting and creating music can refine their musical thinking and inform the choices they make when performing in an ensemble. Students will extend their musical literacy skills through discussing key musical elements of the repertoire and interpreting creative works. Students will express their musical ideas through performing to a range of audiences, critiquing and evaluating their own performances to enhance and refine their musical ensemble performance skills.

CURRICULUM CONSIDERATIONS
Students have the option of hiring an instrument if they do not own their own.
STAGE 2
MUSIC PERFORMANCE - SOLO

RECOMMENDED KNOWLEDGE
Successful completion of Stage 1 Music Experience.

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Whyalla High School

DELIVERY MODE  Face to face

ASSESSMENT TYPE
Performance  30%
Performance and Discussion  40%
Performance Portfolio  30%

SUBJECT DESCRIPTOR
This subject focuses on developing and extending students’ understanding of how learning in music is an iterative process – and that interpreting and creating music can refine their musical thinking and inform the choices they make when undertaking a solo performance. Students will extend their musical literacy skills through discussing key musical elements of the repertoire and interpreting creative works. Students will express their musical ideas through undertaking solo performances to a range of audiences and engage in self-critiquing and evaluation of their performances, to enhance and refine their musical soloist skills.

CURRICULUM CONSIDERATIONS
Students have the option of hiring an instrument if they do not own their own.
BUSINESS, ENTERPRISE & TECHNOLOGY

YEAR 8
Technology Processes

YEAR 9
Technology Subjects

YEAR 10
Technology Subjects

STAGE 1
Creative Technology A
Digital Publishing A
Photography A

STAGE 2
Creative Technology B
Digital Publishing B
Photography B

Digital Publishing
Photography
Cert II Information, Digital Media and Technology
BUSINESS, ENTERPRISE & TECHNOLOGY

STAGE 1
CREATIVE TECHNOLOGY
A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
Nil

COSTING
 Levy for materials $35 per semester
Large projects may incur additional costs for materials.

SACE ATTAINMENT
10 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face

ASSESSMENT TYPE
Skills and Application Tasks
Folio
Product

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students development theoretical and planning knowledge when creating their folio. This supports the creations of products such as ornaments, jewellery, puzzles, models and games. Students’ use of a variety of technologies including CAD, Illustrator, 3D printers and a laser cutter. Hand and fixed plant machinery are used to make creative items and extend practical skills, especially in metal, wood and plastics.

CURRICULUM CONSIDERATIONS
Appropriate clothing and footwear is required for practical sessions.

STAGE 1
DIGITAL PUBLISHING
A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
Nil

COSTING
Nil

SACE ATTAINMENT
10 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face

ASSESSMENT TYPE
Practical Skills
Issues Analysis
Product and Documentation

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students engage in publishing practices to develop skills using digital design software. Students develop a range of skills in order to design and construct various printed materials such as flyers, posters and packaging. Digital Publishing emulates the expectations of the design industry by using the current market for software and hardware setups.

Students with a creative mindset will excel with this course’s framework of visual design and a strong ICT foundation. Students develop practical skills in photo manipulation, typography, layout techniques, working with dynamic shapes/materials and providing creative solutions to text-based communication tasks.

CURRICULUM CONSIDERATIONS
Access to ICT outside of school is beneficial in order to engage in homework, course work and assessment submissions.
BUSINESS, ENTERPRISE & TECHNOLOGY

STAGE 1
PHOTOGRAPHY A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
Nil

COSTING
Nil

SACE ATTAINMENT
10 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face

ASSESSMENT TYPE
Skills and Application Tasks
Folio
Product

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students explore photographic processes, techniques and analyse the impacts of technology including social, environmental and sustainable consequences. Emphasis is on learning how to use a digital SLR camera on manual mode and image manipulation using Adobe Photoshop. Students learn design principles and composition involving creative camera and creative digital darkroom techniques.

CURRICULUM CONSIDERATIONS
It is recommended that students complete Photography at Stage 1 if they are planning on completing Photography at Stage 2.

CERTIFICATE I
INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

COURSE CODE
ICT20115

ENTRY REQUIREMENTS
Successfully completing and passing the LLN aptitude test
80% or above attendance at their host school.

ANTICIPATED DURATION
12 months

INDICATIVE COSTING
Nil

SACE ATTAINMENT
60 Credits at SACE Stage 1

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks
Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Certificate I in Information, Digital Media and Technology is the entry level qualification that provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.

CURRICULUM CONSIDERATIONS
TAFESA enrolment forms will need to be completed.
STAGE 2
CREATIVE TECHNOLOGY

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Creative or Industrial Technology Semester A or B at Stage 1.

PRECLUSIONS
This runs as an Integrated Learning program, a Community Studies program or Material Products program depending on the needs of the cohort.

COSTING
Levy for materials $60 per year
Large projects may incur additional costs for materials.

SACE ATTAINMENT
20 credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to face

ASSESSMENT TYPE
Skills and Application Tasks 20%
Product 50%
Folio 30%

SUBJECT DESCRIPTOR
Students develop a range of skills including 3D printing, laser cutting, metal and wood work, allowing them to create a major project using technologies and equipment. Comprehensive explorations of the design process provides documented evidence of their learning and reflection, in their folio.

CURRICULUM CONSIDERATIONS
Appropriate footwear and clothing is required for practical sessions.

STAGE 2
DIGITAL PUBLISHING

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Digital Publishing Semester A or B at Stage 1.

PRECLUSIONS Nil

COSTING
Levy for materials $50 per year

SACE ATTAINMENT 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Practical Skills 40%
Issues Analysis 15%
Technical and Operational Understanding 15%
External Product and Documentation 30%

SUBJECT DESCRIPTOR
Students develop a range of skills in industrial technologies (sheet metal, welding, lathing, joinery and use of hand tools). They can use a combination of the skills to develop products they design. The production of a folio supporting their product development is required. Projects include small entertainment units, portable BBQ’s, small pieces of furniture or tool boxes.

CURRICULUM CONSIDERATIONS
Appropriate clothing and footwear is required for practical sessions.
ARTS

STAGE 2
PHOTOGRAPHY

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Photography Semester A or B at Stage 1

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  20 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to face

ASSESSMENT TYPE
Skills and Applications Tasks  20%
Product  50%
External Folio  30%

SUBJECT DESCRIPTOR
Students study, create, capture and manipulate images digitally to produce professional products. Students investigate photographic practices including photographers, techniques and themes. Emphasis is on following the design process to create original products revolving around photography. Students individually self-direct their studies in conjunction with the teacher.

CURRICULUM CONSIDERATIONS
May include local excursions.
CAREER PATHWAYS PROGRAM (CPP)
## CAREER PATHWAYS PROGRAM

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CAREER PATHWAYS PROGRAM

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT
20 Credits (Stage 2) across negotiated years

ASSESSMENT TYPE
- Folio 25%
- Performance 25%
- Reflection 20%
- External Investigation 30%

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face and Online

SUBJECT DESCRIPTOR
This program is designed to prepare all students for a successful future beyond school in their chosen career pathway. In the Career Pathways Program (CPP) students undertake study within two broad areas:
• Self-Development
• Career Exploration & Management

The Career Pathways Program (CPP) guides students to create a vision about their post-school pathway, allowing them to successfully transition to careers beyond secondary school. This is achieved through completing an individualised career program which enables students to acquire the knowledge, develop the skills and promote the capabilities for managing their future training, further education and employment pathways.

CURRICULUM CONSIDERATIONS
The CPP operates as a scheduled subject on the EJEHS line structure, with every student enrolled in this program. Students can choose to undertake the assessment component of this program over multiple years.
CROSS-DISCIPLINARY

Year 8
Year 9
Year 10
Stage 1
Stage 2

Personal Learning Plan
Research Project A/ B
CROSS-DISCIPLINARY

STAGE 1
PERSONAL LEARNING PLAN (PLP)

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Flexible

ASSESSMENT TYPE
Folio  Review

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
PLP is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan their personal and learning goals for the future and helps them make informed decisions about their personal development, education and training for their pathways after school.

CURRICULUM CONSIDERATIONS
Students must achieve a ‘C’ grade or better to complete this subject successfully and gain their SACE.

STAGE 2
RESEARCH PROJECT A/B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face, Flexible

ASSESSMENT TYPE
Folio  30%
Outcome  40%
Review (A) / Evaluation (B)  30%

SUBJECT DESCRIPTOR
Students explore a personal area of interest over the course of the Research Project. The Research Project engages students to design their own project and choose an individual field of study. Individual student projects focus on developing research skills, investigation techniques and project management strategies based around their chosen theme or topic.

Students are prepared for further education, training and work by challenging their ability to question sources of information, make effective decisions, evaluate progress, be innovative and solve problems.

The requirements of the Research Project are that students demonstrate and document their research, processes and activities while obtaining a suitable outcome.

CURRICULUM CONSIDERATIONS
This subject needs to be completed as one of the compulsory requirements of the SACE. Research Project is undertaken at Stage 1 in semester 2.

Research Project A and B can both be used in a student’s ATAR. Research Project A includes an External Review whilst Research Project B includes an External Evaluation.
ENGLISH

STAGE 1

COMMUNICATION AND THE COMMUNITY A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
Communication and the Community will not replace a compulsory literacy requirement subject.

COSTING Nil

SACE ATTAINMENT 10 or 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Flexible

ASSESSMENT TYPE
Contract of Work, Folio and Presentation 70%
Reflection 30%

SUBJECT DESCRIPTOR
Students have the opportunity to learn in a community context, both within and beyond the school environment. They will develop skills and knowledge about running a radio station, and being able to get some hands on experience in the radio business along with excursions to local radio stations. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully in the radio practicals. A one semester contract needs to reflect 60 hours of work and a full year needs to reflect 120 hours of work.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will be required to visit community organisations as part of their course work. This does not contribute to compulsory SACE literacy requirement.

STAGE 1

ENGLISH A & B

RECOMMENDED KNOWLEDGE
Achieved B grade or better in Year 10 English.

PRECLUSIONS
Only one English choice may be studied at a time.

COSTING Nil

SACE ATTAINMENT 10 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Responding to Texts
Creating Texts
Intertextual Study
Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students in their studies of English will gain a deeper knowledge of the techniques, structure and conventions of a range of texts. It aims to prepare students for Stage 2 English and tertiary studies. At least one assessment will be an oral or multi modal presentation, and at least one will be in written form.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory English requirements of the SACE. This is a literacy rich subject that requires students to read, interpret and articulate responses using high levels of language.
ENGLISH

STAGE 1
ESSENTIAL ENGLISH A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Year 10 English

PRECLUSIONS
Only one English choice may be studied at a time.

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face or Flexible

ASSESSMENT TYPE
Responding to Texts
Creating Texts
Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students’ confidence and understanding of communicating for different audiences and purposes are improved. Students produce two responses to texts and create two original texts. At least one of these will be delivered as an oral presentation and at least one will be in written form.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory English requirements of the SACE.

STAGE 2
COMMUNICATION AND THE COMMUNITY

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
Communication and the Community will not replace a compulsory literacy requirement subject.

COSTING  Nil

SACE ATTAINMENT  10 or 20 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Flexible

ASSESSMENT TYPE
Contract of Work, Folio and Presentation 70%
Reflection 30%

SUBJECT DESCRIPTOR
Activities in this area of study are likely to involve using language to communicate. This could include learning a community language or English; writing; giving a talk in public; developing skills in information and communication technologies; and raising awareness of body language. These activities can provide the opportunity for focused development of the information and communication technology, literacy, numeracy, and inter-cultural understanding of SACE capabilities.

CURRICULUM CONSIDERATIONS
Examples of activities include preparing a public presentation, writing articles for the school magazine or local newspaper, or interviewing people in the local community about their experiences.
STAGE 2

ENGLISH

RECOMMENDED KNOWLEDGE
Achieved B grade or better in a full year of English at Stage 1.

PRECLUSIONS
Only one English choice may be studied at a time.

COSTING  Nil

SACE ATTAINMENT  20 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Responding to Texts  30%
Creating Texts  40%
External Comparative Analysis  30%

SUBJECT DESCRIPTOR
Students’ confidence and understanding of communicating for different audiences and purposes are improved. Students produce three responses to texts (one in oral form) and three original texts (one as a timed piece). In the communication folio students compare two texts, produce an original text, and present an oral reflection of their text. In the external folio, students analyse a text, produce an original text, and present a written explanation of their text.

CURRICULUM CONSIDERATIONS
This is a literacy rich subject that requires students to read, interpret and articulate responses using high levels of language.

ESSENTIAL ENGLISH

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in a full year of Essential English at Stage 1.

PRECLUSIONS
Only one English choice may be studied at a time.

COSTING  Nil

SACE ATTAINMENT  20 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Responding to Texts  30%
Creating Texts  40%
External Language Report  30%

SUBJECT DESCRIPTOR
Students’ understanding of English in the real world is developed. Students build on their knowledge and use of techniques, structure and conventions in a range of more commonly used contexts. Texts may include narrative, film, article, letter, website, and instruction. Students provide evidence of their learning through eight assessments, including three text analysis, four text production, and a language study. There are at least two oral or multi-modal presentations, one each in text analysis and text production.

CURRICULUM CONSIDERATIONS
This is a literacy rich subject that requires students to read, interpret and articulate responses using high levels of language.
HUMANITIES AND SOCIAL SCIENCE (HASS)
HUMANITIES & SOCIAL SCIENCES

YEAR 8  |  YEAR 9  |  YEAR 10  |  STAGE 1  |  STAGE 2

- Humanities and Social Sciences (HASS) A
- Humanities and Social Sciences (HASS) B

Humanities and Social Sciences (HASS)
STAGE 1
HUMANITIES AND SOCIAL SCIENCES (HASS) A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
Nil

COSTING
$5 per semester

SACE ATTAINMENT
10 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face

ASSESSMENT TYPE
Group Project
Commentary
Analysis

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students have the opportunity to select from, or combine the learning interests of Legal Studies, Geography, History and Society and Culture subjects. They will develop skills and knowledge on the history, literature and culture of societies from around the world, examine the Australian Legal System, explore and analyse how social, political, historical, environmental, economic and cultural factors affect different societies and develop an understanding of the spatial interrelationships between people, places, and environments.

CURRICULUM CONSIDERATIONS
There are practical components within this subject, as well as opportunities for local excursions, including visits to organisations/landmarks around the Whyalla region.

STAGE 2
HUMANITIES AND SOCIAL SCIENCES (HASS)

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
STEM cannot be studied with any Stage 2 Integrated Learning or Cross-Disciplinary subject if an ATAR for University is required.

COSTING
$5 per semester

SACE ATTAINMENT
20 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face

ASSESSMENT TYPE
Group Project 20%
Commentary 30%
External Analysis 30%
Presentation and Discussion 20%

SUBJECT DESCRIPTOR
Students have the opportunity to select from, or combine the learning interests of Legal Studies, Geography, History and Society and Culture subjects. They will learn about modern history, which focuses on world events since the year 1500, explore Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context, explore and analyse the interactions of people, societies, cultures and environments and develop an understanding of the spatial interrelationships between people, places, and environments.

CURRICULUM CONSIDERATIONS
There are practical components within this subject, as well as opportunities for local excursions, including visits to organisations/landmarks around the Whyalla region.
HEALTH & PHYSICAL EDUCATION

STAGE 1

CHILD STUDIES A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
Nil

COSTING
Levy for materials and textiles
$20 per semester

SACE ATTAINMENT 10 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Investigation
Group Activity
Practical Activity

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students focus on issues related to the development, growth and wellbeing of children up to age 8. Topics covered could include kitchen safety, influences of media, children’s eating habits, investigating how play assists physical and social/emotional development, making a children’s toy, game or activity. The course involves many practical aspects and will include working with children.

CURRICULUM CONSIDERATIONS
Excursions are involved and students are expected to interact with and teach young children the concepts they have learned.

STAGE 1

FOOD AND THE COMMUNITY A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING
Food product $5 per semester

SACE ATTAINMENT 10 or 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Flexible

ASSESSMENT TYPE
Contract of Work, Folio and Presentation 70%
Reflection 30%

SUBJECT DESCRIPTOR
Students have the opportunity to learn in a community context, both within and beyond the school environment. They will develop skills and knowledge about nutrition, marketing and cookery skills. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully in the cooking practicals. A one semester contract needs to reflect 60 hours of work and a full year needs to reflect 120 hours of work.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will be required to visit community organisations as part of their course work.
HEALTH & PHYSICAL EDUCATION

STAGE 1
HEALTH A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Investigation
Group Activity
Issues Response

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. Students investigate the physical, emotional, social, cognitive, and spiritual dimensions of wellbeing. The course involves exploration of community health agencies and students must be prepared to work with peers to prepare presentations that will be delivered to educate the community.

CURRICULUM CONSIDERATIONS
Excursions are involved and students are expected to interact with and teach younger students the concepts they have learned.

STAGE 1
HEALTH, RECREATION AND THE COMMUNITY (HEALTH FOCUS) A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 or 20 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Flexible

ASSESSMENT TYPE
Contract of Work, Folio
and Presentation  70%
Reflection  30%

SUBJECT DESCRIPTOR
Students have the opportunity to learn in a community context, both within and beyond the school environment. This can include a focus on mental or physical health and developing a healthy lifestyle. These practicals can provide students with opportunities for focused development of the personal and social capability, and the capabilities for literacy, numeracy, and ethical understanding.

A one semester contract needs to reflect 60 hours of work and a full year needs to reflect 120 hours of work.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will be required to visit community organisations as part of their course work.
HEALTH & PHYSICAL EDUCATION

STAGE 1

HEALTH, RECREATION AND THE COMMUNITY (PHYSICAL EDUCATION FOCUS) A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 or 20 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Flexible

ASSESSMENT TYPE
Contract of Work, Folio and Presentation  70%
Reflection  30%

SUBJECT DESCRIPTOR
Students partaking in this subject will study recreation and fitness activities. In this subject, they will have a community link in which could be (but not limited to) community sports, coaching, creating fitness plans and umpiring. These links allow students to learn in a community context, both within and beyond the school environment. This subject also can provide students with opportunities for focused development of the personal and social capability, and the capabilities for literacy, numeracy, and ethical understanding. A one semester contract needs to reflect 60 hours of work and a full year needs to reflect 120 hours of work.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will be required to visit community organisations as part of their course work.

STAGE 1

RECREATIONAL PHYSICAL EDUCATION A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING
Indicative cost for camps and excursions may apply for practical components.

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School, Community Venues

DELIVERY MODE  Face to Face or Flexible

ASSESSMENT TYPE
Practical Exploration, Connections, Personal Venture

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students are required to participate in practical explorations which will include elements of discussions of learnt content. Students will work collaboratively at times with links to sport and physical activity. Assessment topics relate to both physical education and sport strategy. Assessments could consist, of but are not limited to team games and skill acquisition in a variety of sports, coaching and creation of games. There is scope to complete outdoor education topics within the course.

CURRICULUM CONSIDERATIONS
There is a large practical focus within the subject and students are encouraged to participate in all tasks. Grading is not according to their overall skill level but rather involvement, self improvement and reflective abilities. This subject is designed to equip students with the required knowledge and skills for Stage 2 Recreational Physical Education.
HEALTH & PHYSICAL EDUCATION

STAGE 1

SPECIALIST PHYSICAL EDUCATION A & B

RECOMMENDED KNOWLEDGE
Achieved a B grade or better in Year 10 Physical Education or a C or better in Year 10 Human Movement Physical Education.

PRECLUSIONS Nil

COSTING
Additional cost may apply for camps, excursions and or practicals.

SACE ATTAINMENT 10 Credits

ASSESSMENT TYPE
Improvement Analysis
Practical Activity Investigation

STAGE 2

CHILD STUDIES

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING
Levy for textiles, products and materials $40 per year

SACE ATTAINMENT 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Investigation 30%
Group Activity 20%
Practical Activity 50%

SUBJECT DESCRIPTOR
Students explore a variety of topics including child development, nutrition, resources available for children with special needs, obesity in children, the importance of play and safety for children up to 8 years. The course is quite practical with students making toys, games, activities, healthy meals and demonstrations for children. They must be prepared to work with young children. Each assignment includes a theory and practical component (excluding the investigation). The investigation requires students to research a topic related to Child Studies and present a 2000 word report or essay.

CURRICULUM CONSIDERATIONS
Excursions are involved and students will be expected to interact with and teach young children the concepts they have learned.
HEALTH & PHYSICAL EDUCATION

STAGE 2

FOOD AND THE COMMUNITY

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING
Food products $10 per semester

SACE ATTAINMENT 10 or 20 Credits

ASSESSMENT TYPE
Contract of Work, Folio and Presentation 70%
Reflection 30%

LOCATION Edward John Eyre High School

DELIVERY MODE Flexible

SUBJECT DESCRIPTOR
Students have the opportunity to learn in a community context, both within and beyond the school environment. They will develop skills and knowledge about nutrition, marketing and cookery skills. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully in the cooking practicals. A one semester contract needs to reflect 60 hours of work and a full year needs to reflect 120 hours of work.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will be required to visit community organisations as part of their course work.

STAGE 2

HEALTH

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING
Subject costs are subject to change depending on co-curricular activities including camps, excursions and practicals. Additional costs may apply for practicals, camps and excursions.

SACE ATTAINMENT 20 Credits

ASSESSMENT TYPE
Investigation 30%
Group Investigation 30%
Issues Analysis 20%
Practical Activity 20%

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

SUBJECT DESCRIPTOR
Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. Students investigate the physical, emotional, social, cognitive, and spiritual dimensions of wellbeing. Students develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities. The course involves exploration of community health agencies and students must be prepared to work with peers to prepare presentations that will be delivered to educate the community.

CURRICULUM CONSIDERATIONS
Excursions may be involved and students may be expected to interact with and teach younger students the concepts they have learned.
HEALTH & PHYSICAL EDUCATION

STAGE 2

HEALTH, RECREATION AND THE COMMUNITY (HEALTH FOCUS)

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT 10 or 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Flexible

ASSESSMENT TYPE Contract of Work, Folio and Presentation 70%
Reflection 30%

SUBJECT DESCRIPTOR
Students focus on health and the community and about raising awareness of health issues. This can include mental health, healthy eating, and overall general health. Students have the opportunity to learn in a community context, both within and beyond the school environment. This subject also can provide students with opportunities for focused development of the personal and social capability, and the capabilities for literacy, numeracy, and ethical understanding. A one semester contract needs to reflect 60 hours of work and a full year needs to reflect 120 hours of work.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will be required to visit community organisations as part of their course work. Students will not receive an ATAR for this subject. Students can only undertake one Stage 2 Health, Recreation and the Community class for SACE completion.

STAGE 2

HEALTH, RECREATION AND THE COMMUNITY (PHYSICAL EDUCATION FOCUS)

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT 10 or 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Flexible

ASSESSMENT TYPE Contract of Work, Folio and Presentation 70%
Reflection 30%

SUBJECT DESCRIPTOR
Students partaking in this subject will study recreation and fitness activities. In this subject, they will have a community link in which could be (but not limited to) community sports, coaching, creating fitness plans and umpiring. These links allow students to learn in a community context, both within and beyond the school environment. This subject also can provide students with opportunities for focused development of the personal and social capability, and the capabilities for literacy, numeracy, and ethical understanding. A one semester contract needs to reflect 60 hours of work and a full year needs to reflect 120 hours of work.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will be required to visit community organisations as part of their course work.
HEALTH & PHYSICAL EDUCATION

STAGE 2

PHYSICAL EDUCATION

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Specialist Physical Education Semester A or B at Stage 1.

PRECLUSIONS
Nil

COSTING
Additional cost may apply for practicals, caps and excursions

SACE ATTAINMENT 20 Credits

ASSESSMENT TYPE
Improvement Analysis 40%
Diagnostics 30%
Group Dynamics 30%

LOCATION  Edward John Eyre High School, Community Venues

DELIVERY MODE  Face to Face

SUBJECT DESCRIPTOR
Students potentially will study the topics of exercise physiology, physical activity, training methods and principals, nutrition and skill acquisition/bio-mechanics or movements. Students also complete a variety of folio tasks.

CURRICULUM CONSIDERATIONS
There is a large practical focus within the subject and students are expected to participate in all tasks.

STAGE 2

RECREATIONAL PHYSICAL EDUCATION

RECOMMENDED KNOWLEDGE
Achieved a B grade or better in Year 10 Physical Education or a C or better in Year 10 Human Movement Physical Education.

PRECLUSIONS
Precluded combination with other integrated subjects.

COSTING
Additional cost may apply for camps, excursions and or practicals.
Indicative Aquatics Practical

SACE ATTAINMENT 20 Credits

ASSESSMENT TYPE
Practical 30%
Group Task 20%
Folio and Discussion 20%
External Project 30%

LOCATION  Edward John Eyre High School, Community Venues

DELIVERY MODE  Face to Face

SUBJECT DESCRIPTOR
Recreational Physical Education has an emphasis on student involvement in practicals and demonstrating the ability to reflect on personal growth and development. Students complete a series of both Physical Education and outdoor based activities where they develop all of the skills that are associated with being an active contributor within the community.

CURRICULUM CONSIDERATIONS
This course includes frequent excursions and high levels of physical activity.
MATHEMATICS

STAGE 1
ESSENTIAL MATHEMATICS A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Year 10 Mathematics

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

ASSESSMENT TYPE
Skills and Application Tasks
Folio

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students learn a range of mathematical skills with real-world applications, from data manipulation to measurement and planning. Students become numerate citizens capable of making sense of the world around them.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A scientific calculator may be required for Stage 1 Essential Mathematics and can be purchased or borrowed through the school (subject to availability).

STAGE 1
GENERAL MATHEMATICS A & B

RECOMMENDED KNOWLEDGE
Achieved a passing grade in Year 10 Mathematics

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

ASSESSMENT TYPE
Skills and Application Tasks
Mathematical Investigations

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students study applications of mathematics such as personal finance management, statistical investigations and mathematical modeling. To expand their knowledge students study three of a possible six topics per semester, including investing and borrowing, measurement, statistical investigation, applications of trigonometry, linear and exponential functions and their graphs, and matrices and networks.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A scientific calculator is recommended for Stage 1 General Mathematics and can be purchased or borrowed through the school. If continuing with Stage 2 General Mathematics, a graphics calculator is recommended and can also be purchased or borrowed through the school (subject to availability).
STAGE 1 MATHEMATICS 1

RECOMMENDED KNOWLEDGE
Achieved a B grade or better in Year 10 Mathematics

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Skills and Application Tasks
Mathematical investigations

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students cover the mathematical topics of functions and graphs, polynomials and trigonometry. Each topic consists of a number of subtopics where real world applications and the use of technology will be incorporated.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A graphics calculator is required for Stage 1 Mathematics 1-4 and can be purchased or borrowed through the school (subject to availability).

STAGE 1 MATHEMATICS 2

RECOMMENDED KNOWLEDGE
Achieved a passing grade in Stage 1 Mathematics 1 & 3.

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Skills and Application Tasks
Mathematical Investigations

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students cover the mathematical topics of Arithmetic and Geometric Sequences and Series, Geometry and Vectors in the plane. Each topic consists of a number of subtopics where real world applications and the use of technology is incorporated.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A graphics calculator is required for Stage 1 Mathematics 1-4 and can be purchased or borrowed through the school (subject to availability).
MATHEMATICS

STAGE 1
MATHEMATICS 3

RECOMMENDED KNOWLEDGE
Achieved a B grade or better in Year 10 Mathematics.

PRECLUSIONS  Nil
COSTING  Nil
SACE ATTAINMENT  10 Credits
LOCATION  Edward John Eyre High School
DELIVERY MODE  Face to Face
ASSESSMENT TYPE  Skills and Application Tasks
Mathematical Investigations
Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students cover the mathematical topics of Accounting and Statistics, Growth and Decay and Introduction to Differential Calculus. Each topic consists of a number of subtopics where real world applications and the use of technology is incorporated.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A graphics calculator is required for Stage 1 Mathematics 1-4 and can be purchased or borrowed through the school (subject to availability).

STAGE 1
MATHEMATICS 4

RECOMMENDED KNOWLEDGE
Achieved a passing grade in Stage 1 Mathematics 1 & 3.

PRECLUSIONS  Nil
COSTING  Nil
SACE ATTAINMENT  10 Credits
LOCATION  Edward John Eyre High School
DELIVERY MODE  Face to Face
ASSESSMENT TYPE  Skills and Application Tasks
Mathematical Investigations
Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students cover the mathematical topics of Further Trigonometry, Matrices and Real and Complex numbers. Each topic consists of a number of subtopics where real world applications and the use of technology is incorporated.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A graphics calculator is required for Stage 1 Mathematics 1-4 and can be purchased or borrowed through the school (subject to availability).
MATHEMATICS

STAGE 2

ESSENTIAL MATHEMATICS

RECOMMENDED KNOWLEDGE
Achieved a B grade or better in Essential Mathematics Semester A & B at Stage 1.

PRECLUSIONS
Essential Mathematics cannot be studied with Stage 2 General Mathematics or Stage 2 Mathematical Methods.

COSTING
Revision Guide Levy (optional)
Indicative $30 per year

SACE ATTAINMENT
20 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face

ASSESSMENT TYPE
Skills and Application Tasks 30%
Folio 40%
External Exam 30%

SUBJECT DESCRIPTOR
Students have the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry and statistics in social contexts.

CURRICULUM CONSIDERATIONS
A graphics calculator is required for Stage 2 Essential Mathematics and can be purchased or borrowed through the school (subject to availability).

STAGE 2

GENERAL MATHEMATICS

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in General Mathematics Semester A & B at Stage 1.

PRECLUSIONS
General Mathematics cannot be studied with Stage 2 Essential Mathematics or Stage 2 Mathematical Methods.

COSTING
Revision Guide Levy (optional)
Indicative $30 per year

SACE ATTAINMENT
20 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face

ASSESSMENT TYPE
Skills and Application Tasks 40%
Mathematical Investigations 30%
External Exam 30%

SUBJECT DESCRIPTOR
Students’ mathematical skills are extended in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modeling using linear and non-linear functions, and discrete modeling using networks and matrices.

CURRICULUM CONSIDERATIONS
A graphics calculator is required for Stage 2 General Mathematics and can be purchased or borrowed through the school (subject to availability).
STAGE 2
MATHEMATICAL METHODS

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Mathematics Semester A & B at Stage 1.

PRECLUSIONS
Mathematical Methods cannot be studied with Stage 2 Essential Mathematics or Stage 2 General Mathematics.

COSTING
Revision Guide Levy (optional)
Indicative $30 per year

SACE ATTAINMENT
20 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face

ASSESSMENT TYPE
Skills and Application Tasks 50%
Mathematical investigations 20%
External Exam 30%

SUBJECT DESCRIPTOR
Students develop an increasingly complex and sophisticated understanding of calculus and statistics. Topics covered within this subject include differentiation and applications, integral calculus, logarithmic functions, discrete and continuous random variables, normal distributions and sampling and confidence intervals.

CURRICULUM CONSIDERATIONS
A graphics calculator is required for Stage 2 Mathematical Methods and can be purchased or borrowed through the school (subject to availability).

STAGE 2
SPECIALIST MATHEMATICS

RECOMMENDED KNOWLEDGE
Achieved a B grade or better in Mathematics Semester A & B at Stage 1.

PRECLUSIONS
Must be done in conjunction with Mathematical Methods.

COSTING
Levy Revision Guide (optional)
Indicative $30 per year

SACE ATTAINMENT
20 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face or Local Delivery

ASSESSMENT TYPE
Skills and Application Tasks 50%
Mathematical Investigations 20%
External Exams 30%

SUBJECT DESCRIPTOR
Students’ mathematical knowledge, skills and understanding are developed. Students are provided opportunities to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. Topics covered include mathematical induction, complex numbers, functions and sketching graphs, vectors in three dimensions, integration techniques and applications, rates of change and differential equations.

CURRICULUM CONSIDERATIONS
Specialist Mathematics is designed to be studied in conjunction with Stage 2 Mathematical Methods. A graphics calculator is required for Specialist Mathematics and can be purchased or borrowed through the school (subject to availability).

Local Delivery is provided for selected subjects across the Eyre Peninsula. This arrangement allows a student to access some subjects through other schools in the region.
SCIENCE

YEAR 8
YEAR 9
YEAR 10
STAGE 1
STAGE 2

Science
Science
Science

Biology A
Biology

Biology B

Chemistry A
Chemistry

Chemistry B

Nutrition A
Nutrition

Nutrition B

Physics A
Physics

Physics B

Psychology A
Psychology

Psychology B

Science, Technology and the Community A

Science, Technology and the Community B

Science, Technology and the Community
SCIENCES

STAGE 1

BIOLOGY A & B

RECOMMENDED KNOWLEDGE
Achieved a passing grade in Science at Year 10 level.

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT 10 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Investigation Folio
Skills and Application Tasks

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Biology A:
Students will explore multi-cellular organisms and Infectious Diseases through a combination of practicals, video learning and classroom activities. Students will learn about immune system responses, pathogens and how they interact with multi-cellular organisms. Students will then consider the ethical decisions surrounding biotechnology and the treatment of infectious diseases in a range of situations.

Biology B:
Students develop an understanding of the movement of energy and matter which occurs in a range of ecosystems. They investigate ecosystem dynamics, biodiversity and other factors which affect the interactions between species. Students then examine the features of cells from different organisms, observing their microbiological features. Students learn about the conditions necessary for the growth and survival of microorganisms in different environments and ecosystems.

CURRICULUM CONSIDERATIONS
Biology has both practical and theoretical components.

STAGE 1

CHEMISTRY A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Year 10 Science.

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT 10 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Practical Reports
Issues investigation Report

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Chemistry A:
Students explore the atom, its components and its importance as a building block of the world around us. The combinations of different atoms to form natural and synthetic materials are explored, framed by the question: What makes up the world around us?

Chemistry B:
Students build on the knowledge and skills gained in Chemistry A by exploring electrochemistry and organic chemistry. Investigative and reporting skills are developed through examining current scientific discoveries, while analytical skills are given context through local and state industries.

CURRICULUM CONSIDERATIONS
There is the potential of two possible excursions and practicals are used to complement theory.
SCIENCES

STAGE 1

NUTRITION A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Science at Year 10 level.

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Skills and Application Tasks
Investigations Folio

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
This course provides students the opportunity to develop an understanding of nutritional concepts and how they influence individual choices and the health implications of these choices. There is a practical component in the course, which may include laboratory testing of recipes and food analysis. Students will also analyse essential nutrients from the food diary using Food Choices.

CURRICULUM CONSIDERATIONS
This is a scientific study of Nutrition, not a practical cookery/food subject.

STAGE 1

PHYSICS A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Year 10 Science and Mathematics

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Skills and Application Tasks
Investigations Folio

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Physics A:
Students study linear motion and forces, momentum, energy, and heat in preparation for Stage 2 Physics. Students apply their knowledge to practical experiments, and to an overall topic of rocket science.

Physics B:
Students study waves, nuclear models and electric circuits in preparation for Stage 2 Physics. Designing and conducting experiments and investigating physics issues related to medical physics are some of the tasks in this subject.

CURRICULUM CONSIDERATIONS
A scientific or graphics calculator is recommended. Physics can be mathematically rich, so students are encouraged to study a mathematical subject concurrently.
SCIENCE

STAGE 1

PSYCHOLOGY A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
Nil

COSTING
Nil

SACE ATTAINMENT
10 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face

ASSESSMENT TYPE
Investigation Folio
Skills and Application Tasks

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Psychology A:
Students learn to think about everyday issues which impact on how the mind develops and functions, how we interact and behave across social situations and how we process and interpret human emotion. The subject includes three topics: Introduction to Psychology, Social Influence and Behaviour and Emotions.

Psychology B:
Students learn to think about the structure and functions of areas of the human brain, and the impact of injury. Human memory is studied, looking at how it works and strategies that can be used to make it work more effectively. The subject includes three topics: Introduction to Psychology, Brain and Behaviour and Cognition (Memory and Thinking).

CURRICULUM CONSIDERATIONS
The course is literacy rich and includes topic tests and an investigation report. Psychology may be undertaken as a 10 credit subject or a 20 credit subject.

STAGE 1

SCIENCE, TECHNOLOGY AND THE COMMUNITY A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
Nil

COSTING
Nil

SACE ATTAINMENT
10 or 20 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Flexible

ASSESSMENT TYPE
Contract of Work, Folio and Presentation 70%
Reflection 30%

SUBJECT DESCRIPTOR
This subject provides students with the opportunity to learn about scientific methods and practices and apply them in a range of contexts, including: information technology, construction technology, food technology, information processing and more. Activities undertaken focus on developing capabilities around information and communication technology, literacy, numeracy and critical/creative thinking. There is flexibility within the subject to negotiate particular areas of interest for study, relevant to the student and their chosen pathway. Examples of activities could include: investigating safety issues related to cars, designing and constructing a piece of furniture for a community organisation or building a web page or blog for a project. A one semester contract needs to reflect 60 hours of work.

CURRICULUM CONSIDERATIONS
Due to the nature of the subject, students will be required to visit community organisations as part of their course work.
STAGE 2 BIOLOGY

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Biology Semester A & B at Stage 1.

PRECLUSIONS
Nil

COSTING
Workbook Levy (required)
Indicative $54 per year
Revision Guide Levy (optional)
Indicative $25 per year

SACE ATTAINMENT 20 Credits

LOCATION Edward John Eyre High School

ASSESSMENT TYPE
Investigation Folio 40%
Skills and Application Tasks 30%
External Exam 30%

SUBJECT DESCRIPTOR

CURRICULUM CONSIDERATIONS
Biology has both practical and theoretical components.

STAGE 2 CHEMISTRY

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Chemistry Semester A or B at Stage 1.

PRECLUSIONS
Nil

COSTING
Workbook Levy (required)
Indicative $54 per year
Revision Guide Levy (optional)
Indicative $25 per year
(Additional costs may apply for excursions, practical etc.)

SACE ATTAINMENT 20 Credits

LOCATION Edward John Eyre High School

ASSESSMENT TYPE
Tests 30%
Folio Tasks 40%
External Exam 30%

SUBJECT DESCRIPTOR
Students develop their understanding of the physical world; the interaction between human activities and the environment. Considering the benefits and risks of evolving chemical knowledge helps students to make informed decisions regarding environmental and social issues. Students develop investigative skills which could assist in careers in Pharmacy, Chemical Engineering, etc.

CURRICULUM CONSIDERATIONS
Practicals will be used to complement theory. Guest speakers and excursions are used, as well as interschool presentations.
STAGE 2
NUTRITION

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Nutrition Semester A or B at Stage 1.

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  20 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Investigations Folio  40%
Skills and Applications  30%
Exam  30%

SUBJECT DESCRIPTOR
This study of Nutrition offers students the opportunity to build a deeper understanding of the more complex scientific principles as well as the social issues in nutrition and health. Nutrition enables students to appreciate, experience and understand the direct relationship of nutrition to the health and wellbeing of individuals and communities.

The subject covers the nutritional requirements of an individual and how they can be met, and issues related to diet and lifestyle, including strategies for improvement. Environmental and global issues related to nutrition are also considered. The course also examines the nutritional status of society and how this information is used with our society.

CURRICULUM CONSIDERATIONS
This is a scientific study of Nutrition, not a practical cookery/food subject.

STAGE 2
PHYSICS

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Physics Semester A or B and minimum of C grade in General Mathematics at Stage 1.

PRECLUSIONS  Nil

COSTING
Workbook Levy (required)
Indicative $54 per year
Revision Guide Levy (optional)
Indicative $25 per year
(Additional costs may apply for excursions, practical etc.)

SACE ATTAINMENT  20 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Skills and Application Tasks  30%
Investigations Folio  40%
External Exam  30%

SUBJECT DESCRIPTOR
Students study three topics: motion and relativity, electricity and magnetism and light and atoms. Each topic is comprised of four or five further subtopics. Across all subtopics theoretical knowledge is applied to real world applications such as nuclear power, x-rays or lasers. As part of their studies, students design and perform practical experiments and conduct an investigation into a physics related issue.

CURRICULUM CONSIDERATIONS
A scientific or graphics calculator is recommended. Physics can be mathematically rich, so students are encouraged to study a mathematical subject concurrently.
STAGE 2

PSYCHOLOGY

RECOMMENDED KNOWLEDGE
Achieved C grade or better in Psychology Semester A or B at Stage 1

PRECLUSIONS Nil

COSTING
Workbook Levy (required)
Indicative $54 per year
Revision Guide Levy (optional)
Indicative $25 per year
(Additional costs may apply for excursions, practical etc.)

SACE ATTAINMENT 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Investigation Folio 30%
Skills and Application Tasks 40%
External Exam 30%

SUBJECT DESCRIPTOR
Students study how the human mind works, as well as thoughts, feelings and behaviours and the factors that underlie and influence them. Six topics are studied: Introduction to Psychology, Social Cognition, Learning, Altered States of Awareness, Personality and Healthy Minds. There are two investigation reports for this subject, based on a persuasion practical and a sleep practical. Students undertaking this subject build on skills of scientific report writing, which will prepare them for further study at tertiary level in the field of psychology.

CURRICULUM CONSIDERATIONS
The course is literacy rich and includes topic tests and an investigation report.

STAGE 2

SCIENCE, TECHNOLOGY AND THE COMMUNITY

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT 10 or 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Flexible

ASSESSMENT TYPE
Contract of Work, Folio and Presentation 70%
Reflection 30%

SUBJECT DESCRIPTOR
This subject provides students with the opportunity to learn about scientific methods and practices and apply them in a range of contexts, including: information technology, construction technology, food technology, information processing and more. Activities undertaken focus on developing capabilities around information and communication technology, literacy, numeracy and critical/creative thinking. There is flexibility within the subject to negotiate particular areas of interest for study, relevant to the student and their chosen pathway. Examples of activities could include: investigating safety issues related to cars, designing and constructing a piece of furniture for a community organisation or building a web page or blog for a project. A one semester contract needs to reflect 60 hours of work and a full year needs to reflect 120 hours of work.

CURRICULUM CONSIDERATIONS
This subject can be studied as a one semester or two year course. Due to the nature of the subject, students will be required to visit community organisations as part of their course work. This subject does not count towards an ATAR.