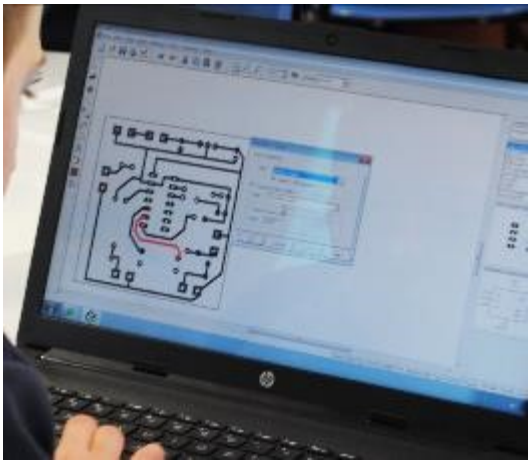
NURIOOTPA HIGH SCHOOL

PER ASPERA AD ASTRA

2024

Curriculum Guide
Stage 1 & 2



Course Selection Guidelines

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

In selecting a course students should consider:

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

Year 9 or 10 courses will lead to any career, it is particularly important to focus on interests and strengths, rather than specific careers.

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

- Parents/caregivers and/or their friends and other relatives
- Home Group Teacher
- Subject Teachers and coordinators
- Year Level Manager
- School Counsellors
- The SACE/VET Coordinator
- Personnel at other agencies (eg Centrelink, Employment Directions, TAFESA)

Information to help choose wisely is available from:

- NHS Curriculum Guide
- SACE website
- SATAC Guides
- Tertiary Institution information
- Online information via links in this guide
- Pamphlets and booklets in the Senior Learning Hub

Parents can help by:

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

Remember:

- Subject choices must be based on as much information as possible.
- YOU are responsible for YOUR subject choices.
- Subjects must be selected for the whole year.
- Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.
- Ensure you select reserve subjects that you are interested in. These reserve subjects may be used if your first choice is unavailable, clashes with another subject or is at capacity.

The school will make every effort to offer the subjects that you select. However, this may not be possible. You will be consulted if changes need to be made.

Course Selection Process

1.Students will be issued with a Course Counselling newsletter including their personalised Subject Selection Practice form. This will include recommendations for English and Maths for the following year.

2. Carefully read the subject descriptors in this guide before selecting your units. We suggest that you download a copy of this guide for all of next year so that you may refer back to this information in discussing study plans for next year and beyond.

3. Progress to the next level of study is dependent upon students meeting the work and assessment requirements to a satisfactory (C grade) standard. Promotion to the next semester, or the same subject at the following year may have to be negotiated individually if student achievement is not satisfactory.

4. Additional information is available to students via their Home Group teachers, online links to subject information videos, speaking to subject teachers and faculty leaders at the Curriculum Expo and during school. Students are also encouraged to access other sources of information.

5. Additional information is available to parents and students by attending the Curriculum Expo. Parents can contact appropriate school staff via the email links in this guide if they require any further information.

6. Whilst there is a set curriculum pattern of required subjects at Years 7-10, some flexibility is possible to meet individual student needs. Students (with support from parents/caregivers) may seek approval from their Year level Leader to change the curriculum pattern. The decision to allow this flexibility will be made in consultation with other school staff and will be based on the individual student's skill levels and/ or future pathways.

7. Students, with assistance from parents/caregivers and counselling from Home Group teachers and/or course counselling staff, nominate their subject preferences via the online Web Preferences portal. A link to login to the student's unique portal will be sent to the student's school email address.

8. The school timetable is constructed on the basis of student choices within the constraints of staffing and school resources.

9. Although every effort is made to accommodate all student preferences this is not always possible. Where students are unable to study their selected subjects they are re-counselled to enable them to select appropriate replacement subjects. It is important to note that reserve preferences may be used and should also be considered carefully and be of an interest to the student.

10. Students, with support from parents, will have limited opportunities to make changes to the chosen course.

Key Staff for Course Counselling

Gerri Walker
Principal

Daniel
Quinlivan
Assistant Principal

Ann
Hargreaves
Assistant Principal

Andrew Turnbull
Assistant Principal
Years 7/8

Sue Clark
Assistant Principal
Inclusive Education

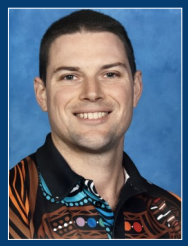
Kat Ward
Year 11/12 Leader

Asher Rohde
Year 12 Manager

Angus Magarey
Year 11 Manager

Rainer Kahl
Year 9/10 Leader

Jess West
Year 10 Manager



Lachlan Prickett
Year 9 Manager

Danielle Langhorn
Year 7/8 Leader

Lauren Semmens
Year 8 Manager
Wellbeing Leader

Kate Rix
Year 7 Manager

Erin Dayman
Inclusive Education
Coordinator

Rick Lane
Wellbeing Leader

Olivia Jones
Wellbeing

SA Certificate of Education (SACE)

Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. We would encourage you to consider using the links below to access more information about the SACE and how it works.

Welcome to the SACE Student guide HERE
Your SACE Journey video HERE

The SACE will help students develop the skills and knowledge they need to succeed in the world beyond school – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.
As part of the SACE students will be expected to gain and demonstrate essential skills and knowledge for their future, focussing on literacy, numeracy, information and communication technology, creative and critical thinking, personal and social, ethical understanding and intercultural understanding. These are called 'capabilities', and are a combination of the skills, knowledge, and attributes students will need to be responsible and active members of the community.

SACE requirements

To gain the SACE, students complete about two years of full-time study which most students spread over three years. Students will be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken and recorded.

The SACE is based on two stages of achievement:

• Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students undertake in year 10;
• Stage 2, which most students do in Year 12.

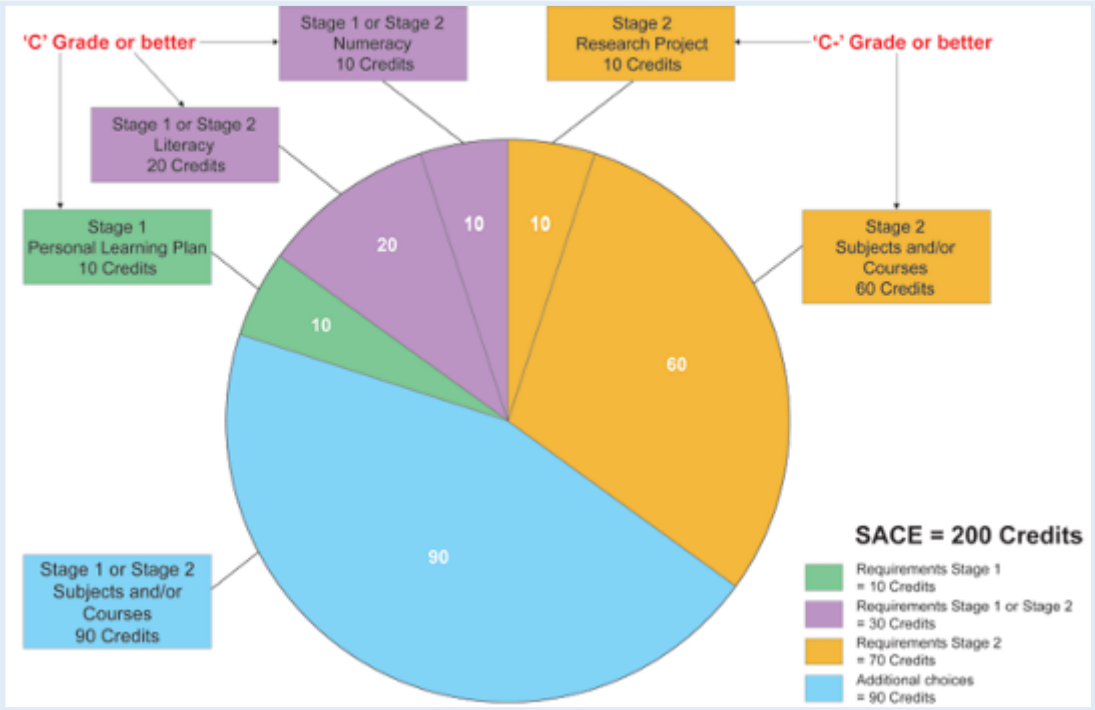
Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Ten credits are equivalent to one semester of study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

Personal Learning Plan (EIF) at Stage 1 (usually undertaken in Year 10) worth 10 credits
at least 20 credits towards literacy from a range of English courses at Stage 1
at least 10 credits towards numeracy from a range of mathematics courses at Stage 1
The Research Project/ AIF at Stage 2 worth 10 credits completion of at least 60 additional credits in Stage 2 subjects and courses.
Students must achieve either an A, B, C or equivalent in the compulsory elements to complete the SACE successfully.
The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects of a student's choice or SACE Board recognised alternatives such as learning a trade, TAFE, vocational training and community service.

SACE Board of SA

The SACE Board of SA is an authority of the SA Government. It sets the curriculum for Year 11 and 12, and is responsible for the assessment of student achievement. The SACE Board administers the South Australian Certificate of Education (SACE). www.sace.sa.edu.au This gives access to a range of materials including curriculum statements, student work exemplars, past examination papers, information to assist students, as well as student fact sheets. Students can log in to look up subject enrolments, results and personal details recorded by the SACE Board of SA.



****Please note when Research Project (RP) is referred to, from 2023 this subject will be renamed Activating Identities and Futures (AIF) Personal Learning Plan (PLP) will be renamed as Exploring Identities and Futures (IEF) ****

How will SACE be assessed?

Students will receive an A to E grade showing their level of achievement in every Stage 1 and Stage 2 subject. Stage 1 subjects will be assessed by the school.
In Stage 2, every subject has 30% external assessment, which means a qualified SACE marker will assess 30% of a student's work. This work can be completed in a variety of ways, depending on the subject. It could involve written or oral examinations, practical performances, presentations, or research work.
Schools will assess 70% of a student's work in each Stage 2 subject. These marks will be double-checked (moderated) by the SACE Board to ensure consistent grading across the state.

Students Online

Students can log in to Students Online to review their courses and results using their SACE registration number and pin at: STUDENTS ONLINE The student's four digit pin is set to a default code for their first access based on their birthday. The pin works as follows:
Birthday Pin: 1st January **0101**, 16th June **1606**
Once the student has logged on for the first time they will be asked to change their pin. If a student loses their pin they will need to contact the SACE Board who will re-set the password. This can be requested through the SACE website.

What is scaling, and how will it affect my subject choices?

Your SACE/NTCET results cannot be used directly in the selection process for university or TAFE SA courses. A mathematical process called scaling must first be used to ensure that results obtained in different subjects can be directly compared. The results must also be converted to numerical values to allow a university aggregate to be calculated.
SATAC has produced a 10 minute video, along with the information below, to explain the scaling process and tertiary selection.

SATAC Scaling

Students receive two sets of marks with their SACE results. These two sets of numbers measure two different quantities. They are calculated in two different ways from the total marks (called the 'raw score') received by a student in a subject.
One set of marks is the Subject Achievement Scores. These scores show the achievement of students in completing the objectives of the course for each of their subjects. The other set of marks is the Scaled Scores. These scores provide a means of comparing performance across subjects for the purpose of calculating the university aggregate.

The Purpose of Scaling

The total used for university entrance is made up of many possible subject combinations. If scaling did not take place, students who took subjects that tended to give low subject achievement marks would be disadvantaged in relation to students who took subjects that tended to give higher marks. Scaling seeks to prevent differences that are due to differing assessment methods between subjects. This is a complex mathematical equation (or formula), but in essence it means that the subject achievement scores in subjects are adjusted downwards if the group of students taking the subject consistently get higher scores in that subject than in their other subjects. Scores in subjects are adjusted upwards if the reverse is the case. These adjustments are made on the basis of the performance of the whole group of students who take the subject that year, and are made to the scores of the whole group.

Scaling and SACE Stage 2 Subject Choice

There can be no guarantee that a subject will be 'scaled up' or 'scaled down' in a particular year. The scaling of a subject depends upon the performances of groups of students in the p articular subject in that year. Students who choose a subject because it is usually scaled up, rather than because they have a real interest in or aptitude for it, may achieve lower subject achievement scores before scaling. Hence, they may still receive a scaled score that is similar to, or even lower than, the score they would have received if they had chosen another subject on the basis of their ability or interest. The choice of subjects should be on the basis of need, aptitude, interest and aspirations rather than on the expected results of scaling.

Prerequisite subjects for University Entrance

Some University programs/courses indicate certain Stage 2 subjects are **prerequisites** for that course. This means the subject **must** be studied and a subject grade of at least a C achieved. Many university programs/courses indicate certain Stage 1 and/or Stage 2 subjects are **assumed knowledge** for that course. A student wishing to apply for such a course is not required to have studied the assumed knowledge subjects, but the lack of that background knowledge may impact student success in that course.

It is the student's responsibility to check that the subjects they select meet the requirements of tertiary institutions for specific courses. The school aims to provide students with accurate resources, website links, career planning and information. The school relies on the information supplied by the SACE Board of SA, SATAC, Universities and TAFE and advises students and parents to check that changes have not occurred for their selected options.

Applying to University Interstate

Universities in other parts of Australia vary in their requirements. It is recommended that students write to specific universities about courses and their prerequisites if they are considering a move interstate. Contact details are in the SATAC University Guide.

Some Explanations of Terminology

SATAC - South Australian Tertiary Admissions Centre. SATAC receives and processes applications and manages offers for SA's three Universities, Charles Darwin University in the Northern Territory, Torrens University, Central Queensland University and for TAFE courses in SA.
TAS - Tertiary Admissions Subjects. These are Stage 2 subjects approved by the universities and TAFE SA as providing appropriate preparation for tertiary studies. The universities and TAFE SA require students to study a minimum number of credits of TAS to be eligible to receive a ATAR or selection score.
ATAR - Australian Tertiary Admissions Rank. The ATAR is an indicator of how well a particular student has performed relative to other students and how competitive they will be for a particular university program/course. Refer to the Tertiary Entrance booklet which is printed by SATAC for details of how the ATAR is calculated.

University and TAFE entry

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.
Full details of university and TAFE entry requirements for 2023 are available on the SATAC website

Almost every career requires some further education and/or training, licence or minimum training requirements. This means that you might complete a qualification at University or TAFE before you commence employment or you might work and study at the same time.
• Universities and TAFE are offering a wide range of courses and are keen to attract students to their courses. It is a competitive and 'student friendly' environment.

Universities

Selection into university programs/courses is based on both eligibility and rank. Eligibility determines whether a student meets the requirement for selection; rank determines whether a student is competitive enough in relation to other applicants to be selected.
To be eligible for selection into a university program/course a student must:
• achieve the SACE qualification,
• obtain a Australian Tertiary Admissions Rank (ATAR),
• meet any pre-requisite subject requirements for the program/ course.
***In some cases a folio or statement must be submitted with applications, or literacy skills must be demonstrated.**

Australian Tertiary Admissions Rank (ATAR)

To obtain an ATAR a student must:
• comply with the rules regarding precluded combinations and counting restrictions. These are combinations of subjects that are not allowed to count towards university entrance. These are listed each year in SATAC's Tertiary Entrance Booklet.
• complete at least 90 credits of study at Stage 2, including 60 credits of approved Tertiary Admission Subjects (TAS). The other 30 credits can be gained in a variety of ways defined by the universities.

Alternative Pathways to University

All South Australian Universities offer alternative pathways of entry into most undergraduate courses. These alternative pathways, which include Special Entry Schemes, provide applicants who do not meet the normal entry requirements with an opportunity to gain entry into most tertiary courses. Details are in the SATAC University Guide.
Each University also offers bridging programs in the form of Tertiary Enabling Programs, often referred to as 'Foundation Courses'. Vocational Education can also provide pathways to university study.

The Special Tertiary Admissions Test

The STAT is a series of written tests which assess a range of competencies considered important for successful tertiary study. The STAT Multiple Choice is a two hour test which evaluates skills associated with verbal and quantitative reasoning. The STAT Written English is a one hour essay test which assesses a candidate's ability to communicate effectively in writing.

STAT Multiple Choice can be used to compete for entry to most undergraduate courses in South Australia and the Northern Territory, but is not considered for entry to TAFE SA courses.

STAT Written English is not considered for any courses offered through SATAC, but may be required by interstate institutions. More information can be found **HERE**

TAFE SA

TAFE SA offers a large number of vocational courses ranging from pre-vocational certificates to degrees. There are many different ways of gaining entry to TAFE SA courses. Some more competitive courses require the completion of SACE while others do not.

Minimum Entry Requirements

Each TAFE SA course offered through SATAC has minimum entry requirements (MER) which all applicants must meet in order to be eligible for selection. MER differ according to the level of the course and are reviewed each year.

Selection into TAFE SA courses

TAFE SA selection processes are based on merit. Where there are more eligible applicants for a TAFE SA course than there are places available, applicants are ranked in merit order for selection. There are different methods of ranking for each type of qualification and these vary from course to course. VET modules or competencies, other related study and employment or work experience also contribute to the final rank. In some cases, audition, portfolio and interview scores are also used.

Further details

Details of courses available, entry requirements and the application process may be obtained from the relevant TAFE SA Institutes or check the website **HERE**
The successful completion of some TAFE SA courses will allow for entrance into higher level courses in TAFE SA and the universities. In some cases credit transfer is given in the higher level course for subjects completed.
Students apply for TAFE SA courses through SATAC. Applicants to TAFE SA may be required to undertake assessment to demonstrate literacy and numeracy skills through a Core Skills Profile for Adults (CSPA).

Modified SACE

Students with learning difficulties or disability, that result in significant impairment in intellectual functioning and/or adaptive behaviours, and who are unable to meet Stage 1 or 2 subject learning requirements in one or more mainstream SACE subjects, may negotiate to undertake Modified SACE.
Students engage in subject areas of interest but negotiate individual learning goals aligned with their One Plan Goals, which accommodate individual student's learning needs and interests and which allows them to develop knowledge and skills connected to their aspirations and pathway beyond school.

Special Provisions

Help with completing the SACE during difficult times

Achieving the SACE is based on your ability to show evidence of what you have learned during your studies. Special provisions are special arrangements in assessment for students who may be in a situation where illness, impairment, learning difficulty or unforeseen incident has made this difficult. Special provisions may be used to vary the assessment task(s) so that students can still demonstrate learning but under modified assessment conditions. For example, if you had a broken arm, you might be allowed to replace a written task with an oral task, or enlarged print or Braille for students with a vision impairment. Other students may have physical pain or learning difficulty that means they need to take rest breaks or have extra time to write in an assessment task.
You can apply for special provisions if you have:

- An illness or impairment that affects your ability to
- participate in an assessment task, for example a physical disability, vision or hearing impairment, a medical
- condition, a psychological illness, or a learning disability.
- Experienced an unforeseen incident beyond your control that prevents you from completing an assessment task or examination. This may include an accident, a family death, or an interruption during the examination, such as a power failure.
- Special provisions can't be used to compensate for work that you haven't done due to matters of your own choosing, or for things that could have been avoided.
- Who decides if I'm eligible?
- For school-assessed tasks in Stage 1 or Stage 2, your subject teacher and the SACE Coordinator decide if you are eligible for special provisions. You need to provide
- evidence of your impairment, learning difficulty, or unforeseen circumstance. Sometimes this includes information from independent professionals.
- For external assessments at Stage 2 such as
- examinations, investigations or performances where the SACE Board assesses your work, eligibility for special
- provisions is determined by the SACE Board.

Community Learning

Students may be involved in community activities or services outside of school. The learning gained from being part of these activities or services can be recognised and provide SACE credits. Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

What are the first steps for teachers and students?

For Community Developed Programs: Bring in the original certificate from the community organisation to the SACE/VET Coordinator at the school. The school will photocopy the certificate and forward it to the SACE Board of SA along with the application form which is signed by the student.
For Self-directed Community Learning: Discuss with the SACE/VET Coordinator what you are wanting to count towards the SACE. The school will lodge an application form signed by the student with the SACE Board of SA.

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For Self-directed Community Learning: Discuss with the SACE/VET Coordinator what you are wanting to count towards the SACE. The school will lodge an application form signed by the student with the SACE Board of SA.

What can be counted towards the SACE?

The learning that comes from participating in a community developed program such as:

- St John Ambulance Cadets
- Duke of Edinburgh Award
- CFS Cadets
- Air Force/Army Cadets
- SAASTA Training
- Scouts Australia

Please see the SACE website for more information
COMMUNITY LEARNING

Stage 1 (Year 11) Subject Choices

STAGE 1 COMPULSORY SUBJECTS	Semesters	Credits
English (must achieve a C grade or higher)	2	20
Mathematics (must achieve a C grade or higher)	1	10

FREE CHOICE SUBJECTS

Select 14 choice subjects by **numbering** your choices from 1-14 (1 being most important) in the preference column in the order that you would prefer to do them, and writing their credit value in the credits column. **This section should total 140 credits**.
Subjects chosen from 10 – 14 will be reserve subjects. Whilst every effort will be made to allocate your first choices this may not always be possible. ** subjects with 20 credits **MUST** be chosen consecutively with each other**(place 2 numbers in these boxes)

Choice Subjects	Semesters	Credits
HASS		
Modern History	1	10
Ancient Studies	1	10
Legal Studies	1	10
Business Innovation	1	10
Society and Culture	1	10
Women's Studies	1	10
Media Studies	1	10
LANGUAGES		
German	2	20
SCIENCE		
Biology A	1	10
Biology B	1	10
Chemistry 1&2	2	20
Physics 1&2	2	20
Psychology A	1	10
Psychology B	1	10
Agriculture A: Livestock Production	1	10
Agriculture B: Plant Production	1	10
HEALTH AND PHYSICAL EDUCATION		
Physical Education A	1	10
Physical Education B	1	10
Outdoor Education A	1	10
Outdoor Education B	1	10
Health & Wellbeing	1	10
Food and Hospitality	1	10
Child Studies	1	10
Fitness	1	10

Choice Subjects	Semesters	Credits
VISUAL AND PERFORMING ARTS		
Drawing and Painting A	1	10
Drawing and Painting B	1	10
Sculpture and Printmaking	1	10
Design	1	10
Digital Art and Graphics	1	10
Photography	1	10
Creative Arts Drama A	1	10
Creative Arts Drama B	1	10
Music Advanced 1&2	2	20
Music Experience 1&2	2	20
TECHNOLOGIES		
Woodwork: Creative	1	10
Woodwork: Furniture	1	10
Metalwork: Fabrication	1	10
Metalwork: Fitting & Machining	1	10
Electronics	1	10
Computer Aided Design (CAD)	1	10
Coding Digital Solutions	1	10
Intro to Web Design	1	10
Integrated Learning: Automotive	1	10
CROSS DISCIPLINARY STUDIES		
Workplace Practices	1	10
Research Practices	1	10
Activating Identities and Futures (AIF) *Previously Research Project*	1	10
Community Studies	1	10

English

(Compulsory-2 Semesters) - 20 Credits

Students must pass with a 'C' grade or better and complete two semesters of any English subject to achieve SACE literacy Requirements.

In English, students further develop their skills as listeners, speakers, readers, viewers, writers and creators. They learn about the power of language, how it is used in different ways for different purposes and how to communicate effectively and imaginatively in a wide range of situations. In particular they learn to apply their skills in different ways to understand and produce a range of oral, written and multimodal texts. They are given opportunities to develop and apply their growing knowledge in a practical way; by creating and analysing a variety of spoken, print, visual and multimodal texts with increasing confidence, relevance, accuracy and clarity. Students will continue to extend their knowledge of spelling, vocabulary and grammar.

ENGLISH COORDINATOR - NAT NOACK / Natalie.Noack632@schools.sa.edu.au

English Pathways

YEAR 10	STAGE 1	STAGE 2
Essential English	Essential English	Essential English
English	English	English
English Literary Studies	English Literary Studies	English Literary Studies

English-1EN

FULL YEAR / 20 CREDITS

PREFERRED BACKGROUND:

A pass at a 'C+' grade or better for both semesters in Year 10 is recommended.

COURSE DESCRIPTION:

In English, students analyse a range of texts with an emphasis on purpose, audience, context and how language and stylistic features shape ideas and perspectives. This may include film, novels, short stories, poetry, documentaries and media.

An understanding of purpose, context, and audience is applied in students own creation of a range of texts that may be written, oral, and/or multimodal.

ASSESSMENT: 100% School based Assessment Tasks:

- Assessment Type 1: Responding to Texts (analysing a range of texts, including film, written and media.)
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study (comparing different types of text)

IMPORTANT CONSIDERATIONS:

Students who struggled to achieve a 'C+' grade at year 10, may find this course difficult.

Students who fail their selected Stage 1 English will be required to repeat the subject in Year 12.

View the subject video HERE

Essential English-1EE

FULL YEAR / 20 CREDITS

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices and stylistic features are used to create meaning . An understanding of purpose, context, and audience is applied in students own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

ASSESSMENT: 100% School based assessment Tasks

- Assessment Type 1: Responding to Texts (analysing a range of texts, including film, written and media.)
- Assessment Type 2: Creating Texts.

IMPORTANT CONSIDERATIONS:

The overall grade achieved in Year 11 English subjects will affect the SACE pathway offered at Year 12. Teachers will make recommendations for each student as to which English pathway they should study: Stage 2 Literary Studies, Stage 2 English or Stage 2 Essential English.

Stage 1 English is compulsory. Students must successfully pass both semesters of English in Year 11 to gain their SACE certificate.

Students who fail their selected Stage 1 English will be required to repeat the subject in Year 12.

View the subject video HERE

English Literary Studies-1EL

FULL YEAR / 20 CREDITS

A pass at a 'B' grade or better for both semesters in Year 10 is recommended.

COURSE DESCRIPTION:

English Literary studies has strong focus on text analysis and "classic literature" texts. English Literary Studies has strong focus on the critical analysis of a range of texts.

In the subject students analyse a range of texts with an emphasis on purpose, audience, context and how language and stylistic features shape ideas and perspectives. This may include film, novels, short stories, poetry, documentaries and media.

An understanding of purpose, context, and audience is applied in students own creation of a range of texts that may be written, oral, and/or multimodal.

ASSESSMENT:

100% School based Assessment Tasks:

- Assessment Type 1: Responding to Texts (analysing a range of texts, including film, written and media.)
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

(comparing different types of text)

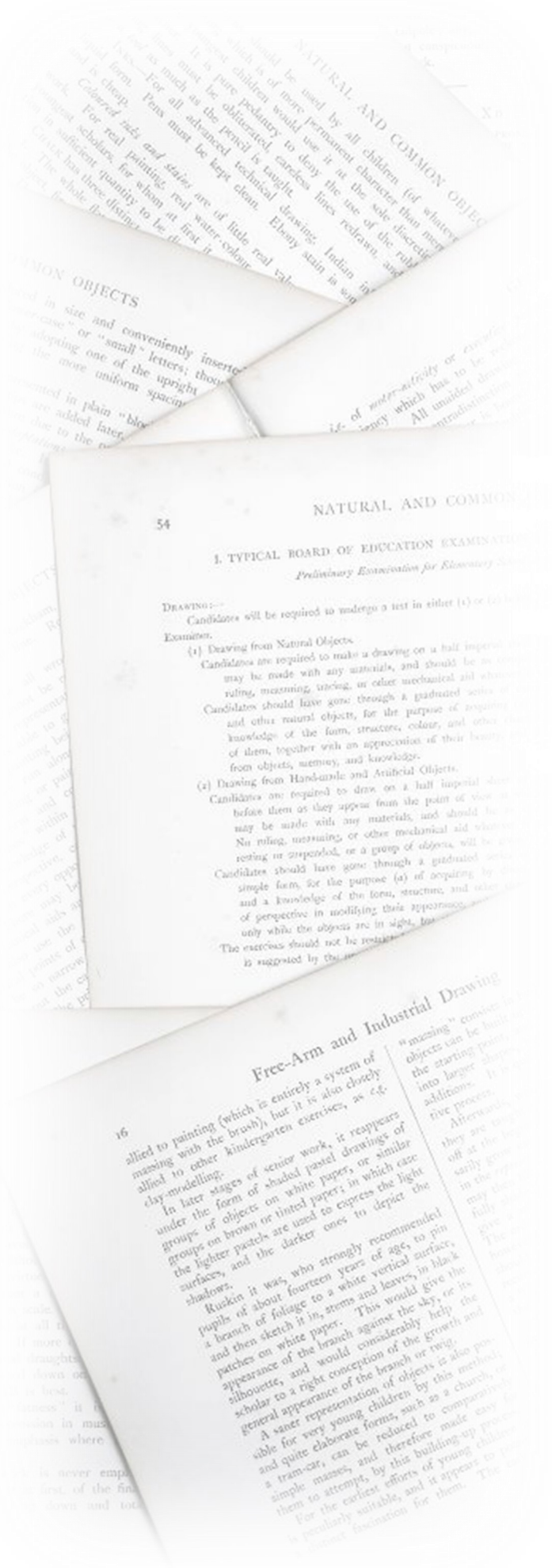
IMPORTANT CONSIDERATIONS:

This subject is suitable for students who prefer and excel at text analysis tasks.

Please note this course will run at the discretion of the English Coordinator depending on student numbers. The course may be run for either 1 or both semesters, dependant on student numbers.

Students who fail their selected Stage 1 English will be required to repeat the subject in Year 12.

View the subject video HERE



Mathematics

(Compulsory—1 Semester) - 10 Credits

The Senior Secondary Australian Curriculum: Mathematics consists of four subjects in mathematics, with each subject organised into four units. The subjects are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

Essential Mathematics focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This subject provides the opportunity for students to prepare for post-school options of employment and further training.

General Mathematics focuses on using the techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision making, and discrete growth and decay. It provides an opportunity to analyse and solve a wide range of geometrical problems in areas such as measurement, scaling, triangulation and navigation. It also provides opportunities to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve comparing groups, investigating associations and analysing time series.

Mathematical Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus in Mathematical Methods provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics in Mathematical Methods develops the ability to describe and analyse phenomena involving uncertainty and variation.

Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices. Specialist Mathematics is the only mathematics subject that has been designed to not be taken as a stand-alone subject, it must be taken with Mathematical Methods.

Calculators

All students are required to have their own calculators.

A **scientific calculator** is suitable for **Stage 1 Essential Mathematics**.

Students who intend to enrol in a full year of **Specialist Mathematics** or **Mathematical Methods** or Semester 2 **General Mathematics** courses will need their **own graphics calculators**. Graphics calculators need to be SACE board approved for use in exams. Details of SACE board approved calculators can be obtained at www.sace.sa.edu.au

The following approved Casio graphics calculators are the schools preferred calculator.

- Fx-CG50 (Latest model) - approx. $250 new
- Fx-CG20
- Fx-9860G AU PLUS

Note: The Fx-9860 GII is not an approved calculator. Please do not purchase this calculator.

SACE NUMERACY REQUIREMENTS

Completion of 10 credits of one of the following Stage 1 subjects with a C grade or better will meet the numeracy requirement of the SACE.

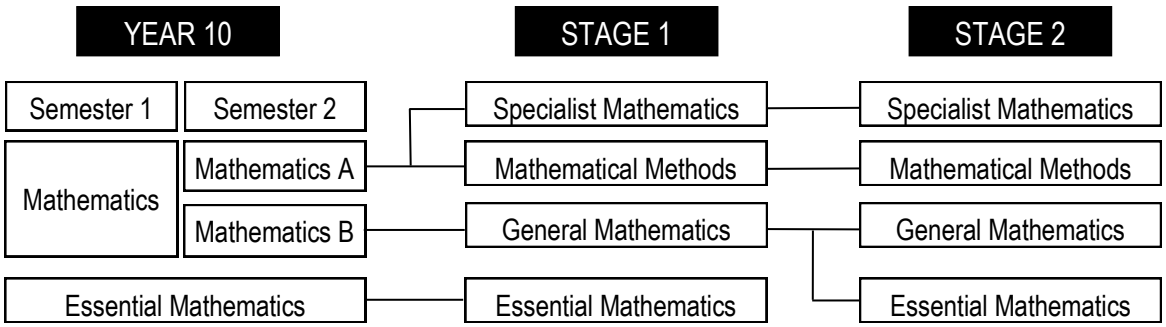
- Essential Mathematics
- Mathematical Methods
- General Mathematics

Specialist Mathematics

Students who fail their selected Stage 1 Mathematics in Semester 1 will be allocated to a lower level of Mathematics in Semester 2. This will replace a choice subject.

MATHEMATICS COORDINATOR - ANDREW TURNBULL
Andrew.Turnbull99@schools.sa.edu.au

Mathematics Pathways



Specialist Mathematics - 1MB

FULL YEAR / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in Year 10 Mathematics A. Students must be taking Stage 1 Mathematical Methods as well.

COURSE DESCRIPTION:

Stage 1 Specialist Mathematics is studied as a 20 credit subject at Stage 1. Organised into topics that develop an increasingly complex and sophisticated understanding of mathematical arguments and proofs. Topics studied are arithmetic and geometric sequences and series, geometry, vectors in the plane, further trigonometry, matrices and real and complex numbers.

ASSESSMENT:

Skills and Assessment Tasks 75% - Investigation 25%

IMPORTANT CONSIDERATIONS:

Completion of 20 credits of Stage 1 Mathematical Methods and completion of 20 credits Stage 1 Specialist Mathematics at a C Grade or better is a prerequisite for Stage 2 Specialist Mathematics.

An approved GRAPHICS CALCULATOR is required

View the subject video HERE

Mathematical Methods - 1MM

FULL YEAR / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in Year 10 Mathematics A.

COURSE DESCRIPTION:

Stage 1 Mathematical Methods is studied as a 20-credit subject. Mathematical Methods as Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10. Stage 1 Mathematical Methods is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

ASSESSMENT:

Skills and Assessment tasks 75% - Investigation 25%

IMPORTANT CONSIDERATIONS:

Completion of 20 credits of Stage 1 Mathematical Methods at a C Grade or better is a prerequisite for Stage 2 Mathematical Methods.

An approved GRAPHICS CALCULATOR is required

View the subject video HERE

General Mathematics 1MA/1MB

1 OR 2 SEMESTERS / 10 or 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in Year 10 Mathematics A or B.

COURSE DESCRIPTION:

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. Areas studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

ASSESSMENT:

Skills and Assessment Tasks 75%
Investigation 25%

IMPORTANT CONSIDERATIONS:

Students intending on selecting Stage 2 General Mathematics or Essential Mathematics must do 2 semesters of Stage 1 General Mathematics.

An approved GRAPHICS CALCULATOR is required in Semester 2

Essential Mathematics - 1ME/1MN

1 OR 2 SEMESTERS / 10 or 20 CREDITS

PREFERRED BACKGROUND:

Students who were in Year 10 Essential Mathematics or unsuccessful in Mathematics B. Students will be recommended by their year 10 teacher.

COURSE DESCRIPTION:

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

ASSESSMENT:

Skills and Applications Tasks—Assignment based 60%
Folio 40%

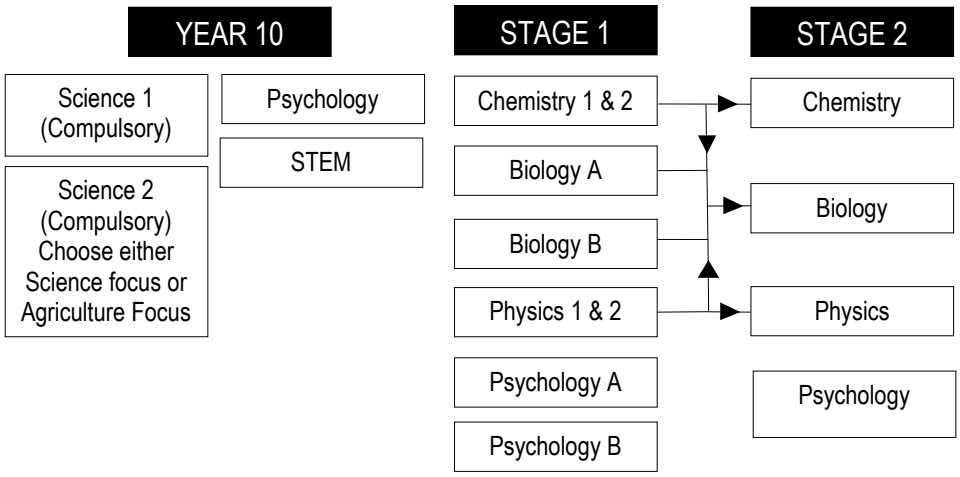
IMPORTANT CONSIDERATIONS:

Students who are in Year 10 Essential Mathematics, cannot select semester Stage 1 Essential Mathematics in Semester 1 as this the same course. Students who choose Essential Mathematics in year 11 cannot do a year 12 Mathematics subject.

Science

The emphasis in Science is on learners developing understandings of the physical, chemical, geological, biological and psychological world in which they live and an appreciation of the relationships they have with these worlds. To do this, students need an understanding of the use of scientific processes such as investigating, collecting and interpreting information and communicating. This, along with the ability to think critically and to measure the impact of science on society, is essential to students' success in this area. Students learn about sciences involved with the Earth in Space, Physics, Biology, Psychology and
Chemistry.

Science Pathways



Biology A - 1SB

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or better in Year 10 Science 1 and 2.

COURSE DESCRIPTION:

This unit covers topics relating to how plants and animals function. Students will study the structure and functions of plants and animals; including physiology e.g.- reproduction, digestion, respiration, circulation, nutrition, biodiversity, adaptations, classification and ecosystems in the Australian Environment. Assessment will include at least one practical investigation, at least one Skills/Application task and one Human Endeavour investigation. Where this unit leads: Stage 2 Biology

ASSESSMENT:

At least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation.

IMPORTANT CONSIDERATIONS:

A minimum 'C' grade can be used as a prerequisite for Stage 2 Biology.

Note: Stage 2 Biology is a prerequisite for entry into some University courses.

View the subject video HERE

Biology B - 1SO

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or better in Year 10 Science 1 and 2.

COURSE DESCRIPTION:

This unit covers topics relating to how plants and animals function. The study of cells is used to introduce the unit. Students will study the structure and functions of plant and animal cells. Microorganisms, infectious disease, immunity and genetics form a major focus in the unit. Assessment will include at least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation.

Where this unit leads: Stage 2 Biology

ASSESSMENT:

At least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation.

IMPORTANT CONSIDERATIONS:

A minimum 'C' grade can be used as a prerequisite for Stage 2 Biology

Note: Stage 2 Biology is a prerequisite for entry into some University courses.

Chemistry 1 & 2 - 1SC

2 SEMESTERS / 20 CREDITS

COURSE DESCRIPTION:

Semester 1 topics covered: Semester one aims to develop students' knowledge base in atomic structure and the organisation of the elements in the periodic table. This allows students to gain a solid understanding of the forces which hold atoms together. Students will then investigate the physical properties of a range of materials and how these properties relate to their use particularly with fuels, plastics, and pharmaceuticals in society. With this knowledge base students will investigate the interaction between human activities and environmental issues such as global warming and pollution. They will then explore examples of how scientific understanding is dynamic and develops with new evidence and may involve the application of new technologies to start to combat some of these issues.

ASSESSMENT:

One Practical investigation, two Skills/Application task and one Human Endeavour investigation.

Semester 2 topics covered: Semester 2 will have a greater emphasis placed on the accumulation of knowledge and improvement of understanding required for Stage 2 Chemistry. Students will study reactions between acids and bases in the home, industry, ocean and living organisms. Students explore how human activities can lead to the formation of acid rain and how an understanding of science is used globally to develop strategies for its prevention. Students will gain an understanding of analytical techniques including titrations and connections will be made with the wine industry. They will also explore how chemical reactions can are used, large scale, in the Chemical industry. The last topic focuses on REDOX, including investigating metal reactivity and corrosion, use of fuels and energy. Students will investigate the production and storage of electricity using various battery technologies, which offers solutions to extensive renewable energy use in society.

ASSESSMENT:

One Practical investigation, two Skills/Application task and one Human Endeavour investigation.

IMPORTANT CONSIDERATIONS: These units are a prerequisite for Stage 2 Chemistry

View the subject video HERE

Physics 1 & 2 - 1SP

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in Year 10 Science 1 and 2. Competent in Mathematics.

COURSE DESCRIPTION:

Semester 1 -

Students study linear motion and forces, electric circuits, heat. Examples of the applications that can be investigated are: safety devices in sport and transport, rockets, satellites, thermostats, engines, heaters, dimmer switches, fuses, other household circuits. Practical work is included and some mathematical calculations are involved.

ASSESSMENT:

At least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation .

Semester 2 -

Students study energy and momentum, waves, nuclear models and radioactivity. Examples of the applications that can be investigated are: roller coasters, ultrasound, musical instruments, sonar, optics and lenses, polarisation and communication devices, radiotherapy, nuclear power.

Practical work and a greater degree of mathematical calculations are involved. Greater emphasis is placed on the accumulation of knowledge and improvement of understanding required for Stage 2 Physics.

ASSESSMENT:

At least one Practical investigation, at least one Skills/Application task and one Human Endeavour investigation.

IMPORTANT CONSIDERATIONS: These units are a prerequisite for Stage 2 Physics.

View the subject video HERE

Psychology A - 1SS

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or better in Year 10 Science1 or 2.

DESCRIPTION:

Psychology aims to describe and explain both common human experiences, and individual and cultural diversity. Semester 1 topics include Psychological Inquiry Skills (covered in both semesters), Emotions and Psychopaths, Cyberpsychology. Students will build their skills in analysing behaviour and using psychology principles to explain its causes. They will demonstrate scientific skills through investigation of one of the core topics, and design of a study to test an aspect of the topic.

ASSESSMENT:

Topic Test, Design and Deconstruct Task, Science as a Human Endeavour report, Exam

IMPORTANT CONSIDERATIONS: This unit is a preferred background for Stage 2 Psychology.

Psychology B - 1SY

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or better in year 10 Science1 or 2.

DESCRIPTION:

Semester 2 topics include: Psychology Inquiry Skills (covered in both semesters), Neuropsychology (the brain's influence on behaviour and perception), Lifespan Psychology (youth development and ageing), Memory and Cognition. Students will build their skills in analysing behaviour and using psychology principles to explain its causes. They will demonstrate scientific skills through investigation of one of the core topics, and design of a study to test an aspect of the topic.

ASSESSMENT:

Topic Test, Design and Deconstruct Task, Science as a Human Endeavour report, Exam

IMPORTANT CONSIDERATIONS:

This unit is preferred background for Stage 2 Psychology

View the subject video HERE

Agriculture

Students who choose to study Agriculture have the opportunity to develop their knowledge and skills in a diverse range of agricultural enterprises. Enterprises which students can study include vegetable gardening, viticulture, various poultry, sheep, goats cattle and aquaculture. Year 10 agriculture students can choose to be involved in the school's very successful winemaking program.

AGRICULTURE COORDINATOR - MILLY HOFFMANN / Milly.Hoffmann416@schools.sa.edu.au

Agriculture Pathways

YEAR 10	STAGE 1	STAGE 2
Livestock and Aquaculture	Agriculture A	Agricultural Production
Vines and Wines	Agriculture B	
Wine and Vine Management		

Agriculture A - 1AL

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

Passing grades in Year 10 Science or Agriculture.

COURSE DESCRIPTION:

Students will study topics relating to the production and management of livestock and aquaculture, and will be involved in and responsible for some of the animal production enterprises at the school. These may include Sheep, Cattle, Goats, Poultry, Fish or Bees.

Topics studied in this course include animal health and disease, understanding and following industry 'best practice' methods for livestock production, ethical considerations, accurate health assessment of livestock, technology in animal production, aquaculture / aquaponics production, and understanding the benefits and drawbacks of the different production systems utilised in livestock industries. Students will be given the opportunity to develop practical techniques through the handling and management of the school animals. A major summative task for this course involves students working in small groups to select, manage, assess and report on the production of an animal species.

ASSESSMENT:

Group Investigation: Animals or Aquaculture Investigation
Supervised Task: Animal Health and Disease
Science as a Human Endeavour: Technology in Animal Production; Animal Production Systems

IMPORTANT CONSIDERATIONS:

Nil

Agriculture B - 1AP

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

Passing grades in Year 10 Science or Agriculture.

COURSE DESCRIPTION:

Students will study topics relating to the production and management of various horticultural enterprises, with a major focus on the school's vineyard and grape production. Students will have the chance to be involved in the monitoring and preparation of our school wine for bottling, interpreting chemical analysis, pre-bottling checks, packaging and marketing. Topics covered include development of experimental trials, pests and disease management, technology in horticulture/viticulture, propagation, and how society is influencing the development of this industry. Students will have the opportunity to specialise in topics of interest and develop communication, analysis and evaluation skills. A major summative task for this course involves students working in small groups to select, manage, assess and report on the production of a plant species.

ASSESSMENT:

Group Investigation: Plant Experiment Trial
Supervised Task: Article Analysis (Extended Response)
Research Task: Plant Health and Disease Assignment
Science as a Human Endeavour: Technology in Viticulture

IMPORTANT CONSIDERATIONS:

Nil

View the subject video HERE

HASS—Humanities and Social Sciences

In Humanities & Social Sciences students increase their understanding, knowledge and skills and develop attitudes, and values to help them participate as active and informed citizens in their local and global society. Learning takes place through a range of disciplines and studies including History, Geography, Economics, Legal Studies, Philosophy, Women's Studies, Civics and Citizenship, Social Sciences and Environmental Education. Through these studies students will develop their knowledge and understanding of:

- the society they live in
- other societies in the world
- the relationships between people and their society
- the relationship between society and the environment

HASS COORDINATOR - TANYA BOWLEY / Tanya.Bowley405@schools.sa.edu.au

HASS Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Geography	Geography	Geography	Modern History	Modern History
History/Civics & Citizenship	History	History	Ancient Studies	Society and Culture
German	Issues in Society	Big History	Legal Studies	Ancient Studies
	German	Women, Society and Culture	Society and Culture	Legal Studies
		German	Women's Studies	Women's Studies
			Media Studies	Business Innovation
			Business Innovation	Media Studies
			German	German

Modern History - 1HH

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

Sound writing skills and a C Grade or better in Year 10 History.

COURSE DESCRIPTION:

This course will examine some of the major events which have shaped the modern world since 1750. Students are given considerable scope in the choice of topics for study and to a large extent can individualise their learning. The course can cover topics such as the French, American and/or Russian Revolutions, World War I & II, Vietnam, the 1960s and contemporary global issues such as international terrorism. Students will be assisted to develop skills in research, referencing, sources analysis and organisation of material, as well as skills in clear, logical thinking.

ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations

IMPORTANT CONSIDERATIONS:

Nil

Ancient Studies - 1HA

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or better in any Year 10 HASS subject.

COURSE DESCRIPTION:

Students will undertake the study of at least two ancient societies, typically Egypt, Greece and/or Rome although there is scope for students to explore other societies that interest them. There is an emphasis on archaeological theory and techniques as well as the ways that ancient societies can be explored and understood. Assessment activities include myth busting ancient mysteries, producing documentaries, practical activities, creating a virtual museum, sources analysis and research essays.

ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations.

IMPORTANT CONSIDERATIONS:

Nil

Legal Studies - 1HL

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

Sound writing skills and a C Grade or better in any Year 10 HASS subject.

COURSE DESCRIPTION:

By exploring the past, students gain an understanding of the evaluation and need for laws in Australian society. Students develop connections to the concepts of rights, fairness and justice, power and change. Focus areas consist of:

1. Law & Communities
2. Justice & Society
3. Young People and the Law

ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, case studies, writing based tasks and multimodal presentations.

IMPORTANT CONSIDERATIONS:

Students should be prepared to work in groups and contribute to class discussion.

Business Innovation - 1HB

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or better in any Year 10 HASS subject

COURSE DESCRIPTION:

In Stage 1 Business Innovation students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time in which design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes. Initially students may be guided through structured processes to develop their understanding of underlying problems or needs and begin to propose and test hypotheses relating to the customer, problem, and solution. It is anticipated that as students develop these skills they will anticipate, find, and solve their own problems. These structured processes create a learning environment where risk is encouraged and provides an opportunity to pivot during the iterative process of proposing, developing, testing, and refining solutions. Integral to learning through finding and solving complex, dynamic, real world problems is the opportunity for students to work collaboratively.

ASSESSMENT:

The five assessment tasks vary, including individual and group work. Students will be required to complete three business skills tasks, a business pitch (multimodal presentation) and an evaluation of their skills.

IMPORTANT CONSIDERATIONS:

Students should be prepared to work in groups, contribute to class discussion, speak in front of their peers and share opinions and ideas.

Society and Culture - 1HS

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or better in Year 10 History or English

COURSE DESCRIPTION:

The course covers contemporary Australian and global issues. It is designed to provide students with some critical awareness of Australian society and culture, Australia's place on a global scale and the current state of the world we live in. The course will cover relevant aspects of Australian history, environment and politics. Students will develop skills in research, analysis and collaborative group work.

ASSESSMENT:

Source Analysis (25%)
Group Assignment (25%)
Two Investigations (50%)

IMPORTANT CONSIDERATIONS:

The content we look at can be controversial and an open mind is an advantage.

Media Studies - 1HM

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

Satisfactory completion of Year 10 English and/or History/ Geography

COURSE DESCRIPTION:

Students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products. Students explore the role of media in Australian and global contexts, and how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time. Learning in Media Studies is achieved through a close study of topics selected from the following list:

- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Folio: Assignment work 40%
Interaction study 30%
Product: Group media production (video) 30%

IMPORTANT CONSIDERATIONS:

Nil

Women's Studies - 1HW

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or better in a Year 10 English or History Unit

COURSE DESCRIPTION:

This course will examine the world from the perspective of women. It will look at the way that one's gender can influence his or her experiences as well as examine issues women have historically faced such as equal pay and voting rights. Students who have an interest in the way that race and sexuality similarly impact people's experiences should also find this topic engaging. We will analyse the way that gender is represented in a range of cultural texts, which could include popular films, television and novels, advertising, music video clips etc. We will also investigate the experiences of women in a range of different cultures and societies, especially focusing on contemporary women's issues throughout the world.

ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing-based tasks and multimodal presentations.

IMPORTANT CONSIDERATIONS:

A willingness to openly engage is encouraged and expected.

Languages

Through learning languages other than English, children and students gain knowledge, skills and values that enable them to:

- communicate in another language
- compare languages and cultures, to understand differences and similarities
- extend their understanding of themselves and their own language
- strengthen their literacy and numeracy skills
- develop skills to become global citizens

LANGUAGES COORDINATOR - TANYA BOWLEY / Tanya.Bowley405@schools.sa.edu.au

German (Continuers) - 1LG

2 SEMESTERS 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in Year 10 German Semester 1 and 2.

COURSE DESCRIPTION:

Students will develop more independent language learning skills, by participating in activities such as: ICT, oral, aural and written activities based around a selection from film study, letter writing, fairy tales, magazine articles and current affairs. Activities are designed to enhance comprehension skills, knowledge of language structures and cultural understanding

ASSESSMENT:

Assessment includes: conversation, oral presentation, a piece of correspondence, a written response based on information, a response to an aesthetic item or a piece of personal writing.

IMPORTANT CONSIDERATIONS:

Where this unit leads: Stage 2 German (Continuers)
Students considering doing Stage 2 German must do 2 Semesters of Stage 1 German and achieve at least a C grade for each semester.

Cross Disciplinary Studies

The focus capabilities for these subjects are personal development, work and learning. In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, and safe and sustainable workplace practices.
Students can undertake learning in the workplace and develop and reflect on their capabilities, connecting them to their interests, and aspirations.
CROSS DISCIPLINARY STUDIES COORDINATOR - DANIEL QUINLIVAN
Daniel.Quinlivan513@schools.sa.edu.au

Cross Disciplinary Pathways

YEAR 10	STAGE 1		STAGE 2	
Exploring Identities and Futures	Workplace Practices	Community Studies	Workplace Practices	Community Studies
	Research Practices	Activating Identities and Futures	Industry Connections	Activating Identities and Futures

Workplace Practices - 1XW

1 SEMESTER / 10 CREDITS
PREFERRED BACKGROUND:
Nil
COURSE DESCRIPTION:
Students develop skills and understanding to be able to explain concepts of industry and work. They analyse the relationships between work related issues and practices in workplaces and demonstrate knowledge of the roles of individuals, government legislations and unions. They also investigate the dynamic nature of work related and workplace issues, cultures, and/or environments. Work skills are applied and reflected upon.
This course includes the following areas of study:
Industry and Work Knowledge
Vocational Learning and/or Vocational Education and Training (VET)
25-30 hours work placement
For the Industry and Work Knowledge component, students undertaking Workplace Practices A (10-credits), study two topics.
Topics are chosen from
Topic 1: Future Trends in the World of Work
Topic 2: Workers' Rights and Responsibilities
Topic 3: Career Planning
Topic 4: Workplace Health and Safety
Topic 5: Negotiated Topic
ASSESSMENT:
School Based Assessment
40 % Folio, 40% Performance, 20% Reflection
IMPORTANT CONSIDERATIONS:
Students are required to complete a work placement to gain practical experience. Students can count part-time, casual or volunteer work as a part of their practical component.

Community Studies - 1XC

1 SEMESTER / 10 CREDITS
PREFERRED BACKGROUND:
Nil
COURSE DESCRIPTION:
Students are supported to develop an individual program of learning around their interests, knowledge and skills. They prepare a contract of work to engage in, around an individual community focussed activity in one of the following six 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

This course promotes independent learning and engagement with personal interests, with teacher guidance and support, whilst still promoting development of SACE capabilities.
ASSESSMENT:
Students must plan the activity, create a 'contract of work', fulfil the contract requirements and reflect upon their experience.
IMPORTANT CONSIDERATIONS:
Students can undertake two semesters of Community Studies A – one community program each semester
View the subject video HERE

Research Practices - 1XP

1 SEMESTER / 10 CREDITS

COURSE DESCRIPTION:

Stage 1 Research Practices provides students with opportunities to examine the purpose of research, explore a range of research approaches and develop their investigative and inquiry skills.

In this subject, students will demonstrate knowledge and understanding of the purpose of research and a variety of research approaches. They will consider the appropriateness, uses, and limitations of specific sources. Students will develop specific research skills and learn how to interpret and analyse information and data.

Students will be given opportunities to undertake research, such as planning research, developing and analysing data, and presenting research findings.

Research Practices further develops skills in literacy, numeracy, information and communication technology, critical and creative thinking, personal and social ethical understanding and intercultural understanding.

ASSESSMENT:

Assessment Type 1: Folio - 3 assessment tasks (60%)

Assessment Type 2: Sources Analysis - 2 source analyses

Assessment tasks (40%)

IMPORTANT CONSIDERATIONS:

The knowledge and skills gained from undertaking Stage 1 Research Practices will prepare students for Stage 2 Activating Identities and Futures)AIF) - previously Research Project. Successful completion will enable students to undertake the compulsory Activating Identities and Futures in semester 2, of year 11, rather than as part of year 12 studies.

Activating Identities and Futures (AIF)-1XR

Previously Research Project

1 SEMESTER / 10 CREDITS

COURSE DESCRIPTION

Activating Identities and Futures is a compulsory 10 credits Stage 2 subject that students need to complete with a 'C' grade or higher to achieve their SACE.

Students may apply to complete Activating Identities and Futures while in year 11. Activating Identities and Futures replaces one choice during Semester 2 at Stage 1.

The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output. Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

Activating Identities and Futures may be counted for a student's Australian Tertiary Admission Rank (ATAR).

ASSESSMENT:

School assessment

•Assessment Type 1: Portfolio (30%)

•Assessment Type 2: Progress Checks (40%)

External assessment

•Assessment Type 3: Appraisal (30%)

Health and Physical Education

Through Health and Physical Education students learn about people's physical, intellectual, emotional, spiritual and social needs. This Learning Area focuses on:

- participation in physical activity' as compared to 'fitness'
- the teaching and application of skills in a variety of physical activities
- the importance of safe and respectful behaviours within safe environments
- the importance of understanding oneself in different situations
- food and nutrition
- personal development and group skills

HEALTH AND PE COORDINATOR - RHYS LACEY / Rhys.Lacey309@schools.sa.edu.au

Health and Physical Education Pathways

YEAR 10

- Health and Physical Education (Compulsory)
- Fashion and Costume Design
- Food Tech
- Food Tech Café Culture
- Outdoor Education
- Child Studies
- Physical Education Specialist: Boys
- Physical Education Specialist: Girls
- High Performance: Football

STAGE 1

- Physical Education A
- Physical Education B
- Outdoor Education
- Health & Wellbeing
- Fitness
- Food and Hospitality A
- Food and Hospitality B
- Child Studies

STAGE 2

- Physical Education
- Child Studies
- Sports Studies
- Health
- Food and Hospitality

Physical Education A - 1PA

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

B grade or better in Year 10 HPE. B Grade or better in year 10 Boys/Girls specialist PE at year 10.

COURSE DESCRIPTION:

Students will engage in three focus areas: In Movement, About Movement and Through Movement. Students will undertake theory components on biomechanics, skill acquisition and sport in society. The practical components in this course are explicitly linked to the theory topics. Badminton, Basketball and Soccer will be the three practical units undertaken in this course. Students will explore the connection between the theory concepts covered and their application to practical contexts throughout the semester.

ASSESSMENT:

Students will complete three theoretical assessment tasks for the course. They are:

- AT1: Performance Improvement
- AT1: Skill Acquisition and Coaching Analysis
- AT2: Physical Activity Investigation

There is no assessment on practical performance in this course.

IMPORTANT CONSIDERATIONS:

Students can complete both Physical Education A and Physical Education B, which is highly recommended for students intending on completing Stage 2 Physical Education or Sport Studies.
This course will run in Semester 1 and leads into Stage 2 Physical Education and Sport Studies.

Physical Education B - 1PB

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

B grade or better in Year 10 HPE. B Grade or better in year 10 Boys/Girls specialist PE at year 10.

COURSE DESCRIPTION:

Students will engage in three focus areas: In Movement, About Movement and Through Movement. Students will undertake theory components on fitness factors, energy systems and game modification. The practical components in this course are explicitly linked to the theory topics. Volleyball, Footy Codes and Netball will be the three practical units undertaken in this course. Students will explore the connection between the theory concepts covered and their application to practical contexts throughout the semester.

ASSESSMENT:

Students will complete three theoretical assessment tasks for the course. They are:

- AT1: Data and Statistical Analysis
- AT1: Energy Systems Analysis
- AT2: Game Modification

There is no assessment on practical performance in this course.

IMPORTANT CONSIDERATIONS:

Students can complete both Physical Education A and Physical Education B, which is highly recommended for students intending on completing Stage 2 Physical Education or Sport Studies. This course will run in Semester 1 and leads into Stage 2 Physical Education and Sport Studies.

View the subject video HERE

Outdoor Education A & B - 1PO / 1PU

1 SEMESTER EACH / 10 CREDITS EACH

PREFERRED BACKGROUND:

An interest in the outdoors such camping, rock climbing, bushwalking, mountain bike riding (MTB), aquatics, and the environment and its conservation. In each semester of study, students complete a 1 day activity and 3 day human powered expedition and therefore require a good level of fitness and the ability to work collaboratively with others and contribute to agreed learning goals.

COURSE DESCRIPTION:

Course work will include a study of Planning & Risk Management (eg. camp craft, equipment selection, care & use, map reading, first aid and an awareness of the potential hazards and risk assessment in outdoor activities) and Environment & Conservation (which will consider issues relating to the conservation of the natural environment, the impact of such activities on ecosystems and cultural/indigenous perspectives).

Students will undertake two outdoor activities (from the list above), one of which will culminate in a 3 day outdoor journey where students will undertake a Practical Skills Performance assessment and reflect upon these experiences through the completion of a Trip Report.

Students can undertake a semester of their choice or full-year study of this subject, choosing from:

- **Outdoor Ed** '**A**': **MTB** (1 day trip) / **Aquatics** - Kayaking (3 day camp) and time at the pool to develop water safety, survival skills, stroke work over 3-4 double lessons in preparation for the Aquatics camp.
- **Outdoor Ed** '**B**': **Rock Climbing** (1 day trip - indoor climbing wall and a 1 day excursion to climb on a natural rock face. **Bushwalking** - Day Walk and a 3 Day Bushwalking expedition

ASSESSMENT:

A number of theory tasks that investigate the human impacts on the natural environment and experiences through travelling (outdoor activities) in such environments.

IMPORTANT CONSIDERATIONS:

Must be able to meet costs associated with each outdoor activity (transport, hire of equipment, camp fees, food, etc.).

Day trips will cost approximately $30-$75 and 3 day expeditions $100-$150.

In addition, for cycling (MTB), students must have their own roadworthy Mountain Bike, helmet and basic repair kit, and be prepared to regularly transport their bike to school over a 10 week period for specific training and riding skills.

Students must also be willing to participate in a regular fitness training program (homework task) to ensure they can handle the physical demands of each outdoor activity.

Child Studies - 1FC

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or higher in year 10 Child Studies, or with subject coordinator's approval

COURSE DESCRIPTION:

This course focuses on the care of the young and the child care setting. Changing patterns of families and lifestyles, child rearing practices, appropriate food, nutrition and feeding toddlers and young children, choosing and constructing educational activities which encourage healthy development of young children, baby care and child safety, are the main areas of study. Child Studies is relevant to students with a general interest in children and child care who maybe considering a career in the care or teaching of children. Where this unit leads: Stage 2 Child Studies and/or further studies at TAFE

ASSESSMENT:

Investigations and practicals. Practicals include: planning, practical skills and evaluations.

IMPORTANT CONSIDERATIONS:

Please note this course will incur a cost of $25.

View the subject video HERE

Health & Wellbeing - 1FE

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

This course includes studying the topics of health issues and media, emotional resilience, sexual health and relationships, substance use and abuse, stress management, nutrition, mental health and safe partying. Students will develop decision making skills in a range of health issues. Guest speakers will be invited to speak on a variety of health issues facing today's youth.

ASSESSMENT: Assessment requires students to use a variety of information sources to research health issues, health support agencies and also participate in a group health promotion task.

Fitness - 1PF

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

B Grade or higher in Year 10 HPE. B Grade or higher in Specialist Girls/Boys PE at Year 10.

COURSE DESCRIPTION:

This course is designed for students with an interest in general fitness and the fitness industry as a potential pathway. Students will develop skills and knowledge in contemporary health, body systems and training principles domain. It provides students a taste of the requirements and content involved in tertiary study in the area of fitness and personal training.

ASSESSMENT:

Students will undertake at least 1 task of each Practical Exploration, Connections and Personal Venture throughout the semester.

Food and Hospitality A - 1FA

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or higher in a year 10 Food Technology subject, or with coordinator's approval.

COURSE DESCRIPTION:

The focus will be on the Food & Hospitality Industry, food safety, trends in food, culture and food, issues local and global within the industry as well as healthy eating. The opportunity may exist for a group catering activity. Where this unit leads: Stage 1 Food & Hospitality B and Stage 2 Food & Hospitality. Those students who wish to undertake a career in hospitality ie chef, barista, front of house should consider VET pathways rather than this course.

ASSESSMENT:

Practical activities (25%) Group activity (50%) Investigation (25%)

IMPORTANT CONSIDERATIONS:

Please note this course will incur a cost of $35 and may require some out of hours work.

Food and Hospitality B - 1FB

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or higher in a Year 10 Food Technology subject, or with coordinator's approval.

COURSE DESCRIPTION:

This course follows on from Food and Hospitality 1. Students will develop their knowledge of the food and hospitality industry. The course focuses on food, safety, food and culture, global issues in food and hospitality, food allergies, diet analysis and preparation, also undertaking the school's Annual Wine Launch. Those students who wish to undertake a career in hospitality ie chef, barista, font of house should consider VET pathways rather than this course.

ASSESSMENT:

Practical activities (50%) Group activity (25%) Investigation (25%)

IMPORTANT CONSIDERATIONS:

Please note this course will incur a cost of $35 and will require some out of hours work. Students who have selected Food and Hospitality A **can** also select B.

The Arts

Arts learning plays an important role in helping us understand ourselves. The Arts expresses and celebrates our sense of identity and heritage in our multi-cultural society. Many of the critical and creative thinking skills and attitudes that are learned in and through the Arts contribute to the other learning areas. In Arts students learn:

- to create art works through practice and experience in drama, music and the visual arts
- to look at, talk about and enjoy all kinds of arts experiences and arts works
- to develop particular arts skills and techniques
- how the Arts look and feel different from one culture to another
- about the different histories and traditions of drama, music and the visual arts
- how the Arts are being changed by new technologies
- about the Arts industry and the potential career pathways it offers

ARTS COORDINATOR - ANNE JOHNSON / Anne.Johnson620@schools.sa.edu.au

Visual Arts Pathways

YEAR 10

- Drawing and Painting
- Sculpture and Printmaking
- Design
- Creative Art and Design
- Photography
- Digital Art and Graphics

STAGE 1

- Drawing and Painting
- Sculpture and Printmaking
- Design
- Photography
- Digital Art and Graphics

STAGE 2

- Visual Art Art/Design

Drawing and Painting A & B - 1VA / 1VB

1 SEMESTER EACH / 10 CREDITS EACH

PREFERRED BACKGROUND:

C Grade or better in a Year 10 Visual Art unit.

COURSE DESCRIPTION:

This course allows students to develop skills in drawing and painting with an emphasis on technical and conceptual development. They will have the opportunity to explore ideas and techniques through a visual study and portfolio and complete a final practical which will be supported by a practitioner's statement. Students will critically analyse and respond to artworks from a variety of cultural and historical contexts and make connections to their own work.

ASSESSMENT:

As per SACE performance standards.

- Visual study (30%)
- Folio (40%)
- Practical including practitioner's statement (30%)

IMPORTANT CONSIDERATIONS:

Students will need to purchase an A3 Visual Art Diary or an A3 Display folder. This course may include workshops and excursions.

****Students can choose Drawing and Painting A & B****

View the subject video HERE

Sculpture and Printmaking - 1VS

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C Grade or better in a Year 10 Visual Art unit or Design unit.

COURSE DESCRIPTION:

This unit consists of practical and theoretical studies related to the development of three dimensional arts in a variety of cultural and historical contexts. It has an emphasis on developing a personal visual styles through a variety of sculptural and printmaking media. Students will create works of art through folio, visual study and major artwork. This course provides the flexibility for students to develop and explore painting and drawing as it relates to sculpture and printmaking.

ASSESSMENT:

Visual Study, Folio and practical as per SACE performance standards. Students may work with the following materials:

- Clay
- Painting
- Drawing
- Papier Mache
- Wood
- Metal
- Lino Printing
- Relief Printing
- Reduction Printing
- Wire
- Paper/Cardboard Sculpture

IMPORTANT CONSIDERATIONS:

Students will need to purchase an A3 Visual Art Diary or an A3 Display folderView the subject video HERE

Digital Art and Graphics - 1VI

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

Year 10 Digital Art and Graphic Design is desirable, however any Visual Arts course is beneficial**.**

COURSE DESCRIPTION:

Using industry standard software students can explore their chosen fields of graphic design, film making, concept art, gaming art and graphic novels extending skills and knowledge. The course has an emphasis on developing a personal visual aesthetic through a variety of digital software applications (Adobe Creative Suite). Students produce a folio, practical work/s and will critically analyse and respond to artworks from a variety of cultural and historical contexts.

ASSESSMENT:

Visual Study, Folio and practical as per SACE performance standards.

Photography - 1VP

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C Grade or better in a Year 10 Photography.

COURSE DESCRIPTION:

This unit consists of practical and theoretical studies relating to the development of photography in the context of cultures within and outside of Australia. It has an emphasis on creating works of art through a variety of digital photographic techniques and the development of a folio. Using Adobe Photoshop and Adobe Lightroom, student produce a folio, practical work/s and critically analyse and respond to photographic works from a variety of cultural and historical contexts.

ASSESSMENT:

Visual Study, Folio and practical as per SACE performance standards.

IMPORTANT CONSIDERATIONS:

Students may need to purchase an A3 Visual Art Diary or A3 Display folder.

Design - 1VD

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C Grade or better in a Year 10 Visual Art or Design unit.

COURSE DESCRIPTION:

This unit consists of practical and theoretical studies related to the development of design in a variety of cultural and historical contexts. It has an emphasis on following the design process including critical and creative processes. The course will cover communication (graphic), product and environmental design. Students will produce a folio, practical work, evaluations and a visual study.

ASSESSMENT:

Visual Study, Folio and practical as per SACE performance standards.

IMPORTANT CONSIDERATIONS:

Students will need to purchase an A3 Visual Art Diary or Display folder.

View the subject video HERE

Performing Arts Pathways

YEAR 10		STAGE 1		STAGE 2
Music A	Drama A	Music Advanced	Creative Arts Drama A	Music
Music B	Drama B	Music Experience	Creative Arts Drama B	Creative Arts Drama

Creative Arts Drama A - 1CD
Creative Arts Drama B - 1CR

1 SEMESTER EACH / 10 CREDITS EACH

PREFERRED BACKGROUND:

C grade or better in Year 10 Drama.

COURSE DESCRIPTION:

This course requires students to provide evidence of their learning in both practical and theoretical formats with a Drama focus. For both a 10-credit subject and a 20-credit subject (1 or 2 Semesters), the learning program involves two assessment types.

ASSESSMENT:

Assessment Type 1: Product (50%)- students participate in a Drama production, either in an offstage or onstage role. A record of support materials must be presented that documents their knowledge and understanding of the creative processes that they undertake as well as the investigation and development of the final product.

Assessment Type 2: Folio (50%)– students undertake one inquiry and one skills assessment for the folio.

The inquiry focuses on the products of one practitioner or group of practitioners and requires students to demonstrate their knowledge and understanding of the concepts and techniques that are used.

The Skills Assessment requires students to practically demonstrate their learning in a particular Drama skill (eg warm ups, choreography, auditions, voice, stage make up, costume design, mime) whilst preparing a skills record and reflection to demonstrate their learning.

IMPORTANT CONSIDERATIONS:

As part of the course, students will be required to participate in rehearsals and performances outside of school hours.

There will also be potential theatre visits as opportunities arise. It is recommended that students have a large capacity digital storage device (external hard drive or USB) as most assessment is multi modal.

****Students can choose Drama A & B****

View the subject video HERE

Performing Arts

Music

All students who do any Music unit must either be learning an instrument privately outside of school OR enrol in the school's instrumental program at the beginning of the year and continue for the full year.
Program: The instrumental programs for flute, clarinet, saxophone, trumpet, trombone, guitar, bass guitar, drums and voice are available at school. Unfortunately the Instrumental Program does not offer individual keyboard lessons. Students wishing to have individual keyboard lessons will need to pay direct to the keyboard teacher. (approx. $28 per lesson)
Instrument Hire: Flutes, clarinets, saxophones, trumpets and trombones can be hired through the school. Costs vary depending on the instrument. Please contact the Arts Co-ordinator for more information, or students can use their own. Students learning other instruments will need to have access to these at home, along with any required equipment, such as leads, sticks etc.
Extra Instrumental Costs: Other costs that may be incurred include replacement guitar strings, drum sticks, valve oil, reeds for woodwind instruments, tutor books, special workshops and some sheet music, which can be purchased from many music shops.
Students participating in Instrumental Music lessons will be required to participate in concerts and ensembles which can include Choir, Concert Band, Guitar Ensemble or Percussion Ensemble.
The focus capabilities for these subjects are citizenship, personal development, communication and learning.

Music Advanced 1 & 2 - 1CM

1 SEMESTER EACH / 10 CREDITS EACH
PREFERRED BACKGROUND:
C Grade or better in Year 10 Music 1 & 2 including a minimum of two years study with education department or private lessons on an instrument or by consultation with the Head of Music.
COURSE DESCRIPTION:
The focus of the music course is on further development of musical skills and knowledge through performance (ensembles and solo), aural and theoretical activities to enable students to write arrangements/song writing for small groups as well as some individual study topics. It prepares students for year 12 musicianship.
Students further develop solo performance and musicianship skills and extend the study of techniques of arranging. Students will engage in weekly theory and aural as well as perform as part of a class ensemble and as a solo instrumentalist for the class. Students will negotiate with the classroom teacher at the beginning of the year, which focus they will undertake for future studies. This will determine the level at which they will be expected to undertake in theory and practical areas. Students are expected to be undertaking or begin undertaking weekly instrumental lessons through the school's IM program or through a private provider.
ASSESSMENT:
Solo Performance—Ensemble Performance (including parts testing) - Exam—composed music pieces.
IMPORTANT CONSIDERATIONS:
Music Advanced Semester 2 can only be enrolled in if Semester 1 has been successfully completed.

Music Experience 1 & 2 - 1CE

1 SEMESTER EACH / 10 CREDITS EACH
PREFERRED BACKGROUND:
C grade or better in Year 10 0MUA Music A and B or by consultation with music staff.
COURSE DESCRIPTION:
This course prepares students for Stage 2 Ensemble, Stage 2 Solo and Stage 2 Music Explorations. Students will undertake an individual study in an area of musical interest and composition/ songwriting, some theory and research topics. Students will continue to further develop skills on their chosen instrument and participate in the class ensemble and perform as a solo instrumentalist in class. Students are expected to be undertaking or begin undertaking weekly instrumental lessons through the school's IM program or through a private provider.
ASSESSMENT:
This will be tailored to the needs of the class. It will include: Solo Performance, Ensemble Performance, Recording, Theory/Aural tests, Stage Crewing and Music technology.
IMPORTANT CONSIDERATIONS:
For students wishing to undertake a more practical Music Experience course.

View the subject video HERE

Technologies

Technologies is about 'making and doing' and recognising the role people play in designing and creating new technologies to meet a need or solve a problem. Most project tasks have a STEM (*Science, Technology, Engineering and Mathematics) focus whereby Technology covers Engineering, Information and Communication Technology, 3D Printing and Computer Aided Design, Electronics/Microcontrollers, Robotics, applied Mathematics and, Food and Textile Studies.*
Students develop the skills to look critically at technologies and issues arising from their manufacture and use. As students 'make', they test their ideas and thinking against reality by applying skills and techniques in safe and responsible ways. They learn to be creative, designing solutions to problems. Through this they learn that they can effect change.
TECHNOLOGIES COORDINATOR - JOHN BARKLEY
John.barkley601@schools.sa.edu.au

Technologies Pathways

YEAR 10	STAGE 1		STAGE 2
Woodwork	Woodwork: Creative	Metalwork: Fabrication	Woodwork
Metalwork	Woodwork: Furniture	Metalwork: Fitting & Machining	Metalwork
Computer Aided Design (CAD)	Computer Aided Design (CAD)	Electronics	Electronics
Electronics	Integrated Learning: Automotive (1 Sem)	Intro to Web Design	Computer Aided Design (CAD)
Intro to Game Development		Coding Digital Solutions	
Car Maintenance			

TECHNOLOGIES IMPORTANT CONSIDERATIONS

The table below outlines the cost(s) involved should your student be successfully allocated these subjects in 2024.You will be reminded of the payment(s) owing when commencing the subjects and a letter will be sent home during 2024.

11 Woodwork: Creative	$70	12 Woodwork (*Cannot choose Metalwork)*	$140
11 Woodwork: Furniture	$70	12 Metalwork (Cannot choose Woodwork)	$140
11 Metalwork: Fabrication	$70	12 Electronics	$140
11 Metalwork: Fitting & Machining	$70	12 Computer Aided Design (CAD)	$TBA based on project printing
11 Electronics	$90		
11 Computer Aided Design (CAD)	$TBA based on project printing		

Woodwork: Creative - 1TW

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or higher in a Year 10 Woodwork or Metalwork or with subject Coordinator's approval.

COURSE DESCRIPTION:

Woodwork: Creative will look at traditional and contemporary ways to embellish wood using creative techniques, which could include:

- Wood Turning—Pen Making, Bowls and Platters, Spindle turning, Ornamental turning, Split turning
- Wood Carving—Ornamental, Decorative or Structural. Students will be encouraged to make use of the Computer Numerically Controlled Router and the designing software.
- Laminating—Decorative, Structural
- Marquetry—The use of thin veneers of coloured timber applied to a substrate to construct an artistic or geometric picture

Students will carry out a series of skills tasks in the above areas and then complete a major project that focuses on one or two only. A study of the impact and implications of technology and material use in our society, including social, environmental and economic factors will be included.

ASSESSMENT:

SACE SUMMATIVE ASSESSMENT:

Specialised Skills Task (30%), Design Process (20%) Product (50%)

IMPORTANT CONSIDERATIONS:

This course will incur a cost of $70 for take home projects; This course leads to Stage 2 Woodwork or Stage 2 Metalwork.

Woodwork: Furniture - 1TF

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C Grade or higher in a Year 10 Woodwork or Metalwork, or with Subject Coordinator's approval.

COURSE DESCRIPTION:

The course covers traditional methods of furniture construction; skills development with hand and portable power tools; selection and fitting of furniture hardware and assembly systems; a consideration of the design processes associated with project development. Computer Aided Design processes may be used as part of the drawing component of this course. A study of the impact and implications of technology and material use in our society, including social, environmental and economic factors will be included. Students will have the opportunity to Investigate, test, produce, problem solve and evaluate a cabinet of their choice and will have the opportunity to use the CNC router in their design.

ASSESSMENT:

SACE SUMMATIVE ASSESSMENT: Specialised Skills Task (30%), Design Process (20%) & Product (50%)

IMPORTANT CONSIDERATIONS:

This course will incur a cost of $70 for take home projects; This course leads to Stage 2 Woodwork or Metalwork

Metalwork: Metal Fabrication and Metalwork: Fitting and Machining - 1TM / 1TT

1 SEMESTER EACH / 10 CREDITS EACH

PREFERRED BACKGROUND:

C Grade or higher in a Year 10 Woodwork or Metalwork, or with Subject Coordinator's approval.

COURSE DESCRIPTION:

METALWORK: FABRICATION:

This unit provides an opportunity to develop skills in Welding and Fabricating through the Design, Make and Appraise system of learning. Practical skills include Gas and Electric Welding and the fabrication of a Design Project of the student's choice.

METALWORK: FITTING & MACHINING:

This unit provides an opportunity to develop skills in Fitting and Machining. Machine skills include the operation of the Lathe, Milling and Drilling machines and the use of the Hydraulic Cropper Guillotine

ASSESSMENT:

SACE SUMMATIVE ASSESSMENT: Specialised Skills Task (30%), Design Process (20%) & Product (50%)

IMPORTANT CONSIDERATIONS:

This course will incur a cost of $70 for take home projects; These separate semester length courses lead to Stage 1 Woodwork, Stage 2 Woodwork and Stage 2 Metalwork.

Electronics - 1TE

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or higher in Year 9 or 10 Electronics is required, or with Subject Coordinator's approval; The ability to work independently and progress positively using problem solving techniques is essential.

COURSE DESCRIPTION:

This course includes the development of skills and an understanding of the tools, materials, processes and systems used in electronics. Project design work will involve using PICAXE computer software to write control programs for PIC microcontrollers as well as circuit board design software for the creation of high quality Printed Circuit boards. All tasks will involve problem solving analysis, research and evaluation.

ASSESSMENT:

SACE SUMMATIVE ASSESSMENT: Specialised Skills Task (30%), Design Process (20%) & Product (50%)

IMPORTANT CONSIDERATIONS:

This course will incur a cost of $90 for take home projects; This subject leads to Stage 2 Electronics (full year).

Computer Aided Design—1TD

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or higher in a Year 9 or 10 CAD course, or with Subject Coordinator's approval.

COURSE DESCRIPTION:

Students will build on prior knowledge gained through Year 9 and Year 10 CAD.

Initially students will complete a series of skill tasks, developing their understanding of design concepts from isometric drawing, to 3D product, and back into a 3rd Angle projection working drawing, for manufacture.

The major piece of assessment will see students research into architectural design, with an emphasis on 'Micro Apartments and Living'. Students will develop a Folio of research into varying designs, including floor plans and furniture layouts. Students will produce a 3D architectural product with a 'walk-through' animation promoting their design all within industry standard software SolidWorks.

ASSESSMENT:

Skills Task (30%), Folio (20%)
3D Product and Digital animation (50%)

IMPORTANT CONSIDERATIONS:

This course will incur a cost for any take home 3D projects should they choose to 3D print any projects. Students will have control of this at the design stage; Where this unit leads: Stage 2 Computer Aided Design (CAD) full year, and University degrees in areas such as Engineering, Architecture, Product Design.

Coding Digital Solutions - 1TD

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

1 Semester of Digital Technology at C+ or higher, is preferred but not essential.

COURSE DESCRIPTION:

Students are involved in creating new ways of generating their own ideas and creating digital solutions to problems of interest. Solutions may take the form of a product or prototype. Innovation may also include designing solutions that improve existing processes or products. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and coding, including the basic constructs involved in coding, array processing, and modularisation.

ASSESSMENT:

Project Skills (70%) Digital Solutions (30%) - Weightings can vary in negotiation with students according to the cohort's technology interests.

IMPORTANT CONSIDERATIONS:

None

Intro to Web Design - 1TN

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

1 Semester of Digital Technology at C+ or higher, is preferred but not essential.

COURSE DESCRIPTION:

Students will use software such as Notepad++ and Adobe Dreamweaver to design a variety of websites for different purposes. They will learn and utilise languages including but not exclusive to HTML and CSS. They will analyse pre-existing website considering 'Design Principles'; Proximity, Repetition, Alignment and Contrast (PRAC). They will develop products that are visually appealing and functional. Additionally, they will discuss the advantages and potential issues with websites and digital emerging technologies with an issue analysis.

ASSESSMENT:

Practical Skills (40%) Issue Analysis (20%) Product and Documentation (40%)

IMPORTANT CONSIDERATIONS:

None

Integrated Learning: Automotive Systems 1TA

1 SEMESTER / 10 CREDITS

PREFERRED BACKGROUND:

C grade or higher in 10 Car Maintenance, or with Subject Coordinator's approval.

COURSE DESCRIPTION:

This course includes the development of skills and an understanding of the tools, materials, processes and systems used in the Automotive industry to design and undertake a related project. Components of the course include Lubrication - Inspection and service; Brake system— Inspection, repair and replacement; Investigation - Synthetic vs Mineral oils / Coolant types / Brake pad compositions. Major Product must be negotiated with the teacher and may include but is not limited to the following examples:

- Engine Rebuild
- Vehicle Lighting systems
- Wiring systems
- Exhaust system designs
- Panel / Body work
- Suspension system

All tasks will involve problem solving analysis, research and evaluation.

ASSESSMENT:

Specialised Skills Task (30%), Design Process (20%) & Product (50%)

IMPORTANT CONSIDERATIONS:

This course will incur costs for any take home projects (Students will have control of this at the design stage). This course leads onto Certificate II in Automotive at Nuriootpa TAFE.

Stage 2 (Year 12) Subject Choices

STAGE 2 COMPULSORY SUBJECTS	SEMESTERS	CREDITS
Activating Identities and Futures (can be completed in year 11) *Previously Research Project (RP)*	1	10

Select your 6 choice by numbering them (from 1 to 6) in the order that you would prefer to do them.
Subjects numbered 5-6 will be your reserve subjects
Note: In Year 12 most students will study 4 full year subjects and Activating Identities and Futures - AIF
Students may elect to study a 5th Year 12 subject if they have completed AIF in 2023.
Exceptions may be made for students completing TAFE or School Based Apprenticeships

ALL CHOICE SUBJECTS ARE 20 SACE CREDITS AND ARE 2 SEMESTERS AT STAGE 2

CHOICE SUBJECTS
ENGLISH
English
Essential English
English Literary Studies
MATHEMATICS
General Mathematics
Mathematical Methods
Specialist Mathematics
Essential Mathematics
SCIENCE
Biology
Chemistry
Physics
Psychology
AGRICULTURE
Agricultural Production
HASS
Modern History
Ancient Studies
Society and Culture
Legal Studies
Women's Studies
Business Innovation
Media Studies
LANGUAGES
German

CHOICE SUBJECTS
HEALTH AND PHYSICAL EDUCATION
Physical Education
Sports Studies
Child Studies
Food and Hospitality
Health
VISUAL AND PERFORMING ARTS
Visual Arts - Art / Design
Creative Arts-Drama
Music
TECHNOLOGIES
Woodwork
Metalwork
Electronics
Computer Aided Design (CAD)
CROSS DISCIPLINARY STUDIES
Community Studies
Workplace Practices
Industry Connections

Cross Disciplinary Studies

The focus capabilities for these subjects are personal development, work and learning. In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, and safe and sustainable workplace practices.
Students can undertake learning in the workplace and develop and reflect on their capabilities, connecting them to their interests, and aspirations.
CROSS DISCIPLINARY STUDIES COORDINATOR - DANIEL QUINLIVAN
Daniel.Quinlivan513@schools.sa.edu.au

Cross Disciplinary Pathways

YEAR 10	STAGE 1		STAGE 2	
Exploring Identities and Futures	Workplace Practices	Community Studies	Workplace Practices	Community Studies
	Research Practices	Activating Identities and Futures	Industry Connections	Activating Identities and Futures

Activating Identities and Futures (AIF)

Previously Research Project
1 SEMESTER / 10 CREDITS
COURSE DESCRIPTION
Activating Identities and Futures is a compulsory 10 credits Stage 2 subject that students need to complete with a 'C' grade or higher to achieve their SACE.

The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.
Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.
Activating Identities and Futures may be counted for a student's Australian Tertiary Admission Rank (ATAR).
ASSESSMENT:
School assessment
•Assessment Type 1: Portfolio (30%)
•Assessment Type 2: Progress Checks (40%)
External assessment
•Assessment Type 3: Appraisal (30%)

Industry Connections - 2XI

2 SEMESTERS / 20 CREDITS
COURSE DESCRIPTION:
Industry Connections allows students who have an interest in a particular industry area to develop and apply their skills, knowledge and understandings about that industry, while developing their capabilities and employability skills through an industry-related project. Industry Connections allows students to authentically connect and develop understandings and relationships through industry immersion, and provides opportunities for them to focus and reflect on their learning in applied and practical ways using evidence of actions taken.
Students undertaking Industry Connections select an industry and/or skills development context upon which to focus their learning. Together, students and teachers co-design authentic learning and skills developmental activities based on the students' selected industry and/or skills training context. These activities allow students opportunities to develop and/or refine their skills to explore and connect to industry and a career pathway.
This subject provides opportunities for students interested in a pathway which cannot be accessed through VET while at school For example, Fitness, Business.
ASSESSMENT:
School Assessment (70%):
Assessment Type 1: Work Skills Portfolio (50%)
Assessment Type 2: Reflection (20%)
External Assessment (30%)
Assessment Type 3: Industry Project
IMPORTANT CONSIDERATIONS:
Students can study this subject together with Stage 2 Workplace Practice and/or other subjects relevant to their pathway. Eg. a student with an interest in a pathway in the fitness industry could study this subject along with Stage 2 P.E.
Undertaking Industry Connections as part of SACE Completion precludes an ATAR being gained. Industry Connections suits students not wanting to pursue a university pathway directly from

Community Studies - 2XC

2 SEMESTER / 20 CREDITS

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students are supported to develop an individual program of learning around their interests, knowledge and skills. They prepare a contract of work to engage in, around an individual community focussed activity in one of the following six 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

This course promotes independent learning and engagement with personal interests, with teacher guidance and support, whilst still promoting development of SACE capabilities.

ASSESSMENT:

Students must plan the activity, create a 'contract of work', fulfil the contract requirements and reflect upon their experience.

IMPORTANT CONSIDERATIONS:

Undertaking Community Studies A as part of SACE Completion precludes an ATAR being gained. Community Studies A suits students not wanting to pursue a university pathway directly from school.

Workplace Practices 2XW

2 SEMESTER / 20 CREDITS

PREFERRED BACKGROUND:

Nil

COURSE DESCRIPTION:

Students develop skills and understanding to be able to explain concepts of industry and work. They analyse the relationships between work related issues and practices in workplaces and demonstrate knowledge of the roles of individuals, government legislations and unions. They also investigate the dynamic nature of work related and workplace issues, cultures, and/or environments. They demonstrate and apply work skills and, where relevant, industry skills in a work related context. Includes the following areas of study:

- Industry and Work Knowledge
- Vocational Learning and/or Vocational Education and Training (VET)
- 50-60 hours work placement

For the Industry and Work Knowledge component, students undertaking Workplace Practices A (10-credits), study two negotiated topics; Workplace Practices (20-credits), study the three topics from the list below:

Topic 1: Work in Australian Society
Topic 2: The Changing Nature of Work
Topic 3: Industrial Relations
Topic 4: Finding Employment
Topic 5: Negotiated Topics

Students also undertake either a practical investigation based on a product, task or service in which they have been involved, or an issues investigation of a local, national or global issue. (this is the external assessment)

ASSESSMENT:

School Based Assessment: (25%) Folio (25%) Performance (20%) Reflection

External Assessment: (30%) Investigation - Research and Practical

IMPORTANT CONSIDERATIONS:

Students are required to complete a work placement to gain practical experience. Students can count part-time, casual or volunteer work as part of their practical component.

English

In English, students develop their skills as listeners, speakers, readers, viewers, writers and creators. They learn about the power of language, how it is used in different ways for different purposes and how to communicate effectively and imaginatively in a wide range of situations. In particular they learn to apply their skills in different ways to understand and produce multimedia texts emerging through the growth of information communication technologies.

ENGLISH COORDINATOR - NAT NOACK / Natalie.Noack632@schools.sa.edu.au

English Pathways

YEAR 10	STAGE 1	STAGE 2
Essential English	Essential English	Essential English
English	English	English
English Literary Studies	English Literary Studies	English Literary Studies

Essential English - 2EE

2 SEMESTERS / 20 CREDITS

COURSE DESCRIPTION:

In Year 12 (Stage 2) Essential English students study and create texts across a range of personal, social, cultural, community, and/or workplace contexts. They extend their communication skills, consider and respond to information, ideas, and perspectives in texts, examine the effect of language choices, analyse the role of language and create oral, written, and multimodal texts

SCHOOL BASED ASSESSMENT:

Assessment Type 1: Responding to Texts (30%) (analysing a range of texts, which may include film, spoken, written and media.)
Assessment Type 2: Creating Texts (40%)

EXTERNAL ASSESSMENT 30%:

Assessment Type 3: Language Study (30%) This is the study of how language is used in different context
(eg: workplace, sport etc) - View the subject video HERE

English - 2EN

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C+ grade or better in Stage 1 English

COURSE DESCRIPTION:

In English, students analyse a range of texts with an emphasis on purpose, audience, context and how language and stylistic features shape ideas and perspectives. This may include film, novels, short stories, poetry, documentaries and media. An understanding of purpose, context, and audience is applied in students own creation of a range of texts that may be written, oral, and/or multimodal.

SCHOOL BASED ASSESSMENT: Responding to text (30%) (analysing a range of texts, which may include film, spoken, written and media.) Creating Texts (40%) (4 assessments, 1 of which is a final writers statement is reflecting on your own creative pieces.)

EXTERNAL ASSESSMENT: Comparing Texts(30%) This is a 2000 word comparative analysis of 2 text types.

IMPORTANT CONSIDERATIONS:

This course has a more even distribution between responding to and creating texts.

View the subject video HERE

English Literary Studies - 2EL

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

B grade or better in Stage 1 English.

COURSE DESCRIPTION:

English Literary studies has strong focus on text analysis and "classic literature" texts. English Literary Studies is recommended for those students who excel in English and may be considering studying English at University.

In the subject students analyse a range of texts with an emphasis on purpose, audience, context and how language and stylistic features shape ideas and perspectives.

An understanding of purpose, context, and audience is applied in students own creation of a range of texts that may be written, oral, and/or multimodal.

SCHOOL BASED ASSESSMENT:

Responding to Texts (50%) (analysing a range of texts, which may include film, spoken, written and media.) Creating Texts(20%)

EXTERNAL ASSESSMENT 30%:

Examination (15%) , Critical Reading (15%)

IMPORTANT CONSIDERATIONS:

This subject involves a large amount of reading of a wide range of text types.

View the subject video HERE

Mathematics

2 Semesters / 20 Credits

At stage 2 Nuriootpa High School offers three different subjects in mathematics, with each subject organised into four units. The subjects are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

General Mathematics focuses on using the techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision making, and discrete growth and decay. It provides an opportunity to analyse and solve a wide range of geometrical problems in areas such as measurement, scaling, triangulation and navigation. It also provides opportunities to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve comparing groups, investigating associations and analysing time series.

Mathematical Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus in Mathematical Methods provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics in Mathematical Methods develops the ability to describe and analyse phenomena involving uncertainty and variation.

Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices. Specialist Mathematics is the only mathematics subject that has been designed to not be taken as a stand-alone subject.

Calculators

Students who intend to enrol in Specialist Mathematics, Mathematical Methods or General Mathematics courses will need their own graphics calculator.

Graphics calculators need to be SACE board approved for use in exams. Details of SACE board approved calculators can be obtained www.sace.sa.edu.au

The following approved Casio graphics calculators are the schools preferred calculator.

- Fx-CG50 (Latest model)
- Fx-CG20
- Fx-9860G AU PLUS

Note: The Fx-9860 GII is not an approved calculator. Please do not purchase this calculator.

SACE NUMERACY REQUIREMENTS

Completion of 10 or 20 credits of stage 1:

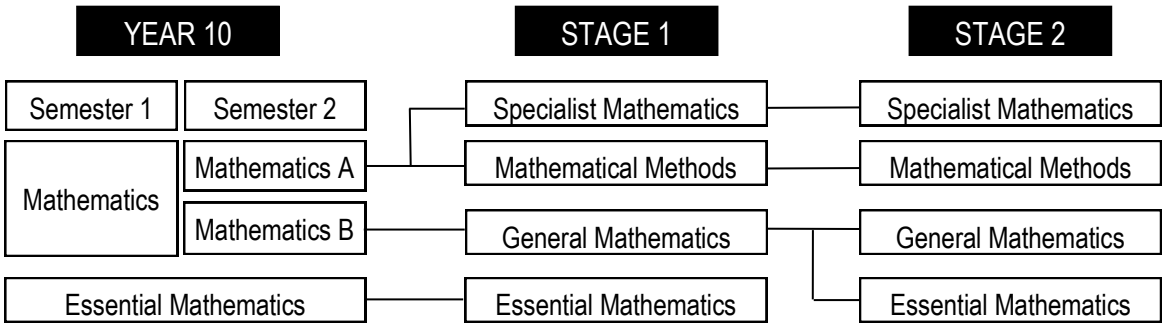
- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics with a C grade or better

will meet the numeracy requirement of the SACE.

A revision Guide is required to be purchased (approx. $40)
An approved GRAPHICS CALCULATOR is required for all Stage 2 Mathematics subjects

MATHEMATICS COORDINATOR - ANDREW TURNBULL
Andrew.Turnbull99@schools.sa.edu.au

Mathematics Pathways



Specialist Mathematics - 2MS

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C Grade or better in Stage 1 Specialist Mathematics

COURSE DESCRIPTION:

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

ASSESSMENT:

Skills and Applications Tasks 50%
Investigation 20%
Exam 30%

IMPORTANT CONSIDERATIONS:

Specialist Mathematics must be studied in conjunction with Mathematical Methods. A revision Guide is required to be purchased (approx. $40)
An approved GRAPHICS CALCULATOR is required

View the subject video HERE

Mathematical Methods- -2MM

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C+ or higher in 2 semesters of Stage 1 Mathematical Methods.

COURSE DESCRIPTION:

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions, their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with
Specialist Mathematics, this subject can be a pathway to engineering, space science, and laser physics

ASSESSMENT:

Skills and Applications Tasks 50%
Investigation 20%
Exam 30%

IMPORTANT CONSIDERATIONS:

A revision Guide is required to be purchased (approx. $40)
An approved GRAPHICS CALCULATOR is required

View the subject video HERE

General Mathematics - 2MG

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C+ or higher in 2 semesters of Stage 1 General Mathematics or Mathematical Methods.

COURSE DESCRIPTION:

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts. Stage 2 General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

ASSESSMENT:

Skills and Applications Tasks 40%
Investigation 30%
Exam 30%

IMPORTANT CONSIDERATIONS:

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics. A revision Guide is required to be purchased (approx. $40)
An approved GRAPHICS CALCULATOR is required

Essential Mathematics - 2ME

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in two semesters of Stage 1 General Mathematics.

COURSE DESCRIPTION:

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. Offering students the opportunity to extend their mathematical skills in a way that applies practical problem-solving in everyday and workplace contexts. Students will apply mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. There is an emphasis on developing computational skills, expanding students' ability to use mathematical skills in flexible and resourceful ways and applying practical problem-solving in everyday and workplace contexts.
Stage 2 Essential Mathematics consists of the following topics: Scales, Plans, and Models, Measurement, Business Applications, Statistics, Investments and Loans

Assessment Types:

Skills and Application Tasks (30%)
Folio 40%)
Exam (30%)

IMPORTANT CONSIDERATIONS:

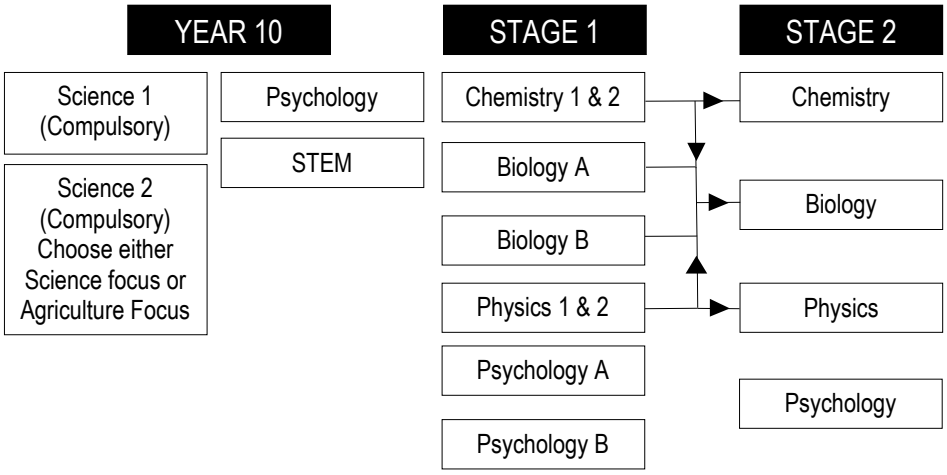
A revision Guide is required to be purchased (approx. $40)
An approved GRAPHICS CALCULATOR is required

Science

The emphasis in science is on learners developing understandings of the physical, chemical, geological, biological and psychological world in which they live and an appreciation of the relationships they have with these worlds. To do this, students need an understanding of the use of scientific processes such as investigating, collecting and interpreting information and communicating. This, along with the ability to think critically and to measure the impact of science on society, is essential to students' success in this area. Students learn about sciences involved with the Earth in Space, Physics, Biology, Psychology and Chemistry.

SCIENCE COORDINATOR - CHRIS GAMBELL / Chris.Gambell297@schools.sa.edu.au

Science Pathways



Biology A - 2SB

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in a Stage 1 Biology, Chemistry and Physics.

COURSE DESCRIPTION:

The students develop the basic biological concepts for an understanding of social issues. Students learn to apply knowledge to both specific and general problems. Other skills to be developed include the ability to manipulate biological equipment, to design suitable experiments, and to interpret data. The course reflects recent developments in biological knowledge and techniques.

Topics Include:

DNA & Proteins

Students investigate the structure of DNA and processes in the transmission of genetic material to the next generation of cells and to offspring. They study how interactions between genes and environmental conditions influence an organism's characteristics. Students relate gene expression to protein production and explore some of the many roles that proteins have in a functioning cell and organism.

Cells As The Basis For Life

Students examine the cell theory, the structure and function of the cell membrane, the exchange of materials, and processes required for cell survival. They investigate the importance of enzymes in cell metabolism and ways in which energy is transformed and transferred in the biochemical processes of photosynthesis and respiration. They also consider the importance of culturing cells, and chemicals that interfere with cell metabolism.

Homeostasis

Students examine some of the body systems, including the nervous, endocrine (hormonal), and excretory systems that play interdependent roles in the regulation of body processes such as body temperature, blood glucose levels, carbon dioxide levels in blood, and water balance. They relate the structure of the cells, tissues, and organs of these systems to their function. Students examine how biotechnology has contributed to advances in the treatment of the malfunctioning of the nervous and endocrine systems.

Evolution

Students examine the biological evidence for understanding the changes in species described in the theory of evolution by natural selection. Through the investigation of appropriate contexts, students explore ways in which models and theories have developed over time. This includes changes in the understanding of natural selection, evolution, and population genetics, and the technologies used to investigate them. Students investigate ways in which science contributes to contemporary debate about local, regional, and global issues, including evaluation of risk and action for sustainability.

SCHOOL BASED ASSESSMENT: (30%) Investigations Folio (40%) Skills and Applications tasks

EXTERNAL ASSESSMENT: (30%) Examination

IMPORTANT CONSIDERATIONS:

This course is a prerequisite that must be studied to gain entry to some university courses.

View the subject video HERE

Chemistry - 2SC

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in Stage 1 Chemistry 1 and 2.

COURSE DESCRIPTION:

Through the study of 4 key ideas and concepts students develop their chemistry investigation skills, skills in problem solving and Chemical understanding. Chemistry provides background knowledge and skills necessary for those students who wish to pursue further study and/or employment in chemical industries and many other areas.

TOPICS INCLUDE:

Monitoring the environment –Population growth and increased industrialisations has led to increasing demands on the environment. Students will investigate the impact of fossil fuel use and effect of combustion products on global warming, ocean acidity and photochemical smog. They will explore chromatography, atomic spectroscopy and volumetric titrations to extend application and understanding of stoichiometry and use of specialised glassware.

Managing Chemical Processes – The chemical industry produces a range of chemicals that allow for materials to be modified or replaced and unknown chemicals to be developed. Students will explore energy use and factors that influence reaction rates and equilibrium laws to predict and explain conditions to optimise chemical processes.

Organic and Biological Chemistry –This is an important area of research for medical technology, genetic engineering and development of pharmaceuticals. Students will examine the physical and chemical properties of a range of functional chemical groups: alcohols, aldehydes, ketones, carboxylic acids, amines, esters and amides. From this they will explore the biologically important compounds: carbohydrates, triglycerides and proteins.

Managing Resources – Human consumption of energy and other resources have been ever increasing and have been linked to new understandings and new technologies. Students will consider energy resources such as fossil fuels and the greater use of renewable fuels. **They will examine material resources such as natural minerals, water and soil as well as synthetic polymers.** They also examine the benefits and problems associated with recycling of materials.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (30%) Investigations Folio (40%) Skills and Applications tasks

EXTERNAL ASSESSMENT: (30%) Examination

IMPORTANT CONSIDERATIONS:

This course is a prerequisite that must be studied to gain entry to some university courses.

View the subject video HERE

Physics - 2SP

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in Stage 1 Physics 1 and 2 and a good knowledge of Mathematics.

COURSE DESCRIPTION:

The students develop the basic physics concepts necessary to develop an understanding of various physical phenomenon and real-world applications. It provides training in logical thinking, analytical powers, skills in problem-solving, and the capacity to deal with abstract concepts. Students learn to conduct investigations, report their observations in precise language and correct mathematical form, and with accurate graphical presentation.

Topics include:

Motion and Relativity: The motions of various situations are studied, including projectiles, skydiving, collisions, and spacecraft propulsion, such as solar sails and ion drives. Objects moving in a circle and the force of gravity can also be applied to satellites and comets. Einstein's theory of relativity and the effects of time dilation when objects are moving close to the speed of light are applied to clocks in satellites used for GPS.

Electricity and Magnetism: Electric and magnetic forces can be used to explain the motion of charged particles and applications, such as photocopiers, electric motors, electromagnets, maglev trains, induction cooktops, transformers, security systems and various particle accelerators.

Light and Atoms: Light has both wave and particle properties and has a wide variety of applications, including microwave ovens, TV signals, mobile phone signals, blu-ray players, digital cameras, smoke detectors, X-rays and CT scanners. Knowledge of the structure of the atom and spectra can be used to identify elements in stars and has many applications in forensic science, minerology, virtual reality glasses, LASERS, and optic fibre communication. The standard model includes a large number of sub-atomic particles and some of these can be used to explain the four basic forces of the universe. These particles are being researched in the large hadron collider and some of these particles are used in medical applications, such as PET scanners.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (30%) Investigations Folio (40%) Skills and Applications tasks

EXTERNAL ASSESSMENT: (30%) Examination

IMPORTANT CONSIDERATIONS:

This course is a prerequisite that must be studied to gain entry to some university courses.

View the subject video HERE

Psychology - 2SS

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Nil - although a background in Stage 1 Science preferably Psychology would be an advantage.

COURSE DESCRIPTION:

This course enables students to gain knowledge and skills in human behaviour and attitudes, not only of others, but also themselves. It equips students to not only be effective personally and socially, but also in their dealings within their chosen career fields or pathways, as an understanding of interpersonal skills is essential to future success.

Topics include:

Psychology of the Individual: How individuals can differ, or be similar, in how they engage with their social and physical worlds. Includes an examination of personality, the network of emotions, cognitive process and behaviours that provide meaning and direction to our lives. Includes a study of different conceptions of personality, assessment, cultural and individual differences.

Psychological Health and Wellbeing: People with healthy minds are not just free of mental disorders: they also have high levels of social and emotional well-being. This topic examines the positive and negative factors that affect psychological health, how people can be helped to cope with mental health issues and stress, and what they can do to increase their emotional and social well-being.

Organisational Psychology: This topic involves the evidence-based study of organisations and particularly the work performance and job satisfaction of their members. It examines factors that affects individuals, teams and larger organisations to increase performance at all levels. Includes a study of motivation, leadership and assessing performance.

Social Influence: Social influence is an everyday phenomenon, but it can have dramatic effects. It can be reflected in courageous acts of defiance against unjust authority or in thousands, or hundreds of thousands, of people following the edicts of their leaders, even when these violate the followers' moral values. This topic includes the impact of the presence or absence of other people on behaviour: obedience and conformity; attitude formation and attitude change; prejudice and persuasion and social media.

Psychology of Learning: This topic applies universal ways of learning, including classical conditioning (association), operant conditioning (reward and consequence) and observational learning (role models), to a wide range of real-world applications, e.g. drug dependency, coping with chemotherapy and unemployment.

ASSESSMENT:

SCHOOL BASED ASSESSMENT:

(30%) Investigations Folio (1x Science as a Human Endeavour Research Task, 1x Psychological Investigation Report)

(40%) Skills and Applications tasks (3-4 Tests/Assignments)

EXTERNAL ASSESSMENT: (30%) Online Examination (2 hours)

IMPORTANT CONSIDERATIONS: Students maybe required to purchase a text book/revision guide

View the subject video HERE

Agriculture

Students who choose to study Agriculture have the opportunity to develop their knowledge and skills in a diverse range of agricultural enterprises. Enterprises which students can study include vegetable gardening, viticulture, various poultry, sheep, goats cattle and aquaculture. Year 10 agriculture students can choose to be involved in the school's very successful winemaking program.
AGRICULTURE COORDINATOR - MILLY HOFFMANN / Milly.Hoffmann416@schools.sa.edu.au

Agriculture Pathways

YEAR 10	STAGE 1	STAGE 2
Livestock and Aquaculture	Agriculture A	Agricultural Production
Vines and Wines	Agriculture B	
Wine and Vine Management		

Agricultural Production - 2AG

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in a Stage 1 Science or Agriculture subject. Study of Agriculture in year 10 or Stage 1 is desirable, but not essential.

COURSE DESCRIPTION:

Stage 2 Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. The topics in Stage 2 Agricultural Production extend students skills, knowledge, and understanding of agricultural principles and practices. Topics that are studied include Winemaking and Viticulture, Animal Production, Aquaculture and Soils. Agricultural Production includes a focus on agribusiness and enterprise productivity, and will also include a Science as a Human Endeavour (SHE) focus.

ASSESSMENT:

SCHOOL BASED ASSESSMENT:

(30%) 3 x Agricultural Reports (including a SHE task) with a word limit of 1500 words.
(40%) 3 X Agricultural Applications

EXTERNAL ASSESSMENT:

(30%) Production Investigation with an enterprise focus and a maximum word count of 2000 words

IMPORTANT CONSIDERATIONS:

Nil

HASS - Humanities and Social Sciences

In Humanities & Social Sciences students increase their understanding, knowledge and skills and develop attitudes, and values to help them participate as active and informed citizens in their local and global society. Learning takes place through a range of disciplines and studies including History, Geography, Economics, Legal Studies, Aboriginal Studies, Women's Studies, Civics and Citizenship, Studies in Religion and Environmental Education. Through these studies students will develop their knowledge and understanding of:

- the society they live in
- other societies in the world
- the relationships between people and their society
- the relationship between society and the environment

HASS COORDINATOR - TANYA BOWLEY / Tanya.Bowley405@schools.sa.edu.au

HASS and Languages Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Geography	Geography/	Geography	Modern History	Modern History
History/Civics & Citizenship	History	History	Ancient Studies	Society and Culture
German	Issues in Society	Big History	Legal Studies	Ancient Studies
	German	Women, Society and Culture	Society and Culture	Legal Studies
		German	Women's Studies	Women's Studies
			Media Studies	Business Innovation
			Business Innovation	Media Studies
			German	German

Modern History - 2HH

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

B-/C+ Grade or better in Stage 1 HASS class and English classes. Evidence of very strong reading and writing/essay skills needs to be shown.

COURSE DESCRIPTION:

Students will study significant nations and events of the 20th Century'. They are;

- Modern Nations: Germany 1918 – 1948 (Topic 3), topics include; the liberal experiment, the road to dictatorship and the Nazi state in peace and war.
- The World Since 1945: The Changing World Order 1945 – Present (Topic 7), topics include; the origins of the superpower rivalry, the nature of the Cold War, the end of the Cold War, the consequences of the Cold War.

During the year students will undertake five (5) folio tasks which will make up 50% of their overall result. Folio assignments may include historical reports, research assignments, debates, scripted role plays, oral presentations, essays, or multimodal presentations.

ASSESSMENT:

School Based Assessment:

Folio 50%

Historical Study 20%

External Assessment:

Examination 30%

IMPORTANT CONSIDERATIONS:

Students must also complete an individual historical study which focuses on a period of modern (post 1750s) historical significance, the historical study can be written or multimodal, it will make up 20% of their overall result. All students will then sit a two (2) hour external examination in November, 2018 which will only focus on the Nation Study (Germany) conducted throughout the year, the exam will make up 30% of their final result.

Society and Culture - 2HS

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Students require skills of research, reporting and communication.

COURSE DESCRIPTION:

Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Students work on contemporary social issues individually and in groups. Students study three topics related to Culture, Contemporary Challenges and Global Issues. They also undertake an independent investigation on a topic of individual interest. The focus capabilities for this subject are citizenship, communication and learning.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (50%) Folio (20%) Interaction

EXTERNAL ASSESSMENT: (30%) Investigation

IMPORTANT CONSIDERATINS:

Completion of Stage One Society and Culture is not a pre-requisite. The content we look at can be controversial and an open mind is an advantage.

Ancient Studies - 2HA

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C Grade or better in a Stage 1 HASS or English unit. Strong reading and writing skills are an advantage.

COURSE DESCRIPTION:

This course consists of three major topics studying the literature, history, culture and society of Ancient Greece and/or Ancient Rome. Students typically study Homer's Odyssey and Trojan War mythology, the Greek and Persian Wars, and the end of the Roman Republic. Students also have the opportunity to study any aspect of the Ancient World that interests them. Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

Contemporary societies have a long heritage based on civilisations of the past. The study of ancient cultures, therefore, enables students to explore the universality and diversity of human experience and enhance their own cultural and intercultural understanding.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (50%) Skills and Applications Tasks (20%) Connections Tasks

School-based assessment tasks will be varied, often incorporating ICT and also allow for a wide range of student interests and skills. Students are encouraged to think broadly about the Ancient World and to make connections between the Ancient and Modern worlds

EXTERNAL ASSESSMENT: (30%) Inquiry, which can be written or multi-modal

IMPORTANT CONSIDERATIONS:

There is no exam.

Legal Studies - 2HL

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in Stage 1 Legal Studies

COURSE DESCRIPTION:

Legal Studies introduces the relationships between law, society and the individual. Content includes the Australian Legal System, Constitutional Government, Lawmaking and Justice Systems. Students develop skills of careful and precise communication, articulation and evaluation of arguments, and reasoning. Tasks include short answers, essays, student generated assignments and debates. The focus capabilities for this subject are citizenship, personal development and learning.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (50%) Folio (20%) Inquiry

EXTERNAL ASSESSMENT: (30%) Examination

IMPORTANT CONSIDERATIONS:

Nil

Media Studies 2HM

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C or better in Stage 1 HASS course

COURSE DESCRIPTION:

Students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products.

Students explore the role of media in Australian and global contexts, and how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time. Students study 4 four key concepts: media representations, media conventions, media organisations, and media audiences.

ASSESSMENT:

SCHOOL BASED ASSESSMENT:

Assessment Type 1: Folio (30%), Assessment Type 2: Product (40%)

two or three media exploration assessments, and one media interaction study for the folio

two media products, each of which is supported by a producer's statement

EXTERNAL ASSESSMENT:

Assessment Type 3: Investigation (30%)

IMPORTANT CONSIDERATIONS:

Nil

Women's Studies - 2HW

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in a Year 11 Women's Studies, English or History

COURSE DESCRIPTION:

Women's Studies is centred around understanding gender - what it is and how it is constructed, and how this affects women's experiences across a range of contexts, times and cultures. This is a perfect course for those students who are passionate about human rights, women's rights and social justice. You will be in a safe, inclusive learning environment where you will be given the opportunity to learn about a range of captivating and sometimes even shocking social issues and inequalities - some that exist in other countries as well as others that directly impact your life. You will have the chance to develop your understanding of these issues and openly explore and discuss the topics that you are most interested in.

The course will be based around examining and analysing a range of key women's issues including Representations of Women in Cultural Texts, Women and Work, Family Life and Caring, Women and the Law, Women's Struggles, Achievements and Empowerment, Women, Culture and Society, and Development and Globalisation.

Tasks types are varied, and will include analytical and persuasive essays, and could also include presentations, role-plays, short films / documentaries, newspaper articles and more.

ASSESSMENT:

SCHOOL BASED ASSESSMENT:

(20%) Text Analysis (20%) Essay (30%) Folio

EXTERNAL ASSESSMENT:

(30%) Issues Analysis

IMPORTANT CONSIDERATIONS:

Nil

Business Innovation - 2HB

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C or better in any year 11 HASS subject

COURSE DESCRIPTION:

Students develop the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. They 'learn through doing', using design thinking and assumption-based planning processes to anticipate, find, and solve problems. Students learn in an environment, in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined. Students work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills. Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

ASSESSMENT:

Students should provide evidence of their learning though six assessments, including the external assessment component. Students undertake:

SCHOOL BASED ASSESSMENT:

Four Business Skills tasks (70%)

EXTERNAL ASSESSMENT:

One Business plan and one Pitch (30%)

IMPORTANT CONSIDERATIONS: Students should be prepared to work in groups and contribute to class discussion.

Languages

Through learning languages other than English, children and students gain knowledge, skills and values that enable them to:

- communicate in another language
- compare languages and cultures, to understand differences and similarities
- extend their understanding of themselves and their own language
- strengthen their literacy and numeracy skills
- develop skills to become global citizens

LANGUAGES COORDINATOR - TANYA BOWLEY / Tanya.Bowley405@schools.sa.edu.au

German (Continuers) - 2LG

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in Stage 1 German Semester 1 and 2

COURSE DESCRIPTION:

Students will continue to develop and improve their reading, writing and oral skills and increase their knowledge of grammatical structures. They will respond to a variety of texts, which could include film, song, short stories and magazine articles. There will be major in depth study on an aspect of German culture or society.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Folio 50%

EXTERNAL ASSESSMENT: In depth study 50%

IMPORTANT CONSIDERATIONS:

Universities may offer bonus points to students who pass Stage 2 foreign languages. These points are added to the aggregate score. Check the SATAC Guide or individual Universities to see how these points could enhance a student's ATAR.

Health and Physical Education

Through Health and Physical Education students learn about people's physical, intellectual, emotional, spiritual and social needs. This Learning Area focuses on:

- participation in physical activity' as compared to 'fitness'
- the teaching and application of skills in a variety of physical activities
- the importance of safe and respectful behaviours within safe environments
- the importance of understanding oneself in different situations
- food and nutrition
- personal development and group skills

HEALTH AND PE COORDINATOR - RHYS LACEY / Rhys.Lacey309@schools.sa.edu.au

Health and Physical Education Pathways

YEAR 10

- Health and Physical Education (Compulsory)
- Food Tech
- Food Tech Café Culture
- Outdoor Education
- Child Studies
- Physical Education Specialist: Boys
- Physical Education Specialist: Girls
- High Performance: Football

STAGE 1

- Physical Education A
- Physical Education B
- Outdoor Education
- Health & Wellbeing
- Food and Hospitality A
- Food and Hospitality B
- Child Studies
- Fitness

STAGE 2

- Physical Education
- Child Studies
- Sports Studies
- Health
- Food and Hospitality

Physical Education - 2PE

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

A B grade or higher in Stage 1 Physical Education A and/or B. (Beneficial to have completed both)

COURSE DESCRIPTION:

Students will engage in three focus areas: In Movement, About Movement and Through Movement. Students will undertake theory components on energy systems, biomechanics, movement analysis, psychology, skill acquisition and training principles, with these theory concepts embedded in the practical components. The practical components will be
Badminton, Volleyball.

ASSESSMENT:

Students will complete 4 assessments throughout the year, including 1 external assessment task. They are:

- 2 Diagnostics Reports (30%)
- Improvement Analysis (40%)
- Group Dynamics Task (30%) (External Assessment)

There is NO assessment on practical performance

IMPORTANT CONSIDERATIONS:

Students will be required to purchase a study book for approximately $60 at the start of the year.

View the subject video HERE

Sports Studies - 2PS

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Successful completion of Stage 1 Physical Education A or B.

COURSE DESCRIPTION:

Sports Studies is a 20 credit subject which would suit students who have an interest and positive attitude towards physical activity and coaching development. Students undertaking this course would have an interest in careers associated with sport and recreation or would like to pursue leadership in Sport.

The subject consists of the following key areas of study:

Practical Skills Application

- Touch Football
- Basketball, Baseball

Group Activity

- Plan, organise, implement and evaluate a coaching unit to be undertaken with a Year 7/8 Physical Education Class

Major Project

- Investigate and develop an individual fitness and nutrition program to undertake over 6 weeks and analyse their individual results

SCHOOL BASED ASSESSMENT: (40%) Practical (30%) Group Activity

EXTERNAL ASSESSMENT: (30%) Major Project

IMPORTANT CONSIDERATIONS:

Students will also have approx. 5 external fitness sessions, each session will have a cost of approx. $10.

Child Studies - 2FC

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Students cannot choose this subject at Year 12 if they have not attained a C grade or higher in stage 1 Child Studies. Otherwise an interview with the coordinator is required.

COURSE DESCRIPTION:

The focus for this subject is on children's growth and development from conception to eight years inclusive. Students will critically examine attitudes and values about parenting and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills. It is a very active, practical course that involves looking at various aspects of children's everyday lives, such as toys, clothing, storytelling, playtime, nutrition and safety. Links will be formed with the community and local child care groups and facilities. A 2000 word analytical investigation in an area of interest is an important part of the assessment in this
subject.

ASSESSMENT:

SCHOOL BASED ASSESSMENT:

(50%) Practical Activity (20%) Group Activity

EXTERNAL ASSESSMENT:

(30%) Investigation

IMPORTANT CONSIDERATIONS:

Please note this course will incur a cost of $50

Food and Hospitality - 2FF

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Students cannot choose this subject at Year 12 if they have not attained a C grade or higher in Stage 1 Food and Hospitality A or B. Otherwise an interview with the coordinator is required.

COURSE DESCRIPTION:

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

ASSESSMENT:

A 2000 word analytical investigation in an area of interest is an important part of the assessment in this subject

SCHOOL BASED ASSESSMENT:

(50%) Practical Activity (20%) Group Activity

EXTERNAL ASSESSMENT:

(30%) Investigation

IMPORTANT CONSIDERATIONS:

Students are involved in a number of catering tasks. Students may be required to be involved in some out of school hours work. Please note this course will incur a cost of $60 to offset the overall cost of materials and a student workbook.

View the subject video HERE

Health - 2FH

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Passing grade or better in Stage 1 Health.

COURSE DESCRIPTION:

It is expected that students have a high level of interest in Health related topics and are keen, active inquiry learners about issues around heath. An ability to work collaboratively with others and contribute towards agreed outcomes is essential.

ASSESSMENT:

1. Complete one group investigation and presentation (30%) based around health promotion in the community. They will choose a contemporary health issue and evaluate is validity, appropriateness and effectiveness for individuals or the community. They will then present their research and evaluation in a presentation format to an audience.

2. Students will conduct two Issues analysis (20%), where they will understand, critical analyse and present evidence of their understanding on a current health trend or issue.
They will use a variety of primary and secondary sources which could include guest speakers and field work.

3. Two Practical activities (20%) allow students to participate in health promotion activities beyond the classroom and could include an undertaking of a community course (e.g. Certificate in First Aid).
The External Assessment (30%), gives students the opportunity to directly involve themselves in a personal or community activity to promote health outcomes for individuals or communities. Students will use a variety of primary and secondary sources in their written investigation of 2000 words.
This subject enables students to demonstrate their learning via

- School Based Assessment (70%)
- External Assessment (30%)

IMPORTANT CONSIDERATIONS:

Additional costs for this course will relate to relevant training and development courses eg Senior First Aid Certificate (Approximately $120) or excursions.

Visual Arts

Visual Arts learning plays an important role in helping us understand ourselves. The Arts expresses and celebrates our sense of identity and heritage in our multi-cultural society. Many of the critical and creative skills and attitudes that are learned in and through the Arts contribute to the other learning areas. In Arts students learn:

- to create art works through practice and experience
- to look at, talk about and enjoy all kinds of arts experiences and arts works
- to develop particular arts skills and techniques
- how the arts look and feel different from one culture to another
- about the different histories and traditions of drama, music and the visual arts
- how the Arts are being changed by new technologies
- about the Arts industry and the potential career pathways it offers

ARTS COORDINATOR - ANNE JOHNSON / Anne.Johnson620@schools.sa.edu.au

Visual Arts Pathways

YEAR 10		STAGE 1		STAGE 2
Drawing and Painting	Sculpture and Printmaking	Drawing and Painting	Sculpture and Printmaking	Visual Art Art/Design
Design	Creative Art and Design	Design	Photography	
Photography	Digital Art and Graphics	Digital Art and Graphics		

Visual Arts - Art / Design - 2VA

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

20 credits of Stage 1 Visual Art (Art) or Visual Art (Design) at a C grade or better.

COURSE DESCRIPTION:

Students decide upon an area of study in Visual Art- 2D studies in drawing, painting, photography, digital art, and 3D studies in sculpture or Design studies - product design, environmental design or graphic design.

Students have the opportunity to personalise and focus on an area of Visual Arts/Design that inspires them. They express their creative thinking and practical skills and research how artists work within their chosen field in each assessment type. There is an emphasis on student autonomy and self direction in this course.

ASSESSMENT:

As per SACE performance standards

ASSESSMENT TYPE 1: 2 Major Practicals (30%)

ASSESSMENT TYPE 2: Folio (40%)

EXTERNAL ASSESSMENT: Assessment type 3: Visual Study - Practical Research and Investigation (30%)

IMPORTANT CONSIDERATIONS:

Students can only study EITHER:

Visual Arts - Art OR Visual Arts - Design

Students may need to purchase an A3 Visual Arts Diary and Display folder. This course may include workshops and excursions

View the subject video HERE

Performing Arts

MUSIC

All students who do any Music unit must either be learning an instrument privately outside of school OR enrol in the school's instrumental program at the beginning of the year or in consultation with the Head of Music.
Program: The instrumental programs for flute, clarinet, saxophone, trumpet, trombone, guitar, bass guitar, drums and voice are available at school. Unfortunately the Instrumental Program does not offer individual keyboard lessons. Students wishing to have individual keyboard lessons will need to pay direct to the keyboard teacher. (approx. $28 per lesson)
Instrument Hire: Flutes, clarinets, saxophones, trumpets and trombones can be hired through the school. Costs vary depending on the instrument. Please contact the Arts Co-ordinator for more information, or students can use their own. Students learning other instruments will need to have access to these at home, along with required equipment, such as leads, sticks etc.
Extra Instrumental Costs: Other costs that may be incurred include replacement guitar strings, drum sticks, valve oil, reeds for woodwind instruments, tutor books, special workshops and some sheet music, which can be purchased from music shops.
Students participating in Instrumental Music lessons will be required to participate in concerts and ensembles which can include Choir, Concert Band, Guitar Ensemble or Percussion Ensemble. Students will be expected to take part in extra curricular events once skills have developed to a suitable standard.

Performing Arts Pathways

YEAR 10		STAGE 1		STAGE 2
Music A	Drama A	Music Advanced	Creative Arts Drama A	Music
Music B	Drama B	Music Experience	Creative Arts Drama B	Creative Arts Drama

Music - 2CM

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
Satisfactory completion of Stage 1 Music 1 and/or 2 and a full year of instrumental lessons and ensembles.
COURSE DESCRIPTION:
Students who have other relevant music experience will be required to have an interview with the Arts Coordinator and Music teacher. Stage 2 Music may be undertaken as one or more 10-credit subjects. When studied in pairs they count as an acceptable 20-credit subject for ATAR calculation. Units can include Solo performance, Ensemble performance and Music Explorations.
ASSESSMENT:
This is dependent on the courses selected.
Folio 70% - External 30%
IMPORTANT CONSIDERATIONS:
Students will be expected to be undertaking or begin undertaking weekly instrumental lessons through the school's IM program or through a private provider depending upon the units selected.

Creative Arts - DRAMA - 2CD

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

While there are no pre-requisites it is preferred that students have completed at least a semester of Drama in Year 11 at a 'C' grade or better

COURSE DESCRIPTION:

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, digital media, film and video or community performances.

Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social and cultural life of individuals and communities.

ASSESSMENT:

Product Folio x 2 50%

Students undertake a role in Group Production as designated by the teacher and maintain a **DIGITAL RECORD** to support their individual and collaborative role in the investigation, development, production and evaluation of the final product. **Folios should be a maximum of 6 minutes multi modal presentation, summarising rehearsals and the final production, with commentary. Please note, there are 2 Product Folios completed throughout the year.**

Inquiry x 2 20%

Students investigate the products of individual creative arts practitioners and/or groups of current or past practitioners. They demonstrate knowledge and understanding of the nature, concepts, techniques and processes of the work of these practitioners in the creative arts. Students may present their evidence of learning in written, oral or multi modal form. An inquiry should be a maximum of **1000 words of written or a maximum of 6 minutes for an oral presentation, or the equivalent in multi modal form. Evidence of appropriate referencing is essential. Please note, there are 2 inquiries completed throughout the year.**

Skills assessment 30% Externally Assessed

Students undertake an individual skill extension which could include refining their skills with voice, acting techniques, auditioning , warm up choreography, stage make-up, film production, script writing, set design etc. The skills record and evaluation should consist of a maximum of **twelve** pieces of evidence that best illustrate the key phases of skills exploration and application, and the students' evaluate the response. **The combined evidence should be a maximum of 12 minutes of recorded oral communication, or the equivalent in multi modal format.**

IMPORTANT CONSIDERATIONS:

As part of the course, students will be required to participate in rehearsals and performances outside of school hours. There will be potential theatre visits as opportunities arise. It is recommended that students have a large capacity digital storage device (external hard drive/USB) as most assessment is multi modal.

Technologies

Technologies is about 'making and doing' and recognising the role people play in designing and creating new technologies to meet a need or solve a problem. Most project tasks have a STEM (*Science, Technology, Engineering and Mathematics) focus whereby Technology covers Engineering, Information and Communication Technology, 3D Printing and Computer Aided Design, Electronics/Microcontrollers, Robotics, applied Mathematics and, Food and Textile Studies.*
Students develop the skills to look critically at technologies and issues arising from their manufacture and use. As students 'make', they test their ideas and thinking against reality by applying skills and techniques in safe and responsible ways. They learn to be creative, designing solutions to problems. Through this they learn that they can effect change.
TECHNOLOGIES COORDINATOR - JOHN BARKLEY
John.barkley601@schools.sa.edu.au

Technologies Pathways

YEAR 10	STAGE 1		STAGE 2
Woodwork	Woodwork: Creative	Metalwork: Fabrication	Woodwork
Metalwork	Woodwork: Furniture	Metalwork: Fitting & Machining	Metalwork
Computer Aided Design (CAD)	Computer Aided Design (CAD)	Electronics	Electronics
Electronics	Integrated Learning: Automotive (1 Sem)	Intro to Web Design	Computer Aided Design (CAD)
Intro to Game Development		Coding Digital Solutions	
Car Maintenance			

TECHNOLOGIES IMPORTANT CONSIDERATIONS

The table below outlines the cost(s) involved should your student be successfully allocated these subjects in 2024.You will be reminded of the payment(s) owing when commencing the subjects and a letter will be sent home during 2024.

11 Woodwork: Creative	$70	12 Woodwork (*Cannot choose Metalwork)*	$140
11 Woodwork: Furniture	$70	12 Metalwork (Cannot choose Woodwork)	$140
11 Metalwork: Fabrication	$70	12 Electronics	$140
11 Metalwork: Fitting & Machining	$70	12 Computer Aided Design (CAD)	$TBA based on project printing
11 Electronics	$90		
11 Computer Aided Design (CAD)	$TBA based on project printing		

NOTE: Regardless of ATAR score or SACE credits, a student can only choose Year 12 Woodwork OR Metalwork - a student cannot choose both. However, this 20-credit SACE subject can be used towards a University ATAR score in conjunction with ONE OTHER Stage 2 Technology subject from a different subject strand (i.e. Electronics or CAD)
Contact: *John Barkley (Coordinator of Technologies) - john.barkley601@schools.sa.edu.au*

Woodwork
2TW

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Woodwork: Furniture and/or Woodwork: Creative. Otherwise an interview with the course Coordinator is required.

COURSE DESCRIPTION:

This subject includes: principles and practices in contemporary and traditional methods of leg and rail construction and solid carcass construction; material preparation using hand and machine processes; finishing techniques; designing of a product with either aesthetic or functional constraints or both; students generate either hand drawn or CAD drawings; consider aspects of aesthetics and function in product design. The assessment covers skills, designing, knowledge and understanding, and issues associated with Woodwork. Students will carry out two Skills tasks, Design and produce ONE project, test suitable materials related to the project, complete a photographic or video journal of their construction and evaluate the final product.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)

EXTERNAL ASSESSMENT: (30%) Resources Study

IMPORTANT CONSIDERATIONS:

This course will incur a $140 cost for the take home project.

View the subject video HERE

Metalwork - 2TM

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Metalwork: Fabrication and/ or Metalwork: Fitting & Turning. Otherwise an interview with the course coordinator is required.

COURSE DESCRIPTION:

Students will be expected to undertake a major project and pay for materials. Passing completion of Metalwork at Stage 1 level is advised, given the nature of the course requirements at Stage 2 level.This unit includes: principles and practices of Metal Fabrication methods of joining similar and dissimilar metals, controlling distortion, using conventional gas, arc and MIG welding procedures. The assessment covers skills, designing, knowledge and understanding and issues associated with this aspect of technology. Consideration of aesthetics and function in product design.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)

EXTERNAL ASSESSMENT: (30%) Resources Study

IMPORTANT CONSIDERATIONS:

This course will incur a $140 cost for the take home project.

View the subject video HERE

NOTE: Regardless of ATAR score or SACE credits, a student can only choose Year 12 Woodwork OR Metalwork - a student cannot choose both. However, this 20-credit SACE subject can be used towards a University ATAR score in conjunction with ONE OTHER Stage 2 Technology subject from a different subject strand (i.e. Electronics or CAD)

Electronics - 2TE

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Electronics. Otherwise an interview with the course Coordinator is required.

COURSE DESCRIPTION:

Students will be expected to undertake a major electronics project, so therefore need a good understanding of components and their function. Students will be expected to use computer programming software to write control programs for PIC microcontrollers and produce high quality Printed Circuit Boards in line with the National Electrotechnology Certificate II standards/outcomes. A sound knowledge of associated tools, materials, processes and systems used in electronics is also necessary to meet SACE outcomes. Design work will involve problem solving, analysis, research and evaluation.

This unit includes: principles and practices associated with Electronics and PIC microcontrollers; microcontroller programming; printed circuit board design, construction, assembly; and safety issues in electronics.

The assessment covers skills, designing, knowledge and understanding and issues associated with this aspect of technology

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)

EXTERNAL ASSESSMENT: (30%) Resources Study

IMPORTANT CONSIDERATIONS:

This course will incur a $140 cost for take home projects. **This subject can be used to support an ATAR score.**

View the subject video HERE

Computer Aided Design - 1TC

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Computer Aided Design. Otherwise an interview with the course Coordinator is required.

COURSE DESCRIPTION:

This course will provide students with the opportunity to become product, graphic or industrial designers, or engineers. Students continue to develop their existing skills and knowledge using market leading 3D software 'Solidworks' to design and ultimately manufacture a prototype product. The course leads directly to Architecture, Engineering and Graphic Design at University and TAFE institutions. Solidworks offers users the chance to develop their knowledge and skills in geometry, mathematical concepts, and production design, making 'organic' 3D models a reality when their prototype is printed through a variety of desktop 3D printers. Students will be required to present their work through digital media, and as part of their pieces of assessment they will be required to use screen capturing software and develop a simple 'walk-through' tutorial on how to create a 3D product in CAD. The course will culminate with a display of their CAD render drawings and their 3D printed prototype. A folio of work will be kept for later use by the students.

ASSESSMENT:

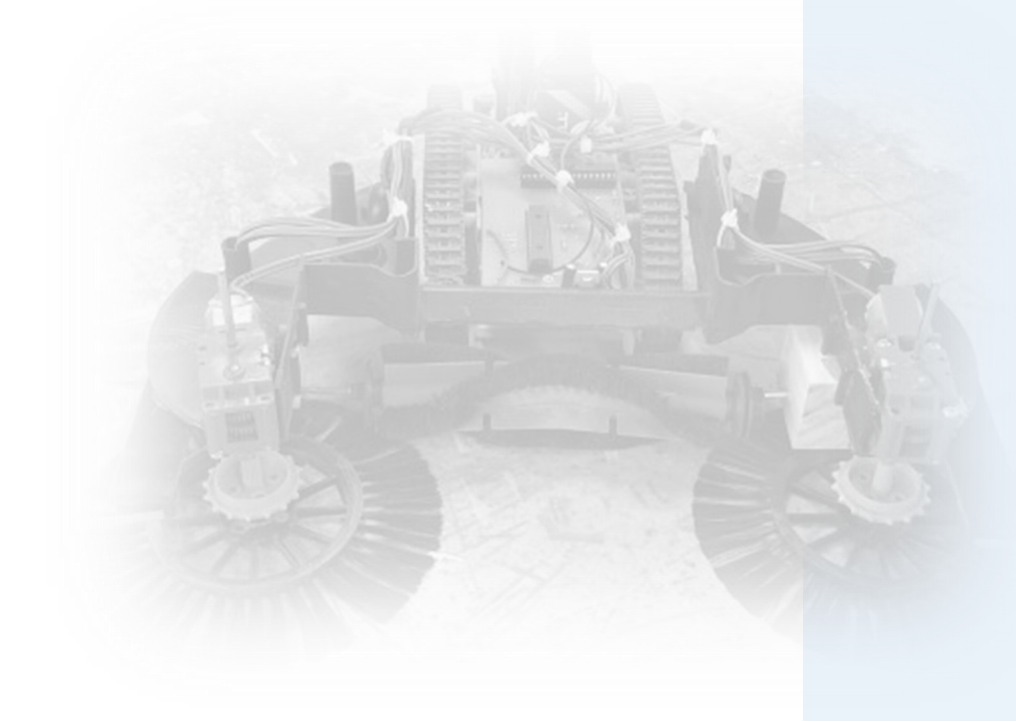
SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)

EXTERNAL ASSESSMENT: (30%) Resources Study

IMPORTANT CONSIDERATIONS:

This course will incur a cost for take home 3D products. Students will have control of this at the design stage and will be invoiced prior to 3D printing agreed products. **This subject can be used to support an ATAR score**

View the subject video HERE



NURIOOTPA HIGH SCHOOL

PER ASPERA AD ASTRA

2024

Curriculum Guide
IEC Junior

Inclusive Education - Junior School

The content taught in each subject at each year level is based upon the student's individual ability and One Plan goals.

Students benefit from this program for both social and academic reasons. By negotiation, students are integrated into appropriate mainstream classes.

Year 7	Year 8	Year 9
• Literacy • Numeracy • HASS • Life Skills • Health/PE • Agriculture/Science • Arts **7 Core subjects**	• Literacy • Numeracy • HASS • Life Skills • Health/PE **Choice of subjects from;** The Arts Technology Agriculture/Science STEM **5 Core subjects** **2 subject choices**	• Literacy • Numeracy • HASS • Life Skills • Health/PE **Choice of subjects from;** The Arts Technology Agriculture/Science STEM **5 Core subjects** **2 subject choices**

***** Sensory activities will be integrated across year levels to suit the needs of individual students *****

Contacts

Assistant Principal : Inclusive Education	**Sue Clark**	**Sue.Clark993@schools.sa.edu.au**
Coordinator: Inclusive Education	**Erin Dayman**	**Erin.Dayman913@schools.sa.edu.au**

Literacy

In Literacy, students further develop their skills as listeners, speakers, readers, writers and creators. They learn the power of language, how it is used in different ways for different purposes and how to communicate effectively in a wide range of situations. Students will continue to follow a spelling, vocabulary, grammar and comprehension program as appropriate to their specific needs.

Numeracy

Mathematics is a way of understanding the world through the use of number and space. Students develop their skills to solve mathematical problems through investigating, comparing, reflecting and testing information to work out possible answers. They build their mathematical skills and understandings that they need in aspects of their lives. Students will explore and learn about measurement, money and number. Students develop an understanding of operations to problem solve with aspects underpinned by
Big Ideas in Number.

Life Skills

Teachers prepare a program that helps students to achieve their personal learning goals and to develop their capabilities in a variety of school and community settings. A variety of topics are explored from healthy choices, cooking, street safety, the law and relationships. Further topics are developed in collaboration with students to help work towards achieving their One Plan Goals. In developing the learning interest, the following three steps provide a useful structure for the teaching and learning program: Defining the learning interest applying knowledge and skills to develop the learning interest.

Agriculture

Agriculture includes learning about the history and development of agriculture across the world and within Australia; Physiology and propagation of plants; Fruit production and a focus on goat and pig enterprises (including hands-on work with goats). Students will be exposed to agricultural practices that includes Farm Safety; Design, planting and maintaining a school vegetable patch, and exploring animal enterprises which can include poultry, calves, sheep, beekeeping and cattle. This includes practical management of sheep, cattle, winemaking and aquaculture with an emphasis on sustainability. Students will investigate the environment, including issues such as water, soil and waste management.

HASS

In Humanities & Social Sciences students increase their understanding, knowledge and skills and develop attitudes, and values to help them participate as active and informed citizens in their local and global society. Students are immersed in a variety of topics such as History, Geography, Aboriginal Studies, and Environmental Education. Through these studies students will develop their knowledge and understanding of:

- the society they live in
- other societies in the world
- the relationships between people and their society
- the relationship between society and the environment

The Arts

The Arts provides students with the opportunity to explore ideas and concepts in Visual Art. Students will have the opportunity to learn about and respond to art and design works from different historical and cultural contexts. Furthermore, students have the opportunity to undertake a skill-based approach to printmaking, mixed media, sculpture and three-dimensional studies, using wood, clay, cardboard, wire and lino prints.

Technology - Years 7, 8 & 9

Students are given the opportunity to experience a range of activities through designing, investigating, making and evaluating a variety of woodwork products. They will have to opportunity to use a variety of tools to design and make, test their ideas and think about applying skills and techniques in safe and responsible ways.

STEM

A semester course will typically include two of the following learning elements depending on learner ability and access to materials. Learning will be modified to fit with student ability. Learners will be exposed to classic Victorian engineering solutions to design problems by viewing video content. Students will go on to design and build a model of a bridge (or alternative construction) in class and reflect on their design and possible improvements. Learners will choose a technology, for example, textiles, transport or communications and present their learning to the class or to the teacher on their technology of choice.

Sensory

Students can participate in a range of activities to help them regulate themselves. The activities can also help de-escalate behaviours when they are stressed or not coping in class. Activities may include using simple fidget toys, drawing/craft, building with Lego, going for a walk, using a wobble stool or exercise ball; some students also benefit from using a rocking chair or swing that provide the movement that settles them. Music can also help when needed.

Health and Physical Education

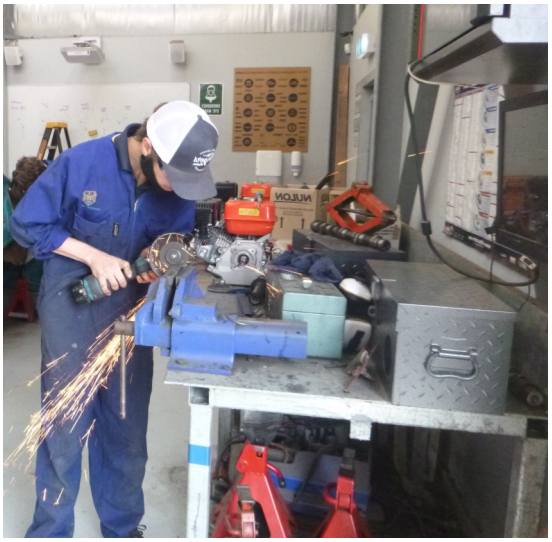
Health and Physical Education exposes students to their own and others' health and safety, wellbeing and physical activity. Students develop the knowledge, understanding and skills to enhance their sense of self and build and manage positive relationships. The acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities is an important part of Health and Physical Education. Students will explore a variety of health topics to enhance awareness and understanding of relationships and sexual health. Topics such as puberty, relationships, types of touch, public and private behaviours, use of technology, consent and people and place to go for help are examples of some of the topics that may be explored. These topics will follow the Shine SA Inclusive Education Program which is a comprehensive curriculum program aimed at students with additional needs. Students will also be exposed to an interception program which aims to develop student knowledge around self-regulation and body awareness.

NURIOOTPA HIGH SCHOOL

PER ASPERA AD ASTRA

2024

Curriculum Guide
IEC Senior



Senior School—SACE

Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE-Modified). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.
Senior students enrolled in the IEC will be working towards SACE Modified. Students engage in subject areas of interest but negotiate individual learning goals aligned with their One Plan Goals. These goals accommodate individual students' learning needs and interests and allows them to develop knowledge and skills connected to their aspirations and pathway beyond school.
SACE requirements
To gain the SACE, students complete about two years of full-time study which most students spread over three years. Students will be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken and recorded.
The SACE is based on two stages of achievement:
• Stage 1
• Stage 2
Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Ten credits are equivalent to one semester of study in a particular subject or course.
Some elements of the SACE are compulsory. These are:
Exploring Identities and Futures (EIF) - Previously Personal Learning Plan (PLP)
English
Mathematics
Activating Identities and Futures (AIF) - Previously Research Project (RP)

Inclusive Education—Senior School

The content taught in each subject at each year level is based upon the student's individual ability and One Plan Goals. Students benefit from this program for both social and academic reasons.
By negotiation, students are integrated into appropriate mainstream classes.

Year 10	Years 11 & 12
	Stage 1 & 2 **Modified SACE**
• English • Mathematics • HASS • Life Skills • Scientific Studies • Exploring Identities and Futures (Previously PLP) **2 Subject choices from** **The Arts** **Technology** **Health/PE** **Agriculture** **6 Core subjects** **2 subject choices; 1 each Semester**	• English • Mathematics • Activating Identities and Futures (Previously Research Project) • Cross-Disciplinary Studies • Society and Culture • Scientific Studies • Business Innovation **2 Subject choices from** • Health and Wellbeing • Technologies • Creative Arts • Physical Education • Language and Culture • Community Studies **7 Core subjects over 2 years plus** **2 subject choices**

***** Sensory activities will be integrated across year levels to suit the needs of individual students *****

English

The six key areas of learning in English: Modified are designed to provide a learning program that can be adapted to meet individual student needs in the areas of effective communication and literacy.
In this subject, students focus on the development of literacy skills, strategies, knowledge and understanding which may be used for a variety of purposes. This is achieved through reading and viewing, listening and speaking, writing and composing, and using information and communication technologies in appropriate ways for different purposes.

Mathematics

Mathematics is a way of understanding the world through the use of number and space. Students develop their skills to solve mathematical problems through investigating, comparing, reflecting and testing information to work out possible answers. They build their mathematical skills and understandings that they need in all areas of their lives. Students will explore and analyse data and numerical and spatial patterns, learn about measurement and number, and develop spatial understanding and geometric reasoning. Students develop critical and creative thinking to solve unfamiliar and complex problems with aspects underpinned by Big Ideas in Number.

Exploring Identities and Futures *EIF - Previously Personal Learning Plan)*

Exploring Identities and Futures will allow students to develop a pathway to thrive by exploring who they are and who they want to be. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them.
Stage 1 Exploring Identities and Futures represents a shift away from viewing the student in isolation, with an increased focus on exploring and building connection with their peers, culture, community and work.
The subject is foundational in initiating and preparing students to and for their SACE journey and the knowledge, skills and capabilities required to be lifelong learners.

Activating Identities and Futures *(AIF - Previously Research Project)*

The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.
Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

Cross-Disciplinary Studies

- In Cross-Disciplinary Studies: Modified, students undertake a focused study that is developed by drawing on key areas from two or more modified subjects or SACE Board recognised courses. Teachers prepare a program that helps students to achieve their personal learning goals and to develop their capabilities.
- The content of Cross-Disciplinary Studies: Modified is based on:
- the learning interest
- personal learning goals and the development of relevant capabilities
- a combination of aspects of the contributing subjects or courses.
- The learning interest is the topic, issue, or practical challenge that forms the basis of the program.
- The learning interest can be expressed through, for example:
- a set of ideas or questions
- a practical task
- a problem
- In developing the learning interest, the following three steps may provide a useful structure for a teaching and learning program:
- defining the learning interest
- applying knowledge and skills to develop the learning interest
- analysing and reflecting on learning

Society and Culture

In Humanities & Social Sciences students increase their understanding, knowledge and skills and develop attitudes, and values to help them participate as active and informed citizens in their local and global society. Learning takes place through a range of disciplines and studies which may include: History, Geography, Economics, Legal Studies, First Nation Studies, Women's Studies, Civics and Citizenship, Studies in Religion and Environmental Education.
Through these studies students will develop their knowledge and understanding of:
• the society they live in
• other societies in the world
• the relationships between people and their society
• the relationship between society and the environment
• the relationship between society and the environment

Language and Culture

The key areas of learning in Language and Culture are designed to meet individual student needs in the development of skills in interacting and communicating in a language other than English such as AAC/PODD, Auslan, or an Australian language (First, Additional or Revival). However, a combination of the other language and English may be appropriate in some contexts.
• the society they live in
• other societies in the world
• the relationships between people and their society
• the relationship between society and the environment

Agriculture

Students who choose to study Agriculture have the opportunity to develop their knowledge and skills in a diverse range of agricultural enterprises. Enterprises which students can study include vegetable gardening, viticulture, various poultry, sheep, goats cattle beekeeping and aquaculture/aquaponics.
Senior School topics may include;

Livestock and Aquaculture

Students will study topics including animal management, reproduction, nutrition, diseases and pest management. Students will have the opportunity to handle animals (sheep and cattle). Management of the aquaculture program will also be taught in this course.

Vines and Wines

Topics to be covered include:
Viticulture - training young vines, disease prevention and control, soil management, stages of growth, vine management, harvesting, pruning.
Oenology - steps in winemaking, fruit characteristics, chemistry of winemaking, quality control and hygiene, principles of winemaking.
Students will be involved with the making of the Nurihannam Shiraz, Riesling and fortified wine.

Scientific Studies

- The key areas of learning in Scientific Studies: Modified provide a learning program that can be adapted to meet individual student needs in a range of science-related issues. It enables students to better understand, engage with, and describe their everyday experiences. Through a range of tasks, students develop their knowledge, skills and understanding about Science.
- The following key areas are offered as examples.
- Horticulture
- How Things Work
- Kitchen Chemistry
- The Environment
- Animal Care
- Animal Care

Health and Wellbeing

Health and Wellbeing exposes students to their own and others' health and safety and wellbeing. Students develop the knowledge, understanding and skills to enhance their sense of self, and build and manage positive relationships. Students will explore a variety of health topics to enhance awareness and understanding of relationships and sexual health. Topics such as puberty, relationships, types of touch, public and private behaviours, use of technology, consent and people and place to go for help are examples of some of the topic that may be explored. These topics will follow the Shine SA Inclusive Education Program which is a comprehensive curriculum program aimed at students with additional needs. Students will also be exposed to an interception program which aims to develop student knowledge around self-regulation and body awareness.

Physical Education

Learning in Physical Education involves students exploring their participation in and performance in physical activities. These may include sports, theme-based games, fitness, and/or recreational activities. Students making meaning of personal movement experiences. They also explore barriers and enablers to physical activity, identifying how personal, social, and cultural factors affect participation. Students consider strategies that promote equity and inclusivity through a range of physical activities.

Creative Arts

In this subject, students participate in development processes, and in the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and participation in vocal groups or ensembles.
In Creative Arts: Modified, students:

- work individually and collaboratively across and within creative arts forms to develop, make, and present creative arts products
- develop practical skills through the exploration, application, and refinement of media, materials, techniques, processes, and technologies associated with the diversity of creative arts practice.

Technologies

Teachers provide a safe environment, in which students use and develop practical skills and techniques. Students have opportunities to design and make products. Products include those that:

- are made from materials using manufacturing tools (e.g. building and construction, ceramics, clothing, foods, timber, metals, textiles, polymers)
- use electronics, and electrical, mechanical, and programmable devices (e.g. products that use computer systems or games, Lego Mindstorms, robotics)
- use information communication technologies (e.g. products that use computer-aided design, graphics, multimedia, photography, sound, web design).

Teachers may use the design and realisation process which provides a flexible framework and useful structure for the subject. Designing should be seen as a cyclical process with many possible solutions, rather than a simple step-by-step process. This is essentially made up of the following components: investigating, planning, producing, and evaluating.

Community Studies

Students may be involved in community activities or services outside of school. The learning gained from being part of these activities or services can be recognised and provide SACE credits.
Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

Sensory

Students can participate in a range of activities to help them regulate themselves. The activities can also help de-escalate behaviours when they are stressed or not coping in class. Activities may include using simple fidget toys, drawing/craft, building with Lego, going for a walk, using a wobble stool or exercise ball; some students also benefit from using a rocking chair or swing that provide the movement that settles them. Music can also help when needed.