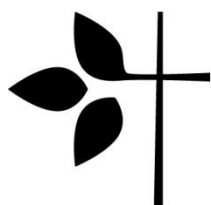


CORNERSTONE
COLLEGE

Christ our Firm Foundation

YEAR 12 COURSE GUIDE 2016





CORNERSTONE COLLEGE

Christ our Firm Foundation

Mission Statement

We are a caring Christian community nurturing within
students
a growing relationship with Christ which promotes
individual excellence, learning and responsibility, for life.

This handbook is designed to give information concerning the College and its operation. It is intended that the information herein will be of assistance to parents and students.

2016 Student Term Dates		
Term 1	1 February – 15 April	11 week period + 2 week holiday period follows
Term 2	2 May – 1 July	9 week period + 3 week holiday period follows (Years 8-10)
	4 July – 8 July	Year 11 Workplace Learning Year 12 exams (internal) Staff Professional Development Week
Term 3	25 July – 30 September	10 week period + 2 week holiday period follows
Term 4	17 October – 9 December	8 week period + 7 week holiday period follows

Please note that at the time of printing, the dates for the end of year exams have not yet been finalised for next year.

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Introduction

This guide provides information for Year 12, 2016 students regarding courses offered at Cornerstone College and for completion of SACE. It will assist students and families to make decisions on courses of study for 2016 and beyond. Within the guide is:

- a general section with guidelines about choosing your course and
- an outline of each of the subjects offered at Cornerstone College at Stage 2.

The course and subject selection process can be rather daunting and complex, but there are a number of questions that students can ask that will help to clarify some of the problems. These include:

- What is/are my preferred vocation directions? To what areas of employment do I feel suited? Are there any particular types of careers that seem to stand out for me?
- What actual qualifications do I need so that I can follow some or all of the career options identified? What must I do to obtain these qualifications?
- Do some subjects have pre-requisite knowledge that may stop me from selecting them as an option?
- What can I realistically achieve if I work to my full potential? What courses are appropriate to my abilities, interests and motivation?
- What is an appropriate combination of subjects for me to undertake? Will that course allow me to move along a pathway towards the vocational goals identified? Is the course package balanced?

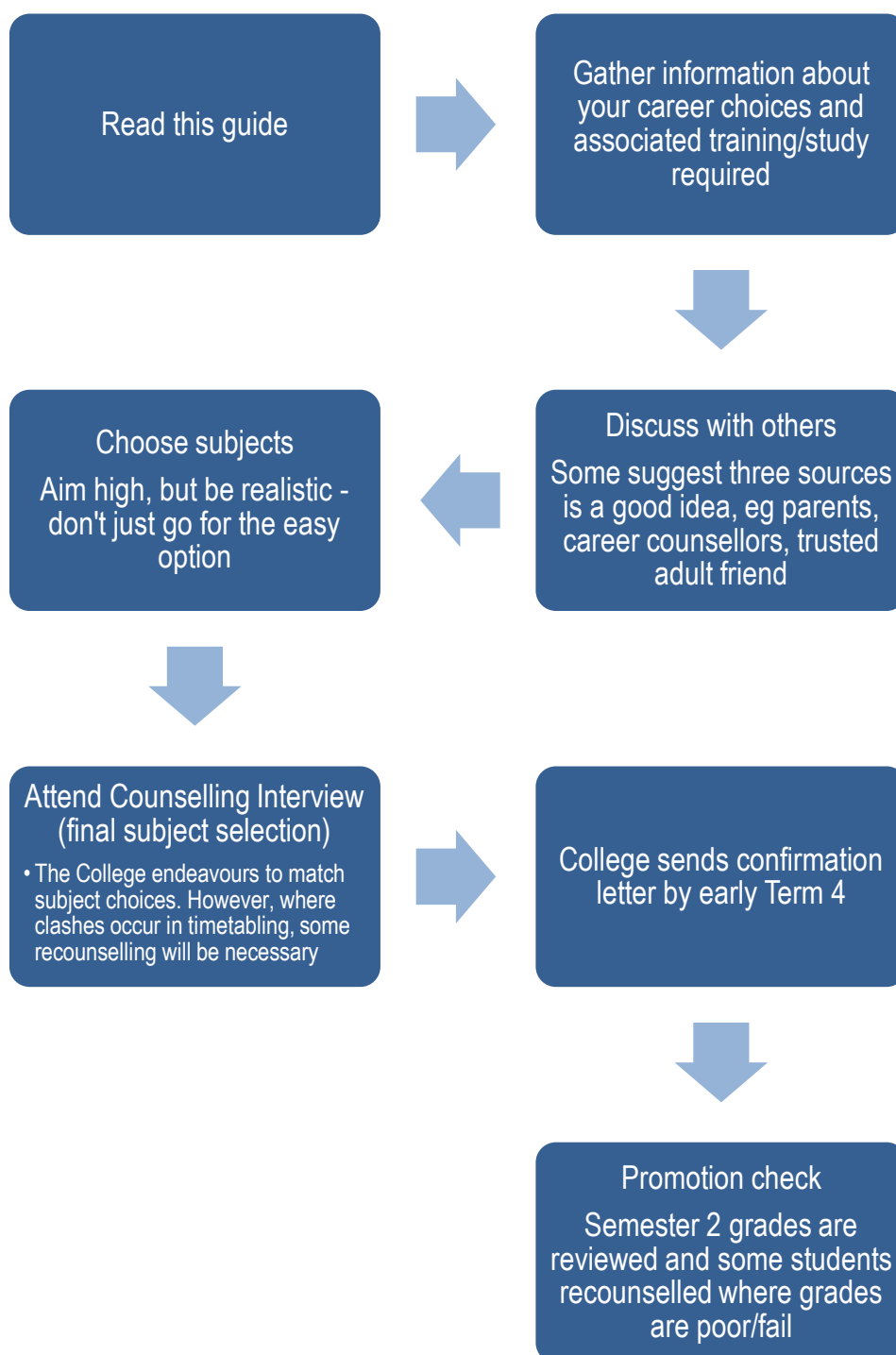
Each student will have different perspectives on some or all of the above questions. It is important that they obtain as much information from as many sources as possible. They will need to discuss their ideas with parents, relatives, subject teachers, Home Group Teachers, House Leaders, Key Learning Area Leaders, Senior Leadership staff, Careers and Pathways team, and friends. All are able to offer some useful advice through their different experiences.

Read carefully through the information at your disposal, make sure that you are in a position to choose on an informed basis and seek clarification if you are unsure about anything.

Remember to pray about these important matters; let God be your partner as you plan your life.

Julie Sampson
Learning Director

The Process for Subject Selection



Prerequisite and Recommended Background Knowledge

A number of subjects at Stage 2 level have clearly determined recommendations regarding specific assumed knowledge and skills that would indicate a student's readiness for undertaking those subjects.

There are also some Stage 2 subjects that require a definite pathway of subjects and courses to have been studied in Years 8-11 before a student can choose those subjects in Year 12.

A student would normally have had to satisfy these recommendations and prescribed course pathways to be able to undertake such subjects at Stage 2 level.

This information is clearly outlined in the following pages of the course guide.

Promotion to Year 12

Students are normally promoted from Year 11 to Year 12 when they have completed the majority of their Year 11 subjects at a satisfactory level (C grade or higher).

Students must have achieved a 'C' grade in numeracy and literacy at Stage 1.

There may be some students for whom full promotion is not advisable, for a variety of reasons.

It is possible that a student undertakes a combination of Stage 1 and Stage 2 subjects in Year 12 to meet the required SACE pattern of study (see SACE section below). For example, due to chronic illness, the need for learning support or elite sport commitments. This may have implications regarding future study options and needs to be carefully discussed with counsellors. Some students complete Year 12 over two years.

SACE (The South Australian Certificate of Education)

SACE is the South Australian Certificate of Education. It is awarded at the end of Year 12 if students successfully meet all the requirements. Students are required to complete 200 credits over three years to achieve their SACE. Ten credits is equivalent to a one semester subject.

Stage 1	Year 10	Personal Learning Plan (compulsory *)	10 credits
	Year 11	Numeracy (compulsory *) – to be achieved in a mathematics subject	10 credits = 1 semester
		Literacy (compulsory *) – to be achieved in English subjects	20 credits = 2 semesters
		Seven other single-semester subjects	70 credits
Stage 2	Year 12	Research Project (compulsory **) Students complete an individual, extended study in any area of interest. Specific research and assessment criteria must be met.	10 credits
		For those who wish to achieve an ATAR for university entrance: Four full-year Stage 2 subjects ** OR Three full-year Stage 2 subjects, plus a VET Certificate III **	80 credits
		For those who do not wish to achieve an ATAR for university entrance: Three full-year Stage 2 subjects, plus two semesters of Stage 1 subjects **	80 credits

* In the compulsory subjects, students MUST achieve a C grade or better to obtain their SACE.

** Students MUST achieve a C- or better for a minimum of three Stage 2 subjects to achieve their SACE.

Other Information

- All subjects will be graded on a scale A to E at Stage 1 and A+ to E- at Stage 2.

Online Information

- The SACE Board has an extensive website at www.sace.sa.edu.au

SACE (The South Australian Certificate of Education)

Glossary

Below is an explanation of words that will be used in association with the SACE.

Assumed Knowledge	The knowledge that students are assumed to have from previous study, but which is not a pre-requisite for admission to university.
Pre-requisite	A formal requirement that needs to be met before proceeding to further study at university.
SATAC	South Australian Tertiary Admissions Centre - the body that accepts all applications to universities or TAFE.
Scaled Score	A Stage 2 Subject Achievement Score adjusted for university entrance purposes.
Semester/Credits	Half-year (one semester) SACE subjects are designated to occupy 60 hours of programmed school time, which equals 10 credits. A full-year subject equals 20 credits.
SACE Board	The State body, independent of either the Education Department or tertiary institutions, with the specific responsibility for the administration of the assessment and issuing of the SACE (formerly called SSABSA).
Stage 1	The first stage of the SACE. This will typically be completed during Year 11. (The PLP is done in Year 10 at Cornerstone.)
Stage 2	The second stage of the SACE. This will usually be undertaken in Year 12. (Terms Stage 1 and Stage 2 are used rather than Years 11 and 12 because students may complete them over a number of years.)

Tertiary Entrance Requirements

Comprehensive information is available from the South Australian Tertiary Admissions Centre (SATAC) and is detailed in its separate SATAC booklet released each year.

University Entry

Universities use the SACE results to calculate the Australian Tertiary Admissions Rank (ATAR). The calculations for the ATAR is changing for students entering university from 2015.

Total of 90 points	60	Your scaled score of best 3 (Tertiary Admission Subject - TAS) subjects
	30	Final 30 credits – flexible option Best 30 credits from: <ul style="list-style-type: none">• a 4th (TAS) subject• 10-credits Research Project• half the score of an extra 20-credit subject

Most students will study Research Project and 4 (TAS) subjects and all 5 scores will be used for their ATAR.

University entrance will require:

- completion of SACE;
- meeting any prerequisite subject requirements for the course of preference; and
- obtaining an ATAR.

TAFE Entry

Completion of the SACE can meet the Course Admission Requirements for most of TAFE SA's courses. TAFE also considers a variety of other qualifications in its entry and selection processes.

Course Admission Requirements differ enormously according to the level and competitiveness of the TAFE course. Please refer to the TAFE website at www.tafesa.edu.au for any further information.

SA Universities Bonus Scheme

Changes for 2017 entry

The three South Australian universities, Flinders University, The University of Adelaide and the University of South Australia, are replacing all existing equity and subject bonus schemes with two new bonus schemes. These new schemes are the SA Universities Equity Scheme and the SA Language, Literacy and Mathematics Bonus Scheme.

Any bonuses applied by the universities will continue to be added to the university aggregate from which Selection Ranks are calculated. The SA Universities Equity Scheme awards 5 bonus points for eligible students, and the SA Language, Literacy and Mathematics Bonus Scheme awards 2 or 4 points for eligible students. An individual student can receive a maximum of 9 bonus points under both schemes.

The SA Universities Equity Scheme

The SA Universities Equity Scheme will provide bonuses in two ways: bonuses for all students in certain specified schools and bonuses for individuals in other schools.

School-based bonuses

Schools attracting bonuses will be identified on an annual basis when data for all criteria become available in May/June. Students will not need to apply for a school-based bonus – any such bonuses will automatically be applied by SATAC in the calculation of students' Selection Ranks. Cornerstone will be notified each year of its status for these bonuses.

Individual bonuses

All students in other schools will be able to make an application under the Scheme to demonstrate their individual disadvantage. Students will be able to apply for consideration under the SA Universities Equity Scheme for teaching periods commencing in 2017 by completing an online application at www.satac.edu.au from the beginning of August 2016. Applications for the Scheme will not be available from the universities' websites.

SA Universities Bonus Scheme (cont'd)

The SA Language, Literacy and Mathematics Bonus Scheme

The Scheme encourages students to strengthen their preparation for university studies by undertaking a language other than English, or specified English and Mathematics subjects.

The Scheme will apply to all courses offered by Flinders University, the University of Adelaide and University of South Australia except:

Flinders University:

- 214941 Bachelor of Clinical Sciences/Doctor of Medicine

The University of Adelaide:

- 314552 Bachelor of Medicine/Bachelor of Surgery
- 324491 Bachelor of Science (Veterinary Bioscience)

In this Scheme, candidates will be awarded two points, up to a total maximum of four points, for successfully completing a subject in any one of these four categories:

- 20 credits of a LOTE in the Languages Learning Area
- 2END20 English Studies or 2ECS20 English Communications
- 2MDS20 Mathematical Studies
- 2MSC20 Specialist Mathematics

Successful completion is defined as gaining an Overall Grade of C- or better.

Source: SATAC Fact Sheet 'SACE/NTCET for tertiary entry', 2 April 2014

Student Pathways

The study and career paths of many students are not necessarily linear from primary to secondary school and then after they leave school to undertake further education, training or employment.

Currently there are many possible pathways students can follow:

- One group of pathways can lead to a tertiary course of study at a university or TAFE.
- Other pathways can lead to employment as a student takes part in vocational training while still at school.
- Still other pathways can involve part time work and study being combined to obtain the experience and skills necessary to progress to the desired outcome.

At Cornerstone College, students are able to consider a range of pathways without necessarily closing off others.

Students have the opportunity to undertake courses that include embedded or standalone Vocational Education and Training (VET) units of work. These units of work can contribute towards achievement of the SACE.

For students considering employment directly after completing Year 12, these VET units may provide the training and experience required, and may thus be of great benefit to undertake during Year 12, rather than afterwards.

Partnerships have been developed between schools, industry and registered training organizations of vocational education and training. These partnerships will provide opportunities that encourage students to continue their secondary education, complete the SACE, and promote successful transition from school to work and/or further education and training.

Students and families should feel free to speak to Careers Team members, Pathways Coordinator – Mr Doyle, or Mrs Sampson regarding any issues to do with careers, tertiary courses and future pathways.

Vocational Education and Training (VET)

In its broadest sense, vocational education in schools can be considered to include any curriculum, which prepares students in some way for their future working lives.

In a more specific sense, vocational and education training programs are those which link school curriculum to pathways in the vocational education and training (VET) sector. VET is defined as education and training that leads to the achievement of the requirements of specific modules/units which are based on standards of competence related to industry, or to an enterprise-endorsed competency standard.

Vocational education and training can contribute towards the SACE in two ways:

- as vocational education and training embedded within SACE Board-accredited subjects
- as vocational education and training, in stand-alone units accredited by SACE Board.

These two mechanisms provide opportunities to package vocational education and training, with SACE studies, to suit the needs and aspirations of individual students.

Partnerships developed between schools, industry, and registered training organisations of vocational education and training, will provide opportunities which encourage students to continue their secondary education and complete the SACE and promote successful transition from school to work and/or further education and training.

Cornerstone is keeping abreast of developments in the area of vocational education and training. We have extensive VET offerings. These units are accessible to students in Years 11 and 12 and various pathways are outlined on page 9.

Students considering VET at Stage 2 must organise to have a meeting with Mr Anthony Doyle prior to subject selection.

Recognition of Community Learning

Other activities undertaken by students such as Swimming Awards plus Senior First Aid, Duke of Edinburgh, CFS, Army and Air Force Cadets Courses, Operation Flinders, some Music exams and St John's Ambulance qualifications can attract SACE credits.

Many students completed Duke of Edinburgh (Bronze) Awards in Year 9 or 10. The Bronze award earns 10 SACE credits. Partially completed awards can be completed this year. Students may also take up the challenge of going on to the Silver or Gold Awards. As well as being a very worthwhile undertaking, these awards earn further SACE credits. (Community Learning credits do not contribute to a student's ATAR.)

If students have completed any of these qualifications, please see Mr Mike Litchfield to apply for recognition towards SACE credits. It is the responsibility of the student to apply to SACE Board for credits for Community Learning (not the organisation that they complete their learning with).

A complete list of Community Learning recognised for SACE credits by the SACE Board is available at <http://www.sace.sa.edu.au/subjects/recognised-learning/community-learning/community-developed-programs>.

Choosing Your Stage 2 Subjects

General Information

Each of the individual Stage 2 subjects is listed on the following pages. The information contained should be of great benefit to you in choosing your course for next year.

Please ensure that the following points are taken into account in making your decision:

- A full-year Stage 2 subject is worth 20 credits.
- You must choose the Research Project (10 credits).
- The other four subjects can be any four subjects.
- If you desire to proceed to university studies, a total of four full-year Stage 2 subjects and the Research Project must be chosen.
- For students not intending to proceed to university studies, a hybrid course of Stage 1 and Stage 2 subjects can be considered as well as VET or Community Studies options.
- Acceptance into a Stage 2 subject is not automatic. Prior knowledge may be assumed or required and each Key Learning Area will set specific standards as detailed in the following pages of this guide.
- Some university subjects have pre-requisite subjects. These **MUST** be studied in Year 12; otherwise you will not be accepted into these courses.

Stage 2 Subjects

On this page is a list of all Stage 2 subjects offered at Cornerstone College for next year. A pass at C grade or better at Stage 1 is highly recommended for most Stage 2 subjects. Detailed information on each subject is contained on the subsequent pages, and on the SACE Board website at www.sace.sa.edu.au.

Stage 2 (Year 12) Subjects	Minimum prerequisite knowledge from Stage 1 (Year 11)				Stage 1 (Year 11) Subjects
	One semester		Full year		
	Preferred	Essential	Preferred	Essential	
Biology			✓		Any science, preferably Biology
Business and Enterprise	✓				Business and Enterprise
Chemistry				✓	Chemistry A and B
Child Studies	✓				Child Studies or any humanities
Chinese (Continuers)				✓	Chinese A and B
Communication Products - CAM	✓				Communication Products - CAD
Community Studies					
Drama		✓			Drama
English Communications				✓	English
English Studies				✓	English
Food and Hospitality	✓				Food & Hospitality or Material Products - Food
Geography	✓				Geography
German (Continuers)				✓	German A and B
Information Technology		✓			Information Technology
Material Products – Metal/Wood	✓				Material Products - Metal/Wood, Systems and Control Products
Material Products - Textiles	✓				Material Products - Textiles
Mathematical Applications				✓	Maths Applications A and B or Mathematical Studies A and B
Mathematical Methods				✓	Mathematical Studies A and B
Mathematical Studies				✓	Mathematical Studies A and B
Modern History	✓				History
Music				✓	Music A and B
Nutrition	✓				Chemistry or Biology
Outdoor Education		✓			Outdoor Education
Physical Education		✓			Physical Education
Physics				✓	Physics A and B
Psychology	✓				Psychology
Research Project					
Specialist Mathematics		✓			Specialist Mathematics
Tourism	✓				Tourism
Visual Arts – Art		✓	✓		Visual Arts subjects
Visual Arts - Design		✓	✓		Visual Arts - Design
Workplace Practices					

Biology

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Tony Egan / Mr Rhett Fielke / Mr Andrew Weiss (Science Key Learning Area Leader)

Required Background

- Students should have successfully completed at least two semesters of a Science subject at Stage 1 level. The completion of one or more Stage 1 Biology semesters or at least the first semester of Stage 1 Chemistry is an advantage.
- Students who do not meet the above criteria will need a teacher's recommendation.

What's this Subject about?

Biology is the study of living things. This course looks at how living things are structured and how they function at different levels: macromolecules are the chemicals which make up cells, cells are put together to make organisms, and organisms live together in ecosystems.

Core Learning

At the end of this subject students will be able to:

- demonstrate an understanding of the key ideas of Biology;
- design and conduct scientific experiments;
- analyse the results of scientific experiments;
- communicate information (written and orally) using the language of Biology;
- obtain information about Biology from a variety of sources;
- develop an awareness of the social implications of biological knowledge and technological advances in Biology.

Course Content

The course has been arranged around four themes:

- Macromolecules (the chemicals which make up living things);
- Cells (the structure and function of the basic building blocks of life);
- Organisms (the structure and function of organs and systems in an organism);
- Ecosystems (interactions between organisms and their non-living environment).

Assessment

- Investigations Folio (40%) School-based assessment
Three practical investigations and one issues investigation (written report of no more than 1500 words)
- Skills and Applications Tasks (30%) School-based assessment
Assessment items during the year including approximately four tests, a mid-year exam and extended-response questions
- Examination (30%) External assessment

Biology (cont'd)

Costs

- Revision workbook
- Study guide
- Notes
- Levy of approximately \$10 per semester to cover the cost of consumables.

The workbook, guide and notes are ordered through the college's book supplier.

Future Directions:

- The study of Stage 2 Biology is a prerequisite for a number of Science and Medical Science programs at university. (See the Tertiary Entrance booklet produced by the South Australian Tertiary Admissions Centre for full details.)
- Students wishing to study biological sciences at a tertiary level are strongly advised to study Stage 2 Chemistry.

Career Directions

Biology provides a background for careers in science, the environment, agriculture/horticulture and careers in the field of medicine.

Business and Enterprise

Course Length

- Full-year - 20 credits

Contact Teacher

- Mrs Helen Mason / Mr Jonathan Prenzler (Technology Key Learning Area Leader)

Required Background

- Stage 1 Business and Enterprise preferred but not compulsory

Main Text and/or Reference Books

- Business and Enterprise – Key Ideas, and Business and Enterprise Essentials workbook

What's this Subject about?

Business and Enterprise provides skills and information on business practices that are essential for life and work in Australian and global contexts. They value and build on students' knowledge and experience. Skills development in enterprise, technology, employment, communication, and interaction with business and the community will be expected.

Core Learning

Students should be able to:

- demonstrate an understanding of business structures, and of business in a global environment;
- examine the ways in which business interacts with the various sectors of the economy;
- communicate ideas and information, using current business terminology in written, oral, graphical, and technological modes;
- develop the personal, social, enterprise, and literacy skills necessary in a business context;
- demonstrate an understanding of the relationship between business theory and practice;
- identify forces for change and current issues in the business environment, and evaluate the impact of these changes;
- critically examine business decision-making processes, analysing economic, social, environmental, and ethical outcomes.

Course Content

One core topic and three of the six following option topics will be covered:

- The Business Environment (Core topic)
- People at work
- Business and the global environment
- Business and finance
- Business, law and government
- Marketing
- Technology in business

Assessment

- Folio (30%) – consists of five assessments School-based assessment
- Practical (20%) School-based assessment
- Issues study (20%) School-based assessment
- Report (30%) External assessment

Future Directions

- TAFE - Business Services, Management, Marketing, Human Resources and Sales.
- University – degrees in Business Management, Human Resource Management, Commerce, Sport & Recreation Management, International Studies, Logistics and Supply Chain etc.

Chemistry

Course Length

- Full-year - 20 credits

Contact Teacher

- Mrs Chris Hart / Mr Rob Rohde / Mr Andrew Weiss (Science Key Learning Area Leader)

Required Background

- Minimum of a B grade in two semesters of Stage 1 Chemistry. Students who have achieved a C grade in Stage 1 Chemistry will need their teacher's recommendation to proceed to Stage 2.

What's this Subject about?

Chemistry is the study of an experimental subject which includes an overview of the matter that makes up all materials, and the properties, uses, production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Core Learning

Students will learn to:

- demonstrate an understanding of the key ideas of Chemistry;
- design and conduct scientific experiments;
- analyse the results of scientific experiments;
- communicate information (written and orally) using the language of Chemistry;
- obtain information about Chemistry from a variety of sources;
- develop an awareness of the social implications of chemical knowledge and technological advances in Chemistry.

Course Content

- Organic and Biological Chemistry (structure, properties and biological aspects of organic compounds);
- Analytical Techniques (using volumetric techniques, chromatography and atomic spectroscopy to identify the amount and nature of substances present in mixtures);
- Using and Controlling Reactions (energy changes, controlling chemical reactions, application of Chemistry to industry);
- Elemental and Environmental Chemistry (the Periodic Table, chemical reactions and issues in the natural environment);
- Materials.

Assessment

- Investigations Folio (40%) School-based assessment
Three practical investigations and one or two issues investigation (written report of no more than 1500 words)
- Skills and Applications Tasks (30%) School-based assessment
Assessment items during the year including approximately seven tests, a mid-year trial exam, assignments and extended-response questions
- Examination (30%) External assessment

Chemistry (cont'd)

Costs

- Revision workbook
- Study guide
- Levy of approximately \$20 per semester to cover the cost of consumables.

The workbook and guide are ordered through the college's book supplier.

Future Directions

The study of Stage 2 Chemistry is a pre-requisite for a number of tertiary courses at university including medicine, health and engineering programs. (See the Tertiary Entrance booklet produced by the South Australian Tertiary Admissions Centre for full details.)

Career Directions

Chemistry provides a background for careers in science, the environment, agriculture/horticulture, engineering and careers in the field of medicine.

Child Studies

Course Length

- Full-year - 20 credits

Contact Teacher

- Mrs Pauline Mead / Ms Ann Willis / Mr Jonathan Prenzler (Technology Key Learning Area Leader)

Required Background

- Stage 1 Child Studies would give a good foundation for some practical areas but is not essential.
- Successful completion of any Stage 1 humanities-based courses that give sound research and analytical skills.

What's this Subject about?

Stage 2 Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. The subject enables students to develop a variety of research, management, and practical skills.

Core Learning and Course Content

Areas of study include:

- Socio-cultural influences e.g.
 - the physical, social, emotional, behavioural, cognitive, and language development of children;
 - the roles and responsibilities of parents;
 - the role of play in the development of children.
- Technological influences e.g.
 - impact of scientific, medical, and technological advancements in caring for children;
 - use of technology to meet a child's specific needs.
- Economic and environmental Influences e.g.
 - food and nutritional requirements of children;
 - environmental influences on antenatal development and children's health.
- Political and legal influences e.g.
 - the accessibility of community resources that support children;
 - the rights of children and parents.
- Contemporary and future influences e.g.
 - contemporary issues related to childhood health, nutrition, and safety;
 - protective practices in relation to the care of children.

Assessment

- | | |
|----------------------------|-------------------------|
| • Practical activity (50%) | School-based assessment |
| • Group activity (20%) | School-based assessment |
| • Investigation (30%) | External assessment |

Costs

- \$50.00

Future Directions

- Courses in TAFE and University SA specifically related to children e.g. teaching, nursing.
- Occupations involving working with children.

Chinese (Continuers)

Course Length

- Full-year - 20 credits

Contact Teacher

- Mrs Wendy Lampard (Languages Key Learning Area Leader)

Required Background

- Minimum of a B- grade in two semesters of Stage 1 Chinese

Main Text and/or Reference Books

- Hanyu 3 Textbook
- Concise Chinese-English/English-Chinese Dictionary
- Online resources, Language Perfect website

What's this Subject about?

The study of Chinese contributes to the overall education of students, providing opportunities to develop communication skills, learning skills and a broadened understanding of other cultures. It also provides access to the culture of Chinese-speaking countries and the future development of the students in these countries as well as in the multi-cultural Australian community.

The Chinese (Continuers) course further develops students' competence in the use of the Chinese language for a range of purposes, and extends their understanding of Chinese life and culture. To achieve these outcomes, students integrate the study of the function and structure of the language and apply their learning within cultural topics and authentic contexts.

Exchange Opportunities

Students have the opportunity to participate in the China Tour Exchange Program.

Core Learning

This course is designed to develop students':

- ability to use Chinese to communicate with others;
- understanding and appreciation of the cultural contexts in which Chinese is used;
- ability to reflect on their own cultures through the study of other cultures;
- understanding of language as a system;
- ability to make connections between Chinese and English and/or other languages;
- cognitive, learning and social skills;
- potential to apply Chinese to work, further study, training and/or leisure.

Course Content

Semester 1

- Festivals and celebrations
- Urban and rural life
- Holidays and travelling
- Personal identity – personality and relationships
- Youth issues

Semester 2

- Future career plans and employment
- Leisure activities and social life
- In-depth study

Assessment

- Folio (50%)
- In-depth study (20%)
- Oral and written examination (30%)

School-based assessment
School-based assessment
External assessment

Chinese (Continuers) (cont'd)

Costs

- Language Perfect online website licence - \$30 per person

Future Directions

- Tertiary study at university in Chinese, or as part of many degree courses e.g. Business, Economics, International Studies, Journalism, Law, Education, Arts, Science and Tourism etc
- TAFE studies
- Diploma in Language alongside other degree
- Scholarships available at tertiary level to study China and other Chinese speaking countries
- International exchanges to tertiary institutions in China and other Chinese speaking countries.

Christian Living

Compulsory, non-SACE subject

Course Length

- Full year, 1 lesson per week

Contact Teacher

- Mrs Simona McMaster (Christian Living Key Learning Area Leader)

Required Background

- No prior knowledge required

Main Text and/or Reference Books

- The Bible

What's this Subject about?

Christian Living gives students the opportunity to hear, explore and reflect on issues that affect their lives, the lives of others and the world in general, all the time acknowledging the relevance of God's Word and the guidance it provides.

The Christian Living program is centred in the Gospel of Jesus Christ.

Course Content

The Year 12 Christian Living Program is essentially divided into two parts, each spanning half of the three full terms in Year 12.

In the **first half** of the year, students are involved in the Legacy Project, which will give them the opportunity to be intentional about what they leave behind, as they're preparing to end their time at Cornerstone College. These projects are based on the needs of the community. Students choose a project based on their interest and ability and work together to complete their project and officially hand it back to the community.

The official end to the Legacy project is the overnight Retreat, marking the half-way point in their academic year. The purpose of this retreat is to give students the opportunity to reflect on their journey at Cornerstone and, in view of their Legacy project, to leave well. The approximate cost for the retreat is approximately \$90.

In the **second half** of the year, as the pace of year 12 intensifies, students attend seminars during their Christian Living lessons. Students choose the topics of these seminars, which include:

- Science and Religion
- Healthy Living
- Happiness
- Sex and Sexual Ethics
- Mental Health

The same seminars will be offered at regular intervals in the last 15 weeks of the academic year, and students have the choice which seminar to attend on each occasion.

The year culminates in last day of Year 12, where, following organised activities, each student will be given a personalised pack, which include keepsakes of their time at Cornerstone College and hopefully a parent letter.

Assessment

There is no formal assessment of student work in Year 12 Christian Living.

Community Studies

Course Length

- One or two semesters - 10 or 20 credits
- Students can use Community Studies to make up a maximum of 40 credits for their SACE

Contact Teacher

- Mr Tony Moffa (Cross Disciplinary Studies Key Learning Area Leader)

Required Background

- There are no prerequisites for this subject

Who should do Community Studies?

Community Studies is part of the flexible learning opportunities that exist in the SACE to give young people the best range of opportunities to gain their SACE qualification. Community Studies is suited to students that may find traditional subjects or a full load of academic subjects challenging. It is important to note that Community Studies is a Non-Tertiary Admission Subject (TAS) and that enrolment in the subject is granted in consultation with the Learning Director. It will not give students a pathway directly to university.

What is this Subject about?

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Core Learning

In this subject, students are expected to:

- negotiate, plan, and make decisions about a community activity, by developing challenging and achievable goals for the contract of work;
- identify and apply existing knowledge and skills, including literacy and numeracy skills;
- identify one or more capabilities for focused development;
- locate, select, organise, and use ideas, resources, and information;
- learn in a range of settings, including the school and the wider community;
- take practical action in the community;
- seek feedback from the community;
- present the activity to the community;
- evaluate and reflect on the completion of the contract, the feedback received, and their own learning.

Community Studies (cont'd)

Course Content

In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following ten areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology and the Community
- Work and the Community

As part of their program of learning, students may undertake a community activity that applies to more than one of the above areas of study, but one area of study will be selected as the primary focus or emphasis of the activity.

Assessment

The following assessment types enable students to demonstrate their learning in Community Studies:

- | | | |
|----------------------|---------|-------------------------|
| • Contract of Work | } (70%) | School-based assessment |
| • Folio | | School-based assessment |
| • Community Activity | | School-based assessment |
| • Reflection (30%) | | External assessment |

Future Directions

- TAFE SA courses

Drama

Course Length

- Full-year - 20 credits

Contact Teacher

- Mrs Karen Sierp / Mrs Kristen Doherty / Mr Matthew Braid / Ms Laetitia de Braconier Harders (Arts Key Learning Area Leaders)

Required Background

- At least one semester of Stage 1 Drama is required. If students do not have this background they will be asked to attend an audition and interview.

What's this Subject about?

The study of Drama involves the individual in intellectual, physical and creative development. Drama enables the student to solve problems creatively, use imaginative resources, and develop self-discipline. Drama encourages excellence, curiosity, creativity and imagination in both the on-stage and technical spheres.

Stage 2 Drama is demanding and time consuming. Students must be aware of, and be prepared to commit themselves to, after-hours, weekend and/or holiday rehearsals particularly for the major group production.

Core Learning

This subject is designed to develop students':

- ability to work in collaboration and cooperation with others as part of an ensemble;
- skills of applying, reflecting on, evaluating, and appreciating drama in practice;
- ability to use a range of dramatic techniques to solve creative problems;
- ability to communicate effectively orally, in writing, and in performance;
- understanding of a world view of dramatic arts through analysis, research, synthesis, and practice;
- recognition of the diversity of dramatic expression in cultural contexts;
- personal qualities that will enable them to pursue a range of careers and challenges.

Course Content

Small Group Presentation

- In the Group Analysis (small group presentations) students explore a text that develop their ability to create imaginative solutions to theatrical works. Working in groups of 2-4, students will choose from a restricted list derived from the prescribed list of play-scripts, and during the course of 6-7 weeks, will adopt the role of one practitioner. They will investigate, develop and draw together the knowledge, skills, language and expertise necessary to engage with the audience through their practitioner's role.

Folio

- The folio consists of 3 individual pieces of written work. Students produce a production report that reflects their development and ability to analyse and evaluate their individual and collective work in progress. To develop an understanding that drama expresses universal, shared beliefs, students will view and review three professional State Theatre Productions (some will be out of school hours).

Interpretative Study

- The Interpretative Study will offer a limited choice derived from the prescribed Dramatic Innovator list. Students will work individually to explore in-depth the work of a dramatic innovator. They will investigate, analyse and communicate their interpretation of concepts and ideas, presenting their product as a written report. This process will be undertaken over a period of 5-7 weeks.

Group Production

- The Group Production (externally assessed) allows for all students to extend their abilities and demonstrate their knowledge and understanding. Students must be committed to a program of in-class and out-of-hours rehearsals, particularly leading up to the final series of performances

Drama (cont'd)

Assessment

- | | |
|----------------------------|-------------------------|
| • Group Presentation (20%) | School-based assessment |
| • Folio (30%) | School-based assessment |
| • Interpretive Study (20%) | School-based assessment |
| • Performance (30%) | External assessment |

Costs

- Costs for attending productions for the purpose of viewing live theatre.
- Workshops may also be offered either on or off campus with an additional cost. Parents will be given ample notification of excursions and workshops.
- Students are encouraged to join The Green Room which gives them a backstage pass to the Adelaide Festival Centre; access to exclusive post show forums, events, exclusive workshops, discounts to shows, post show forums and an opportunity to meet directors/actors/dancers and musicians. The cost of this program is \$20 annually.
- A \$40 charge will be incurred to cover production costs.

Future Directions

- Drama provides a pathway to further study in tertiary institutions, including the nationally accredited training package Entertainment (CUE98). Drama provides students with the opportunity to gain a range of employment and life skills such as the ability to work collaboratively in teams to produce a successful outcome, and confidence in working with others. Involvement in the development of group performances/presentations/studies provides students with an opportunity to improve their skills. They gain an understanding of the process of creating dramatic works, and an insight into the work of others.

English Communications

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Ben Brazzalotto (English Key Learning Area Leader)

Required Background

- Minimum of a C grade in two semesters of Stage 1 English

What's this Subject about?

English Communications is a more general study of communication in society. The study of texts is broad, with students exploring everyday texts such as advertising and media products, as well as literary texts including novels, poetry and films. Assessment does include oral presentations. There is no exam, but students undertake a supervised writing task and complete the Externally-assessed Folio.

Core Learning

- English Communications is designed to give students the opportunity to learn about the power of language in society. Students will learn to recognise the way that language defines, shapes, and reflects human relationships.
- Students will develop strategies that allow for the exploration of language and the study of different text types.
- Students will write, speak, and use information and communication technologies (ICTs) in a variety of forms that reflect and extend their creative ability and their capacity for critical reasoning.

At the end of this program students should be able to:

- demonstrate clear and accurate communication skills through reading, viewing, writing, listening, speaking, and using a range of ICTs;
- analyse the relationship between audience, purpose, and form in a range of communication modes across a number of contexts;
- display knowledge and understanding of the stylistic features and conventions of texts and the ways in which the language in texts is used to represent ideas, relationships, values, and interests;
- clarify and articulate their own ideas and values through critical engagement with texts and language;
- compose and evaluate texts to demonstrate understanding of the conventions of a variety of textual forms and the purposes for which texts may be used.

Course Content

- Text Analysis
- Text Production
- Communication Study (film-making, interacting, investigating, language, multimedia web authoring, oral language, workplace writing, writing for publication)

English Communications (cont'd)

Assessment

- Text Analysis (20%) Three responses to texts, two written and one oral, based on three of a choice of four text types.
- Text Production (20%) Three texts with a focus on three listed purposes. One of the three texts to be written under supervision. The remaining texts may be in written, oral, or multimodal form.
- Communication Study (30%) One comparative piece on one of five categories of communication; and one practical application from a choice of eight.
- Folio (External) (30%) One response to an example of communication, and production of a written text and a writer's statement.

Costs

- Purchase of texts (parents will be informed via letter about titles and cost)
- Attendance at theatre performances and cultural excursions

Future Directions

- University (Degree e.g. BA)
- TAFE
- Journalism
- Teaching – Junior Primary / Primary / Middle School / Secondary
- Nursing
- English Communications (with a minimum C grade) earns bonus points for university entrance

English Studies

Course Length

- Full-year – 20 credits

Contact Teacher

- Mr Ben Brazzalotto (English Key Learning Area Leader)

Required Background

- Minimum of a B grade in two semesters of Stage 1 English

Main Text and/or Reference Books

Teachers choose from a list of set texts which includes, but is not limited to:

Poetry Texts <ul style="list-style-type: none">• McFarlane, P., & Temple, L. (eds), <i>Blue Light, Clear Atoms</i>• McKenzie, J. (ed.), <i>Lines to Time</i>	Film Texts <ul style="list-style-type: none">• Campion, Jane, <i>The Piano</i>• Donnersmark, Florian von, <i>The Lives of Others</i>• Fosse, Bob, <i>Cabaret</i>• Lawrence, Ray, <i>Lantana</i>
Drama Texts <ul style="list-style-type: none">• Beckett, Samuel, <i>Waiting for Godot</i>• Davis, Jack, <i>No Sugar</i>• Miller, Arthur, <i>The Crucible</i>• Shakespeare, William, <i>Hamlet</i>• Williamson, David, <i>Influence</i>	Prose Texts <ul style="list-style-type: none">• Barker, Pat, <i>Border Crossing</i>• Blain, Georgia, <i>Candelo</i>• Drewe, Robert, <i>The Shark Net</i>• Guterson, David, <i>Snow Falling on Cedars</i>• Hosseini, Khaled, <i>The Kite Runner</i>• Kesey, Ken, <i>One Flew Over the Cuckoo's Nest</i>• Malouf, David, <i>Fly Away Peter</i>• Schlink, Bernard, <i>The Reader</i>

What's this Subject about?

In this subject students explore a range of complex texts (plays, novels, poems, short stories, articles, film) in which the authors have explored the meaning of human existence and the intricacies of human relationships and societies. Students should have a genuine interest in how authors have communicated their views on events in their own lives and in the world at large. Students refine their ability to analyse and respond to the techniques through which texts are constructed.

English Studies is more academic than English Communications in that it requires a more intensive study of texts (novels, plays, film, and poetry). Students will concentrate on deconstructing these texts and responding to them in an essay format. There is a three hour public exam at the end of the year in which students must write two lengthy essays and then respond to a set passage. The scaling of the ATAR is minimal.

Core Learning

- English Studies is concerned primarily with the reading and viewing of texts. Students are required to read and view seven extended texts plus a number of shorter texts. Students will look analytically at texts from a range of cultural contexts, including texts from the past, contemporary texts, and those drawn from everyday experience.
- English Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts students will learn to construct logical and convincing arguments. Students will create their own texts and put into practice the techniques they have observed.

English Studies (cont'd)

At the end of this program students should be able to:

- analyse texts, demonstrating depth of understanding and engagement;
- identify the structural, conventional, and linguistic features used by authors in constructing texts;
- compare and contrast texts and use evidence to develop and support critical reasoning;
- compose texts that engage the interest of the reader, viewer or listener;
- show critical understanding and express ideas clearly and accurately.

Course Content

Shared Studies

- study of two single texts
- study of paired texts
- study of poetry
- critical reading study of short texts

Among the texts chosen for the four shared studies, there must be:

- one film text
- at least one extended prose text
- at least one written drama text
- at least 1000 lines of poetry
- a range of short texts for the critical reading study

Individual Study

- collection of supporting material
- 2000 word Critical Essay

Text Production Study

- Written Text Production
- Oral Text Production

Assessment

- | | |
|--|-------------------------|
| • Shared Studies (30%) – based on 4-6 responses to shared studies | School-based assessment |
| • Individual Study (20%) – one critical essay | School-based assessment |
| • Text Production (20%) – two written texts and two oral texts | School-based assessment |
| • Examination (30%) – three hours with two essays and one critical reading | External assessment |

Costs

- Students are encouraged to purchase copies of some of the shared texts
- Attendance at theatre performances (cost will depend on production and venue)

Future Directions

- University: Journalism, Medicine, Law
- TAFE
- Teaching – Junior Primary / Primary / Middle School / Secondary
- English Studies (with a minimum C grade) earns bonus points for university entrance

Food and Hospitality

Course Length

- Full-year - 20 credits

Contact Teacher

- Mrs Jane Densley / Mr Jonathan Prenzler (Technology Key Learning Area Leader)

Required Background

- Stage 1 Food and Hospitality or Material Products - Food would be strongly recommended.

What's this Subject about?

Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to this area of study. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Core Learning

The learning requirements include the knowledge, skills, and understanding that students are expected to develop and demonstrate.

In this subject, students are expected to:

- apply knowledge and problem-solving skills to practical activities in food and hospitality and to evaluate the processes and outcomes;
- apply management, organizational, and problem-solving skills that demonstrate an understanding of contemporary issues in the food and hospitality industry;
- make informed decisions about and evaluate contemporary issues affecting the food and hospitality industry in different contexts;
- select and use appropriate technology to prepare and serve food, applying safe food-handling practices;
- investigate and critically analyse contemporary trends and/or issues related to food and hospitality;
- work individually and collaboratively to prepare and present activities that support healthy eating practices;
- evaluate the impact of new and emerging technologies, and/or sustainable practices or globalization, on the food and hospitality industry.

Course Content

Students study topics from the following five areas of study:

- Contemporary and future issues;
- Economic and environmental influences;
- Political and legal influences;
- Socio-cultural influences;
- Technological influences.

Assessment

- | | |
|----------------------------|-------------------------|
| • Practical activity (50%) | School-based assessment |
| • Group activity (20%) | School-based assessment |
| • Investigation (30%) | External assessment |

Food and Hospitality (cont'd)

Costs

- Practicals - \$300.00
- There may be one excursion to a city restaurant to experience 'fine dining' – the maximum cost of this would be \$70 (includes meal and bus hire)

Future Directions

- Careers in the Food & Hospitality or Tourism Industry via TAFE entry e.g. Chef, Food & Beverage Service, Front of House.
- Tertiary qualification e.g. teaching Home Economics, ICHM Business degree (major in the Hospitality Industry), Food Technologist, Gastronomy degree.

Geography

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Ian Mars (Humanities and Social Sciences Key Learning Area Leader)

Required Background

- Successful completion of Stage 1 Geography is strongly recommended

What's this Subject about?

The study of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

Through the study of geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and the opportunities, challenges, and constraints of different locations.

Course Content

Core Topic: Population, Resources, and Development

This topic introduces students to the key factors that influence human interactions with the natural environment. Using local, national, and global examples it includes the study of:

- world population;
- the processes of population change;
- issues arising from changes in the composition of populations and the movement of people;
- resources;
- case study of a resource: water.

Option Topics:

Students must study issues related to two of the following topics:

- urbanisation
- rural places
- tourism
- sources and use of energy
- coasts
- biodiversity
- climate change
- soils
- environmental hazards
- globalisation
- drylands
- negotiated topic

Geography (cont'd)

Assessment

- Fieldwork (25%) School-based assessment
- Inquiry (20%) School-based assessment
- Folio (25%) School-based assessment
- Examination (30%) External assessment

School-based assessment will involve a variety of activities including essay, short answer test, data analysis, group work, multimedia presentation and research assignments.

Costs

- Geography Essentials student manual, ordered through the college's book supplier
- Full day excursion – approximately \$35

Future Directions

Geographers find work in a broad range of fields and careers, including local government, environmental planning, management, surveying (geoinformatics), national parks, demography, education, strategic planning, agriculture and other primary industries, geomorphology, geology, and spatial information technology. As an integrative discipline, geography gives students the foundations to pursue a wide range of vocational education and training pathways.

German (Continuers)

Course Length

- Full-year - 20 credits

Contact Teacher

- Mrs Ingrid Synwoldt / Mrs Wendy Lampard (Language Key Learning Area Leader)

Required Background

- Minimum of a B- grade in two semesters of Stage 1 German

Main Text and/or Reference Books

- Edexcel textbook (from Library)
- Collins German-English / English - German Dictionary
- Schaum's German Grammar 4th Edition (from Year 11)
- Basic German Grammar (from Library)

What's this Subject about?

The study of German contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. It also provides access to the culture of German-speaking countries and communities, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

German (Continuers) is a subject which further develops student competence in the use of the German language for a range of purposes and which extends understanding of German life and culture. To achieve these purposes students integrate the study of the function and structure of the language with the exploration of aesthetic works and cultural topics.

Core Learning

This subject is designed to develop students':

- ability to use German to communicate with others;
- understanding and appreciation of the cultural contexts in which German is used;
- ability to reflect on their own culture(s) through the study of other cultures;
- understanding of language as a system;
- ability to make connections between German and English and/or other languages;
- cognitive, learning and social skills;
- potential to apply German to work, further study, training or leisure.

At the end of the program in German - Continuers, students should be able to:

- exchange information, opinions, and experiences in German;
- express ideas through the production of original texts in German;
- analyse, process, and respond to texts that are in German;
- understand aspects of the language and culture of German-speaking communities.

German (Continuers) (cont'd)

Course Content

Semester 1

- Childhood
- Problems in German society
- The foreigner in Germany
- Gender roles in society

Semester 2

- Literature, art and music
- In-depth study
- The European Union (EU)
- International relations

Assessment

- | | |
|------------------------|-------------------------|
| • Folio (50%) | School-based assessment |
| • In-depth study (20%) | School-based assessment |
| • Examination (30%) | External assessment |

Costs

- Year 12 German immersion day – about \$20 per person
- Books as required

Future Directions

- TAFE studies
- Tertiary study at university in language or as part of many degree courses e.g. Business, Science, Law, Journalism, Economics, International Studies, Tourism and Arts
- Diploma in Language alongside other degree
- Scholarships available at tertiary level to study in Germany
- International exchanges to tertiary institutions in Germany, Switzerland or Austria.

Information Technology

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Jonathan Prenzler / Mr Jonathan Prenzler (Technology Key Learning Area Leader)

Required Background

- Stage 1 Information Technology

What's this Subject about?

This subject enables students to develop an understanding of information systems, computer and communication systems, relational databases, and programming. Each topic contains key questions and concepts related to the topic focus, design and development processes, and issues of social responsibility. Students create applications using the systems development life cycle.

Core Learning

At the end of the program in Stage 2 Information Technology, students should be able to:

- use appropriate communication methods and tools to explain information technology concepts, including how data is represented and transferred in computer-based systems;
- apply skills and concepts to manipulate computer application components and process data to produce outcomes involving complex processes;
- apply information technology knowledge, skills, and problem-solving techniques to create and document user-friendly, reliable, and accurate systems;
- critically analyse the responsibilities of the developer of systems;
- critically analyse and discuss ethical use of current and potential computer-based systems/technologies and their social impact on individuals and society.

Course Content

The course is divided into four topics:

Information systems

- describing and defining information systems;
- the impact of information systems on society;
- managing the elements of information systems.

Computer and communication systems

- how computers; process and store data, and communicate with the user;
- how networks; are described, managed, the transfer data over a network and the internet;
- issues related to managing and using networks and the Internet and their impact on society.

Relational databases

- investigation into how database management systems are used by individuals, organizations and communities;
- understanding how data is stored and defined in a relational database;
- applying knowledge, skills and problem-solving techniques to design and create relational database systems;
- developing information outcomes from database systems;
- issues related to the responsible development and use of information systems.

Information Technology (cont'd)

Multimedia programming

- understanding what multimedia programming is, and the forms and contexts in which it is found and used;
- designing interactive multimedia systems;
- preparing media;
- programming to develop multimedia systems;
- issues related to responsible program development and use of interactive multimedia.

Assessment

- Folio (20%) School-based assessment
Tasks will include case studies, theory assignments and tests
- Skills and application tasks (30%) School-based assessment
Relational databases and website programming practical tasks
- Project (20%) School-based assessment
Design and development of a prototype relational database information system
- Examination (30%) External assessment

Costs

- Stationery
- Some print and internet credits will be used

Future Directions

- Careers in IT industry
- University and TAFE courses
- The information technology skills acquired in this course are useful in many career areas.

Material Products - Furniture (Wood and Metal) / Textiles / CAM (Computer Aided Manufacture)

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Jonathan Prenzler (Technology Key Learning Area Leader)

Required Background

- While there are no pre-requisites for this course, it is strongly desirable that students have gained a satisfactory achievement in at least one semester of related Stage 1 Material Products subjects. All other students accepted on an individual basis in consultation with Design and Technology teachers.

What's this Subject about?

Students develop the ability to identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, and textiles.

Core Learning

At the completion of these subjects students should have further developed their understanding and be able to appraise the impact and consequences of past, present and emerging technologies on individuals, society and the environment and be able to:

- follow the design process (designing, making and critiquing) in developing solutions to practically based problems taking into account all imposed constraints;
- find, interpret and apply information;
- safely manipulate a variety of materials in the realisation of their solution to the above design problems;
- communicate, using verbal and non-verbal means, in technological context;
- understand and apply relevant scientific and mathematical principles;
- understand and apply key facts, principles and ideas about materials, processes and systems;
- safely and accurately join materials in a variety of ways;
- safely set up and use a variety of machines and hand tools.

Course Content

The content is based around the production of an article(s) with a focus on wood, metal or textiles. Students are required to design and construct a quality article applying the principles of good design and presentation techniques. Written assignments and graphical presentation form part of the work required.

Course Options

Furniture (Wood and Metal)

In this option students will utilise their Design & Technology skills to produce at least one piece of furniture using wood and/or metal. This will involve design processes as well as the application of technical skills.

Textiles

Students utilise the same design processes, as all Material Products options, with a focus on textiles as their material. Their major project will be the design and production of a garment.

Computer Aided Manufacture (CAM)

In this option, students build on CAD skills developed in Communication Products (CAD) at Stage 1, with an emphasis on CAD skills and producing a piece of furniture using CNC production methods.

Material Products – Furniture (Wood and Metal) / Textiles / CAM (Computer Aided Manufacture) (cont'd)

Assessment

- Skills and applications tasks (20%) School-based assessment
Specialised skills application – students develop and demonstrate skills and knowledge of processes and production techniques.
Materials application – students investigate and analyse the characteristics and properties of two or more materials they are considering using.
- Product (50%) School-based assessment
Students create one minor and one major product that allow them to demonstrate an appropriate range of skills, techniques, knowledge, and ideas. The major product is supported by a product evaluation that documents the realisation process.
- Folio (30%) External assessment
The folio consists of documentation and analysis of product design, and product evaluation.

Costs

- Formative tasks - \$40
- Summative tasks (Furniture/CAM) - \$140
- Summative tasks (Textiles) - \$20 plus students to bring in own material

Future Directions

- University
- Apprenticeship
- Work

Note: Material Products - Textiles is offered on a two-year cycle, so will run again in 2016.

Material Products – CAM is likely to run within the furniture class.

Mathematical Applications

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Symon Gogel / Mrs Robyn Beames / Mr Eric McDonald (Mathematics Key Learning Area Leader)

Required Background

- It is assumed that students will have achieved at least a C grade in two semesters of Stage 1 Mathematical Applications or at least a D grade in Stage 1 Mathematics Studies A and B.

Main Text and/or Reference Books

- Year 12 Mathematical Applications by Haese and Harris

What's this Subject about?

The main aim of Mathematical Applications is to develop skills in the application of Mathematics to business practices and everyday personal finances.

Core Learning

This course is designed to develop students':

- Understanding of the mathematics of small business;
- knowledge of the mathematical principles involved in areas of money manipulation;
- understanding of the world of personal finance, including loans, interest, share market investments, superannuation;
- ability to construct and use spread sheets to manipulate mathematical data;
- ability to use graphics calculators to manipulate and represent mathematical data.

Course Content

The major course topics are:

- Shares and securities;
- Investments and loans;
- Statistics and data;
- Mathematics in small business.

Each topic will occupy approximately equal time within the course.

Assessment

- | | |
|---|-------------------------|
| • Skills and applications tasks (tests) (30%) | School-based assessment |
| • Folio (extended investigations – two each semester) (40%) | School-based assessment |
| • Examination (30%) | External assessment |

Cost

It is assumed that students will have access to their own scientific calculator and graphics calculator from Year 11 (Casio fx-9860G AU Plus is the preferred model). New students can purchase these through the Year 12 booklist.

Future Directions

- Students who study Mathematical Applications may enter the field of business or into trades.
- A number of courses in the further education institutions either require this subject or take it as assumed knowledge.

Mathematical Methods

Course Length

- Full-year - 20 credits

Contact Teacher

- Mrs Julie Sampson / Mr Eric McDonald (Mathematics Key Learning Area Leader)

Required Background

- Minimum of a C grade in two semesters of Stage 1 Mathematical Studies. (Mathematics Applications at Stage 1 is not sufficient background for this subject.)
- Students cannot choose to study Mathematical Methods as well as Mathematical Studies.

Main Text and/or Reference Books

- Mathematical Methods text: Haese et al

What's this subject about?

This subject focuses on modelling practical situations using mathematics. The four major areas of study are Working with Statistics, Algebraic models, Calculus and Linear Models. This subject is recommended for students that may find Mathematics Studies (Stage 2) more challenging but still have an interest in an algebraic mathematics course instead of studying business and financial mathematics as in Mathematics Applications.

Core Learning

This subject is designed to develop students' ability to:

- analyse data and apply to social, economic or scientific situations;
- fit algebraic models to data and make predictions;
- describe change using introductory calculus;
- use linear models to model resource management;
- problem solve by posing questions, making & testing conjectures and explaining results mathematically.

Course Content

The course work has been arranged around four themes:

- Working with statistics;
- Algebraic models with data;
- Calculus - describing change;
- Linear models - managing resources.

Assessment

- | | |
|---|-------------------------|
| • Skills and applications tasks (tests) (45%) | School-based assessment |
| • Folio (at least two investigations) (25%) | School-based assessment |
| • Examination (30%) | External assessment |

Cost

Students need their own scientific calculator and graphics calculator (Casio 9860G AU Plus model is preferred) from Year 11.

Future Directions

Mathematical Methods can assist with entrance to a number of university courses in Engineering and Physical, Mathematical, and Computer Sciences. Details should be checked with university information booklets.

Mathematical Studies

Course Length

- Full-year - 20 credits
- Mathematical Studies may be taken in combination with Specialist Mathematics
- Students cannot choose to study Mathematical Methods as well as Mathematical Studies.

Contact Teacher

- Mr Eric McDonald (Mathematics Key Learning Area Leader) / Mr Tim Vanderbom

Required Background

- Minimum of a B grade in two semesters of Stage 1 Mathematical Studies

Main Text and/or Reference Books

- Mathematical Studies, Year 12, by Haese et.al.

What's this Subject about?

This is a subject that requires students to demonstrate knowledge of a range of functions and graphs, matrices, statistics and differential and integral calculus. Students are required to apply the mathematics to real mathematical situations.

Core Learning

This course is designed to develop students':

- ability to understand and interpret functions of various types;
- understanding and ability to construct and interpret graphs and graphical information;
- awareness of the fundamentals of calculus and its applications;
- ability to apply mathematical knowledge, including statistical information and matrices.

At the end of this program students should be able to:

- demonstrate knowledge of principles of functions, graphs, matrices, statistics and calculus;
- apply mathematical concepts and knowledge to real situations.

Course Content

This is a subject that requires students to demonstrate knowledge of the following topics:

- a range of functions and graphs;
- matrices;
- differential and integral calculus;
- statistics.

Students are required to apply their mathematical knowledge to various applications including real mathematical situations.

Assessment

- | | |
|---|-------------------------|
| • Skills and applications tasks (tests) (45%) | School-based assessment |
| • Folio (at least two investigations) (25%) | School-based assessment |
| • Examination (30%) | External assessment |

Mathematical Studies (cont'd)

Costs

- Optional purchase: 'Worked Solutions' – available for purchase by students at major book stores.

It is assumed that students will have access to their own graphics calculator as these will be used regularly in class and also in assessment and the final examination. The preferred model is the Casio fx-9860G AU Plus graphics calculator.

Future Directions

- Mathematics is an integral part of the general education of all students. It is a major component of the senior secondary studies of many students and is essential preparation for many tertiary courses.
- Generally, both Mathematical Studies and Specialist Mathematics are pre-requisites or assumed knowledge for university courses in Engineering, and Physical, Mathematical, and Computer Sciences.
- Mathematical Studies is a pre-requisite or assumed knowledge for subjects in many other tertiary courses.
- It also permits entry to some mathematical courses such as Information Science.
- Mathematical Studies with a minimum of C grade earns bonus points for all universities in SA.

Modern History

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Ian Mars (Humanities and Social Sciences Key Learning Area Leader)

Required Background

- A grounding in Stage 1 History is strongly recommended

Main Texts

- Modern Revolutions, H R Cowie.
- Two Centuries A profile of Modern History, J D Bollen, J J Cosgrove.
- The Modern World Conflict and Change, C Condon.
- Modern History Summary Workbook, D Best (students to purchase).
- Essential Modern World History, S Waugh.

What's this Subject about?

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students will research and review sources within a framework of inquiry and critical analysis.

Course Content

Modern History consists of three sections:

Thematic Study

- The thematic study requires students to undertake a critical analysis of a period, phenomenon, or event. The analysis may involve comparison of people, ideas, and events within one or more case studies. Students will be looking at: The Chinese Revolution 1911 and 1949, and the Russian Bolshevik Revolution October 1917

Depth Study

- The depth study requires students to undertake an analysis that leads to an appreciable depth of involvement in the processes of historical inquiry; this is also known as depth-in-discipline analysis. Through this approach, students gain detailed knowledge of the topic under investigation. Students will be looking at: An Age of Catastrophes: Depression, Dictators, and the Second World War, 1929-45

Essay

- This is a research essay of up to 2000 words on a subject of the student's own choice, related to one of twelve topics listed in the syllabus. These include the role of individuals, creative works, war & society, oral history, social history, religion, and art & architecture in history.

Assessment

- Folio (50%) School-based assessment
- Essay (20%) School-based assessment
- Examination (30%) External assessment

Future Directions

Students of history find employment and careers in areas such as administration, business, government, law and politics, the arts, education, entertainment, journalism, publishing and the mass media, museums and tourism.

Music

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Andrew Day / Mr Anthony Janus / Ms Laetitia de Braconier Harders (Arts Key Learning Area Leader)

Required Background

- Minimum of a C grade in two semesters of Stage 1 Music

What's this Subject about?

This course offers students the opportunity to acquire and develop a number of creative and interpretative skills, to increase their awareness of expression in sound, and to clearly communicate their ideas about musical performances. It will equip them with specific musical skills and knowledge that could provide a foundation for a career in music or a related area. It can increase the awareness of the impact of technology on society and extend skills in and knowledge of technology currently used in contemporary music-making. As well as developing specific musical skills and knowledge, the study of music fosters and develops personal qualities such as confidence, self-discipline, application, imagination, communication, self-expression and creativity.

Music provides a means of self-expression and an opportunity to share musical experiences with others. It can facilitate interaction with other cultural groups or related arts areas and provide participation and enjoyment in a lifelong artistic pursuit. Above all, it will enable students to enjoy, value, and have confidence in their ability to engage in music.

Core Learning

Students may choose any combination of two units to create a Stage 2 Music subject.

- Musicianship
- Solo Performance
- Performance Special Study
- Composing/Arranging
- Ensemble Performance
- Music Individual Study
- Music Technology

Students performing at an advanced level may consider taking a third unit for 10 extra SACE credits. This needs to be discussed with the contact teacher/s.

Course Content

Note that the outcomes and content described below are for the MUSICIANSHIP unit only. Each of the other units offered has their own specific goals, outcomes and content. Detailed descriptions of the other individual units are available from the SACE Stage 2 Music Curriculum Statement on the SACE website (www.sace.sa.edu.au) or from the College Music department.

At the end of the MUSICIANSHIP unit students should be able to:

- understand and use musical notation and terminology;
- demonstrate an understanding of the relationship between theoretical notation and sound;
- recognise and identify rhythm, pitch, tonality and harmony;
- harmonise short melodies appropriate to the style;
- create and develop an arrangement, writing appropriately for instruments and/or voices;
- discuss and clearly communicate the arranging techniques used in their completed arrangement.

Music (cont'd)

Assessment

Musicianship

- Examination (30%) – applied theory and harmony (1hr 45 mins)
- Skill Development (30%) – two nominated tests weighted at 15% each
- Arrangement (40%)

Solo Performance

- First performance (30%) - solo for 7-9 minutes
- Second performance (40%) - solo for 9-14 minutes
- Final performance (30%) - solo for 10-12 minutes

Performance Special Study

- Initial performance 1 (20%) - approximately 5-7 minutes playing time
- Initial performance 2 (30%) – approximately 7-10 minutes
- Commentary (20%) – 1000 words maximum (excluding musical excerpts)
- Final performance (30%) - between 15-18 minutes playing time

Composing / Arranging

- Major work (30%) – composition or arrangement and analysis
- Folio of other compositions or arrangements and a commentary on these works (70%)

Ensemble Performance

- Initial performance 1 (30%)
- Initial performance 2 (40%)
- Final performance (30%)

Music Individual Study

- Folio (30%)
- Product (40%)
- Report (30%)

Music Technology

- Folio of five minor recording projects and commentaries for each (70%)
- Major recording project and a commentary on it (30%)

Future Directions

- Tertiary Music study
- Community musical leadership/involvement
- Church based musical leadership/involvement
- Lifelong artistic pursuit
- Enhanced musical appreciation

Note: Some tertiary courses specifically require the MUSICIANSHIP unit. Please investigate specific tertiary course information with individual institutions of interest.

Nutrition

Course Length

- Full-year - 20 credits

Contact Teacher

- Mrs Helen Brockelbank / Mr Andrew Weiss (Science Key Learning Area Leader)

Required Background

- At least two semesters of Stage 1 Science subjects would be an advantage. An elementary understanding of Year 10 Science is assumed.

What's this Subject about?

Nutrition presents students with up to date information on the scientific basis for the role on nutrients in the body as well as sociological issues in nutrition. It gives students the opportunity to interpret knowledge about food in relation to health and disease, and translate that into practical information to help change eating habits and improve health.

Core Learning

At the end of this subject, students will be able to:

- demonstrate an understanding of the key ideas of nutrition;
- design and safely conduct nutrition investigations;
- analyse and draw conclusions of nutrition investigations;
- communicate knowledge and understanding using the language of nutrition;
- critically evaluate and apply knowledge of nutrition based on ethical, personal, social, environmental and/or economic factors;
- demonstrate knowledge and understanding of, and respect for, varying cultural influences on diet and lifestyle decisions.

Course Content

- Fundamentals of human nutrition
- Diet, lifestyle and health
- Food selection and dietary evaluation
- Food, nutrition and the consumer
- Global nutrition and ecological sustainability

Assessment

- Investigations folio (40%) School-based assessment
Three practical investigations and one issues investigation of no more than 1500 words
- Skills and applications tasks (30%) School-based assessment
Two tests, research task and oral presentation, diet assessment investigation task, and other formative tasks
- Examination (30%) External assessment

Costs

- Workbook (approximately \$50) and Study Guide (approximately \$25)
- There is also a levy of approximately \$10 per semester to cover the cost of items such as consumables and guest speakers.

Nutrition (cont'd)

Future Directions

- This subject provides students with knowledge, skills and attitudes that will benefit both their general life experience and their vocation opportunities.
- Nutrition provides pathways into a range of tertiary and vocational certificate course.
- Possible career pathways include childcare, community health work, dietetics, fitness leadership, food technology, health science, hospitality, naturopathy, nursing, nutrition research, small business, sports science and teaching.

Outdoor Education

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Justin Kerber / Mrs Danielle Bradley / Mr Warwick Ratcliffe (Health & PE Key Learning Area Leader)

Required Background

- Successful completion of at least one semester of Stage 1 Outdoor Education

What's this Subject about?

In Outdoor Education students gain an understanding of outdoor recreation activities, ecology, and environmental sustainability. Students develop skills in leadership, expedition planning and risk assessment. Practical activities allow for application of skills and personal reflection of student learning and of the environment.

Core Learning

At the end of the program, students should be able to:

- demonstrate skills in planning and implementing human-powered outdoor journeys or journeys that use natural forces;
- demonstrate skills in evaluating and communicating information about the natural environment and outdoor journeys in a variety of ways and contexts;
- demonstrate independence, self-reliance, leadership, and a sense of responsibility towards other people in a natural environment;
- evaluate, choose, and apply the appropriate risk management practices of the outdoor industry;
- identify and apply the appropriate skills to minimise the impact of human-powered journeys on fragile natural environments;
- critically analyse the activities and strategies needed to achieve the sustainable use of natural environments;
- evaluate the personal, group, and environmental outcomes of participating in a self-reliant outdoor journey.

Course Content

This course will involve a total of three expeditions, each being at least three nights in length. To minimise the amount of school time missed these trips include some weekend time. Successful completion of the course will require attendance on all three expeditions.

Planning and management practices

- Students develop skills of planning, organising, and managing safe conduct in outdoor journeys. They explore risk, risk assessment, and risk management.

Outdoor journeys

- Students develop skills in outdoor activities under supervision. Students develop the ecological knowledge to investigate the significance of natural environments.

Sustainable environmental practices

- Students demonstrate their ecological knowledge, and interpret the significance of natural environments in which outdoor journeys are conducted. Field trips allow students to analyse sustainable practices, including indigenous practices, in relation to the natural environment.

Individual practical

- Students, plan, conduct, and evaluate a four-day self-reliant outdoor journey. The expedition must take a minimum of four days and must involve lightweight travelling under indirect supervision.

Outdoor Education (cont'd)

Assessment

- | | |
|---|-------------------------|
| • Folio (20%) – at least four assessments | School-based assessment |
| • Group practical (30%) – two outdoor journey expeditions | School-based assessment |
| • Individual practical (20%) – self-reliant expedition | School-based assessment |
| • Investigation (30%) | External assessment |

Costs

The cost for the Year 12 Outdoor Education course varies from year to year depending on student numbers, expedition location and revisions to charges by private Outdoor Education providers. We have approximated the cost for 2016 to be \$1550. The cost includes:

- rock climbing training and four day expedition;
- four day kayaking expedition, including preliminary certification and training;
- four day self-reliant expedition;
- Senior First Aid training and qualification.

Future Directions

- | | |
|----------------------------|---------------------|
| • Environmental Management | • Teaching |
| • Adventure Therapy | • Adventure Tourism |
| • Outdoor Recreation | • Ecotourism |
| • Environmental Science | |

Physical Education

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Warwick Ratcliffe (Health & PE Key Learning Area Leader)

Required Background

- Successful completion of Stage 1 Physical Education is preferred. Students who do not meet this criterion will need a teacher's recommendation.

Main Text

- Essentials Stage 2 PE

What's this Subject about?

Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. They explore their own physical capacities and analyse performance, health, and lifestyle issues. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

Core Learning

In this subject, students are expected to:

- achieve a level of proficiency in performance of human physical activities with reference to specific skill criteria;
- critically analyse and evaluate the personal, community and/or global implications of physical activity;
- demonstrate knowledge and understanding of exercise physiology, the biomechanics of human movement and skills acquisition, and communicate using appropriate terminology;
- demonstrate knowledge and understanding of physical education concepts relevant to physical activities;
- apply, and reflect on, principles and issues related to physical performance and activity, and skills acquisition;
- demonstrate initiative, self-reliance, collaborative skills, leadership, and effective interpersonal skills.

Course Content

This course consists of two areas of study:

Practical skills and applications - consists of three practicals made up of one aquatics unit and two school-based units.

Principles and issues - consists of three modules:

- Exercise physiology and physical activity
 - Areas of study include: energy sources for physical performance; training and evaluation of physical performance; physiological factors affecting performance; patterns of physical activity.
- Skill acquisition and the biomechanics of movement
 - Areas of study include: how skill is acquired; specific factors affecting learning; psychology of learning and performance of learning skills; biomechanics and skilled performance.
- Issues analysis
 - This module enables students to investigate a selected topic of interest, focussing on an issue related to physical activity. Students will be expected to critically analyse and interpret their findings and experiences in either a 1000 word written piece or an oral presentation.

Physical Education (cont'd)

Assessment

- | | |
|--|-------------------------|
| • Practical work (50%) | School-based assessment |
| • Course work (including labs, assignments, tests and issues analysis) (20%) | School-based assessment |
| • Examination (30%) | External assessment |

Costs

- Approx. \$250.00 for aquatics practical

Future Directions

- Human Movement
- Teaching
- Sport and recreation
- Fitness and sport

Physics

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Andrew Ottens / Mr Kevin John / Mr Andrew Weiss (Science Key Learning Area Leader)

Required Background

- Minimum of a B grade in two semesters of Stage 1 Physics. Students need to have a strong grasp of algebra and trigonometry.

What's this Subject about?

Physics is the study of physical phenomena and applies mathematics to describe and quantify these phenomena. This course in particular looks at motion in two dimensions, electric and magnetic fields, light and matter, and atoms and nuclei.

Core Learning

By the end of this course, students will be able to:

- demonstrate an understanding of the key ideas of physics and the ability to solve problems using the ideas of physics;
- understand how the concepts of physics are used in selected applications;
- design and conduct scientific experiments;
- analyse the results of scientific experiments;
- communicate information (written and orally) using the language of physics;
- obtain information about physics from a variety of sources;
- develop an awareness of the social implications of biological knowledge and technological advances in physics.

Course Content

The following topics will be covered in Physics:

- motion of objects (projectile motion, uniform circular motion, gravitation and satellites, momentum in two dimensions);
- electric and magnetic fields (the motion of charged particles in electric and magnetic fields and the forces and fields of stationary charges and current-carrying wires);
- the electromagnetic spectrum (wave nature of light, particle nature of light, wave nature of particles);
- atoms and their nuclei (the structure of the atom and the nucleus, radioactivity, nuclear fission and fusion).

Assessment

- Investigations folio (40%) School-based assessment
At least three practical investigations and one issues investigation (written report of no more than 1500 words)
- Skills and applications tasks (30%) School-based assessment
Assessment items during the year include approximately eight tests, a mid-year trial exam, assignments and extended-response questions
- Examination (30%) External assessment

Physics (cont'd)

Costs

- Revision workbook (approximately \$30)
- Study guide (approximately \$30)
- There is also a levy of approximately \$10 per semester to cover the cost of consumables.

Future Directions

- The study of Stage 2 Physics is a prerequisite for a number of science and engineering programs at a university level. (See the Tertiary Entrance booklet produced by South Australian Tertiary Admissions Centre for full details.)
- Physics provides a background for careers in science, engineering and the construction industry.

Psychology

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Andrew Weiss (Science Key Learning Area Leader)

Required Background

- Successful completion of at least one semester of Stage 1 Psychology is recommended. However, it is possible for students to study Stage 2 Psychology without having studied Stage 1. A teacher's recommendation will be required for this.

What's this Subject about?

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Core Learning

By the end of this subject, students will be able to:

- explain the factors that cause psychological differences and similarities between people and give examples of how these affect the behaviour of self, others, and groups;
- communicate information (written and orally) using the language of psychology;
- obtain information about psychology from a variety of sources;
- demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations;
- make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics;
- demonstrate critical reflection and organisation in the application of psychological principles to real-life situations, identifying beneficial changes and taking into account ethical considerations;
- analyse the behaviours of self, other individuals, and groups of people in different contexts in a way that recognises the values of independence and interdependence.

Course Content

The course includes the following six topics:

Introduction to Psychology

- This topic lays the foundation of knowledge and skills that students will use in planning and implementing the group and individual investigations.

Social cognition

- Social cognition refers to the processes involved in interpreting, analysing, remembering, and using information about the social world. Social cognition includes person perception, attributions, stereotypes, and attitudes.

Learning

- Learning is where any relatively enduring change is achieved, in either our potential to behave in particular ways or our knowledge that results from experience.

Personality

- Personality refers to the complex network of emotions, cognitive processes, and behaviours that provide coherence and direction to a person's life. Our personality affects our goals, how we feel, how we act, and how we see ourselves and other people.

Psychology (cont'd)

Course Content (cont'd)

Psychobiology of altered states of awareness

- The study of the biological basis of altered states of awareness includes sleep, the effects of psychoactive drugs, arousal and stress.

Healthy minds

- This topic examines the characteristics that help people to achieve high levels of emotional and social well-being; the risk of and protective factors against mental health problems; and the actions that individuals can take to improve their coping ability and increase their resilience.

Assessment

- Investigations folio (30%) School-based assessment
Group and individual investigations, three practical investigations and one issues investigation (written report of no more than 1500 words)
- Skills and applications tasks (40%) School-based assessment
At least four skills and applications tasks. These may take a number of forms, including tests, reports, essays, debates, oral presentations, video or electronic presentations.
- Examination (30%) External assessment

Cost

- Revision workbook (\$50)
- Study guide (\$30)
- Notes (\$15)
- Levy of approximately \$5 per semester to cover the cost of consumables

Future Directions

Psychology can be studied at university level in four ways:

- As an optional minor area of study in a course that does not allow specialisation in psychology (e.g. Bachelor of Architecture).
- As an optional area of study in a course that allows, but does not require, a specialisation in psychology (e.g. Bachelor of Arts).
- As a compulsory minor area of study in many tertiary courses in information technology, speech pathology, disability studies, the health sciences, criminal justice, social work, youth work, community work, education, and management.
- As the core of some courses (e.g. Bachelor of Behavioural Science, Bachelor of Psychology).

Psychology is also relevant for a number of TAFE qualifications in, for example, Aboriginal education, child studies, community services, community health, office management, business administration, marketing, management, advertising, youth work, and communication.

Career Directions

Apart from a career as a professional Registered Psychologist, Psychology is relevant to all fields of employment that involve contact with other people. It has applications in such diverse fields as child care, sales, health, journalism, information technology, law enforcement, and advertising.

Research Project (compulsory)

Course Length

- Compulsory one semester - 10 credits

Contact Teacher

- Mr Tony Moffa (Cross Disciplinary Studies Key Learning Area Leader)

What's this Subject about?

Students will:

- choose a topic of interest (it may be linked to a SACE subject or course, or to a workplace or community context);
- learn and apply research processes, knowledge and skills specific to their research topic;
- record their research and evaluate what they have learnt.

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

This subject is a required subject for student's to achieve their SACE. **Students MUST obtain a C grade or better to meet SACE requirements.**

Core Learning

Students are expected to:

- work independently and with others to initiate an idea, and to plan and manage a research project;
- understand and develop one or more capabilities;
- analyse information and explore ideas to develop their research;
- develop and apply specific knowledge and skills;
- communicate and evaluate their research outcome;
- evaluate the research processes used.

Course Content

The content of the Research Project is comprised of:

1. Capabilities

Students can choose to consider one or more of the following capabilities:

- Literacy
- Numeracy
- ICT
- Critical and creative thinking
- Ethical understanding
- Intercultural understanding
- Personal and Social

2. Research Framework

Students follow the research framework below as a guide in completing their work:

- initiating, planning and managing the research;
- carrying out the research;
- communicating the research outcome;
- evaluating the research.

Research Project (cont'd)

How will this be taught?

There will be three compulsory **Introduction to the Research Project** days in Terms 3 and 4 for all Year 11 students.

There will be four formal lessons per week with a teacher mentor.

Students are expected to use at least two extra periods per week to work independently.

As their independent project progresses, students will be increasingly expected to work autonomously while maintaining contact with their individual mentor as required.

Completion of individual projects will vary from student to student.

Assessment

School-based assessment 70%	<ol style="list-style-type: none"> 1. Folio (preliminary ideas and research proposal, research development, and discussion) 30% 2. Research outcome 40% 				
External assessment 30%	<ol style="list-style-type: none"> 3. Evaluation (including written summary) 30% 				
Research project A or B?	<p>Students enrol in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the external assessment.</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Research Project A (Review)</th> <th style="text-align: left;">Research Project B (Evaluation)</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • 150–200 word written summary of research project, processes used, and outcome. • a choice of written, oral, and/or multimodal external assessment • 1500 words maximum or 10 minutes maximum if presented orally or multimodally (excluding summary) • does not contribute to the Australian Tertiary Admission Rank (ATAR) </td> <td> <ul style="list-style-type: none"> • 150–200 word written summary of research project, processes used, and outcome • a common, written external assessment • 1500 words maximum (excluding summary) • contributes to the Australian Tertiary Admission Rank (ATAR) </td> </tr> </tbody> </table>	Research Project A (Review)	Research Project B (Evaluation)	<ul style="list-style-type: none"> • 150–200 word written summary of research project, processes used, and outcome. • a choice of written, oral, and/or multimodal external assessment • 1500 words maximum or 10 minutes maximum if presented orally or multimodally (excluding summary) • does not contribute to the Australian Tertiary Admission Rank (ATAR) 	<ul style="list-style-type: none"> • 150–200 word written summary of research project, processes used, and outcome • a common, written external assessment • 1500 words maximum (excluding summary) • contributes to the Australian Tertiary Admission Rank (ATAR)
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Costs

- \$8 for an Xplore support booklet
- Any costs resulting from the student's choice of research project will be at the student's expense

Future Directions

Students enrol in either Research Project A or Research Project B depending on their intended pathway. These enrolment options vary only in how students present the external assessment. Research Project B contributes to the Australian Tertiary Admission Rank (ATAR), and can assist with gaining entrance to university courses.

Specialist Mathematics

Course Length

- Full-year - 20 credits

Contact Teacher

- Mr Kevin John / Mr Tim Vanderbom / Mr Eric McDonald (Mathematics Key Learning Area Leader)

Required Background

- Successful completion of Stage 1 Specialist Mathematics and a full year of Stage 1 Mathematical Studies.
- Students who choose to study Specialist Mathematics must also study Mathematical Studies.

Main Text and/or Reference Books

- Specialist Mathematics Year 12, by Haese et al

What's this Subject about?

Specialist Mathematics is a subject that allows students to study mathematics in greater depth. It requires students to demonstrate knowledge of a range of topics including polynomials and complex numbers, vectors, geometry, trigonometry, calculus and differential equations. The subject emphasises the construction of proofs and the use of mathematics in applications and real-life mathematical situations.

Core Learning

This course is designed to develop students':

- ability to understand mathematical principles at a high level;
- ability to manipulate mathematical operations that would allow them to proceed to a variety of mathematical based tertiary courses.

At the end of this program students should be able to:

- carry out higher level mathematical operations;
- adapt mathematical operations to a variety of applications;
- construct mathematical models to solve problems.

Course Content

Specialist Mathematics requires students to demonstrate knowledge of:

- polynomials and complex numbers;
- vectors;
- geometry;
- trigonometry;
- calculus;
- differential equations.

Assessment

- | | |
|---|-------------------------|
| • Skills and applications tasks (tests) (45%) | School-based assessment |
| • Folio (at least two investigations) (25%) | School-based assessment |
| • Examination (30%) | External assessment |

Specialist Mathematics (cont'd)

Costs

- Optional additional purchase: 'Worked Solutions' (students to purchase from major book stores)

It is assumed that students will have access to their own graphics calculator. A Casio fx-9860G AU Plus model graphics calculator is preferred.

Future Directions

- Mathematical Studies and Specialist Mathematics are often pre-requisites or assumed knowledge for university courses in Engineering and Physical, Mathematical, and Computer Sciences.
- Specialist Mathematics also permits entry to some mathematical courses such as Information Science.
- Specialist Mathematics with a minimum of a C grade earns bonus points for university entrance.

Tourism

Course Length

- Full-year - 20 credits

Contact Teacher

- Mrs Carolyn Holton-Magor / Mr Ian Mars (Humanities and Social Sciences Key Learning Area Leader)

Required Background

- There are no prerequisites, but Stage 1 Tourism would be an advantage

Main Text

- Introduction to Tourism by Colin Michael Hall

What's this Subject about?

Tourism is an ever-growing, ever-changing industry. In this subject, students identify, investigate and analyse exciting trends, developments and contemporary issues underpinning tourism. Students have opportunities to understand the significance of tourism's economic contributions and its impact on people's lives and the environment. Students develop an insight into the range of career opportunities available in the tourism industry. Tourism also provides opportunities for students to reflect on their own and others' tourism activities and to understand the role of tourism in well-being and personal identity.

Core Learning

Tourism is designed to develop in students:

- knowledge and understanding of tourists, tourism and the tourism industry, and explain some of the effects that travel has on individuals;
- understanding of how sustainable development is central to the tourism industry;
- awareness of local, national and global perspectives of tourism activities;
- understanding of the cultural dimensions of tourism;
- ability to apply skills of critical thinking to tourism activities;
- communication and interpersonal skills relevant to the tourism industry.

Course Content

Themes

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry

Topics

- Applications of Technology in Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills

Tourism (cont'd)

Assessment

- | | |
|---|-------------------------|
| • Folio – SA Sources analysis, responsible travel (20%) | School-based assessment |
| • Practical activity – Tandanya, Barossa Valley (25%) | School-based assessment |
| • Investigation – individual choice (25%) | School-based assessment |
| • Examination (30%) | External assessment |

Costs

- Field trip costs to be advised (one overnight camp may be included)

Future Directions

- TAFE Tourism related courses and private providers
- University courses including Bachelor of Tourism and Event Management and other related courses
- Traineeships
- The tourism industry covers a number of sectors with a range of employment opportunities

Visual Arts - Art

Course Length

- Full-year - 20 credits

Contact Teacher

- Mrs Sandy O'Callaghan / Mrs Carola Kennedy / Ms Laetitia de Braconier Harders (Arts Key Learning Area Leader)

Required Background

- It is strongly recommended that students have completed two semesters of Stage 1 Visual Arts subjects

What's this Subject about?

In Visual Arts - Art students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural, social and historical contexts.

Core Learning

The focus of this course is on producing resolved art works through applying a creative problem-solving process in a logical sequence, and studying visual techniques and practitioners to produce these solutions.

In this subject, students are expected to:

- conceive, develop, and make work(s) of art that reflect individuality and the development and communication of a personal visual aesthetic;
- demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies;
- apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art;
- communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art;
- analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts;
- develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

Course Content

Visual Thinking

Visual thinking skills for artists are integral to the creative or problem-solving process.

Visual thinking is about developing the skills to think visually and to record this thinking. This means using drawings, sketches, modelling, photographs, media studies and experiments etc. accompanied by written or recorded annotations to document the thinking process. For artists this usually involves applying a creative or problem-solving process in a logical sequence.

Practical Resolution

Works can be resolved using the various practical genres of Art, which may include, for example:

- painting, drawing, mixed media, printmaking, sculpture, installation, assemblage, digital imaging, photography, ceramics, and textiles. Students evaluate what they have achieved and provide insights into how processes have affected the outcome. Students learn how to produce a practitioner's statement.

Visual Arts in Context

- Students will be introduced to core concepts, forms, styles and conventions of the visual arts. They will draw information and inspiration from the work (styles, contexts, media & techniques) of past and/or present artists through observation and research. The ability to compare and contrast works of art within a context or from different contexts is emphasised.

Visual Arts - Art (cont'd)

Assessment

- Folio (40%) School-based assessment
One folio that supports two major artworks (maximum of 30 x A3 sheets for each major artwork)
- Practical (30%) School-based assessment
Producing the final resolved practical work(s) of art involves the application of technical skills.
The practical assessment consists of two parts:
 - two fully resolved artworks;
 - a practitioner's statement for each artwork.
- Visual study (30%) External assessment
Students present the findings of their Visual Study, as well as their conclusions, insights, and personal opinions about aesthetics, in the form of 20 x A3 pages, integrated with a maximum of 2000 words of written text (or a maximum of 12 minutes of oral explanation).

Costs

- Each student is charged a nominal fee of \$70 for media and materials.
- Students may have to purchase materials if major works are large or require unstocked materials.

Future Directions

- Tertiary studies
- Work in art-related areas
- Personal interest in art

Note

Students cannot study Stage 2 Visual Arts – Art and Stage 2 Visual Arts – Design. This combination is not permitted for SACE.

Visual Arts - Design

Course Length

- Full-year - 20 credits

Contact Teacher

- Ms Laetitia de Braconier Harders (Arts Key Learning Area Leader)

Required Background

- It is strongly recommended that students have completed two semesters of Stage 1 Visual Arts subjects, preferably Visual Arts – Design.

What's this Subject about?

The broad area of Design includes visual or graphic communication, environmental design and product design. All areas emphasise defining the problem, problem solving approaches, the generation of solutions and the skills to communicate resolutions. In this course, a lot of responsibility is placed on the students to participate in their learning, giving them the freedom to choose their own projects and areas of interest.

Core Learning

The focus of this course is on producing resolved Design works through a process of applying a creative problem-solving process, and developing visual techniques inspired by the work of practitioners to produce these solutions.

In this subject, students are expected to:

- conceive, develop, and make work(s) of design that reflect individuality and the development and communication of a personal visual aesthetic;
- demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies;
- apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of design;
- communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of design;
- analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts;
- develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

Course Content

Visual Thinking - Visual thinking extends to the clear communication of a personal visual aesthetic, which has been refined throughout the process of developing works of design for resolution. A personal visual aesthetic is developed through an understanding of self, the influences affecting personal aesthetic beliefs, and the impact of the visual arts on personal skills, knowledge, and ways of working and looking at the world.

Practical Resolution – Resolving practical work with the most appropriate outcome specified in a design brief. Students evaluate what they have achieved and provide insights into how processes have affected the outcome.

Design in Context - Students are provided with opportunities to contextualise design; that is, to place works of art or design culturally, socially, and/or historically.

Visual Arts - Design (cont'd)

Assessment

- Folio (30%) School-based assessment
One folio as support for the two practical works (30 x A3 pages for each major design work)
- Practical (40%) School-based assessment
Students initiate their own briefs for two practical works, one of which may be a suite of work, including a practitioner's statement for each
- Visual study (30%) External assessment
Students present the findings of their visual study as well as their conclusions, insights and personal opinions about aesthetics in the form of 20 x A3 pages, integrated with a maximum of 2000 words of written text.

Costs

Each student is charged \$50 to cover some of the materials used in the final presentation of their work. Additional printing, particularly large format printing off-site can be arranged at the student's expense.

Future Directions

Students selecting Visual Arts - Design fall into three major categories:

- those wishing to enter tertiary institutions;
- those wanting to enter the workforce in design-related area;
- those seeking personal insight and development in the visual arts and/or technology.

Note

Students cannot study Stage 2 Visual Arts – Art and Stage 2 Visual Arts – Design. This combination is not permitted for SACE.

Workplace Practices

Course Length

- Full-year - 20 credits
- This subject supports Workplace Learning (paid or experience) and may include VET training

Contact Teacher

- Mr Anthony Doyle (Pathways Coordinator)

Required Background

This subject is recommended to students selecting VET course involvement, undertaking an SBAT, working part-time, wishing to undertake Workplace Learning to revisit career options or contributing in a voluntary capacity to an organisation for 50-60 hours over the course of the year.

What's this Subject about?

This subject is about future work and careers. It enables students to extend their understanding of work in our society while continuing to develop their work capabilities and knowledge through a mix of course work, vocational training, work place involvement and reflection, and an investigation of personal interest.

Core Learning

Students are expected to:

- understand and explain concepts of industry and work;
- critically analyse the relationships between work-related issues and practices in workplaces;
- demonstrate knowledge of the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues;
- investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally;
- demonstrate and apply generic work skills and, where relevant, industry knowledge and skills, in a workplace and/or work-related context;
- critically reflect on and evaluate learning experiences in/about the workplace.

Course Content

Industry and work knowledge

Three topics:

- Work in Australian society
- Industrial legislation
- Finding employment

Vocational learning

- May include any formal learning in a work-related context including paid employment, voluntary involvement, work experience, worksite visits, care giving, event co-ordination or other situations that can be viewed on SACE Board website.
- Registered Vocational Training (VET).

Workplace Practices (cont'd)

Assessment

- Folio (25%) School-based assessment
Three tasks based on Industry and Workplace Knowledge topics
- Performance (25%) School-based assessment
Two assessments based on evidence of Vocational Learning and/or VET
- Reflection (20%) School-based assessment
Two responses that analyse and evaluate personal development and industry specific knowledge related to their specific Vocational Learning.
- Investigation (30%) External assessment
This may be a practical or issues investigation but must be presented in a form able to be presented to the teacher and an assessor.

Costs

- Excursion, estimated to be \$40

Future Directions

Through ongoing Workplace and VET involvement each student has the opportunity to develop networks and links to potential employers and a vast array of training organisations to build on their own plans for the future. This subject provides the opportunity for the ongoing development of work capabilities and industry specific knowledge for students wishing to enter the workforce at the end of Year 12. However, it is also quite suitable for students wishing to continue their academic development towards university entry, as well as to explore more fully their career options.

Open Access / School of Languages

Open Access / School of Languages provide a range of subjects for Stage 1 or 2 students that have a timetable clash or can demonstrate a passion for a particular career path that requires a subject not offered at Cornerstone. It can be quite challenging to study via distance education so students should consider the pros and cons carefully before taking up this option for a subject.

Open Access students:

- Need to be conscientious, independent learners as they only have one lesson per week with their Open Access teacher. Most study is done on their own.
- Are responsible for any extra costs involved in the course (e.g. providing specialist computer software or materials, cost of camps or excursions etc).
- Attend weekly phone lessons at school but lessons may be out of hours. If this occurs families will need to be able to provide a quiet environment with phone or internet access for a 50 minute lesson at home.
- Be responsible for loaned materials and return all Open Access library materials at the end of their course. Non-returned material will be charged to students.

Cornerstone College will:

- Enrol students with Open Access and pay the basic fee.
- Be the point of contact for Open Access communications with students.
- Provide Open Access students with email access for email communication with their Open Access teacher.
- Provide access to a room with a phone for lessons.
- Provide Internet access (usual charges apply) for accessing Open Access websites/resources.

However, extra tuition from Cornerstone College teachers cannot be provided on a regular basis.

Note: the College cannot supply specialist computer software for these courses and College software licensing agreements do not allow us to load student-owned software on the College system. Students can load any specialist software they purchase for an Open Access subject on their own laptop, and will be responsible for maintaining this software

Students need to select Open Access subjects with care and thought. If a student decides to pull out, at any point beyond applying, a cancellation fee of \$150 is payable by the student/family to Open Access College.

For more information see Mrs Sampson.

Elite Athletes

Workplace Practices (Elite Athletes) is a Stage 2 subject run by Marden Senior College that involves the recognition and further investigation of the training and sport undertaken by students that are pursuing elite sports as a career path. Students are eligible if they compete at state and/or national level in their sport. This subject may be useful to those students wanting to continue competitive sport at an elite level while also completing their Senior School.

Further information is available from Mrs Sampson.

Vocational Education and Training (VET)

Contact Teacher

- Mr Anthony Doyle (Pathways Coordinator)

During Year 12, students wishing to complete learning linked to a potential career choice are encouraged to undertake VET (Vocational Education and Training). There are quite a number of options provided through our local area partnership group Adelaide Hills Student Pathways (AHSP) (please ask for a brochure) or alternatively, other options are available through private providers and TAFE SA.

All VET learning is competency assessed so students must pass to ensure SACE units are accumulated in lieu of a reduced subject load at school. Seventy hours of VET training equates to a 10-credit SACE subject when successfully completed.

Students may link their VET to Workplace Practices to gain SACE units in Year 12.

VET learning should not be seen as an easy alternative. It requires commitment to the course, as well as on the job structured workplace learning, good time management so that subjects at school are still successfully completed, and enthusiasm for the industry around which the course is based. Each course has its own Structured Workplace Learning requirements. Students may be out of school one day a week or for blocks of time. This should be remembered when considering VET as an option.

Following is an overview of options that may be available in 2016. Enrolment for most courses will be managed through Term 3 and 4 of 2015 by Mr Doyle, Pathways Coordinator.

Options Available for 2016

Adelaide Hills Student Pathways (AHSP's – www.ahsps.com.au)

- Automotive
- Tourism
- Rural Operations
- Children Services
- Forensic Laboratory Operations
- Gourmet Foods
- Hair and Beauty
- Aged Care
- Fitness Instructing
- Plumbing
- Civil Construction
- Live Music Event Staging and Design
- Music
- Welding
- Horticulture
- General Construction
- Intro to Massage
- Cisco IT
- Front of House Operations
- Retail Baking
- Cabinet Making
- Animal Studies
- Horse Management
- Kitchen Operations
- Engineering
- Electro-technology
- Business Studies
- Robotics
- Gourmet Foods

VET Network – (www.vetnetwork.org.au)

In addition to the AHSP's courses, the VET Network partnership group in the city also offer courses such as:

- Game Design
- Digital Cartooning and Illustration
- Architectural Drafting
- Intro to Pharmacy
- CADD
- Mining
- Interior Decorating
- And many more

TAFE SA – Short courses are provided at various campuses during school holidays

- Entertainment & Performing Arts
- Retail – Fashion Industry
- Multimedia
- Merchandising
- Hospitality

Vocational Education and Training (VET) (cont'd)

Other providers used in recent years include:

- Clip Joint - hairdressing and makeup services
- Media Make-up Academy
- PEER Tech - Electro-technology, Construction (plumbing)
- Centre for Creative Photography
- Marden Senior College – Design, Media and Mining
- Red Cross and St Johns' for Senior First Aid training

Every effort is made to support student needs. Sometimes it is inevitable that clashes between VET days and 'favourite' subjects occur once timetabling by VET course providers and our school timetable are completed. Decisions to be involved in VET must be made early and be well considered. Once booked, final decisions need to be made and adhered to.

Cornerstone College supports the tuition cost for VET up to \$700 per semester. All materials and transport arrangements and any extra tuition costs are the responsibility of parents. Enrolment in any of these options must be discussed with Mr Doyle.

Trial Selection Page

Note your ideas here

SACE so far

Year 10 - PLP (10 credits)	Grade	_____
Year 11 - Maths - Semester 1 (10 credits)	Grade	_____
English - Semester 1 (10 credits)	Grade	_____
English - Semester 2 (10 credits)	Grade	_____
7 Other subjects (70 credits)		
_____	Grade	_____
_____	Grade	_____
_____	Grade	_____
_____	Grade	_____
_____	Grade	_____
_____	Grade	_____
_____	Grade	_____

Extra SACE credits completed e.g. Duke of Ed, VET (check records on the SACE website)

Year 12 - Research Project (10 credits) Compulsory

- Possible subjects
1. _____
 2. _____
 3. _____
 4. _____

Other possible subjects

- Other options. Are you interested in:
- VET
- Elite Athletes
- An Open Access subject

which one? _____