NURIOOTPA HIGH SCHOOL

2025

Curriculum Guide
Year 10

Course Selection Guidelines

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

In selecting a course students should consider:

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

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

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

Information to help choose wisely is available from:

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

Parents can help by:

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

Remember:

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

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

Course Selection Process

1.Students will be issued with a Course Counselling newsletter.

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

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

4. Additional information is available to students via their Home Group teachers, online links to subject information videos, speaking to subject teachers and faculty leaders. Students are also encouraged to access other sources of information. Parents can contact appropriate school staff via the email links in this guide if they require any further information.

5. Additional information is available to parents and students by attending the Careers Expo.

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

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

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

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

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

For information regarding the SACE and Senior School Curriculum subjects, please refer to the NHS Year 11 or 12 Curriculum Guides.

Key Staff for Course Counselling

Roy Page
Principal

Brent Bloffwitch
Deputy Principal
Curriculum & Pedagogy

Daniel Quinlivan
Assistant Principal
Years 11/12
SACE/VET Coordinator

Ann Hargreaves
Assistant Principal
Years 9/10

Bec Bolton
Assistant Principal
Year 7/8
Wellbeing

Sue Clark
Assistant Principal
Inclusive Education

Brad Sheridan
Year 11/12 Leader

Asher Hausler
Year 12 Manager

Angus Magarey
Year 11 Manager

Alex Hoffmann
Year 9/10 Leader

Jessica West
Year 10 Manager

Kellie Allen
Year 9 Manager

Danielle Langhorn
Year 7/8 Leader

Katelyn Baldock
Year 8 Manager

Kate Rix
Year 7 Manager

Erin Dayman
Inclusive Education
Coordinator

Rick Lane
Wellbeing Leader

Lauren Semmens
Wellbeing Leader

Year 10 Subject Guide

Students will select their compulsory subjects in addition to 5 CHOICE SUBJECTS from the list below. You must select at least 1 subject from GROUP 1. Order the subjects 1 to 5 in the order that you would prefer to do the subjects.

CHOOSE 5 OTHER RESERVE SUBJECTS. Choice 6 must be from Group 1. Order the subjects 6 to 10 in the order that you would prefer to do the subjects.

COMPULSORY SUBJECTS	SEMESTERS
Exploring Identities and Futures (EIF)	1
English	2
Mathematics	2

COMPULSORY SUBJECTS	SEMESTERS
Science 1	1
Science 2 or Science 2 - Agriculture	1
History	1
Health & PE	1

GROUP 1

CHOICE SUBJECTS	Semesters
HASS	
Geography	1
Turning Points History	1
Women, Culture and Society	1
LANGUAGES	
German (must select 2 semesters)	2
SCIENCE	
Psychology	1
STEM (Stage 1 SACE - 10 SACE credits)	1
Biology A (recommendation only)	1
AGRICULTURE	
Livestock and Aquaculture	1
Vines and Wines A	1
Vines and Wines B	1

GROUP 2

CHOICE SUBJECTS	Semesters
HEALTH AND PHYSICAL EDUCATION	
PE Specialist: Boys/Girls	1
Child Studies	1
Food Tech	1
Food Tech Café Culture	1
Outdoor Education	1
High Performance: Football	1
VISUAL AND PERFORMING ARTS	
Drawing and Painting	1
Sculpture and Printmaking	1
Design	1
Photography	1
Digital Art and Graphics	1
Creative Art and Design	1
Drama A	1
Drama B	1
Music A (Semester 1)	1
Music B (Semester 2)	1

CHOICE SUBJECTS	Semesters
TECHNOLOGIES	
Woodwork	1
Metalwork	1
Electronics	1
Computer Aided Design	1
Intro to Game Development	1
Car Maintenance	1

Exploring Identities and Futures

10 STAGE 1 CREDITS—COMPULSORY

COURSE DESCRIPTION:

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:

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

IMPORTANT CONSIDERATIONS:

As this is a compulsory subject, students who are unsuccessful will be required to repeat this subject in order to achieve a C grade or better.

As part of Exploring Identities and Futures students undertake at least one week of Work Experience.

CROSS DISCIPLINARY STUDIES COORDINATOR - DANIEL QUINLIVAN / Daniel.Quinlivan513@schools.sa.edu.au

English

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

Students learn to understand and use the English language appropriately in its many forms - spoken, written and multimedia - and as a result will be able to participate in a range of activities in the home, in the community and in the work place.

Nuriootpa High School recognises that Y10 English is valuable preparation for SACE. As such students will be exposed to a course which is similar in style and content to Stage 1 English. In line with this philosophy, Y10 English contains 3 strands; English Literary Studies, English and Essential English.

Admission onto each subject will be dependent on teacher recommendation combined with results at year 9.

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

English Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
English	English	Essential English	Essential English	Essential English
		English	English	English
		English Literary Studies	English Literary Studies	English Literary Studies

English - 0EN

PREFERRED BACKGROUND:
Minimum C+ grade in Year 9 English
COURSE DESCRIPTION:
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.
ASSESSMENT:
Students will complete a minimum of four common assessment tasks per Semester including
2 Responding to texts
2 Creating texts
1 Critical Reading activity and an Intertextual Study
IMPORTANT CONSIDERATIONS:
The overall grade achieved in Year 10 English will affect the SACE pathway offered at Year 11. Teachers will make recommendations for each student as to which English pathway they should study: Stage 1 Literary Studies, Stage 1 English or Stage 1 Essential English.

Essential English - 0EE

PREFERRED BACKGROUND:
Nil
COURSE DESCRIPTION:
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. The 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.
ASSESSMENT:
Students will complete a minimum of four common assessment tasks per Semester including
Responding to texts
Creating texts
IMPORTANT CONSIDERATIONS:
The overall grade achieved in Year 10 English will affect the SACE pathway offered at Year 11. Teachers will make recommendations for each student as to which English pathway they should study: Stage 1 Literary Studies, Stage 1 English or Stage 1 Essential English.

English Literary Studies - 0EL

PREFERRED BACKGROUND:
Entry requirements:
Minimum B grade in Year 9 English.
COURSE DESCRIPTION:
The Year 10 English Literary Studies program is offered to high performing students. It is geared to those students who are interested in studying English at University. 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.
ASSESSMENT:
Students will complete a minimum of 4 common assessment tasks per semester including
Responding to texts
Creating texts
Critical Reading / Examination or an Intertextual Study
IMPORTANT CONSIDERATIONS:
The overall grade achieved in Year 10 English will affect the SACE pathway offered at Year 11. Teachers will make recommendations for each student as to which English pathway they should study: Stage 1 Literary Studies, Stage 1 English or Stage 1 Essential English
Please note this course will run at the discretion of the English Coordinator depending on student numbers.

Mathematics

(Compulsory-2 Semesters)

Mathematics is all around us, in everything we do. It is the building block for everything in our daily lives, including mobile devices, architecture (ancient and modern), art, money, engineering, and even sports.

Since the beginning of recorded history, mathematic discovery has been at the forefront of every civilized society, and in use in even the most primitive of cultures. The needs of math arose based on the wants of society. The more complex a society, the more complex the mathematical needs.

Mathematics is a way of understanding the world through the use of number and space. Students analyse mathematical problems through investigating, comparing, reflecting and testing information to work out possible answers. They develop the mathematical skills and understandings that they need in all areas of their lives. They 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.

Calculators

All students are expected to have their own calculators.

A **scientific calculator** is suitable for all courses up to year 10 and for Stage 1 Essential Mathematics.

Students who intend to enrol in stage 1 Specialist Mathematics, Mathematical Methods, or General Mathematics courses will need their own **graphics calculators**. Graphics calculators need to be SACE board approved for use in exams.

Details of SACE board approved calculators can be obtained from the website www.sace. sa.edu.au.

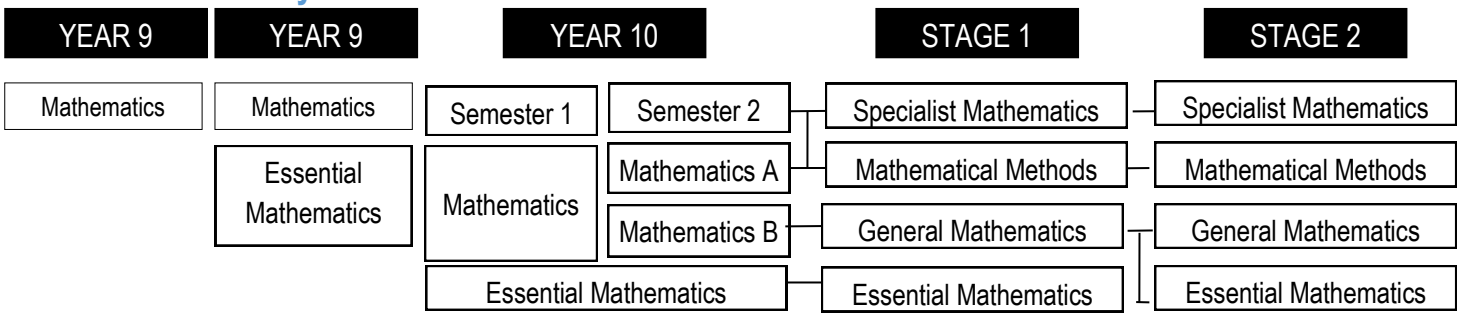
The following approved Casio graphics calculators are the preferred calculator.

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

Note: The Fx-9860 GII is NOT an approved calculator. Please DO NOT purchase this calculator

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

Mathematics Pathways



Essential Mathematics - 0ME

PREFERRED BACKGROUND:

Year 9 Essential Mathematics recommended by their teacher

COURSE DESCRIPTION:

In the first semester students undertaking 10 Essential Mathematics will undertake the curriculum set out under the Australian Curriculum including:

- Money and Financial Mathematics – interest calculations
- Data representation – more complex concepts related to statistics.
- Chance – more complex probability concepts and application
- Geometric Reasoning – applying properties of shapes and logical reasoning to solve geometric situations

In the second semester students undertaking 10 Essential Mathematics will complete their Numeracy requirement of SACE. These students will complete a Stage 1 Essential Mathematics course. Students will study the following topics:

- Earning and Spending - to develop a better understanding of the mathematical processes involved, the initial focus of the learning in this topic is the performance of calculations by hand. The discerning use of electronic technology is introduced to enable more complex problems to be solved efficiently.
- Measurement - students extend their skills in estimating, measuring, and calculating in practical situations.
- Calculations, Time and Ratio - Students extend their proficiency with calculations required for everyday living. Computational skills are practised within contexts that are relevant to the students' interests.

ASSESSMENT:

Semester 1

Students' performance will be determined according to the subject's Achievement 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.

Semester 2

Students will complete at least 2 skills and assessment tasks and 2 investigations.

IMPORTANT CONSIDERATIONS:

Students who successfully complete the second semester with a C grade or better will not be able to select a mathematics course at Stage 1, in semester 1. They are able to select the semester 2 course. A scientific calculator is required

Mathematics - 0MM

SEMESTER 1
PREFERRED BACKGROUND:
Year 9 Mathematics
COURSE DESCRIPTION:
All students that completed year 9 Mathematics will do this course in semester 1. Students undertake the curriculum set out under the Australian Curriculum including:

- Patterns and algebra—algebraic manipulation and working with formulae
- Measurement and geometry—applications related to surface areas and volumes
- Linear relationships—solving equations and graphical processes
- Data representation—more complex concepts related to statistics

ASSESSMENT:
Students' performance will be determined according to the subject's Achievement 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.
IMPORTANT CONSIDERATIONS:
10 Mathematics is a semester 1 subject only. Students will choose either Mathematics A OR Mathematics B in semester 2.This choice will be dependent on the Mathematics pathway they would like to follow in year 11.
Mathematics A is a prerequisite to Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics.
Students selecting Mathematics B is semester 2, can only select Stage 1 Essential Mathematics or Stage 1 General Mathematics in year 11.
A scientific calculator is essential.

Mathematics A - 0MA

SEMESTER 2
PREFERRED BACKGROUND:
B Grade or better in Year 9 Mathematics
COURSE DESCRIPTION:
Students undertaking 10 Mathematics A have a course designed to complement the Stage 1 Mathematical Methods and Specialist Mathematics course. Students undertake the curriculum set out under the Australian Curriculum including:

- Chance—more complex probability concepts and application
- Money and financial mathematics—interest calculations
- Geometric reasoning –applying properties of shapes and logical reasoning to solve geometric situations
- Pythagoras and trigonometry—solving problems related to triangle geometry
- Real numbers—working with surdic form
- Non-linear relationships—working with quadratics and exponential equations

Mathematics B - 0MB

SEMESTER 2
PREFERRED BACKGROUND:
B Grade or better in Year 9 Mathematics
COURSE DESCRIPTION:
Students undertaking 10 Mathematics B have a course designed to complement the Stage 1 General Mathematics course. Students undertake the curriculum set out under the Australian Curriculum including:

- Chance—more complex probability concepts and application
- Money and financial mathematics—interest calculations
- Geometric reasoning –applying properties of shapes and logical reasoning to solve geometric situations
- Pythagoras and trigonometry—solving problems related to triangle geometry

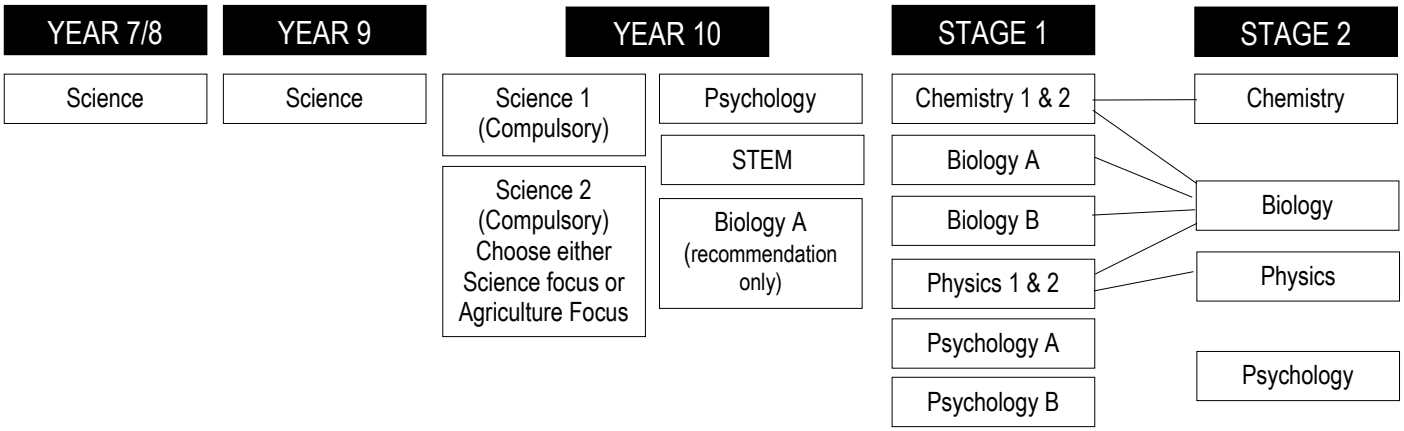
ASSESSMENT MATHEMATICS A & B
Students' performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.
IMPORTANT CONSIDERATIONS FOR MATHEMATICS A & B
10 Mathematics is a semester 1 subject only. Students will choose either Mathematics A OR Mathematics B in semester 2.This choice will be dependent on the Mathematics pathway they would like to follow in year 11.
Mathematics A is a prerequisite to Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics.
Students selecting Mathematics B in semester 2, can only select Stage 1 Essential Mathematics or Stage 1 General Mathematics in year 11. If students are intending to continue to Stage 1 Mathematical Methods or Specialist Mathematics it would be advised that students purchase a graphics calculator, refer to Mathematics main page.

Science

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

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

Science Pathways



Science 1 - 0S1

SEMESTER 1

COURSE DESCRIPTION:

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 include:

Biology - Transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

Chemistry - The atomic structure and properties of elements are used to organise them in the Periodic Table. The electron shell model can explain chemical reactions and the metal reactivity series is a focus for learning in the topic.

Earth Science - The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe.

Physics - The motion of objects can be described and predicted using the laws of physics, including speed, force and acceleration. Car Safety features are examined as a focus for learning.

Science inquiry skills - designing and conducting investigations, processing and analysing data, and evaluating results.

Science as a Human Endeavour - Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available. Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures. People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity.

STEM: Science Technology Engineering and Mathematics- Students will be participate in activities to engage in project-based learning, solve real-world problems, and create, build, present and test their own designs, including models. One example would be designing, building and testing a Rube-Goldberg machine.

ASSESSMENT:

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

learning, solve real-world problems, and create, build, present and test their own designs, including models. Examples of this would be designing, building and testing a parachute to safely deliver a payload to Mars or a spacesuit that would allow an astronaut to survive in the low pressure environment of space.

ASSESSMENT:

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

IMPORTANT CONSIDERATIONS:

Students who have achieved A grades in Year 9 science may be permitted to choose Stage 1 Biology A in addition to a second semester Year 10 Science course, after negotiation with the Science Coordinator.

Science 2 - 0SC2

SEMESTER 2
COURSE DESCRIPTION:
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.
Topics include:
Earth Science/Evolution- Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. Energy conservation in a system can be explained by describing energy transfers and transformations. Global warming, sustainability and alternative energy sources are used as a focus for learning in this topic. Natural selection and its impact on evolution is discussed.
Chemistry - Different types of chemical reactions can occur at different rates and are used to produce a range of useful products, such as metals, fuels, pharmaceuticals and plastics.
Electives - There would be a focus on **STEM** to enable students to engage in project-based learning, solve real-world problems, and create, build, present and test their own designs, including models.
Two topics would be chosen from the following list based on student and teacher interests:
Physics - Simple Machines or Communications Technology, Chemistry in Action - Forensics and food additives, Forensic or Sports Psychology, Cells and Diseases, Electromagnetism and Space Exploration.
Science inquiry skills - designing and conducting investigations, processing and analysing data, and evaluating results.
Science as a Human Endeavour - Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available. Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures. People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity.
STEM: Science Technology Engineering and Mathematics-
Students will be participate in activities to engage in project-based learning, solve real-world problems, and create, build, present and test their own designs, including models. Examples of this would be designing, building and testing a parachute to safely deliver a payload to Mars or a spacesuit that would allow an astronaut to survive in the low pressure environment of space.
ASSESSMENT:
Tests, research assignments, practical reports and a range of other evidence is used, including model building.
IMPORTANT CONSIDERATIONS:
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, after negotiation with the Science Coordinator.

Science 2 - Agriculture - 0AG

SEMESTER 2
PREFERRED BACKGROUND:
This unit is designed for students with an interest in, and application of, science in agriculture.
COURSE DESCRIPTION:
Biology - Nutrient cycles - including nitrogen, water, phosphorous and carbon cycles will be investigated with an emphasis on their influence on agricultural systems. Students will also study global warming and its effect on the sustainability of agricultural systems. Genetics and heritability will be studied and improvements of the productivity of plants and animals through selective breeding and biotechnology will be investigated eg. embryo transfer, tissue culture, genetic engineering and artificial insemination. (Issues analysis of genetically modified foods)
Chemistry - Reaction rates and chemical reactions to make products - winemaking, 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 eg. 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:
Tests, research assignments, multimedia presentations, practical reports and a range of other evidence is used, including model building.
IMPORTANT CONSIDERATIONS:
This unit is designed for students with an interest in, and application of, science in agriculture.

Psychology - 0SS

PREFERRED BACKGROUND:
This unit is designed for students with an interest in, and application of, science in psychology.
COURSE DESCRIPTION:
Students will study **Introduction to Psychology** which is further studied in Stage 1 and Stage 2. They will start to develop the skills required in the external investigations in SACE.
Positive Psychology is another topic taught, which will expand on the content taught in Year 8/9 Pos Ed program (Positive Emotions, Engagement, Relationships, Meaning and Accomplishments).
Students will study **Clinical Psychology** where they will learn the prevention, assessment, diagnosis and treatment of psychological problems and mental disorders.
Forensic Psychology will be the last topic studied. Students will be applying psychological theories and skills to the understanding and functioning of the legal and criminal system. Including the law, civil and criminal matters, police psychology, victim services, drug and alcohol services and family services.
ASSESSMENT:
Test, Forensics Assignment-stalk the stalker, Arousal and Relaxation Investigation, Clinical Psychology
video task, positive psychology multimodal presentation.
IMPORTANT CONSIDERATIONS:
Nil

STEM - 0ST

10 SACE Stage 1 CREDITS
PREFERRED BACKGROUND:
Minimum C grade in Maths and Science.

COURSE DESCRIPTION:
STEM is studied in one semester.
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 industries.

ASSESSMENT:
This is a Stage 1 subject run for year 10 students. Students will be awarded 10 stage 1 SACE credits.
The assessment is based on models and solutions built and the evaluation of the processes used in problem solving. Assessments may be presented in a variety of formats such as written, video, PowerPoints, web based or presentations.
Students will complete:

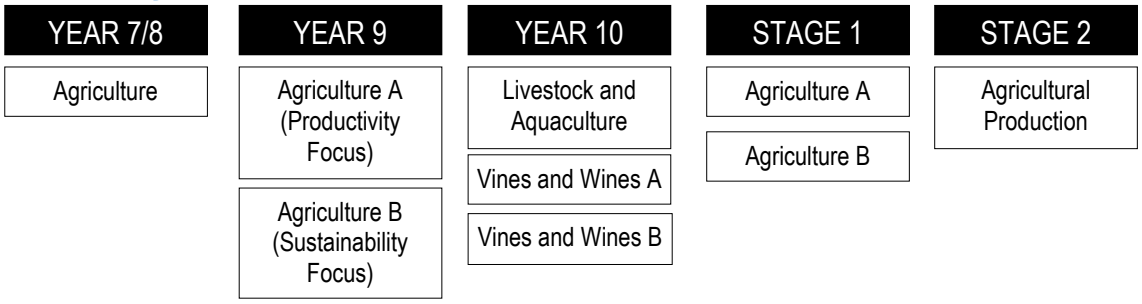
- A collaborative task with a focus on science inquiry skills such as: prototype design and testing to find new solutions, developing a simulation or model and analysing the effectiveness of this for its purpose.
- A collaborative enquiry in which students work on a community based problem. This will be provided by our industry connections and can potentially involve students working with these experts. Solutions may involve integration of robotics such as LEGO Mindstorms, Hummingbird/Arduino and EZ-Robots.
- A collaborative presentation task where students will suggest an improvement to an industry or school.
- A personal research task to connect students' interest in STEM, educational pathways and future career opportunities.

Agriculture

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

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

Agriculture Pathways



Livestock and Aquaculture - 0AG

COURSE DESCRIPTION:
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 taught in this course. Please note, students may be involved in seasonal horticultural maintenance of school enterprises during this subject if required.
ASSESSMENT:
Tests, research assignments, multimedia presentations, practical reports and practical skills.
IMPORTANT CONSIDERATIONS:
Nil

Vines and Wines A - 0AV

COURSE DESCRIPTION:
Topics to be covered include: Viticulture - training young vines, disease prevention and control, soil management, stages of growth, vine management, harvesting, pruning; Oenology - steps in winemaking, fruit characteristics, chemistry of winemaking, quality control and hygiene, principles of winemaking. Students will be involved with the making of the Nurihannam Shiraz, Riesling and fortified wine.
ASSESSMENT:
Tests, research assignments, multimedia presentations, practical reports and practical skills.
IMPORTANT CONSIDERATIONS:
This course will run in Semester 1 and can be combined with Vines and Wines B for a full year of viticulture/winemaking

Vines and Wines B - 0AW

COURSE DESCRIPTION:
Students are required to be involved in the practical management of the school Viticulture and Winemaking 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.
ASSESSMENT:
Tests, research assignments, multimedia presentations, practical reports and practical skills.
IMPORTANT CONSIDERATIONS:
Pruning of the vineyard will be a core aspect of this course.
This course will run in semester 2.
Students **do not** need to have competed Vines and Wines A to enrol in this course, however it is strongly recommended.

HASS—Humanities and Social Sciences

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

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

HASS AND LANGUAGES COORDINATOR - CAROLINE BEY Caroline.Bey555@schools.sa.edu.au

HASS and Languages Pathways

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

Geography - 0HE

COURSE DESCRIPTION:
This Australian Curriculum course has a focus on 'environmental change and management' and 'Geographies of human well-being'. Environmental change and management may include an in-depth study of coastal features and coastal land use, or forest management. 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:
Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations
IMPORTANT CONSIDERATIONS:
There may be some fieldwork involved and an associated cost for excursion.

History - 0HH

1 SEMSTER IS COMPULSORY
COURSE DESCRIPTION:
This Australian Curriculum course has a focus on 20th Century History with particular relevance to Australia. Topics are likely to include an overview of the years immediately following World War I, the causes and consequences of World War II, a study of the rise of Hitler and the events of the Holocaust. Students may also study the aftermath of World War II,
especially social changes and later wars. There is a strong focus on developing the research skills required for a wide range of SACE subjects.
ASSESSMENT:
Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations
IMPORTANT CONSIDERATIONS:
There may be some fieldwork involved and an associated cost for excursions.

Turning Points in History - 0HT

PREFERRED BACKGROUND:
C+ or better in Year 9 Science or any HASS subject.
COURSE DESCRIPTION:
This Australian Curriculum course builds on the skills students gained in previous History studies, and aims to extend their knowledge and skills moving in to senior school History. Students will study key turning points in the 20th Century and their global impact, as well as the impact on Australia. .Turning points will focus on key conflicts and key individual. This may include turning points such as:

- Vietnam War
- Cold War events - i.e. the Bay of pigs incident
- War in Afghanistan
- 9/11 Terrorist attacks

Students will delve into the events, key people, 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:
Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations..
IMPORTANT CONSIDERATIONS:
There may be some fieldwork involved and associated costs for excursions.

Women, Culture and Society - 0HW

PREFERRED BACKGROUND:
C+ or better in any Year 9 HASS subject and year 9 English
COURSE DESCRIPTION:
The main focus of this course will be women and girls and their contributions to culture and society throughout history. Discussions of the status of women and girls from a global perspective will occur. This course will provide knowledge about the role of women/girls and their involvement in areas such as health, history, political activism and various issues and events that shape the world. The course will also provide knowledge about the impact of gender stereotypes. The course is a stand-alone course or can lead to Stage 1 Women's Studies or Stage 2 Women's studies.
ASSESSMENT:
Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations.
IMPORTANT CONSIDERATIONS:
Students should be prepared to contribute to class discussion and give opinions.

Languages

German 0LG

2 SEMESTERS
PREFERRED BACKGROUND:
C Grade or better in Year 9 German for 1 semester.
COURSE DESCRIPTION:
In this Australian Curriculum Course, students bring to their learning existing knowledge of German language and culture and a range of learning strategies and experiences. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. Students are supported in their learning, but will still need guidance and mentoring. Increasingly students are encouraged to work more independently to analyse, reflect on and monitor their language learning and intercultural experiences.
Students consider future pathways and options, including how German and Germany could be part of these.
Topics may include Berlin, town directions, tourism in Germany, part time work, free time activities and media.
ASSESSMENT:
May include role plays, interviews, research tasks, power point presentations and other negotiated tasks.
IMPORTANT CONSIDERATIONS:
Students who are considering continuing with German to Stage 1 will need to do 2 Semesters and achieve at least a C for each semester.
Students considering doing Stage 2 German must do 2 Semesters of Stage 1 German and achieve at least a C grade for each semester.

Health and Physical Education

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

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

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

Health and Physical Education Pathways

YEAR 7/8	YEAR 9	YEAR 10		STAGE 1	STAGE 2
Physical Education	Physical Education	Health and Physical Education (Compulsory)	High Performance: Football	Physical Education A	Sports Studies
Home Economics/ Health	Home Economics/ Health	Physical Education Specialist: Boys	Child Studies	Physical Education B	Health
	Food Tech	Physical Education Specialist: Girls	Food Tech	Health	Food and Hospitality
	Dance	Outdoor Education	Food Tech Café Culture	Food and Hospitality A	Child Studies
	High Performance: Football			Food and Hospitality B	Physical Education
				Child Studies	
				Health	
				Outdoor Education	
				Fitness	

Health and Physical Education - Compulsory Options

Year 10 students are required to select one of the compulsory options to meet the requirements of the Australian Curriculum. These options include: Sports, Recreation, Dance and Lifestyles. Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity. Students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage positive relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.
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. As a foundation for lifelong physical activity participation, students develop proficiency in movement skills, physical activities and movement concepts. Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

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

HPE Sports - 0PS

COURSE DESCRIPTION:
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.
ASSESSMENT:
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 tasks that will contribute to their overall grade.
IMPORTANT CONSIDERATIONS:
This is the 'traditional' Physical Education option at year 10.

HPE Recreation - 0PR

COURSE DESCRIPTION:
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.
ASSESSMENT:
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 tasks that will contribute to their overall grade.

HPE Lifestyles - 0PL

COURSE DESCRIPTION:
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 & Nutrition and Fitness (eg. power walking, light weights).
ASSESSMENT:
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.

HPE Dance - 0PD

COURSE DESCRIPTION:
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.
ASSESSMENT:
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 tasks that will contribute to their overall grade.
IMPORTANT CONSIDERATIONS:
Potential performance excursions

Health and Physical Education Choice subjects

Physical Education Specialist: Boys - 0PB

PREFERRED BACKGROUND:
B Grade or higher at Year 9 PE
COURSE DESCRIPTION:
This course is designed for boys only who intend to study PE 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, Footy Codes and Cricket.
ASSESSMENT:
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 task that will contribute to their overall grade.
IMPORTANT CONSIDERATIONS:
This course leads into Stage 1 PE A and B and is highly recommended for students who wish to undertake SACE units in Physical Education.

Physical Education Specialist: Girls - 0PB

PREFERRED BACKGROUND:
B Grade or higher at Year 9 PE
COURSE DESCRIPTION:
This course is designed for girls only who intend to study PE 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 Footy Codes.
ASSESSMENT:
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 task that will contribute to their overall grade.
IMPORTANT CONSIDERATIONS:
This course leads into Stage 1 PE A and B and is highly recommended for students who wish to undertake SACE units in Physical Education

Child Studies - 0FC

COURSE DESCRIPTION:
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, dependant 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 involve cooking practicals, written assignments and craft tasks, some cooking where possible.

Food Tech - 0FF

COURSE DESCRIPTION:
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:
Students will undertake a number of practicals with assessments including planning, practical skills and evaluations. Students will complete 4 theory assignments linked to the practical units, including a practical folio and action plan project.
IMPORTANT CONSIDERATIONS:
This course has a fee of $10

Food Tech - Café Culture - 0FB

PREFERRED BACKGROUND:
An interest in the Food and Hospitality Industry and at least a C in Year 9 Home Economics or Food Tech.
COURSE DESCRIPTION:
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.
ASSESSMENT:
Will include a variety of theory and practical tasks, with the practical component including planning, practical skills and evaluations, in line with the Australian Curriculum.
IMPORTANT CONSIDERATIONS:
Has a course fee of $20

Outdoor Education - 0PO

PREFERRED BACKGROUND:
Students to have an interest in the outdoors, in particular activities such as camping, bushwalking, rock climbing and aquatics, and in the environment and its conservation. A good level of fitness is essential to participate in a variety of outdoor pursuits as is the ability to work collaboratively with others and contribute towards agreed learning goals.
COURSE DESCRIPTION:
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 team work in each outdoor activity, whilst interacting sensitively with the environment
ASSESSMENT:
A number of theory tasks and practical performance in activities.
IMPORTANT CONSIDERATIONS:
Must be able to meet the costs associated with each outdoor activity (transport, hire of equipment, camp fees, food, etc.). As a rough guide: Rock Climbing $30 and Aquatics $50, pool entrance fees $20.

High Performance: Football - 0PF

PREFERRED BACKGROUND:
Students need to meet the criteria for selection which is available in the information pack.
The i*nformation pack and application form link is sent to current year 9 students at the end of term 2. Please contact Mr Rhys Lacey, prior to Course Counselling, if you have not received the information pack and would like to apply for this subject*
COURSE DESCRIPTION:
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.
ASSESSMENT:
Students will be assessed in line with the Australian Curriculum, based on Practical Skills, Performance Review and 3 written tasks.
IMPORTANT CONSIDERATIONS:
Students wishing to study High Performance: Football MUST obtain the signature of the PE Coordinator, Mr Rhys Lacey on their subject selection sheet prior to the Web Preference online selections. Parents must also sign to ensure they have read the information pack and are aware of extra costs involved.
Please ensure you have read the information pack and completed and returned the application form.
On successful completion of the application process, students will be guided to choose this subject as part of the Web Preferences process.

Visual and Performing Arts

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

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

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

Visual Arts Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Visual Art/Design	Drawing and Painting	Drawing and Painting	Drawing and Painting	Visual Art Art/Design
	Sculpture and Printmaking	Design	Sculpture and Printmaking	
	Design	Sculpture and Printmaking	Photography	
		Photography	Design	
		Digital Art and Graphics	Digital Art and Graphics	
		Creative Art and Design		

Drawing and Painting - 0VA

PREFERRED BACKGROUND:
C grade or better in Year 9 Art/Design.
COURSE DESCRIPTION:
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
- Responding to modern Art movements (Cubism, Pop Art, Surrealism etc)

ASSESSMENT:
Practical and theory work will be assessed as per the Australian Curriculum.
IMPORTANT CONSIDERATIONS:
Students may need to purchase a Visual Art Diary. An excursion may be included as part of the curriculum.

Sculpture and Printmaking - 0VS

PREFERRED BACKGROUND:
C grade or better in Year 9 Art/Design.
COURSE DESCRIPTION:
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.
ASSESSMENT:
Practical and theory work will be assessed as per the Australian Curriculum.
Assessment tasks may include:

- Clay
- Wood
- Papier-Mache
- Lino Prints
- Mosaic
- Wire
- Painting
- Drawing

IMPORTANT CONSIDERATIONS:
Students may need to purchase a Visual Art Diary. An excursion may be included as part of the curriculum.

Creative Art and Design - 0VC

PREFERRED BACKGROUND:
C grade or better in Year 9 Art/Design.
COURSE DESCRIPTION:
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.
ASSESSMENT:
Practical and theory work will be assessed as per the Australian Curriculum.
Assessment tasks may include:

- Jewellery Making
- Silk Painting
- Batik
- Pottery
- Paper Quilling
- Paper Making
- Screen Printing
- Painting
- Drawing

IMPORTANT CONSIDERATIONS:
Students may need to purchase a Visual Art Diary. An excursion may be included as part of the curriculum.

Design - 0VD

PREFERRED BACKGROUND:
C grade or better in Year 9 Art/Design.
COURSE DESCRIPTION:
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

- 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)

historical contexts and use this to implement their own designs.
ASSESSMENT:
Practical and theory work will be assessed as per the Australian Curriculum. Assessment tasks may include

IMPORTANT CONSIDERATIONS:
Students may need to purchase a Visual Art Diary. An excursion may be included as part of the curriculum.

Photography - 0VP

PREFERRED BACKGROUND:
C grade or better in Year 9 Art/Design.
COURSE DESCRIPTION:
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.
ASSESSMENT:
Practical and theory work will be assessed as per the Australian Curriculum. Assessment tasks could include:

- Light painting
- Technical Skills
- Composition
- DSLRs
- Visual Study Research

IMPORTANT CONSIDERATIONS:
Students may need to purchase a Visual Art Diary. An excursion may be included as part of the curriculum

Digital Art and Graphics - 0VI

PREFERRED BACKGROUND:
C grade or better in Year 9 Art/Design.
COURSE DESCRIPTION:
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:
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

IMPORTANT CONSIDERATIONS:
- Students may need to purchase a Visual Art Diary.

Performing Arts Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Drama	Drama A	Drama A	Creative Arts Drama A	Music
Music	Drama B	Drama B	Creative Arts Drama B	Creative Arts Drama
	Music A	Music A	Music Experience	
	Music B	Music B	Music Advanced	

Drama A - 0CT

PREFERRED BACKGROUND:
1 Semester of Year 9 Drama.
COURSE DESCRIPTION:
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 in order 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. There may be opportunities to attend live theatre during the course.
ASSESSMENT:
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.
IMPORTANT CONSIDERATIONS:
There may be some out of school hours rehearsals and performances.
Potential theatre visits.
Students may do both Drama A and B in Year 10

Drama B - 0CE

PREFERRED BACKGROUND:
1 Semester of Year 9 Drama.
COURSE DESCRIPTION:
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 in order 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. There may be opportunities to attend live theatre during the course.
ASSESSMENT:
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.
IMPORTANT CONSIDERATIONS:
There may be some out of school hours rehearsals and performances.
Potential theatre visits.
Students may do both Drama A and B in Year 10

Music

All students who do any Music unit must either be learning an instrument privately outside of school OR enrol in the school's instrumental program at the beginning of the year (even if your music unit is in Semester 2) and continue for the full year. Students must select either Music A and Music B to pursue year 11 Music OR, Music A only as an endpoint for Music studies.
MUSIC B CAN BE SELECTED AS A SINGLE COURSE ONLY AFTER CONSULTATION WITH THE MUSIC TEACHER

Program: The instrumental programs for flute, clarinet, saxophone, trumpet, trombone, guitar, bass guitar, drums and voice are available at school. Unfortunately the Instrumental Program does not offer individual keyboard lessons. From 2019 students wishing to have individual keyboard lessons will need to pay direct to the keyboard teacher. (approx. $28 per lesson).
Instrument Hire: Flutes, clarinets, saxophones, trumpets and trombones can be hired for through the school. Costs vary depending on the instrument. Please contact the Arts Co-ordinator for more information, or students can use their own. Students learning other instruments will need to have access to these at home, along with any required equipment, such as leads, sticks etc.
Extra Instrumental Costs: Other costs that may be incurred include replacement guitar strings, drum sticks, valve oil, reeds for woodwind instruments, tutor books, special workshops and some sheet music.
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.

Music A (Semester 1) - 0CM

PREFERRED BACKGROUND:
C Grade or better in Year 9 Music A plus Music B or Music A with consultation with music staff.
COURSE DESCRIPTION:
The focus of the music course is on the further development of performance, aural and musicianship skills. Basic arranging, song -writing and use of arranging software provide a focus for developing analytical skills and the application for theoretical skills.
Students will engage in weekly theory, aural and music history lessons as well as perform as part of a class ensemble and once per term as a solo instrumentalist for the class. Students are expected to be undertaking weekly instrumental lessons through the school's IM program or through a private provider .
ASSESSMENT:
- Solo Performance
- Aural Training
- Ensemble Participation
- Theory Development

IMPORTANT CONSIDERATIONS:
Students will be expected to participate in public performances (eg school concerts or community performances) on a needs basis.

Music B (Semester 2) - 0CU

PREFERRED BACKGROUND:
C grade or better in Year 10 Music A. **This course is not suitable for students who did not select 10 Music A,** unless by consultation with music staff.
COURSE DESCRIPTION:
Semester 2 builds upon the skills developed in Semester 1 in the areas of performance, aural and musicianship skills. Basic arranging, song-writing and use of arranging software provide a focus for developing analytical skills and the application for theoretical skills. Students study the analytical skills of contemporary music.
Students will engage in weekly theory, aural and music history lessons as well as perform as part of a class ensemble and once per term as a solo instrumentalist for the class. Students are expected to be undertaking weekly instrumental lessons through the school's IM program or through a private provider.
ASSESSMENT:
- Solo Performance
- Aural Training
- Ensemble Participation
- Theory Development

IMPORTANT CONSIDERATIONS:
Students will be expected to participate in public performances (eg school concerts or community performances) on a needs basis.

Technologies

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

TECHNOLOGIES COORDINATOR - RAINER KAHL Rainer.Kahl980@schools.sa.edu.au

Technologies Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1		STAGE 2
Technologies	Woodwork	Woodwork	Woodwork: Creative	Metalwork: Fabrication	Woodwork
Digital Technologies	Metalwork	Metalwork	Woodwork: Furniture	Metalwork: Fitting & Machining	Metalwork
	Computer Aided Design (CAD)	Computer Aided Design (CAD)	Computer Aided Design (CAD)	Electronics	Electronics
	Electronics	Electronics	Integrated Learning: Automotive (1 Sem)	Coding Digital Solutions	Computer Aided Design (CAD)
	Digital Technologies	Intro to Game Development			
		Car Maintenance			

TECHNOLOGIES IMPORTANT CONSIDERATIONS

The table below outlines the cost(s) involved should your student be successfully allocated these subjects in 2025.You will be reminded of the payment(s) owing when commencing the subjects and a letter will be sent home during 2025.

10 Woodwork	$70
10 Metalwork	$70
10 Electronics	$100
10 Computer Aided Design (CAD)	$TBA based on project printing

Woodwork - 0TW

PREFERRED BACKGROUND:
C grade or higher in Year 9 Woodwork is preferred, but is not essential
COURSE DESCRIPTION:
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 CNC router. 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.
ASSESSMENT:
- Skills tasks
- Product design/evaluation
- Impact study
- Major Project
- Photographic Folio

IMPORTANT CONSIDERATIONS:
This course will incur a cost of $70 for take home projects. Students will have control of this at the design stage;
This subject leads to stage 1 Woodwork: Furniture or Creative.

Metalwork - 0TM

PREFERRED BACKGROUND:
C- grade or higher in Year 9 Metalwork is preferred; The ability to work independently and progress positively using problem solving techniques is required
COURSE DESCRIPTION:
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 drawings.
ASSESSMENT:
Skills task
- Product design/evaluation
- Impact study
- Major Project

IMPORTANT CONSIDERATIONS:
This course will incur a cost of $70 for take home projects; This subject leads to Stage 1 Metalwork: Fabrication and/or Fitting & Machining.

Electronics - 0TE

PREFERRED BACKGROUND:
C grade or higher in Year 9 Electronics is preferred; The ability to work independently and progress positively using problem solving techniques is required; This subject requires fine motor skills and attention to detail.
COURSE DESCRIPTION:
This course builds on skills learned at 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:
- Wireless Remote Controller design and development
- Wireless Vehicle design and development
- Programming
- Design Folios for both projects (including Project Brief, Investigative research, Project Planning, Production Record and Evaluation)

IMPORTANT CONSIDERATIONS:
This course will incur a cost of $100 for take home projects; This subject leads to Stage 1 Electronics

Computer Aided Design—0TC

PREFERRED BACKGROUND:
C- grade or higher in Year 9 Computer Aided Design is preferred, in order to build upon and consolidate learned skills at Year 9 level, but is not essential.
COURSE DESCRIPTION:
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. They will then demonstrate their skills by designing, creating and developing their own mechanical automata project. They will evaluate their designs for effectiveness, aesthetics, purpose and engagement to the audience. Should students wish to 3D print any of their designs, they will be invoiced prior to the printing of their agreed project.
ASSESSMENT:
- Skill Tasks
- Product Design
- Personal design Choice

IMPORTANT CONSIDERATIONS:
This course will incur costs for printing of 3D items (invoiced prior to printing); This subject leads to Stage 1 Computer Aided Design.

Intro to Game Development - 0TD

PREFERRED BACKGROUND:
Year 9 Digital Technology
COURSE DESCRIPTION:
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 in negotiation and line with current student cohorts' interests.
IMPORTANT CONSIDERATIONS:
This course can lead to the Stage 1 Design, Technology and Engineering - Digital Solutions where students have the opportunity to develop their Game Design skills or apply their learning and pivot to a different Digital Solution such as Web, App or Software Design.

Car Maintenance - 0TA

COURSE DESCRIPTION:
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.
ASSESSMENT:
Practical assessments
·Changing and balancing a wheel and tyre
·Changing fluids and filters
·Basic vehicle maintenance
Investigation assignments
·How to change a flat tyre
·Buying a car
·Planning a trip.
The course also includes working on dismantling and reassembly a small 4 stroke engine, with an emphasis on how an engine works.
IMPORTANT CONSIDERATIONS:
This subject leads to Stage 1 Automotive Pathways Program (1 Semester)