Welcome to the Parent Information Evening

Wednesday 1 August 2012
Outline of the Evening

7.30 – 7.40 p.m.  Welcome & Prayer          Sonia Nelson & John Cameron

7.40 – 7.50 p.m.  Religious Education      Sonia Nelson

7.50 – 8.05 p.m.  SACE Essentials          Cheryl Webber

8.05 – 8.15 p.m.  VET/Careers/Work Exp     Tanya Sharkey

8.15 – 8.30 p.m.  Subject Selection Process Sonia Nelson

8.30 – 8.35 p.m.  General Questions        Sonia Nelson

8.35 p.m.        Faculty Questions

Refreshments        Faculty Coordinators
We would like to acknowledge that this gathering is being held on the traditional lands of the Kaurna people.
Prayer
Religious Education

Sonia Nelson
SACE ESSENTIALS and External Studies

Cheryl Webber
VET, Careers and Work Experience

Tanya Sharkey
Subject Selection and Enrolment for 2013

Sonia Nelson
Subject Selection

Choosing a course – a group of subjects – to suit the student’s needs and interests.
Factors to consider in selecting subjects

• Current subjects being studied
• Current performance in those subjects
• Related subject connections
• Subject and assessment preferences
• Future study and career directions
Where to find information at Cabra

- Subject Information Booklet (pdf version also available on College intranet)
- Provisional Subject Selection Package
- SACE Coordinator
- Year Level Coordinator
- School Counsellors
- Careers Counsellor
- VET Coordinator
- Faculty Coordinators
- Home Class Teachers and PLP teachers
- Deputy Principals - Curriculum and Senior School
Other sources of information include...

SACE Board Website www.saceboard.sa.edu.au
SACE Board Achieve Magazine

- Gives basic information about the SACE including PLP, VET, TAFE and Uni entry
- Copy can be downloaded from SACE website
- Web-links to these are on the Cabra Intranet under the Subject Selection Tab and the Cabra Website
- Yr 10 and 11 students have appropriate copies
SATAc Publications
(SA Tertiary Admissions Centre)

• Available in Home Classes and Libraries
• Can also be downloaded from SATAC website (link to site available on the Intranet and Cabra Website)
Job Guide
(Department of Education, Employment and Workplace Relations)

• Can be viewed/downloaded from website: www.jobguide.deewr.gov.au
• Web-link also on Intranet and Cabra Website
University/TAFE Websites
Steps in the Process

• Student information sessions and distribution of provisional subject enrolment package and subject recommendations

• Parent information evening

• Opportunity for some students to get subject selections checked and signed by H/Class Teacher and Parents then complete online enrolment (prior to 8th August)

• Final enrolment afternoon (8th August). Opportunity for some parents to have an interview with the H/Class Teacher to discuss any issues/questions regarding subject choices followed by online enrolment. (Students to have completed enrolment process by 6.30pm on this day.)
Steps in the Process

- Timetable line structure finalised early Term 4
- Opportunities for re-counselling based on Semester 2 2012 results, students’ choices, line structure
Using the Subject Information Booklet

- Front of booklet: Important information regarding the SACE with regards to Uni/TAFE, VET and Community Studies
- Related subject connections (from Yr 10 through to Stage 2)

### RELATED SUBJECT CONNECTIONS

**YEAR 10, STAGES 1 & 2**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
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<tbody>
<tr>
<td>Religion Studies</td>
<td>Religion Studies</td>
<td>Religion &amp; Life</td>
</tr>
<tr>
<td>Art General 2D/3D, Art Ceramics, Fashion Design; Design Computing; Design Tech Wood</td>
<td>Visual Arts: Art or Design Design and Technology (Art 2D; Art 3D; Fashion Design; Design Multi-Media; Design Tech: Wood; Design Tech: Metal)</td>
<td>Visual Arts: Art Design &amp; Technology: Material Products</td>
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<tr>
<td>Business Studies</td>
<td>Business and Enterprise</td>
<td>Business and Enterprise</td>
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<tr>
<td>Drama</td>
<td>Drama</td>
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<tr>
<td>English</td>
<td>English</td>
<td>English Studies</td>
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<tr>
<td>English as a Second Language</td>
<td>English as a Second Language</td>
<td>English as a Second Language English Communications</td>
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<td>English as a Second Language English as a Second Language Studies</td>
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</table>
Using the Subject Information Booklet

- Information/Status for each subject offered
- eg Biology

BIOLOGY

CONTACT TEACHER (S) Tanya Sharkey/Ed Lang

PREFERRED BACKGROUND Stage 1 Biology/Chemistry or Physics
Refer 'Essential Reading' Page 3
Preferably an A or B at Stage 1 Biology, Chemistry or Physics

LENGTH/CREDIT Full Year /20 Credit points

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The focus capabilities for this subject are communication and learning.
Using the Subject Information Booklet

Content
Stage 2 Biology is organised around the following four themes:
- Macromolecules
- Cells
- Organisms
- Ecosystems.

Each theme is divided into the following six threads:
- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
</tbody>
</table>

External Assessment

| Examination*                             | 30%       |

*The examination consists of:
- Multiple-choice questions
- Short-answer questions
- Extended response questions (two)

Questions will cover all themes and threads and will include experimental skills.

The examination will be marked by external assessors with reference to performance standards.
Using the Subject Information Booklet

• Information/Status for each Subject offered
• eg Child Studies

<table>
<thead>
<tr>
<th>CONTACT TEACHER</th>
<th>Kathy Hall,</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFERRED BACKGROUND</td>
<td>Refer 'Essential Reading' Page 3 Year 10 and/or Stage 1 Home Economics. An interest in children</td>
</tr>
<tr>
<td>LENGTH/CREDIT</td>
<td>Full Year/20 Credit points</td>
</tr>
</tbody>
</table>

This subject focuses on children’s growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management, and practical skills.
Using the Subject Information Booklet

Content
Students study topics within the following five areas of study:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Practical and Legal Influences
- Socio-cultural Influences
- Technological Influences

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Practical Activity</td>
<td>50%</td>
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<tr>
<td>Group Activity</td>
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External Assessment

| Investigation*          | 30%       |

*The Investigation is a piece of writing of up to a maximum of 2000 words. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

The Investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.
Provisional Subject Enrolment Package

- Package contains information and forms needed for the selection and approval of subject choices and online enrolment practice.

- Page 1 includes a checklist of steps that must be completed to finalise provisional enrolment.
Provisional Subject Enrolment Package

- Page 2 contains information to students and parents/caregivers

- A printout of the relevant subject recommendations should be stapled at the bottom (provided at student information session)
Provisional Subject Enrolment Package

- Page 3 contains a SACE course planner that covers Stage 1 and 2
- Students will be able to fill in the green and blue sections based on their subjects being done at Stage 1
- The orange section is for Stage 2 subject choices
Provisional Subject Enrolment Package

- *Most* Cabra students will need to choose 4 subjects (80 credits in total) at Stage 2

You must complete at least 60 additional credits* in Stage 2 subjects. (NOTE: More may be needed for tertiary entrance requirements) Choose **at least 3** Stage 2 subjects. Most Cabra students will need to choose 4 subjects for Stage 2 in 2013.

To include any Stage 2 semester subjects (1 unit/10 credits), more room will be required. Proceed to the practice sheet (page 4) to fill in all Stage 2 subjects totalling 8 units/80 credits.

You must complete the Research Project (a major project of extended studies) worth 10 credits.

* If your choices in a particular section exceed the minimum number of credits required, you should count the extra credits in another relevant section.

**Remember: To gain the SACE, you must earn a minimum 200 credits**

Parent/Caregiver signature: ____________________________

SACE Planner checked: ☐

H/Class teacher signature: ____________________________
Provisional Subject Enrolment Package

- Page 4 contains a practice sheet for the entering of subject choices online.
- Students doing VET or External Studies should have choices listed and verified in the space provided.
- Once online enrolment has been done and the package requirements completed, a printout of the subjects will be given to the students to take home to their parents.
Questions
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Visual Art, Design &amp; Tech</td>
<td>Tony Antenucci</td>
</tr>
<tr>
<td>Drama</td>
<td>Tess O’Callaghan</td>
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<tr>
<td>English</td>
<td>Jenny Cross</td>
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<tr>
<td>Flexible Learning</td>
<td>Cheryl Webber</td>
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<tr>
<td>Information Technology</td>
<td>Charlotte Hejka</td>
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<tr>
<td>Languages</td>
<td>Sandra Ciccarello</td>
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<td>Learning Centre</td>
<td>Elaine Dougan</td>
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<tr>
<td>Mathematics</td>
<td>Isabel Heath</td>
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<tr>
<td>Music</td>
<td>Gemma Roberts</td>
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<tr>
<td>Physical Education &amp; Health</td>
<td>Sharon Cibich</td>
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<tr>
<td>Religious Education</td>
<td>Maree Samuel</td>
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<tr>
<td>Science</td>
<td>Catherine O’Halloran</td>
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<tr>
<td>SOSE</td>
<td>Greg Way</td>
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</tbody>
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Yr 11 Year Level Coordinators: Chris de Silva and Erin Mann