

### Acknowledgment of Country

We acknowledge and respect the traditional and original custodians of Nuriootpa the three Aboriginal language groups of the Ngadjuri, Kaurna and Peramangk. Nuriootpa is a meeting place of the three Aboriginal language groups and their people and is still a meeting place for many people today. We acknowledge and recognise the special relationship and deep feelings of attachment and belonging that Aboriginal people have to their land and Country which they call Mother. We also pay respects to the cultural authority of Aboriginal people from across Australia.



# CURRICULUM GUIDE 2026

YEARS 7-12 INCLUSIVE EDUCATION CENTRE (IEC)

Nuriootpa High School's purpose is to foster excellence and growth in students and learners and as citizens of our community, and the world.

Our mission is to develop young people who:

- Respect themselves and others
- Take responsibility for their learning
- Act honestly
- Care for others
- Communicate clearly
- Work towards a fair and just society.





### Get in touch









## Principal's introduction

Now in our ninetieth year, Nuriootpa High School has a long and proud history within the Barossa region. Our school offers a broad, but rigorous curriculum with a wide range of choice to support student interest and success.

Nuriootpa High School is committed to delivering a curriculum that is innovative, inclusive and prepares students for life beyond school. We offer a range of pathways and learning environments to meet the diverse needs of our school community, including our on-site Inclusive Education Centre (IEC), Vocational Education Training (VET) programs and Tailored Learning (previously Flexible Learning Options) pathways. We are a Music Focus School, have strong sporting success, and are home to Australia's first school-based commercial winery.

Our curriculum is designed to be responsive to the needs of our school community, and we recognise that young people need to be supported to build resilience, empathy and independence. As a school we are continuously working to foster a positive whole school culture through a Positive Behaviours for Learning (PBL) framework to develop young people who are engaged and responsible global citizens.

Young people have the power to make realworld change, and a quality education is the stepping stone to enabling action.

We look forward to working with you on your learning journey.

David Marino Principal

**2025 Executive Leadership Team**, from left to right, Rebecca Bolton - Assistant Principal Year 7/8 and Wellbeing, Daniel Quinlivan - Assistant Principal Year 11/12), Niki McCarthy - Assistant Principal Year 9/10, David Marino - Principal, Brent Bloffwitch - Deputy Principal, Sue Clark - Assistant Principal Inclusive Education, Ann Hargreaves - Senior Leader: Daily Operations. Absent: Jo Burgess - Business Manager

### Deputy Principal's message

Nuriootpa High School is committed to providing quality secondary education through diversity of curriculum choice and pathway options. Our teaching staff are subject area experts, with deep knowledge to facilitate engaging student learning experiences, fostering learner aspiration and talent.

Our curriculum is curated with learner diversity in mind, which is reflected through the range of subjects on offer, the design of learning and assessment tasks and tailored learning support, underpinned by the philosophy that success can look different for different learners.

Our junior and middle school students (years seven to ten) study across eight learning areas centred around the Australia Curriculum which prepares students to undertake the South

Australian Certificate of Education (SACE) in senior school (years 11 and 12).

In planning for course selection students are encouraged to consider their strengths, passions and future aspirations to maximise their success as learners.

While our focus is to meet student needs and interests, all subject and course offerings are conditional on adequate student numbers and teacher availability.

We wish you all the best on your learning journey.

Brent Bloffwitch Deputy Principal

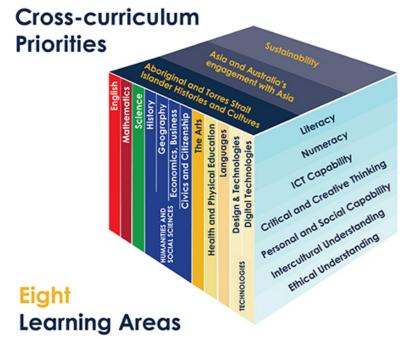
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# THE AUSTRALIAN CURRICULUM

### **Three**



Seven
General
Capabilities

# What is the Australian Curriculum?

The Australian Curriculum is a nation-wide framework for education in Australia and sets the standard for what students should learn, regardless of background or postcode.

The curriculum is designed to develop students to be confident and creative learners who become active and informed citizens.

# What are the learning areas of the Australian Curriculum?

From the first year of school to year ten, students develop knowledge and skills across eight learning areas including: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, Languages, the Arts and Technologies.

# What is the structure of the Australian Curriculum?

The Australian Curriculum is a threedimensional framework which represents what the Australian community values as the knowledge, capabilities and skills that young people should acquire through their education to successfully engage in 21st century life.

In secondary school (years seven to 10) students are taught by subject specialist teachers, and are provided with the opportunity to make choices about their learning to align with their strengths and interests. The Australian Curriculum prepares students to undertake the South Australian Certificate of Education (SACE) in years 11 and 12, and/or to undertake vocational education training pathways.



# THE SACE (South Australian

### **Certificate of Education**)

### What is the 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 recognise qualification that paves the way for young people to move from school to work or further training and study.

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, focusing 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.

### How is the SACE achieved?

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 stage of achievement:

- Stage 1: Most students complete this in year 11, except for Exploring Identities and Futures which most students undertake in year 10.
- Stage 2: Most students complete this 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.

### How is the SACE assessed?

Students will receive an A to E grade indicating their level of achievement in each Stage 1 and Stage 2 subject.

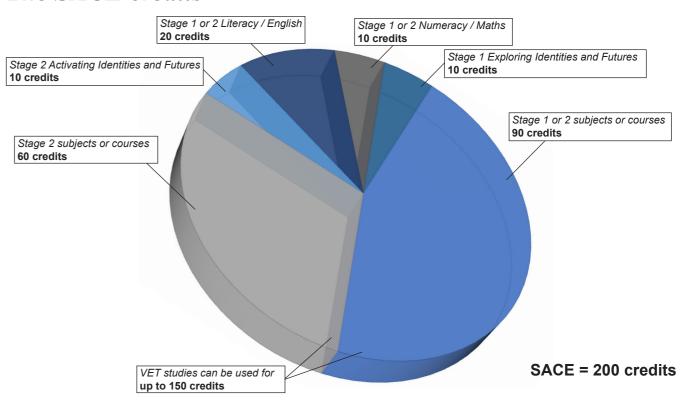
Stage 1 subjects are assessed by the school, while in Stage 2 each subject has a 30% external assessment, which means a qualified SACE marker will assess 30% of a student's work. This work can be completed in a variety of ways, depending on the subject. It could involve written or oral examinations, practical performances, presentations, or research work. Schools will assess the remaining 70% of a student's work in each Stage 2 subject and these marks are moderated (double-checked) by the SACE Board to ensure consistent grading across the state.

### What is result 'scaling'?

Students receive two sets of marks with their SACE results - one is the Subject Achievement Scores (or raw score), the other is the Scaled Scores. As SACE results are not used directly in the selection process for university of TAFE, a process known as 'scaling' is conducted. Scaling ensures that results obtained in different subjects can be directly compared, converted into a numerical value to allow a university aggregate to be calculated and to ensure no student is disadvantaged through their subject choices. For more information about scaling watch **SATAC's Scaling Video**.

### The SACE credits





### How do the SACE credits work?

COMPULSORY SUBJECTS/COURSES	STUDENT SELECTED SUBJECTS/COURSES	
50 credits	+90 credits	+60 credits
Exploring Identities and Futures (EIF) at Stage 1 (10 credits)     Literacy (20 credits) from a range of English subjects at Stage 1 or 2     Numeracy (10 credits) from a range of mathematics subjects at Stage 1 or 2     Activating Identities and Futures (AIF) at Stage 2 (10 credit)  Students must achieve a C grade or higher in EIF, literacy and numeracy subjects/courses, and a C- grade or higher in AIF.	Students must successfully complete a selection of Stage 1 and Stage 2 subjects, VET courses and/or community learning.	Students must successfully complete a selection of Stage 2 subjects and/or VET courses.  Students must achieve a C- grade or higher.

### \* SACE Students Online

Students can login to SACE Students Online to review their courses and results using their SACE registration number and their four-digit PIN\* at:

apps.sace.sa.edu.au/students-online

\*Students will use a default PIN based on their day and month of birth, eg: 1 January = 0101. Once logged for the first time the PIN will need to be changed. If a student forgets their PIN it can be reset via the SACE website.









### **SACE Community** Learning

Students may be able to earn up to 90 credits toward achieving the SACE through community activity or service, including employment, volunteering and/ or community-based programs (eg: SA Country Fire Service).



Find out more at: sace.edu.au or speak to the SACE/VET Coordinator Mr Daniel Quinlivian.

### 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.

sace.edu.au/modified-subjects

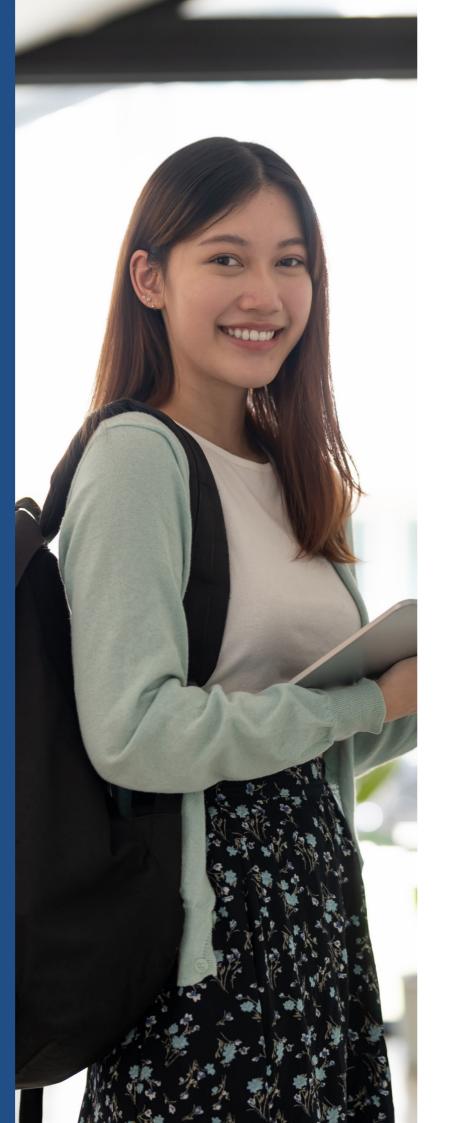
### SACE Special Provisions

Special provisions support students who may have a disability, or have been affected by a situation beyond their control (eg: illness, personal issue) which impacts their ability to complete the SACE. This usually involves reasonable adjustments, which may vary between subjects and assessments according to the student's needs.

For school-assessed tasks in Stage 1 or 2 the student's subject teacher or the SACE Coordinator can approve special provisions. For externally-assessed tasks in Stage 2 (eg: exams, performances etc) the SACE Board will need to approve special provisions.

Find out more at:

sace.edu.au/special-provisions



# **UNIVERSITY AND** TAFE ENTRY

### University

To be eligible to apply for university, you must:

- Complete the SACE
- · Complete at least 90 credits at Stage 2, of which at least 60 credits must be from 20-credit Tertiary Admissions Subjects (TAS), and the other 30 credits from TAS, and up to 20 credits of Recognise Studies
- Complete any prerequisites required for your chosen university courses\*
- · Comply with the rules regarding subject combinations and preclusions
- Obtain an Australian Tertiary Admissions Rank (ATAR).

\*Information regarding any prerequisite requirements, and/or additional entry requirements are listed on the relevant degree program pages of each university.



Find out more at:
satac.edu.au/entry-requirements

### Alternative university pathways

All South Australian universities offer alternative pathways of entry into most undergraduate programs. Pathways include the Skills for Tertiary Admissions Test (STAT, previously known as the Special Tertiary Admissions Test), foundation studies pathway programs or vocational education pathways.



★ Find out more at:

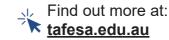
satac.edu.au/undergraduateadmission-pathways

### **TAFE**

Completion of the SACE meets the admission requirements for most TAFE SA courses, though not all courses require completion of the SACE. Minimum Entry Requirements (MER) may differ according to the course level, and selection into TAFE SA courses is 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.

Students applying to TAFE SA may be required to undertake assessment to demonstrate literacy and numeracy skills through a Core Skills Profile for Adults (CSPA).

The successful completion of some TAFE SA courses can allow for entrance into higher level courses at TAFE SA and/or university.



# ABOUT COURSE SELECTION

Our Curriculum Guide outlines the subjects/ courses offered in years seven to 12 at Nuriootpa High School. Subject selection at the secondary level is important in shaping future pathways, linking school, further study and employment.

### Student responsibilities

It is important that every student takes the time to carefully consider and plan their course selections. When making selections students should consider:

- What are my strengths?
- · What are my aspirations beyond school?
- Do I like this subject?
- Will I be challenged by this subject?
- Is this subject relevant to my future plans?
- Will the combination of subjects selected keep my future options open?

Students are encouraged to seek advice from their teachers, subject or year level coordinators, school counsellors and family/ relatives/caregivers to support making an informed decision about their course selections.

Students can also ensure their choices align with their post-school aspirations through exploring career pathway planning platforms such as **myfuture.edu.au**.

It's important that students keep in mind that:

- It's okay to not know exactly what they want to 'do' or 'be' in the future
- It's okay not to be in all the same classes as their friends.

Each student is responsible for their own subject choices. All selections are considered to be final - please choose carefully. Students should also select 'reserve' subjects of interest in case their first choice is unavailable, at capacity or clashes with another subject.

Nuriootpa High School will make every effort to timetable the subjects, however, sometimes this may not be possible (eg: low enrollment numbers), in which case, affected students will be consulted.

# How can parents/caregivers support course selection?

Parents and caregivers can support students in planning their course selections and post-school aspirations in a variety of ways.

- Discuss your child's strengths and which subjects they enjoy
- Consider compulsory courses, and whether their post-school plans (eg: university) require any prerequisite subjects
- Consider recommendations made by subject teachers and/or other relevant school staff
- Assist your child in exploring career and further study pathways
- Attend career expo and course counselling events held at school
- Encourage your child to take the time to think carefully about their course selections and to engage with course and career planning materials/resources
- Be positive, supportive and encouraging.



### Useful online resources

myfuture.edu.au satac.edu.au skills.sa.gov.au apprenticeships.gov.au





# **CURRICULUM MAP**

Learning Area	Year 7	Year 8	Year 9
Agriculture	Agriculture	Agriculture	Agriculture A: Productivity     Agriculture B: Sustainability
Cross- disciplinary Studies			
English	• English	English	English
Humanities & Social Sciences (HASS)	<ul><li>Geography</li><li>History</li><li>Civics &amp; Citizenship</li><li>Economics &amp; Business</li></ul>	Geography History Civics & Citizenship Economics & Business	<ul><li>Geography</li><li>History</li><li>Issues in Society</li><li>Global Connections</li></ul>
Languages	German     Indonesian	German     Indonesian	German
Health & Physical Education	Physical Education     Home Economics & Health	Physical Education     Home Economics & Health	Physical Education:     Recreation     High Performance Football     Home Economics & Health     Food Technology
Mathematics	Mathematics	<ul><li>Mathematics</li><li>Mathematics B</li></ul>	<ul><li>Mathematics</li><li>Mathematics B</li></ul>
Sciences	Science	Science	Science 1 or 2
Technologies	<ul><li>Technologies</li><li>Digital Technologies</li></ul>	Technologies     Digital Technologies	<ul> <li>Woodwork</li> <li>Metalwork</li> <li>Electronics</li> <li>Digital Technologies</li> <li>Computer Aided Design</li> </ul>
The Arts	<ul> <li>Visual Art &amp; Design</li> <li>Performing Arts: Drama</li> <li>Performing Arts: Music</li> </ul>	Visual Art & Design     Performing Arts: Drama     Performing Arts: Music	<ul> <li>Drawing &amp; Painting</li> <li>Sculpture &amp; Printmaking</li> <li>Design</li> <li>Drama A or B</li> <li>Music A or B</li> </ul>

Year 10	Year 11 (SACE Stage 1)	Year 12 (SACE Stage 2)
Agriculture Vines and Wines A Vines and Wines B	Agriculture A: Livestock Production     Agriculture B: Plant Production	Agricultural Production
Exploring Identities & Futures (SACE Stage 1)	Workplace Practices     Community Studies	<ul><li>Activating Identities and Futures</li><li>Industry Connections</li><li>Workplace Practices</li></ul>
Essential English English Vocational English English Literary Studies	<ul><li>Essential English</li><li>English</li><li>English Literary Studies</li></ul>	<ul><li>Essential English</li><li>English</li><li>English Literary Studies</li></ul>
Geography History Women, Culture & Society	<ul> <li>Modern History</li> <li>Ancient Studies</li> <li>Business Innovation</li> <li>Society &amp; Culture</li> <li>Women's Studies</li> <li>Media Studies</li> <li>Legal Studies</li> </ul>	<ul> <li>Modern History</li> <li>Business Innovation</li> <li>Society &amp; Culture</li> <li>Women's Studies</li> <li>Media Studies</li> <li>Legal Studies</li> </ul>
German	German	• German
HPE: Dance HPE: Sports HPE: Recreation HPE: Lifestyles PE Specialist: Boys PE Specialist: Girls High Performance Football Outdoor Education Food Technology Food Technology: Cafe Culture Child Studies	Physical Education A or B Outdoor Education A or B Fitness Food and Hospitality A or B Child Studies Health & Wellbeing	<ul> <li>Physical Education</li> <li>Sports Studies</li> <li>Outdoor Adventure</li> <li>Food &amp; Hospitality</li> <li>Child Studies</li> <li>Health</li> </ul>
Mathematics A Mathematics B Mathematics C	<ul><li>Specialist Mathematics</li><li>Mathematical Methods</li><li>General Mathematics</li><li>Essential Mathematics</li></ul>	<ul><li>Specialist Mathematics</li><li>Mathematical Methods</li><li>General Mathematics</li><li>Mathematics for Life</li></ul>
Science1 and 2 Science 2: Agriculture Psychology STEM	<ul> <li>Biology A or B</li> <li>Chemistry A or B</li> <li>Physics A or B</li> <li>Psychology A or B</li> </ul>	<ul><li>Biology</li><li>Chemistry</li><li>Physics</li><li>Psychology</li></ul>
Woodwork Metalwork Electronics Intro into Game Development Computer Aided Design Car Maintenance	<ul> <li>Woodwork: Creative</li> <li>Woodwork: Furniture</li> <li>Metalwork: Fabrication</li> <li>Metalwork: Fitting and Machining</li> <li>Electronics</li> <li>Coding Digital Solutions</li> <li>Computer Aided Design</li> <li>Automotive Systems</li> </ul>	<ul> <li>Woodwork: Material Solutions</li> <li>Metalwork: Industry &amp;         Entrepreneurial Solutions</li> <li>Electronics: Robotic &amp; Electronic Solutions</li> <li>Computer Aided Design:         Communications Solutions</li> </ul>
Drawing & Painting Sculpture & Printmaking Design Creative Art & Design Photography Digital Art & Graphic Design Drama A and/or B Music A and B	<ul> <li>Drawing &amp; Painting</li> <li>Sculpture &amp; Printmaking</li> <li>Design</li> <li>Photography</li> <li>Digital Art &amp; Graphic Design</li> <li>Creative Arts: Drama A or B</li> <li>Music Advanced 1 and 2</li> <li>Music Experience 1 and 2</li> </ul>	<ul> <li>Visual Arts: Art &amp; Design</li> <li>Creative Arts: Drama</li> <li>Music</li> </ul>

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Content taught in each subject at each year level in the junior years of secondary schooling in our Inclusive Education Centre (IEC) is based upon the student's individual ability and One Plan goals. By negotiation, students are integrated into appropriate mainstream classes.

Students can also participate in a range of sensory activities to support regulation and de-escalation. Activities may include, but are not limited to, fidget toys, drawing/craft, Lego, rocking chair, swing, music or taking a walk.

Students benefit from this learning model both social and academically.

### Year 7-9 curriculum

- · Year 7 students study seven core subjects
- Year 8 students study five core subjects and two choice subjects
- Year 9 students study five core subjects and two subject choices

YEAR	CORE SUBJECTS	CHOICE SUBJECTS
7	<ul> <li>Agriculture/ Science</li> <li>Arts</li> <li>HASS</li> <li>Health/PE</li> <li>Literacy</li> <li>Life Skills</li> <li>Numeracy</li> </ul>	
8	<ul><li>HASS</li><li>Health/PE</li><li>Literacy</li><li>Life Skills</li><li>Numeracy</li></ul>	<ul><li>Agriculture/ Science</li><li>Arts</li><li>STEM</li><li>Technology</li></ul>
9	<ul><li>HASS</li><li>Health/PE</li><li>Literacy</li><li>Life Skills</li><li>Numeracy</li></ul>	<ul> <li>Agriculture/ Science</li> <li>Arts</li> <li>STEM</li> <li>Technology</li> </ul>



### AGRICULTURE/SCIENCE

In Agriculture, students will take part in handson learning by helping to grow vegetables in
the school garden and care for calves. They
will learn how to plant seeds, water and look
after vegetables, as well as feed, clean, and
safely interact with calves. This program
builds confidence and life skills through fun,
practical activities in a supportive environment.
Students will investigate the environment,
including issues such as water, soil and waste
management.

### **ARTS: VISUAL ARTS**

Exploring ideas and concepts in Visual Arts, students will have the opportunity to learn about and respond to art and design works from different historical and cultural contexts. Students will 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.

### **ARTS: DRAMA**

Drama provides students with the opportunity to participate in a range of Performing Arts activities, aimed at improving self-confidence, problem solving, and team work. Students will investigate a range of performance styles including physical theatre, mime, improvisation, comedy, and realism. Students will also learn key principals of the stage and acting skills whilst discovering the importance of technical and design techniques such as lighting, sound, costumes, props, and multi-media imagery in the creation of performing arts products.

### HASS

In Humanities & Social Sciences (HASS) 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.

### HEALTH AND PHYSICAL EDUCATION NUMERACY

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 selfregulation and body awareness.

### **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.

### 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.

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 numbers.

### **STEM**

A semester course will typically include 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.

### **TECHNOLOGY**

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.

### Inclusive Education - senior school (years 10-12)

As in the junior secondary years, content taught in each subject in the senior years in our Inclusive Education Centre (IEC) is based upon the student's individual ability and One Plan goals. By negotiation, students are integrated into appropriate mainstream classes.

Students can continue to participate in a range of sensory activities to support regulation and de-escalation as appropriate to their needs.

Students within the IEC will work toward achieving their South Australian Certificated of Education (SACE) through the Modified SACE program. 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.

To gain the SACE (Modified) students complete the equivalent of 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.

For more information about the SACE see pages 10-11.

### Year 10-12 curriculum

- Year 10 students study six core subjects and two choice subjects (one per semester)
- Year 11 & 12 students study seven core subjects over two years, plus two choice subjects

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YEAR 10	
CORE SUBJECTS	CHOICE SUBJECTS
<ul> <li>English</li> <li>Exploring Identities &amp; Futures</li> <li>HASS</li> <li>Life Skills</li> <li>Mathematics</li> <li>Scientific Studies</li> </ul>	<ul><li>Agriculture</li><li>Arts</li><li>Health/PE</li><li>Technology</li></ul>
YEAR	11 & 12
CORE SUBJECTS	CHOICE SUBJECTS
<ul> <li>Activating Identities and Futures</li> <li>Business Innovation</li> <li>English</li> <li>Cross-Disciplinary Studies</li> <li>Mathematics</li> <li>Scientific Studies</li> <li>Society and Culture</li> </ul>	<ul> <li>Community Studies</li> <li>Creative Arts</li> <li>Health and Wellbeing</li> <li>Language and Culture</li> <li>Physical Education</li> <li>Technologies</li> </ul>

### **ACTIVATING IDENTITIES & FUTURES**

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.

### **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 and cattle. Senior students may also select agicultural subject from mainstream curriculum as appropriate.

### **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 recognise 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 for SACE to recognise the community learning.

### **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 recognise courses. Teachers prepare a program that helps students to achieve their personal learning goals and to develop their capabilities. The content is based on student's learning

interest, personal goals and development of relevant capabilities. The learning interest is the topic, issue, or practical challenge that forms the basis of the program. The learning interest can be expressed through a variety of modes such as a practical task, a set of ideas or questions, or a problem.

### **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 artifacts, 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. Students will develop practical skills through the exploration, application, and refinement of media, materials, techniques, processes, and technologies associated with the diversity of creative arts practice.

### **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 and communication technologies in
appropriate ways for different purposes.

### **EXPLORING IDENTITIES & FUTURES**

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 to deepen their sense of belonging, identity and connection 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.

### **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 and relationship topics which 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.

### 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. Students explore the society they live in, other societies in the world, the relationships between people and their society and the relationship between society and the environment.

### **MATHEMATICS**

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 numbers.

### 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, and 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.

### **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.

### **SOCIETY AND CULTURE**

In Humanities & Social Sciences students increase their understanding, knowledge and skills and develop attitudes, and val- ues 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.

### **TECHNOLOGIES**

Teachers provide a safe environment, in which students use and develop practical skills and techniques. Teachers may use the design and realisation process which provides a flexible framework and useful structure for the subject, and includes investigating, planning, producing, and evaluating. Students will have opportunities to design and make products using a variety of materials, methods and technologies.

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### Introduction

In years seven and eight students are introduced to a set curriculum that exposes them to a variety of subjects. This structure is very intentional as most students are still discovering what they enjoy, what they're good at, and where their future interests may lie.

By engaging in a broad range of learning areas such as English, Mathematics, Science, Humanities, Physical Education, the Arts, Technology, and Languages students gain valuable exposure to different ways of thinking and learning.

This approach helps students to build foundational skills across multiple disciplines while also developing confidence and curiosity. It ensures that students aren't prematurely limited to a narrow field of study before they've had a chance to explore what's out there. By experiencing a wide range of subjects, students are better equipped to make informed and meaningful choices when they begin selecting elective subjects in the middle and senior years of school.

YEAR 7/8 SUBJECT GUIDE	SEMESTERS
Agriculture	1
English	2
Humanities and Social Sciences (HASS)	2
Digital Technologies	0.5 (1 term)
HPE: Physical Education	1
HPE: Health and Home Economics	1
Languages (German OR Indonesian)*	1
Mathematics	2
Performing Arts: Drama	0.5 (1 term)
Performing arts: Music	0.5 (1 term)
Science	1
Technologies	1
Visual Arts and Design	0.5 (1 term)

<sup>\*</sup>Upon enrolment students will be asked to indicate their order of preference for language learning.

### 7 & 8 - AGRICULTURE

LEVEL: Year 7 & 8

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Milly Hoffmann

### **CONTENT:**

Year 7 Agriculture includes learning about the history and development of agriculture across the world and within Australia; Physiology and propagation of plants; History and Indigenous Agriculture, Fruit production and a focus on goat and pig enterprises.

Year 8 Agriculture includes farm safety, design, planting and maintaining a school vegetable patch (as part of a group), a home vegetable patch assignment (individual), and exploring animal enterprises which can include poultry, calves and sheep.

LEADS TO: Year 9 Agriculture A and/or B

**ADDITIONAL COST:** Year 8 Agriculture requires a \$10.00 payment contribution to cover vegetable production and a pair of gardening gloves.

### 7 & 8 - ENGLISH

LEVEL: Year 7 & 8

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Nat Noack

### **CONTENT:**

Students will participate in a range of activities related to reading, writing, speaking, listening, viewing analysing and creating. They will read and view a variety of texts, develop analytical skills and create a range of texts for different purposes.

Students will investigate different aspects of media and language texts. They will develop effective group and speaking skills and make presentations and ICT skills are embedded into the program.

Students will continue to develop their skills as listeners, speakers, readers, viewers, creators and writers, and are given opportunities to develop and apply their growing knowledge in a practical way with increasing confidence, relevance, accuracy and clarity.

Assessment in will consist of a minimum of four common tasks per semester which includes responding to texts and creating texts.

**LEADS TO:** Year 9 English

### 7 & 8 - DIGITAL TECHNOLOGIES

LEVEL: Year 7 & 8

**DURATION:** 0.5 semester (one term)

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Rainer Kahl

### CONTENT:

Year 7 students will develop a range of essential digital literacy skills important throughout high school and the workforce, as well as a range of digital process and production skills. Digital technologies leads into higher year level courses such as game development and coding digital solutions.

Year 8 students will focus on computational thinking and programming fundamentals.

Students will design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs.

**LEADS TO:** Year 9 Digital Technologies and/or Computer Aided Design



L CONTENTS

**LEVEL:** Year 7

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Caroline Bey

### CONTENT:

Year 7 HASS comprises of four curriculum areas which includes history, geography, civics and citizenship and economics and business. In each area the curriculum is organised into two broad, interrelated strands of knowledge and understanding, and inquiry and skills.

Geography will cover two units of study: water and the world, and place and liveability. Students will complete a range of tasks and activities looking at both Australian content, as well as other countries. They will look at how these issues impact people, including different perspectives and factors.

History will focus on early human civilisations with two depth studies covering deep time (including First Nations history), and one ancient civilisation (eg: Egypt, Rome etc). Students will gain knowledge on key concepts such as evidence, change, continuity, cause and effect. They will also learn to view history through different perspectives, with empathy and consider contestability of information.

Civics and ctizenship will focus on topics such as systems of government, fatures of democracy, and how values shape our democracy.

Economics and business will focus on types of businesses, resources, needs and wants, rights and responsibilities of businesses.

HASS assessments will incorporate a range of tasks, including individual and group learning.

**LEADS TO:** Year 8 HASS

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# 8 - HUMANITIES AND SOCIAL SCIENCES (HASS)

**LEVEL:** Year 8

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

**Caroline Bey** 

### CONTENT:

Year 8 HASS comprises of four curriculum areas which includes history, geography, civics and citizenship and economics and business. In each area the curriculum is organised into two broad, interrelated strands of knowledge and understanding, and inquiry and skills.

Geography will cover two units of study: landforms and landscapes, and changing Nations. Students will complete a range of tasks and activities looking at both Australian content, as well as other countries. They will look at how these issues impact people, including different perspectives and factors.

History will focus on the end of the ancient period into the modern world (650-1750 CE). Depth studies will includes medieval Europe and the early modern world, and empires and expansions, or Asia-Pacific. Students will gain knowledge on key concepts such as evidence, change, continuity, cause and effect. They will also learn to view history through different perspectives, with empathy and consider contestability of information.

Civics and citizenship will focus on topics such as how laws are made and applied, citizens participating in democracy, and how different perspectives shape our national identity.

Economics and business will focus on Australian markets, market influences on goods and services, taxational and financial information, and businesses adapting to market changes.

**LEADS TO:** Year 9 HASS

# 7 & 8 - HPE: HOME ECONOMICS AND HEALTH

LEVEL: Year 7 & 8

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Rhys Lacey

### CONTENT:

Students will undertake textiles, food technology and health education.

In the health unit students will undertake a sexual health and relationships education course, and learn about contemporary community health issues.

In the textiles and food technology units students will learn about design process, skill development and the use of a variety of equipment in the development of a product. Assessment will include practical performance during the textiles and cooking components, with reflections to compliment. Students will also complete several written tasks throughout the course.

**LEADS TO:** Year 9 Health and Home Economics, and Food Technology

# 7 & 8 - HPE: PHYSICAL EDUCATION

LEVEL: Year 7

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Rhys Lacey

### CONTENT:

Students will be exposed to a variety of activities, including minor games, game creation, athletics, expressive movement (dance/gymnastics), net and wall games, fitness, invasion games, sport education, outdoor endeavours and softball. Students will also complete a literacy-rich task each term.

Students are required to change into the PE uniform (gold NHS polo shirt) for each lesson.

**LEADS TO:** Year 9 Health and Physical Education and, Dance or High Performance Football



CONTENTS

LEVEL: Year 7 & 8

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Caroline Bey

### CONTENT:

Year 7 German caters for beginners and for those who have some exposure to a language in primary school. Students will be supported and encouraged to develop skills in speaking, reading and writing the German language.

Students will gain a wider appreciation of everyday life in Germany and German speaking countries. They will investigate German culture, customs, history and geography and making comparisons with the Australian way of life.

Units of study include an introduction to German language (including mapping Germany, school life/schooling in Germany), 'getting to know you' and 'at home in Germany' covering family, culture, sport and hobbies.

Year 8 German continues to develop students' language knowledge and skills, with explicit introduction of German grammar. Students in year 8 are offered the opportunity to work with a class at a local primary school to share their work and build community connections.

Units of study include clothing and traditional costumes, animals, German food and food culture, German traditions and celebrations.

**LEADS TO:** Year 9 German

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### 7 & 8 - LANGUAGES - INDONESIAN

LEVEL: Year 7 & 8

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

**Caroline Bey** 

### CONTENT:

Indonesian introduces students to the study of languages through the Australian Curriculum strands of communicating and understanding.

Students will gain an understanding and awareness of the connections between language and culture through the study of friendships, arts and entertainment, and school life. Students will develop their language and grammatical knowledge through a range of texts, experiences and tasks.

Students will be encouraged to develop skills in listening, speaking, reading and writing in Indonesian. Students will reflect on their own languages and cultures, and those of Indonesia, throughout their studies to develop their intercultural understanding. Areas of study may include greetings, common phrases, arts, culture, geography, village life, beliefs and animals (including endangered animals).

LEADS TO: N/A

### 7 - MATHEMATICS

LEVEL: Year 7

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

**Andrew Turnbull** 

### CONTENT:

Students will embark on a comprehensive journey through mathematics, building foundational skills and fostering critical thinking. The curriculum is designed to enhance students' understanding of key mathematical concepts and their applications in real-world contexts.

Students will explore number systems, including integers, fractions, and decimals, and develop proficiency in operations and problemsolving. They delve into algebraic expressions, equations, and patterns, laying the groundwork for future studies. Geometry introduces concepts of angles, shapes, and symmetry, while measurement covers units, perimeter, area, and volume. Data representation and interpretation are introduced through statistics and probability, encouraging analytical skills.

Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.

Students will require their own scientific calculator.

**LEADS TO:** Year 8 Mathematics

### 8 - MATHEMATICS

**LEVEL:** Year 8

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

**Andrew Turnbull** 

### CONTENT:

Students will deepen their understanding of algebra, solving linear equations and exploring relationships between variables. Geometry expands to include transformations and congruence, while measurement involves more complex calculations. Students engage with statistics, learning to collect, represent, and interpret data effectively. Probability concepts are further developed, enhancing decision-making skills.

Throughout these years, emphasis is placed on mathematical reasoning, problem-solving, and communication, preparing students for advanced studies and everyday life. The curriculum encourages curiosity, resilience, and a positive attitude towards mathematics, fostering lifelong learners. Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.

Students will require their own scientific calculator.

**LEADS TO:** Year 9 Mathematics

### 8 - MATHEMATICS B

Students identified by the school as needing support/intervention in their mathematical learning before continuing with the Australian Curriculum will be streamed into Mathematics B. The first term will include diagnostic testing that identifies mathematical misconceptions and then appropriate interventions implemented to improve student's numeracy skills. When appropriate students will then work through the Year 8 Mathematics curriculum.

### 7 & 8 - PERFORMING ARTS: DRAMA

L CONTENTS

LEVEL: Year 7 & 8

**DURATION:** 0.5 semester (one term)

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Anne Johnson

### CONTENT:

Students engage in a ten-week course which exposes them to the creative performing art of drama. Students engage in a mixture of both the theory and practical side of the subject where-in they learn about the history of theatre, examples of modern theatrics, the Elements of Drama and how these can be manipulated to control and communicate effective messages for an audience.

Students learn to work cooperatively and constructively to take creative risks and to develop skills through improvisation, theatre games, exploration of theatre genres and styles, stage blocking, analysis of theatre performances, and an engaging page to stage process with character work.

Different performance styles and cultural dramatic practices, including Indigenous people and ancient theatre will be investigated. Participation in practical performance activities and written tasks encourage cooperation as well as both critical and creative thinking. Both sides of the dramatic arts [practical and theoretical drama] are integral components of both courses.

LEADS TO: Year 9 Drama A and B

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### 7 & 8 - PERFORMING ARTS: MUSIC

LEVEL: Year 7 & 8

**DURATION:** 0.5 semester (one term)

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Anne Johnson

### CONTENT:

Year 7 Music encompasses fundamental music skills of rhythm and pitch. Students will learn about these elements and practice / rehearse them individually and as a class through percussion ensembles, theoretical study and literacy units. They will learn to listen and participate actively in a band setting.

Year 8 Music develops students' individual skills on a variety of rhythm section instruments (guitar, drums, piano) and guides application and further understanding of the fundamental theory learned in year 7. Students undertake practical assessment, presenting learned songs on each instrument as they develop skill and technique over time.

**LEADS TO:** Year 9 Music A and B

### 7 - SCIENCE

LEVEL: Year 7

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

<u>Damien Jones</u>

### CONTENT:

The course aims to develop students' capabilities to engage with science to evaluate the societal, environmental and technological impacts of scientific advancements. Students will use their scientific understanding to propose informed and creative solutions to global challenges.

Through a variety of practical investigations, they will learn to formulate scientific questions, conduct experiments and reflect on the knowledge gained. A focus is placed on effectively communicating scientific concepts and findings, and tailoring information to engage audiences.

Areas of study include:

- Chemistry Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.
- Biology There are differences within and between groups of organisms; classification helps organise this diversity. Interactions between organisms, including the effects of human activities can be represented by food chains and food webs.
- Physics Change to an object's motion is caused by unbalanced forces acting on the object.
- Earth in Space Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon.

A range of assessment evidence is collected including tests, research assignments and practical reports.

**LEADS TO:** Year 8 Science

### 8 - SCIENCE

**LEVEL:** Year 8

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

**Damien Jones** 

### CONTENT:

The course aims to develop students' capabilities to engage with science to evaluate the societal, environmental and technological impacts of scientific advancements. Students will use their scientific understanding to propose informed and creative solutions to global challenges.

Through a variety of practical investigations, they will learn to formulate scientific questions, conduct experiments and reflect on the knowledge gained. A focus is placed on effectively communicating scientific concepts and findings and on tailoring information to engage audiences.

Areas of study include:

- Chemistry- Differences between elements, compounds and mixtures can be described at a particle level. Chemical change involves substances reacting to form new substances.
- Physics Learners explain how energy is transferred and transformed in simple systems and apply these principles to investigate the efficiency of systems.
- Biology Learners explain that cells are the basic units of life with specialised structures that determine their functions. They describe how tissues, organs and systems, such as the circulatory system, work together to sustain life.
- Earth and Space Learners explain how tectonic plate movements drive geological events and shape Earth's features at plate boundaries.
- STEM: Students will participate in activities to engage in project-based learning, solve real-world problems, and create, build, present and test their own designs, including models. Past examples have been designing, building and testing rockets, bridges and towers, and coding Lego Mindstorms robots.

A range of assessment evidence is collected including tests, research assignments and practical reports.

**LEADS TO:** Year 9 Science

### 7 & 8 - TECHNOLOGIES

L CONTENTS

LEVEL: Year 7 & 8

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

Rainer Kahl

### CONTENT:

Technologies encompasses Woodwork, Metalwork, Electronics, Computer Aided Design (CAD), and Digital Technologies across the curriculum. The implementation of STEM (Science, Technology, Engineering and Mathematics) plays a crucial role within product development. It creates opportunities for Year 7 and 8 students to apply all aspects of STEM to their task work.

Through rotations in Woodwork, Metalwork, Electronics, and CAD, students are given the opportunity to experience a wide range of activities, including designing, investigating, making, and evaluating a variety of models and projects. The use and application of digital technologies is embedded across all aspects of the Technologies curriculum using specific curriculum software, SolidWorks and DayMap.

**LEADS TO:** Year 9 Woodwork, Metalwork, Electronics, Digital Technologies and/or Computer Aid Design

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### 7 & 8 - VISUAL ARTS AND DESIGN

LEVEL: Year 7 & 8

**DURATION:** 0.5 semester (one term)

PREFERRED BACKGROUND: N/A

COORDINATOR:
Anne Johnson

### CONTENT:

Students are given the opportunity to explore ideas and concepts in both art and design.

Visual Art encourages students to express their ideas, as well as explore and develop media techniques through 2D and 3D practices. In Design, the emphasis is on problem solving, idea generation and understanding the design process and the role of design in society.

Students will also learn about and respond to Art and Design works from different historical and cultural contexts.

Year 7 students explore the mediums of drawing, printmaking and design, and year 8 students cover the mediums of painting, sculpture and design.

**LEADS TO:** Year 9 Drawing and Painting, Sculpture and Printmaking and/or Design

# INSTRUMENTAL MUSIC PROGRAM

Year 7 and 8 students are invited to enrol in our Instrumental Music (IM) program.

The IM program is optional, and no prior music experience is required. Students can choose to learn flute, clarinet, saxophone, trumpet, trombone, guitar, bass guitar, drums or voice. Keyboard is also offered, but does incur an additional cost of \$35 per 1:1 lesson.

Instrument Hire: Flutes, clarinets, saxophones, trumpets and trombones can be hired through the school. Hire costs vary depending on the instrument. Students learning other instruments (eg: drums, guitar etc) 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, drumsticks, 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.

For more information about the Instrumental Music program or to obtain an enrollment form, contact the Arts Coordinator <u>Anne</u> Johnson.







In Year 9, students are entering an important stage in their learning journey where they begin to explore their individual interests and strengths more deeply. At this level, the curriculum includes a combination of compulsory and elective subjects.

All Year 9 students are required to study a set of core subjects such as English, Mathematics, Science, Physical Education, Health/Home Economics and Humanities. These compulsory subjects ensure that students continue to build a strong foundation of essential skills and knowledge that will support their future learning and career pathways, and will support the development of critical thinking, literacy, numeracy, and an understanding of the world around them.

Alongside the core subjects, students are given the opportunity to choose from a range of elective subjects. These electives may include options such as Visual Arts, Music, Drama, Physical Education, Food Technology, Agriculture, Design and Technology, Digital Technologies, or a second language.

This flexibility allows students to begin shaping their own learning experience by selecting subjects that reflect their personal interests, talents, and future goals. Having both compulsory and elective subjects strikes a balance between providing a broad, well-rounded education and giving students some autonomy and responsibility in their learning. It also helps them start thinking about possible pathways for senior school and beyond.

Year 9 students will study ten compulsory units and will have four choice subjects which are one semester in duration.



YEAR 9 COMPULSORY SUBJECTS	SEMESTERS
English	2
Global Connections	1
History	1
Home Economics & Health	1
Mathematics	2
Physical Education	1
Science	2

YEAR 9 CHOICE SUBJECTS		
AREA	SUBJECT(S)	
<u>Agriculture</u>	Agriculture A: Productivity     Agriculture B: Sustainability	
HASS & Languages	<ul><li>Geography</li><li>German</li><li>Issues in Society</li></ul>	
Health & Physical Education	Food Technology     High Performance Football	
Performing Arts	<ul> <li>Drama A: Physical theatre and comedy</li> <li>Drama B: Improvisation and page to stage process</li> <li>Music A</li> <li>Music B</li> </ul>	
<u>Visual Arts*</u>	<ul><li>Drawing &amp; Painting</li><li>Sculpture &amp; Printmaking</li><li>Design</li></ul>	
Technologies*	<ul> <li>Computer Aided Design</li> <li>Digital Technologies</li> <li>Electronics</li> <li>Metalwork</li> <li>Woodwork</li> </ul>	

<sup>\*</sup>Students may select a maximum of 2 subjects from the Technologies and the Visual Arts learning areas.

### 9AP - AGRICULTURE: **PRODUCTIVITY**

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Milly Hoffmann

### CONTENT:

This course is designed to teach students about maximising productivity and income from an agricultural enterprise. Students will run a group vegetable patch as a small enterprise to generate an income. Students will plan, prepare and grow their crops aiming to maximise production and profit form their enterprise. Students will learn about various animal and plant enterprises which may include field crops, vines, pastures, cattle, aquaculture, poultry and sheep. This subject will examine the structure and function of plant and animal systems which are essential to maximise production. Students will develop specific practical skills and carry out field experiments as part of their assessment. An emphasis will be placed on research skills, knowledge and problem solving. Students will be expected to work safely and responsibly when involved in practical agricultural projects and tasks.

Assessment includes tests, research assignments, multimedia presentations, practical reports and practical skills.

**LEADS TO:** Year 10 Agriculture

(\$) ADDITIONAL COST: \$10.00 contribution to cover vegetable production and a pair of gardening gloves.

### 9AS - AGRICULTURE: **SUSTAINABILITY**

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

Milly Hoffmann

### CONTENT:

This course will look at a number of agricultural enterprises, including practical management of sheep, cattle, wine making, and aquaculture with a particular emphasis on sustainability. Students will investigate the environmental considerations which are related to the management of these enterprises. Issues such as water, soil, and waste management will be examined.

Students will be focusing on practical activities related to animal and plant management, and they will be required to research and report on an environmental issue of interest to them. Students will be expected to work safely and responsibly in practical activities performed in the agriculture area.

Assessment includes tests, research assignments, multimedia presentations, practical reports and practical skills.

**LEADS TO:** Year 10 Vines and Wines

### 9HO - GEOGRAPHY

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Caroline Bey

### **CONTENT:**

Year 9 Geography focuses on two units:

- · Biomes and Food Security
- Geographies of Interconnections

Students will study topics such as climate, soil, vegetation, endangered species, water and food production on a national and global scale. Geographies of Interconnections include concepts such as the ways that humans interact with one another and with specific environments.

Assessment tasks will be varied, including individual and group learning, writing based tasks and multimodal presentations. Field work may be a component of the course.

**LEADS TO:** Year 10 Geography

### **9LG - GERMAN**

LEVEL: Year 9

**DURATION:** 1 or 2 semesters

PREFERRED BACKGROUND: C grade or

higher in Year 9 German

**COORDINATOR:** 

Caroline Bey

### CONTENT:

The Year 9 Australian Curriculum Course German course continues to build on the skills and knowledge students have developed during previous years. During Year 9, students are exposed to more comprehensive German grammar, sentence formation, oral language development and language exchanges.

Units of study over the semesters may include:

- Out and about in Germany food, shopping, visiting a restaurant, reading and ordering from a menu, role plays.
- Travel, holidays and German cultural customs and celebrations.
- · Viewing and studying German films with links to WW2.
- Famous Germans
- · German Settlement in the Barossa and sport and culture.

Assessment may include filming of role plays, interviews, research tasks, power point presentations, short oral exchanges in German and other negotiated tasks.

Student may select one or two semesters of German. If students are intending to undertake Year 10 German, two semesters of study is recommended.

**LEADS TO:** Year 10 German

CHOICE SUBJECTS:

### **9HS - ISSUES IN SOCIETY**

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Caroline Bey

### CONTENT:

Issues in Society is a broad Humanities course with a focus on 21st Century learning aimed at challenging students to learn through projectbased learning as well as develop their critical and creative thinking skills. It is designed to extend students and connect their learning to the real world and other subject areas.

Topics may include:

- Current social issues
- Cultural diversity
- Media issues
- Technological issues

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

**LEADS TO:** Year 10 Turning Points in History, and/or Women, Culture and Society

### 9FO - FOOD TECHNOLOGY

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

Rhys Lacey

### CONTENT:

This course is designed to develop skills and knowledge in food selection and preparation. Students will build upon skills and knowledge developed in the compulsory course, focusing on the use of different technologies and developing their knowledge of different cuisines. Topics covered in both theory and practical components of this course include food production methods, bush foods, Eastern cuisine and baking.

Students will undertake several practicals with assessment including planning, practical skills and evaluations. Students will complete four theory assignments linked to the practical units, including analysis of eastern cuisine.

LEADS TO: Year 10 Food Technology, or Food Technology: Cafe Culture



LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: Students must meet selection criteria. Contact the course coordinator if you have not received an information pack and would like to apply.

### COORDINATOR:

Rhys Lacey

### **CONTENT:**

This program is designed to develop the student holistically across the personal, academic and sporting domains. Students will engage in a highly specialised program aiming to maximise the development as they access high quality coaching during the course. As entry to the program is through an application and selection process, further information can be found in the information pack.

Students will be assessed in line with the Australian Curriculum, based on Practical Skills, Performance Review and three written tasks.

Please note: Students wishing to study High Performance: Football MUST obtain the signature of the coordinator, Mr Rhys Lacey on their subject selection sheet prior making online selections. Parents must also have read and signed the relevant form.

**LEADS TO:** Year 10 High Performance Football, Physical Education Specialist, HPE -Sports, HPE - Recreation, HPE - Lifestyles

(\$) ADDITIONAL COST: As per information pack

### 9CD - DRAMA A: PHYSICAL THEATRE AND COMEDY

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Anne Johnson

### CONTENT:

Students engage in a twenty-week course which exposes them to the evolving and expressive world of Drama through a balance of practical performance and theoretical analysis. Building on foundational skills, learners extend their understanding of dramatic elements, conventions, and production techniques to devise, improvise, and interpret scripted work in ways that creatively communicate or challenge ideas, perspectives, and meaning.

Students participate in a wide variety of dramatic experiences including script work with a full-length play, where they explore the full theatrical process [costuming, set design, lighting, blocking, and character development] as well as improvisation, skits, and a unit around commedia dell'arte. The course continues to deepen understanding of the history of theatre, while encouraging personal reflection and informed discussion through the theatrical analysis of a professionally recorded stage production.

This course challenges learners to refine their dramatic skills and deepen their understanding of drama as an art form that informs, entertains, and provokes thought in our contemporary world. Both sides of the dramatic arts [practical and theoretical drama] are integral components of both courses and are expected to be engaged in.

LEADS TO: Year 10 Drama

### 9CD - DRAMA B: IMPROVISATION AND PAGE TO STAGE

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Anne Johnson

### CONTENT:

This subject is essentially about refining performance and expressive skills in characterisation, voice and movement to convey dramatic action in both improvised and scripted performances. Students will learn about the art of improvisation by undertaking a range of spontaneous creative theatre games and activities in groups for an audience. Ancient Greek chorus work will be investigated and performed using the original techniques in a contemporary social setting.

Finally, students will investigate the characters and situations presented in scripts to go beyond the words on the page to create a meaningful three-dimensional performance. They will read, interpret and perform a range of scripts and select a key scene for their assessment. They will look at a broad range of career pathways in theatre and will experiment with dramatic devices such as direction, design, technical theatre and staging to support their performances. Theory tasks will be undertaken including an acting folio, a skills assessment and evaluation reports. Opportunities to attend live theatre shows will be encouraged.

Students will present two major group performances for an audience. Written and multimodal tasks may consist of research investigations into practitioners, personal reflections, script writing, evaluations and analytical reports on drama they devise, perform and view.

LEADS TO: Year 10 Drama

(\$) ADDITIONAL COST: Curriculum may include theatre excursion/s.

### 9CM - MUSIC A

**LEVEL:** Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: Students must be willing to learn an instrument with an accredited instrumental music teacher through the IM program, or a private provider.

### **COORDINATOR:**

Anne Johnson

### CONTENT:

The focus of the music course is to further develop and build upon skills learnt in year 8. These include but are not limited to solo performance and class ensemble on an individual instrument, aural skills, theory skills and using technology in the music making process. Students will engage in theory and aural lessons specifically designed to further develop their understanding of theoretical concepts and aural skills. Students will experience being a class ensemble member and will perform once a term as a solo instrumentalist for the class

Assessment will include solo performance, aural training, theory development and ensemble participation.

Students will also be expected to participate in public performances as the opportunity arises (eg: school concerts, community performances)

**NOTE:** To study only one semester of music students should select this course (Music A). For a whole year of music studies students can select Music A and Music B.

LEADS TO: Year 10 Music A and B

### 9CU - MUSIC B

LEVEL: Year 9

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** Students must have prior music and instrumental knowledge/ experience.

### **COORDINATOR:**

Anne Johnson

### **CONTENT:**

The focus of the music course is to further develop and build upon skills learnt in the first semester. These include, but are not limited to, solo performance and class ensemble on an individual instrument, aural skills, theory skills and using technology in the music making process.

Students will engage in theory and aural lessons specifically designed to further develop their understanding of theoretical concepts and aural skills. They will further familiarise themselves with and develop their ability to use music-based computer software and recording equipment. Students will experience being a class ensemble member and will perform once a term as a solo instrumentalist for the class.

Assessment will include solo performance, aural training, theory development, composition and arranging, and ensemble participation.

Students will also be expected to participate in public performances as the opportunity arises (eg: school concerts, community performances)

**NOTE:** Students must be enrolled in Music A to enrol in Music B. Contact Mr Noah Tilley to discuss enrolling in Music B as a standalone.

**LEADS TO:** Year 10 Music A and B

### 9AA - DRAWING AND PAINTING

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Anne Johnson

### CONTENT:

This course offers a skill-based approach to drawing, painting and two-dimensional studies. It aims to develop the expressive, creative and imaginative aspects of art using a variety of media. Students will analyse and respond to a variety of contemporary, historical and cultural artworks.

Potential topics include:

- Media exploration through technical development
- Investigations into portraiture
- Exploration of landscape

Students will be assessed on practical and theory work as per the Australian Curriculum.

**LEADS TO:** Any Year 10 Visual Arts subject

(\$) ADDITIONAL COST: Students may need to purchase a visual art diary. An excursion may also be included in the curriculum

### **9VD - DESIGN**

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Anne Johnson

### CONTENT:

This course enables students to explore the three main areas of design; graphic design, product design and environmental design. Students will use the design process to tackle problem solving and idea generation, which will help to develop skills in industry standard design programs and practices. During this process students will research current trends using critical and creative thinking skills to analyse and respond to a variety of design works and create their own.

Practical and theory work will be assessed as per the Australian Curriculum. Assessment tasks may include technical drawing, interior design, graphic design, typography and/or rendering.

**LEADS TO:** Any Year 10 Visual Arts subject

(\$) ADDITIONAL COST: Students may need to purchase a visual art diary. An excursion may also be included in the curriculum

### 9AB - SCULPTURE AND PRINTMAKING

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Anne Johnson

### CONTENT:

This course focuses on a skill-based approach to printmaking, mixed media, sculpture and three-dimensional studies. It also aims to further develop the expressive creative and imaginative aspects of art using a variety of media. Students will make, analyse and respond to a variety of contemporary, historical and cultural artworks.

Practical and theory work will be assessed as per the Australian Curriculum. Assessment tasks may include wood, paper mache, clay, cardboard, plaster, wire and/or lino prints.

LEADS TO: Any Year 10 Visual Arts subject

(\$) ADDITIONAL COST: Students may need to purchase a visual art diary. An excursion may also be included in the curriculum



### 9TC - COMPUTER AIDED DESIGN

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Rainer Kahl

### CONTENT:

Courses will be based on the RDMA approach (Research, Design, Make, Appraise) and will also include information associated with the technology being studied and crosscurricular links to STEM (Science, Technology, Engineering and Mathematics).

Students will complete a series of skills tasks to re-engage with skills from Year 8, followed by investigations into aerodynamics and the design of vehicles. Students will evaluate the effectiveness of their designs with simulation tools within currently used 3D software, together with the potential to 3D print and race their vehicles against each other, evaluating the physical performance of their design. All courses in Computer Aided Design use SolidWorks CAD software.

Assessment includes a skill task, e-racer portfolio research and design, personal design projects

**LEADS TO:** Year 10 Computer Aided Design

(\$) ADDITIONAL COST: Depending on what the student chooses to have 3D printed, this course will incur an additional costs. Student will have control of this at the design stage with specific/individual invoices sent home.

### 9TD - DIGITAL TECHNOLOGIES

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

Rainer Kahl

### CONTENT:

This course is based on the Australian Curriculum's requirements for Digital Technology delivery in SA schools. The course has integrated components linking to programming, app development, micro-bit coding, and creating digital solutions to realworld problems.

This course will also introduce them to computational thinking concepts, which they can then use throughout the curriculum. The collection, management and analysis of data will also be looked at. The focus of the course content will be driven by individual student learning programs and collaborative work to create a technology project.

Assessment includes programming activities: personal technology project, data analysis

**LEADS TO:** Year 10 Introduction to Game Design

### 9TM - METALWORK

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

Rainer Kahl

### CONTENT:

Courses will be based on the DMA approach (Design, Make, Appraise) and will also include information associated with metalworking, a materials study and machine/tool use. Courses include either Computer Aided Design using Solidworks CAD software or handdrawn, annotated drawings. Through practical projects, students will gain a deeper insight into Metalwork techniques, including MIG Welding, sheet metal cutting/folding and increasing their machine use capabilities. Creativity is an expected quality.

Assessment will include materials investigation, skills tasks, a major project and project portfolio/evaluation.

LEADS TO: Year 10 Metalwork: Fabrication, Metalwork: Fitting and Machining

(\$) ADDITIONAL COST: \$50 for take-home projects

### 9TW - WOODWORK

LEVEL: Year 9

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

Rainer Kahl

### CONTENT:

The woodwork course is based on the DMA approach (Design, Make, Appraise) and will also include information associated with Woodwork, a materials study and machine and tool usage. The STEM philosophy is used to encourage students to investigate, test, produce, problem solve and evaluate a small cabinet with a drawer.

The course includes either Computer Aided Design using Solidworks CAD software or hand-drawn, annotated sketches. Students develop a major project, which involves specific joint-making processes (box/finger, halving, and rebate joints). Creativity in the construction of the cabinet with drawers is expected.

Assessment will include joint construction and testing, materials investigation, a major project and project portfolio.

**LEADS TO:** Year 10 Woodwork: Creative, Woodwork: Furniture

(\$) ADDITIONAL COST: \$50 for take-home projects

CHOICE SUBJECTS:

# COMPULSORY SUBJECTS

9 - ENGLISH

**LEVEL:** Year 9 (Compulsory)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Nat Noack

### CONTENT:

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. They learn to apply their skills to understand and produce a range of texts including oral, written and multimodal. Students 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 develop a spelling, vocabulary, grammar and comprehension skills.

Assessments in year 9 will consist of a minimum of four common assessments tasks per semester which includes responding to texts, creating texts and critical reading.

LEADS TO: Year 10 Essential English, English, Vocational English, or English Literary Studies

### 9HC - GLOBAL CONNECTIONS

**LEVEL:** Year 9 (Compulsory)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

**Caroline Bey** 

### CONTENT:

This course will include the study of a range of HASS Australian Curriculum topics from the subject areas:

- Geography
- Economics and Business
- · Civics and Citizenship

Students will study topics focusing on the global connections we have as citizens. This may include a focus on the environment and resources, trade and the global economy, local business issues, and how citizens contribute locally and globally. Students will use an inquiry-based method to look at local and global problems, posing their own ideas and solutions to real world topics and issues.

Assessment tasks will be varied, including individual and group learning.

**LEADS TO:** Year 10 Geography, History, Turning Points in History, and/or Women, Culture and Society

### 9HH - HISTORY

**LEVEL:** Year 9 (Compulsory)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Caroline Bey

### **CONTENT:**

Year 9 History focuses on the period from 1750-1918 and looks at Australia from a range of perspectives.

Depth studies include: Making and transforming the Australian nation, and First World War: 1914-1918. Students may also have the option to study another topic within the timeframe.

Students will gain a range of knowledge and develop skills such as source analysis, developing conclusions, differing perspectives, using evidence, and creating explanations. Assessments may include a range of tasks, both individual and group tasks.

**LEADS TO:** Year 10 History, Turning Points in History, and/or Women, Culture and Society

### 9FH - HOME ECONOMICS AND HEALTH

LEVEL: Year 9 (Compulsory)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

Rhys Lacey

### CONTENT:

Emphasis will be placed on developing skills and knowledge that will enable students to make responsible health related decisions including good food choices to avoid common lifestyle diseases. The Food Technology unit will run for 1 term and focus on the development of skills for cooking and living a healthy lifestyle. Students will be able to apply these skills in everyday life.

The health unit covers information in the areas of development of self, sexuality, disease and disability, self-esteem, contemporary community health and drugs.

Assessments will include practical performance, food technology investigations and health assignments.

**LEADS TO:** Year 10 Food Technology, Food Technology: Cafe Culture, HPE - Lifestyles, Outdoor Education and/or Child Studies

# SORY SUBJECTS

### 9MA - MATHEMATICS

**LEVEL:** Year 9 (Compulsory)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

**Andrew Turnbull** 

### **CONTENT:**

In Year 9 Mathematics, students deepen their understanding of number, algebra, measurement, geometry, statistics, and probability. They explore and apply mathematical concepts to real-world problems, using reasoning, problem-solving, and digital technologies. Key topics include linear and non-linear relationships, indices, Pythagoras' Theorem, trigonometry, surface area and volume, and statistical analysis. Students develop fluency in calculations, strengthen their algebraic skills, and interpret data to make informed decisions. Through collaborative and independent tasks, learners enhance their mathematical thinking and communication. The course prepares students for the increased specialisation of Year 10 and Senior Secondary Mathematics pathways

Students' performance will be determined according to the subject's Learning Standards as outlined in the mathematics framework of the Australian Curriculum. Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.

LEADS TO: Year 10 Mathematics A or B

Students will require their own scientific calculator.

### 9MB - MATHEMATICS

Students identified by the school as needing support/intervention in their mathematical learning before continuing with the Australian Curriculum will be streamed into Mathematics B

### **9PE - PHYSICAL EDUCATION**

LEVEL: Year 9 (Compulsory)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Rhys Lacey

### **CONTENT:**

This is a practical performance unit. Students will be involved in both team and individual activities. Students will study six practical topics in a range of activities to refine their own, and others, movement performances in different environments.

Topics include net and wall sports, fitness and invasion games. An extended unit of sports education (SEPEP) will also be undertaken for cricket or netball. Students will complete a SEPEP folio and a second literacy rich task during the course.

Students will be assessed on their practical performance, focusing on the development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will undertake two literacy-rich written tasks during the semester.

LEADS TO: Year 10 HPE - Sports, HPE -Recreation, HPE - Lifestyles, HPE - Dance, Physical Education Specialist - Boys/Girls, **Outdoor Education** 

### 9SC & 9SC2 - SCIENCE

**LEVEL:** Year 9 (Compulsory)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

**Damien Jones** 

### **CONTENT:**

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.

Units of study include biology, Earth science, chemistry, physics, STEM, science inquiry skills and science as human endeavour.

Assessment includes tests, research assignments, practical reports and a range of other evidence such as model building.

LEADS TO: Year 10 Science, Science 2: Agriculture, Psychology, STEM

to support their learning.





In Year 10, students begin to make more focused decisions about their education with an eye toward their future career paths or further study. While some subjects remain compulsory to ensure a well-rounded education, students also have greater flexibility to choose subjects that align with their interests, strengths, and long-term goals.

All Year 10 students are typically required to study core subjects such as English, Mathematics, Health/Physical Education, History, and Science. These subjects are essential for developing key skills that are valued in a wide range of careers and are often prerequisites for senior school studies.

In addition to these compulsory subjects, students can select from a range of elective subjects. These may include areas such as Arts, Agriculture, Technologies, Languages, Health and Physical Education, and Humanities.

Choosing electives in Year 10 allows students to start exploring areas they may wish to pursue in Years 11 and 12, whether they are aiming for university, TAFE, apprenticeships, or direct entry into the workforce. It encourages them to think more seriously about their strengths, interests, and future ambitions, and to begin shaping an educational pathway that supports those goals.

Students are required to enrol into the specified compulsory subjects and may select five choice subjects. Students must select at least one subject from 'Group 1' and indicate order of preference.



YEAR 10 COMPULSORY SUBJECTS	SEMESTERS
English (selected from Essential English, English, Vocational English or English Literary Studies)	2
Mathematics (A, B OR C)	2
Health & Physical Education (selected from Dance, Lifestyles, Recreation or Sports)	1
Science 1	1
Science 2 OR Science 2: Agriculture	1
Exploring Identities and Futures	1
History	1

YEAR 10 CHOICE SUBJECTS		
AREA	SUBJECT(S)	
	GROUP 1	
<u>agriculture</u>	<ul><li>Agriculture: Livestock</li><li>Vines and Wines A</li><li>Vines and Wines B</li></ul>	
HASS & anguages	<ul><li>Geography</li><li>German</li><li>Turning Points in History</li><li>Women, Culture and Society</li></ul>	
Science	<ul><li>Biology A</li><li>Psychology</li><li>STEM (SACE Stage 1)</li></ul>	
	GROUP 2	
Health & Physical Education	<ul> <li>Child Studies</li> <li>Food Technology</li> <li>Food Tech: Cafe Culture</li> <li>High Performance Football</li> <li>Outdoor Education</li> <li>PE Specialist: Boys/Girls</li> </ul>	
/isual & Performing Arts	<ul> <li>Creative Art and Design</li> <li>Digital Art and Graphics</li> <li>Design</li> <li>Drama A and/or B</li> <li>Drawing and Painting</li> <li>Music A and B</li> <li>Photography</li> <li>Sculpture and Printmaking</li> </ul>	
- echnologies	<ul> <li>Car Maintenance</li> <li>Computer Aided Design</li> <li>Electronics</li> <li>Intro to Game Design</li> <li>Metalwork</li> <li>Woodwork</li> </ul>	

YEAR 10

### **0AL - AGRICULTURE**

LEVEL: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Milly Hoffmann

### **CONTENT:**

Students will study topics including animal management and physiology relating to reproduction, nutrition, diseases and pest management. Students will have the opportunity to develop confidence with handling animals (sheep and cattle). Management of the aquaculture program will also be covered in this course. Please note students may be involved in seasonal horticultural maintenance of school enterprises during this subject if required.

Assessment includes tests, research assignments, multimedia presentations, practical reports and practical skills.

**LEADS TO:** Stage 1 Agriculture A: Livestock Production

### **OAV - VINES AND WINES A**

**LEVEL:** Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

Milly Hoffmann

### CONTENT:

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 wine making, fruit characteristics, chemistry of wine making, quality control and hygiene, principles of wine making. Students will be involved with the making of Nurihannam wines.

Assessment will include tests, research assignments, multimedia presentations, practical reports and practical skills.

This course can be combined with Vines and Wines B for a full year of viticulture/wine making.

**LEADS TO:** Stage 1 Agriculture B: Plant Production

LEVEL: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

Milly Hoffmann

### CONTENT:

Students are required to be involved in the practical management of the school Viticulture and Wine making enterprise. Theory and practical work will relate to the wine produced in semester 1. Students will learn practical skills required for a range of aspects of the Wine Industry including pruning, irrigation systems, trellising and general vineyard maintenance. Students will be involved in winery operations, such as racking the current vintage wines. Students explore the role of technology within the industry, and are involved in the cellar, laboratory and bottling and packaging aspects of the school wine production.

Assessment will include tests, research assignments, multimedia presentations, practical reports and practical skills.

Pruning of the vineyard will be a core aspect of this course.

Students do not need to have competed Vines and Wines A to enrol in this course, however it is strongly recommended

**LEADS TO:** Stage 1 Agriculture B: Plant Production

# GROUP 1

### **OLG - GERMAN**

LEVEL: Year 10

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or

higher in Year 9 German

### **COORDINATOR:**

**Caroline Bey** 

### CONTENT:

The Australian Curriculum Year 10 German course supports students by building on their existing knowledge of German language and culture, applying diverse learning strategies. They engage with global, social, and environmental issues, while receiving support and growing independence in reflecting on and managing their language and intercultural learning. Students consider future pathways and options, including how German and Germany could be incorporated.

Units of study may include:

- 'A trip to Germany' encompassing German culture, mapping, oral language and written language, research skills and an oral presentation in both German and English.
- 💲 Inquiry study into Famous Germans
- Settlement in the Barossa, German History: a reflective task based on a local excursion focusing on German Settlement in the Barossa Valley.

Assessment may include filming of role plays, interviews, research tasks, power point presentations, short oral exchanges in German, oral presentations and other negotiated tasks.

Students who are planning to study German at Stage 1, must complete both semesters at Year 10, and achieve at least a C grade for each semester.

**LEADS TO:** Stage 1 German

### **OHE - GEOGRAPHY**

LEVEL: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

### **COORDINATOR:**

Caroline Bey

### CONTENT:

Year 10 Geography focuses on two substrands:

- Environmental change and management
- · Geographies of human well-being

Environmental change and management may include an in-depth study a specific environment and strategies to manage it (e.g.: coastal environments or forests). Students participate in a field trip to investigate specific environments being studied. Geographies of human well-being focuses on national and international issues related to population, such as poverty, and the causes of global differences.

Key skills include fieldwork, data collection and interpretation, mapping, use of GIS and other ICT skills.

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

**LEADS TO: N/A** 

### **OHT - TURNING POINTS IN HISTORY**

LEVEL: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: C+ or higher in

any Year 9 HASS subject

### **COORDINATOR:**

**Caroline Bey** 

### CONTENT:

Turning Points history focuses on key conflicts of the 20th Century. This may include turning points such as:

- Vietnam War
- Cold War events i.e. the Space Race
- War in Afghanistan
- 9/11 terrorist attacks

This Australian Curriculum course builds on the skills students gained in previous History studies, aiming to extend their knowledge and skills moving into senior school History/HASS subjects. Students will delve into the events, key people and groups, the impacts and the effects on the modern world. Students will focus on key skills of source analysis, historical arguments, and historical accuracy through film or written texts.

Assessment tasks will vary, and may include individual and group tasks, writing-based tasks, and multimodal presentations.

**LEADS TO:** Stage 1 Modern History, Ancient Studies, Society and Culture

WOMEN, CULTURE
AND SOCIETY

LEVEL: Year 10

DURATION: 1 semester

PREFERRED BACKGROUND: C+ or higher in any Year 9 HASS subject

COORDINATOR:
Caroline Bey

CONTENT:
Year 10 Women, Culture and Society will focus on issues such as:
Status of women and girls
Gender stereotypes
Women's role in key movements and events

The focus of this course will be women and girls and their contributions to culture and society and their contributions to culture and society throughout history. The topics will have a focus on global perspectives and look at the specific roles and issues women face across a range of social and political issues.

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

**LEADS TO: Stage 1** Women's Studies, Society and Culture.

# GROUP 1 CHOICE SUBJECTS: Science

### **1SB - BIOLOGY**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** Year 10 students enrolling in this subject MUST have achieved an A grade in Year 9 Science.

### COORDINATOR:

**Damien Jones** 

### **CONTENT:**

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.

**LEADS TO:** Stage 2 Biology

### **OSS - PSYCHOLOGY**

LEVEL: Year 10

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** Interest in the science and application of psychology

### **COORDINATOR:**

**Damien Jones** 

### CONTENT:

Students will study an Introduction to Psychology which is studied further in Stage 1 and Stage 2. They will start to develop the scientific inquiry skills required to be successful in SACE.

Forensic and Criminal psychology will be the second topic studied. Students will be applying psychological theories and skills to the understanding and functioning of the legal and criminal system. This includes the law of civil and criminal matters, police psychology, victim and community services, criminal profiling and behaviours.

Students will study Clinical Psychology where they will learn the prevention, assessment, diagnosis and treatment of a variety of psychological problems and disorders.

Positive Psychology is another topic taught which focuses on exploring positive human traits and behaviours which can be used to increase positive emotions, engagement, and relationships.

Assessment will include an ethics investigation, forensics assignment, criminal issues multimodal presentation, and a clinical issues awareness campaign.

**LEADS TO:** Stage 1 Psychology

### **OST - STEM**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: Minimum C

grades in Maths and Science

### **COORDINATOR:**

**Damien Jones** 

### CONTENT:

In this course students use multiple disciplines to propose solutions to real world problems, make projects as part of a team and present information in a variety of ways. Students will refine a design approach to problem solving, using various combinations of science, mathematics, technology, and engineering. This will be integrated with site visits to local industries, where students will connect with experts, engineers, and leaders in their field. This will allow students to learn about a range of STEM career opportunities, educational pathways and how content from school can be applied in industry. It aims to further students' skills in ICT, critical and creative thinking, communication and collaboration. During the course students will have the opportunity to extend their knowledge in robotics use and coding. They will be using LEGO Mindstorm, and Hummingbird kits to develop automated systems for industry. Other coding opportunities will be available, including the use of EZ-Robots. Through site visits students will explore the large-scale use of similar robotics and coding in various local

Assessment includes collaborative task, inquiry and presentation, and a personal research task to connect students' interest in STEM, educational pathways and future career opportunities.

LEADS TO: N/A

industries.

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### **OFC - CHILD STUDIES**

LEVEL: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

**Rhys Lacey** 

### CONTENT:

This course looks at child development in terms of physical, social, mental and emotional progression. Topics will include pregnancy, birth, feeding, the developmental stages, nutrition, clothing, toys, play, and welfare issues.

Students will look at the responsibilities of child carers, contemporary family issues and support services to assist the care of young children.

The course will include a range of practical tasks, dependent on availability of facilities, to assist in the study of these topics, including the design and production of a child's toy, game or book.

Assessment will include cooking, craft tasks and written assignments.

LEADS TO: Stage 1 Child Studies, Health and Wellbeing

### **OFF - FOOD TECHNOLOGY**

**LEVEL:** Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Rhys Lacey

### CONTENT:

This course builds on the knowledge and skills from the Year 9 Food Tech course. The focus of this course is on a more detailed study of hygiene and practical food using a range of cooking methods. Topics include Preservation (including the preserving of local seasonal produce), Sensory perceptions, western cuisines and meal modification. Students will undertake theory units on these topics.

Assessment includes practical tasks (including planning, practical skills and evaluations) and four theory assignments linked to the practical tasks, including a practical folio and action plan project.

**LEADS TO:** Stage 1 Food and Hospitality

(\$) ADDITIONAL COST: \$10

### **OFB - FOOD TECH: CAFE CULTURE**

LEVEL: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or higher in Year 9 Home Economics or Food Technology. An interest in the food and hospitality industry.

### COORDINATOR:

Rhys Lacey

### CONTENT:

This course will have a hospitality focus, developing employability skills for students considering work in the Café Industry. The main aim of the course is to investigate and produce food and beverage offerings that can be served in a Cafe setting. Topics can include sweet and savory pastry items, biscuits, muffins, cakes, breads, plus tea and coffee preparation.

The course includes both practical and theory components, with completion of theory tasks essential for students to achieve a passing grade.

**LEADS TO:** Stage 1 Food and Hospitality

(\$) ADDITIONAL COST: \$20

### **OPF - HIGH PERFORMANCE FOOTBALL**

**LEVEL:** Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: Students must meet selection criteria. Contact the course coordinator if you have not received an information pack and would like to apply.

### COORDINATOR:

Rhys Lacey

### **CONTENT:**

This program is designed to develop the student holistically across the personal, academic and sporting domains. Students will engage in a highly specialised program aiming to maximise the development as they access high quality coaching during the course. As entry to the program is through an application and selection process, further information can be found in the information pack.

Students will be assessed in line with the Australian Curriculum, based on Practical Skills, Performance Review and three written tasks.

Please note: Students wishing to study High Performance: Football MUST obtain the signature of the coordinator, Mr Rhys Lacey on their subject selection sheet prior making online selections. Parents must also have read and signed the relevant form.

**LEADS TO:** Stage 1 Physical Education

(\$) ADDITIONAL COST: As per information pack

GROUP 2 CHOICE SUBJECTS: Health & Phys

# GROUP 2 CHOICE SUBJECTS: Health & Phys

### **OPO - OUTDOOR EDUCATION**

**LEVEL:** Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: An interest in outdoor activities (eg: camping, bushwalking, rock climbing) and a good level of fitness.

### COORDINATOR:

Rhys Lacey

### CONTENT:

Course Work will include a study of camp craft, equipment selection, care & use, map reading, basic first aid and an awareness of the potential hazards in the outdoors, environmental awareness and conservation. Students will participate in at least two outdoor activities (eg. Bushwalking, Kayaking or Rock Climbing). They will reflect upon their abilities, self-reliance and teamwork in each outdoor activity, whilst interacting sensitively with the environment

Assessment includes practical and theory.

**LEADS TO:** Stage 1 Outdoor Education

(\$) ADDITIONAL COST: Approximately \$100

### **OPB - PE SPECIALIST: BOYS**

**LEVEL:** Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: B grade or higher in Year 9 Physical Education

### **COORDINATOR:**

Rhys Lacey

### CONTENT:

This course is designed for boys who intend to study Physical Education at Stage 1.

Theory work will be incorporated into lessons and homework with topics undertaken including issues analysis and body systems. Students will participate in the practical topics of volleyball, badminton, golf, cricket and football codes.

Students will be assessed on their practical performance, focusing on development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will also be required to complete two theory tasks that will contribute to their overall grade.

**LEADS TO:** Stage 1 Physical Education

### **OPB - PE SPECIALIST: GIRLS**

LEVEL: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: B grade or higher in Year 9 Physical Education

### **COORDINATOR:**

Rhys Lacey

### CONTENT:

This course is designed for girls who intend to study Physical Education at Stage 1.

It encourages girls to increase their physical activity, raise self-esteem, fosters group development and encourages the development of fitness. Theory work will be incorporated into lessons and homework with topics undertaken including issues analysis and body systems. Students will participate in the practical topics of volleyball, badminton, golf, netball and football codes.

Students will be assessed on their practical performance, focusing on development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will also be required to complete two theory tasks that will contribute to their overall grade.

**LEADS TO:** Stage 1 Physical Education



### **0VC - CREATIVE ART AND DESIGN**

LEVEL: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or

higher in Year 9 Art or Design

### **COORDINATOR:**

Anne Johnson

### CONTENT:

The focus of the course is on the development of skills and techniques in drawing, painting, textiles, paper crafts and sculptural crafts with an emphasis on designing and making creative arts products as well as the development of skills and techniques.

Students will be introduced to the work of traditional and contemporary artists and crafts people with an insight into marketing and small business practices.

Practical and theory work will be assessed as per the Australian Curriculum.

LEADS TO: Any Stage 1 Visual Arts subject

(\$) ADDITIONAL COST: Students may need to purchase a visual art diary. An excursion may also be included in the curriculum

### **OVD - DESIGN**

LEVEL: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or

higher in Year 9 Art or Design

### **COORDINATOR:**

Anne Johnson

### CONTENT:

Developing creative and critical thinking skills in the use of the design process as it relates to communication, product and environmental design is a focus of this course. Design skills in developing a brief, problem solving, idea generation and technical drawing skills will be explored and evolved. Students will critically analyse and respond to design works from contemporary and historical contexts and use this to implement their own designs.

- Product Design
- Money Design
- Environmental Design
- Wine Labels
- Tree Houses/Environmental Design
- Chair Design and Ergonomics
- Packaging Design
- Graphic Design
- Logo Design
- Architectural Drawing (Perspective)

**LEADS TO:** Any Stage 1 Visual Arts subject

(\$) ADDITIONAL COST: Students may need to purchase a visual art diary. An excursion may also be included in the curriculum

### 0VI - DIGITAL ART AND GRAPHICS

**LEVEL**: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or

higher in Year 9 Art or Design

### **COORDINATOR:**

Anne Johnson

### CONTENT:

Students will learn industry standard software applications, creating digital artworks. These opportunities provide insights to job pathways such as graphic design, film making, graphic novels, concept & gaming art using Wacom drawing tablets. Practical and theory work will be assessed as per the Australian Curriculum.

Assessment tasks could include:

- Software applications from the Adobe Creative Suite such as Photoshop, Illustrator, InDesign and Premier Pro will be used in developing;
- Concept art
- Digital manipulation
- Design process

Practical and theory work will be assessed as per the Australian Curriculum.

**LEADS TO:** Any Stage 1 Visual Arts subject

**(\$) ADDITIONAL COST:** Students may need to purchase a visual art diary

0CT - DRAMA A 0CE - DRAMA B

L CONTENTS

**LEVEL:** Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: One semester

of Year 9 Drama

### **COORDINATOR:**

**Anne Johnson** 

### **CONTENT:**

Explore, create and educate! How do we learn about ourselves, our community and our world? The heart of Drama lies within our ability to understand the world in which we live. This question will be answered as students explore and investigate a social theme or event to create a challenging, major performance that will entertain and educate an appropriate audience. Students may select a contemporary or traditional script from any cultural background, or they can choose to devise their own final production on a topic of their choice using a range of performance styles. Working as a team will be a major requirement to ensure that all students can participate in the planning, researching, brainstorming, script writing, workshopping, improvising and performing the final product. Opportunities will be given for students to undertake off-stage roles in lighting, set and costume design as well as media production. Becoming practitioners will allow students to present their learning journey in an evaluative folio which will record the creative arts process.

Students will present a major group production to an audience with either an onstage or offstage role. A creative product folio and an individual practical skills folio will be assessed in multi modal form as evidence of their learning. An investigation on a practitioner will also be undertaken.

There may be some out of school hours rehearsals and performances. There may be opportunities to attend live theatre during the course.

Students may do both Drama A and B in Year 10.

**LEADS TO:** Stage 1 Creative Arts: Drama

### **0VA - DRAWING AND PAINTING**

LEVEL: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or

higher in Year 9 Art or Design

### **COORDINATOR:**

Anne Johnson

### CONTENT:

This course allows students to develop a folio showcasing a range of skills and techniques with different media in drawing and painting. Opportunities to use imagination, express creative thinking and document ideas will be explored. Students will critically analyse and respond to artworks from a variety of cultural and historical contexts. Possible topics can include:

- Media exploration through technical development (ink, charcoal, pencil, watercolour, acrylic, paint etc)
- Investigations into portraiture
- Exploration of landscape
- Representing still life

GROUP 2 CHOICE SUBJECTS:

• Responding to modern Art movements (Cubism, Pop Art, Surrealism etc)

Practical and theory work will be assessed as per the Australian Curriculum.

**LEADS TO:** Any Stage 1 Visual Arts subject

(\$) ADDITIONAL COST: Students may need to purchase a visual art diary. An excursion may also be included in the curriculum

### 0CM - MUSIC A 0CM - MUSIC B

**LEVEL:** Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or higher in Year 9 music. Minimum one year of instrumental learning with an accredited teacher. Students must also be currently enrolled in instrumental music lessons.

### **COORDINATOR:**

**Anne Johnson** 

### CONTENT:

This subject focuses on further developing skills learned in year 9 music; enhancing performance and musicianship in both solo and ensemble settings. To support this, students attend weekly instrumental lessons through the school's Instrumental Music program, to build skill on their chosen instrument.

New concepts are introduced, such as basic arranging, song writing, and use of technology to develop creative skills. These concepts build upon and utilise theory knowledge learned in year 9 music. Music B enhances skills built in Music A across performance, musicianship and theory.

Students are expected to perform for an audience as part of a class ensemble, and as a solo instrumentalist once per term.

Assessment includes solo performance, aural training, ensemble performance, theory development, song writing, composition and arrangement.

Participation in public performances, such as school concerts or community events, may be required.

Student can enrol in Music A and Music B for a full year of Music. For a semester only, select Music A.

**LEADS TO:** Stage 1 Music

### **OVP - PHOTOGRAPHY**

LEVEL: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or

higher in Year 9 Art or Design

### COORDINATOR:

Anne Johnson

### CONTENT:

Introducing photography as an art form; different styles, genres and forms of photography will be explored as students develop their conceptual and technical knowledge. Students will be introduced to the operation of the digital camera as an artistic medium and Adobe Photoshop and/or Adobe Lightroom as a "digital darkroom". Students will critically analyse and respond to photographic artworks from a variety of contexts.

Practical and theory work will be assessed as per the Australian Curriculum and may include light painting, technical skills, composition, DSLRs and visual study research.

LEADS TO: Any Stage 1 Visual Arts subject

(\$) ADDITIONAL COST: Students may need to purchase a visual art diary. An excursion may also be included in the curriculum

## 0VS - SCULPTURE AND PRINTMAKING

L CONTENTS

**LEVEL:** Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or

higher in Year 9 Art or Design

### **COORDINATOR:**

Anne Johnson

### CONTENT:

Students have the option to explore a variety of sculptural techniques with a range of media to develop a personal style. Printmaking extends skills from previous studies, exploring reduction prints and intaglio. Opportunities to use imagination, express creative thinking and document ideas will be explored within a folio. Students will critically analyse and respond to artworks from a variety of cultural and historical contexts.

Practical and theory work will be assessed as per the Australian Curriculum and may include clay, wood, paper-mache, lino prints, mosaic, wire, painting and/or drawing.

**LEADS TO:** Any Stage 1 Visual Arts subject

(\$) ADDITIONAL COST: Students may need to purchase a visual art diary. An excursion may also be included in the curriculum

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### **OTA - CAR MAINTENANCE**

LEVEL: Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Rainer Kahl

### CONTENT:

This course looks at the parts of a car and how they integrate to allow it to function properly. Students will learn how to service and maintain a car, know the functions of each part and discover the basic theory behind the workings of a vehicle. The course also looks at what to look for when buying a car, good driving techniques (Driver education unit) and safety issues. Extension units will depend on the interests and skills of the students. The course also includes working on dismantling and reassembling a small 4-stroke engine, with an emphasis on how an engine works.

Practical assessments include:

- · Changing and balancing a wheel and tyre
- · Changing fluids and filters
- · Basic vehicle maintenance

Investigation assignments include:

- How to change a flat tyre
- Buying a car Planning a trip

**LEADS TO:** Stage 1 Automotive Systems

### **OTC - COMPUTER AIDED DESIGN**

**LEVEL:** Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: C- grade or higher in Year 9 Computer Aided Design

**COORDINATOR:** 

Rainer Kahl

### CONTENT:

Students are taught the skills of part creation, assembly formation and basic motion studies using SolidWorks CAD software. They undergo a study into Automata Mechanics while completing a series of set tasks. They will demonstrate research skills and understanding of moving components in CAD by way of a research folio.

Students will demonstrate their skills by designing, creating and developing their own mechanical automata project. They will evaluate their designs for effectiveness, aesthetics, purpose and engagement with the audience. Should students wish to 3D print any of their designs, they will be invoiced prior to the printing of their agreed project.

**LEADS TO:** Stage 1 Computer Aided Design

(\$) ADDITIONAL COST: Depending on what the student chooses to have 3D printed, this course will incur an additional costs. Student will have control of this at the design stage with specific/individual invoices sent home.

### **OTE - ELECTRONICS**

**LEVEL:** Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or higher in Year 9 Electronics. Ability to work independently and progress positively using problem-solving. Fine motor skills and attention to detail.

### COORDINATOR:

Rainer Kahl

### CONTENT:

This course builds on skills learned in Year 9, although it can be studied without the completion of Year 9 Electronics. The course goes into greater depth in relation to circuit board design and production. Students learn to write more detailed operational code using PICAXE software and then design projects, which are controlled by this code. The involvement of STEM principles leads to the development of automated projects. Topics involve robotics studies, automated control and wireless technologies.

Assessment includes:

- · Wireless Remote Controller design and development
- · Wireless Vehicle design and development
- Programming
- Design folios for both projects (which includes project brief, investigative research, project planning, production record and evaluation)

**LEADS TO:** Stage 1 Electronics

(\$) ADDITIONAL COST: \$100 for take-home projects

### **OTD - INTRO TO GAME DEVELOPMENT**

**LEVEL:** Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: Year 9 Digital

Technology

**COORDINATOR:** 

Rainer Kahl

### CONTENT:

Students will learn about computational thinking, decomposition, abstraction, pattern recognition and algorithmic thinking. They will use thinking strategies to identify and solve problems that are of interest to them. Students will have the opportunity to work collaboratively to plan, develop and create a collection of 2-dimensional games using the game-making engine 'Godot'. Depending on student interest, the class may also explore 3D creations and animation design in 'Blender'.

Assessment will include a variety of skills and application tasks in line with the Australian Curriculum. Assignments will be negotiated and in line with the student cohort interests.

**LEADS TO:** Stage 1 Digital Coding Solutions

GROUP 2 CHOICE SUBJECTS:

### **0TM - METALWORK**

LEVEL: Year 10

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** C- grade or higher in Year 9 Metalwork. Ability to work independently and progress positively using problem-solving.

### **COORDINATOR:**

Rainer Kahl

### CONTENT:

Materials Courses will centre on the DMA approach (Design, Make and Appraise) with a development of practical skills including MIG welding, metal cutting and grinding, along with associated theoretical knowledge. Courses will include an understanding and appreciation of materials and processes, concepts of good design, and product quality. A project-based approach to problem solving and skill development. Safety in the workshop is an important aspect. All courses include either Computer Aided Design using Solidworks software or hand drawn annotated

Assessment includes skills tasks, product design and evaluation, impact study and major project.

**LEADS TO:** Stage 1 Metalwork

**(\$) ADDITIONAL COST:** \$70 for take-home projects

### **0TW - WOODWORK**

**LEVEL:** Year 10

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or

higher in Year 9 Woodwork

### **COORDINATOR:**

Rainer Kahl

### CONTENT:

Year 10 Woodwork will centre on the DMA approach (Design, Make and Appraise) with a development of practical skills and associated theoretical knowledge.

Courses will include an understanding and appreciation of materials and processes, concepts of good design, product quality and a project-based approach to problem solving. Safety in the workshop is an important aspect. The STEM philosophy is used to encourage students to investigate, test, produce, problem solve and evaluate a framing project, such as a coffee table and will have the opportunity to use the Computer Numerical Controlled (CNC) router and laser engraver. Computer Aided Design processes may be used as part of the drawing component of this course. Students may also have time to complete a project on the wood lathe.

Assessments will include skills tasks, product design and evaluation, impact study, major project and photographic portfolio.

**LEADS TO:** Stage 1 Woodwork: Creative or Furniture

**(\$) ADDITIONAL COST:** \$70 for take-home projects



YEAR 10

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#### **0EN - ENGLISH**

**LEVEL:** Year 10 (compulsory choice)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C+ grade or

higher in Year 9 English

#### **COORDINATOR:**

Nat Noack

#### CONTENT:

The Year 10 English program is designed to create confident learners. It is a general English class regardless of post-school directions and is preparation for Stage 1 English. In English students learn about language and how it works. They are given a range of opportunities to develop and apply their growing knowledge, by creating and analysing a variety of spoken, print, visual and multimodal texts with increasing confidence, relevance, accuracy and clarity.

Students will complete a minimum of four common assessment tasks per Semester including responding to texts, creating texts, critical reading and an intertextual study.

**NOTE:** The overall grade achieved in Year 10 English will affect the SACE pathway available at Year 11 / Stage 1 and teachers will make recommendations for each student.

LEADS TO: Stage 1 Essential English, English, **English Literary Studies** 

#### **0EL - ENGLISH LITERARY STUDIES**

LEVEL: Year 10 (compulsory choice)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: B grade or

higher in Year 9 English

#### **COORDINATOR:**

Nat Noack

#### CONTENT:

This course is offered to high performing students and is geared toward those students who are interested in studying English at University. The course will run at the discretion of the Coordinator, dependent on student numbers.

In English Literary Studies students learn about language and how it works. They are given opportunities to develop and apply their growing knowledge, by creating and analysing a variety of spoken, print, visual and multimodal texts with increasing confidence, relevance, accuracy and clarity. The emphasis will be on analysing sophisticated texts and experiencing classic literature/film.

Students will complete a minimum of four common assessment tasks per semester including responding to texts, creating texts, critical reading, examination or an intertextual study.

**NOTE:** The overall grade achieved in Year 10 English will affect the SACE pathway available at Year 11 / Stage 1 and teachers will make recommendations for each student.

LEADS TO: Stage 1 Essential English, English, **English Literary Studies** 

#### **0EE - ESSENTIAL ENGLISH**

LEVEL: Year 10 (compulsory choice)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

**Nat Noack** 

#### CONTENT:

The Year 10 Essential English program is designed to create confident learners. English has a direct role in the development of language and literacy skills. The Essential English Course will cover essential understandings of literacy for students likely to choose a vocational career. The course will prepare students for Stage 1 Essential English.

Students learn about language and how it works. They are given opportunities to develop and apply their growing knowledge in a practical way. The tasks and activities within this subject are focused towards 'real life' activities which they may encounter in the work and social environment.

Students will complete a minimum of four common assessment tasks per semester including responding to texts and creating texts.

**LEADS TO:** Stage 1 Essential English

#### **0EV - VOCATIONAL ENGLISH**

L CONTENTS

**LEVEL:** Stage 1 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: Entry into a School-Based Apprenticeship or VET course

#### **COORDINATOR:**

Nat Noack

#### CONTENT:

Vocational English is designed to support students seeking a vocational pathway, evidenced by entry into a School-Based apprenticeship or VET course in Stage 1.

The program is designed around industrybased language and literacy requirements. Ideally, students will undertake learning and tasks associated with the workplace and their area of interest. There may be opportunities for workplace visits and/or work experience where students can build links with industry.

Assessment is school-based and includes responding to texts and creating texts. Students will be assessed against the Stage 1 Essential English course which, if successful, provides students with 20 credits to meet their compulsory SACE literacy requirements. Students must achieve a C grade or higher to gain these SACE credits. This is a full year course.

**LEADS TO: N/A** 

# COMPULSORYSUBJE

#### **OMA - MATHEMATICS A**

**LEVEL:** Year 10 (compulsory)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: B grade or

higher in Year 9 Mathematics

#### **COORDINATOR:**

**Andrew Turnbull** 

#### **CONTENT:**

This Year 10 Mathematics course is designed for students intending to study Stage 1 Mathematical Methods or Specialist Mathematics. It develops a strong foundation in algebra, functions, and reasoning. Students explore linear, quadratic, and exponential functions, solve equations and inequalities, and apply index laws and surds. They use graphical and algebraic techniques to model and analyse real-world problems.

The course also includes trigonometry, coordinate geometry, and an introduction to calculus through the concept of rate of change. Probability and statistics are studied with an emphasis on interpretation and application. Students are expected to work with increasing independence, apply problem-solving strategies, and communicate their thinking clearly. Digital technologies are used to support learning and exploration.

Students' performance will be determined according to the subject's Learning Standards as outlined in the Mathematics framework of the SA Curriculum. Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.

Students will require their own scientific calculator.

**LEADS TO:** Stage 1 Mathematical Methods, **Specialist Mathematics** 

#### **0MB - MATHEMATICS B**

**LEVEL:** Year 10 (compulsory)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or

higher in Year 9 Mathematics

#### **COORDINATOR:**

**Andrew Turnbull** 

#### CONTENT:

This Year 10 Mathematics course is designed for students intending to study Stage 1 General Mathematics or Essential Mathematics. The focus is on developing practical mathematical skills for everyday life, work, and further study. Emphasis is placed on developing numeracy. logical reasoning, and the ability to apply mathematics to real-world contexts. Digital technologies are used to enhance understanding and support calculations and data analysis. This course prepares students for success in General Mathematics at Stage 1 and builds confidence in applying mathematics in a range of vocational and academic pathways.

Students' performance will be determined according to the subject's Learning Standards as outlined in the Mathematics framework of the SA Curriculum. Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.

Students will require their own scientific calculator.

**LEADS TO:** Stage 1 General Mathematics, **Essential Mathematics** 

#### **OME - MATHEMATICS C**

LEVEL: Year 10 (compulsory) / Stage 1

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

#### COORDINATOR:

#### CONTENT:

Entry to this course is by teacher recommendation.

In the first semester students will undertake topics from the SA Australian Curriculum including:

- · Money and financial mathematics
- Data representation
- Chance
- · Geometric Reasoning

Student performance will be determined according to the subject's Learning Standards as outlined in the Mathematics framework of the Australian Curriculum. Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.

In the second semester students will complete the numeracy requirement of SACE, completing a Stage 1 Essential Mathematics course and study the following topics:

- Earning and Spending
- Measurement
- · Calculations, Time and Ratio

Students will complete at least two skills and assessment tasks and two investigations.

NOTE: Students who successfully complete the second semester with a C grade or higher will be able to select Stage 1 Essential Mathematics in semester two of Year 11 only.

Students will require their own scientific

**LEADS TO:** Stage 1 Essential Mathematics

**Andrew Turnbull** 

calculator.

#### **OPD - HPE: DANCE**

LEVEL: Year 10 (compulsory choice)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Rhys Lacey

#### CONTENT:

Students undertake theory and practical sessions using the school's dance studio.

Topics include dance safety and well-being, development of dance in society and cultures, body awareness, community engagement with dance performance, choreography and movement skills.

Students will be assessed on their practical performance, focusing on development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will also be required to complete several theory tasks that will contribute to their overall grade.

Performance excursions may also be included in the curriculum.

**LEADS TO: N/A** 

#### **OPL - HPE: LIFESTYLES**

**LEVEL:** Year 10 (compulsory choice)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:

Rhys Lacey

#### **CONTENT:**

Lifestyles is a holistic approach to physical health and well-being.

Some possible activities include: community / group fitness, sexual health and relationship education, relaxation techniques (yoga, Pilates), home-made cosmetics, diet ad=and nutrition and fitness (eg. power walking, light weights).

Students will be assessed on their practical performance, focusing on development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will also be required to complete a number of theory task that will contribute to their overall grade.

**LEADS TO:** N/A

#### **OPR - HPE:RECREATION**

**LEVEL:** Year 10 (compulsory choice)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Rhys Lacey

#### CONTENT:

A focus on healthy lifestyles and lifelong recreational activities using school and community facilities/programs.

Some possible activities include fitness, lawn bowls, racket sports (tennis, table tennis, squash, lacrosse), golf, and indoor cricket. Practical topics will be decided upon consultation with students.

A theory component will also be undertaken, with topics including sexual health and relationship education and community health.

Students will be assessed on their practical performance, focusing on development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will also be required to complete several theory tasks that will contribute to their overall grade

**LEADS TO:** N/A

#### **OPS - HPE: SPORTS**

L CONTENTS

**LEVEL:** Year 10 (compulsory choice)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Rhys Lacey

#### CONTENT:

A focus on skill development, leadership and team skills using school and community facilities. Practical activities include basketball, table tennis, European handball, fitness and softball.

A theory component will also be undertaken, with topics including sexual health and relationship education and community health.

Students will be assessed on their practical performance, focusing on development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will also be required to complete several theory tasks that will contribute to their overall grade.

This subject is the 'traditional' Physical Education option at Year 10.

**LEADS TO: N/A** 

COMPULSORY SUBJECTS: Health & Phys

# COMPULSORY SUBJECTS: Science

**SCIENCE 1** 

**LEVEL:** Year 10 (compulsory)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

**Damien Jones** 

#### CONTENT:

This unit aims to further students' knowledge and understanding of the natural world. Students continue to develop and refine a scientific approach to problem solving.

Topics covered include:

- Biology DNA and genes
- Chemistry atomic structure, periodic elements and chemical reaction.
- Earth Science solar systems and big bang theory
- Physics Motion, including car safety
- Science inquiry skills designing and conducting investigations, processing and analysing data, and evaluating results.
- Science as a human endeavour
- STEM project-based learning, solving realworld problems, create/build/present/test designs and models

Assessment includes tests, research assignments, practical reports and a range of other evidence is used, including model building.

**NOTE:** Students who have achieved A grades in Year 9 science may be permitted to choose Stage 1 Biology in addition to a second semester Year 10 Science course.

**LEADS TO:** Year 10 Science 2 or Science 2: Agriculture

#### **OSC2 - SCIENCE 2**

**LEVEL:** Year 10 (compulsory choice)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

**Damien Jones** 

#### CONTENT:

This unit is designed for students who intend to study one or more of the sciences at Stage 1. It will prepare them with the required background knowledge.

Core topics include earth science and evolution, and chemistry. A further two units, guided by student and teacher interest, will be selected from physics, STEM, science as a human endeavour and/or science inquiry skills.

Assessment will include tests, research assignments, practical reports and a range of other evidence is used, including model building

**LEADS TO:** Stage 1 Biology, Chemistry, Physics

#### **0AG - SCIENCE 2: AGRICULTURE**

**LEVEL:** Year 10 (compulsory choice)

**DURATION:** 1 semester

PREFERRED BACKGROUND: Interest in the

science and application of agriculture

#### **COORDINATOR:**

<u>Damien Jones</u>

#### CONTENT:

Students will undertake units in the following areas:

- Biology including nutrient cycles, global warming in relation to agricultural systems, genetics/heritability and selective breeding
- Chemistry including reaction rates and chemical reactions to make products, wine making, photosynthesis and food production and rate of digestion of food.
- Agriculture Students will apply scientific principles to the study of goats, sheep, aquaculture and cattle e.g. topics such as reproduction, digestion and other animal systems based on student interest. Crop enterprises with particular emphasis on the above topics will also be studied.

Assessment will include tests, research assignment, multimedia presentations, practical reports and range of other learning evidence.

**LEADS TO: N/A** 



# COMPULSORYSUBJECTS

## EIF - EXPLORING IDENTITIES AND FUTURES

**LEVEL:** Stage 1 (10 credits) (compulsory)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

**Daniel Quinlivan** 

#### **CONTENT:**

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.

- Assessment Type 1: Exploring your past, present and future (50%)
- Assessment Type 2: Putting your capabilities into action (50%)

Students must undertake at least one week of work experience.

**NOTE:** Students must achieve a C grade or higher, or the subject will need to be reattempted.

**LEADS TO: N/A** 

#### **0HH-HISTORY**

LEVEL: Year 10 (compulsory)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

Caroline Bey

#### CONTENT:

Year 10 History is focused on the 20th Century, with investigation on Australia and the modern world.

The depth studies include:

- The Second World War
- Building Modern Australia
- The Globalising World (optional)

Students will analyse sources, use evidence to draw conclusions, build argument skills, and gain a range of perspectives on topics explored. There is also a focus on developing the research skills required for a wide range of SACE subjects.

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

**LEADS TO:** Stage 1 Modern History, Ancient Studies





#### Introduction

In Year 11, students begin SACE Stage 1 – the first stage of the South Australian Certificate of Education. This is a significant step in their schooling as they start to make decisions that directly impact their future career and education pathways. While some subjects are compulsory to ensure all students develop essential skills, there is also flexibility for students to choose subjects that align with their interests, strengths, and long-term goals.

Year 11 students are required to complete compulsory SACE Stage 1 subjects, including:

- English (or a literacy-focused English subject)
- Mathematics (or a numeracy-focused mathematics subject)
- Exploring Identities & Futures (usually completed in Year 10)
- Other literacy and numeracy requirements must also be met to achieve the SACE.

Beyond these compulsory components, students can select from a wide range of elective subjects in areas such as Science, Humanities, the Arts, Agriculture, Technology, Languages, and Vocational Education and Training (VET). These choices allow students to focus on subjects that interest them and are relevant to their intended career or tertiary study pathway.

This combination of compulsory learning and individual choice helps students develop both the essential skills and the specialised knowledge they need for their future. It also encourages students to take greater responsibility for their learning and make informed decisions about their post-school options, whether that be university, TAFE, employment, or further training.

YEAR 11 / STAGE 1 COMPULSORY SUBJECTS	SEMESTERS
English (selected from English, English Literary Studies or Essential English)	2
Mathematics* (selected from Essential Mathematics, General Mathematics, Mathematical Methods or Specialist Mathematics)	1

\*Students may also choose to select a second semester of Mathematics as one of their choice subject selections

# **Choice subject selection**

- Students should select 14 choice subjects and number choices from one to 12, in order of preference. This section should total 140 credits.
- Subject preferences numbered 10 14 will be reserve subjects.
- 20 credit subject selections must be preference consecutively (place two numbers in these preference boxes)

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YEAR 11 / STAGE 1 CHOICE SUBJECTS			
AREA	SUBJECT(S)		
<u>Agriculture</u>	<ul> <li>Agriculture A: Livestock         Production     </li> <li>Agriculture B: Plant Production</li> </ul>		
<u>Cross-disciplinary</u> <u>Studies</u>	<ul><li>Activating Identities and Futures^</li><li>Community Studies</li><li>Workplace Practices</li></ul>		
HASS & Languages	<ul> <li>Ancient Studies</li> <li>Business Innovation</li> <li>Legal Studies</li> <li>Media Studies</li> <li>Modern History</li> <li>Society and Culture</li> <li>Women's Studies</li> <li>German (continuers)</li> </ul>		
Health & Physical Education	<ul> <li>Child Studies</li> <li>Fitness</li> <li>Food and Hospitality</li> <li>Health and Wellbeing</li> <li>Outdoor Education A or B</li> <li>Physical Education A or B</li> </ul>		
<u>Science</u>	<ul> <li>Biology A or B</li> <li>Chemistry 1 and 2</li> <li>Psychology A or B</li> <li>Physics 1 and 2</li> </ul>		
Visual & Performing Arts	<ul> <li>Creative Arts: Drama A or B</li> <li>Design</li> <li>Digital Art and Graphics</li> <li>Drawing and Painting A or B</li> <li>Music - Advanced 1 and 2</li> <li>Music - Experience 1 and 2</li> <li>Photography</li> <li>Sculpture and Printmaking</li> </ul>		
<u>Technologies</u>	<ul> <li>Coding Digital Solutions</li> <li>Computer Aided Design</li> <li>Electronics</li> <li>Integrated Learning: Automotive</li> <li>Metalwork: Fabrication</li> <li>Metalwork: Fitting &amp; Machining</li> <li>Woodwork: Creative</li> <li>Woodwork: Furniture</li> </ul>		

^Compulsory SACE Stage 2 course which students may elect to complete in Year 11.

#### 1AL - AGRICULTURE A: LIVESTOCK PRODUCTION

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: Pass grade in Year 10 Agriculture or Science

#### **COORDINATOR:**

Milly Hoffmann

#### CONTENT:

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.

#### Assessments include:

- · Group Investigation: Animals or Aquaculture Investigation
- Supervised Task: Animal Health and Disease
- CHOICE SUBJECTS Agriculture Science as a Human Endeavour: Technology in Animal Production; Animal **Production Systems**

**LEADS TO:** Stage 2 Agricultural Production

#### 1AP - AGRICULTURE B: PLANT **PRODUCTION**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: Pass grade in

Year 10 Agriculture or Science

#### **COORDINATOR:**

Milly Hoffmann

#### CONTENT:

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.

#### Assessments include:

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

**LEADS TO:** Stage 2 Agricultural Production

#### **1XR - ACTIVATING IDENTITIES** AND FUTURES

LEVEL: Stage 2 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

#### COORDINATOR:

**Daniel Quinlivan** 

#### CONTENT:

Year 11 students may apply to complete Activating Identities and Futures is a compulsory SACE Stage 2 course which students may apply to complete in Year 11 - this will replace one subject choice during semester two of Year 11.

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).

School assessment includes a portfolio (35%) and progress checks (35%), plus an externally assessed appraisal (30%).

LEADS TO: N/A

#### **1XC - COMMUNITY STUDIES**

**LEVEL:** Stage 2 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

#### **COORDINATOR:**

**Daniel Quinlivan** 

#### **CONTENT:**

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 focused 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.

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

**NOTE:** Students may undertake two semester of Community Studies, focusing on one community program in each semester.

LEADS TO: N/A

#### 1XW - WORKPLACE PRACTICES

**LEVEL:** Stage 2 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

**COORDINATOR:** 

**Daniel Quinlivan** 

#### CONTENT:

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

Within the industry and work knowledge component, students will select two topics from: study two topics 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 is school-based on folio (40%), performance (40%) and reflection (20%).

**NOTE:** Students are required to complete a practical work placement - part-time, casual or volunteer work can be counted for this component.

**LEADS TO:** N/A

#### **1HA - ANCIENT STUDIES**

LEVEL: Stage 1 (10 credits)

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** C grade or higher in any Year 10 HASS subject

#### COORDINATOR:

**Caroline Bey** 

#### CONTENT:

In Stage 1 Ancient Studies, students will undertake the study of at least two ancient societies.

This may include a specific society from:

- Europe (Rome, Greece)
- Americas (Mesoamerica, Peru)
- Asia- Australia (India, China, Australia)
- Western Asian/North Africa (Egypt, Persia)

There is an emphasis on archaeological theory and techniques, and the ways ancient societies can be explored and understood.

Assessment activities may include myth busting ancient mysteries, producing documentaries, practical activities, creating a virtual museum, sources analysis and research essays

**LEADS TO: N/A** 

#### **1HB - BUSINESS INNOVATION**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: C or higher in

any Year 10 HASS subject

#### COORDINATOR:

**Caroline Bey** 

#### **CONTENT:**

In Stage 1 Business Innovation, students study business across start-up and existing contexts.

Students will develop and apply understanding to:

- Find and solve problems
- Gain financial awareness and decisionmaking
- Business concepts, functions and responsibilities
- Focus on local, global and digital connections

Students develop the knowledge, skills, and understanding to engage in business contexts in the modern world. The course supports the development of skills to anticipate, find, and solve their own problems to gain experience in addressing complex, dynamic, real-world problems.

Assessment tasks will be varied, including individual and group tasks, business skills tasks, a business pitch and multimodal presentations.

**LEADS TO:** Stage 2 Business Innovation

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#### **1HL - LEGAL STUDIES**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** C grade or higher in any Year 10 HASS subject, plus sound writing skills.

#### **COORDINATOR:**

**Caroline Bey** 

#### **CONTENT:**

In Stage 1 Legal Studies, students explore the focus areas:

- Law and communities
- Justice and society
- Young people and the law

The course looks at Australia's legal heritage and why our legal system needs to adapt and update in a global context. Students develop connections to the concepts of rights, fairness and justice, power and change.

Assessment tasks will be varied, including individual and group tasks, case studies, writing based tasks and multimodal presentations. This course may include an exam in preparation for Stage 2 Legal Studies.

**LEADS TO:** Stage 2 Legal Studies

#### **1HM - MEDIA STUDIES**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: Satisfactory completion of Year 10 English and/or HASS subjects.

#### **COORDINATOR:**

Caroline Bey

#### **CONTENT:**

In Stage 1 Media Studies, students develop media literacy and production skills.

Areas of study may include:

- · Images of youth in media
- Advertising
- Representations in media
- · Media and the global community

Students 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.

Assessment tasks will be varied, including individual and group tasks, interaction study, group media production (video) writing based tasks and multimodal presentations.

**LEADS TO:** Stage 2 Media Studies

#### **1HH - MODERN HISTORY**

LEVEL: Stage 1 (10 credits)

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** C grade or higher in Year 10 History, and sound writing skills.

#### **COORDINATOR:**

Caroline Bey

#### CONTENT:

Stage 1 Modern History will examine some of the major events which have shaped the modern world since 1750. The course can cover topics such as:

- · Revolutions: Russian, French or American
- Imperialism or Decolonisation
- Social movements such as civic rights, workers' rights, etc.

Students will be assisted to develop skills in research, referencing, sources analysis, as well as skills in critical thinking and developing arguments.

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations. This course may include an exam in preparation for Stage 2.

**LEADS TO:** Stage 2 Modern History

#### **1HS - SOCIETY AND CULTURE**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** C grade or higher in Year 10 History or English

#### **COORDINATOR:**

Caroline Bey

#### **CONTENT:**

Stage 1 Society and Culture addressed contemporary Australian and global issues. Topics of study may include:

- Current social or cultural issues
- Power and authority
- Prejudice and discrimination
- World-shaping phenomena

The course provides students with critical awareness of Australian and global issues for societies and cultures, Australia's place on a global scale and the current state of the world we live in. The course will cover relevant aspects of history, sociology, cultural studies, environmental studies and politics. Students will develop skills in research, analysis and collaborative group work.

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

**LEADS TO:** Stage 2 Society and Culture

CHOICE SUBJECTS - HASS & Languages

#### **1HW - WOMEN'S STUDIES**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or higher in Year 10 English or any Year 10 HASS subject

#### COORDINATOR:

**Caroline Bey** 

#### **CONTENT:**

Stage 1 Women's Studies allows students to look at the world from the perspectives of women. The areas of study may include:

- Gender identity and perspectives
- Representations of women in cultural texts
- Key issues impacting women (work, family, health and wellbeing)

This course 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. The content also includes looking at the way race and sexuality similarly impact people's experiences. There is analysis of 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. Students also investigate different cultures and societies, focusing on contemporary women's issues throughout the world. the experiences of women in a range of contemporary women's issues throughout the

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

**LEADS TO:** Stage 2 Women's Studies

#### **1LG - GERMAN (CONTINUERS)**

LEVEL: Stage 1 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or

higher in Year 10 German

#### **COORDINATOR:**

Caroline Bey

#### CONTENT:

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

Assessments will include interactions, text production, text analysis, language response in German and reflective response in English.

**NOTE:** Students considering doing Stage 2 German must complete two semesters of Stage 1 German and achieve at least a C grade for each semester.

**LEADS TO:** Stage 2 German (continuers)

#### **1FC - CHILD STUDIES**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or higher in Year 10 Child Studies (or coordinator approval)

#### **COORDINATOR:**

Rhys Lacey

#### CONTENT:

This course focuses on the care of the young and the childcare 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 childcare who maybe considering a career in the care or teaching of children

Assessment will include investigations and practicals (including planning, skills and evaluation).

**LEADS TO:** Stage 2 Child Studies

(\$) ADDITIONAL COST: \$25

#### **1PF - FITNESS**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: B grade or higher in Year 10 Health & Physical Education or Specialist Boys/Girls PE.

#### **COORDINATOR:**

Rhys Lacey

#### **CONTENT:**

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 fitness and personal training.

Assessment will include at least one task of each practical exploration, connections and personal venture throughout the semester.

**LEADS TO: N/A** 

CHOICE SUBJECTS

## 1FA - FOOD AND HOSPITALITY A 1FB - FOOD AND HOSPITALITY B

LEVEL: Stage 1 (10 credits / 20 credits)

**DURATION:** 1 or 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in a Year 10 Food Technology subject (or coordinator's approval).

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#### **COORDINATOR:**

Rhys Lacey

#### CONTENT:

In semester one 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. Some 'out of hours' work may be required.

In semester two . 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.

Assessment in each semester includes practical activities (25%), group activity (50%) and investigation (25%).

Students may select both A and B courses for a full year of Food and Hospitality.

**NOTE:** Those students who wish to undertake a career in hospitality ie chef, barista, font of house should consider VET pathways rather than these courses.

**LEADS TO:** Stage 2 Food and Hospitality

(\$) ADDITIONAL COST: \$35 (per semester)

#### 1FE - HEALTH AND WELLBEING

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

#### **COORDINATOR:**

Rhys Lacey

#### **CONTENT:**

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

**LEADS TO: N/A** 

## 1PO - OUTDOOR EDUCATION A 1PU - OUTDOOR EDUCATION B

**LEVEL:** Stage 1 (10 credits / 20 credits)

**DURATION:** 1 or 2 semesters

**PREFERRED BACKGROUND:** A interest in outdoor activities and the environment, plus a good level of fitness and the ability to work collaboratively.

#### **COORDINATOR:**

Rhys Lacey

#### CONTENT:

Course work will include a study of planning and risk management (e.g. camp craft, equipment selection, care & use, map reading, first aid and an awareness of the potential hazards and risk assessment in outdoor activities). Students will also explore environment and 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 can enrol in either or both semesters of Outdoor Education:

- Outdoor Ed A: Mountain biking (one-day trip), aquatics kayaking (three-day camp) plus pool time to develop water safety, survival skills, stoke ability.
- Outdoor Ed B: Rock climbing (one-day trip indoor climbing wall and a one-day excursion to climb on a natural rock face, plus bush walking with a day walk and a three-day expedition.

NOTE: Students undertaking mountain biking will require their own bike and equipment. All students must be willing to engage in a regular fitness training program.

**LEADS TO:** Stage 2 Outdoor Adventure

(\$) ADDITIONAL COST: up to \$225 per semester



**LEVEL:** Stage 1 (10 credits / 20 credits)

**DURATION:** 1 or 2 semesters

**PREFERRED BACKGROUND:** B grade or higher in Year 10 Health and Physical Education or Specialist boys/girls PE

#### **COORDINATOR:**

Rhys Lacey

#### **CONTENT:**

Students will engage in three focus areas: In movement, about movement and through movement.

Students will undertake theory components on bio mechanics, 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 topics include performance improvement and physical activity investigation (there is no assessment on practical performance).

Students may enrol in both Physical Education A and B (which is highly recommended for students intending to enrol in Stage 2 Physical Education or Sports Studies).

**LEADS TO:** Stage 2 Physical Education, Sports Studies

CHOICE SUBJECTS

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#### 1SB - BIOLOGY A ISO - BIOLOGY B

**LEVEL:** Stage 1 (10 credits / 20 credits)

**DURATION:** 1 or 2 semesters

PREFERRED BACKGROUND: C grade or

higher in Year 10 Science 1 and 2

#### **COORDINATOR:**

<u>Damien Jones</u>

#### CONTENT:

The semester one course 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.

The semester two course 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 and immunity form a major focus in the unit.

Assessment in each semester will include at least one practical investigation, at least one skills/application task and one human endeavour investigation.

**NOTE:** Students planning to enrol in Stage 2 Biology (a prerequisite for some university degrees) must achieve a C grade or higher in Stage 1 Biology.

**LEADS TO:** Stage 2 Biology

#### **1SC - CHEMISTRY 1 & 2**

LEVEL: Stage 1 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or

higher in Year 10 Science 1 and 2

#### COORDINATOR:

**Damien Jones** 

#### CONTENT:

Semester one aims to develop students' knowledge base in atomic structure and the organisation of the elements in the periodic table. 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.

In semester two 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.

Assessments include practical investigations, skills/applications tasks and human endeavour investigations.

**LEADS TO:** Stage 2 Chemistry

#### **1SP - PHYSICS 1 & 2**

LEVEL: Stage 1 (20 credits)

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in Year 10 Science 1 and 2, plus Mathematical competence.

#### COORDINATOR:

**Damien Jones** 

#### CONTENT:

In semester one 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

In semester two 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 includes practical investigations, skills/applications tasks and human endeavour investigations.

**LEADS TO:** Stage 2 Physics.

#### 1SS - PSYCHOLOGY A ISY - PSYCHOLOGY B

**LEVEL:** Stage 1 (10 credits / 20 credits)

**DURATION:** 1 or 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in Year 10 Science 1 or 2.

#### **COORDINATOR:**

**Damien Jones** 

#### CONTENT:

Psychology aims to describe and explain both common human experiences, and individual and cultural diversity.

Semester one topics include psychological inquiry skills, emotions and psychopaths and sports psychology.

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.

Semester two topics includes psychology inquiry skills, neuropsychology (the brain's influence on behaviour and perception), lifespan psychology (youth development and ageing) and memory and cognition.

Assessment includes a design and deconstruct task, science as a human endeavour report and exam.

**LEADS TO:** Stage 2 Psychology

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CHOICE SUBJECTS - Science

#### 1CD - CREATIVE ARTS: DRAMA A 1CR - CREATIVE ARTS: DRAMA B

**LEVEL:** Stage 1 (10 credits / 20 credits)

**DURATION:** 1 or 2 semesters

PREFERRED BACKGROUND: C grade or

higher in Year 10 Drama

#### **COORDINATOR:**

Anne Johnson

#### CONTENT:

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 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 focusing on the product of one practitioner/group of practitioners and one skills assessment which requires students to practically demonstrate their learning through a specific drama skills (eg: warm-ups, choreography, auditions, voice, stage make up, costume design, mime). Students must also prepare a skills record and reflection to demonstrate their learning.

**NOTE:** As part of the course, students will be required to participate in rehearsals and performances outside of school hours, and there may also be potential theatre excursions. 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 select both Drama A & B

**LEADS TO:** Stage 2 Creative Arts Drama

#### **1VD - DESIGN**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or higher in a Year 10 visual art or design subject

#### **COORDINATOR:**

Anne Johnson

#### CONTENT:

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 will include a visual study, folio and practical as per SACE performance standards.

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

LEADS TO: Stage 2 Visual Arts: Art and Design

#### **1VI - DIGITAL ARTS AND GRAPHICS**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: Year 10 Digital Art and Graphic Design and/or any visual arts subject

#### COORDINATOR:

Anne Johnson

#### CONTENT:

Using industry standard software students can explore their chosen fields of graphic design, film making, concept art, gaming art and graphic novels to extend 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 includes visual study, folio and practical as per SACE performance standards.

**LEADS TO:** Stage 2 Visual Arts: Art and Design

#### **1VA - DRAWING AND PAINTING A 1VB - DRAWING AND PAINTING B**

**LEVEL:** Stage 1 (10 credits / 20 credits)

**DURATION:** 1 or 2 semesters

PREFERRED BACKGROUND: C grade or higher in any Year 10 visual arts subject

#### **COORDINATOR:**

Anne Johnson

#### CONTENT:

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 includes visual study (30%), folio (40%) and practical practitioner's statement (30%) as per SACE performance standards.

Students may enrol in both Drawing and Painting A & B for a full year of study.

**LEADS TO:** Stage 2 Visual Arts: Art and Design

(\$) ADDITIONAL COST: Students will need to purchase an A3 visual art diary or an A3 display folder. This course may include workshops and excursions.

#### 1CM - MUSIC ADVANCED 1 & 2

**LEVEL:** Stage 1 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or higher in Year 10 Music 1 & 2, plus a minimum of two years instrumental music study via IM program, or private provider (as approved by the Head of Music).

#### **COORDINATOR:**

Anne Johnson

#### CONTENT:

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.

Assessment will include solo performance. ensemble performance (including parts testing) and exam (composed music pieces.

**NOTE:** Music Advanced 2 in semester two can only be enrolled in if semester one has been successfully completed.

**LEADS TO:** Stage 2 Music

#### 1CE - MUSIC EXPERIENCE 1 & 2

LEVEL: Stage 1 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or higher in Year 10 Music A and B.

#### **COORDINATOR:**

Anne Johnson

#### CONTENT:

This course prepares students for Stage 2 Ensemble, Stage 2 Solo and Stage 2 Music Explorations. This course is suitable for students who would like to undertake a more practical study of music.

Students will undertake an individual study in an area of musical interest and composition/ song writing, 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.

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.

**LEADS TO:** Stage 2 Music

#### **1VP - PHOTOGRAPHY**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: C+ or higher in

Year 10 Photography

#### **COORDINATOR:**

Anne Johnson

#### CONTENT:

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 includes visual study, folio and practical as per SACE performance standards.

Students may need to purchase an A3 visual art diary or A3 display folder.

**LEADS TO:** Stage 2 Visual Art and Design

#### **1VS - SCULPTURE AND PRINTMAKING**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: C grade or higher in a Year 10 visual art or design subject

#### COORDINATOR:

Anne Johnson

#### CONTENT:

This unit consists of practical and theoretical studies related to the development of threedimensional arts in a variety of cultural and historical contexts. It has an emphasis on developing a personal visual style 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.

Students may work with the following mediums:

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

Assessment includes visual study, folio and practical as per SACE performance standards.

Students may need to purchase an A3 visual art diary or A3 display folder.

**LEADS TO:** Stage 2 Visual Art and Design

CHOICE SUBJE

# 1TD - CODING DIGITAL SOLUTIONS

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** C+ grade or higher in a semester of Digital Technology

#### **COORDINATOR:**

Rainer Kahl

#### CONTENT:

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 a 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 will include project skills (70%) and digital solutions (30%). Assessment weighting may vary in line with student cohort interests and needs.

**LEADS TO: N/A** 

#### 1TC - COMPUTER AIDED DESIGN

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** C grade or higher in a Year 9 or 10 Computer Aided Design subject (or coordinator approval).

#### **COORDINATOR:**

Rainer Kahl

#### CONTENT:

Students will build on prior knowledge gained through Year 9 and Year 10 CAD. Initially students will complete two skill tasks, develop their understanding of 3D modeling and then bring it to life with the use of 3D printers, laser engraver, CNC router and/or plasma. A major piece of assessment will see students produce a project suitable for a year 7/8 student and create an instructional video tutorial on how to produce a model.

Assessment will include specialised skills task (30%), folio (20%) and video tutorial and model (50%).

**LEADS TO:** Stage 2 Computer Aided Design: Digital Communications Solutions

(\$) ADDITIONAL COST: Additional costs based on printing

#### **1TE - ELECTRONICS**

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** C grade or higher in Year 9 or 10 Electronics (or coordinator approval), plus the ability to work independently and apply problem-solving.

#### **COORDINATOR:**

Rainer Kahl

#### CONTENT:

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 will include specialised skills task (30%), design process (20%) and product (50%).

**LEADS TO:** Stage 2 Robotic and Electronic Solutions

**(\$) ADDITIONAL COST:** \$90 for take-home projects

#### 1TA - INTEGRATED LEARNING: AUTOMOTIVE SYSTEMS

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** C grade or higher in Year 10 Car Maintenance (or coordinator approval)

#### **COORDINATOR:**

Rainer Kahl

#### **CONTENT:**

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, however 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 will include specialised skills task (30%), design process (20%) and product (50%).

**LEADS TO:** Certificate II in Automotive

#### 1TM - METALWORK FABRICATION 1TT - FITTING AND MACHINING

**LEVEL:** Stage 1 (10 credits / 20 credits)

**DURATION:** 1 or 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in Year 10 woodwork or metalwork (or coordinator approval)

#### **COORDINATOR:**

Rainer Kahl

#### **CONTENT:**

Metalwork: Fabrication provides an opportunity to develop skills in welding and fabricating through the Investigate, Design, Produce and Evaluate system of learning. Practical skills include gas and electric welding and the fabrication of a project of the student's choice.

Metalwork: Fitting and Machining 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 will include specialised skills task (30%), design process (20%) and product (50%).

**LEADS TO:** Stage 2 Woodwork: Material Solutions, Metalwork: Industry and Entrepreneurial Solutions

**(\$) ADDITIONAL COST:** \$70 for take-home projects

#### 1TW - WOODWORK: CREATIVE

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** C grade or higher in Year 10 woodwork or metalwork (or coordinator approval)

#### **COORDINATOR:**

Rainer Kahl

#### **CONTENT:**

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, plus spindle, ornamental and 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 will include specialised skills task (30%), design process (20%) and product (50%).

**LEADS TO:** Stage 2 Woodwork: Material Solutions, Metalwork: Industry and Entrepreneurial Solutions

(\$) ADDITIONAL COST: \$70 for take-home projects

#### 1TF - WOODWORK: FURNITURE

**LEVEL:** Stage 1 (10 credits)

**DURATION:** 1 semester

**PREFERRED BACKGROUND:** C grade or higher in Year 10 woodwork or metalwork (or coordinator approval)

#### COORDINATOR:

Rainer Kahl

#### **CONTENT:**

The course covers traditional methods of furniture construction, skill development with hand and portable power tools, selection and fitting of furniture hardware and assembly systems, and 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 Computer Numerical Controlled (CNC) router or laser engraver in their design.

Assessment will include specialised skills task (30%), design process (20%) and product (50%).

**LEADS TO:** Stage 2 Woodwork: Material Solutions, Metalwork: Industry and Entrepreneurial Solutions

**(\$) ADDITIONAL COST:** \$70 for take-home projects



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**CHOICE SUBJECTS - Technologies** 

#### **1EN - ENGLISH**

**LEVEL:** Stage 1 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or higher in both semesters of Year 10 English

#### **COORDINATOR:**

Nat Noack

#### CONTENT:

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 tasks include:

- 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)

**NOTE:** Students who struggled to achieve a 'C+' grade at year 10, may find this course difficult. Students who fail their selected Stage 1 English course will be required to reattempt the course in Year 12.

LEADS TO: Stage

**LEADS TO:** Stage 2 English

#### **1EL - ENGLISH LITERARY STUDIES**

**LEVEL:** Stage 1 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: B grade or higher in both semesters of Year 10 English

#### **COORDINATOR:**

Nat Noack

#### CONTENT:

English Literary studies has a 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.

School-based assessment tasks include:

- 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)

**NOTE:** 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 coordinator depending on student numbers. The course may be run for either one or both semesters, dependent on student numbers. Students who fail their selected Stage 1 English will be required to repeat the subject in Year 12.

**LEADS TO:** Stage 2 English Literary Studies

#### **1EE - ESSENTIAL ENGLISH**

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

#### COORDINATOR:

**Nat Noack** 

#### CONTENT:

In this subject student 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.

School-based assessments include responding to texts ((analysing a range of texts, including film, written and media) and creating texts.

**NOTE:** 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 reattempt the subject in Year 12.

**LEADS TO:** Stage 2 Essential English



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COMPULSORY SUBJECTS

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#### 1ME / IMN - ESSENTIAL MATHEMATICS

**LEVEL:** Stage 1 (10 credits / 20 credits)

**DURATION:** 1 or 2 semesters

PREFERRED BACKGROUND: Year 10 Essential Mathematics and/or students recommended by their teacher.

#### **COORDINATOR:**

**Andrew Turnbull** 

#### **CONTENT:**

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.

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 includes skills and applications tasks (assignment-based 60%) and folio (40%).

NOTE: Students who have/are completing Year 10 Essential Mathematics in semester two cannot select Stage 1 Essential Mathematics in semester one (it is the same course). Students who choose Essential Mathematics in Year 11 cannot enrol in a Stage 2 Mathematics course.

LEADS TO: N/A

#### 1MA / 1MB - GENERAL MATHEMATICS

**LEVEL:** Stage 1 (10 credits / 20 credits)

**DURATION:** 1 or 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in Year 10 Mathematics A or B.

#### COORDINATOR:

**Andrew Turnbull** 

#### CONTENT:

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modeling 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, modeling using linear functions, and discrete modeling 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 includes skills and tasks (75%) and investigation (25%).

Students require their own SACE Board approved graphics calculator.

NOTE: If students intend to select Stage 2 General Mathematics, two semesters of Mathematics (General Mathematics or Mathematical Methods) must be selected.

**LEADS TO:** Stage 2 General Mathematics

## 1MM - MATHEMATICAL METHODS

**LEVEL:** Stage 1 (20 credits)

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** B grade or higher. Students must also enrol in Stage 1 Specialist Mathematics.

#### **COORDINATOR:**

**Andrew Turnbull** 

#### CONTENT:

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 includes skills and tasks (75%) and investigation (25%).

## Students require their own SACE Board approved graphics calculator.

**NOTE:** Students must also enrol in Stage 1 Mathematical Methods. Students intending to enrol in Stage 2 Mathematical Methods, a completion of 20 credits at Stage 1 with a C grade or higher in Mathematical Methods is required.

**LEADS TO:** Stage 2 Mathematical Methods

## 1MB - SPECIALIST MATHEMATICS

**LEVEL:** Stage 1 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: B grade or higher in Year 10 Mathematics A. Students must also enrol in Stage 1 Mathematical Methods.

#### **COORDINATOR:**

**Andrew Turnbull** 

#### CONTENT:

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 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.

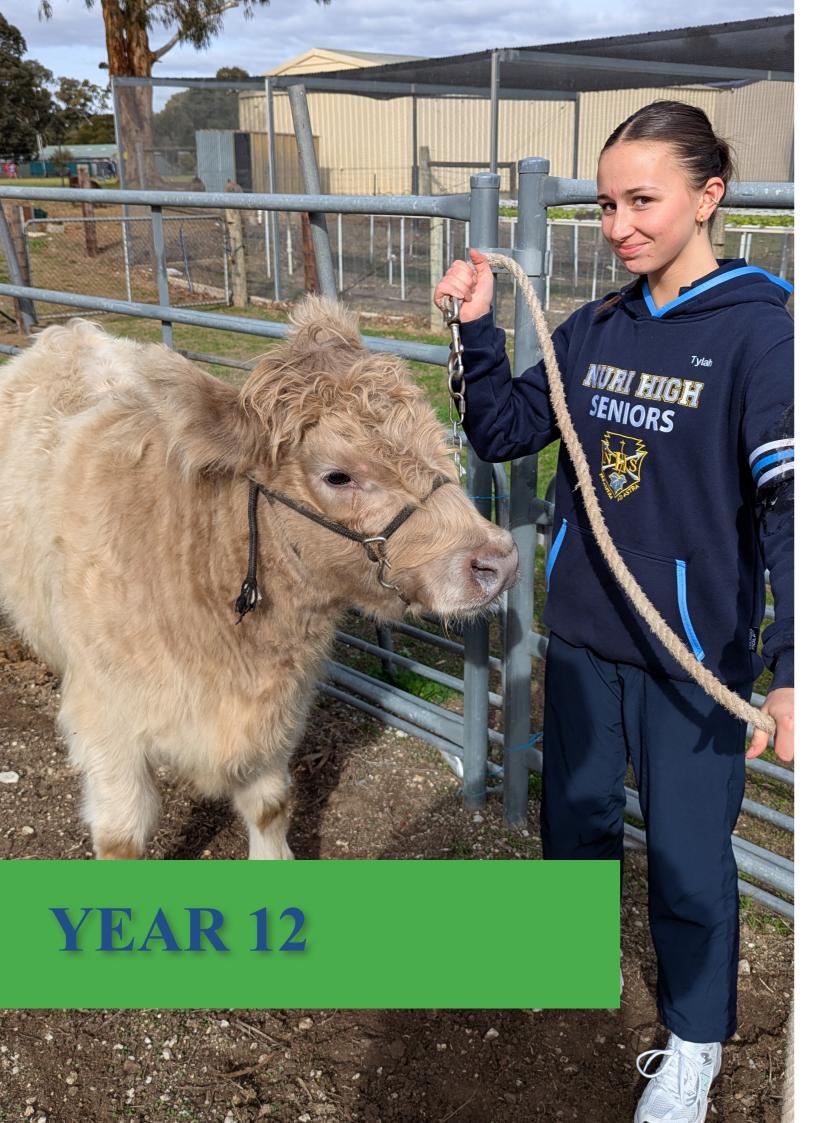
Assessment includes skills and assessment tasks (75%) and investigation (25%).

## Students require their own SACE Board approved graphics calculator.

**NOTE:** Students must also enrol in Stage 1 Mathematical Methods.

**LEADS TO:** Stage 2 Specialist Mathematics

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#### Introduction

In Year 12, students complete SACE Stage 2, the final stage of the South Australian Certificate of Education. This year is a pivotal time where students consolidate their learning and make subject choices that closely align with their future goals, whether they plan to attend university, undertake vocational training, start an apprenticeship, or enter the workforce.

As part of the SACE requirements, all Year 12 students must complete the compulsory subject Activating Identities and Futures (AIF)^ this subject is designed to help students reflect on who they are, explore their values, and develop an understanding of how they can actively shape their future. AIF supports students to build critical capabilities such as communication, collaboration, problemsolving, and self-awareness, all of which are essential in life beyond school. Students who successfully completed AIF in Year 11 do not need to enrol in this subject again, and instead, may choose to study a fifth Stage 2 course.

In addition to AIF, students can choose from a wide range of Stage 2 subjects based on their interests, strengths, and post-school aspirations. These may include academic subjects like Physics, Chemistry, Modern History, Psychology, English, or Specialist Mathematics, or more practical and applied subjects such as Creative Arts, Child Studies, Business Innovation, or VET courses.

These subject choices are important, as they not only contribute to the completion of SACE but also influence ATAR eligibility and career readiness. Students aiming for university may select subjects that meet prerequisite requirements for specific courses, while others may choose pathways that prepare them for employment or further training.

# Choice subject selection

- Students should select six choice subjects and number choices from one to six, in order of preference.
- Subject preferences numbered five and six will be reserve subjects.

YEAR 12 / STAGE 2 SUBJECTS		
AREA	SUBJECT(S)	
Agriculture	Agricultural Production	
Cross-disciplinary Studies	<ul> <li>Activating Identities and Futures^</li> <li>Community Studies</li> <li>Workplace Practices</li> <li>Industry Connections</li> </ul>	
English	<ul><li>English</li><li>English Literary Studies</li><li>Essential English</li></ul>	
HASS & Languages	<ul> <li>Business Innovation</li> <li>Legal Studies</li> <li>Media Studies</li> <li>Modern History</li> <li>Society and Culture</li> <li>Women's Studies</li> <li>German (continuers)</li> </ul>	
Health & Physical Education	<ul> <li>Child Studies</li> <li>Food and Hospitality</li> <li>Health</li> <li>Outdoor Adventure</li> <li>Physical Education</li> <li>Sports Studies</li> </ul>	
<u>Mathematics</u>	<ul><li>Essential Mathematics</li><li>General Mathematics</li><li>Mathematical Methods</li><li>Specialist Mathematics</li></ul>	
Science	<ul><li>Biology</li><li>Chemistry</li><li>Psychology</li><li>Physics</li></ul>	
Visual & Performing Arts	Creative Arts: Drama     Music     Visual Arts: Art and Design	
<u>Technologies</u>	<ul><li>Computer Aided Design</li><li>Electronics</li><li>Metalwork</li><li>Woodwork:</li></ul>	

#### **2AG - AGRICULTURE**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or higher in a Stage 1 Agriculture of Science subject

#### COORDINATOR:

Milly Hoffmann

#### **CONTENT:**

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 Wine making 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.

School-based assessment includes three agriculture reports with a 1500-word limit (30%), three agriculture applications (40%) and an externally assessed production investigation with an enterprise focus (2000-word limit) (30%).

## 1XR - ACTIVATING IDENTITIES AND FUTURES

**LEVEL:** Stage 2 (10 credits)

**DURATION:** 1 semester

PREFERRED BACKGROUND: N/A

COORDINATOR:
Daniel Quinlivan

#### CONTENT:

Year 11 students may apply to complete Activating Identities and Futures is a compulsory SACE Stage 2 course which students may apply to complete in Year 11 - this will replace one subject choice during semester two of Year 11.

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).

School assessment includes a portfolio (35%) and progress checks (35%), plus an externally assessed appraisal (30%).

LEADS TO: N/A



#### **2XC - COMMUNITY STUDIES**

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

COORDINATOR:

**Daniel Quinlivan** 

#### CONTENT:

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 focused 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.

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

**NOTE:** 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.

A CONTENTS

# YEAR 12

#### **2XI - INDUSTRY CONNECTIONS**

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

#### **COORDINATOR:**

**Daniel Quinlivan** 

#### CONTENT:

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.

School-based assessment include work skills portfolio (50%) and reflection (20%), plus externally-assessed industry project (30%).

**NOTE:** 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 school.

#### 2XW - WORKPLACE PRACTICES

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: N/A

#### **COORDINATOR:**

Daniel Quinlivan

#### CONTENT:

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)
- 50-60 hours work placement

Within the industry and work knowledge component, students will select two topics from: study two topics from:

- 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

Assessment is school-based on folio (40%), performance (40%) and reflection (20%) and externally-assessed on investigation - research and practical (30%).

**NOTE:** Students are required to complete a practical work placement - part-time, casual or volunteer work can be counted for this component.

#### **2EN - ENGLISH**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C+ grade or

higher in Stage 1 English

#### **COORDINATOR:**

Nat Noack

#### CONTENT:

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 includes responding to texts (analysing a range of texts, which may include film, spoken, written and media (30%) and creating texts across four assessments (40%), plus an externally assessed text comparison of two text types totally 2000-words (30%).

#### 2EL - ENGLISH LITERARY STUDIES

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: B grade or

higher in Stage 1 English

#### **COORDINATOR:**

Nat Noack

#### CONTENT:

English Literary studies has a 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.

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

School-based assessment includes responding to texts (analysing a range of texts, which may include film, spoken, written and media (50%) and creating texts (20%), plus an externally assessed exam (15%) and critical reading (15%).

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#### **2EE - ESSENTIAL ENGLISH**

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C+ grade or

higher in Stage 1 English

**COORDINATOR:** 

Nat Noack

#### **CONTENT:**

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 includes responding to includes responding to texts (analysing a range of texts, which may include film, spoken, written and media (30%) and creating texts (40%) plus an externally assessed language study exploring how languages is used in different contexts (30%).

#### **2HB - BUSINESS INNOVATION**

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in any Stage 1 / Year 11 HASS subject

#### COORDINATOR:

**Caroline Bey** 

#### CONTENT:

The Stage 2 Business Innovation course is structured around three key concepts:

- Designing business
- Sustaining business
- Transforming business
- Students develop and apply their understanding under the learning areas of:
- Innovation
- Decision-making and project management
- Financial literacy and information management
- · Global and local perspectives

Students will 'learn through doing', using design thinking and assumption-based planning processes to anticipate, find, and solve problems. Students develop critical and creative thinking skills, develop and evaluate models and plans, and work on their communication in a collaborative learning environment. The opportunities and challenges faced by businesses in a digital world are also explored.

School-based assessment includes business skills tasks (40%) and business model (30%) plus an externally-assessment business plan and pitch oral presentation (30%).

#### **2HL - LEGAL STUDIES**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** C grade or

higher in Stage 1 Legal Studies

#### **COORDINATOR:**

**Caroline Bey** 

#### CONTENT:

Stage 2 Legal Studies introduces the relationships between law, society and the individual. Content includes:

- The Australian Legal System
- Constitutional Government
- Lawmaking
- Justice Systems

Students develop skills of considered and precise communication, articulating, reasoning and evaluation of arguments. Tasks include short answers, essays, student generated assignments and debates.

School-based assessment includes inquiry (20%) and folio (50%), plus an externally assessed e-exam (30%).

ENGLISH

# YEAR 12

# CONTENTS FUDIES

#### **2HM - MEDIA STUDIES**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in any Year 11 / Stage 1 HASS subject

#### **COORDINATOR:**

**Caroline Bey** 

#### CONTENT:

In Stage 2 Media Studies, students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products. They study the four media concepts:

- Media Representations
- Media Conventions
- Media Organisations
- Media Audiences

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 studying three topic areas such as documentaries, cult television/film or advertising.

School-based assessment includes product (40%) and folio (30%), plus an externally assessed individual investigation (30%).

#### **2HH - MODERN HISTORY**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** B- or C+ grade or higher in any Year 11/Stage 1 HASS subject (preferably Modern History or Ancient History), plus strong reading and essay writing skills

#### COORDINATOR:

Caroline Bey

#### **CONTENT:**

In Stage 2 Modern History, students will study significant nations and events of the 20th Century'. The topics include:

- Modern Nations: Germany 1918 1948: including; 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: including origins of superpower rivalry, the nature of the Cold War, the end and consequences of the Cold War.

During the year students will undertake folio tasks which may include historical arguments, research assignments, oral/ visual presentations, essays, or multimodal presentations.

School-based assessment includes an individual historical study (20%) and folio (50%), plus an externally assessed e-exam (30%).

#### **2HS - SOCIETY AND CULTURE**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** Research, reporting and communication skills

#### **COORDINATOR:**

**Caroline Bey** 

#### CONTENT:

In Stage 2 Society and Culture, students explore and analyse the interactions of people, societies, cultures and environments.
Student's study three topics related to Culture, Contemporary Challenges and Global Issues.
This may include focusing on topics such as:

- Cultural diversity
- People and power
- Human rights
- · The material world
- Youth culture

Students explore how social, political, historical, environmental, economic and cultural factors affect different societies, and how people function and communicate in and across cultural groups. Students investigate contemporary social and cultural issues individually and in groups. They also undertake an independent investigation on a topic of individual interest for their external assessment.

School-based assessment include collaborative interaction (20%) and folio (50%), plus an externally assessed individual assessment.

#### **2HW - WOMEN'S STUDIES**

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in any Year `11 / Stage 1 HASS subject

#### COORDINATOR:

Caroline Bey

#### **CONTENT:**

Stage 2 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.

Students will examine and analyse key issues such as:

Representations of Women in Cultural Texts Women and work Family life and caring Women and the law Women's struggles, achievements and empowerment

Students gain knowledge and understanding of human rights, women's rights and social justice. This can lead students to gain insight into social issues and inequalities around the world. They look at how gender is shaped by societies and critically analyse the impact this has on people and society. Assessments can include analytical and persuasive essays, presentations, roleplays, short films / documentaries, or news articles.

An open-minded perspective is an advantage for this subject.

School-based assessment include text analysis (20%), essay (20%) and folio (30%), plus an externally assessed issues analysis (30%).

HASS & LANGUAGES

A CONTENTS

#### **2LG - GERMAN (CONTINUERS)**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in Stage 1 German for both semesters

#### **COORDINATOR:**

**Caroline Bey** 

#### **CONTENT:**

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.

School-based assessment includes an in-depth study (30%) and folio (40%), plus an externally assessed exam (30%).

**NOTE:** Some universities may offer bonus points to students who achieve a C- grade or higher in Languages Other Than English

#### **2FC - CHILD STUDIES**

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or

higher in Stage 1 Child Studies

#### COORDINATOR:

Rhys Lacey

#### CONTENT:

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 childcare groups and facilities. A 2000-word analytical investigation in an area of interest is an important part of the assessment in this subject.

School-based assessment includes group activity (20%) and practical activity (50%), plus externally assessed investigation (30%).

(\$) ADDITIONAL COST: \$50.

#### **2FF - FOOD AND HOSPITALITY**

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in Stage 1 Food and Hospitality A or B

#### **COORDINATOR:**

Rhys Lacey

#### **CONTENT:**

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.

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

School-based assessment includes group activity (20%) and practical activity (50%), plus an externally assessed investigation (30%).

**NOTE:** Some 'out of hours' work may be required for catering tasks

**(\$) ADDITIONAL COST:** \$60 to cover materials and student workbook

#### 2FH - HEALTH

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: Pass grade or

higher in Stage 1 Health

#### **COORDINATOR:**

Rhys Lacey

#### CONTENT:

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.

Students will complete the following assessments:

- 1. Group investigation and presentation (30%) based around health promotion in the
- 2. Two issues analysis (20%) to understand, critically analyse and present evidence of their understanding on a current health trend or issue.
- 3. Two practical activities (20%) enabling students to participate in health promotion activities beyond the classroom (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.

(\$) ADDITIONAL COST: Additional costs related to relevant training courses (eg: First Aid - approximately \$150), and/or excursions

#### **2PO - OUTDOOR ADVENTURE**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: Pass grade or

higher in Stage 1 Outdoor Education

#### **COORDINATOR:**

Rhys Lacey

#### CONTENT:

Outdoor Adventure is a subject which would appeal to students who have an interest and appreciation of the value of the outdoors, through outdoor activities such as camping, bushwalking, orienteering, aquatics, cycle touring, and in the environment and its conservation. A good level of fitness is essential to complete each human powered activity / journey. In addition, the ability to work collaboratively with others is essential, whilst interacting sensitively with the environment and contributing towards agreed learning goals. Course work will include a study of planning and risk management (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 and conservation, which will consider issues relating to the conservation of the natural environment, in particular, the impact of outdoor activities on ecosystems and cultural / indigenous perspectives. Students will undertake a variety of outdoor pursuits to prepare them for a 3-day human powered journey, which they will plan, organise and conduct under teacher supervision.

This course consist of the following three key areas of study and assessment:

- Practical inquiry (40%) students must undertake at least two outdoor activities which are aquatic, land based and/or school ski trip
- · Connections (30%) as a mentor and volunteer
- Personal endeavour (30% externally assessed)

NOTE: This is an Integrated Learning subject of which students wish to gain an ATAR may only select one of at Stage 2

(\$) ADDITIONAL COST: approximately \$250+ per semester

#### **2PE - PHYSICAL EDUCATION**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: B grade or higher in Stage 1 Physical Education A/B

#### COORDINATOR:

Rhys Lacey

#### CONTENT:

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 include badminton and volleyball.

Students will complete four assessments throughout the year:

- Two diagnostics reports (30%)
- Improvement analysis (40%)
- Group dynamics task (30% externally assessed)

Students are not assessed on practical performance in this course.

(\$) ADDITIONAL COST: \$60 for study book

#### **2PS - SPORTS STUDIES**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: Successful completion of Stage 1 Physical Education A/B

#### **COORDINATOR:**

Rhys Lacey

#### CONTENT:

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:

- Practical skills application
- Touch football
- Sailing
- 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 six weeks and analyse their individual results

School-based assessment includes practical (40%) and group activity (30%) plus an externally assessed major project (30%).

(\$) ADDITIONAL COST: approximately \$150 for sailing camp and approximately \$50 for fitness sessions

#### **2MG - GENERAL MATHEMATICS**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C+ grade or higher in two semesters of Stage 1 General Mathematics or Mathematical Methods

#### **COORDINATOR:**

**Andrew Turnbull** 

#### CONTENT:

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modeling 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, modeling using linear and non-linear functions, and discrete modeling using networks and matrices.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Assessment includes skills and applications tasks (40%), investigation (30%) and an exam (30%).

Students require their own SACE Board approved graphics calculator.

(\$) ADDITIONAL COST: approximately \$40 for a student revision guide

#### 2ME - INTEGRATED LEARNING: MATHS SKILLS FOR LIFE

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: Stage 1

Numeracy

#### **COORDINATOR:**

**Andrew Turnbull** 

#### CONTENT:

Maths Skills for Life is run as a Stage 2 Integrated Learning subject. It aims to enable students to make links between their lives and aspects of maths for the purpose of developing real world maths skills and their personal capabilities. Students are expected to collaborate and communicate with other students and the community to investigate how Maths affects their everyday lives.

Students develop, extend and apply their capabilities including: Literacy, Numeracy, Information and Technology, Critical and Creative Thinking, Personal and Social and Ethical understanding. Multimodal presentations are strongly encouraged in this subject.

The subject consists of the following key areas of study:

- Purchasing and maintaining a vehicle
- Getting a car loan
- Renting a house and the associated costs
- Plan, organise, implement and evaluate a three-course celebration meal for four people on a budget (group activity)
- Investigate, develop and teach a numeracy skill with a connection to student's future (major project)

Students require their own SACE Board approved scientific calculator.

NOTE: This subject is not recommended for students wishing to gain an ATAR. Students wishing to achieve their SACE may not undertake more than two integrated learning subjects.

#### **2MM - MATHEMATICAL METHODS**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C+ or higher in two semester of Stage 1 Mathematical Methods

#### **COORDINATOR:**

**Andrew Turnbull** 

#### CONTENT:

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions, their derivatives and integrals, and by mathematically modeling 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 includes skills and applications tasks (50%), investigation (20%) and an exam (30%).

Students require their own SACE Board approved graphics calculator.

(\$) ADDITIONAL COST: approximately \$40 for a student revision guide

#### **2MS - SPECIALIST MATHEMATICS**

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or higher in Stage 1 Specialist Mathematics. Students must also be enrolled in Stage 21 Mathematical Methods.

#### **COORDINATOR:**

Andrew Turnbull

#### **CONTENT:**

Specialist Mathematics draws on, 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 includes skills and applications tasks (50%), investigation (20%) and an exam (30%).

Students require their own SACE Board approved graphics calculator.

**NOTE:** To enrol in this course students must also enrol in Stage 2 Mathematical Methods.

(\$) ADDITIONAL COST: approximately \$40 for a student revision guide

**MATHEMATICS** 

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in Stage 1 Biology, Chemistry and Physics

#### **COORDINATOR:**

**Damien Jones** 

#### CONTENT:

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 studied include:

- DNA & proteins investigating the structure of DNA and DNA processes, interactions, and expressions, and explore protein production.
- Cells As the Basis for Life examine cell theory, the structure and function of the cell membrane, the exchange of materials, and processes,
- Homeostasis examining some of the body systems, including the nervous, endocrine (hormonal), and excretory systems,
- Evolution examining biological evidence for understanding the changes in species described in the theory of evolution by natural selection. 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 includes investigation folio (30%) and applications tasks (40%) plus an externally-assessed examination (30%).

#### **2SC - CHEMISTRY**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in Stage 1 Chemistry 1 and 2

#### **COORDINATOR:**

**Damien Jones** 

#### CONTENT:

Through the study of 4 key ideas and concepts students develop their chemistry investigation 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 studied include:

- Monitoring the environment investigating the impact of fossil fuel use and effects of combustion product on global warming, ocean acidity and photochemical smog.
   Students will extend their understanding and application of stoichiometry.
- Managing chemical process exploring energy use and factors that influence reaction rates and equilibrium laws to predict and explain conditions to optimise chemical processes.
- Organic and biological chemistry examine
  the physical and chemical properties of
  a range of functional chemical groups:
  alcohols, aldehydes, ketones, carboxylic
  acids, amines, esters and amides, and
  the biologically important compounds
  carbohydrates, triglycerides and proteins.
- Managing resources consideration of energy resources such as fossil fuels and the greater use of renewable fuels. Students will examine material resources such as natural minerals, water and soil as well as synthetic polymers, and explore the benefits and problems associated with recycling of materials.

School-based assessment includes investigation folio (30%) and applications tasks (40%) plus an externally-assessed examination (30%).

#### 2SS - PSYCHOLOGY

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: Stage 1
Science / Psychology (preferred not essential)

#### **COORDINATOR:**

**Damien Jones** 

#### CONTENT:

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.
- Psychological health and wellbeing 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 examines factors that affects individuals, teams and larger organisations to increase performance at all levels of work.
- Social influence 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 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.

School-based assessment includes investigation folio (30%) and skills and applications tasks (40%) plus an externally-assessed 2-hour online examination (30%).

**NOTE:** Students may be required to purchase a text book/revision guide.

#### **2SP - PHYSICS**

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

**PREFERRED BACKGROUND:** C grade or higher in Stage 1 Physics 1 and 2 and sound Mathematics knowledge

#### **COORDINATOR:**

**Damien Jones** 

#### **CONTENT:**

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 motions of various situations are studied, including projectiles, skydiving, collisions, and spacecraft propulsion, such as solar sails and ion drives. Plus Einstein's theory of relativity and the effects of time dilation
- Electricity and magnetism electric and magnetic forces to explain the motion of charged particles and applications.
- Light and atoms light wave and particle properties, structure of the atom and spectra.

School-based assessment includes investigation folio (30%) and applications tasks (40%) plus an externally-assessed examination (30%).

YEAR 1

**2CD - CREATIVE ARTS: DRAMA** 

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or higher in Year 11 / Stage 1 Drama (preferred

but not essential)

**COORDINATOR:** 

Anne Johnson

#### CONTENT:

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.

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.

School-based assessment includes two product folios (50%) as part of a group production and two inquiries investigating the products of individual creative arts practitioners and/or groups of current or past practitioners (20%). Students will also undertake an externallyassessed individual skill extension Students undertake an individual skill extension which could include refining their skills with voice, acting techniques, audition, warm up choreography, stage make-up, film production, script writing, set design etc

#### **2CM - MUSIC**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: Satisfactory completion of Stage 1 Music 1 and/or 2, plus a full year of instrumental lessons and ensembles

#### COORDINATOR:

Anne Johnson

#### **CONTENT:**

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. 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 may include Solo performance, Ensemble performance and Music Explorations. Assessment will depend on the courses selected, but usually consists of a schoolassessed folio (70%) and external assessment (30%).

#### **2VA - VISUAL ARTS: ART / DESIGN**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or higher across 20 credits of Stage 1 Art or

Design

#### COORDINATOR:

Anne Johnson

#### CONTENT:

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 can 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 selfdirection in this course.

School-based assessment include two major practicals (30%) and folio (40%), plus an externally assessed practical research and investigation visual study (30%).

NOTE: Students may only study Visual Arts: Art OR Visual Arts: Design

#### **1TC - COMPUTER AIDED DESIGN**

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or higher in Stage 1 Computer Aided Design

#### **COORDINATOR:**

Rainer Kahl

#### CONTENT:

This course will provide students with the opportunity to become product, graphic or industrial designer, or engineer. 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 with the opportunity to prototype their models through a variety of desktop 3D printers. Students will be required to present their work through digital media, and as part of their assessment pieces, they will also be required to use screen-capturing software to display their work in their folios. The course will culminate with a display of their CAD render drawings and their 3D printed prototype (If the student has a desire to print their model).

School-based assessment includes specialised skills tasks (20%) and design process and product (50%), plus an externally assessed resources study (30%).

(\$) ADDITIONAL COST: This course will incur a cost for 3D printing products. Students will have control of this at the design stage and will be invoiced prior to 3D printing occurring.

#### **2TE - ELECTRONICS**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or

higher in Stage 1 Electronics

#### **COORDINATOR:**

Rainer Kahl

#### CONTENT:

Students will be expected to undertake a major electronics project, so therefore need a good understanding of components and their functions. Students will be expected to use computer programming software to write control programs for PIC microcontrollers and produce high-quality Printed Circuit Boards (PCBs) 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.

School-based assessment includes specialised skills tasks (20%) and design process and product (505), plus an externally assessed resources study (30%).

(\$) ADDITIONAL COST: \$140 for take-home projects

#### 2TM - METALWORK: INDUSTRY & **ENTREPRENEURIAL SOLUTIONS**

**LEVEL:** Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or higher in Stage 1 Metalwork Fabrication and/or Fitting and Machining

**COORDINATOR:** Rainer Kahl

#### CONTENT:

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

School-based assessment includes specialised skills tasks (20%) and design process and product (50%), plus an externally assessed resources study (30%).

(\$) ADDITIONAL COST: \$140 for take-home projects

#### 2TW - WOODWORK: MATERIAL **SOLUTIONS**

LEVEL: Stage 2 (20 credits)

**DURATION:** 2 semesters

PREFERRED BACKGROUND: C grade or higher in Stage 1 Woodwork Furniture or Creative

#### **COORDINATOR:**

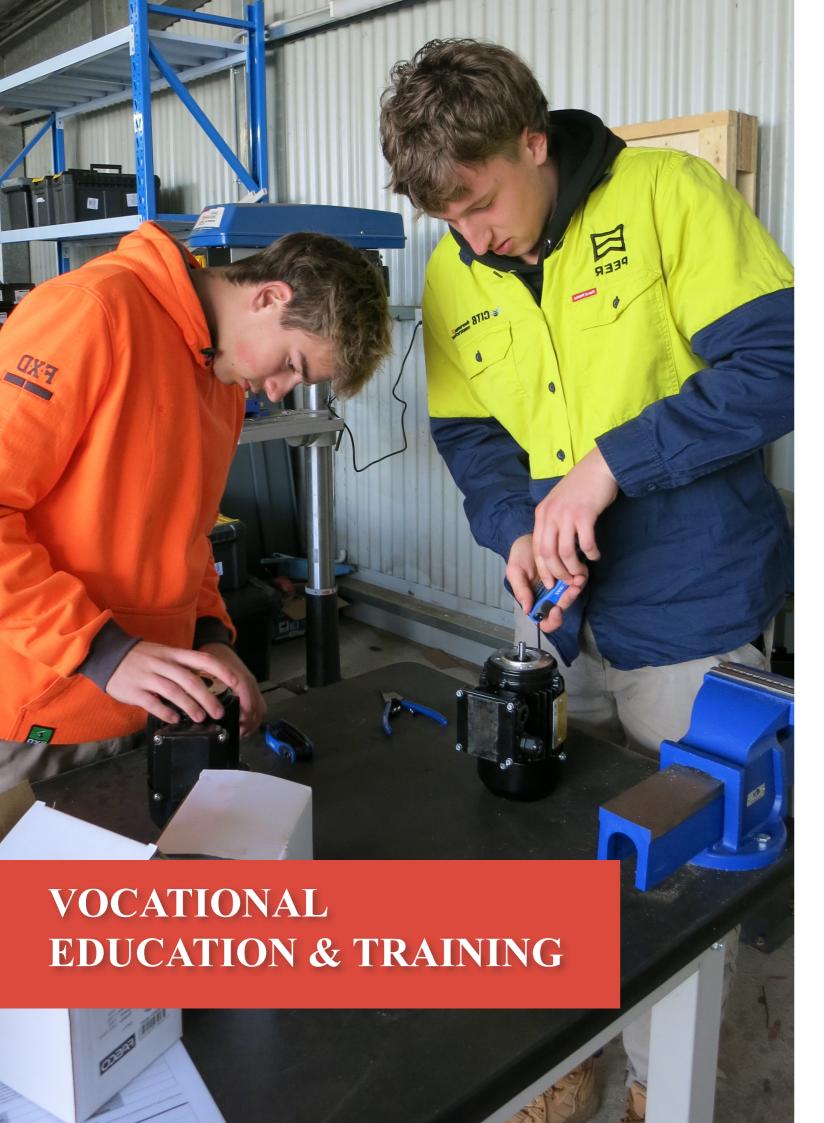
Rainer Kahl

#### CONTENT:

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 a project, test suitable materials related to the project, complete a photographic journal of their construction and evaluate the final product.

School-based assessment includes specialised skills tasks (20%) and design process and product (50%), plus an externally assessed resources study (30%).

(\$) ADDITIONAL COST: \$140 for take-home projects



# About Vocational Education and Training (VET)

Vocational Education and Training (VET) courses focus on providing students with the practical and technical skills needed in the workplace.

Qualifications gained through undertaking VET can lead to a variety of diverse and exciting careers. Students in year 11 or 12, who are planning to undertake vocational training upon leaving school, may choose to begin studying a VET course whilst still at school.

TAFE SA and other Registered Training Organisations (RTO) also provide a range of short courses for secondary school students. These courses provide an opportunity for school students to trial studies in an area of interest, and this may be an opportunity for Year 10 students to begin exploring a career pathway.

#### What are the costs?

VET courses listed as Flexible Industry
Programs (FIP's) attract Government
funding through the Department for Education
VET for Schools Policy.

Students must be in year 11 or 12 at the time of enrolment to access FIP funding.
Any courses not fully funded have a gap fee. Nuriootpa High School has adopted the following tiered approach to course fees.

- Certificate II: \$50 enrolment fee, plus provision of PPE and learning material costs required for the VET learning environment.
- Certificate III: 40% of full course costs, plus provision of PPE and learning material costs required for the VET learning environment.

#### What is the commitment?

Students who apply to enrol in a VET course whilst attending school are committing to:

Completing SACE while beginning VET training towards a trade pathway

- Maintaining both school and VET attendance, course/subject and assessment requirements
- Letting their RTO know if they will be absent for any reason
- Maintaining their enrolment for the semester

# What is the enrolment process?

Students (with their parent/caregiver) must attend an interview with Nuriootpa High School's VET Coordinator, <u>Daniel Quinlivan</u>, and then complete an online application.

Enrolment will aos linclude Language
Literacy and Numeracy (LNN) testing and
an assessment of the student's readiness/
preparation for their intended VET course - t is
strongly recommended that students investigate
career information and labour market trends
associated with courses they may be interested
in or are relevant to their interests.

Nuriootpa High School collaborates with other regional secondary schools, TAFE SA and other RTOs to deliver VET programs, however, all courses are subject to minimum enrolment numbers.

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# VET CERTIFICATE II

	Description
Certificate II Agriculture (AHC20116)	Learn the essentials for an entry level job in the agriculture and animal care sectors. Gain practical skills to operate machinery and equipment, maintain facilities and general agriculture activities, as well as the vital skills involved in animal care.
Certificate II Animal Care (ACM20121)	This course is designed to provide students with general animal care information, whilst also providing pathways to further training.  Practical activities will include companion animal handling, basic first aid for animals and simulated work activities.
Certificate II Automotive Servicing Technology (AUR20520)	This entry-level qualification is designed to help build a foundation of basic knowledge to help prepare for a career in the automotive industry. Gain the skills to identify, inspect and perform basic repairs to the mechanical and electrical components of light and heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles.
Certificate II Construction Pathways (CPC20220)	This qualification provides a pathway to various trades within the Construction industry. This course best supports a pathway towards apprenticeships in trades including bricklaying, concreting, gyprocking, carpentry, tiling and work as a builder's labourer
Certificate II Electro-technology (Career Start) UEE22020	This course is regarded by industry as an essential preapprentice course for those seeking a career within the Electrical industry. The course covers the competencies for work entry providing grounding in safety, and basic skills and knowledge for work in any electrotechnology discipline.
Certificate II Engineering Pathways (MEM20422)	This qualification delivers broad based underpinning skills and knowledge in a range of engineering and manufacturing tasks, which will enhance your entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering related workplace.
Certificate II Horticulture (AHC20416)	This course is designed to provide students with the foundation skills for effective and safe work practices, including basic machinery maintenance and operational, propagation, nursery management, troubleshooting pests and diseases and using irrigation.
Certificate II Hospitality (SIT20322)	This course provides practical experience in preparation of food and beverage service as well as mastering the art of coffee service. Includes approximately 100 hours of placement organised by TAFE SA.
Certificate II Cookery (SIT20421)	This course provides students with the foundation skills for effective and safe kitchen operations including knife skills, various cookery techniques, ingredient ratios, planning, inventory, timing and the creation of a variety of tasty and impressive menus. Delivery of this course is through blended training including practical and online theory.
Certificate II Plumbing (22569VIC)	Learn the foundation skills for a career in plumbing and enhance the chances of obtaining an apprenticeship. Students will learn about how to use plumbing pipes, fitting and fixtures to simulate plumbing installations, basic sheet metal practices, and basic oxyacetylene welding and cutting.
Certificate II Salon Assistant (SHB20216)	This course provides an insight into the hairdressing industry and develops practical skills in hairdressing and barbering. Students will learn about interacting with clients and providing hairdressing services, combined with developing skills to become an integral part of a highly creative team.

Costs	Location	SACE Credits	Duration
\$50 plus approx. \$100 for PPE and \$45 for incidentals	TAFE SA Barossa	Max. 85 credits - Stage 1	18 months
\$50 plus \$35 for incidentals	TAFE SA Gilles Plains	Max. 55 credits - Stage 1	6 months (3 x 4 days or 1 day / week for 13 weeks plus 78 hours online learning)
\$50 plus approx. \$150 for incidentals	TAFE SA Barossa / Elizabeth	Max. 50 credits - Stage 2	18 months
\$50 plus approx. \$120 for PPE	Kapunda High School - RTO delivered	Max. 55 credits - Stage 1	12 months
\$50 plus approx \$120 for PPE and \$170 for textbooks OR \$50	TAFE SA Elizabeth OR Nuriootpa HS - RTO delivered	Max. 50 credits - Stage 1	12 months
\$50 plus approx. \$150 for PPE	TAFE SA Barossa	Max. 60 credits - Stage 1	12 months
\$50 plus approx. \$100 for PPE and \$45 for incidentals	TAFE SA Barossa	Max. 70 credits - Stage 1	5 months at 1 day per week or 12 months at 1 day + 1 evening class per week
\$50 plus approx. \$10 for incidentals	TAFE SA Barossa	Max. 45 credits - Stage 1	12 months or 2 days a week for 1 semester (6 months)
\$50 plus \$100 for uniform and \$150 for knife kit	TAFE SA Barossa	Max. 55 credits - Stage 1	12 months
\$50 plus approx. \$120 for PPE	TAFE SA Elizabeth	Max. 65 credits - Stage 1	18 months
\$50 plus approx. \$495 for salon kit & shirt	TAFE SA Elizabeth	Max. 45 credits - Stage 1	3 terms

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# VET CERTIFICATE III

	Description
Certificate III Make up SHB30221	Ideal qualification to start your career in make-up or the beauty industry. Build skills to provide make-up for carrying occasions, client care, sell and recommend beauty products to industry standard.
Certificate III in Agriculture (AHC30116)	Gain essential knowledge and skills to work in the agriculture industry, from livestock breeding and animal health and nutrition, to establishing pastures and crop harvesting. You'll learn how to operate and maintain machinery and develop skills in building stock fences and more.
Building and Construction Advanced Skills Clusters	Advanced Carpentry Skills: Units from the Certificate III in Carpentry (CPC30220)
	Advanced Heritage Trades Skills: Units from Certificate III in Heritage Trades Skills (10858NAT)
Certificate III Early Childhood Education and Care (CHC30121)	This qualification reflects the role of workers in a range of early childhood education settings. It supports the implementation of an approved learning framework, support children's wellbeing, learning and development. 160 placement hours are required.
Certificate III Individual support (Aged Care) (CHC33021)	This course provides skills for work primarily undertaken in residential aged care facilities under direct or regular supervision within clearly defined organisational policies, guidelines and service delivery plans. It is the accepted qualification for various community service providers. 120 placement hours are required.
Certificate III in Information Technology (ICT30120)	This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT)
Certificate III Rural Operations (AHC32816)	Learn the essentials for an entry level job in the agriculture and animal care sectors. Gain practical skills to operate machinery and equipment, maintain facilities and general agriculture activities, as well as the vital skills involved in animal care.
Cert III in Screen and Media (CUA31020)	Develop a range of skills and knowledge across design, 3D modeling, animation, video and digital imaging. Study online by video conference 1 day per week with the convenience of having a lecturer at hand to guide you through a range of experiences in this exciting field. Use this course to explore your media specialisation for further study.
Cert III Health Services Assistant (HLT33115)	This qualification has been designed for senior high school students and reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients.

Costs	Location	SACE Credits	Duration
TBA plus approx. \$210 for equipment kit and optional \$40 for TAFE shirt	TAFE SA Elizabeth	Max. 90 credits - Stage 2	18 months
\$360	Balaklava High School	Max. 120 credits - Stage 2	18 months
\$80 plus PPE costs	Kapunda High School	20 credits - Stage 2	6 months (1 day a week)
\$150 plus PPE costs		20 credits - Stage 2	10-12 training days
\$615 plus \$88 for 'child safe' training	TAFE SA Elizabeth	Max. 155 credits - Stage 2	24 months
\$477 plus approx. \$155 for screening checks and \$35 for uniform	TAFE SA Barossa	Max. 100 credits - Stage 2	18 months
\$385 plus incidentals up to \$300	Eudunda Area School online	Max. 65 credits - Stage 2	18 months
\$280	Balaklava High School	Max. 135 credits - Stage 2	18 months
\$370	TAFE SA Online	Max. 75 credit - Stage 2	12 months
\$100	Kapunda High School - RTO delivered	Max. 70 credits - Stage 2	12 months

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### Get in touch



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