



COURSE SELECTION HANDBOOK 2024

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Government
of South Australia
Department for Education





Welcome

Dear families, I am proud to say that Willunga High School offers a broad and inclusive curriculum which allows students to choose from a range of subjects based on their interests, aspirations, passions and their preferred post school pathways.

As you read through the subject selection guide I encourage you to not only look at the subjects available for the year level that you/your child will be in, but to look at the range of subjects up to stage 2 level. This is because some subjects prefer students to have studied them the year before to ensure a higher chance of success, in specialist subjects (such as music and languages) and in the senior secondary years. Through negotiation we also allow students who wish to accelerate to choose subjects at a higher year level to further their progress and engagement.

Making subject selections can be a lengthy decision, especially when students are unsure about what they want to do when they leave school. I encourage families to support their children to engage in our subject selection process by having conversations at home about their interests, possible post school pathways and the related subjects. Some things students might consider when making their subject selections include:

- Do I like it and is it interesting?
- Am I good at it?
- Does it relate to my possible future pathway or post school aspirations?
- Will I be challenged and learn new things?
- Will the subject build on skills I already have or will I learn new skills?

By creating a timetable built on student choice we are able to cater for the diverse subject preferences students have. This also, however, means at times we are unable to run a subject because too few students have chosen it, making a class not viable. We ask students in years 7 - stage 2 to choose 'reserve subjects' to ensure we can best cater for their needs.

I encourage all students to think carefully about their subject selections, discuss them with their families and teachers and plan their pathway so that they can achieve to their highest potential.

A handwritten signature in black ink, appearing to read "A. van Ruiten".

Mr Anthony van Ruiten
Principal

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ARTS

AREA OF LEARNING FLOW CHART



*Students have the opportunity to accelerate through various aspects of the curriculum in consultation with subject teacher, AOL leader, Assistant and Deputy Principal.

YEAR 8 DANCE

RECOMMENDED BACKGROUND:

An interest in learning, choreographing and performing dance is required. Successful completion of year 7 performing arts is recommended.

COURSE CONTENT:

Students have opportunities to develop knowledge, understanding and skills as choreographers, dancers, and audience members.

The course includes:

- technique - students learn about safe dance practice and experience different dance styles, through which they develop their practical knowledge and technical skills
- choreography - students are given opportunities to create, evaluate and present dance
- performance - students will develop their performance skills and expressive qualities through learning and performing choreography
- theory - students analyse dances, which they make, perform and view and evaluate the impact of dance from different cultures, places and times.

Appropriate dancewear is mandatory, as is participating in the Arts Showcase.

ASSESSMENT:

Students will be assessed on the following throughout the course: technique, choreography, rehearsal, and performance process (The Arts Showcase) and the completion of theory work, including a dance process journal.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 9 dance, year 10 dance, stage 1 and stage 2 musical theatre (creative arts).

YEAR 8 DRAMA

RECOMMENDED BACKGROUND:

Satisfactory completion of year 7 performing arts is recommended.

COURSE CONTENT:

This course includes:

- skill development: students will revise the skills they learnt in year 7 through drama activities and games.
- genre study: students will investigate a theatre genre and analyse and evaluate the history, people and contribution made to drama.
- performance: students will develop their performance and expressive skills through participating in a class play and other performing opportunities.
- theory: students will undertake several theory assignments where they will analyse and evaluate drama practices, including work they create themselves and a review.

ASSESSMENT:

Students will be assessed on the following throughout the course: drama knowledge and skills, the rehearsal and performance process and the completion of theory work, including a theatre process journal. This course has a strong emphasis on group work and performing to an audience.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 9 drama, year 10 drama, stage 1 and stage 2 drama, stage 1 and stage 2 musical theatre (creative arts)



YEAR 8 MUSIC

RECOMMENDED BACKGROUND:

This is a semester course for students with an interest and passion in learning an instrument and performing music publicly. Students will learn to read and write conventional music notation. Successful completion of year 7 music is recommended.

Special Conditions: Instrumental hire (where applicable \$90 per semester). Students are expected to attend instrumental music lessons (either through the school, if available, or privately).

COURSE CONTENT:

Students will learn the fundamentals of music theory and express their creative and imaginative thinking. The course includes:

- theory – develop conventional music notation skills that relate to their practical work
- listening skills (aural) – identifying intervals and rhythmic dictation
- history – students will study music from different time periods
- elements of music project – students will do research on all the elements of music and use correct musical terminology
- practical – students will develop skills on one particular instrument (a woodwind or brass instrument is strongly recommended, as this contributes to a good set-up for a class band). Voice is considered an instrument
- performance for an audience.

ASSESSMENT:

- involvement in rehearsals and practice sessions
- attendance at instrumental lessons (compulsory either at school or privately)
- performances (1 a term)
- bookwork on 'master your theory'
- tests on aural and theoretical work
- written reviews
- music process journal

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 9 music, year 10 music, stage 1 music and stage 2 music.

YEAR 8 MEDIA ARTS

RECOMMENDED BACKGROUND:

A general interest in media arts.

COURSE CONTENT:

Students will have the opportunity to further develop skills in scriptwriting, storyboarding, cinematography, creative collaboration, editing, sound, lighting and directing, inquiry research and visual communication (graphic design). Products may include the development of green screen, advertisement, short film, documentary, music video, stop motion animation and/or GIF animation.

ASSESSMENT:

Students will be assessed on:

- product
- inquiry
- media arts process journal

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 9 media arts, year 10 media arts, year 10 visual arts, year 10 photography, stage 1 and 2 visual arts/design, stage 1 and 2 photography, stage 1 and 2 creative arts – media.



YEAR 8 VISUAL ARTS

RECOMMENDED BACKGROUND:

Satisfactory completion of year 7 art. In order to be successful, students are required to build upon skills developed within the year 7 art course.

COURSE CONTENT:

Students will develop and broaden their range of art skills, knowledge and concepts and learn specific skills and techniques. This class involves students making and responding to visual arts/design. The topics studied may include:

- painting and drawing: colour theory, composition skills, perspective drawing and painting techniques. Students will be introduced to different art styles, artists and techniques
- printmaking: linocuts
- design: aspects of graphic design, product design and environmental design may be covered
- sculpture/ceramics: the use of clay as a sculptural material, papier-maché and relief sculpture, may be covered.

ASSESSMENT:

Students will be assessed on:

- the practical artwork that they produce
- artwork that they investigate and respond to (theory work)
- visual arts process journal

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Visual arts/design in year 9, year 10, stage 1 and stage 2

YEAR 9 DANCE

RECOMMENDED BACKGROUND:

An interest in learning, choreographing and performing dance is required. Successful completion of year 8 performing arts is recommended.

COURSE CONTENT:

Students have opportunities to develop knowledge, understanding and skills as choreographers, dancers and audience members. The course includes:

- technique - students learn about safe dance practice and experience different dance styles, through which they develop their practical knowledge and technical skills
- choreography - students are given opportunities to create, evaluate and present dance
- performance - students will develop their performance skills and expressive qualities through learning and performing choreography
- theory - students analyse dances, which they make, perform and view and evaluate the impact of dance from diverse cultures, places and times.

Appropriate dance wear is mandatory, as is participating in the Arts Showcase.

ASSESSMENT:

Students will be assessed on the following throughout the course: technique, choreography, rehearsal and performance process (The Arts Showcase) and the completion of theory work, including a dance process journal.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 dance, stage 1 and stage 2 dance, stage 1 and stage 2 musical theatre (creative arts).



YEAR 9 MUSIC (1 & 2)

RECOMMENDED BACKGROUND:

This is a full year course of study for students with an interest and passion in learning an instrument and performing music publicly, as well as learning to read and write conventional music notation. Successful completion of year 8 music is recommended.

Special Conditions: Instrumental hire (where applicable \$90 per semester). Instrumental lessons (where applicable \$25 per semester). Purchase of 'Master Your Theory' Grade 1 (\$20). Students are expected to attend instrumental music lessons (either through the school, if available, or privately).

COURSE CONTENT:

The first semester gives students the opportunity to learn the fundamentals of music theory and express their creative and imaginative thinking. The second semester looks at more advanced and detailed aspects of music as a build up to year 10 music.

The course includes:

- theory – develop conventional music notation skills that relate to their practical work
- listening skills (aural) – identifying intervals and rhythmic dictation
- history – students will study rock music from the 1950's and 1960's
- elements of music project – students will do research on all the elements of music and use correct musical terminology
- practical – students will develop skills on one particular instrument (a woodwind or brass instrument is strongly recommended, as this contributes to a good set-up for a class band). Voice is considered an instrument
- performance for an audience.

ASSESSMENT:

- involvement in rehearsals and practice sessions
- attendance at instrumental lessons (compulsory either at school or privately)
- performances (one a term)
- bookwork on 'Master Your Theory'
- tests on aural and theoretical work
- written reviews

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 music, stage 1 music and stage 2 music.

YEAR 9 DRAMA

RECOMMENDED BACKGROUND:

Satisfactory completion of year 8 performing arts is recommended.

COURSE CONTENT:

This course includes:

- skill development: students will revise the skills they learnt in year 8 through drama activities and games.
- genre study: students will investigate a theatre genre and analyse and evaluate the history, people and contribution made to drama.
- performance: students will develop their performance and expressive skills through participating in a class play and other performing opportunities.
- theory: students will undertake several theory assignments where they will analyse and evaluate drama practices, including work they create themselves and a review.

ASSESSMENT:

Students will be assessed on the following throughout the course: drama knowledge and skills, the rehearsal and performance process and the completion of theory work. This course has a strong emphasis on group work and performing to an audience.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 theatre (drama), stage 1 and stage 2 drama, stage 1 and stage 2 musical theatre (creative arts).



YEAR 9 MEDIA ARTS

RECOMMENDED BACKGROUND:

An interest in film making and the process required in film making along with the decisions made by directors. Students will also be required to act in the films they create.

COURSE CONTENT:

Students will have the opportunity to acquire and develop filming and editing skills in three practical tasks. These consist of the creation of an advertisement, a documentary, and a DVD Cover.

The course includes a theory component, which introduces students to the basic camera angles, shot sizes and other choices made by professional directors when creating films. This includes two written assignments that are completed as homework.

Students will need to complete homework to prepare for filming and editing, however, time will be provided during class to allow for filming and editing.

ASSESSMENT:

Students will be assessed on the following throughout the course:

- critical analysis of film techniques
- development and refinement of media production skills
- evaluation of how technical and symbolic elements are manipulated in media artworks
- planning and designing media artworks for a range of purposes
- the creation and distribution of publicity elements

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 media arts, and stage 1 and 2 creative arts – media.

YEAR 9 VISUAL ARTS

RECOMMENDED BACKGROUND:

In order to be successful, students are required to build upon the skills developed within the year 8 visual art course. Satisfactory completion of year 8 visual art is recommended.

COURSE CONTENT:

Through the study of year 9 visual arts students will develop and broaden their range of art skills, knowledge and concepts and learn specific skills and techniques.

This class involves students making and responding to visual arts. The topics studied may include:

- painting and drawing: colour theory, composition skills, perspective drawing and painting techniques. Students will be introduced to different art styles, artists and techniques
- printmaking: linocuts
- design: aspects of graphic design, product design and environmental design may be covered
- sculpture/ceramics: the use of clay as a sculptural material, papier-maché and relief sculpture, may be covered
- art appreciation: the study of traditional and/or contemporary art and artists

ASSESSMENT:

Students will be assessed on:

- the practical artwork that they produce
- artwork that they investigate and respond to (theory work).

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Visual art year 10, stage 1 and stage 2.



YEAR 10 DANCE

RECOMMENDED BACKGROUND:

An interest in learning, choreographing and performing dance is required. Successful completion of year 9 dance is recommended.

COURSE CONTENT:

Students have opportunities to develop knowledge, understanding and skills as choreographers, dancers and audience members. The course includes:

- technique- students learn about safe dance practice and experience different dance styles, through which they develop their practical knowledge and technical skills
- choreography- students are given opportunities to create, evaluate and present dance
- performance- students will develop their performance skills and expressive qualities through learning and performing choreography
- theory- students analyse dances, which they make, perform and view and evaluate the impact of dance from different cultures, places and times.

Appropriate dance wear is mandatory, as is participating in the Arts Showcase.

ASSESSMENT:

Students will be assessed on the following throughout the course:

- technique
- choreography
- the rehearsal and performance process (the arts showcase)
- completion of theory work

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 and stage 2 dance (integrated learning) and stage 1 and stage 2 musical theatre (creative arts).

YEAR 10 DRAMA

RECOMMENDED BACKGROUND:

A willingness to participate in public performance which can involve rehearsals in addition to normal lesson time. Satisfactory completion of year 9 drama is recommended.

COURSE CONTENT:

The course includes:

- skill development: students will revise the skills they learnt in year 9 through drama activities and games
- genre study: students may undertake a genre study, where they will analyse and evaluate the history, people and contribution made to drama
- performance: students will develop their performance and expressive skill through participating in a class play and other performing opportunities
- theory: students will undertake several theory assignments where they will analyse and evaluate drama practices, including work they create themselves
- investigation: students take on an 'on or off' stage role and work collaboratively to devise their own performance.

ASSESSMENT:

Students will be assessed on the following throughout the course:

- drama knowledge and skills
- the rehearsal and performance process
- completion of theory work

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 and stage 2 drama and stage 1 and stage 2 musical theatre (creative arts).



YEAR 10 MEDIA ARTS

RECOMMENDED BACKGROUND:

An interest in film making and the process required in film making along with the decisions made by directors. Students will also be required to act in the films they create and be prepared to bring costumes and props. Students wishing to continue study creative arts media in stage 1 should do this subject.

COURSE CONTENT:

Students will have opportunities to acquire and develop shooting and editing skills in four practical tasks. These consist of the creation of a sitcom, a soap opera scene and a recreation of a famous scene using a 'green screen.'

The course includes a theory component, which develops students' knowledge of camera angles, shot sizes and other choices made by professional directors when creating films. This includes two assignments that are to be completed as homework.

Students will need to complete homework to prepare for filming and editing. This will also include filming outside of school in a group (equipment is available to borrow from school).

ASSESSMENT:

Students will be assessed on:

- critical analysis of film techniques
- development and refinement of media production skills
- evaluation of how technical and symbolic elements are manipulated in media artworks
- planning and designing media artworks for a range of purposes
- the creation and distribution of publicity elements

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 and stage 2 creative arts – media

YEAR 10 MUSIC

RECOMMENDED BACKGROUND:

This is a full year course of study for students with an interest and passion in further developing their instrumental skills and performing music publicly, as well as increasing their knowledge of music theory. Successful completion of year 9 music is recommended.

Special Conditions: Instrumental hire (where applicable \$90 per semester). Instrumental lessons (where applicable \$25 per semester to cover costs such as tutor books, maintenance, photocopying etc.) Students must have a USB, which is brought to all lessons and a manuscript pad with a display folder. Students are expected to attend instrumental music lessons (either through the school, if available, or privately).

COURSE CONTENT:

Students will have opportunities to study:

- theory – develop knowledge of chord construction, relative minor scales, Italian musical terms, chord progressions and some arranging techniques
- listening skills (aural) – melodic and rhythmic dictation
- history – students will research musical styles and composers from the 1500's to 1900's
- music industry - students will do research on the music industry and find out what kind of jobs exist within this industry ranging from sound engineer to music therapy
- practical – students will continue to develop skills on their chosen instrument and perform both as a soloist and as part of a small ensemble
- performance skills – students learn about appropriate performance techniques

ASSESSMENT:

Students will be assessed on:

- involvement in rehearsals and practice sessions
- attendance at instrumental lessons (compulsory either at school or privately)
- performances (one a term)
- bookwork on theory
- tests on aural and theoretical work
- written reviews

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 and stage 2 music (solo and ensemble performance)



YEAR 10 VISUAL ARTS

RECOMMENDED BACKGROUND:

In order to be successful, students are required to build upon the foundation visual arts skills developed within the year 8 and 9 courses. Satisfactory completion of year 9 visual arts is recommended.

COURSE CONTENT:

Through the study of year 10 visual arts students will develop and broaden their range of art skills, knowledge and concepts and learn specific skills and techniques.

This class involves students making and responding to visual arts/design.

The topics studied may include:

- painting and drawing: observation skills, exploration of methods and materials, still life and representational art
- techniques in realism, abstract and/or figurative art
- printmaking: reduction lino prints, silk-screen printing
- researching, understanding and writing about art
- a combination of traditional and contemporary styles
- 3-dimensional art forms such as sculpture, carving, modeling and/or mixed media may be covered
- graphic design: poster design, illustration, advertising design
- product design: fashion design, package design, furniture design etc
- environmental design: architectural design, landscape design
- the role of design and designers from a diversity of cultures and times

ASSESSMENT:

Students will be assessed on:

- the practical artwork that they produce
- artwork that they investigate and respond to

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Visual art in stage 1 and stage 2

STAGE 1 DRAMA

RECOMMENDED BACKGROUND:

Satisfactory completion of year 10 drama recommended. This course has a strong emphasis on group work and performing in front of an audience.

Special conditions: Subject fee of \$20 each semester to attend professional theatre/film for the review assessment task.

COURSE CONTENT:

This course includes:

- **assessment type 1:** responding to drama: Students analyse and reflect on the ideas, techniques, skills, choices and artistic impact of an event on its audience and on the student's own individual development as either an actor, designer or director
- **assessment type 2:** performance: Students work collaboratively to conceive, explore, develop, produce, refine and perform a dramatic work or product. This can be done as a class play or small group work. Students then reflect and analyse their performance, giving evidence of their learning
- **assessment type 3:** creative synthesis: Students take on an on-stage or off-stage role to create a concept or vision for a dramatic product, based on a dramatic text.

ASSESSMENT:

Students are assessed against the stage 1 drama performance standards. The assessment includes:

- understanding and exploration
- critical and creative thinking
- creative application

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 drama and stage 2 musical theatre (creative arts).



STAGE 1 DANCE

RECOMMENDED BACKGROUND:

An interest in learning, choreographing and performing dance is required. Successful completion of year 10 dance is recommended.

COURSE CONTENT:

Students have opportunities to develop and extend their knowledge, understanding and skills as choreographers, dancers and audience members.

The course includes:

- skills development: Students build on their knowledge and understanding of themselves as a dancer or choreographer through research and reflection on their own dance practices, concentrating on the body, dance skills and elements, choreographic devices, and production elements
- creative explorations: Students explore their understanding and skills in choreography, applying this knowledge to create, refine and perform their creative work
- dance contexts: Students investigate dance from diverse cultures, times and places and its place in transmitting culture. They develop an appreciation of dance as an art form, as well as a life-enrichment opportunity connected to mental and physical well-being

Appropriate dance wear is mandatory, as is participating in the Arts Showcase.

ASSESSMENT:

Students will be assessed on:

- assessment type 1: skills development
- assessment type 2: creative explorations
- assessment type 3: dance contexts

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 dance and further education and employment in many fields, including art and culture industries.

STAGE 1 MUSIC

RECOMMENDED BACKGROUND:

This is a music experience program offered to students who have played an instrument for at least two years and have a background in theoretical skills.

Special conditions: A strong commitment to music is essential. Instrumental hire (where applicable \$90 per semester). Instrumental lessons (where applicable \$25 per semester to cover costs such as tutor books, maintenance, photocopying etc.) Students are expected to attend instrumental music lessons (either through the school, if available, or privately).

COURSE CONTENT:

Students will have opportunities to study:

- ensemble - performance opportunities include lunchtime performances, school assemblies and ceremonies and the arts showcase (when applicable)
- concert review - students attend a concert or watch one on video and write a review
- composing and arranging - students write a song/melody, including bass line and chords using music software. They also present a scripted oral presentation on composing techniques and ideas they employed. Students write an arrangement for melody, counter melody and rhythm section
- theory - students undertake a course that facilitates their ability to read and play music. Emphasis is placed on scales, chords, rhythms, transposition and other arranging techniques
- music research assignment - students choose from a selection of topics and research the history of individuals/groups who have influenced music culture

ASSESSMENT:

Students will be assessed on the following throughout the course:

- involvement in rehearsals and practice sessions
- attendance at instrumental lessons (compulsory either at school or privately)
- a theory test
- an aural test
- aural recognition
- performance as a soloist or an ensemble

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 music (solo and ensemble performance).



STAGE 1 VISUAL ARTS: ART/DESIGN

RECOMMENDED BACKGROUND:

Satisfactory completion of year 10 visual arts or by an interview with an art teacher.

COURSE CONTENT:

Students explore and make art or design works. Artworks may take any of the following forms: painting, drawing, mixed media, printmaking, computer aided art, photography, sculpture and/or ceramics. Design works may include graphic design, product design or environmental design.

Students will have opportunities to study:

- **area of study 1: folio/developmental work**
Students produce a folio of developmental work that will lead to the creation of a final art/design work (in area of study 2). Developmental work can include brainstorming ideas, researching artists/designers that influence you, drawings, compositional designs and colour schemes.
- **area of study 2: students produce 1 final design**
Visual artworks can be produced under the following areas: painting, drawing, mixed media, printmaking, sculpture, ceramics, photography and computer aided. Students prepare a written practitioner's statement of a maximum of 250 words for their visual artwork.
- **area of study 3: visual study**
Studying the work of an artist/designer and/or art/design movement.

ASSESSMENT:

Students will be assessed on:

- **area of study 1:** folio/developmental work (40%)
- **area of study 2:** 1 final art/design work (30%)
- **area of study 3:** visual study (30%)

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Art/design in stage 2.

STAGE 1 VISUAL ARTS - ART

RECOMMENDED BACKGROUND:

Satisfactory completion of year 10 visual arts or by an interview with an art teacher.

COURSE CONTENT:

Students explore and make artworks. Artworks may take any of the following forms: painting, drawing, mixed media, printmaking, computer aided art, sculpture and/or ceramics.

Students will have the opportunities to study:

- **area of study 1: folio / developmental work**
Students produce a folio of developmental work that will lead to the creation of a final artwork (in area of study 2). Developmental work can include brainstorming ideas, researching artists that can influence you, drawings, compositional designs and colour schemes.
- **area of study 2: students produce 1 final design**
Visual artworks can be produced under the following areas: painting, drawing, mixed media, printmaking, sculpture, ceramics, photography, and computer aided. Students prepare a written practitioner's statement of a maximum of 250 words for their visual artwork.
- **area of study 3: visual study**
Studying the work of an artist/designer and/or art/design movement.

ASSESSMENT:

Students will be assessed on:

- **area of study 1:** folio/developmental work (40%)
- **area of study 2:** 1 final artwork (30%)
- **area of study 3:** visual study (30%)

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Visual art/design in stage 1 and 2



STAGE 1 MUSICAL THEATRE

RECOMMENDED BACKGROUND:

This is a 20 credit (full year subject) suitable for students in years 10 and stage 1. This subject is suitable for actors, dancers and those interested in off-stage roles. It is recommended students have undertaken studies related to their area of interest in dance and/or drama. Students must be prepared to work collaboratively and attend rehearsals outside of lesson time. All students enrolled in this course will be involved with the school musical.

Special conditions: Auditions may be required for acting roles (not applicable for dancers/off stage)

There will be a \$75 cost associated with this course, as students are expected to attend and review live theatre.

COURSE CONTENT:

This course includes:

- creative arts process: students investigate, develop, produce, and reflect on their work.
- development and production: students work as a member of a team, group, or ensemble to design, plan, practice, rehearse, make, create, perform and/or present their creative arts products. They identify and reflect on their personal creative arts ideas, opinions, and skills.
- concepts in creative arts disciplines: students explore core concepts and develop an understanding of their relevance. They identify characteristic features and qualities of genres, styles, forms, and conventions and develop knowledge of and use language and terminology associated with, relevant creative arts discipline(s).
- creative arts in practice: students learn by observing, receiving tuition from, listening to and/or reading and talking about the work of, practitioners as they work in their discipline(s)

ASSESSMENT:

Students will be assessed on the following:

- **assessment type 1: product**
 - product 1: production element: dance students work in groups to choreograph a piece that will be incorporated into the musical drama students plan and design the costume for their character in the musical. Off-stage students work on publicity and produce either a poster or program for the musical.
 - product 2: musical production: students participate in and contribute to the school musical production, wither as a dancer, actor, or off-stage role.
- **assessment type 2: folio**
 - inquiry 1: practitioner response: students will research, select, and analyse information to produce a response, report, essay, oral or multi-modal piece on a creative art practitioner.
 - inquiry 2: review: students view a live theatre performance (where possible) and will produce a review (format to be negotiated) focusing on their area of interest.
- **skills assessment:** students select a focus that further develops their learning in a creative arts discipline (e.g., dance, drama, off-stage role). The skills record may consist of notes, sketches, photographs, videos etc. The reflection should focus on aspects of the skills developed through discussion, response, or oral presentation, using the skills record to illustrate points.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 creative arts: musical theatre, dance, drama and university/TAFE/VET pathways.



STAGE 1 CREATIVE ARTS MEDIA

RECOMMENDED BACKGROUND:

An interest in film making and the process required in film making along with the decisions made by directors. Students will also be required to act in the films they create and be prepared to bring costumes and props. Students wishing to continue study creative arts media in stage 2 should do this subject.

Students must have prior skills in:

- video editing (iMovie, Adobe Premiere, Windows Movie Maker)
- image manipulation (Photoshop)
- animations (Adobe Flash, Pivot, Scratch)
- sound FX (Garage band, Adobe Premiere)

COURSE CONTENT:

Students will have opportunities to acquire and develop shooting and editing skills in two practical tasks. These consist of an advertisement and a short film; each practical task has an accompanying 20-page folio.

The course includes a theory component, which develops students' knowledge of camera angles, shot sizes and other choices made by professional directors when creating films. This includes two assignments.

Students will need to complete homework to prepare for filming and editing. This will also include filming outside of school in a group (equipment is available to borrow from school).

ASSESSMENT:

Students will be assessed on the following throughout the course:

- critical analysis of camera techniques
- cinema analysis
- advertisements
- short Film

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 creative arts – media

STAGE 2 CREATIVE ARTS MEDIA

RECOMMENDED BACKGROUND:

An interest in film making and the process required in film making along with the decisions made by directors. Students will also be required to act in the films they create and be prepared to bring costumes and props.

Students must have prior skills in:

- video editing (iMovie, Adobe Premiere, Windows Movie Maker)
- image manipulation (Photoshop)
- animations (Adobe Flash, Pivot, Scratch)
- sound FX (Garage band, Adobe Premiere)
- year 10 and stage 1 media

COURSE CONTENT:

Students will have opportunities to acquire and develop filming and editing skills in two practical tasks. These consist of a documentary and a short film; each practical task has an accompanying 20-page folio.

The course includes a theory component, which develops students' knowledge of film festivals, different roles in film and other choices made by professional directors when creating films. This includes two 1000-word assignments.

Students will need to demonstrate twelve practical skills for their external moderation piece. This will also include filming outside of school in a group (equipment is available to borrow from school).

ASSESSMENT:

Students will be assessed on:

- practical/s
- product 1 - Documentary (5 minutes) 20-page folio
- product 2 - short film (15-30 minutes) 20-page folio
- theory
- roles of a film maker
- film festivals
- external: folio of twelve practical skills

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

TAFE and University degrees, including graphic design, visual communication, and film studies.



STAGE 2 MUSICAL THEATRE

RECOMMENDED BACKGROUND:

This subject is suitable for actors, dancers and those interested in off-stage roles. It is recommended that students have undertaken studies related to their area of interest, e.g.: stage 1 dance and/or drama. Students must be prepared to work collaboratively and be prepared to attend rehearsals outside of lesson time. All students enrolled in this course will be involved with the school musical either as a dancer, actor, or off-stage role.

Special conditions: Auditions may be required for acting roles (not applicable for dancers/off stage)

There will be a \$75 cost associated with this course, as students are expected to attend and review live theatre.

COURSE CONTENT:

This course includes:

- creative arts process: students investigate, develop, produce, and reflect on their work.
- development and production: students work as a member of a team, group, or ensemble to design, plan, practice, rehearse, make, create, perform and/or present their creative arts products. They identify and reflect on their personal creative arts ideas, opinions, and skills.
- concepts in creative arts disciplines: students explore concepts specific to creative arts discipline(s). These explorations include identification, knowledge and understanding of applications for genres, styles, forms, conventions, and protocols. Students develop detailed knowledge and advanced use of language and terminology associated with relevant creative arts process and their work in creative arts production.
- creative arts in practice: students learn by observing, receiving tuition from, listening to and/or reading and talking about the work of, practitioners as they work in their discipline(s)

ASSESSMENT:

Students will be assessed on the following:

School Assessment

- **assessment type 1: product (50%)**
- **assessment type 2: investigation (20%)**
- **assessment type 3: practical skills (30%)**

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

University/TAFE/VET pathways in dance, drama, education, musical theatre and various off-stage roles.



STAGE 2 MUSIC ENSEMBLE PERFORMANCE

RECOMMENDED BACKGROUND:

This unit must be undertaken in conjunction with music – solo performance. It will be studied across two semesters, with the student moderated at the end of the year. It is assumed that students who undertake this unit have attained a performance standard that reflects at least three years of development on their instrument or voice. Students without this background would have great difficulty in achieving a satisfactory level of performance at stage 2 standard. Successful completion of stage 1 music is strongly recommended.

Special conditions: Students must be prepared to work cooperatively in a group and to make themselves available for performances that may be outside school hours.

COURSE CONTENT:

Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works and apply to their performances an understanding of the style, structure and conventions appropriate to the repertoire.

Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

ASSESSMENT:

Students will be assessed on:

School assessment (70%)

- **assessment type 1:** performance (30%)
- **assessment type 2:** performance and Discussion (40%)

External assessment (30%)

- **assessment type 3:** performance portfolio (30%)

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

TAFE and other tertiary institutions provide studies in music, and most are by audition. It can lead to positions in teaching, arts administration, music production, television.

STAGE 2 MUSIC SOLO PERFORMANCE

RECOMMENDED BACKGROUND:

This unit must be undertaken in conjunction with music – ensemble performance. It will be studied across two semesters, with the student moderated at the end of the year. It is assumed that students who undertake this unit have attained a performance standard that reflects at least three years of development on their instrument or voice. Students without this background would have great difficulty in achieving a satisfactory level of performance at stage 2 standard. Successful completion of stage 1 music is strongly recommended.

COURSE CONTENT:

Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements of their chosen repertoire and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

ASSESSMENT:

Students will be assessed on:

School assessment (70%)

- **assessment type 1:** performance (30%)
- **assessment type 2:** performance and discussion (40%)

External assessment (30%)

- **assessment type 3:** performance portfolio (30%)

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

A variety of music courses at tertiary level. NB. Entry into music courses at university requires an audition.



STAGE 2 VISUAL ART (ART/DESIGN FOCUS)

RECOMMENDED BACKGROUND:

Satisfactory completion of stage 1 art/design or by an interview with an art teacher.

COURSE CONTENT:

Students gain an understanding of the process of creating visual Artworks or Designs and an insight into the work of professional artists and designers. This is a full year course

This course includes:

- **area of study 1: folio/developmental work:**
For both art and design, visual thinking is about developing the skills to think visually and to record this thinking. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, accompanied by written or recorded annotations to document the thinking. Students produce visual artworks and then prepare a written practitioner's statement of a maximum of 500 words for each artwork or design work
- **area of study 2: final art/design works:**
Visual artworks can be resolved using the various practical genres of art and design, which may include, for example:
 - Art: painting, drawing, computer aided art or design mixed media, printmaking, photography, wood, plastic or metal fabrication, sculpture, ceramics, textiles, and video
 - Design: product design (e.g., toy, fashion, stage, furniture, and engineering design), environmental design (e.g., architectural design, interior design), and graphic design (e.g., branding, illustration, and advertising)
- **area of study 3: visual study:**
Studying the work of an artist or designer and/or an art or design movement.

ASSESSMENT:

Students will be assessed on:

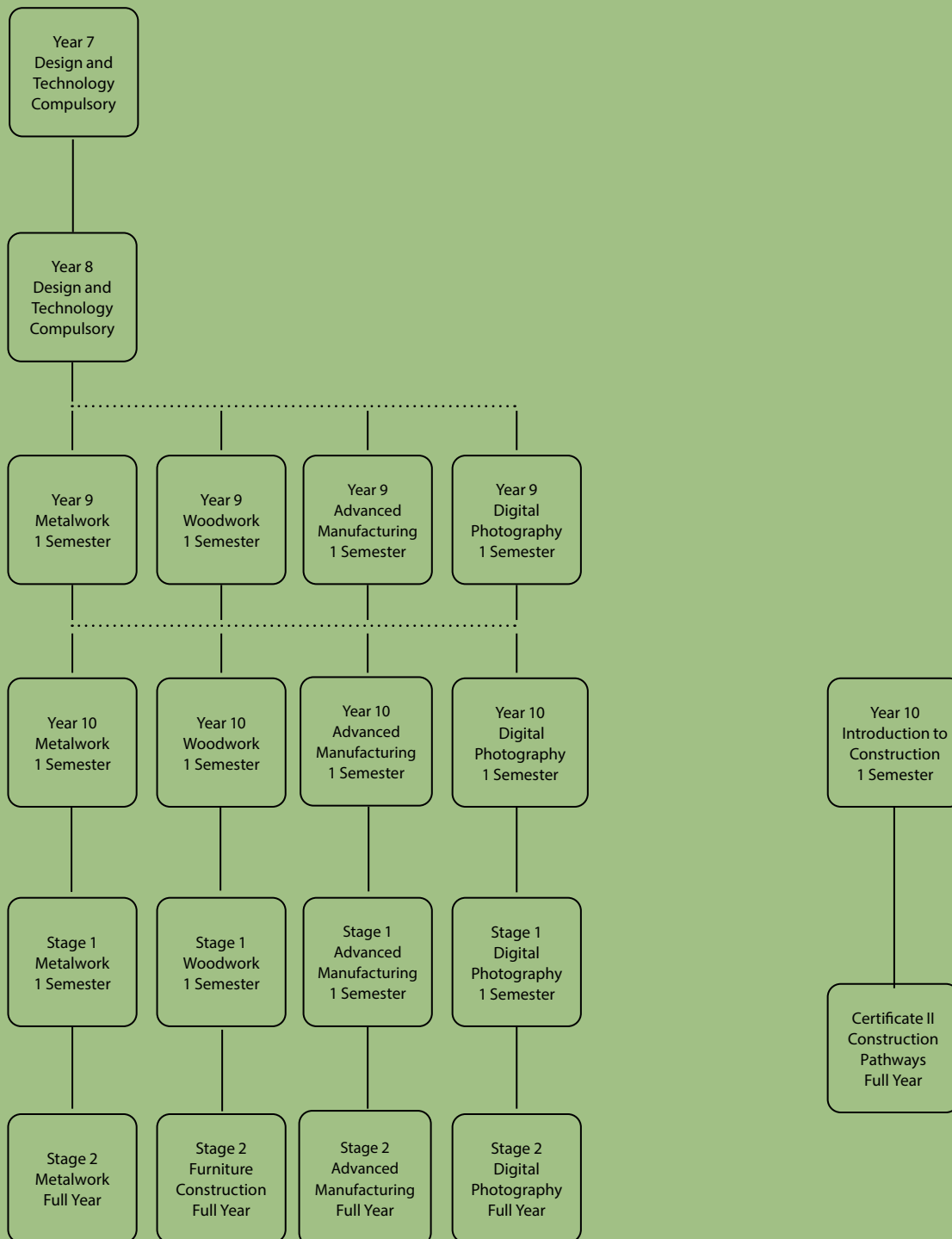
- **area of study 1:** folio/developmental work (40%)
- **area of study 2:** 1 final design work (30%)
- **area of study 3:** visual study (30%)

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Art or design at TAFE or university.

DESIGN AND TECHNOLOGY

AREA OF LEARNING FLOW CHART



*Students have the opportunity to accelerate through various aspects of the curriculum in consultation with subject teacher, AOL leader, Assistant and Deputy Principal.

YEAR 9 METALWORK

RECOMMENDED BACKGROUND:

None.

COURSE CONTENT:

Students develop knowledge and skills in designing products and using appropriate equipment to produce products from metal.

The topics studied:

- mining minerals and its impact on the environment and on society
- develop an understanding of the properties and characteristics of various metals
- use the design process from a given design brief to create a product
- relevant use of computer aided design software to produce working drawings
- safe hand tools and machine use
- learn to weld using oxygen and acetylene welding equipment
- develop skills in sheet metal folding and box construction
- safe workshop practices

ASSESSMENT:

Students will be assessed on:

- specialised practical skills tasks
- design project
- knowledge and understanding

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 metalwork and other year 10 technology subjects.

YEAR 9 WOODWORK

RECOMMENDED BACKGROUND:

None.

COURSE CONTENT:

Students develop knowledge and skills in designing products and using appropriate equipment to produce products from wood.

The topics studied:

- sustainable forestry and its impact on the environment and on society
- learn about soft and hardwood timbers, their properties and characteristics
- research timber materials and processes
- using the design process from a given design brief
- use of computer aided design software to produce working drawings
- safe hand tools and machine use
- safe workshop practices

ASSESSMENT:

Students will be assessed on:

- specialised practical skills tasks
- design project
- knowledge and understanding

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 woodwork and other year 10 technology subjects.



YEAR 9 DIGITAL PHOTOGRAPHY

RECOMMENDED BACKGROUND:

None.

COURSE CONTENT:

Students develop knowledge and skills in designing products and using appropriate equipment to produce photographic products

The topics studied:

- use the design process from a given design brief
- understanding and use of digital camera
- use of photoshop software
- composition of the image
- portraiture
- introduction to desktop publishing

ASSESSMENT:

Students will be assessed on:

- design project
- practical skills tasks
- knowledge and understanding

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 photography and other year 10 technology subjects

YEAR 9 ADVANCED MANUFACTURING

RECOMMENDED BACKGROUND:

Interest in coding, programming and computer aided drawing (CAD) using computer software

COURSE CONTENT:

Students develop knowledge and skills in designing products electronics components, programming and computer aided design/manufacturing

The topics studied:

- safe machinery operation and use of tools
- use the design process from a given design brief
- use computer aided design (CAD) software to produce working drawings
- use the laser cutter to produce and manufacture components of a product
- use computer aided manufacturing (CAM) techniques and processes
- basic coding and programming
- designing and constructing electrical circuits
- research microprocessors
- safe machinery operation and use of tools

ASSESSMENT:

Students will be assessed on:

- specialised skills tasks
- design project
- knowledge and understanding

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 advanced manufacturing, and other year 10 technology subjects



YEAR 10 METALWORK

RECOMMENDED BACKGROUND:

A successful completion of a course in year 9 technology is recommended.

Special Conditions: On occasion students may be required to purchase specialised materials for major tasks.

COURSE CONTENT:

Students will undertake specialised practical skills tasks to develop their skills in learning to tools, equipment and machinery. Students use the design process to develop their own metal solution for a design problem, including welding processes to fabricate projects.

The topics studied:

- research properties and characteristics of various metals, fixtures and methods of production safe machinery operation and use of tools
- explore careers associated with the metal construction industry including new and emerging technologies
- gas welding - refine skills in oxygen and acetylene welding and learn how to MIG weld
- learn to use the metal lathes, including facing off, turning to a diameter and chamfering
- advanced sheet metal folding and box construction
- safe machinery operation and use of tools

ASSESSMENT:

Students will be assessed on:

- specialised practical skills tasks
- design project
- knowledge and understanding

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 metalwork.

(It is recommended that students follow the material specific pathway from year 10 through to stage 2 to develop a knowledge and skill base for success within the subject).

YEAR 10 WOODWORK

RECOMMENDED BACKGROUND:

A successful completion of a course in year 9 technology is recommended.

Special Conditions: On occasion students may be required to purchase specialised materials for major tasks.

COURSE CONTENT:

Students will use the design process to develop their own solution for a design problem, including framing made from wood using traditional jointing procedures.

The topics studied:

- safe machinery operation and use of tools
- hand and machine production of timber joints
- assembly and finishing techniques
- research the properties and characteristics of various timber species

ASSESSMENT:

Students will be assessed on:

- specialised practical skills tasks
- design project
- knowledge and understanding

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 woodwork.

(It is recommended that students follow the material specific pathway from year 10 through to stage 2 to develop a knowledge and skill base for success within the subject).



YEAR 10 ADVANCED MANUFACTURING

YEAR 10 DIGITAL PHOTOGRAPHY

RECOMMENDED BACKGROUND:

Year 9 photography is recommended.

COURSE CONTENT:

Students will use the design process to develop their own solution for a design problem, including developing knowledge and skills in using photoshop techniques and composition.

The topics studied:

- the SLR camera
- camera techniques using aperture and shutter speeds
- digital techniques and software applications
- practical skills such as portraiture, photographing movement, and close up photography.

ASSESSMENT:

Students will be assessed on:

- design project
- practical skills and tasks
- knowledge and understanding.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 photography and amateur photography.

(It is recommended that students follow the material specific pathway from year 10 through to stage 2 to develop a knowledge and skill base for success within the subject).

RECOMMENDED BACKGROUND:

Year 9 advanced manufacturing, or a successful completion of a course in year 9 technology.

Special Conditions: On occasion students may be required to purchase specialised materials for major tasks.

COURSE CONTENT:

Students will use the design process to develop their own solution for a design problem, including using computer aided manufacturing, electronic components, coding and programming. Students expand their knowledge of programming and coding using microprocessors.

The topics studied:

- use computer aided design (CAD) software to produce working drawings of increasing complexity
- use the laser cutter to produce and manufacture components of a product
- use computer aided manufacturing (CAM) techniques and processes
- use Arduino boards and microprocessors
- design and constructing electrical circuits
- research on robotics

ASSESSMENT:

Students will be assessed on:

- design project
- practical skills tasks
- knowledge and understanding.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 advanced manufacturing.

(It is recommended that students follow the material specific pathway from year 10 through to stage 2 to develop a knowledge and skill base for success within the subject).



YEAR 10 INTRODUCTION TO CONSTRUCTION

RECOMMENDED BACKGROUND:

A successful completion of a year 9 technology course is recommended.

COURSE CONTENT:

Students develop knowledge and skills in designing products and/or environments using appropriate equipment and techniques related to the construction industry.

The topics studied:

- develop an understanding and awareness of workplace health and safety practices and how this relates to work sites and workshop environments
- understanding and maintenance of equipment
- carry out basic measurements and calculations
- project management including budgeting and planning
- read and interpret plans and specifications

ASSESSMENT:

Students will be assessed on:

- design project
- practical skills tasks
- knowledge and understanding

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Certificate II construction pathway

STAGE 1 METALWORK

RECOMMENDED BACKGROUND:

Successful completion of year 10 metalwork.

Special Conditions: On occasion students may be required to purchase specialised materials for major tasks.

COURSE CONTENT:

Students will manufacture projects and use selected exercises to develop and further enhance their skills and knowledge of working with metal.

The topics studied:

- intermediate welding and fabrication of horizontal and vertical welded metal joints using the oxygen and acetylene welding and MIG welding equipment
- metal lathe operations, including facing off, turning to a diameter, paring and knurling
- metal materials and structures
- ethical, legal, social, economic, environmental and sustainability factors in project design
- knowledge on how to develop design concepts and prepare them for production, using a range of technologies
- evaluation skills, enabling designed products to be analysed informing good design.

ASSESSMENT:

Students will be assessed on:

- assessment type 1: specialised skills tasks, welding skills development task and CAD product design portfolio
- assessment type 2: major product and folio using the design and realisation process

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 metalwork.



STAGE 1 WOODWORK

RECOMMENDED BACKGROUND:

Successful completion of year 10 woodwork.

Special Conditions: On occasion students may be required to purchase specialised materials for major tasks.

COURSE CONTENT:

Students will manufacture projects and use selected exercises to develop and further enhance their skills and knowledge of working with wood, focusing on the use of traditional and contemporary joints and jointing systems.

The topics studied:

- contemporary fixtures
- traditional joinery
- ethical, legal, social economic, environmental and sustainability factors in product design
- knowledge on how to develop design concepts and prepare them for production, using a range of technologies
- evaluation skills, enabling designed products to be analysed informing good design.

ASSESSMENT:

Students will be assessed on:

- assessment type 1: specialised skills tasks developing negotiated skills for their designed product
- assessment type 2: major product and folio major product and folio using the design and realisation process

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 furniture construction.

STAGE 1 ADVANCED MANUFACTURING

RECOMMENDED BACKGROUND:

A successful completion of year 10 advanced manufacturing.

Special Conditions: On occasion students may be required to purchase specialised materials for major tasks.

COURSE CONTENT:

Students will develop knowledge and skills in computer aided manufacturing, programming, electronics and microprocessors.

The topics studied:

- integrate sensors and programming to produce systems with increasingly complex functionality
- CNC equipment operations
- use laser cutting technologies to produce and manufacture components of a product
- ethical, legal, social, economic, environmental and sustainability factors in product design
- knowledge on how to develop design concepts and prepare them for production, using a range of technologies.
- evaluation skills, enabling designed products to be analysed informing good design.

ASSESSMENT:

Students will be assessed on:

- assessment type 1: specialised skills tasks developing negotiated skills for their designed product
- assessment type 2: major product and folio major product and folio using the design and realisation process

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 advanced manufacturing.



STAGE 1 DIGITAL PHOTOGRAPHY

RECOMMENDED BACKGROUND:

Successful completion of year 10 digital photography.

COURSE CONTENT:

This course studies photography as communication design. Students will design and produce their own photographic topics, themes or techniques. Personal selection allows students to tailor the course to their interests.

The topics studied:

- a variety of shooting techniques (eg sports, night, astro-photography, aerial) and special effects (eg light painting), landscape, portraiture, still life and videography)
- photographic products using professional camera and studio equipment
- using the design process to produce and evaluate images for their selected technique, purpose or theme.

ASSESSMENT:

Students will be assessed on:

- assessment type 1: specialised skills tasks developing negotiated skills for their designed product
- assessment type 2: design process and solution of their designed product.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 photography.

STAGE 2 METALWORK

RECOMMENDED BACKGROUND:

Successful completion of stage 1 metalwork.

Special Conditions: On occasion students may be required to purchase specialised materials for major tasks.

COURSE CONTENT:

Students use the design process to realise the production of a metal product. The skills required to complete the course are in metal machining and welding/fabrication. Students will use the design process as well as critiquing products and researching related technical issues.

The topics studied:

- advanced metal machining
- welding with gas, MIG and ARC equipment
- students develop their knowledge of processes applicable to their designed product
- develop design concepts and prepare them for production, using a range of technologies
- investigate material options and perform tests to inform design
- develop plans to manage design tasks, including safe and responsible use of materials and tools.

ASSESSMENT:

Assessment is subject to SACE Board moderation. The following assessment types enable students to demonstrate their learning:

School assessed (70%)

- assessment type 1: specialised skills task
- assessment type 2: design process and solution

Externally assessed (30%)

- assessment type 3: resource study
- major product and folio using the design and realisation process

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

ATAR (university pathway), TAFE, apprenticeship or employment.



STAGE 2 ADVANCED MANUFACTURING

RECOMMENDED BACKGROUND:

Successful completion of stage 1 advanced manufacturing.

Special Conditions: On occasion students may be required to purchase specialised materials for major tasks.

COURSE CONTENT:

Students use the design process to realise the production of a product using electronic components and mechanical devices interfacing with programmable control devices.

The topics studied:

- integration of microprocessors, sensory components and applications to produce systems with increasingly complex function
- students develop their knowledge of processes applicable to their designed product
- use laser cutting technologies to produce and manufacture components of a product
- develop design concepts and prepare them for production, using a range of technologies
- investigate material options and perform tests to inform design
- develop plans to manage design tasks, including safe and responsible use of materials and tools.

ASSESSMENT:

Assessment is subject to SACE Board moderation. The following assessment types enable students to demonstrate their learning:

School assessed (70%)

- assessment type 1: specialised skills task
- assessment type 2: major product and folio using the design and realisation process

Externally assessed (30%)

- assessment type 3: resource study

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

ATAR (university pathway), TAFE or employment.

STAGE 2 DIGITAL PHOTOGRAPHY

RECOMMENDED BACKGROUND:

Successful completion of stage 1 digital photography.

Special Conditions: Publishing of major project is at students own expense.

COURSE CONTENT:

This course studies photography as communication design. Students will design and produce their own photographic topics, themes or techniques. Personal selection allows students to tailor the course to their interests.

The topics studied:

- a variety of shooting techniques (eg sports, night, astro-photography, aerial) and special effects (eg light painting), landscape, portraiture, still life and videography)
- photographic products using professional camera and studio equipment
- using the design process to produce and evaluate images for their selected technique, purpose or theme.

ASSESSMENT:

Assessment is subject to SACE Board moderation. The following assessment types enable students to demonstrate their learning:

School assessed (70%)

- assessment type 1: specialised skills task
- assessment type 2: design process and solution

Externally assessed (30%)

- assessment type 3: resource study

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

ATAR (university pathway), TAFE or employment.



STAGE 2 FURNITURE CONSTRUCTION

RECOMMENDED BACKGROUND:

Successful completion of stage 1 woodwork.

Special Conditions: On occasion students may be required to purchase specialised materials for major tasks.

COURSE CONTENT:

Students use the design process to realise the production of a furniture product. Students will use the design process as well as critiquing, researching modern products and technological issues.

The topics studied:

- advanced joint production/carcass and framing construction
- advanced finishing techniques
- students develop their knowledge of processes applicable to their designed product
- develop design concepts and prepare them for production, using a range of technologies
- investigate material options and perform tests to inform design
- develop plans to manage design tasks, including safe and responsible use of materials and tools.

ASSESSMENT:

Assessment is subject to SACE Board moderation.

The following assessment types enable students to demonstrate their learning:

School assessed (70%)

- assessment type 1: specialised skills task
- assessment type 2: design process and solution major product and folio using the design and realisation process

Externally assessed (30%)

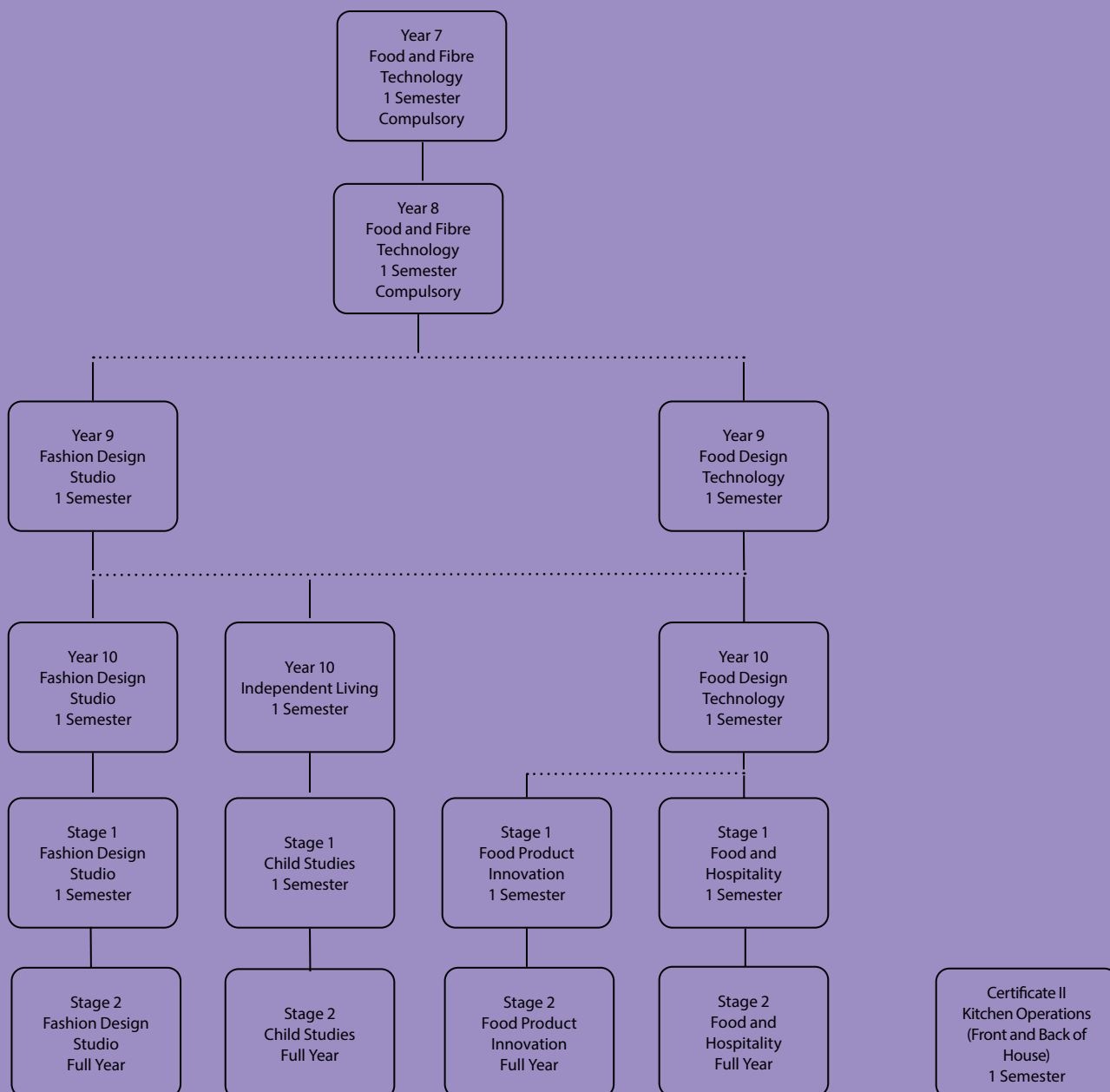
- assessment type 3: resource study

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

ATAR (university pathway), TAFE, apprenticeship or employment.

HOME ECONOMICS

AREA OF LEARNING FLOW CHART



*Students have the opportunity to accelerate through various aspects of the curriculum in consultation with subject teacher, AOL leader, Assistant and Deputy Principal.

YEAR 9 FASHION DESIGN STUDIO

RECOMMENDED BACKGROUND:

None.

COURSE CONTENT:

Students develop knowledge and skills in designing products and using appropriate equipment to produce products from textile materials.

The topics studied:

- nature and use of fabrics
- fabric properties, care and labelling
- sustainability in the textiles industry
- sketch and design solutions to design challenges
- the design process to develop their ideas, solve problems, manufacture a product and evaluate the outcome
- basic clothing construction skills (may include upcycling, commercial patterns, bag design, pyjamas).

ASSESSMENT:

Students will be assessed on:

- practical skills tasks
- design projects
- knowledge and understanding.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 fashion design studio and other home economics subjects.

YEAR 9 FOOD DESIGN TECHNOLOGY

RECOMMENDED BACKGROUND:

None.

COURSE CONTENT:

Students develop knowledge and skills in designing products and using appropriate equipment to produce products from foods.

The topics studied:

- choosing healthy foods
- food hygiene and safety
- food preparation and presentation trends
- food production, processing and advertising
- sustainable food production
- identify influences on their food choices
- the design process to develop their ideas, solve problems, manufacture products and evaluate the outcome.

ASSESSMENT:

Students will be assessed on:

- design projects
- practical skills tasks
- knowledge and understanding.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 food design technology and other home economics subjects or VET hospitality.



YEAR 10 FASHION DESIGN STUDIO

RECOMMENDED BACKGROUND:

Successful completion of year 9 fashion design studio.

Special Conditions: Students may be required to purchase fabrics and textile items to support the construction of major products.

COURSE CONTENT:

Learn how to design textile products and use specialist equipment to make a range of textile articles using commercial and self designed patterns.

The topics studied:

- fabric and clothing construction
- pattern terminology and simple adaptations
- sketch and design solutions to design challenges
- textile labelling and design
- jobs in the industry
- the design process to develop their ideas, solve problems, manufacture products and evaluate the outcome.

ASSESSMENT:

Students will be assessed on:

- design projects
- practical skills tasks
- knowledge and understanding.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 fashion industries.

YEAR 10 FOOD DESIGN TECHNOLOGY

RECOMMENDED BACKGROUND:

Satisfactory completion of year 9 food design technology is recommended.

Special Conditions: On occasion students will be required to purchase specialised ingredients to support the production of major products.

COURSE CONTENT:

Students develop knowledge and skills in designing products and using appropriate equipment to produce products from foods to solve design challenges.

The topics studied:

- Australian food habits
- history of food and cultural influences of our diet
- sustainability in food production
- food preservation
- food presentation and garnishing techniques
- the design process to develop their ideas, solve problems, manufacture products and evaluate the outcome.

ASSESSMENT:

Students will be assessed on:

- design projects
- practical skills tasks
- knowledge and understanding.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 food and hospitality, stage 1 food product innovation and VET hospitality.



YEAR 10 INDEPENDENT LIVING

RECOMMENDED BACKGROUND:

None.

COURSE CONTENT:

This course is designed for all individuals who wish to develop skill and knowledge in being independent.

The topics studied:

- accommodation
- budgeting
- decision making
- healthy budget food choices and preparation
- relationships
- computerised babies and effect on independence
- wellbeing activities
- leisure crafts.

ASSESSMENT:

Students will be assessed on:

- design projects
- practical skills tasks
- knowledge and understanding.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 child studies, stage 1 food and hospitality and stage 1 food product innovation.

STAGE 1 CHILD STUDIES

RECOMMENDED BACKGROUND:

Successful completion of a course in fashion design studio, food design technology or independent living.

Special Conditions: On occasion students may be required to purchase specialised materials for major tasks.

COURSE CONTENT:

Students examine the dynamic nature of children between the ages of 0-8 years and their development.

The topics studied:

- nature of childhood
- socialisation and development of children
- children in wider society
- childrens' rights and safety.

ASSESSMENT:

Students will be assessed on:

- assessment type 1: practical activities
- assessment type 2: group activities
- assessment type 3: investigation

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 child studies.



STAGE 1 FASHION DESIGN STUDIO

RECOMMENDED BACKGROUND:

Successful completion of year 10 fashion design studio.

Special Conditions: Students will be required to purchase fabric and textile items to support the construction of major products.

COURSE CONTENT:

This course examines the dynamic nature of clothing, fashion and the fashion industry.

The topics studied:

- clothing construction
- fashion choices
- design principles in textiles
- jobs in the fashion industry
- students develop their knowledge of processes applicable to their designed product
- develop design concepts and prepare them for production, using a range of technologies
- investigate material options and perform tests to inform design
- develop plans to manage design tasks, including safe and responsible use of materials and tools.

ASSESSMENT:

Students will be assessed on:

- assessment type 1: specialised skills tasks developing negotiated skills for their designed product
- assessment type 2: major product and folio

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 fashion design studio.

STAGE 1 FOOD AND HOSPITALITY

RECOMMENDED BACKGROUND:

Successful completion of year 10 food design technology or year 10 independent living.

Special Conditions: On occasion students may be required to purchase specialised ingredients for major tasks.

COURSE CONTENT:

This course of study examines the dynamic nature of food in our society.

The topics studied:

- sustainable practices in food preparation
- trends in the hospitality industry
- food safety and production issues
- creative food presentation
- the use of equipment and new technologies
- special dietary requirements
- society and hospitality industry impacts.

ASSESSMENT:

Students will be assessed on:

- assessment type 1: practical activities
- assessment type 2: group activities
- assessment type 3: investigation

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 food and hospitality, stage 2 food product innovation and VET hospitality.



STAGE 1 FOOD PRODUCT INNOVATION

RECOMMENDED BACKGROUND:

Successful completion of year 10 food design technology or year 10 independent living.

Special Conditions: On occasion students may be required to purchase specialised ingredients for major tasks.

COURSE CONTENT:

This course examines the innovative nature of the food manufacturing industry.

The topics studied:

- food product development
- food packaging and marketing
- development of creativity, innovation and enterprise skills
- students develop their knowledge of processes applicable to their designed product
- develop design concepts and prepare them for production, using a range of technologies
- investigate material options and perform tests to inform food product design
- develop plans to manage design tasks, including safe and responsible use of materials and equipment.

ASSESSMENT:

Students will be assessed on:

- assessment type 1: specialised skills tasks developing negotiated skills for their designed product
- assessment type 2: major product and folio

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 food product innovation or stage 2 food and hospitality (only one food based subject can be studied at stage 2).

STAGE 2 FOOD AND HOSPITALITY

RECOMMENDED BACKGROUND:

Successful completion of stage 1 food and hospitality

Special Conditions: On occasion students may be required to purchase specialised ingredients for major tasks.

COURSE CONTENT:

Students learn and apply practical skills and explore contemporary trends and issues relevant to the food and hospitality industry.

The topics studied:

- socio-cultural influences
- technological influences
- economic and environmental influences
- political and legal influences
- contemporary and future issues.

ASSESSMENT:

School based assessment 70%

- assessment type 1: practical activity
- assessment type 2: group activity

External assessment 30%

- assessment type 3: investigation

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

ATAR (university pathway), TAFE or employment.



STAGE 2 FASHION DESIGN STUDIO

RECOMMENDED BACKGROUND:

Successful completion of stage 1 fashion design studio.

Special Conditions: Students will be required to purchase fabrics and textile items to support the construction of major products.

COURSE CONTENT:

This course examines the dynamic nature of clothing, fashion and the fashion industry.

The topics studied:

- clothing construction
- fashion choices
- design principles in textiles
- jobs in the fashion industry
- students develop their knowledge of processes applicable to the designed product
- develop design concepts and prepare them for production, using a range of technologies
- investigate material options and perform tests to inform design
- develop plans to manage design tasks, including safe and responsible use of materials and tools.

ASSESSMENT:

Assessment is subject to SACE Board moderation. The following assessment types enable students to demonstrate their learning:

School assessed 70%

- assessment type 1: specialised skills task
- assessment type 2: design process and solution

External assessment 30%

- assessment type 3: resource study

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

ATAR (university pathway), TAFE or employment.

STAGE 2 CHILD STUDIES

RECOMMENDED BACKGROUND:

Successful completion of stage 1 child studies

Special Conditions: Subject fee of \$25 for excursion (compulsory) for this course. On occasion students may be required to purchase specialised materials for major tasks.

COURSE CONTENT:

This subject focuses on children's growth and development from conception to 8 years inclusive. Students will critically examine attitudes and values about parenting and gain an understanding of the growth and development of children.

The topics studied:

- children's nutrition
- children's safety in the kitchen
- researching and creating a children's story book
- supervising children
- developing learning activities for children
- children's developmental capabilities 0-8 years (including those with special needs)
- contemporary issues with children.

ASSESSMENT:

Assessment is subject to SACE Board moderation. The following assessment types enable students to demonstrate their learning:

School based Assessment 70%

- assessment type 1: practical activities
- assessment type 2: group activities

External Assessment 30%

- assessment type 3: investigation

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

ATAR (university pathway), TAFE or employment.



STAGE 2 FOOD PRODUCT INNOVATION

RECOMMENDED BACKGROUND:

Successful completion of stage 1 food product innovation or stage 1 food and hospitality.

Special Conditions: On occasion students may be required to purchase specialised materials for major tasks.

COURSE CONTENT:

This course examines the innovative nature of the food manufacturing industry.

The topics studied:

- food businesses
- food product manufacturing
- students develop their knowledge of processes applicable to their designed food product or service
- develop design concepts and prepare them for production, using a range of technologies
- investigate material options and perform tests to inform food product design
- develop plans to manage design tasks, including safe and responsible use of materials and equipment
- development of creativity, innovation and enterprise skills.

ASSESSMENT:

Students will be assessed on:

School based assessment

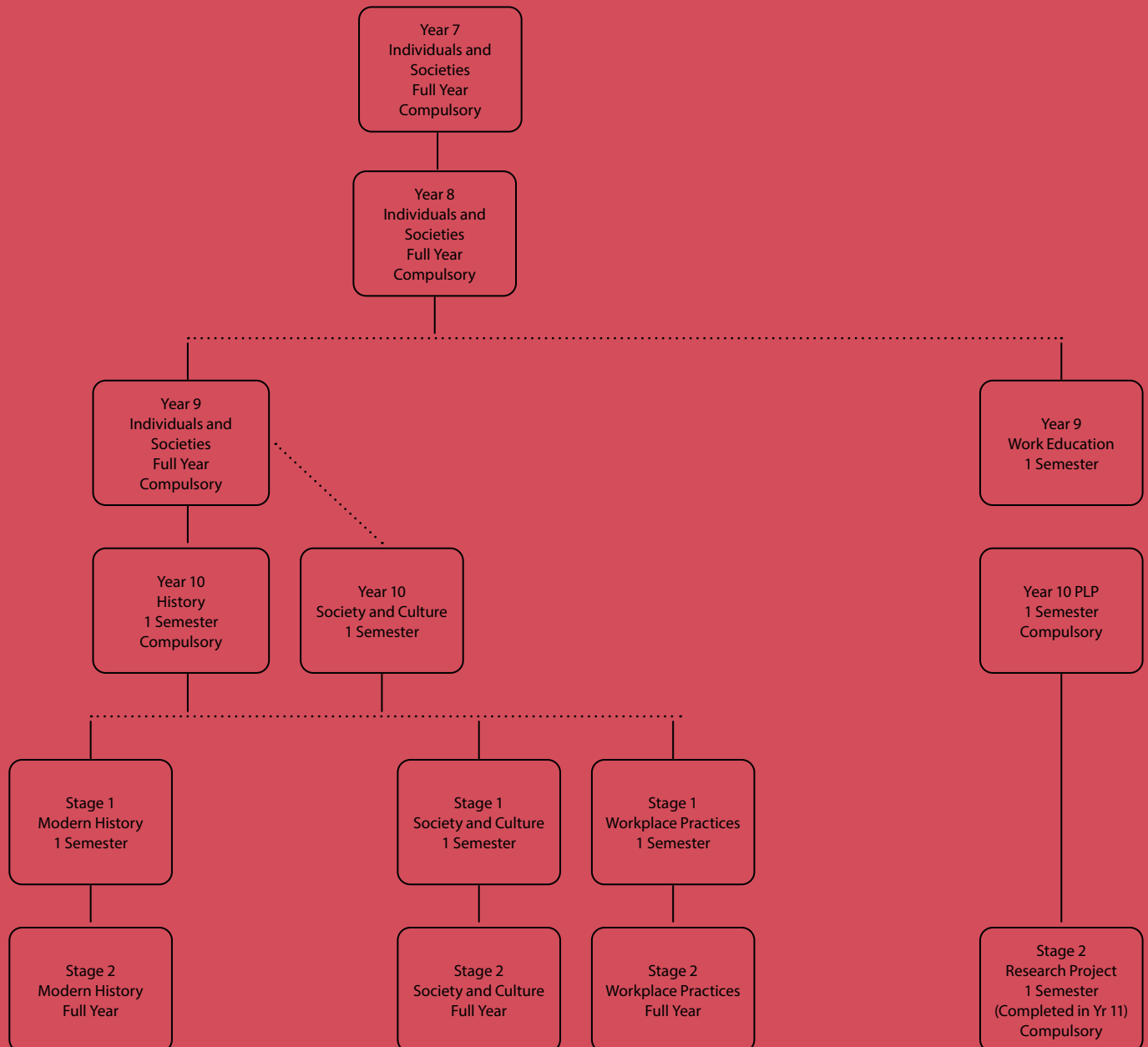
- assessment type 1: specialised skills tasks
- assessment type 2: major product and folio

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 food product innovation or stage 2 food and hospitality (only one food based subject can be studied at stage 2).

HUMANITIES AND SOCIAL SCIENCES (HASS)

AREA OF LEARNING FLOW CHART



*Students have the opportunity to accelerate through various aspects of the curriculum in consultation with subject teacher, AOL leader, Assistant and Deputy Principal.

YEAR 9 WORK EDUCATION

RECOMMENDED BACKGROUND:

An interest in the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

COURSE CONTENT:

The program is designed to explore work-related issues facing young people today and into the future. This is a world-leading, future-oriented curriculum, equal in quality, value and rigour to more traditional academic programs. It is designed for all students, whether they pursue a vocational or an academic pathway.

The topics studied may include:

- **Work skills**
The variety of occupations available, and the skills and personal qualities required in these fields
The importance of teamwork and collaboration in school, community and work-related contexts
- **Learning to learn**
The implications of individual learning preferences for learning at home, school, work and in the community
The importance of active and lifelong learning for personal and community development
- **The nature of work**
The nature of work in Australia and the implications for current and future work opportunities
Formal and informal recruitment processes
The importance of rights and responsibilities for employers and workers
- **Entrepreneurial behaviours**
Types of entrepreneurial behaviours and their opportunities for application to 21st century work and enterprise
How the application of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community

ASSESSMENT:

Students are assessed against the International Baccalaureate Middle Years Program criterion including:

criterion A: knowing and understanding

criterion B: investigating

criterion C: communicating

criterion D: thinking critically

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 society and culture



YEAR 10 SOCIETY AND CULTURE

RECOMMENDED BACKGROUND:

An interest in the interactions of people, societies, cultures, and environments.

COURSE CONTENT:

In the study of society and culture, students will study a range of topics that address the interactions between structures and systems of contemporary societies and cultures. Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors.

Topics may include:

- current social issues affecting an Australian or global context
- contemporary Aboriginal and Torres Strait Islander societies
- cultures and subcultures in Australian society
- popular culture
- prejudice and discrimination
- peace and conflict
- wealth, work, and status

ASSESSMENT:

Students are assessed against the International Baccalaureate Middle Years Program criterion including:

criterion A: knowing and understanding

criterion B: investigating

criterion C: communicating

criterion D: thinking critically

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 society and culture, stage 1 modern history, stage 1 workplace practices

STAGE 1 MODERN HISTORY

RECOMMENDED BACKGROUND:

Successful completion of year 10 history is recommended.

COURSE CONTENT:

In the study of modern history at stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them and their short-term and long-term consequences for people and systems. Students will explore the causes, nature, scope and impact of events throughout history, with a particular focus on revolution, the holocaust and an exploration of genocide in various countries and time periods.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in modern history at stage 1.

Students will be assessed on:

- **assessment type 1:** historical skills
- **assessment type 2:** historical study

Students provide evidence of their learning through 4 assessments per semester. Students undertake:

- 3 historical skills assessments
- 1 historical study

Stage 1 modern history is assessed using performance standards describing 5 levels of achievement reported with the grades A to E.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Any stage 2 HASS subject including stage 2 modern history, society and culture and/or workplace practices



STAGE 1 SOCIETY AND CULTURE

RECOMMENDED BACKGROUND:

Satisfactory completion of year 10 society and culture and/or an interest in the interactions of people, societies, cultures, and environments.

COURSE CONTENT:

In stage 1 society and culture, students explore and analyse the interactions of people, societies, cultures and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures with a particular focus on addressing issues impacting modern society.

Students will develop the skills and experience to understand how individual and group involvement can influence change and to consider the consequences of a range of possible social actions. Through their study of society and culture, students develop the ability to influence their own future by acquiring skills, values and understanding that enable them to participate effectively in contemporary society.

Topics may include:

- the media
- power and authority in society
- lobby and advocacy groups and social change
- the social impact of environmentally sustainable practices and environmentally unsustainable practices
- world-shaping phenomena
- prejudice and discrimination
- refugee and migrant experiences and contributions

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in stage 1 society and culture:

- **assessment type 1:** sources analysis
- **assessment type 2:** group activity
- **assessment type 3:** investigation

Students provide evidence of their learning through three or four assessments. Students undertake:

- at least 1 sources analysis assessment
- at least 1 group activity
- at least 1 investigation.

Stage 1 society and culture is assessed using performance standards describing 5 levels of achievement reported with the grades A to E.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Any stage 2 HASS subject including stage 2 society and culture, modern history, and/or workplace practices



STAGE 1 WORKPLACE PRACTICES

RECOMMENDED BACKGROUND:

None.

COURSE CONTENT:

The course is ideal for motivated students who are already engaged in or wish to engage in a vocational course or work related activities that include on-the-job training. The course enables students to gain credit for their learning outside the classroom and is directly linked to their future pathways. Students working as a volunteer in the community or working casually will have their work accredited through this course. Students develop skills, knowledge and understanding related to the world of work.

There are three areas of study within workplace practices:

- industry and work knowledge
- vocational learning
- vocational education and training (VET).
At stage 1 and stage 2, all students undertake industry and work knowledge and one of the following options:
- vocational learning
- VET
- vocational learning and VET

ASSESSMENT:

Stage 1 workplace practice is assessed using performance standards descriptions from levels of acknowledgment reported with the grades A to E.

The following assessment types enable students to demonstrate their learning in stage 1 workplace practices: Students will be assessed on:

- **assessment type 1:** folio
- **assessment type 2:** performance
- **assessment type 3:** reflection

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 workplace practices.

STAGE 2 WORKPLACE PRACTICES

RECOMMENDED BACKGROUND:

None. However, completion of stage 1 workplace practices is an advantage.

COURSE CONTENT:

This course is ideal for motivated students who are already engaged in or wish to engage in a vocational course or work related activities that include on-the-job training. The course enables students to gain credit for their learning outside the classroom and is directly linked to their future pathways. Students working as a volunteer in the community or working casually will have their work accredited through this course. It is designed to develop skills, knowledge and understanding related to the world of work. Students reflect on their capabilities, interests and aspirations, specifically personal development, work and learning. 30% of the course is externally moderated.

The course covers:

- industry and workplace knowledge
- practical experience
- reflection on vocational education and training
- a negotiated topic for investigation.

The topics covered in the Industry and Work knowledge component include:

- work in Australian society
- the changing nature of work
- industrial relations.

ASSESSMENT:

Students will be assessed on:

School assessment (70%)

- folio
- performance
- 2 types of reflection: work reflections based on actual work and work related reflections.

External assessment (30%)

- issues investigation. This can be either a practical or issues investigation. A report is required and may be written, oral or multimodal in form (maximum 2000 words in written form).

Stage 2 workplace practices is assessed using performance standards describing 5 levels of achievement reported with the grades A+ to E-.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Vocational, employment, TAFE pathways.



STAGE 2 MODERN HISTORY

RECOMMENDED BACKGROUND:

Stage 1 modern history is recommended.

COURSE CONTENT:

In the study of modern history at stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

Students also explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Students will investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

The class will study one topic from 'Modern nations' and one topic from 'The world since 1945', selected from the following list of topics:

Modern nations

- topic 1: Australia (1901–56)
- topic 2: United States of America (1914–45)
- topic 3: Germany (1918–48)
- topic 4: the Soviet Union and Russia (1945–1991)
- topic 5: Indonesia (1942–2005)
- topic 6: China (1949–1999)

The world since 1945

- topic 7: the changing world order (1945–)
- topic 8: Australia's relationship with Asia and the South Pacific region (1945–)
- topic 9: National self-determination in South-East Asia (1945–)
- topic 10: the struggle for peace in the Middle East (1945–)
- topic 11: challenges to peace and security (1945–)
- topic 12: the United Nations and establishment of a global perspective (1945–)

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in stage 2 modern history. Students will be assessed on:

School assessment (70%)

- assessment type 1: historical Skills (50%)
- assessment type 2: historical Study (20%)

External assessment (30%)

- assessment type 3: examination (30%)

Students provide evidence of their learning through 7 assessments, including the external assessment component. Students undertake:

- 5 historical skills assessments
- a historical study
- an examination

Stage 2 modern history is assessed using performance standards describing levels of achievement reported with the grades A+ to E-.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

University, TAFE or employment and careers in areas such as administration, business, government, law and politics, the arts, education, entertainment, journalism, publishing and the mass media and tourism sociology.



STAGE 2 SOCIETY AND CULTURE

RECOMMENDED BACKGROUND:

Satisfactory completion of stage 1 society and culture and/or stage 1 modern history and/or an interest in the interactions of people, societies, cultures, and environments.

COURSE CONTENT:

In stage 2 society and culture, students explore and analyse the interactions of people, societies, cultures and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Students will investigate the ways in which people function in groups and communicate within and across cultural groups and explore issues impacting the local environment and community, facilitating and leading positive change.

Using a social inquiry approach to learning forms the core of the study of society and culture. Through the study of a topic, students will develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They will become familiar with the limits and potential of these approaches and methods, and with the ethical issues associated with them.

At stage 2 society and culture, students study three topics (each from a different group of topics) from the list below:

group 1 topics: culture

- cultural diversity
- youth culture
- work and leisure
- the material world

group 2 topics: contemporary challenges

- social ethics
- contemporary contexts of Aboriginal and Torres Strait Islander peoples
- Technological Revolutions
- People and the Environment

group 3 Topics: Global Issues

- globalisation
- a question of rights
- people and power

Students also undertake an investigation on a negotiated topic.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in stage 2 society and culture:

School assessment (70%)

- **assessment type 1:** folio (50%)
- **assessment type 2:** interaction (20%)

External assessment (30%)

- **assessment type 3:** investigation (30%)

Students provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:

- at least three assessments for the folio
- at least two assessments for the interaction
- one investigation

Stage 2 society and culture is assessed using performance standards describing levels of achievement reported with the grades A+ to E-.

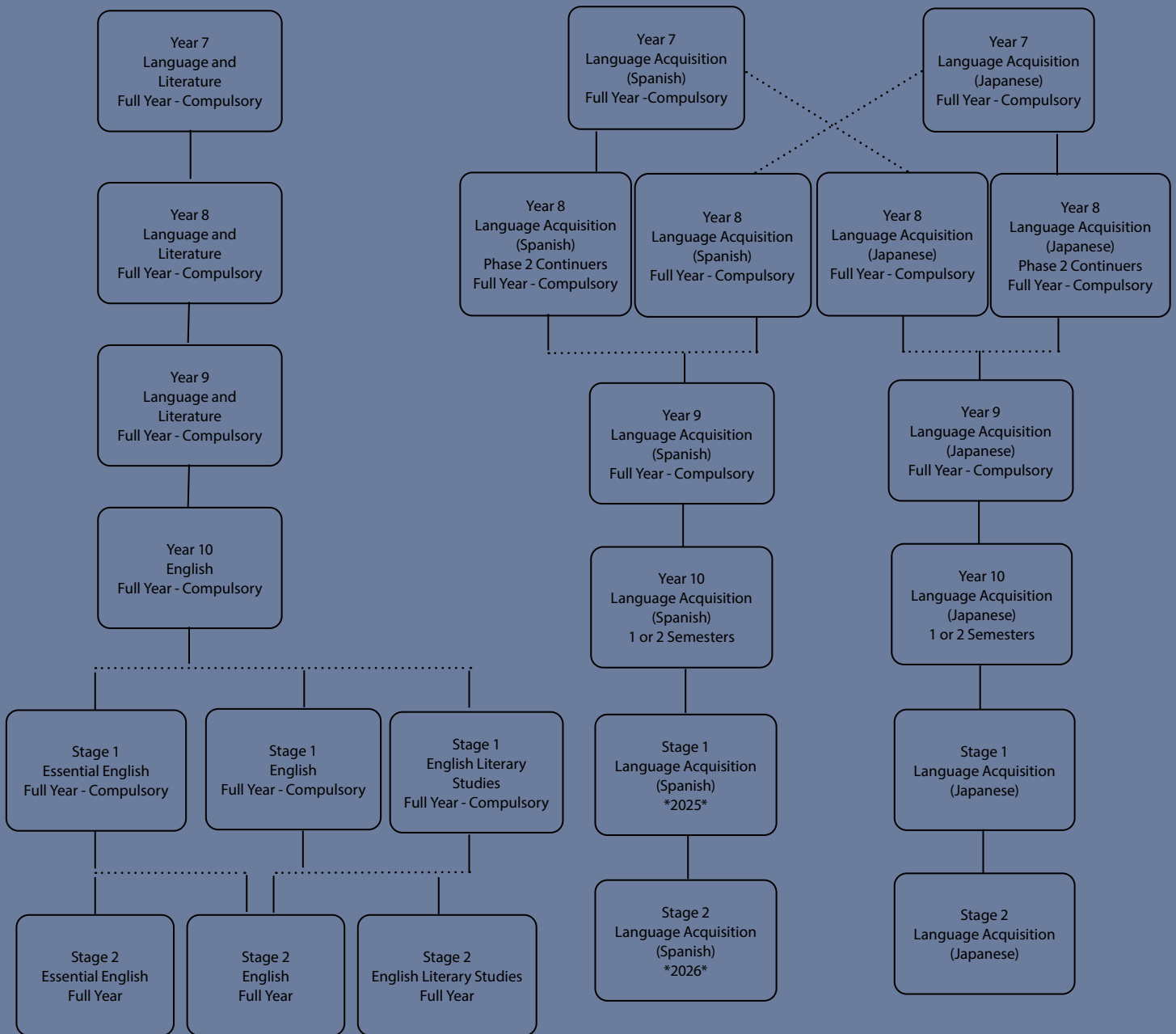
SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

ATAR (university), TAFE, vocational/employment.



ENGLISH AND LANGUAGES

AREA OF LEARNING FLOW CHART



*Students have the opportunity to accelerate through various aspects of the curriculum in consultation with subject teacher, AOL leader, Assistant and Deputy Principal.

*language acquisition (Spanish) will be offered in stage 1 from 2025

YEAR 8 LANGUAGE ACQUISITION JAPANESE

RECOMMENDED BACKGROUND:

Completion of a year 7 language acquisition course.

COURSE CONTENT:

In the year 8 Japanese, students will build their communication skills in Japanese and reflect upon cultural perspectives and view of the world. Designed to expand linguistic, social and cultural knowledge, this course will provide the opportunity to build confidence in a second language and further develop their intercultural understanding by making connections and comparisons between their own culture and that of others. They will work with their peers, teachers and background speakers in person and via technology. Students will master skills in reading and writing in both Hiragana and Katakana.

The course offers activity-based lessons that encourage students to examine Japanese language and culture in a context that is relevant to their own interests and experiences.

Topics covered are:

- family
- locating and describing places
- environment
- shopping
- food
- culture
- Kana (Hiragana and Katakana) and Kanji

Our 'sister school' program with Okayama Shoka Senior University High School in Japan, provides students the opportunity to develop a better understanding of another culture and a heightened awareness of diverse ways of thinking and valuing. Connecting our students to others through our international exchange program will help them grow up in a world which seems much smaller, whilst providing tools for future employment. Our program is now up and running again, allowing students to make new friends both at home and on their very own exchange visit to Japan (optional). Use of Skype with sister school classes will enhance language exchange opportunities.

ASSESSMENT:

Students are assessed against the International Baccalaureate Middle Years Program criterion. They are assessed on their comprehension and production skills. According to four criteria.

criterion A: comprehending spoken and visual text

criterion B: comprehending written and visual text

criterion C: communicating in response to spoken and/or written

criterion D: using language in spoken and/or written form

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 9 language acquisition Japanese



YEAR 8 LANGUAGE ACQUISITION SPANISH

RECOMMENDED BACKGROUND:

Completion of a year 7 language acquisition course

COURSE CONTENT:

In year 8 Spanish, students will watch, listen to, read and write Spanish in a range of interactions like classroom routines and exchange of information with the teacher and one another. They use modelled and rehearsed language in familiar contexts and begin to use the language learnt to express their own personal meaning. Students also make connections and comparisons between elements of the Spanish language and culture and their own. Students develop grammatical knowledge and language awareness through presentations, reading and writing simple sentences and paragraphs. The aim is for the students is to develop a respect for, and understanding of, diverse linguistic and cultural heritages.

- the environment and I
- sports and leisure activities
- food and festivities

ASSESSMENT:

Students are assessed against the International Baccalaureate Middle Years Program criterion. They are assessed on their comprehension and production skills. According to four criteria:

criterion A: comprehending spoken and visual text

criterion B: comprehending written and visual text

criterion C: communicating in response to spoken and/or written

criterion D: using language in spoken and/or written form

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 9 language acquisition Spanish



YEAR 9 LANGUAGE ACQUISITION SPANISH

RECOMMENDED BACKGROUND:

Completion of year 8 Spanish.

COURSE CONTENT:

In year 9 Spanish, students will continue to learn essential communication skills and an understanding of the role of language and culture in human communication. This course allows for the continuation of language exploration, vocabulary expansion, and experimentation with different modes of communication. Learners will use Spanish to communicate and interact, to access and exchange information, to express feelings and opinions, and to participate in imaginative and creative experiences.

The course also provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world. Students will be able to participate in the Spanish Student Conference held in Adelaide and organized by STASA.

Students will continue/be introduced to different stimuli to encourage the development language skills, problem-solving, critical-thinking, and listening skills by learning about other cultures contained among the 21 countries that speak Spanish as an official language.

Topics covered in this course include:

- shopping and shops
- locating and describing places
- routine and past times
- culture: Cities and Pre-Columbian ruins

ASSESSMENT:

Students are assessed against the International Baccalaureate Middle Years Program criterion. They are assessed on comprehension and production skills. The assessment is divided in four criteria.

criterion A: comprehending spoken and visual text

criterion B: comprehending written and visual text

criterion C: communicating in response to spoken and/or written

criterion D: using language in spoken and/or written form

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 language acquisition Spanish

YEAR 9 LANGUAGE ACQUISITION JAPANESE

RECOMMENDED BACKGROUND:

Completion of year 8 Japanese.

COURSE CONTENT:

In year 9 Japanese, students will continue to build their communication skills in Japanese and reflect upon cultural perspectives and view of the world. Designed to expand linguistic, social and cultural knowledge, this course will provide the opportunity to build confidence in a second language and further develop their intercultural understanding by making connections and comparisons between their own culture and that of others. They will work with their peers, teachers and background speakers in person and via technology. Students will master skills in reading and writing in both Hiragana and Katakana.

The course offers activity-based lessons that encourage students to examine Japanese language and culture in a context that is relevant to their own interests and experiences.

Topics covered in this course include:

- shopping
- eating out
- making arrangements with friends
- diary entries and letters
- Kanji

Our 'sister school' program with Okayama Shoka Senior University High School in Japan, provides students the opportunity to develop a better understanding of another culture and a heightened awareness of diverse ways of thinking and valuing. In an ever expanding global market, connecting our students to others through our international exchange program will help them grow up in a world which seems much smaller, whilst providing tools for future employment. Our program allows students to make new friends both at home and on their very own exchange visit to Japan (optional and dependent on Government travel restrictions).

ASSESSMENT:

Students are assessed against the International Baccalaureate Middle Years Program criterion. They are assessed on comprehension and production skills. The assessment is divided in four criteria.

criterion A: comprehending spoken and visual text

criterion B: comprehending written and visual text

criterion C: communicating in response to spoken and/or written

criterion D: using language in spoken and/or written form

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 language acquisition Japanese

YEAR 10 LANGUAGE ACQUISITION JAPANESE

RECOMMENDED BACKGROUND:

Satisfactory completion of year 9 Japanese.

COURSE CONTENT:

In year 10 Japanese, students cover language structure and culture based on a range of topics. Students will further develop their understanding of Japanese language through reading, writing, speaking and listening. They continue to build upon their communication skills in Japanese and their knowledge is further expanded linguistically, socially and culturally. They will do this by working with their peers, teachers and background speakers in person and through the use of technologies. Students will further develop their intercultural understanding by making connections and comparisons between their own culture and that of others. Year 10 Japanese provides a foundation for study in senior years.

Topics may include:

- time with friends and family
- traveling the world
- out and about in Japan
- making plans
- overseas mail
- meeting new people

Our 'sister school' program with Okayama Shoka Senior University High School in Japan provides students the opportunity to develop a better understanding of another culture and a heightened awareness of diverse ways of thinking and valuing. Connecting our students to others through our international exchange program will help them grow up in a world which seems much smaller, whilst providing tools for future employment. Our program allows students to make new friends both at home and on their very own exchange visit to Japan (optional and dependent on Government travel restrictions).

ASSESSMENT:

Students are assessed against the International Baccalaureate Middle Years Program criterion. They are assessed on their comprehension and production skills. According to four criteria.

criterion A: comprehending spoken and visual text

criterion B: comprehending written and visual text

criterion C: communicating in response to spoken and/or written

criterion D: Using language in spoken and/or written form

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 language acquisition Japanese.



YEAR 10 LANGUAGE ACQUISITION SPANISH

RECOMMENDED BACKGROUND:

Satisfactory completion of year 9 Spanish.

COURSE CONTENT:

In year 10 Spanish, students will further develop their language skills through various units and demonstrate their knowledge and understanding by applying and using various language processes in combination with each other, and in a range of authentic situations. They will interact with the teacher and peers by using rehearsed and spontaneous language to share ideas, express and comment on opinions about different topics.

- tourism: sharing information about places and travel
- media and volunteering
- environment and social awareness
- culture: Andean countries and their culture

ASSESSMENT:

Students are assessed against the International Baccalaureate Middle Years Program criterion. They are assessed on their comprehension and production skills. The assessment is divided in four criteria.

criterion A: comprehending spoken and visual text

criterion B: comprehending written and visual text

criterion C: communicating in response to spoken and/or written

criterion D: using language in spoken and/or written form

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 Spanish continuers



STAGE 1 ENGLISH

RECOMMENDED BACKGROUND:

A satisfactory completion of year 10 English (full year).

COURSE CONTENT:

Students who complete 20 credits (full year) of stage 1 English with a C grade or better, or any stage 2 English subject with a C– grade or better, will meet the literacy requirement of the SACE.

Stage 1 English has an emphasis on responding to texts, creating texts and intertextual study. Students critically and creatively engage with a variety of text types, through analysis of the interrelationship of author, text and audience, with a focus on how language and stylistic features shape ideas and perspectives in a range of contexts. An understanding of purpose, audience and context is also applied in students' own creation of imaginative, interpretive, analytical and persuasive texts that may be written, oral and/or multimodal.

Tasks may include:

- film study
- novel study
- poetry or song lyric study
- narrative, persuasive and expository writing.

ASSESSMENT:

Students demonstrate evidence of their learning in Stage 1 English through the following assessment types.

Students will be assessed on:

- **assessment type 1:** responding to texts
- **assessment type 2:** creating texts
- **assessment type 3:** intertextual study

Stage 1 English is assessed using performance standards describing five levels of achievement reported with the grades A to E.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 essential English, stage 2 English or stage 2 English literary studies.

STAGE 1 LANGUAGE ACQUISITION JAPANESE

RECOMMENDED BACKGROUND:

Satisfactory completion of year 10 Japanese (full year).

COURSE CONTENT:

The study of Japanese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. Through this study students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond. The ability to communicate in Japanese may, in conjunction with other skills, increase students' vocational opportunities in areas such as trade, tourism, banking, technology and education.

The topics studied incorporate the following themes:

- individual (student's aspirations, values, ideas, opinions)
- Japanese-speaking communities (encouraging students to explore their own culture as well as Japan's)
- the changing world (aspects of working life and current issues etc)

Our 'sister school' program with Okayama Shoka Senior University High School in Japan provides students the opportunity to develop a better understanding of another culture and a heightened awareness of diverse ways of thinking and valuing. Connecting our students to Japan through our international exchange program will help them grow up in a world which seems much smaller, whilst providing tools for future employment. Our program allows students to make new friends both at home and on their very own exchange visit to Japan (optional).

ASSESSMENT:

Students should provide evidence of their learning through five assessments.

Students will be assessed on:

- an interaction
- a text production
- a text analysis
- a response in Japanese and 1 reflective response in English for the investigation.

Each assessment type will have a weighting of at least 20%

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 language acquisition Japanese.



STAGE 1 ESSENTIAL ENGLISH

RECOMMENDED BACKGROUND:

None. A full year (2 semesters) of English at stage 1 is compulsory.

COURSE CONTENT:

Students who complete 20 credits of stage 1 essential English with a C grade or better, or any stage 2 English subject with a C- grade or better, will meet the literacy requirement of the SACE.

In stage 1 essential English, students respond to and create texts in and for a range of personal, social, cultural, community and/or workplace contexts. Students understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to create meaning.

By examining the links between language and the context in which texts are produced, students are supported to create their own texts. Students also consider a variety of ways in which texts communicate information, ideas and perspectives and explore the relationship between structures and features and the purpose, audience and context of texts.

Tasks may include:

- film study
- media analysis
- business writing
- narrative, persuasive and expository writing.

ASSESSMENT:

Students demonstrate evidence of their learning in stage 1 essential English through the following assessment types over four summative tasks per semester.

Students will be assessed on:

- **assessment type 1:** responding to texts
- **assessment type 2:** creating texts
- **assessment type 3:** intertextual study

Stage 1 essential English is assessed using performance standards describing five levels of achievement reported with the grades A to E.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 essential English or stage 2 English.

STAGE 1 ENGLISH LITERARY STUDIES

RECOMMENDED BACKGROUND:

A satisfactory completion of year 10 English (full year).

COURSE CONTENT:

Students who complete 20 credits (full year) of stage 1 English literary studies with a C grade or better, or any stage 2 English subject with a C- grade or better, will meet the literacy requirement of the SACE.

Stage 1 English literary studies is a pre stage 2 literary studies course, with the aim being to build critical analysis skills that will benefit students in relation to their text analysis and the exam. Through shared and individual study texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments and consider a range of critical interpretations of texts. Students will study a variety of drama, film, prose and poetry texts.

ASSESSMENT:

Students demonstrate evidence of their learning in stage 1 English literary studies through the following assessment types:

- **assessment type 1:** responding to texts
- **assessment type 2:** creating texts
- **assessment type 3:** intertextual study

Stage 1 English literary studies is assessed using performance standards describing five levels of achievement reported with the grades A to E.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 English literary studies or stage 2 English.



STAGE 2 ENGLISH LITERARY STUDIES

RECOMMENDED BACKGROUND:

Satisfactory completion of stage 1 English or stage 1 English literary studies.

COURSE CONTENT:

Students who complete any stage 2 English subject with a C- grade or better will meet the literacy requirement of the SACE.

In stage 2 English literary studies, students focus on the skills and strategies of critical thinking needed to interpret texts. Through the shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments and consider a range of critical interpretations of texts.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in stage 2 English literary studies.

Students will be assessed on:

School assessment (70%)

- assessment type 1: responding to texts (50%)
- assessment type 2: creating texts (20%)

External assessment (30%)

- assessment type 3: text study:
 - part A: comparative text study (15%)
 - part B: critical reading (15%)

Students provide evidence of their learning through up to 9 assessments including the external assessment component. Students complete:

- up to 5 responses to texts
- 2 created texts
- 2 tasks for the text study (one comparative text study and one critical reading exam).

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

ATAR (university), TAFE, vocational/employment.

STAGE 2 ENGLISH

RECOMMENDED BACKGROUND:

Successful completion of stage 1 English, stage 1 essential English or stage 1 English literary studies.

COURSE CONTENT:

Students who complete any stage 2 English subject with a C- grade or better, will meet the literacy requirement of the SACE. English is a 20-credit subject at stage 2.

Stage 2 English sees students analyse the interrelationship of author, text and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience and context is applied in students' own creation of imaginative, interpretive, analytical and persuasive texts that may be written, oral and/or multimodal.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in stage 2 English.

Students will be assessed on:

School assessment (70%)

- assessment type 1: responding to texts (30%)
- assessment type 2: creating texts (40%)

External assessment (30%)

- assessment type 3: comparative analysis (30%)

Students complete:

- 3 assessments for responding to texts.
- 4 creating texts (one of which is a writer's statement)
- 1 comparative analysis.

This subject includes a compulsory oral presentation task. Stage 2 English is assessed using performance standards describing levels of achievement reported with the grades A+ to E-.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

ATAR (university), TAFE or vocational/employment.

STAGE 2 LANGUAGE ACQUISITION JAPANESE

RECOMMENDED BACKGROUND:

Satisfactory completion of stage 1 Japanese.

COURSE CONTENT:

Students are expected to be competent in using various grammatical constructs prior to entering the SACE stage 2 course. The aim of stage 2 Japanese is to promote student's ability to communicate in Japanese and to develop their understanding of the language as a system. Students further develop an understanding of how Japanese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students will also extend their understanding of culture and the way of life in Japan. They will also further develop the ability to reflect on, make comparisons and move between languages and cultures.

Our 'sister school' program with Okayama Shoka Senior University High School in Japan, provides students the opportunity to develop a better understanding of another culture and a heightened awareness of diverse ways of thinking and valuing. Connecting our students to Japan through our international exchange program will help them grow up in a world which seems much smaller, whilst providing tools for future employment. Our program allows students to make new friends both at home and on their very own exchange visit to Japan (optional and dependent on Government travel restrictions).

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in stage 2 Japanese.

Students will be assessed on:

School assessment (70%)

- assessment type 1: folio (50%)
- assessment type 2: in-depth study (20%)

External assessment (30%)

- assessment type 3: examination (30%)

Students will provide evidence of their learning through 8 to 10 assessments, including the external assessment component. Students complete:

- 3 to 5 assessments for the folio
- an oral presentation in Japanese
- a written response to the topic in Japanese
- a reflective response in English for the in-depth study
- an oral Examination
- a written Examination.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Language studies/tourism studies, ATAR (university pathway), TAFE, vocational education or employment. All South Australian universities offer language students bonus points towards their university entry.



STAGE 2 ESSENTIAL ENGLISH

RECOMMENDED BACKGROUND:

Successful completion of stage 1 English or stage 1 essential English.

COURSE CONTENT:

Students who complete any stage 2 English subject with a C- grade or better will meet the literacy requirement of the SACE. Essential English is a 20-credit (full year) subject at stage 2.

In stage 2 essential English, students respond to and create texts in and for a range of personal, social, cultural, community and/or workplace contexts. Students understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to create meaning. The subject allows students to select from a range of texts to develop their assessment tasks, whilst also allowing flexibility in the presentation format of the assessments tasks.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in stage 2 Essential English:

School assessment (70%)

- assessment type 1: responding to texts (30%)
- assessment type 2: creating texts (40%)

External assessment (30%)

- assessment type 3: language study (30%)

Students provide evidence of their learning through 7 assessments including:

- 3 assessments for responding to texts.
- 3 assessments for creating texts.
- 1 language study.

Stage 2 essential English is assessed using performance standards describing levels of achievement reported with the grades A+ to E-.

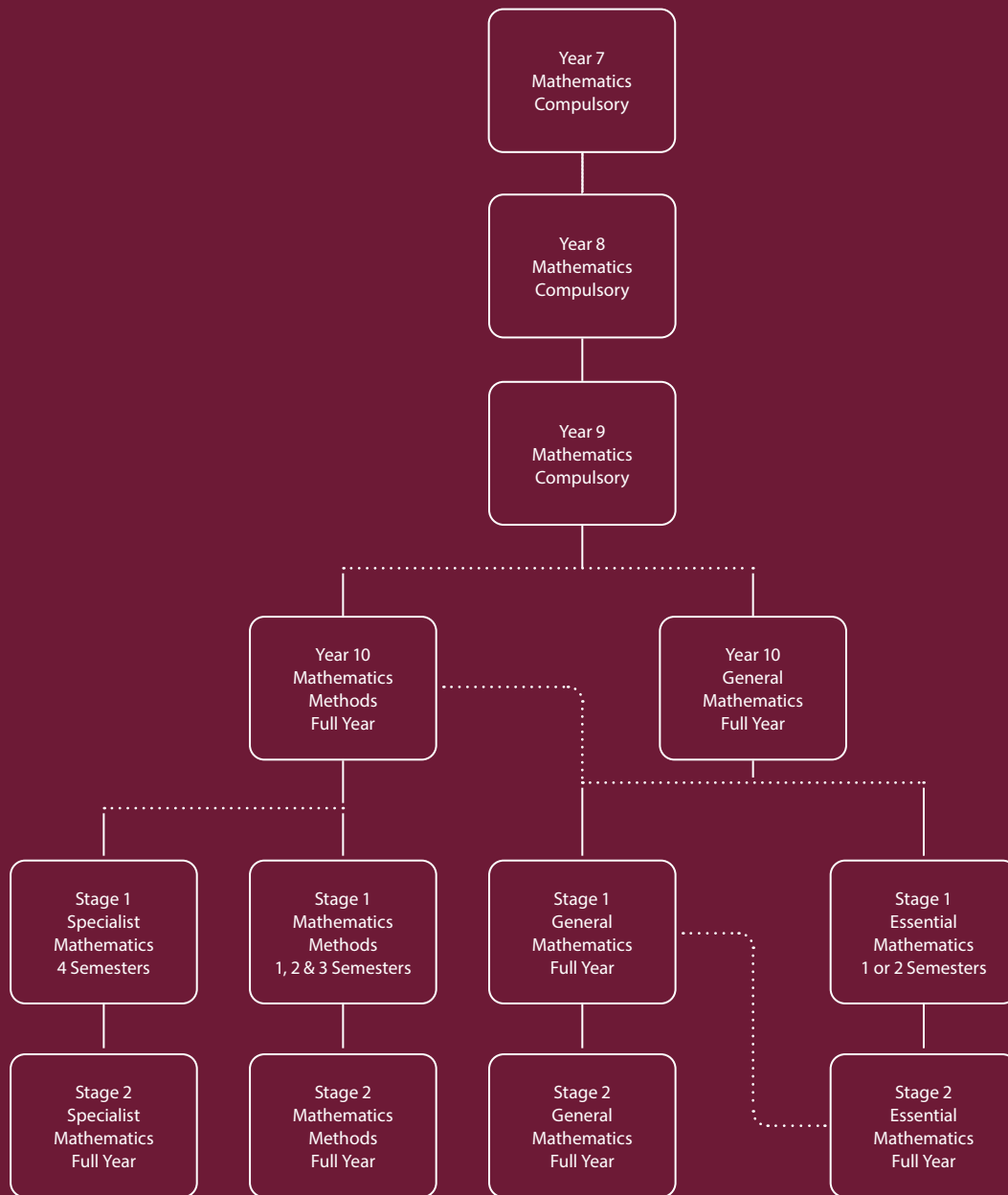
SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

ATAR (university pathway), TAFE or vocational education/employment.



MATHEMATICS

AREA OF LEARNING FLOW CHART



*Students have the opportunity to accelerate through various aspects of the curriculum in consultation with subject teacher, AOL leader, Assistant and Deputy Principal.



YEAR 10 MATHEMATICAL METHODS

RECOMMENDED BACKGROUND:

Completion of year 9 mathematics.

COURSE CONTENT:

The year 10 mathematical methods course covers similar content to the year 10 general mathematics, however greater depth is explored in each topic and some additional areas are covered. The following areas of study are covered as per the Australian Curriculum: number and algebra, measurement and geometry, statistics and probability.

This includes:

- measurement: surface area and volume of a diverse range of prisms to solve practical problems
- number: working with numbers. Simple and compound interest, rational and irrational numbers, surds, exponents, scientific notation
- algebra: representing numbers to investigate patterns and solve problems. Linear and simultaneous equations, graphs, gradients, graphics calculator. Solving quadratic equations, drawing quadratic graphs, graphics calculator
- space: investigating and transforming geometrical shapes and objects, finding locations and identifying positions. Trigonometric ratios and applications.

ASSESSMENT:

Students develop skills through practice, engage in problem solving exercises and conduct investigations.

Students will be assessed on:

- tests
- investigations
- bookwork.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 mathematical methods and stage 1 general mathematics.

YEAR 10 GENERAL MATHEMATICS

RECOMMENDED BACKGROUND:

Completion of year 9 mathematics.

COURSE CONTENT:

The year 10 general mathematics course covers the following areas of study as per the Australian Curriculum: number and algebra, measurement and geometry, statistics and probability.

The topics studied:

- measurement: conversions of units, speeds, length, perimeter and area, volume and capacity, names of 3D shapes
- number: working with the calculator and fractions, large/small numbers, squares/square roots, percentages. Profit, loss, discount, simple and compound interest
- algebra: representing numbers to investigate patterns and solve problems. Substitution, linear equations and straight line graphs
- space: investigating and transforming geometrical shapes and objects, finding locations and identifying positions. Similar triangles, use of calculators for sides and angles of right triangles.

ASSESSMENT:

Students develop skills through practice, engage in problem solving exercises and conduct investigations.

Students will be assessed on:

- tests
- investigations
- bookwork.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 general mathematics and stage 1 essential mathematics.



STAGE 1 GENERAL MATHEMATICS 1 & 2

RECOMMENDED BACKGROUND:

Successful completion of year 10 mathematics is recommended.

Special conditions: a Casio FX-CG50 AU Plus graphics calculator is recommended especially if intending on continuing to stage 2. A grade of C or better is required in order to meet the SACE numeracy requirements.

COURSE CONTENT:

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 ideas in the topics. These topics cover a diverse range of applications of mathematics including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices.

The course attracts 10 credits and is structured from 3 of the following topics (topics will be different from those studied in general mathematics B):

- measurement
- statistical investigation
- applications of trigonometry
- linear and exponential functions and their graphs
- matrices and networks
- arithmetic and geometric sequences and series
- geometry
- vectors in the plane.

ASSESSMENT:

Students will be expected to provide evidence of their learning through two assessment types.

Students will be assessed on:

- skills and applications tasks
- folio tasks/investigations.

For a 10 credit (1 semester) course, there will be 4 assessment tasks each having a weighting of at least 20%.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 general mathematics.

STAGE 1 MATHEMATICAL METHODS 1, 2 & 3

RECOMMENDED BACKGROUND:

Successful completion of year 10 mathematical methods.

Special conditions: a Casio FX-CG50 AU Plus graphics calculator is recommended especially if intending on continuing to Stage 2. A grade of C or better is required in order to meet the SACE numeracy requirements.

COURSE CONTENT:

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs and using mathematical models. By using functions, their derivatives and integrals and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Stage 1 mathematical methods 1, 2 and 3 provide the foundational skills and knowledge for stage 2 mathematical methods. The preliminary topics for stage 2 are spread across the year and interwoven with revision units to ensure a strong base is built for stage 2 success. It is compulsory that students enrol in all three variants (1, 2 & 3) so that they learn skills from all topics that are covered in the stage 2 course.

Stage 1 mathematical methods 1, 2 & 3 cover the following topics along with necessary revision of foundation skills:

- functions and graphs
- polynomials
- trigonometry
- counting and statistics
- growth and decay
- introduction to differential calculus.

ASSESSMENT:

Students will be expected to provide evidence of their learning through two assessment types.

Students will be assessed on:

- skills and applications tasks
- folio tasks/investigations.

For a 10 credit (1 semester) course, there will be 4 assessment tasks each having a weighting of at least 20%.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 mathematical methods.



STAGE 1 ESSENTIAL MATHEMATICS 1 & 2

RECOMMENDED BACKGROUND:

Successful completion of year 10 mathematics is recommended.

Special conditions: a graph book/pad and ruler are essential. A Casio FX-CG50 AU graphics calculator is recommended. Other brands of graphics calculators may not be supported by the teaching staff. A grade of C or better is required in order to meet the SACE numeracy requirements.

COURSE CONTENT:

Essential mathematics offers 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. This subject is intended for students planning to pursue a career in a range of trades or vocations.

The course attracts 10 credits and is structured from three of the following topics (topics will be different from those studied in essential mathematics 2):

- earning and spending
- geometry
- data in context
- measurement
- investing.

ASSESSMENT:

Students will be expected to provide evidence of their learning through two assessment types:

- skills and applications tasks
- folio tasks/investigations.

For a 10 credit (1 semester) course, there will be 4 assessment tasks each having a weighting of at least 20%.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

This course leads to essential mathematics 2. This subject is intended for students planning to pursue a career in a range of trades or vocations.

One semester of mathematics is compulsory at stage 1. Students must pass with a C grade or better. Students wishing to continue essential mathematics in stage 2 are recommended to complete a full year (2 semesters). Essential mathematics 1 in the first semester.

STAGE 1 SPECIALIST MATHEMATICS

RECOMMENDED BACKGROUND:

Successful completion of year 10 mathematics methods.

Special conditions: a Casio FX-CG50 AU Plus graphics calculator is recommended especially if intending on continuing to stage 2. A grade of C or better is required in order to meet the SACE numeracy requirements.

COURSE CONTENT:

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs and using mathematical models. By using functions, their derivatives and integrals and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Stage 1 mathematical methods 1, 2 and 3 provide the foundational skills and knowledge for stage 2 mathematical methods. Stage 1 specialist mathematics 4 is required for stage 2 specialist mathematics.

The preliminary topics for stage 2 are spread across the year and interwoven with revision units to ensure a strong base is built for stage 2 success. It is compulsory that students enrol in all 3 stage 1 variants (mathematical methods 1, 2, 3 & specialist) so that they learn skills from all topics that are covered in stage 2 mathematical methods.

Stage 1 specialist mathematics covers the following topics:

- further trigonometry
- matrices
- real and complex numbers.

ASSESSMENT:

Students will be expected to provide evidence of their learning through two assessment types.

Students will be assessed on:

- skills and applications tasks
- folio tasks/investigations.

For a 10 credit (1 semester) course, there will be 4 assessment tasks each having a weighting of at least 20%.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 specialist mathematics.



STAGE 2 ESSENTIAL MATHEMATICS

RECOMMENDED BACKGROUND:

Successful completion of stage 1 essential mathematics is recommended.

Special conditions: a graph book/pad and ruler are essential. A Casio FX-CG50 AU Plus graphics calculator is recommended. Other brands of graphics calculators may not be supported by the teaching staff.

COURSE CONTENT:

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:

The following assessment types enable students to demonstrate their learning in stage 2 essential mathematics.

Students will be assessed on:

School assessment (70%)

- assessment type 1: skills and applications tasks (30%)
- assessment type 2: folio (40%)

External Assessment (30%)

- assessment type 3: examination (30%)

Students provide evidence of their learning through 8 assessments, including the external assessment component. Students undertake:

- 4 skills and applications tasks
- 3 folio tasks
- 1 examination

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

TAFE, vocational/employment pathways.

STAGE 2 MATHEMATICS METHODS

RECOMMENDED BACKGROUND:

Successful completion of stage 1 mathematical methods is recommended.

Special conditions: a graph book/pad and ruler are essential. A Casio FX-CG50 AU Plus graphics calculator is recommended. Other brands of graphics calculators may not be supported by the teaching staff. It is highly recommended that students purchase a MASA Revision Guide (approximately \$30).

COURSE CONTENT:

Mathematical methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in stage 2 mathematical methods.

Students will be assessed on:

School assessment (70%)

- assessment type 1: skills and applications Tasks (50%)
- assessment type 2: mathematical investigation (20%)

External assessment (30%)

- assessment type 3: examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- 6 skills and applications tasks
- 1 mathematical investigation
- 1 examination

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

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, physical science and laser physics.



STAGE 2 SPECIALIST MATHEMATICS

RECOMMENDED BACKGROUND:

Successful completion of stage 1 specialist mathematics.

Special conditions: a graph book/pad and ruler are essential. A Casio FX-CG50 AU Plus graphics calculator is recommended. Other brands of graphics calculators may not be supported by the teaching staff. It is highly recommended that students purchase a MASA revision guide (approximately \$30)

COURSE CONTENT:

Specialist mathematics draws on and deepens students' mathematical knowledge, skills and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs and using mathematical models. It includes the study of functions and calculus.

Stage 2 specialist mathematics consists of the following six topics:

- topic 1: mathematical induction
- topic 2: complex numbers
- topic 3: functions and sketching graphs
- topic 4: vectors in three dimensions
- topic 5: integration techniques and applications
- topic 6: rates of change and differential equations.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in stage 2 specialist mathematics.

Students will be assessed on:

School assessment (70%)

- assessment type 1: skills and applications tasks (50%)
- assessment type 2: mathematical investigation (20%)

External assessment (30%)

- assessment type 3: examination (30%)

Students provide evidence of their learning through 8 assessments, including the external assessment component. Students undertake:

- 6 skills and applications tasks
- 1 mathematical investigation
- 1 examination.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Specialist mathematics 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.

STAGE 2 GENERAL MATHEMATICS

RECOMMENDED BACKGROUND:

Successful completion of stage 1 general mathematics is recommended.

Special conditions: a graph book/pad and ruler are essential. A Casio FX-CG50 AU graphics calculator is recommended. Other brands of graphics calculators may not be supported by the teaching staff. It is highly recommended that students purchase a MASA revision guide (approximately \$30)

COURSE CONTENT:

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, the statistical investigation process, modeling using linear and non-linear functions and discrete modeling using networks and matrices.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in stage 2 general mathematics.

Students will be assessed on:

School assessment (70%)

- assessment type 1: skills and applications tasks (40%)
- assessment type 2: mathematical investigations (30%)

External assessment (30%)

- assessment type 3: examination (30%).

Students provide evidence of their learning through 8 assessments, including the external assessment component. Students undertake:

- 5 skills and applications tasks
- 2 mathematical investigations
- 1 examination.

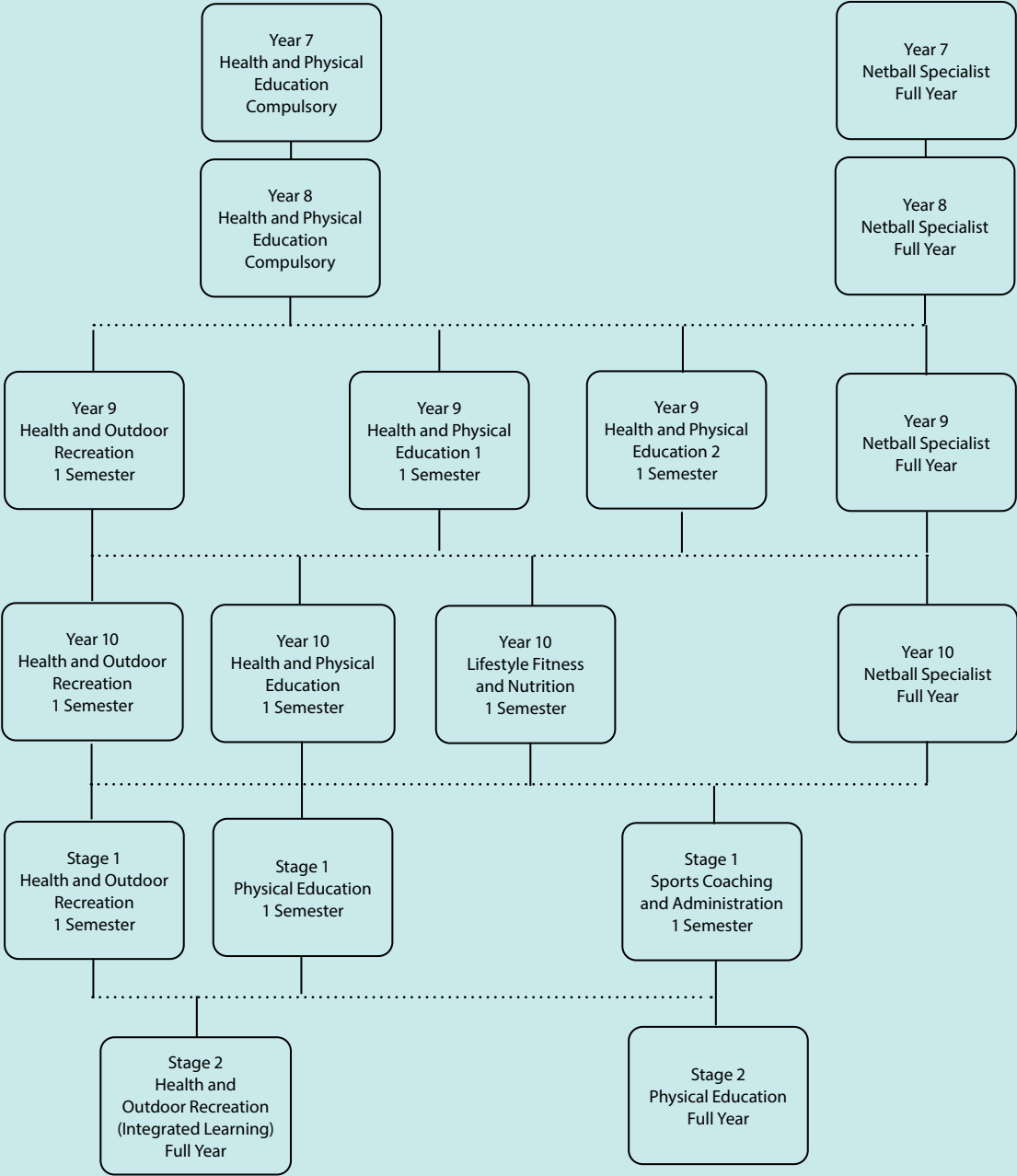
SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.



HEALTH AND PHYSICAL EDUCATION

AREA OF LEARNING FLOW CHART



*Students have the opportunity to accelerate through various aspects of the curriculum in consultation with subject teacher, AOL leader, Assistant and Deputy Principal.



YEAR 8 HEALTH AND PHYSICAL EDUCATION

RECOMMENDED BACKGROUND:

This is a compulsory subject that all year 8 students will undertake.

COURSE CONTENT:

In this subject students will continue to explore and develop their skills within a variety of physical activities including both team and individual sports.

In theory lessons, students will build upon their skills and knowledge in enhancing their own and others' health and wellbeing within units of nutrition and healthy food options, and the SHARE (sexual health and relationships education) program.

ASSESSMENT:

Students will be graded on both their practical development and knowledge and understanding of theory concepts.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 9 physical education, year 9 netball specialist or year 9 health and outdoor recreation.

YEAR 8 NETBALL SPECIALIST

RECOMMENDED BACKGROUND:

Completion of year 7 netball specialist.

It is designed for students who wish to pursue their interest in netball as well as improving essential elements to successful performance in sport.

Special conditions: This course is in place of the compulsory health and physical education subject. Students cannot do both subjects. Netball specialist may incur additional subject fees

COURSE CONTENT:

In this subject, students will focus on the development of netball skills, game strategy and tactics and build an understanding of the game requirements. They will use various training drills and will use video analysis to deepen their understanding.

In theory lessons, students will build knowledge and understanding through theory units including, first aid, nutrition and healthy food options, umpiring, coaching and the SHARE (sexual health and relationships education) program.

ASSESSMENT:

Students will be assessed on their performance of individual skills, performance in game situations and their demonstration of game play and positioning. They will also be graded on their theory tasks and participation in various discussions around SHARE.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 9 physical education or year 9 netball specialist



YEAR 9 HEALTH AND PHYSICAL EDUCATION 1

RECOMMENDED BACKGROUND:

None.

Special conditions: Students wishing to do multiple Health and Physical education subjects in year 9 can choose any combination of physical education 1, health and outdoor recreation or physical education 2. Netball specialist cannot be chosen alongside this subject.

COURSE CONTENT:

In this subject, students will have opportunities to acquire and develop physical and sporting skills in different practical activities including both team and individual sports.

In theory lessons, students will build upon their skills and knowledge in enhancing their own and others' health and wellbeing within units of mental health and sports performance and the SHARE (sexual health and relationships education) program.

ASSESSMENT:

Students will be graded on both their practical development and knowledge and understanding of theory concepts.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 health and physical education, year 10 health and outdoor recreation, year 10 lifestyle fitness and nutrition

YEAR 9 HEALTH AND PHYSICAL EDUCATION 2

RECOMMENDED BACKGROUND:

None.

Special conditions: Students wishing to do multiple Health and Physical education subjects in year 9 can choose any combination of physical education 1, health and outdoor recreation or physical education 2. Netball specialist cannot be chosen alongside this subject.

COURSE CONTENT:

Students will have opportunities to acquire and develop physical and sporting skills in different practical activities including both team and individual sports. The inclusion of SEPEP program to healthy and physical education 2 aims to promote time management, decision making and teamwork skills.

In theory lessons, students will build upon their skills and knowledge in enhancing their own and others' health and wellbeing within units of energy and sport, health, disease and fitness and the SHARE (sexual health and relationships education) program.

ASSESSMENT:

Students will be graded on both their practical development and knowledge and understanding of theory concepts.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 health and physical education, year 10 health and outdoor recreation, year 10 lifestyle fitness and nutrition



YEAR 9 HEALTH AND OUTDOOR RECREATION

RECOMMENDED BACKGROUND:

Completion of year 8 health and physical education and an interest in outdoor activities.

Special conditions: All excursions are an expected component to this subject and will incur an additional subject fee of \$125. Students choosing netball specialist may pick this as an additional subject.

COURSE CONTENT:

In this subject, students will have the opportunity to acquire and develop physical and sporting skills by engaging in a range of activities both at school and in the community.

They will work towards developing understanding of lifelong physical activity and enhance health and wellbeing through personal experiences and connections with natural environments.

In theory lessons, students will build upon their skills and knowledge in enhancing their own and others' health and wellbeing within units of managing risks and the SHARE (sexual health and relationships education) program.

Excursions for this subject include:

- local bike rides
- local walks
- aquatics
- overnight camp

ASSESSMENT:

Students will be graded on both their practical development and knowledge and understanding of theory concepts.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 health and physical education, year 10 health and outdoor recreation, year 10 lifestyle fitness and nutrition.

YEAR 9 NETBALL SPECIALIST

RECOMMENDED BACKGROUND:

Completion of year 8 health and physical education or netball specialist.

It is designed for students who wish to pursue their interest in netball as well as improving essential elements to successful performance in sport.

Special conditions: This course is in place of the compulsory health and physical education subject. Students wishing to undertake an additional HPE subject are restricted to health and outdoor recreation. Netball specialist may incur additional subject fees.

COURSE CONTENT:

Students will focus on the development of netball skills, game strategy and tactics and build an understanding of the game requirements. They will use various training drills and will use video analysis to deepen their understanding.

In theory lessons, students will build knowledge and understanding through theory units including, fitness, treating injuries, nutrition for sports performance, issues in sport, umpiring, coaching and the SHARE (sexual health and relationships education) program.

ASSESSMENT:

Students will be assessed on their performance of individual skills, performance in game situations and their demonstration of game play and positioning. They will also be graded on their theory tasks and participation in various discussions around SHARE.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 physical education, year 10 lifestyle fitness and nutrition or year 10 netball specialist.



YEAR 10 PHYSICAL EDUCATION

RECOMMENDED BACKGROUND:

Completion of year 9 health and outdoor recreation, year 9 netball specialist or year 9 health and physical education.

It is designed for students who wish to pursue their interest in physical education and sport.

Special conditions: Students wishing to do multiple health and physical education subjects in year 10 can choose any combination of two of the offerings.

Netball specialist cannot be chosen alongside this subject.

COURSE CONTENT:

Students will have opportunities to acquire and develop physical and sporting skills in different practical activities including both team and individual sports. The inclusion of the team games - tournament unit aims to promote time management, decision making and teamwork skills.

In theory lessons, students will build upon their skills and knowledge in enhancing their own and others' health and wellbeing within units of biomechanics, skills acquisition, careers in sport and the SHARE (sexual health and relationships education) program.

ASSESSMENT:

Students will be graded on both their practical development and knowledge and understanding of theory concepts.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 physical education, stage 1 sport coaching and administration or stage 1 health and outdoor recreation.

YEAR 10 HEALTH AND OUTDOOR RECREATION

RECOMMENDED BACKGROUND:

Completion of year 9 health and outdoor recreation, year 9 netball specialist or year 9 health and physical education.

It is designed for students who wish to pursue their interest in outdoor activities.

Special conditions: All excursions are an expected component to this subject and will incur an additional subject fee of \$125.

Students choosing Netball Specialist may pick this as an additional subject.

CONTENT:

Students will have the opportunity to acquire and develop physical and sporting skills by engaging in a range of activities both at school and in the community.

They will work towards developing understanding of lifelong physical activity and enhance health and wellbeing through personal experiences and connections with natural environments.

In theory lessons, students will build upon their skills and knowledge in enhancing their own and others' health and wellbeing within units of benefits of being active, first aid and the SHARE (sexual health and relationships education) program.

Excursions for this subject include:

- local bike rides
- local walks
- aquatics
- overnight camp

ASSESSMENT:

Students will be graded on both their practical development and knowledge and understanding of theory concepts.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 physical education, stage 1 sport coaching and administration or stage 1 health and outdoor recreation.



YEAR 10 LIFESTYLE FITNESS AND NUTRITION

RECOMMENDED BACKGROUND:

Completion of year 9 health and outdoor recreation, year 9 netball specialist or year 9 health and physical education.

This subject is designed for students who **do not** want to continue with any health and physical education subjects in Stage 1 or Stage 2.

Special conditions: Students wishing to do multiple health and physical education subjects in year 10 can choose any 2 from the offerings. Netball specialist cannot be chosen alongside this subject.

COURSE CONTENT:

Students focus on health aspect of health and physical education and as such, has a more theoretical emphasis than practical. Students will still have opportunities to acquire and develop physical and sporting skills through engaging in recreational sports and fitness-based activities.

In theory lessons, students will build knowledge and understanding through theory units including, food and nutrition, drugs and alcohol and the SHARE (sexual health and relationships education) program.

ASSESSMENT:

Students will be graded on both their practical development and knowledge and understanding of theory concepts.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 health and outdoor recreation.

YEAR 10 NETBALL SPECIALIST

RECOMMENDED BACKGROUND:

Completion of year 9 netball specialist.

This subject is designed for students who wish to pursue their interest in netball as well as improving essential elements to successful performance in sport.

Special conditions: This course is in place of the health and physical education subject. Students wishing to undertake an additional HPE subject are restricted to health and outdoor recreation. Netball Specialist may incur additional subject fees.

COURSE CONTENT:

Students will focus on the development of netball skills, game strategy and tactics and build an understanding of the game requirements. They will use various training drills and will use video analysis to deepen their understanding.

In theory lessons, students will build knowledge and understanding through theory units including, influences of the media in sport, injury prevention, athlete fitness, umpiring, coaching and the SHARE (sexual health and relationships education) program.

ASSESSMENT:

Students will be assessed on their performance of individual skills, performance in game situations and their demonstration of game play and positioning. They will also be graded on their theory tasks and participation in various discussions around SHARE.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 physical education, stage 1 sport coaching and administration or stage 1 health and outdoor recreation.



STAGE 1 SPORTS COACHING AND ADMINISTRATION

RECOMMENDED BACKGROUND:

Completion of year 10 health and outdoor recreation, or year 10 health and physical education.

It is designed for students with an interest in working as a sports coach and have demonstrated involvement in sport.

Special conditions: This subject is run under stage 1 physical education. All excursions are compulsory parts to this subject.

COURSE CONTENT:

Sports coaching and administration has three focus areas:

- focus area 1: in movement
- focus area 2: through movement
- focus area 3: about movement

Through these focus areas, students explore movement concepts and strategies within a range of physical activities. They develop knowledge and understanding of the preparation and planning involved in running sporting events and how motivation and promotion impact interest and participation. Students learn about injury prevention and coaching techniques to inform their development and planning of coaching sessions and a community event. The development of communication and collaboration skills is a key element for this subject.

Excursions for this subject include:

- local primary school visits

ASSESSMENT:

Students will be assessed on:

- a performance improvement task (40%)
- a physical activity investigation (60%)

All assessments for this subject are graded on theory. There is no grade for practical performance.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 physical education or stage 2 health and outdoor recreation. Sports administration courses at University and TAFE.

STAGE 1 HEALTH AND OUTDOOR RECREATION

RECOMMENDED BACKGROUND:

Completion of year 10 health and outdoor recreation, year 10 health and physical education or year 10 lifestyle fitness and nutrition.

It is designed for students who wish to pursue their interest in outdoor activities.

Special conditions: This subject is run under the integrated learning subject.

All excursions are an expected component to this subject and will incur an additional subject fee of \$170.

COURSE CONTENT:

In this subject, students will have the opportunity to acquire and develop physical and sporting skills by engaging in a range of activities both at school and in the community. Students will work towards developing understanding of lifelong physical activity and how personal experiences and connections with natural environments can enhance health and wellbeing. They develop their learning through planning and applying their knowledge and understanding to a range of real-world situations, events, and other learning opportunities. Students explore themselves as learners, and their capabilities through evaluating information about and in recreational activities. They will work towards developing and applying practical outdoor skills and their collaborative and leadership skills.

Excursions for this subject include:

- local bike rides
- local walks
- aquatics
- overnight camp

ASSESSMENT:

Students will be assessed on:

- two practical inquiry tasks (50%)
- a connections task (25%)
- a personal endeavor (25%)

Students will be graded on both their practical development and knowledge and understanding of theory concepts.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 health and outdoor education



STAGE 1 PHYSICAL EDUCATION

RECOMMENDED BACKGROUND:

Completion of year 10 health and outdoor recreation, or year 10 health and physical education.

COURSE CONTENT:

Physical education has three focus areas:

- focus area 1: in movement
- focus area 2: through movement
- focus area 3: about movement

Through these focus areas, students explore movement concepts and strategies within a range of physical activities. They explore their physical capacities and investigate the factors that impact participation and performance in sport. Students develop their knowledge and understanding of concepts including skill acquisition and the learning theory, inclusivity in physical activity, energy systems, training principles and biomechanics.

ASSESSMENT:

Students are assessed on:

- a performance improvement task (50%)
- a physical activity investigation (50%)

All assessments for this subject are graded on theory. There is no grade for practical performance.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 physical education or health and outdoor recreation

STAGE 2 PHYSICAL EDUCATION

RECOMMENDED BACKGROUND:

Completion of stage 1 physical education or stage 1 sports coaching and administration.

COURSE CONTENT:

Physical education has three focus areas:

- focus area 1: in movement
- focus area 2: through movement
- focus area 3: about movement

Through these focus areas, students explore movement concepts and strategies within a range of physical activities. Students analyse their performance and look at ways in which they could improve their ability in a particular activity. They investigate the factors that influence and improve participation and performance outcomes. Students will use practical components as a source of collecting data and to be used for analysis of performance.

ASSESSMENT:

Students are assessed on:

- two diagnostic tasks (30%)
- improvement analysis tasks (40%)
- group dynamics task (30%) – assessed externally

All assessments for this subject are graded on theory. There is no grade for practical performance.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Pathways included: University, fitness industry, sports administration, TAFE.



STAGE 2 HEALTH AND OUTDOOR RECREATION

RECOMMENDED BACKGROUND:

Completion of stage 1 health and outdoor recreation, stage 1 physical education or stage 1 sports coaching and administration.

This course is designed for students who wish to pursue their interest in outdoor activities.

Special conditions: This subject is run under the integrated learning subject. All excursions are an expected component to this subject and will incur an additional subject fee of \$170.

Students with significant injuries or health concerns that inhibit practical participation are advised to complete a different subject at stage 2 level.

COURSE CONTENT:

In this subject, students will have the opportunity to acquire and develop physical and sporting skills by engaging in a range of activities both at school and in the community. They will continue developing and applying practical outdoor skills and their collaborative and leadership skills. Students will develop their learning through the involvement in practical sessions and continue to develop their understanding of the benefits to lifelong physical activity. They will explore strategies that enhance health and wellbeing through personal experiences and connections with natural environments. Students will continue to grow their understanding about themselves as learners, and further develop their personal/ social capabilities.

Excursions for this subject include:

- local bike rides
- local walks
- aquatics
- local primary school visits
- overnight camp

ASSESSMENT:

Students will be assessed on:

- two or three practical inquiry tasks (40%)
- two connections tasks (30%)
- a personal endeavour (30%)

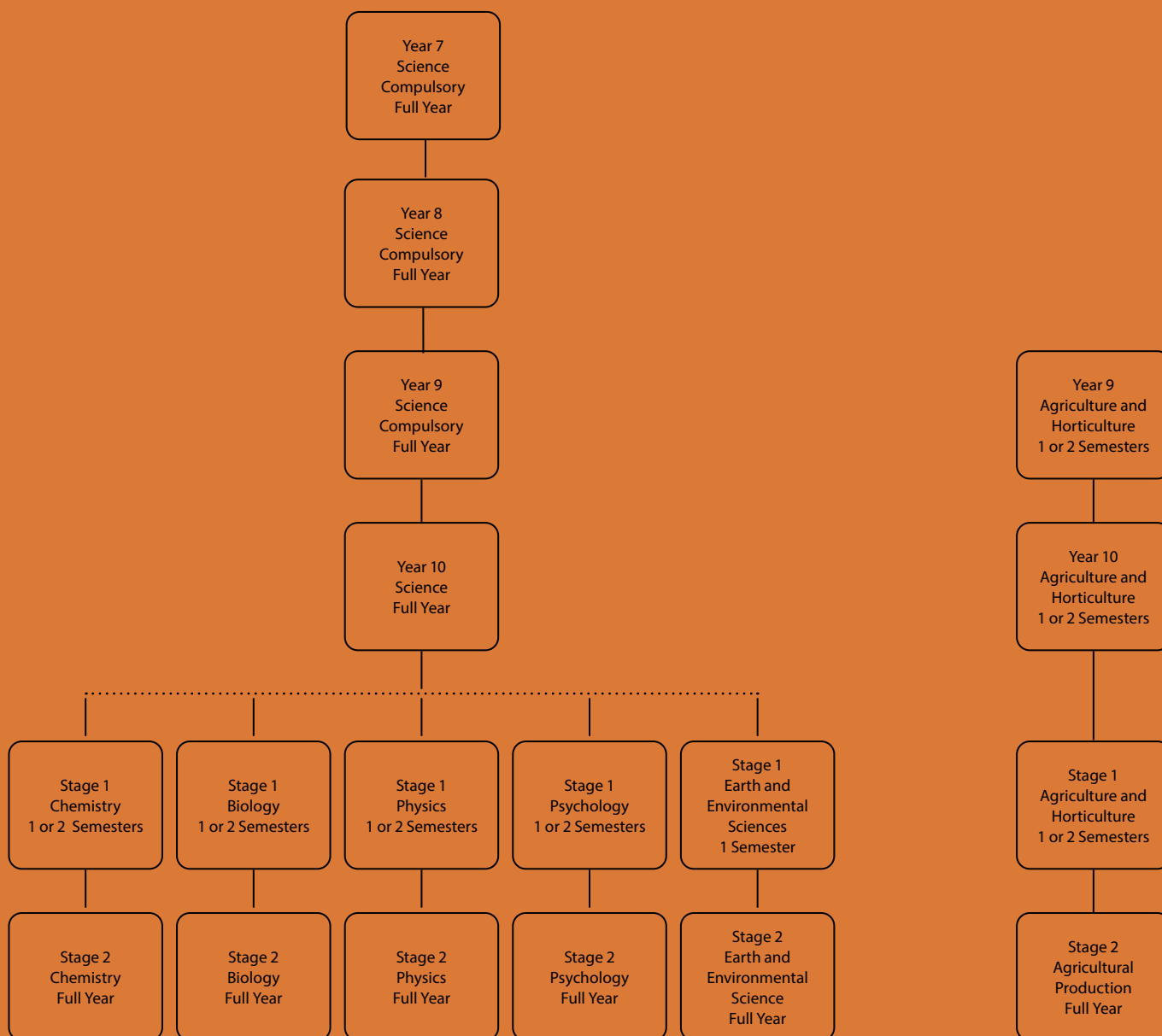
Students will be graded on both their practical development and knowledge and understanding of theory concepts.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Pathways included: University, fitness industry, sports administration, TAFE.

SCIENCE

AREA OF LEARNING FLOW CHART



If students wish to study stage 2 Chemistry and Physics they must complete a full year at Stage 1

*Students have the opportunity to accelerate through various aspects of the curriculum in consultation with subject teacher, AOL leader, Assistant and Deputy Principal.

YEAR 9 AGRICULTURE AND HORTICULTURE (1 & 2)

RECOMMENDED BACKGROUND:

Year 8 science.

Special conditions: Practical activities are an essential component of the course, students should be willing to handle animals and undertake farming duties relating to course programs. Work, health and safety is an essential aspect of the course and students must wear appropriate PPE, robust and enclosed footwear and appropriate sun protection.

COURSE CONTENT:

Year 9 agriculture and horticulture students are introduced to the diversity of agriculture in the local environment.

- students study plant and animal production systems through hands on tasks involving poultry management, vegetable garden development, sheep care, beef and dairy farming practices and vineyard operations
- students work in groups on tasks such as farm safety risk assessments, grape harvest, livestock maintenance and olive harvesting
- Students gain an understanding of the environmental and economic impacts on agriculture by studying climate change and conducting a value adding task.

Agriculture 1 & 2 at year 9 have different foci based on seasonal production and resource management.

ASSESSMENT:

Students will be able to demonstrate their learning across the following assessment types:

- practical activities include field investigations and reports
- student design research investigations including skills of data collection and analysis and problem solving
- tests.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Year 10 agriculture and horticulture.

YEAR 10 AGRICULTURE AND HORTICULTURE (1 & 2)

RECOMMENDED BACKGROUND:

Students wishing to continue with agriculture at stage 1 should consider this subject. An interest in aspects of the science and technology of the production, processing and marketing of wine-grapes, olives, sheep and cattle would be an advantage.

Special conditions: Practical activities are an essential component of the course, students should be willing to handle animals and undertake farming duties relating to course programs. Work health and safety is an essential aspect of the course and students must wear appropriate PPE, robust and enclosed footwear and appropriate sun protection.

COURSE CONTENT:

Students will learn by active participation in field investigations and skills and applications tasks as they relate to the land based resource at the school farm. The focus will be on management tasks that match the seasonal cycle of production in the vineyard, the olive grove, the winery and with the livestock sheep and cattle. Students will have the opportunity to gain experience, knowledge and understanding by active participation. Topics include farm planning, animal handling, animal nutrition, introduction to viticulture and winemaking. Agriculture 1 & 2 at year 10 have different foci based on seasonal production and resource management.

ASSESSMENT:

Students will be able to demonstrate their learning across the following assessment types:

- practical work, including skills and formal reports
- student designed investigations
- tests.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Further study opportunities in stage 1 agriculture and horticulture.



YEAR 10 SCIENCE

RECOMMENDED BACKGROUND:

Year 9 science.

COURSE CONTENT:

Year 10 science provides a strong foundation for senior sciences. There is a balance of scientific theory, research tasks and practical investigations. Each semester is broken down into 4 units: earth and space science, chemistry, physics and biology, allowing students time to explore future senior science pathways.

In the year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

ASSESSMENT:

Students will be able to demonstrate their learning across the following assessment types:

- practical work, including skills and formal reports
- student designed experiments
- tests.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

SACE stage 1 chemistry, physics, biology, psychology, earth and environmental sciences, agriculture and horticulture.

STAGE 1 AGRICULTURE AND HORTICULTURE (1 & 2)

RECOMMENDED BACKGROUND:

An interest in aspects of the science and technology of the production, processing and marketing of wine-grapes, sheep and cattle and completion of year 9 or year 10 agriculture would be an advantage.

Special conditions: practical activities are an essential component of the course; students should be willing to handle animals and undertake farming duties relating to course programs. Work, health and safety is an essential aspect of the course and students must wear appropriate PPE, robust and enclosed footwear and appropriate sun protection.

COURSE CONTENT:

Topics covered include: viticulture, viniculture (winemaking), sheep and wool, beef and dairy cattle and issues in agriculture. The focus will be on management tasks that match the seasonal cycle of production in the vineyard and from sheep and cattle. Students will have the opportunity to gain experience, knowledge and understanding by active participation.

ASSESSMENT:

Students will be assessed in accordance with performance standards within an agriculture and horticulture learning and assessment plan. Successful development of an investigations folio and completion of skills and applications tasks will enable students to achieve 10 SACE credits.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 agricultural production.



STAGE 1 BIOLOGY 1

RECOMMENDED BACKGROUND:

Successful completion year 10 science is recommended.

COURSE CONTENT:

The study of biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment.

The topics for stage 1 biology 1 are:

- topic 1: cells and microorganisms
- topic 2: infectious disease

ASSESSMENT:

The school grade, worth 100% of the total mark, consists of at least 1 skills and assessment task and 2 investigations folio tasks. This is a 10 credit subject.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

It is highly recommended by the SACE Board that students complete at least biology 1 or both biology 1 and 2 if they wish to study stage 2 biology.

STAGE 1 BIOLOGY 2

RECOMMENDED BACKGROUND:

Successful completion year 10 science is recommended.

COURSE CONTENT:

The study of biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment.

The topics for stage 1 biology 2 are:

- topic 3: multicellular organisms
- topic 4: biodiversity and ecosystem dynamics

ASSESSMENT:

The school grade, worth 100% of the total mark consists of at least 1 skills and assessment task and 2 investigations folio tasks. This is a 10 credit subject.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

It is highly recommended by the SACE Board that students complete at least biology 1 or both biology 1 and 2 if they wish to study stage 2 biology.



STAGE 1 CHEMISTRY 1

RECOMMENDED BACKGROUND:

Successful completion of year 10 science is recommended.

COURSE CONTENT:

Chemistry is the scientific study of substances, how they interact and the energy transfers associated with these interactions. Knowledge and understanding provided by chemistry helps us to understand and address global challenges such as climate change, sustainable energy and food production, which allows us to join in and initiate debates about these and other issues. Studying chemistry provides a stimulating opportunity to engage with chemical processes and properties which are part of everyday lives and to develop the skills necessary to pursue chemical sciences at tertiary level. A sound grounding in chemistry is essential for many careers, including those associated with engineering, medicine, pharmacy, sports science, forensic and environmental sciences, agriculture, winemaking and food technologies. The following topics will be covered in stage 1 chemistry 1: materials and their atoms, combinations of atoms, molecules.

ASSESSMENT:

Students will be able to demonstrate their learning in stage 1 chemistry 1 across the following assessments:

- at least 1 practical investigation
- 1 science as a human endeavour investigation
- at least 1 skills and applications task.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Students must complete both chemistry 1 and 2 if they wish to study stage 2 chemistry.

STAGE 1 CHEMISTRY 2

RECOMMENDED BACKGROUND:

Stage 1 chemistry 1 and successful completion year 10 science is recommended.

COURSE CONTENT:

Chemistry is the scientific study of substances, how they interact and the energy transfers associated with these interactions. Knowledge and understanding provided by chemistry helps us to understand and address global challenges such as climate change, sustainable energy and food production, which allows us to join in and initiate debates about these and other issues. Studying chemistry provides a stimulating opportunity to engage with chemical processes and properties which are part of everyday lives and to develop the skills necessary to pursue chemical sciences at tertiary level. A sound grounding in chemistry is essential for many careers, including those associated with engineering, medicine, pharmacy, sports science, forensic and environmental sciences, agriculture, winemaking and food technologies. The following topics will be covered in stage 1 chemistry 2: mixtures and solutions, acid and bases, redox reactions.

ASSESSMENT:

Students will be able to demonstrate their learning in stage 1 chemistry 2 across the following assessments:

- at least 1 practical investigation
- 1 science as a human endeavour investigation
- at least 1 skills and applications task.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 chemistry. Please note that students must complete both chemistry 1 and 2 if they wish to study stage 2 chemistry.



STAGE 1 PHYSICS 1

RECOMMENDED BACKGROUND:

Successful completion year 10 science is recommended.

COURSE CONTENT:

Physics gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome and skills in organising and processing information.

Physics provides a pathway to further study in tertiary institutions including the following nationally accredited training packages: aeroskills, automotive industry, retail service and repair, civil construction, electro technology industry, general construction, metals and engineering industry.

In physics 1, students study:

- linear motion and forces
- electric circuits
- heat.

ASSESSMENT:

Students will be able to demonstrate their learning in stage 1 physics 1 across the following assessments:

- at least 1 practical investigation
- 1 science as a human endeavor investigation
- at least 1 skills and applications task.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Students must complete both physics 1 and 2 if they wish to study stage 2 physics.

STAGE 1 EARTH AND ENVIRONMENTAL SCIENCES

RECOMMENDED BACKGROUND:

Successful completion year 10 science is recommended.

Special conditions: Excursions and fieldwork are a compulsory component of the course. Students must be willing to engage in outdoor fieldwork during excursions to local sites at a cost of \$30 to cover transport.

COURSE CONTENT:

As the delicate balance of our environment continues to be impacted by human activity, the importance of environmental science continues to increase and career opportunities continue to expand. Through hands-on activities, fieldwork and laboratory investigations, students study the local environment with a focus on biodiversity and environmental conditions.

Students apply their understanding of the interaction of the four earth systems to investigate, evaluate and make predictions about the impact of human activities on the environment and vice versa. They investigate how the distribution and viability of life on earth influences and is influenced by, the earth's systems.

Through their study of earth and environmental science, students integrate and apply a range of understanding and inquiry skills that encourage and inspire them in thinking scientifically, contributing their own solutions to current and future problems and challenges and pursuing scientific pathways, including in environmental science, geology, meteorology, oceanography, seismology, metallurgy and scientific research.

The topics for stage 1 earth and environmental science are:

- biosphere
- importance of the hydrosphere
- the earth's atmosphere.

ASSESSMENT:

Students will be assessed on:

- at least 1 practical investigation, either in the laboratory or in the field
- 1 investigation with a focus on science as a human endeavour
- at least 1 skills and applications task.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 earth and environmental sciences.



STAGE 1 PSYCHOLOGY 1

RECOMMENDED BACKGROUND:

Successful completion of year 10 science

COURSE CONTENT:

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology

The topics in stage 1 psychology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding

In semester 1 psychology, students study a selection of science understandings from at least two topics from the list below:

- cognitive psychology
- neuropsychology
- lifespan psychology
- emotion
- psychological wellbeing
- psychology in context
- negotiated topic

ASSESSMENT:

In stage 1 psychology, students undertake:

- one psychological investigation, which includes a deconstruction and design
- one investigation with a focus on science as a human endeavour
- one or two skills and applications tasks such as tests, essays, case studies and end of semester exam.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 1 psychology 2 (semester 2) and stage 2 psychology.

STAGE 1 PHYSICS 2

RECOMMENDED BACKGROUND:

Stage 1 physics 1 and successful completion year 10 science is recommended.

COURSE CONTENT:

Physics gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome and skills in organising and processing information.

Physics provides a pathway to further study in tertiary institutions, including the following nationally accredited training packages: aeroskills, automotive industry retail service and repair, civil construction, electrotechnology industry, general construction, metals and engineering industry.

Topics studied in physics 2:

- energy and momentum
- waves
- nuclear models and radioactivity.

ASSESSMENT:

Students will be able to demonstrate their learning in stage 1 physics 2 across the following assessments:

- at least 1 practical investigation
- 1 science as a human endeavour investigation
- at least 1 skills and applications task.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 physics. Students must complete both physics 1 and 2 if they wish to study stage 2 physics.



STAGE 1 PSYCHOLOGY 2

RECOMMENDED BACKGROUND:

Stage 1 psychology 1.

COURSE CONTENT:

Psychology is a study of how and why humans behave and think. It examines the basis of thought and behaviour, how we are individuals and how we behave in groups. It does this through the systematic study of behaviour, the processes that underline it and the factors that influence it. Through such study, students can come to better understand themselves and their social worlds. Psychology also addresses the ways in which behaviour can be changed.

This 10 credit subject may consist of the following topics:

- social behaviour
- intelligence
- cognition
- brain and behaviour
- emotion
- human psychological developmental
- positive psychology

Psychology 1 will comprise the compulsory 'Introduction to Psychology' topic.

(This topic will not be repeated in psychology 2 and so students cannot take psychology 2 as a stand-alone subject). Two other topics will be chosen to complete psychology 1, depending on the preferences of the teacher and cohort. Psychology 2 will comprise 3 topics chosen from the list depending on the preferences of the teacher and cohort.

ASSESSMENT:

Students provide evidence of their learning through 4 or 5 assessments. Students undertake:

- at least 1 group investigation and at least 1 issues investigation for the folio
- at least 2 skills and applications tasks.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2 psychology.

STAGE 2 CHEMISTRY

RECOMMENDED BACKGROUND:

Successful completion of both stage 1 chemistry 1 and chemistry 2.

Special conditions: It is strongly recommended students purchase a stage 2 workbook (SASTA or Essentials Publications).

COURSE CONTENT:

Chemistry is the scientific study of substances, how they interact and the energy transfers associated with these interactions. Knowledge and understanding provided by chemistry helps us to understand and address global challenges such as climate change, sustainable energy and food production, which allows us to join in and initiate debates about these and other issues. Studying chemistry provides a stimulating opportunity to engage with chemical processes and properties which are part of everyday lives and to develop the skills necessary to pursue chemical sciences at tertiary level. A sound grounding in chemistry is essential for many careers including those associated with engineering, medicine, pharmacy, sports science, forensic and environmental sciences, agriculture, winemaking and food technologies. The following topics are covered in stage 2 chemistry: elemental and environmental chemistry; analytical techniques; using and controlling reactions; organic and biological chemistry and materials.

ASSESSMENT:

Students should provide evidence of their learning through 8 assessments including the external assessment component.

Students will be assessed on:

- **investigation folio (30%):** at least 2 practical investigations and one investigation with a focus on science as a human endeavour
- **skills and applications task (40%):** at least 3 skills and applications tasks
- **external examination (30%).**

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

University, TAFE, employment pathways.



STAGE 2 PSYCHOLOGY

RECOMMENDED BACKGROUND:

Successful completion of stage 1 psychology 1 (1 or 2 semesters) if they wish to study stage 2 psychology.

COURSE CONTENT:

Psychology is based on evidence gathered as a result of planned investigations following the principles of scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding

The topics in Stage 2 Psychology provide the framework for developing integrated programs of learning through which students extend their knowledge, skills, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The five topics for Stage 2 Psychology are:

- topic 1: Psychology of the Individual
- topic 2: Psychological Health and Wellbeing
- topic 3: Organisational Psychology
- topic 4: Social Influence
- topic 5: The Psychology of Learning.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in Stage 2 Psychology.

School assessment (70%)

- assessment type 1: Investigations Folio
- assessment type 2: Skills and Applications Tasks

External assessment (30%)

- assessment type 3: Examination.

Students provide evidence of their learning through six or seven assessments, including the external assessment component. Students complete:

- at least one psychological investigation
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

University, TAFE, employment pathways.



STAGE 2 AGRICULTURAL PRODUCTION

RECOMMENDED BACKGROUND:

Students wishing to continue with agriculture at TAFE or university should consider this subject. An interest in aspects of the science and technology of the production, processing and marketing of wine-grapes, sheep and cattle and completion of stage 1 agriculture 1 or 2 would be an advantage.

Special conditions: Practical activities are an essential component of the course, students should be willing to handle animals and undertake farming duties relating to course programs. Work, health and safety is an essential aspect of the course and students must wear appropriate PPE, robust and enclosed footwear and appropriate sun protection.

COURSE CONTENT:

The topics for stage 2 agricultural production are:

- topic 1: animal production
- topic 2: plant production
- topic 3: resource management
- topic 4: agribusiness.

Topics covered will be negotiated with student cohort and may include: viticulture (varietal trials, yield and baume, recording winemaking data collection and analysis, soils and fertigation, business planning, preparing animals for show, animal husbandry, animal handling, nutrition and diseases and contemporary issues in agriculture). The focus will be on management tasks that match the seasonal cycle of production in the vineyard and from sheep and cattle. Students will have the opportunity to gain experience, knowledge and understanding by active participation.

ASSESSMENT:

Students provide evidence of their learning through 7 assessments, including the external assessment component. Students complete:

- 3 agricultural reports: 2 with a practical focus, including 1 with individual student design and 1 with a focus on science as a human endeavour
- 3 applications tasks
- 1 production investigation.

At least 1 agricultural report or applications task should involve collaborative work.

The following assessment types enable students to demonstrate their learning in stage 2 agricultural production:

School assessment (70%)

- assessment type 1: agricultural reports
- assessment type 2: applications

External assessment (30%)

- assessment type 3: production investigation

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

University, TAFE, employment.



STAGE 2 BIOLOGY

RECOMMENDED BACKGROUND:

Successful completion of either stage 1 biology 1, or stage 1 biology 1 and 2.

Special conditions: It is strongly recommended students purchase a stage 2 workbook (SASTA or Essentials Publications).

COURSE CONTENT:

The SACE stage 2 biology course covers the topics macromolecules, cells, organisms and ecosystems. The course focuses on the development of an understanding of the overarching principles of biology, such as the relationship between structure and function, the importance of regulation and control, the need for the exchange of materials and the transformation of energy. These principles, together with that of the continuity of life, involving adaptation and change, provide a framework within which students can explore aspects of biology from the microscopic to the macroscopic and make sense of the living world. Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understandings, which are organised into the four topics.

For the issues investigation, students choose an issue from a set list linked to the human awareness thread. They gather information from different sources that span different perspectives and critically evaluate the information and the sources. Students have the opportunity to develop specific literacy skills through: communicating biological knowledge in different written formats, accessing, critically reviewing and extracting information from current sources, using biological language during collaborative practical investigations. Numeracy skills can be developed through manipulating, displaying and analysing data collected during practical investigations.

The study of biology leads to future pathways such as medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and ecotourism.

ASSESSMENT:

The school grade, worth 70% of the total mark consists of 4 skills and assessment tasks, worth 40% of the school grade and three investigations folio tasks worth 30% of the school grade. The final school grade is subject to moderation by the SACE Board.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

University, TAFE, employment pathways.

STAGE 2 PHYSICS

RECOMMENDED BACKGROUND:

Successful completion of both stage 1 physics 1 and physics 2.

Special conditions: It is strongly recommended students purchase a stage 2 workbook (SASTA or Essentials Publications).

COURSE CONTENT:

Physics gives students the opportunity to gain a range of employment and life skills such as the ability to work collaboratively to produce a successful outcome and skills in organising and processing information. Physics provides a pathway to further study in tertiary institutions, including the following nationally accredited training packages: aeroskills, automotive industry retail service and repair, civil construction, electrotechnology industry, general construction, metals and engineering industry.

The topics studied:

- motion and relativity
- electricity and magnetism
- light and atoms.

ASSESSMENT:

Students should provide evidence of their learning through 8 assessments including the external assessment component. Students undertake:

- 2 practical investigations and 1 science as a human endeavour investigation (30%, school assessed)
- 4 skills and applications tasks (40%, school assessed)
- 1 examination (30%, externally assessed).

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

University, TAFE, employment pathway.



STAGE 2 EARTH AND ENVIRONMENTAL SCIENCES

RECOMMENDED BACKGROUND:

Successful completion of stage 1 earth and environmental sciences.

COURSE CONTENT:

This subject emphasises ways in which earth materials and processes generate environments, including habitats, where organisms live, the natural processes and human influences that induce changes in physical environments, and ways in which organisms respond to those changes.

Through their study of earth and environmental science, students develop and extend their inquiry skills, including designing and undertaking investigations and collecting and analysing primary and secondary data. They interpret and evaluate information, and synthesise and use evidence to construct and justify conclusions.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics for stage 2 earth and environmental science are:

- topic 1: earth systems
- topic 2: earth's resources
- topic 3: earth's sustainable future
- topic 4: climate change

ASSESSMENT:

Assessment is from the subject outline.

The following assessment types enable students to demonstrate their learning in stage 2 scientific studies:

School based assessment (70%)

- assessment type 1: investigations folio
- assessment type 2: skills and applications tasks

External assessment (30%)

- assessment type 3: earth systems study.

Students provide evidence of their learning through 8 assessments, including the external assessment component. Students complete:

- at least two practical investigations
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one earth systems study.

At least one investigation or skills and applications task should involve collaborative work.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

University, TAFE and employment pathways. Pathways that require them to think scientifically, contribute their own solutions to current and future problems and challenges, and pursue scientific pathways. These may include environmental science, geology, meteorology, oceanography, seismology, metallurgy and scientific research.

VOCATIONAL EDUCATION AND TRAINING

VOCATIONAL EDUCATION AND TRAINING (VET)

Willunga High School is a member of the Southern Adelaide and Fleurieu Secondary Schools Alliance (SAFSSA). There are 11 other secondary schools who are members of the SAFSSA including Mt. Compass Area School, Victor Harbor High, Christies Beach High, Hallett Cove School and Wirreanda Secondary School.

Students are able to apply for a variety of VET courses offered in participating schools. These courses run on various weekdays and students are expected to make their own way to and from the host school and have additional costs to be paid for by the parents/caregivers.

VET courses are nationally recognised training qualifications that students can complete while at school. Each course allows students to gain SACE credits. VET courses give students a head start in their chosen career and provide them with an advantage in gaining employment.

Many courses require structured workplace learning which is often completed in the school holidays.

If a student wishes to apply for a VET course, they need to speak to the SACE coordinator to determine which course is the most suitable. Application forms need to be completed and returned. Many courses also have an information session which must be attended.

More details are available on the SAFSSA website <https://safssa.eschoolsolutions.com.au/>

Please contact our SACE coordinator for further information.

CERTIFICATE II KITCHEN OPERATIONS

RECOMMENDED BACKGROUND:

An interest in the food and hospitality industry. Students do not have to have completed the certificate I in hospitality to complete this course. This course gives students the opportunity to develop their culinary skills and gain a full certificate II in kitchen operations.

Special conditions: this course is offered 1 day per week for a semester. If there are not enough students to host the class at Willunga High School students will be able to join in another class at a nearby school.

Registered Training Organisation: ATEC

Costs: To be confirmed.

ASSESSMENT:

Up to 40 stage 1 SACE credits on completion of the certificate.

Units of competencies covered include:
(subject to change)

SITHKOP001	Clean kitchen premises and equipment
SITXINV002	Maintain the quality of perishable items
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC001	Use cookery skills effectively
SITXFSA001	Use hygiene practices for food safety
SITHCCC007	Prepare stocks and sauces
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
SITHCCC008	Prepare vegetables, fruit, eggs and farinaceous dishes
BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITXWHS001	Participate in safe work practises

Please check the SAFSSA website for more details <https://safssa.eschoolsolutions.com.au/>.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

Stage 2, university or TAFE. Students are also able to find employment or apprenticeships in the food and hospitality industry.



CERTIFICATE II CONSTRUCTION PATHWAYS

RECOMMENDED BACKGROUND:

An interest in the building and construction industry.

Special conditions: students must apply by completing a VET application form – see VET coordinator. This course is offered 1 day per week for a semester. If there are not enough students to host the class at Willunga High School students will be able to join in another class at a nearby school.

Costs: To be confirmed.

COURSE CONTENT:

1 day per week for a full year - commences week 2, term 1. Students will receive up to 292 hours of certificate III training over 35 weeks.

This course helps students learn and develop high level skills in the trade area of carpentry. The course is designed with a practical emphasis and students will undertake 15 days structured workplace learning.

ASSESSMENT:

Students will be assessed on theory and practical work. Assignments will provide students with a chance to research the building/construction.

SUCCESSFUL COMPLETION OF THIS SUBJECT LEADS TO:

University pathways: Bachelor of construction management and economics, design studies, architecture, environmental health, interior architecture.

- TAFE pathways: sub contractors, project builders, work supervisors, designers and estimators.
- Career options: carpenter, estimating, drafting, site management, engineering, teaching, architectural studies, project management, urban and regional planning.

NOTES:



CONTACT US:

Parents are invited to contact us for additional information or to arrange an appointment to answer any queries.

PRINCIPAL TOURS:

Join us on a tour of our school to meet staff, students and explore our extensive grounds and facilities. To book your tour:

P: 8557 0100

E: dl.0909.info@schools.sa.edu.au

W: whs.sa.edu.au

PRINCIPAL

Mr Anthony van Ruiten

DEPUTY PRINCIPAL

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