



# Curriculum Prospectus

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*learning for our future*  
*Ngadlu wambadja dha-dhargarri*

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## Midji



### Acknowledgement of Country

*We acknowledge the  
Aboriginal people as the  
Traditional Owners of  
this land and we pay our  
respects to Elders past  
and present.*

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# INTRODUCTION

This booklet has been designed to give students and their families important information about the subjects and courses that are available at Kadina Memorial School. It includes details about the Senior School subject offerings and we hope that it allows students to make informed decisions about their future pathways beyond Kadina Memorial School.

## THE SACE

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

To gain the SACE, students complete about two years of fulltime study, which can be spread over 3 years. There are two stages.

Stage 1 – This is completed mostly in Year 11, apart from the Exploring Identities and Futures (EIF) Exploring Identities and Futures which is completed in Year 10.

Stage 2 – This is completed mostly in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Each completed semester subject is worth 10 credits.

Students are graded by A-E for each subject. For compulsory subjects, students need to achieve a C grade or better. The compulsory subjects are:

- Exploring Identities and Futures (EIF) – 10 credits at Stage 1
- Literacy - 20 credits at Stage 1 - available from a range of English subjects.
- Numeracy - 10 credits at Stage 1 - available from a range of Mathematics subjects.
- Research Project - 10 credits at Stage 2 - An in-depth major project undertaken at KMS in Year 11.

At least 60 credits must be achieved at a Stage 2 level. The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised VET courses of a student's choice.

Although every effort will be made to accommodate student choices, this is always dependent on the school's capacity to form viable classes. This depends on student numbers and teacher availability.

I encourage parents and caregivers to fully participate in the career counselling experience. Having an enjoyable, challenging and achievable curriculum is vital for student engagement and future success. If you have any questions after reading this handbook, or would like further information, I invite you to call Kadina Memorial School and we will have one of our friendly staff answer any queries you may have.

Verity Williams  
Head of Senior School

YEAR 10	YEAR 11						YEAR 12		
SACE Dynamics 10 credits	Literacy 20 credits	Numeracy 10 credits	Any 10 credits	Any 10 credits	Any 10 credits	Any 10 credits	Research Project 10 credits	Any 20 credits	Any 20 credits
		Any 10 credits	Any 10 credits	Any 10 credits	Any 10 credits	Any 10 credits		Any 20 credits	Any 20 credits

# SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION - SACE

## EXPLORING IDENTITIES & FUTURES (EIF)

Exploring Identities and Futures (EIF) is an exciting flagship subject that responds to the rapidly changing local and global context that our students are living and learning in. This is a revitalised subject from the Personal Learning Plan. Previously at KMS we have referred to the EIF as SACE Dynamics. EIF is a Stage 1 subject that supports students to learn more about themselves and explore aspirations for the future.

Students will undertake this in Year 10 for one semester as part of their compulsory curriculum and will follow their Care Group Class Group.

## RESEARCH PROJECT

In the Research Project, students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. At Kadina Memorial School students undertake the Research Project in Year 11.

The Research Project contributes 10 Stage 2 credits towards the SACE. Students must achieve a C- grade or better to successfully complete the subject.

## VOCATIONAL EDUCATION & TRAINING

Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations (RTOs).

The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 180 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing VET qualifications while completing the SACE.

For further information about VET at Kadina Memorial School see pages 6-8 and to see how many credits are offered by each course, contact the VET Coordinator or visit:

<https://www.sace.sa.edu.au/studying/recognised-learning>

## COMMUNITY LEARNING

The SACE Board recognises that learning doesn't just happen in the classroom, but in all kinds of settings. SACE students can earn credits for community service or activities in two ways:

- Community-developed programs through a current award or certificate from a community-developed program, such as those offered by the Royal Life Saving Society or the Duke of Edinburgh's Award. Other activities such as State and National representation in a chosen field will also qualify for this.
- Self-directed community learning such as taking care of a family member, supporting a refugee family, or volunteering for a community project. To gain recognition for this kind of community learning, students need to show evidence about what they have learnt.

For further information on community learning contact Karm Kleinig or visit:

<https://www.sace.sa.edu.au/studying/recognised-learning/community-learning>

## MODIFIED LEARNING

The SACE offers a range of modified subjects to provide opportunities for students with disabilities to demonstrate their learning.

Modified subjects are intended for students who have any of the following:

- severe multiple disabilities
- moderate to profound disability
- mild intellectual disability

Modified subjects are available for Stage 1 and Stage 2, subject to eligibility requirements.

## STUDENTS ONLINE

'Students Online' is a one-stop-shop for information about an individual and their current progress in achieving their SACE. It can help students:

- plan their SACE, by looking at subjects and courses and deciding what combinations are best suited to them
- check their progress
- access their results

Students can log into 'Students online' by visiting the following website:

<http://www.sace.sa.edu.au/students-online>

They will need their SACE registration number and PIN to log in. Their PIN is usually the first 4 digits of their birthday, eg 14th of June is 1406.

Attaining the SACE is the main method used by South Australian students to gain admission into university and TAFE courses. However, there are a number of other things students need to know to be eligible to apply.

## TERTIARY ADMISSION SUBJECTS (TAS)

All Stage 2 subjects, except Community Connections, may be used for calculation of the ATAR. Whilst there are no grouping restrictions, there may be pre-requisite and/or assumed knowledge requirements for some tertiary courses.

Students and parents are advised to check the South Australian Tertiary Admissions Centre (SATAC) Guide or the SATAC website ([www.satac.edu.au](http://www.satac.edu.au)) for details of pre-requisite requirements, assumed knowledge, precluded combinations of subjects, counting restrictions and further details of application procedures and timelines for TAFE and University entrance.

To calculate the ATAR or TAFE SA selection scores Tertiary Admissions Subjects (TAS) will be used.

During Term 3 of Year 12, the Senior School Wellbeing Leader will meet with each student to discuss their future pathway and complete a SATAC application (if required) to support a life beyond Kadina Memorial School.

## UNIVERSITY ENTRY REQUIREMENTS

To be eligible for selection into a university course/program you must:

- qualify for the SACE
- obtain an Australian Tertiary Admissions Rank (ATAR)
- meet any prerequisite subject requirements for the course / program

### COMPETITIVENESS

Your competitiveness in relation to other applicants is based on your Selection Rank which is made up of your ATAR plus any bonuses for which the university deems you eligible. The ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from your university aggregate.

To obtain a university aggregate and an ATAR you must:

- qualify for the SACE
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and recognised studies at Stage 2 from a maximum of three attempts which need not be in consecutive years of the 90 credits of study a

minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS) and a maximum of 20 credits can be Recognised Studies.

- normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs (e.g. music), can substitute for a 20 credit subject.

### CALCULATING THE UNIVERSITY AGGREGATE

The university aggregate is calculated from scaled scores and will be a score out of 90. These are numeric measures of your performance in TAS which are derived from your grades, and are reported to you out of 20.0 for 20 credit subjects and out of 10.0 for 10 credit subjects. The score out of 90 is then converted to an ATAR which is a ranking between 0-100.

Please note that if you do not attempt the externally assessed component of a TAS (e.g. an examination or investigation), you will be given a scaled score of 0.0 for that subject.

The university aggregate is calculated from the best scaled scores from three 20 credit TAS plus the best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled score equivalents from:

- the scaled score of a 20 credit TAS;
- half the scaled score of 1 or more TAS;
- the scaled score of 1 or more 10 credit TAS;
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

Subject to precluded combination and counting restriction rules. Subjects with scaled scores of 0.0 can be used in the calculation of the university aggregate. The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

## TAFE ENTRY REQUIREMENTS

For entry to TAFE using the SACE, students will have to meet the following requirements:

- for Certificate I level courses there are no Minimum Entry Requirements (MER)
- for Certificate II level courses students must successfully complete the literacy and numeracy standards in the SACE – this means achieving a 'C' grade or better in 20 credits of a Stage 1 or Stage 2 English subject(s) and 10 credits of a Stage 1 or Stage 2 Mathematics subject
- for Certificate III level courses and higher students must achieve the SACE for Certificate IV level courses and higher student must achieve the SACE and gain a TAFE SA Selection Score.



# THE AUSTRALIAN CURRICULUM

The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. At the same time, it provides flexibility for teachers and schools to build on student learning and interest.

In 2008, the Australian education ministers agreed that a national curriculum would play a key role in delivering quality education and committed to the development of a Foundation to Year 12 national curriculum.

The Australian Curriculum is the mandated curriculum for Years 7 to 10. The South Australian Teaching for Effective Learning Framework (TfEL) supports the implementation of the Australian Curriculum through a focus on pedagogy in the design of learning and teaching programs responsive to the needs of all learners.

## THE STRUCTURE OF THE AUSTRALIAN CURRICULUM

The Australian Curriculum is made up of three interconnected elements:

- learning areas
- general capabilities
- cross-curriculum priorities

The general capabilities are skills, dispositions, understandings and attributes considered crucial to young

people's successful participation in 21st century life and work. The seven general capabilities include:

- literacy
- numeracy
- ICT competence
- critical and creative thinking
- personal and social
- intercultural understanding
- ethical understanding

These general capabilities will be made explicit in each learning area as appropriate.

Three cross-curriculum priorities are also embedded within learning areas:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

These are designed to ensure that the Australian Curriculum is relevant and prepares students for active and responsible local and global citizenship.

More information can be found at:

[www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)



# VOCATIONAL EDUCATION & TRAINING

## VET INFORMATION

### WHAT IS VOCATIONAL EDUCATION AND TRAINING (VET)?

Vocational Education and Training (VET) courses are nationally accredited qualifications available to Year 11 and 12 students.

Completing a VET qualification provides increased opportunity for students to connect with industry and school, ensures the focus and content of training is relevant, and that skills are developed to industry standards.

VET completion can count towards the completion of SACE and, in certain cases, the calculation of an ATAR. VET courses also articulate into other trade and para-professional qualifications at a higher level after school.

Students can gain access to a wide range of VET options off-campus delivered by training organisations such as TAFE SA and other private providers. Students will need to travel to the delivery sites to access this training. Information about courses approved by the Department for Education (DfE) for delivery in schools (termed Flexible Industry Pathways) in 2024 can be found at <https://studentpathways.sa.edu.au/>

At Kadina Memorial School, students are able to access a broad range of VET program choices. VET programs are hosted by schools and Registered Training Organisations (RTO's). Students remain enrolled at KMS and attend school and/or a host school or RTO for their chosen VET program.

Due to our regional location, students may be limited in their choices of available courses to them as face-to-face attendance on a weekly basis is generally required. We try to access as many training providers as we can who are in the Northern Yorke region, however, there are some courses that are only available in Adelaide. There are limited courses available where students are able to access all materials online.

### VET WITHIN SACE

Of the 200 credits which students must gain to complete the SACE, up to 150 can be gained through VET, for either completed or partially completed qualifications.

Students can earn five SACE credits for successfully completing 35 hours of VET and 10 SACE credits for 70 hours. The SACE Board decides whether the SACE credits earned for a particular VET qualification are recognised at SACE Stage 1 or Stage 2. For more information about VET and to check the VET Recognition Register, visit: <https://www.sace.sa.edu.au/web/vet>

Students can undertake training at a number of different Certificate levels whilst still at school; although Certificate II and III are the most common.

Certificate II offers students an entry level or slightly higher level of qualification in a chosen industry. A Certificate II generally helps with SACE Stage 1 completion, although some Certificate II courses may be credited at SACE Stage 2 level.

Most Certificate III courses are equivalent of Stage 2 standard and can contribute to a student's Stage 2 completion. Most completed Certificate III courses can also be included for calculating an ATAR.

Some Certificate II/III courses can only be completed under a Contract of Training as an Apprentice or Trainee (on-the-job training).

When considering career pathways options, it is wise for students to consider **current labour market information** regarding to employment opportunities in that industry.

### FLEXIBLE INDUSTRY PATHWAYS (FIP'S)

Students can gain access to a wide range of VET options off-campus delivered by Training organisations such as TAFE SA, MADEC, RST and other private providers. Students will need to travel to the delivery sites to access this training. There are very limited courses which offer students the ability to complete learning online.

The Department for Education has identified 25 Flexible Industry Pathways ([Studentpathways.sa.edu.au](https://studentpathways.sa.edu.au)) in which they offer subsidies to students to complete qualifications in areas considered to be strategically important to the economy in terms of job growth and skills shortages. The FIPs available for delivery to students in 2024 include:

- **aged care and disability**
- **animal care**
- **agriculture**
- **aquaculture**
- **automotive retail, servicing and repair**
- **building and construction**
- **business**
- **civil construction, resources and infrastructure**
- **conservation and land management**
- **cyber**
- **early childhood and education**
- **electrotechnology**
- **engineering**
- **food processing**
- **forestry**
- **hair and beauty**
- **health support**
- **horticulture**
- **hospitality and tourism**



- **information technology**
- **manufacturing**
- **maritime**
- **plumbing**
- **thoroughbred racing**
- **screen and media production, game development and visual effects.**

### VET ENROLMENT PROCESS

All VET courses are applied for by the VET Coordinator on the student's behalf via an online application system called VETRO (VET Readiness Orientation).

Upon application, students must provide evidence of industry immersion in the field they are applying for. This typically comes via work experience or attending come and try activities, but may also take the form of volunteering or paid work.

Ideally, applications are submitted in Term 3 and students are notified of their success in Term 4. It is a requirement of all "VETRO" courses that students complete a Language Literacy and Numeracy Assessment to ensure that students' diverse needs are catered for. Students can prepare for this by accessing the following resources:

- **Literacy and Numeracy quizzes**

Students will need to create a Unique Student Identifier (USI) and this can be done **here** at usi.gov.au.

Individual training providers also have their own enrolment forms that will need to be completed and submitted as the enrolment process is finalised.

### HOW DO STUDENTS APPLY FOR A VET PROGRAM WHILST AT KMS?

Step 1: Working with the school's VET Coordinator, students choose the course they are interested in applying for and carefully read, then complete a copy of the 'VET expression of interest' form with assistance from their parents/caregivers.

Step 2: Completed and signed forms are returned to the school's VET Coordinator who will then initiate the online enrolment VETRO referral (Part A).

Step 3: Families will receive contact notifying them of the completion of Part A.

Step 4: The training organisation will contact the student to arrange a time to sit the Language, Literacy and Numeracy (LLN) assessment (usually completed online via Zoom or Teams) - Part B.

Step 5: Upon successful completion of Part B, families will receive Part C via email. Once this is signed off, the student is enrolled in the course.

### HOW MUCH WILL IT COST?

Course costs vary. They are paid for by the student or their family. The school's VET Coordinator will provide details during the course counselling process.

Courses identified by the Department for Education and listed on the Flexible Industry Pathway list are subsidised by the State Government, which significantly lowers the cost of completing targeted courses. These fees are usually no more than \$300 per qualification. A handful of courses will have a higher fee. Students who have access to School Card funding will pay no more than \$100 per course.

### WHAT ARE THE BENEFITS OF CHOOSING VET?

Some of the benefits include:

- Gaining a national recognised qualification while completing your SACE
- Getting a 'head-start' in your chosen career
- Making your senior school studies more relevant and interesting
- Providing opportunities to learn 'on-the-job' through workplace learning
- Gaining skills and knowledge that employers seek in their employees
- Providing pathways into apprenticeships, traineeships (including school-based apprenticeships and traineeships), further education or training, and direct employment

### EXPECTATIONS FOR VET STUDENTS

All students are required to arrange their own transport to VET courses and Work Placement. Some VET programs require students to complete Work Placement as part of their training, in a real or simulated work environment. These placements provide valuable training and mentoring to aid development of technical and employability skills. In many cases, training organisations will work with students to secure these placements, but it is up to the student to ensure that the Workplace Learning Agreement form has been completed and returned to the school.

Students may miss lessons for other subjects whilst at a VET program and Work Placement. It is important to be well organised and work closely with subject teachers and the VET Coordinator to ensure the impact is minimised.

### WHAT OTHER SUBJECTS COULD I STUDY THAT ARE RELEVANT TO MY VET PROGRAM?

Once Stage 1 and 2 subjects that is highly recommended for VET students is Workplace Practices, as this can be directly linked to your VET program. In this subject, students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake VET and workplace learning (work experience) as part of this subject.

### WHAT ARE VET PROGRAMS AT KADINA MEMORIAL SCHOOL (KMS)?

VET programs provide students in Years 10, 11 and 12 at KMS with increased vocational pathway options through a broad range of VET program choices. VET programs are hosted by schools and Registered Training Organisations (RTOs). Students remain enrolled at KMS and attend school and / or a host school or RTO for their chosen VET program. Further on is information on VET programs offered onsite at KMS as well as through RTOs.



### WHAT IS AN AUSTRALIAN SCHOOL BASED APPRENTICESHIP (ASBAT)?

A School Based Apprenticeship is a great way to start your career while completing your SACE. ASBAs allow senior school students to combine paid work, training and school, while working towards their SACE and nationally-recognised qualification. Students undertaking ASBAs commence a Contract of Training through a part-time Apprenticeship or Traineeship. They learn skills (competencies) on-the-job and through training with a Registered Training Organisation (RTO).

### WHAT ARE THE BENEFITS OF UNDERTAKING A SCHOOL BASED APPRENTICESHIP OR TRAINEESHIP?

Some benefits include:

- Gaining a head start in your chosen job without competing with the rest of the school leavers in the state
- Earning credits as part of your training which accrue towards your SACE
- Starting your career and earning money while you are still at school
- Working towards or gaining a nationally-recognised qualification
- Gaining hands-on experience in a career-orientated job
- Having adult responsibility as a member of the workforce

### DOES AN AUSTRALIAN SCHOOL BASED APPRENTICE GET PAID?

Yes! The relevant industry Award covers most School Based Apprenticeships. Students are paid for the time spent in the workplace.

### HOW LONG DOES AN AUSTRALIAN SCHOOL BASED APPRENTICESHIP TAKE TO COMPLETE?

If the ASBAT is not completed prior to the student completing SACE, students will continue on as a permanent employee until it is completed. Apprenticeships are now competency-based, which means that if all the training is successfully completed and the employer believes the Apprentice or Trainee is competent in all areas, the Contract of Training can be 'signed off'. Students commencing a Certificate III or IV generally work part-time while still attending school, then continue full-time to complete the Apprenticeship when their schooling is finished (SACE is achieved).

### HOW MUCH TIME DOES A SCHOOL BASED APPRENTICE SPEND AWAY FROM SCHOOL?

As facilitated by the school's Vet Coordinator, the School Based Apprenticeship can be organised in a number of ways. It can be working one or more days a week; on weekends; during school holidays or block of time (eg a number of weeks in a row). This is negotiated between the employer, the school and the student. At least eight hours per week on-the-job is required (this can be averaged over time).

# MIDDLE SCHOOL CURRICULUM PATTERNS

Barara Wambana-wardli Curriculum

## YEAR 7

ENGLISH Full Year	MATHEMATICS Full Year	SCIENCE Full Year	HASS (HUMANITIES AND SOCIAL SCIENCES) Full Year	HEALTH & PHYSICAL EDUCATION Full Year	VISUAL ART 1 Term	SUSTAINABILITY 1 Term
					DRAMA 1 Term	HOME ECONOMICS 1 Term
					MUSIC 1 Term	ENGINEERING PRINCIPLES 1 Term
					CREATIVE ARTS 1 Term	BUILDING AND CONSTRUCTION 1 Term

## YEAR 8

ENGLISH  Full Year	MATHEMATICS  Full Year	SCIENCE  Full Year	HASS (HUMANITIES AND SOCIAL SCIENCES)  Full Year	HEALTH & PHYSICAL EDUCATION  Full Year	VISUAL ART 1 Term	DESIGN & TECHNOLOGIES  1 Semester
			GEOGRAPHY  Full Year		DRAMA 1 Term	HOME ECONOMICS 1 Term
					MUSIC 1 Term	DIGITAL TECHNOLOGIES 1 Term
					CREATIVE ARTS 1 Term	

## YEAR 9

ENGLISH Full Year	MATHEMATICS Full Year	SCIENCE Full Year	HISTORY Full Year	HEALTH & PHYSICAL EDUCATION Full Year	CHOICE 1 Semester	CHOICE 1 Semester
			GEOGRAPHY Full Year		CHOICE 1 Semester	CHOICE 1 Semester

### YEAR 9 CHOICE SUBJECTS

Students must nominate seven possible choice subjects from the list below. The four choice subjects that best fit the timetable will be chosen to complete their curriculum pattern. Each subject is equal to one semester.

AFL  
Agriculture 1  
Agriculture 2  
Art 1  
Art 2  
Creative Art 1

Creative Art 2  
Digital Technology  
Drama 1  
Drama 2  
Home Economics  
Metal Technology

Music 1  
Music 2  
Production (Full Year)  
Wood Technology

# SENIOR SCHOOL CURRICULUM PATTERNS

*Yaggana-yunga wambana-wardli curriculum*

## YEAR 10

ENGLISH Full Year	MATHEMATICS Full Year	SCIENCE Full Year	HISTORY 1 Semester	HEALTH & PHYSICAL EDUCATION 1 Semester	CHOICE 1 Semester	CHOICE 1 Semester
			SACE DYNAMICS 1 Semester 10 Credits	CHOICE 1 Semester	CHOICE 1 Semester	CHOICE 1 Semester

### YEAR 10 CURRICULUM

Year 10 students are required to study a core group of compulsory subjects. Exploring Identities and Futures (EIF) is a part of this and by achieving a C or better will fulfil this requirement of the SACE.

### COMPULSORY SUBJECTS

English

Mathematics

Science

History

Exploring Identities and Futures (EIF)

**Health & Physical Education** - Students must choose one of the following:

Sport & Fitness

Sport & Recreation

Girls Physical Education

### YEAR 10 CHOICE SUBJECTS

Students must nominate seven possible choice subjects from the list below. The five choice subjects that best fit the timetable will be chosen to complete their curriculum pattern. Each subject is equal to one semester.

AFL

Agriculture 1

Agriculture 2

Pathways to Construction

CAD/CAM/Electronics 1

CAD/CAM/Electronics 2

Creative Arts 1

Creative Arts 2

Drama 1

Drama 2

Food and Nutrition

Girls Physical Education 1

Girls Physical Education 2

Home Economics

Metal Technology

Music 1

Music 2

Pre-Math Methods (Semester 2 only)

Production (Full Year)

Science Extension (Semester 2 only)

Sport & Fitness 1

Sport & Fitness 2

Lifestyle & Recreation 1

Lifestyle & Recreation 2

Visual Arts 1

Visual Arts 2

Wood Technology

### YEAR 10 SUBJECT SELECTION PROCESS

In preparation for Year 10, our Year 9 students will participate in a detailed subject selection process at the end of Term 3. Students will take subject selection sheets home prior to selection and will make preliminary choices together with parents/caregivers.



# SENIOR SCHOOL CURRICULUM PATTERNS

*Yaggana-yunga wambana-wardli curriculum*

## YEAR 11 - STAGE 1

<b>RESEARCH PRACTICES</b>  1 Semester 10 Credits	<b>LITERACY</b>  Full Year 20 Credits	<b>NUMERACY</b>  1 Semester 10 Credits	<b>CHOICE</b>  1 Semester 10 Credits	<b>CHOICE</b>  1 Semester 10 Credits	<b>CHOICE</b>  1 Semester 10 Credits
<b>RESEARCH PROJECT*</b> 1 Semester 10 Credits Stage 2		<b>CHOICE</b>  1 Semester 10 Credits	<b>CHOICE</b>  1 Semester 10 Credits	<b>CHOICE</b>  1 Semester 10 Credits	<b>CHOICE</b>  1 Semester 10 Credits

### YEAR 11 CURRICULUM

Year 11 students are required to study a full year of a literacy (English) based subject and at least one semester of a numeracy (Mathematics) based subject. Students must achieve a C grade or better in these subjects in order to meet the compulsory literacy and numeracy requirements of the SACE.

Year 11 students will also complete the Stage 2 Research Project during Semester 2. Students must achieve a C-grade or better to meet this compulsory requirement of the SACE.

One semester in Year 11 is equivalent to 10 SACE Stage 1 credits.

### COMPULSORY SUBJECTS

Research Practices  
Research Project\*

**Literacy Subjects** - Students must choose a full year  
Essential English  
English

**Numeracy Subjects** - Students must choose at least one semester

Life Skills Mathematics  
General Mathematics  
Mathematical Methods  
Specialist Mathematics

### YEAR 11 CHOICE SUBJECTS

Students must nominate nine possible choice subjects from the list below. The seven choice subjects that best fit the timetable will be chosen to complete their curriculum pattern. Each subject is equal to one semester or 10 credits.

Agriculture 1  
Agriculture 2  
Auto Technology 1  
Auto Technology 2

Biology 1  
Biology 2  
Building and Construction 1  
Building and Construction 2  
CAD/CAM/Electronics 1  
CAD/CAM/Electronics 2  
Chemistry 2  
Child Studies 1  
Child Studies 2  
Creative Arts 1  
Creative Arts 2  
Digital Technology 1  
Digital Technology 2  
Drama 1  
Drama 2  
Fitness & Lifestyle 1  
Fitness & Lifestyle 2  
Food & Hospitality 1  
Food & Hospitality 2  
General Mathematics 2  
Geography  
Information Processing and Publishing 1  
Information Processing and Publishing 2  
Life Skills Mathematics  
Mathematical Methods 2  
Metal Technology 1  
Metal Technology 2  
Music 1  
Music 2  
Modern History 1  
Modern History 2  
Outdoor Pursuits 1  
Outdoor Pursuits 2  
Physics 1  
Physics 2  
Physical Education 1  
Physical Education 2  
Psychology 1  
Psychology 2  
Production (Full Year)

**Specialist Mathematics 2**

**Visual Arts - Art 1**

**Visual Arts - Art 2**

**Visual Arts - Design 1**

**Visual Arts - Design 2**

**Wood Technology 1**

**Wood Technology 2**

**Workplace Practices**

\* **Research Project** is a compulsory SACE Stage 2 subject offered in Year 11.

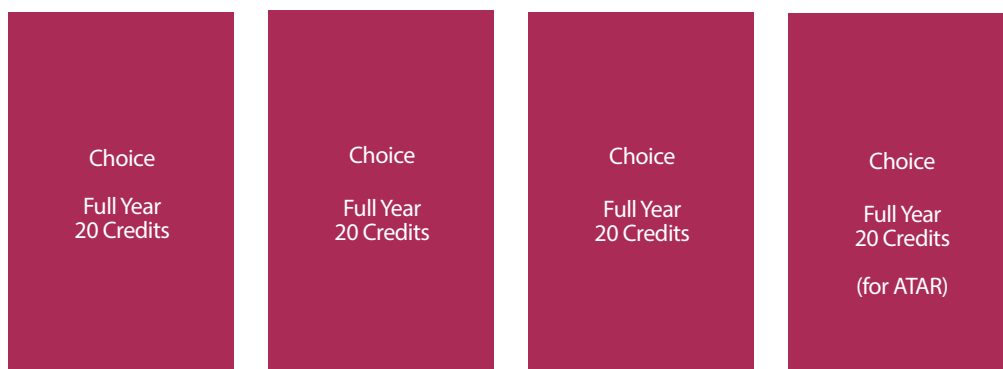
## **YEAR 11 SUBJECT SELECTION PROCESS**

In preparation for Year 11, our Year 10 students will participate in a detailed subject selection process. There will be a family information night at the beginning of Term 3. Following this, students and their families (if needed) will meet with Course Counsellors. They will use Semester 1 results along with teacher recommendations and possible career pathways to choose subjects for the following year.

# SENIOR SCHOOL CURRICULUM PATTERNS

Yaggana-yunga wambana-wardli curriculum

## YEAR 12 - STAGE 2



### YEAR 12 CURRICULUM

Year 12 students are required to study at least 60 credits in which they must achieve a C- grade or better to meet the compulsory requirements of the SACE.

Students must study at least 80 credits as well as the 10 credit Research Project if they are aiming to get an ATAR and hence go onto tertiary study.

Each Stage 2 subject is 20 credits long or a full year of study.

Although every effort will be made to accommodate student choices, this is always dependant on the school's capacity to form viable classes. This depends on student numbers and teacher availability. Some subjects may be offered in a flexible delivery mode which could include the following:

- Studied in conjunction with a Stage 1 class or another Stage 2 class
- Study at another school
- Study through the Open Access College
- Study through digital technologies eg. video conferencing

Students should study subjects that fit their future pathway in regards to future study, training and/or employment. They should also choose subjects that will allow them to achieve the highest ATAR score possible.

### YEAR 12 SUBJECTS

Students must nominate six possible choice subjects from the list below. The four choice subjects that best fit the timetable will be chosen to complete their curriculum pattern. Each subject is equal to one year or 20 credits.

**Agricultural Production**

**Biology**

**Chemistry**

**Child Studies**

**Community Connections**

**Creative Arts**

**Digital Technology**

**Drama**

**Electronics CAD/CAM**

**English Literary Studies**

**English**

**Essential Maths**

**Fitness & Lifestyle**

**Food & Hospitality**

**General Mathematics**

**Geography**

**Information Processing & Publishing**

**Mathematical Methods**

**Metal Technology**

**Modern History**

**Music**

**Outdoor Pursuits**

**Physics**

**Physical Education**

**Production**

**Psychology**

**Specialist Mathematics**

**Visual Arts - Art**

**Visual Arts - Design**

**Workplace Practices**

**Wood Technology**

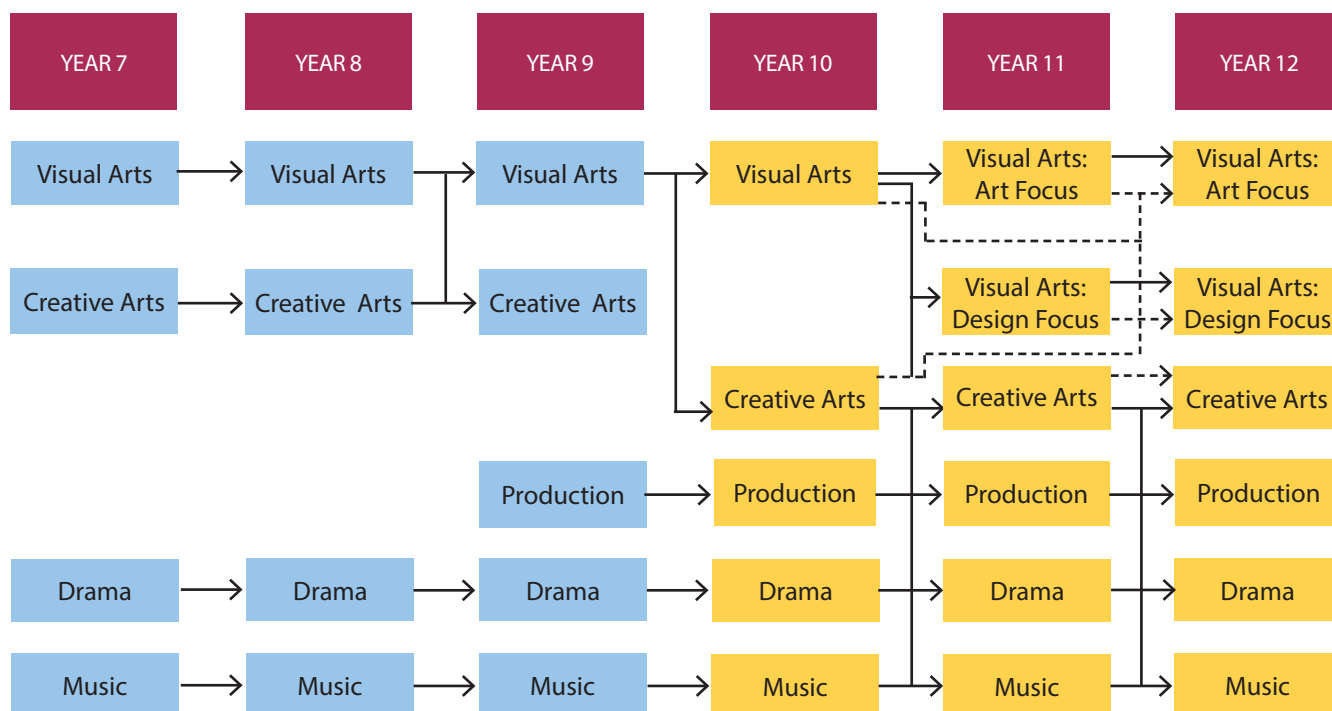
### YEAR 12 SUBJECT SELECTION PROCESS

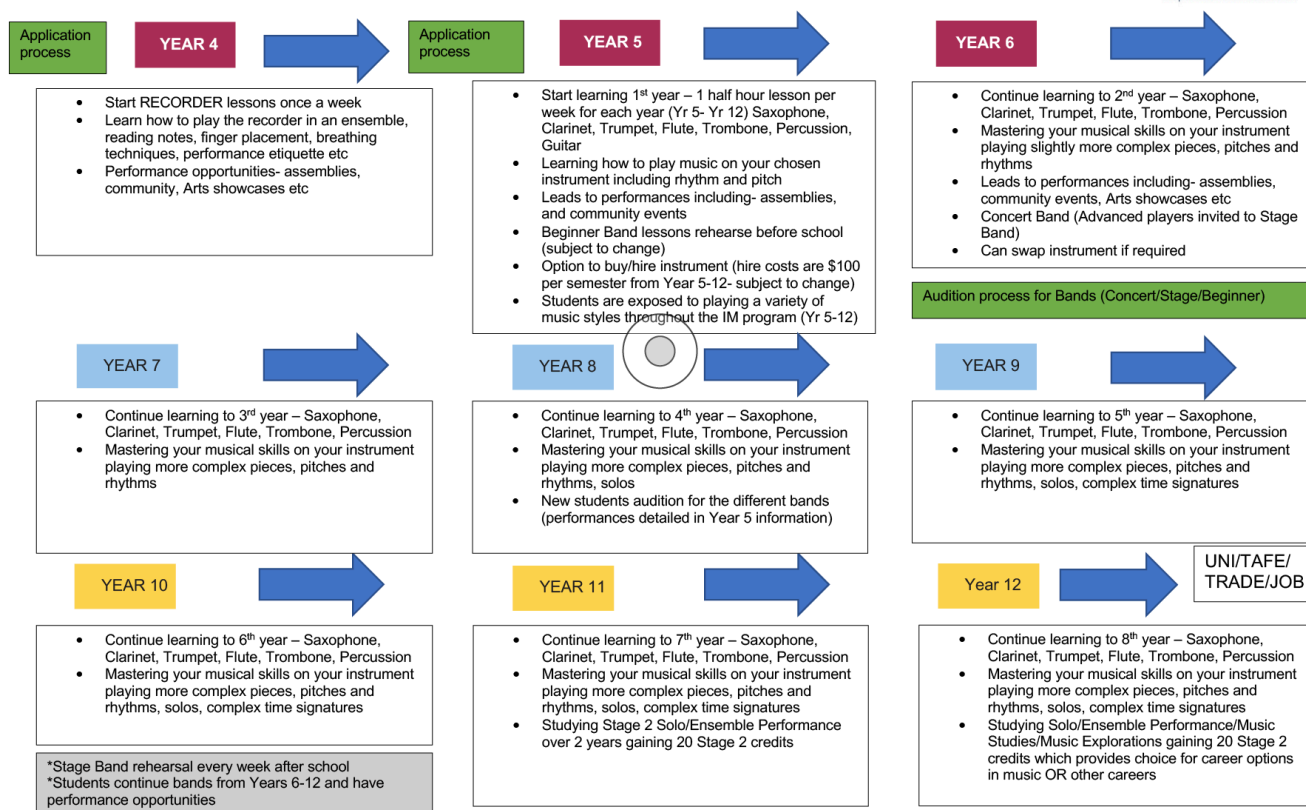
In preparation for Year 12, our Year 11 students will participate in a detailed subject selection process. There will be a parent and caregivers information night at the beginning of Term 3. Following this, students and their families (if needed) will meet with Course Counsellors. They will use Semester 1 results along with teacher recommendations and possible career pathways to choose subjects for the following year.



# ARTS

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. The five distinct but related Arts subjects - Visual Arts, Creative Arts, Drama, Production and Music - share and communicate understanding and expressions of ourselves and others. Rich in tradition, the Arts play a major role in the development and expression of contemporary cultures and communities, locally, nationally





## YEAR 9

Students need to select the equivalent of 4 semesters from the following topics. If they wish to do a subject for a full year it must be selected for the first and second semester. This means that they only have another 2 semesters to select. **Tech Studies and Home Economics are one semester subjects only.**

### MUSIC

Students will develop their knowledge in music, and should be prepared to complete music theory, class ensemble, instrumental studies and compositions. It is compulsory for students to perform to a live audience either in class time or as parts of a concert/s in and out of school hours.

**IMS students are encouraged to complete 2 Semesters of Music to complement their Instrumental lessons.**

In line with the Australian Curriculum they will:

- Develop knowledge and understanding of musical theory concepts.
- Present a solo and ensemble performance on an instrument of choice including; guitar (electric and/or acoustic), bass guitar, voice, piano, drums, percussion, strings, woodwind and brass.
- Explore historical events, key figures and development of styles.

## VISUAL ARTS

Students will build on knowledge from years 7 and 8 Visual Arts by creating more large-scale artwork in painting, drawing, ceramics, printmaking and sculpture. Students will have a focus on conceptualisation and considering how symbols and elements work together to send messages.

In line with the Australian Curriculum they will:

- Develop and refine techniques in a variety of 2 and 3 dimensional mediums.
- Present and evaluate displays of artworks.
- Explore art works from different cultures, times and places.
- Present learning through visual and written work that is in line with whole school literacy programs.

## CREATIVE ARTS

Students participate in a Media and Design based course with a prime focus on the use of the Adobe programs. Illustrator, Photoshop, Indesign and Premier Pro will be utilised to support assessment based on graphic design and film.

In line with the Media Arts Australian Curriculum they will:

- Experiment with ideas to manipulate media conventions.

- Manipulate media representations to identify and examine social and cultural values and beliefs.
- Develop and refine media production skills.
- Plan and design media artworks for a range of audiences.

## DRAMA

Students can expect to participate in the creation, rehearsal and performance of dramatic works. All students will participate in creating a Drama journal and Class Production (backstage and onstage).

In line with the Australian Curriculum they will:

- Explore ideas and improvise with ways to represent ideas.
- Develop and refine understanding of skills and techniques.
- Share Drama through performance or presentation.
- Respond to and interpret artworks.

## PRODUCTION

The Production subject focuses on building performing arts skills in the rehearsal and presentation of a Musical or Play/s. Students will be auditioned into one of these roles: performer in a main role or a chorus role; or in an off-stage role, including stage management, costume/make-up, lighting, sound, set design, multi-media, promotions, and other roles as needed. It is compulsory for students to perform to a live audience in class or as part of a concert/s in and out of school hours. This subject will be running after school and weekend rehearsals which are compulsory to attend.

This will be a composite class of Year 9 to Year 12 students and will be taught by two performing arts teachers (Mr. Sandy Hahn and Mr. Andre Starr).

This course is a **full year course**. You cannot opt in the subject unless you are successful in an audition.



## YEARS 9-12

### PRODUCTION

**LEVEL - 9-12**

**LENGTH - 2 SEMESTERS (FULL YEAR COURSE)**

**CONTACT - SANDY HAHN**

#### RECOMMENDED BACKGROUND

Successfully completed Music and/or Drama and have a clear focus on the performing arts to produce a Musical style performance and/or play.

#### CONTENT

The Production subject focuses on building performing arts skills in the rehearsal and presentation of a Musical. Students will be auditioned into one of these roles: performer in a main role or a chorus role; or in an off-stage role, including stage management, costume/make-up, lighting, sound, set design, multi-media, promotions, and other roles as needed. It is compulsory for students to perform to a live audience in class or as part of a concert/s in and out of school hours. This subject will be running after school and weekend rehearsals which are compulsory to attend.

This will be a composite class of Year 9 to Year 12 students and will be taught by two performing arts teachers (Mr. Sandy Hahn and Mr. Andre Starr).

#### ASSESSMENT- YEAR 9-10

Practical Exploration 40%

Connections 30%

Personal Venture 30%

#### INTEGRATED LEARNING- STAGE 1 – 20 CREDITS

Practical Exploration (1500 words in total) 40%

Connections (1500 words) 30%

Personal Venture (1000 words) 30%

#### INTEGRATED LEARNING- STAGE 2 – 20 CREDITS

Practical Inquiry (2000 words in total) 30%

Product x 2 (2000 words) 40%

Personal Venture (2000 words) 30%

#### ADDITIONAL REQUIREMENTS

- All roles are subject to an audition process
- Students should be aware there will be some out of school rehearsals including weekends - some compulsory.
- Production is a full year subject. Students are expected to perform in all roles in and out of school time
- It is an important part of the SACE and Australian Curriculum to attend live performances to complete reviews, which will incur an extra cost of approximately \$50

## YEAR 10

### MUSIC

**CODE - 0MUS1A**

**LEVEL - YEAR 10**

**LENGTH - 1 OR 2 SEMESTERS**

**CONTACT - SANDY HAHN**

#### RECOMMENDED BACKGROUND

Students should have successfully completed one semester of Year 9 Music. Students who complete two semesters of Music in Year 9 will be better equipped to meet the performance standards at a higher level. They should have a genuine interest in music and a willingness to learn one of the following instruments; guitar, bass guitar, drums, piano or keyboard, vocals (singing), saxophone, clarinet, flute, trumpet, trombone or other. If you are intending on studying music in Stage 1, you will need to complete music for 2 semesters. It is **compulsory** for students to perform to a live audience either in class time or as part of a concert/s in and out of school hours.

#### CONTENT

During the semester students will develop their knowledge in music, and should be prepared to complete music theory, class ensemble, instrumental studies and compositions. Students will have an opportunity to perform at community events and record projects in the school's studio.

#### ASSESSMENT

Students will be assessed on:

- Use of practice/class time
- Presentation of several performances
- Knowledge and understanding of musical theory concepts
- Understanding of historical events, key figures and development of styles in music

### VISUAL ARTS

**CODE - 0VIS1A OR 0VIS2A**

**LEVEL - YEAR 10**

**LENGTH - 1 OR 2 SEMESTERS**

**CONTACT - KAREN GEORGE**

#### RECOMMENDED BACKGROUND

A passing grade in Year 9 Art is recommended.

#### CONTENT

The course is aimed at preparing students for senior Art (Art and Design) by encouraging more self-directed learning. Students will begin to specialise in the materials they find most engaging. During each semester, students will undertake one practical with a supporting Artist Statement, and one Visual Study. The media studied may include drawing, painting, ceramics and sculpture.

In the Visual Study task, students develop a portfolio

exploring a theme or artist (for example portraiture, landscape, or the human form in art). They will research, examine and replicate the styles and process of several established artists.

Students will further develop skills in creative and conceptual thinking. They will be required to plan, develop and create an artwork in a chosen media based on a theme, phrase or quote. Students are encouraged to experiment and consider the conceptual meanings behind subject matter, materials and styles they employ. They document this learning across 8-10 A3 folio pages, that includes both practical and written work.

Final resolved works are to be displayed in a class exhibition, along with a 250-word Artist Statement.

### ASSESSMENT

Students will be assessed on their skills and knowledge shown through visual and written work.

- Back-up Folio (40%)
- Final Practical (30%)
- Visual Study (40%)

### ADDITIONAL REQUIREMENTS

We endeavour to supply diverse materials as options for this subject. However, depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester are encouraged to attend the senior art excursion. Cost is approximately \$20 (based on 2023 costs).

## CREATIVE ARTS

**CODE - 0CVA1A OR 0CVA2A**

**LEVEL - YEAR 10**

**LENGTH - 1 SEMESTER OR 2 SEMESTERS**

**CONTACT - JACQ BARRY**

### RECOMMENDED BACKGROUND

Successfully completed at least one semester of Music, Drama, Creative or Visual Art in Year 9. Through the completion of previous years, students should have a general idea of their creative art focus. Each semester students will need a different program focus.

### CONTENT

In creative arts students have the opportunity to take on a self-directed project from within any arts area including photography, character design, visual art or media. Programs will be individually written based on student interest.

During each semester, students are required to undertake an inquiry into current issues of art practitioners and their work, which is relevant to student's artistic interests.

Students must create one practical work or performance for the semester. The product is self-directed and will need to be negotiated with the teacher. Some examples of possible topics include music video, children's book, dance

performance, choreography, typography, fashion piece, mural, electronic music and production, photography and digital editing, graphic design and many more. Students are required to document the development of this project from the initial brainstorm through to resolved work.

In addition to their major project, students are required to develop a skills folio - a collection of 6 skills, related to their arts area, which are not covered in the major product. The student needs to research each skill, its relevance and how it is done, then undertake the skill and reflect on their results. The skills folio is to be presented in an A3 document of 750 words or equivalent in multi modal form.

### ASSESSMENT

Students will be assessed on the development and presentation of

- Product and Folio
- Inquiry
- Skills Development Folio

### ADDITIONAL REQUIREMENTS

To successfully complete a semester course, students may be required to undertake some of their work outside of school hours.

## DRAMA

**CODE - 0DRA1A OR 0DRA2A**

**LEVEL - YEAR 10**

**LENGTH - 1 OR 2 SEMESTERS**

**CONTACT - ANDRE STARR**

### RECOMMENDED BACKGROUND

Successfully completed one semester of Drama in Year 9 achieving a C grade or better.

### CONTENT

Students will participate in the devising, rehearsal and performance of a dramatic work. They will produce written work for a folio, which will include journal entries, planning and production reports.

#### Semester 1

Symbolism, Music Drama and Group Production

#### Semester 2

Theatre Styles (Naturalism, Surrealism, and Political Theatre), and a Group Production.

In line with the Australian Curriculum they will:

- Explore ideas and improvise with ways to represent ideas.
- Manipulate and apply the elements/concepts with intent.
- Develop and refine understanding of skills and techniques.
- Structure, organise and communicate ideas to produce dramatic works.
- Share artworks through performance, presentation or display.

- Analyse and reflect upon intentions.
- Respond to and interpret works.

### EXCURSIONS

It is an important part of the Australian Curriculum to attend a live performance to complete a theatre review, which will incur an extra cost.

### ASSESSMENT

Students will be assessed on:

- Scripted Group Production (on- stage or off-stage)
- Theatre Styles studies and performances
- Written Folio
- Participation and Ensemble- work

## YEAR 11

### MUSIC

**CODE - 1MXE10**

**LEVEL - STAGE1**

**LENGTH - 10 CREDIT / 20 CREDITS FULL YEAR**

**CONTACT - SANDY HAHN**

### RECOMMENDED BACKGROUND

Students are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or voice. Students without this background may have difficulty in successfully meeting the performance standards for this subject.

As a guide, students should have successfully completed 1 semester of Music in Years 8, 9 and 10 and should have a passion for music with a willingness to develop their performance skills to a high standard. If you are intending on studying music in Stage 2 you will need to do music for 2 semesters. It is compulsory for students to perform to a live audience either in class time or as part of a concert/s in and out of school hours.

Students will be studying music at 20 credits. The option to study at 10 credits will be by negotiation only.

### CONTENT

Students should be prepared to complete music theory, solo performance, ensemble performance, instrumental studies, composition, recording and technology. Students will perform at community events.

### ASSESSMENT

Students will be assessed on their use of practice/class time, presentation of performances, knowledge and understanding of musical theory concepts, understanding of historical events, key figures and development of styles.

Assessment Type 1: Creative Work (50%)

Assessment Type 2: Musical Literacy (50%)

## VISUAL ARTS - ART FOCUS

**CODE - 1VAA10 OR 1VAA20**

**LEVEL - STAGE1**

**LENGTH - 10 OR 20 CREDITS**

**CONTACT - KAREN GEORGE**

### RECOMMENDED BACKGROUND

It is recommended that students have achieved a passing grade in Visual Art at Year 9 and/or 10.

### CONTENT

The semester length courses are able to be studied alone or concurrently, with students exposed to a variety of media (acrylic paint, watercolour, pencil, charcoal, ceramics etc). Each major task requires students to study two or three artists using the same media or theme within their work and apply their skills and techniques to their own work. Originality and creativity are encouraged by students using their own images (drawings or photos) as a starting point for their work.

- Students use a back-up folio (10-15 A3 pages) to show their thoughts and visual ideas used in the development of their artwork
- A final artwork is produced for exhibition with a supporting 250 word Artist's Statement
- A separate Visual Study (10-15 A3 pages) of an Art movement, media or theme, including written and practical examples is also required.

### ASSESSMENT

Students will be assessed on their skills and knowledge shown through visual and written work.

- Folio (40%),
- Final Practical (30%)
- Visual Study (40%)

### ADDITIONAL REQUIREMENTS

We endeavour to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester are required to attend the senior art excursion. Cost is approximately \$20 (based on 2023 costs).

## VISUAL ARTS - DESIGN FOCUS

**CODE - 1VAD10 OR 1VAD20**

**LEVEL - STAGE 1**

**LENGTH - 10 OR 20 CREDITS**

**CONTACT - KAREN GEORGE**

### RECOMMENDED BACKGROUND

It is recommended that students have achieved a passing grade in Visual or Creative Arts at Year 9 and/or 10.

### CONTENT

In Design students assume the role of a design industry



professional and undertake a mock design job in such fields as graphic design, web design, interior design, fashion design, architectural design, sign writing, illustration or another area negotiated with the teacher.

Over 10-15 A3 pages, students will research and conduct practical experimentations to learn more about the career and works of a designer, design company or industry. They will respond to their experiments with written annotations.

For each semester studied, students must complete a major resolved work. They are to act as designers and set themselves a design job and work through the process of developing a resolved work, which could be presented to a waiting client. Students are welcome to structure their design tasks around real businesses, research their existing marketing strategies or image and develop branding materials for them. The backup folio required will cover 15 A3 pages. The final work is to be presented for display and accompanied by a 250 word statement.

### ASSESSMENT

Students will be assessed on:

- Visual Study (30%)
- Major Work (30%)
- Back Up Folio (40%)

### ADDITIONAL REQUIREMENTS

We endeavour to supply diverse materials as options for this subject. Depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester are required to attend the senior art excursion. Cost is approximately \$20 (based on 2023 costs).

## CREATIVE ARTS

**CODE - 1CVA10 OR 1CVA20**

**LEVEL - STAGE 1**

**LENGTH - 10 OR 20 CREDITS**

**CONTACT - JACQ BARRY**

### RECOMMENDED BACKGROUND

Successfully completed at least one semester of Music, Drama, Creative Arts or Visual Art in Year 9 and 10.

### CONTENT

In Creative Arts, students have the opportunity to take on self-directed projects from within any arts area including but not limited to visual art, media, music, dance or drama. Each semester, students are required to have a different program focus.

Each semester, students are required to undertake an Inquiry of 750 words into the career and works of an arts practitioner relevant to their artistic interests. Students must create one practical work or performance for each semester. The product is self-directed and will need to be negotiated with the teacher.

Some examples of possible topics include; music video, children's book, dance performance, choreography, typography, fashion piece, mural, electronic music and production, photography and digital editing, graphic design and many more. Students are required to document the development of this project from initial brainstorm through to resolved work and provide photographic evidence. This is to be presented in an A3 report document which cannot exceed 750 words or equivalent in multi modal form.

In addition to their major project, students are required to develop a skills folio - a collection of up to 6 skills related to their arts area, which are not covered in the major product. The student needs to research each skill, its relevance and how it is done, then undertake the skill and reflect on their results. The skills folio is to be presented in an A3 document of 750 words or equivalent in multi modal form.

### ASSESSMENT

Students will be assessed on the development and presentation of

- Product and Folio (50%)
- Inquiry (20%)
- Skills Development Folio (30%)

### ADDITIONAL REQUIREMENTS

To successfully complete the course students may be required to undertake some of their work outside of school hours.

## DRAMA

**CODE - 1DRA10 OR 1DRA20**

**LEVEL - STAGE 1**

**LENGTH - 10 OR 20 CREDITS**

**CONTACT - ANDRE STARR**

### RECOMMENDED BACKGROUND

It is recommended that students have achieved a passing grade in Drama at Year 9 and or 10.

### CONTENT

The three areas of study in Drama are the Presentation, Responding to Drama and Creative Synthesis. Students can expect to:

- Participate in the planning, rehearsal, and performance of a dramatic work, including a Major Production
- Produce written work the responds to Drama including theatre or film reviews and a production report
- Investigate an area of study in the dramatic arts, such as acting, direction, stage management, or design (set, costume, make-up or lighting) and create a real or hypothetical production

### EXCURSIONS

It is an essential part of the SACE to attend a live performance to complete a theatre review. This involves a trip to Adelaide or Port Pirie, which will incur an extra cost.

It is also an expectation that students will make themselves available after school for rehearsals and performance of the Group Production.

**ASSESSMENT**

Students will be assessed on:

- Performance (On-stage or off-stage) (40%)
- Responding to Drama (30%)
- Creative Synthesis (30%)

**YEAR 12****MUSIC**

**CODE - 2MXE20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - SANDY HAHN**

**RECOMMENDED BACKGROUND**

Students who undertake performance subjects are assumed to have attained a performance standard that reflects at least 4 years of development on their chosen instrument or voice. As a guide students should have successfully completed 1 semester of music in Years 8, 9 and 10 plus a full year of SACE Stage 1 Music. It is compulsory for students to perform to a live audience either in class or as part of a concert/s in and out of school hours.

**CONTENT**

Stage 2 Music can be completed as a 20 credit course, choosing from two 10 credit performance subjects or one of the 20 credit subjects. All courses, either 10 or 20 credit must be undertaken for the full year. For students wishing to obtain an ATAR, they need to complete a 20 credit subject or two 10 credit performance subjects in Year 12 or two 10 credit performance subjects over two years.

**Music Studies (20 credits)**

Music studies is a theoretical and analytical course which should only be undertaken by students who wish to go on and study music at university level. Students will develop a high level of understanding and ability in aural skills, composition, theory and analysis.

**Music Explorations (20 credits)**

Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present, and/or produce music and experiment with their own creations.

**Performance Solo (10 credits)**

Students undertake a full year of study preparing for three separate performances totalling 24 minutes. These assessments include a written or verbal discussion of the learning process.

**Performance Ensemble (10 credits)**

Students undertake a full year of study preparing for three separate performances totalling 24 minutes. These

assessments include individual part testing and a written or verbal discussion of the learning process.

**ASSESSMENT**

All units of work undertaken will be assessed in the following way either through performances, folios, skills development tasks or exams.

- School assessment (70%)
- External assessment (30%)

**ADDITIONAL REQUIREMENTS**

To successfully complete the course students may be required to undertake some of their work outside of school hours.

**VISUAL ARTS - ART FOCUS**

**CODE - 2VAA20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - KAREN GEORGE**

**Recommended Background**

To study Stage 2 Visual Arts successfully it is recommended students have studied at least one semester of Stage 1 Visual Arts with a sound pass.

**CONTENT**

In Visual Arts, students are exposed to a variety of media (acrylic paint, watercolour, pencil, charcoal, ceramics etc). Each major task requires students to study two or three artists using the same media or theme within their work and apply their skills and techniques to their own work. Originality and creativity are encouraged by students using their own (drawings or photos) as a starting point. Students complete 2 Major Practicals each with their own Folio of back-up work as well as a Visual Study.

- Students use a back-up Folio (20 A3 pages for each artwork) to show their thoughts and visual ideas used in the development of each major artwork
- Two Final Artworks are produced for exhibition with a supporting 500 word Practitioner's Statement for each
- A separate Visual Study (20 A3 pages) of an Art movement, media or theme, including written and practical examples is also required, with a 2000 word limit.

**ASSESSMENT**

Students will be assessed on their skills and knowledge shown through visual and written work.

**School Assessment**

- Folio (40%)
- Final Practicals (30%)

**External Assessment**

- Visual Study (30%)

**ADDITIONAL REQUIREMENTS**

We endeavour to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply

unusual materials that are not stocked at school. As part of this course students in the first semester are required to attend the senior art excursion. Cost is approximately \$20 (based on 2023 costs).

## VISUAL ARTS - DESIGN FOCUS

**CODE - 2VAD20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - KAREN GEORGE**

### RECOMMENDED BACKGROUND

It is recommended that students have achieved a passing grade in Design, Visual or Creative Art in Years 10 or 11.

### CONTENT

In Design students assume the role of a design industry professional and undertake a mock design job in such fields as graphic design, web design, interior design, fashion design, architectural design, sign writing, illustration or another area negotiated with the teacher.

Over 20 A3 pages, students will research and conduct practical experimentations to learn more about the career and works of a designer, design company or industry. They will respond to their experiments with written annotations at stage one. This Visual Study cannot exceed 2000 words.

For each semester studied, students must complete one major practical work. They are to act as designers and set themselves a design job and work through the process of developing a resolved work, which could be presented to a waiting client. Students are welcome to structure their design tasks around real businesses, research their existing marketing strategies or images and develop branding materials for them. Students will document the development of their Major Practical work over 20 A3 pages. This should follow the project from initial brainstorm to final work as well as all experimentations with media and concepts. Students present their final work with a written 500 word Practitioner's Statement.

### ASSESSMENT

Students will be assessed on:

- Visual Study 30%
- Major Work 30%
- Back Up Folio 40%

### ADDITIONAL REQUIREMENTS

We endeavour to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester are required to attend the senior art excursion. Cost is approximately \$20 (based on 2019 costs).

## CREATIVE ARTS

**CODE - 2CVA20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - JACQ BARRY**

### RECOMMENDED BACKGROUND

Successfully completed at least one semester of Music, Drama, Creative-Arts or Visual Art in either Year 10 or 11.

### CONTENT

In Creative Arts, students have the opportunity to take on self-directed projects from within any arts area including Visual Art, Design, Media, Music, Dance or Drama.

Students are required to undertake a 2000 word Inquiry into the career and works of an arts practitioner or artistic style relevant to their artistic interests.

Students must create two products or performances. Some examples of possible topics include music video, children's book, dance performance, choreography, typography, fashion piece, mural, electronic music and production, photography and digital editing, graphic design and many more. Students are required to document the development of this project from initial brainstorm through to resolved work and photographic evidence. This is to be presented in an A3 report document or multimodal form. One project may inform the next.

In addition to their product, students are required to develop a skills folio - a collection of up to 12 skills related to their arts area, which are not covered in the product. The student needs to research each skill, its relevance and how it is done, then undertake the skill and evaluate their results.

### ASSESSMENT

Students will be assessed on the development and presentation of:

- Product and Folio (50%)
- Inquiry (20%)
- Skills Development Folio (30%)

### ADDITIONAL REQUIREMENTS

We endeavor to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.



## DRAMA

**CODE - 2DMA20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - ANDRE STARR**

### RECOMMENDED BACKGROUND

It is recommended that students have achieved a passing grade in Drama at Year 11.

### CONTENT

The two main areas of focus are:

- Company and Production – learning specialised theatre roles while collaborating and producing dramatic works as a theatre company
- Exploration and Vision – engaging with dramatic ideas, theories and works from professional productions, innovators, or teachers

### Excursions

As a part of the Exploration and Vision component of the course, it is essential to attend a live theatre performance or workshop. This will incur an extra financial cost and possibly time after school.

It is also an expectation that students will make themselves available after school for rehearsals and performance of the Group Production.

### ASSESSMENT

Students show their understanding of 'Company and Production' and 'Exploration and Vision' through three assessment tasks.

**Group Production (40%)** – Students are led by the teacher to conceive, explore, develop, produce, refine, and perform a dramatic work. Students take on a role as though in a theatre company and then collaborate with other students to produce a dramatic work, such as a play, for a live audience. Students also present evidence of their learning through a video of their creative process as a dramatic artist.

**Evaluation and Creativity (30%)** – Students complete two interrelated tasks. Part One involves responding to Drama through seeing live theatre, attending a workshop or visiting artist. Part Two involves creating Drama. This will involve taking creative risks and to experiment while imagining, conceiving, and developing a hypothetical creative outcome.

**Presentation (30%)** - Students collaborate in small groups of between two and five to conceive, plan, and produce a creative dramatic presentation. The presentation may take a variety of forms including, for example, but not limited to, a live performance, a film or screen production, designs within an ensemble dramatic concept, a workshop, or a masterclass.

### ADDITIONAL REQUIREMENTS

We endeavour to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.





# CROSS DISCIPLINARY STUDIES

Cross-Discipline priorities are addressed through learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.

The priorities provide dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to the student directly. Incorporation of the priorities will encourage conversations between learning areas and between students, teachers and the wider community.

YEAR 7

YEAR 8

YEAR 9

YEAR 10

YEAR 11

YEAR 12

Exploring  
Identities &  
Futures  
(Stage 1)

Workplace  
Practices

Workplace  
Practices

Community  
Connections

Research  
Practices

Research  
Project

## YEAR 10

### EXPLORING IDENTITIES & FUTURES (EIF)

**CODE - 1PLP10**

**LEVEL - STAGE 1**

**LENGTH - 10 CREDITS**

**CONTACT - MICHAEL DITTMAR**

#### RECOMMENDED BACKGROUND

Compulsory for all SACE students

#### CONTENT

Exploring Identities & Futures (EIF) is a compulsory subject at Stage 1, undertaken at Year 10. Exploring Identities & Futures helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12. Students must achieve a C grade or better to successfully complete the subject and to attain their SACE. This is a moderated subject.

#### ASSESSMENT

- Assessment Type 1: Folio
- Assessment Type 2: Reflection

Students provide four or five pieces of evidence of their learning for assessment.

#### ADDITIONAL INFORMATION

Students must have a member of the community who has some knowledge and understanding of the type of work they are planning to undertake as a mentor. Feedback must be obtained from this person.

- Develop their understanding of the use of research in society

#### ASSESSMENT

- The Purpose of Research 5%
- Folio Development 45%
- Outcome 25%
- Source Analysis and Evaluation 25%

#### ADDITIONAL REQUIREMENTS

Nil

### RESEARCH PROJECT

**CODE - 2RPB10**

**LEVEL - STAGE 2**

**LENGTH - 10 CREDITS**

**CONTACT - CAROLINE KENNETT**

#### RECOMMENDED BACKGROUND

Stage 1 Research Practices

#### CONTENT

In the Research Project, students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

#### ASSESSMENT

Students in Research Project A will be assessed on:

- Folio 30%
- Research Outcome 40%
- Review 30%

Students in Research Project B will be assessed on:

- Folio 30%
- Research Outcome 40%
- Evaluation 30%

#### ADDITIONAL REQUIREMENTS

Nil

## YEAR 11

### RESEARCH PRACTICES

**CODE - 1RPP10**

**LEVEL - STAGE 1**

**LENGTH - 10 CREDITS**

**CONTACT - CAROLINE KENNETT**

#### RECOMMENDED BACKGROUND

Nil

#### CONTENT

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings in preparation for the compulsory Stage 2 Research Project.

This subject provides students with opportunities to:

- Examine the purpose of research
- Explore a range of research approaches
- Develop their investigative and inquiry skills

## WORKPLACE PRACTICES

**CODE - 1WPS10 OR 1 WPS20**

**LEVEL - STAGE1**

**LENGTH - 10 CREDITS OR 20 CREDITS**

**CONTACT - GLEN WILLIAMS**

### RECOMMENDED BACKGROUND

Students should have successfully completed work experience in Year 10. They should be prepared to undertake further work experience as a compulsory component of the course.

### CONTENT

Workplace Practices aims to develop student employability skills, enabling them to make a smooth transition from school into the workplace.

They will prepare for entry into work by compiling a job application package, gaining an understanding of their rights and responsibilities, and participating in work experience. Students develop knowledge and understanding of the nature, type, and structure of the workplace.

The subject also enables students the opportunity to explore the options of VET, Training Guarantees and School Based Apprenticeships.

#### Semester 1

- Worker's Rights and Responsibilities
- Career Planning
- Vocational Performance
- Reflection

#### Semester 2

- The Value of Unpaid Work to Society
- Career Planning 2
- Vocational Performance
- Reflection

### ASSESSMENT

- Folio Tasks (45%)
- Vocational Performance (30%)
- Reflections (25%)

### ADDITIONAL REQUIREMENTS

Students wishing to gain full First Aid qualifications will incur a cost of approximately \$60. This is not a compulsory part of the course.

Students failing to organise work placement in Semester 1 will be not be encouraged to undertake the subject in Semester 2.

## YEAR 12

## COMMUNITY CONNECTIONS

**LENGTH - 20 CREDITS**

**CONTACT - MEGAN TUCKER**

### RECOMMENDED BACKGROUND

Open to all students following negotiation with Megan Tucker.

### CONTENT

Students base their learning on the knowledge, skills and understanding of key elements/concepts described in a particular Stage 2 subject, and frame this learning within the most appropriate field of study. They also demonstrate their learning through a community application activity that is based on the selected subject.

### AREAS OF STUDY

- Humanities and the Social Sciences Connections
- STEM Connections
- Practical Connections
- Interdisciplinary Connections

### ASSESSMENT

- Assessment type 1 - School Assessment (50%)  
Four folio tasks related to a Board-accredited SACE Stage 2 subject.
- Assessment type 2 - Reflection (20%)
- Assessment type 3 - External Assessment (30%)  
Evidence of Community Application Activity

### ADDITIONAL REQUIREMENTS

Parental consent will be required to enrol in this subject as students will not be eligible for an ATAR upon completion.

## WORKPLACE PRACTICES

**CODE - 2WPC20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - GLEN WILLIAMS**

### RECOMMENDED BACKGROUND

Students should have successfully completed work experience in Year 11. They should be prepared to undertake further work experience as a compulsory component of the course.

### CONTENT

Stage 2 Workplace Practices enables students to engage in meaningful work placement over a sustained period of time. Students must complete up to 60 hrs of placement, either with one or two employers. This encourages students to make a more educated decision when considering their transition from school into the workforce.

Students continue to develop their knowledge of work through folio tasks that explore industrial relations, and the way in which the work force has changed over time.

Workplace Practices also encourages self-reflection whereby students assess their own skills and knowledge with relation to their preferred career path.

The subject also enables students the opportunity to explore the options of VET, Training Guarantees and School Based Apprenticeships.

#### Topics

- Finding Employment
- Industrial Relations
- The Changing Nature of Work
- Work placement
- Reflections
- Major Investigation

### ASSESSMENT

- Folio Tasks (25%)
- Vocational Performance (25%)
- Reflections (20%)
- Investigation (30%)

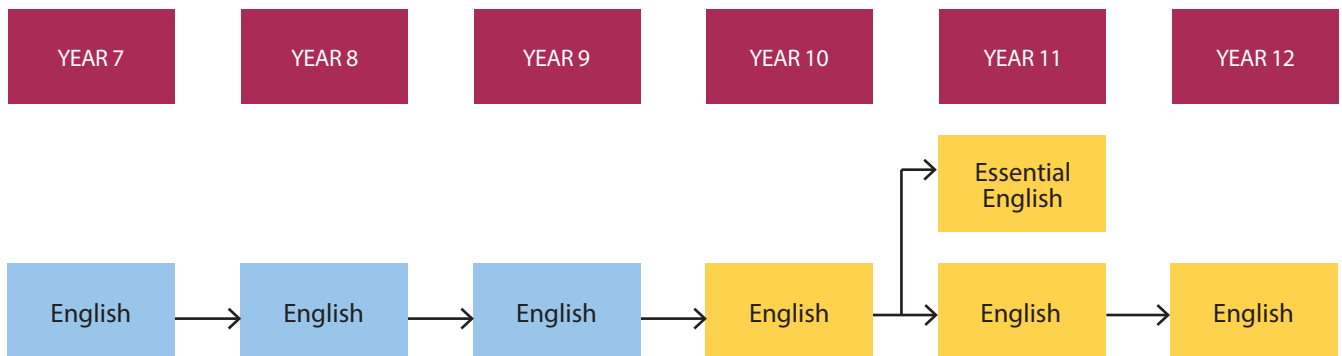
### ADDITIONAL REQUIREMENTS

Nil



# ENGLISH

In English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. It also helps students to engage imaginatively and critically with literature to expand the scope of their experience.



## YEAR 10

### ENGLISH

**CODE - 0ENG1A**  
**LEVEL - YEAR 10**  
**LENGTH - 2 SEMESTERS**  
**CONTACT - CODY LANGE**

**RECOMMENDED BACKGROUND**  
Nil

#### CONTENT

This is a core subject as outlined by ACARA. Through this course students will evaluate how text structures can be used in innovative ways by different authors. They will explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts, evaluate other interpretation and analyse the evidence used to support them. They listen for the way features within texts can be manipulated to achieve particular effects.

Students will be able to show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students will create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

#### ASSESSMENT

Semester 1

- Short Story Comparative
- Film Study
- Short Stories: Crime Fiction
- Film Making - (Child Protection Curriculum unit within this)

Semester 2

- Persuasive Writing
- Life Stories
- Shakespeare Unit
- Novel Study

#### ADDITIONAL REQUIREMENTS

Nil

## YEAR 11

### ENGLISH

**CODE - 1ESH10**  
**LEVEL - STAGE 1**  
**LENGTH - 10 CREDITS**  
**CONTACT - CODY LANGE/MICHAEL DITTMAR**

#### RECOMMENDED BACKGROUND

Open to all students who have successfully completed Year 10 English.

#### CONTENT

Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment.

Students read, view, analyse, write and compose texts. They listen, speak, and use information and communication technologies in appropriate ways for a range of audiences. Stage 1 English caters for students with a range of learning styles and prepares students for the Stage 2 English subjects.

#### ASSESSMENT

- Assessment Type 1: Responding to Texts (40%)
  - Assessment Type 2: Creating Texts (40%)
  - Assessment Type 3: Intertextual Study (20%)
- Per Semester

#### ADDITIONAL REQUIREMENTS

Nil

### ESSENTIAL ENGLISH

**CODE - 1ETE10**  
**LEVEL - STAGE 1**  
**LENGTH - 10 CREDITS**  
**CONTACT - CODY LANGE/MATT LENNARTZ**

#### RECOMMENDED BACKGROUND

Nil

#### CONTENT

Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

The study of Essential English allows students to respond to and create texts for a range of personal, social, cultural, community, and/or workplace contexts. Students learn to understand and interpret information, ideas, and perspectives in texts that are created for particular audiences. Likewise, students consider ways that language choices are used to create meaning, which allows for a focus on vocational language.

Stage 1 Essential English prepares students for the workplace. It does not prepare them for Stage 2 English or Stage 2 English Literary Studies.

#### Assessment

- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (50%)

Per  
Semester

#### ADDITIONAL REQUIREMENTS

Nil

## YEAR 12

### ENGLISH LITERARY STUDIES

**CODE - 2ELS20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - MEGAN TUCKER**

#### RECOMMENDED BACKGROUND

Students need to have completed Stage 1 English to a good standard. Stage 1 Essential English will not provide the students with the background needed to be successful in this course.

#### CONTENT

Students analytically read and respond to a range of extended texts and a number of shorter texts from past, contemporary, and everyday contexts. They focus on the skills and strategies of critical thinking needed to interpret texts through shared and individual study of texts.

Students will 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. They develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions which they use to create a range of texts across the year.

#### ASSESSMENT

School Assessment Type 1: Responding to Texts (50%)

- Shared Studies
- Critical Perspectives Study

School Assessment Type 2: Creating Texts (20%)

- Transforming Texts
- Creating a written, oral or multi modal text

External Assessment Type 3: Text Study (30%)

- Part A: Comparative Text Study (15%)
- Part B: Critical Reading – 100-minute Online Exam (15%)

#### ADDITIONAL REQUIREMENTS

Nil

## ENGLISH

**CODE - 2ESH20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - CHRIS RENNIE/CODY LANGE**

#### RECOMMENDED BACKGROUND

Students need to have completed two semesters of Stage 1 English to a good standard. Stage 1 Essential English will not provide the students with the background needed to be successful in this course.

#### CONTENT

This course is separated into three assessment types. Through Responding to Texts, students will read and view a range of texts. They will analyse the language and stylistic features used, and evaluate how these influence audiences.

In Creating Texts, students will create texts such as scripts, magazine articles and TED talks. They will also produce a Writer's Statement reflecting on the choices made in one of their created texts.

Finally, the Comparative Analysis task requires students to select two texts to compare. These can be films, novels or drama texts. Students will write a 2000 word response in which they critically compare and contrast the way the author of each text uses language features and stylistic features to influence the audience.

#### ASSESSMENT

School Assessment Type 1: Responding to Texts (30%) - 3 tasks

School Assessment Type 2: Creating Texts (40%) - 4 tasks

External Assessment Type 3: Comparative Analysis (30%)

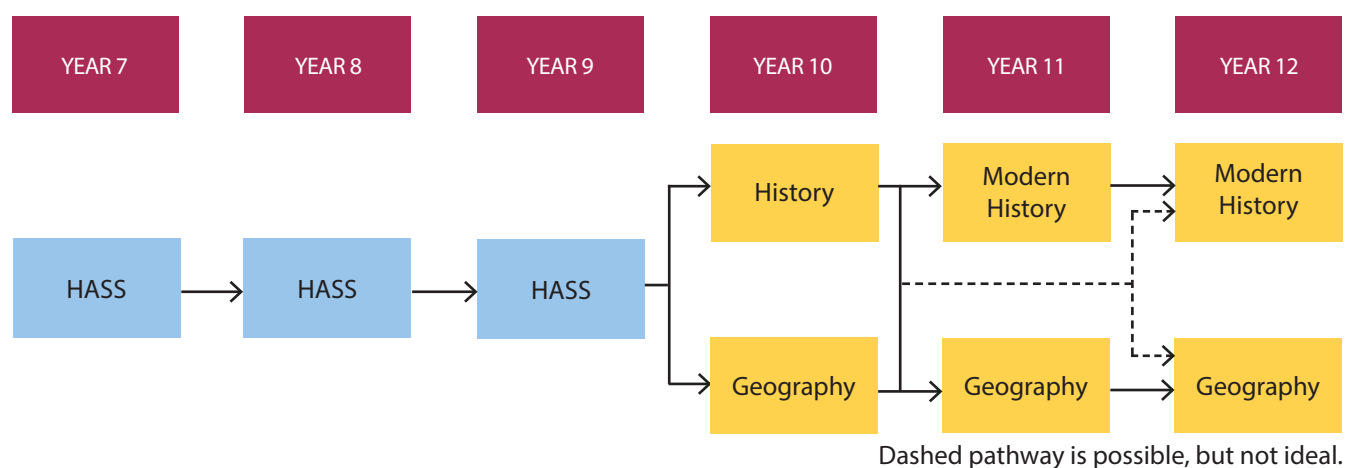
#### ADDITIONAL REQUIREMENTS

Nil

# HASS - HUMANITIES & SOCIAL SCIENCES

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History is interpretative by nature, promotes debate, and encourages thinking about human values, including present and future challenges.

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of space, place, interconnection, change, environment, sustainability and scale. It addresses scales from the personal to the global and time periods from a few years to thousands of years. Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.





**YEAR 10****HISTORY****CODE - 0HIS1A****LEVEL - YEAR 10****LENGTH - 1 SEMESTER ONLY (COMPULSORY)****CONTACT - MEGAN TUCKER****RECOMMENDED BACKGROUND**

Nil

**CONTENT**

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students will develop key skills related to source analysis and historical inquiry through the study of the following topics: Second World War and Building Modern Australia.

The key inquiry questions for Year 10 are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

**ASSESSMENT**

- The War in the Pacific Film Analysis
- Building Modern Australia Source Analysis Construction
- Indigenous Rights and Freedoms: 'The Final Quarter' Analysis
- Building Modern Australia: Museum Report

**ADDITIONAL REQUIREMENTS**

An excursion to two Adelaide museums is scheduled for the end of the course. Cost of the excursion is approximately \$45.

**GEOGRAPHY****CODE - 0GEO2A****LEVEL - YEAR 10****LENGTH - 1 SEMESTER ONLY (CHOICE)****CONTACT - CHRIS RENNIE****RECOMMENDED BACKGROUND**

Nil

**CONTENT**

There are three topics studied in the Year 10 curriculum for Geography:

- Mapping Skills
- Measuring human development and wellbeing
- Environmental change and management

The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

**ASSESSMENT**

- Mapping Skills
- Human Wellbeing - data collection and analysis
- Environmental Change - geographical report

**ADDITIONAL REQUIREMENTS**

Nil

## YEAR 11

### GEOGRAPHY

**CODE - 1GHY10**  
**LEVEL - STAGE 1**  
**LENGTH - 10 CREDITS**  
**CONTACT - CHRIS RENNIE**

**RECOMMENDED BACKGROUND**  
Nil

#### CONTENT

This subject consists of two distinct semesters. Students can elect to study Stage 1 Geography for either a single semester, or a full year.

This subject consists of seven topics organised under three key themes. For a one-semester course, students study at least two topics from one or two of the themes. Themes and topics include:

Theme 1: Sustainable Places

- Topic 1: Rural and/or Remote places
- Topic 2: Urban places
- Topic 3: Megacities

Theme 2: Hazards

- Topic 4: Natural hazards
- Biological and human-included hazards

Theme 3: Contemporary Issues

- Topic 6: Local issues
- Topic 7: Global issues

#### ASSESSMENT

- Geographical Skills and Application (70%)
- Fieldwork Report (30%)

**ADDITIONAL REQUIREMENTS**  
Nil

### MODERN HISTORY

**CODE - 1MOD10**  
**LEVEL - STAGE 1**  
**LENGTH - 10 CREDITS**  
**CONTACT - MEGAN TUCKER**

**RECOMMENDED BACKGROUND**  
Nil

#### CONTENT

This subject consists of two distinct semesters. Students can elect to study Stage 1 Modern History in either semester, or for a full year.

In Stage 1 Modern History, students explore changes within the world since 1750, examining political developments and social movements across Europe, the Americas and Asia. They consider the political, social and cultural ideologies that inspired change, as well as the short-term and long-term consequences on societies and individuals.

Students investigate the impact of social, political and cultural developments on people's perspectives, circumstances, and lives – including the impact on their own lives and the world in which they currently live. They investigate ways in which people, groups, and institutions challenge political structures and social organisation in order to create lasting and significant change. They consider the importance of individual voice in driving change.

Students can elect to study a variety of topics during the course. They are encouraged to decide as a group on the areas of study, which may include:

- Youth Movements
- Russian Revolution
- Cuban Revolution
- Cuban Missile Crisis
- Assassination of John F. Kennedy
- Vietnam War
- Terrorism
- Spread of Fascism

#### ASSESSMENT

Students will be assessed through four assessment tasks each semester:

- Historical Skills Tasks (75%)- including end of Semester exam
- Historical Study (25%)

**ADDITIONAL REQUIREMENTS**  
Nil

## YEAR 12

## GEOGRAPHY

**CODE - 2GHY20**  
**LEVEL - STAGE 2**  
**LENGTH - 20 CREDITS**  
**CONTACT - CHRIS RENNIE**

**RECOMMENDED BACKGROUND**

One semester at Stage 1 Geography is recommended but not compulsory.

**CONTENT**

This subject consists of five topics organised under two key themes. There is also an independent fieldwork task where the student chooses their own topic for investigation. Themes and topics include:

Theme 1: Environmental Change

- Topic 1: Ecosystems and People
- Topic 2: Climate Change

Theme 2: Social and Economic Change

- Topic 3: Population Change
- Topic 4: Globalisation
- Topic 5: Transforming Global Inequality

Topic 1 and 3 are the focus in the external examination.

**ASSESSMENT**

School assessment (70%)

- Geographical Skills and Applications (40%)
- Fieldwork Report (30%)

External assessment (30%)

- Examination - 130 minute online exam

**ADDITIONAL REQUIREMENTS**

Nil

## MODERN HISTORY

**CODE - 2MOD20**  
**LEVEL - STAGE 2**  
**LENGTH - 20 CREDITS**  
**CONTACT - MEGAN TUCKER**

**RECOMMENDED BACKGROUND**

One semester at Stage 1 History is recommended but not compulsory.

**CONTENT**

In Stage 2 Modern History, students explore the growth of modern nations at a time of rapid global change.

Students investigate the social, political, and economic changes that shaped the development of a selected nation over time. They develop insights into the characteristics that shape a modern nation, and the challenges that have confronted it.

Students also examine distinctive features of the world since 1945. They consider the impact of conflicts, alliances and organisations on the contemporary world and investigate the political and economic impact of interactions on international, national and regional development. They consider how some nations, including some emerging nations, have sought to impose their influence and power while others have sought to forge their own destiny.

Students are encouraged to decide as a group on the topics of study. The topics studied are divided into two distinct streams and one topic must be selected from each stream: Nations Study

- United States of America (1914–45)
- Germany (1918–1948)
- The Soviet Union (1945–c.2004)

The World Since 1945

- The Changing World Order (1945– )
- Challenges to Peace and Security (1945– )
- The United Nations and Establishment of a Global Perspective (1945– )

**ASSESSMENT**

Students will be assessed through seven tasks:

- Historical Skills (50%) - 5 tasks
- Historical Study (20%) - 1 task
- Examination (30%) - 130 minute online exam

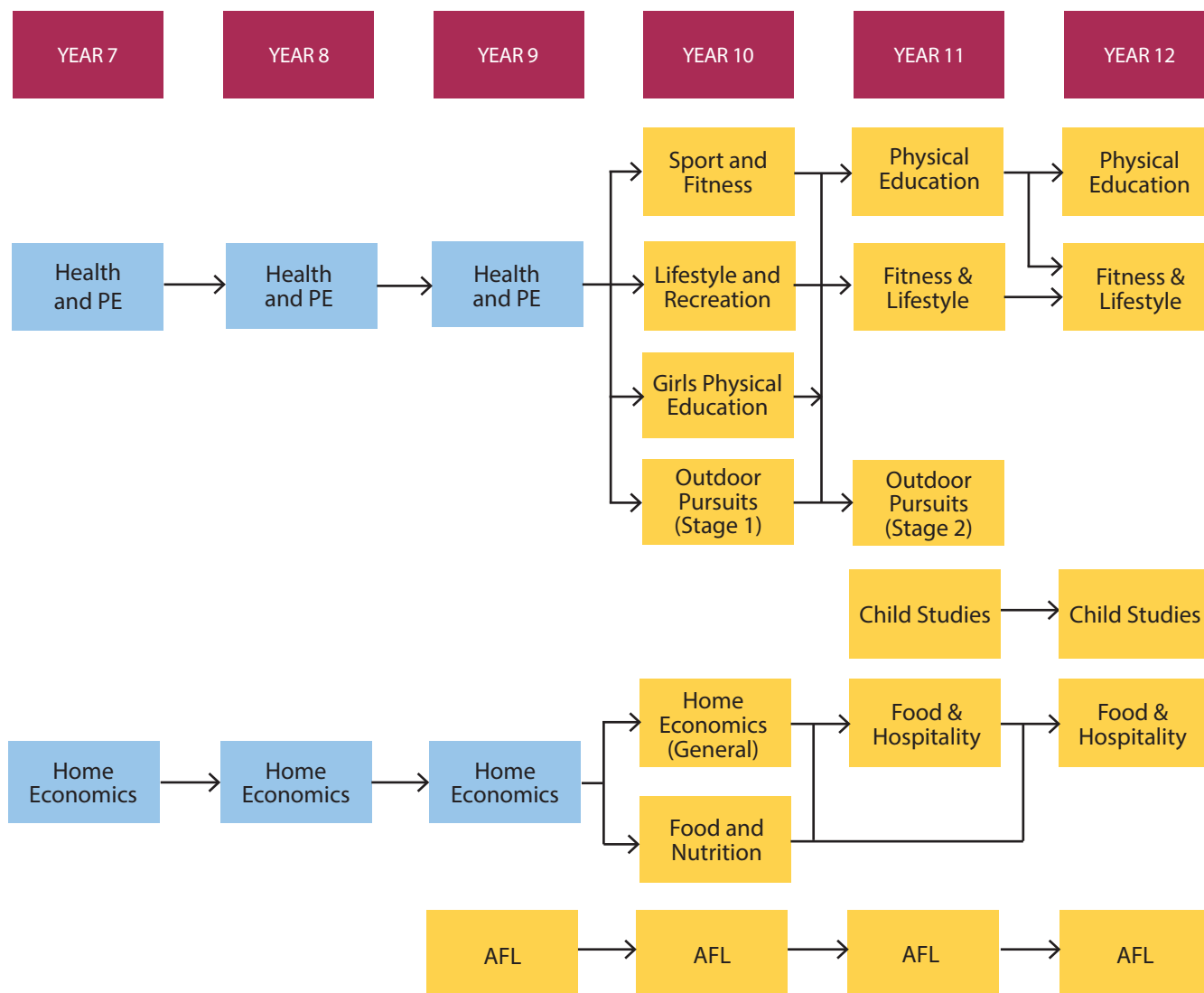
**ADDITIONAL REQUIREMENTS**

The annual Year 12 Melbourne History Camp is run over the ANZAC day week. This is an elective activity and costs are estimated at approximately \$620 (GST Included) per person based on the 2019 camp.

# HEALTH & PHYSICAL EDUCATION

## *Marna wambana*

In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing.



- If students wish to enrol in Stage 1 PE they need to successfully complete two semesters of Sport & Fitness in Year 10
- If students wish to enrol in Stage 1 Outdoor Pursuits they need to successfully complete Year 10 Outdoor Pursuits, Lifestyle and Recreation or Year 10 Sport & Fitness and participate in the bushwalk.
- If students fail Stage 1 PE in semester 1 they cannot enrol in Stage 1 PE in semester 2, but can enrol in the Stage 1 Fitness & Lifestyle course.
- If students wish to enrol in Stage 2 PE they should do a full year of Stage 1 PE.



## YEAR 9

### AFL PROGRAM

For students that are keen to learn about AFL and become better footballers. Theory topics are aligned with AFL concepts and practical sessions are designed to improve skills and game sense. Upon application of this course there is a criteria that needs to be met.

This course is a full year course and attracts Stage 1 SACE points.

### HOME EC (ONE SEMESTER ONLY)

Students will work independently and collaboratively to develop everyday living skills within a kitchen environment. They will demonstrate safe work practices in the preparation and handling of food.

In line with the Australian Curriculum they will:

- Explore safety and hygiene
- Research nutrition and healthy eating
- Understand diet related diseases
- Consider food packaging and labelling
- Prepare Food

This subject can lead to studying Year 10 Home Economics

## YEAR 10

### GIRLS PHYSICAL EDUCATION

**CODE - 0PGD1**

**LEVEL - YEAR 10**

**LENGTH - 1 OR 2 SEMESTERS**

**CONTACT - LUKE DRIVER**

**RECOMMENDED BACKGROUND**

Nil

#### CONTENT

This semester course is specifically designed for girls who have an interest in being physically active, but who do not intend to continue with Senior PE at Stage 1 and 2.

Students will undertake practical units determined by teacher expertise, student interest and the availability of facilities. Some community based activities, or instructors may be included. An overnight camp is optional depending on student interest.

The theory component will focus on physical health and fitness, mental health and sexual health.

#### ASSESSMENT

- Practical 60%
- Theory 40%

#### ADDITIONAL REQUIREMENTS

Cost - Charges will depend on options selected.

### SPORT & FITNESS

**CODE - 0FIT1A OR 0FIT2A**

**LEVEL - YEAR 10**

**LENGTH - 1 OR 2 SEMESTERS**

**CONTACT - LUKE DRIVER**

**RECOMMENDED BACKGROUND**

Nil

#### CONTENT

This course is specifically designed for students who are genuinely interested in developing their sporting skills, and who intend to continue with Senior PE at Stage 1 and 2.

Skill development and improving performance will remain a focus in all practical units. The theory component centres on preparing students for senior Physical Education theory topics, including skill learning, exercise physiology and factors impacting participation.

#### Practical Topics

Students will undertake 3 or 4 practical units that will be determined by teacher expertise, student interest and the availability of facilities. An overnight camp is optional depending on student interest. Other choices such as: Badminton, Touch, Golf, and Volleyball.

#### ASSESSMENT

- Practical 60%
- Theory 40%

#### ADDITIONAL REQUIREMENTS

Charges are estimated at approximately \$110 (based on 2022 costs) per student but will depend on options selected.

## LIFESTYLE & RECREATION

**CODE - 0REC1A OR 0REC2A**

**LEVEL - YEAR 10**

**LENGTH - 1 OR 2 SEMESTERS**

**CONTACT - LUKE DRIVER**

### RECOMMENDED BACKGROUND

Nil

### CONTENT

This course is specifically designed for students who are not intending to pursue physical education at Stage 1 or Stage 2. Lifestyle and Recreation combines theory with practical activities. Skill development and improving performance will remain a focus in all practical units. The theory component centres on Health and Fitness issues within sport and the community.

Option for further study includes Lifestyle and Recreation and Outdoor Pursuits at Stage 1 and Stage 2.

Possible theory topics:

- Recreation, Health & Fitness
- Mental Health

Practical Topics

Students will undertake 3 or 4 practical units that will be determined by teacher expertise, student interest and the availability of facilities. Other choices include:

- Clay Target shooting
- Lawn Bowls
- Archery
- Croquet
- Darts
- An overnight camp is optional depending on student interest.

### ASSESSMENT

- Practical 60%
- Theory 40%

### ADDITIONAL REQUIREMENTS

Charges are estimated at approximately \$130 per student, but will depend on options selected.

## AFL

**CODE -**

**LEVEL - STAGE 1/ STAGE 2**

**LENGTH - 10 CREDITS**

**CONTACT - NICK HEWETT**

### RECOMMENDED BACKGROUND

As per entry requirement sheet. Students must be meeting schools grades and values commitments and be a current player of a competing football team.

### CONTENT

Students will learn about the skills and tactics of the game of AFL. Improving their fundamental skills such as;

- Kicking
- Marking
- Handball
- Fitness

Whilst also developing their understanding of tactics and strategy including;

- Running patterns
- Movement concepts
- Positioning
- Zoning
- Offence
- Defence

Students will participate in a range of practical activities designed to improve their skills and understanding of the game of AFL. These practical activities will also form the foundation of their assignments, where students can analyse video footage of Elite players, themselves and teams to complete tasks. Participants in the course will also be required to complete a group task where they are to collaborate with peers to create, plan and complete a group task, such as junior football carnival.

Students that have completed Stage 1 AFL at Year 10 have the option of completing Stage 2 AFL at Year 11.

### ASSESSMENT

Group Connections 30%

Practical Exploration 40%

Personal Venture 30%

## FOOD AND NUTRITION

**CODE - 0FAN1**

**LEVEL - YEAR 10**

**LENGTH - 1 SEMESTER**

**CONTACT - ERIN SCHNEIDER**

### RECOMMENDED BACKGROUND

Completion of year 9 Home Economics.

### CONTENT

Food and Nutrition takes on more of a health focus in Home Economics. Students will work independently and collaboratively to develop an understanding of the nutritional value of food for themselves and others. They will have the opportunity to explore food functions, nutrition labelling, nutritional psychology, food substitutes, as well as raw and plant based foods.

This subject can lead to studying Food and Hospitality or Nutrition at Stage 1.

### ASSESSMENT

Students will demonstrate their learning through the following assessment types.

- Practical Skills (40%)
- Theory Tasks (60%)

**ADDITIONAL REQUIREMENTS**

There will be an initial allocation to cover cooking requirements. Anything above “standard” cooking requirements will incur an extra cost. If meals are made as an enterprise there will be no cost. If they are made for personal consumption then a cost will be incurred.

**HOME ECONOMICS****CODE - 0HEC1A****LEVEL - YEAR 10****LENGTH - 1 OR 2 SEMESTERS****CONTACT - ERIN SCHNEIDER****RECOMMENDED BACKGROUND**

Completion of year 9 Home Economics.

**CONTENT**

Students will work independently and collaboratively to develop skills in the kitchen for everyday living. They will demonstrate safe work practices in the preparation, storage and handling of food.

**TOPICS INCLUDE:****SEMESTER 1**

Safety & Hygiene  
Methods of Cookery  
Indigenous Perspectives  
Food Presentation  
Cupcake Decorating

**SEMESTER 2**

Safety & Hygiene  
Knife Skills  
Asian Fusion  
Pasta  
Pastry  
Hospitality Skills

This subject can lead to studying Food and Hospitality at Stage 1.

**ASSESSMENT**

Students will demonstrate their learning through the following assessment types.

Practical Skills (50%)

Theory Tasks (50%)

**ADDITIONAL REQUIREMENTS**

There will be an initial allocation to cover cooking requirements. Anything above “standard” cooking requirements will incur an extra cost. If meals are made as an enterprise there will be no cost. If they are made for personal consumption then a cost will be incurred.

**OUTDOOR PURSUITS****CODE - 0OUT1A****LEVEL - YEAR 10****LENGTH - 1 SEMESTER****CONTACT - LUKE DRIVER****RECOMMENDED BACKGROUND**

Nil.

**CONTENT**

This course is specifically designed to promote a range of activities that students can pursue with a focus on personal growth and development of social skills, self-confidence, initiative, self reliance, leadership and collaborative skills. It is aimed at students wanting to study Outdoor Pursuits at Stage 1 and Stage 2, or Lifestyle and Recreation. Outdoor Pursuits combines theory with practical activities. The theory components centre on the skills and knowledge needed for safe participation during outdoor activities.

**CONTENT**

Practical activities (possible) include:

- Snorkelling
- Bushwalking
- Fishing
- Orienteering
- Sailing
- Surfing
- Mountain Bike Touring
- Kayaking

Students will undertake practical units that will be determined by teacher expertise, student interest and the availability of facilities. There is the option of including a 2 night, 3 day minimal impact bushwalk.

Theory topics (possible) include:

- Climate/Environment
- Camp Craft
- First Aid/Risk

**ASSESSMENT**

- Practical (60%)
- Theory (40%)

**ADDITIONAL REQUIREMENTS**

Charges are estimated at approximately \$150 per student but will depend on options selected.

## YEAR 11

### FITNESS & LIFESTYLE

**CODE - 1ILG10**  
**LEVEL - STAGE 1**  
**LENGTH - 10 OR 20 CREDITS**  
**CONTACT - GLEN WILLIAMS**

**RECOMMENDED BACKGROUND**  
Nil

#### CONTENT

The semester length subjects are designed for students who have an interest in being physically active, but who do not wish to study Physical Education at Stage 1 or 2 of the SACE. Students will use sporting and recreational activities as a means for developing the Capability for Learning and the Capability for Personal Development.

Students will undertake 3-4 (10 credit) or 5-6 (20 credit) assessment tasks that will be determined by teacher expertise, student interest and the availability of facilities. The theory component of the course will relate to the practicals undertaken. One of the practicals must be a Group Activity.

#### ASSESSMENT

- Practical Exploration (50%)
- Group Activity - Connections (20%)
- Folio and Discussion - Personal Venture (30%)

#### ADDITIONAL REQUIREMENTS

Costs will be incurred if students choose to complete some of the activities outside of school facilities.

### PHYSICAL EDUCATION

**CODE - 1PHE10 OR 1PHE20**  
**LEVEL - STAGE 1**  
**LENGTH - 10 OR 20 CREDITS**  
**CONTACT - LUKE DRIVER**

#### RECOMMENDED BACKGROUND

Full year of study in Sport and Fitness course at Year 10.

#### CONTENT

Students will participate in a range of practical sports to analyse their own performance. They will collect relevant data such as possessions, heart rate, speed and time to design program to assist with their development in these sports. Students will document these changes and monitor improvement. Tasks will also require students to investigate issues around involvement in sport and what can be done to involve more.

#### ASSESSMENT

- Performance Improvement tasks 60%
- Physical Activity Investigation tasks 40%

### FOOD & HOSPITALITY

**CODE - 1FOH10 OR 1FOH20**  
**LEVEL - STAGE 1**  
**LENGTH - 10 OR 20 CREDITS**  
**CONTACT - ERIN SCHNEIDER**

#### RECOMMENDED BACKGROUND

Year 10 Home Economics.

#### CONTENT

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislations. Students investigate and debate contemporary food and hospitality issues and current management practices.

Students examine the factors that influence people's food choices and choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Students study topics within the following areas of study:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

This subject can lead to studying Food and Hospitality at Stage 2.

#### ASSESSMENT

Students will demonstrate their learning through the following assessment types:

- Practical Activity (50%)
- Group Activity (25%)
- Investigation (25%)

#### ADDITIONAL REQUIREMENTS

There will be an initial allocation to cover cooking requirements. Anything above "standard" cooking requirements will incur an extra cost. If meals are made as an enterprise there will be no cost. If they are made for personal consumption then a cost will be incurred.



## CHILD STUDIES

**CODE - 1CSD10 OR 1CSD20**  
**LEVEL - STAGE 1**  
**LENGTH - 10 OR 20 CREDITS**  
**CONTACT - ERIN SCHNEIDER**

### RECOMMENDED BACKGROUND

Nil

### CONTENT

In Child Studies, students examine the period of childhood from conception to eight years. They will study issues related to the growth, health and wellbeing of children.

Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Students work independently and collaboratively to achieve common goals. They develop a variety of research, management and practical skills while investigating contemporary issues that are relevant to children and their development.

Students study topics within the following areas of study:

- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights and Safety

This subject can lead to studying Child Studies at Stage 2.

### ASSESSMENT

Students will demonstrate their learning through the following assessment types.

- Practical Activity (50%)
- Group Activity (25%)
- Investigation (25%)

### ADDITIONAL REQUIREMENTS

Nil

## OUTDOOR PURSUITS

**CODE - 1OUE10**  
**LEVEL - STAGE 2**  
**LENGTH - 10 CREDITS**  
**CONTACT - LUKE DRIVER**

### RECOMMENDED BACKGROUND

Successful completion of Year 10 Bushwalk through PE. A keen interest in the environment and physical activity is expected.

### CONTENT

There are three focus areas:

1. Environment and Conservation
2. Planning and Management
3. Personal Growth and Development.

Through the study of Outdoor Pursuits, students develop skills and understanding in preparation and planning for outdoor journeys, consideration of risk management and conservation practices, and develop team work and practical outdoor skills.

### TOPICS

Students demonstrate their learning through 4 tasks

Assessment Type 1: About Natural Environments (2 tasks)

Assessment Type 2: Experiences in Natural Environments (2 Tasks)

As part of Assessment Type 2, students will participate in two outdoor experiences (kayaking and bushwalking), wherein they will gain skills and experience in planning and risk management.

### ASSESSMENT

- Kayak skill development 30%
- Bushwalk Folio 30%
- Conservation and Sustainability 40% (2 tasks)

### ADDITIONAL REQUIREMENTS

Attendance at all practice sessions and camps is compulsory. The cost of the subject is approximately \$350 based on 2023 costs.

## YEAR 12

### FITNESS & LIFESTYLE

**CODE - 2ILA20**  
**LEVEL - STAGE 2**  
**LENGTH - 10 OR 20 CREDITS**  
**CONTACT - GLEN WILLIAMS**

#### RECOMMENDED BACKGROUND

Study in either Sport and Fitness or Sport and Recreation at Year 10 OR study in Stage 1 Physical Education or Outdoor Education.

#### CONTENT

This subject is designed for students who have an interest in being physically active, but who do not wish to study Physical Education at Stage 2 of the SACE. Students will use sporting and recreational activities as a means for developing the Personal and Social Capability. There is a Project which is externally assessed.

Students will undertake 3-4 (10 credit) or 5-6 (20 credit) assessment tasks that will be determined by teacher expertise, student interest and the availability of facilities. The theory component of the course will relate to the practicals undertaken. One of the practicals must be a Group Activity.

#### ASSESSMENT

- Practical Inquiry (40%)
- Connections task (30%)
- Personal Endeavour (30%)

#### ADDITIONAL REQUIREMENTS

Costs will be incurred if students choose to complete some of the activities outside of school facilities.

### OUTDOOR PURSUITS

**CODE - 2OUT20**  
**LEVEL - STAGE 2**  
**LENGTH - 20 CREDITS**  
**CONTACT - GLEN WILLIAMS**

#### RECOMMENDED BACKGROUND

Successful completion of Year 10 Sport and Recreation, and/or Stage 1 Outdoor Pursuits, including the bushwalk. A keen interest in the environment and physical activity is expected.

#### CONTENT

Outdoor Pursuits focuses on learning in, through, and about the natural environment and provides highly motivating and personally challenging activities. The practical activities of bushwalking and kayaking promote the learning of new skills focusing on three key areas.

Students demonstrate their learning through 4 tasks.  
Assessment Type 1: About Natural Environments (2 tasks)  
Assessment Type 2: Experiences in Natural Environments (2 Tasks).  
Assessment Type 3: Connections with natural environment (external).

As part of Assessment Type 2, students will participate in two outdoor experiences (kayaking and bushwalking), wherein they will gain skills and experience in planning and risk management.

#### ASSESSMENT

- Kayak skill development bushwalk (50%)
- Conservation and Management (20%)
- External (30%)

#### ADDITIONAL REQUIREMENTS

Ability to manage time to make up work missed in other subjects through participation in expeditions. Attendance at all practice sessions and camps is compulsory. The cost of the subject is \$250, based on 2023 costs.

### PHYSICAL EDUCATION

**CODE - 2PHD20**  
**LEVEL - STAGE 2**  
**LENGTH - 20 CREDITS**  
**CONTACT - LUKE DRIVER**

#### RECOMMENDED BACKGROUND

Full year of Stage 1 Physical Education, achieving a 'C' grade or better.

#### CONTENT

Students will participate in practical activities and use these activities to complete their learning and assignments. They will reflect upon this practical involvement analysis their involvement from a theory view point looking at:

- Exercise physiology
- Skill learning
- Biomechanics

Students will participate in practical activities and use these activities to complete their learning and assignments. They will reflect upon this practical involvement analysis their involvement from a theory view point looking at:

- Exercise physiology
- Skill learning
- Biomechanics

Students will also be required to complete a group task where they take on various roles within the group, to investigate the different roles they could undertake whilst being involved in physical activity.

#### ASSESSMENT

- Group dynamics 30%
- Improvement Analysis 40%
- Diagnostics 30%

## FOOD & HOSPITALITY

**CODE - 2FOH20**  
**LEVEL - STAGE 2**  
**LENGTH - 20 CREDITS**  
**CONTACT - ERIN SCHNEIDER**

### RECOMMENDED BACKGROUND

Stage 1 Food & Hospitality

### CONTENT

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Students study topics within the following areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

### ASSESSMENT

- Students will demonstrate their learning through the following assessment types.
- Practical Activity (50%) – School based assessment
- Group Activity (20%) – School based assessment
- Investigation (30%) – External assessment

### ADDITIONAL REQUIREMENTS

There will be an initial allocation to cover cooking requirements. Anything above “standard” cooking requirements will incur an extra cost. If meals are made as an enterprise there will be no cost. If they are made for personal consumption then a cost will be incurred.

## CHILD STUDIES

**CODE - 2CSD20**  
**LEVEL - STAGE 2**  
**LENGTH - 20 CREDITS**  
**CONTACT - ERIN SCHNEIDER**

### RECOMMENDED BACKGROUND

Stage 1 Child Studies

### CONTENT

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Students explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children.

Students work independently and collaboratively to achieve common goals. They will investigate contemporary issues that are relevant to children and their development.

Students study topics within the following areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

### ASSESSMENT

- Students will demonstrate their learning through the following assessment types.
- Practical Activity (50%)
  - Group Activity (20%)
  - Investigation (30%)

### ADDITIONAL REQUIREMENTS

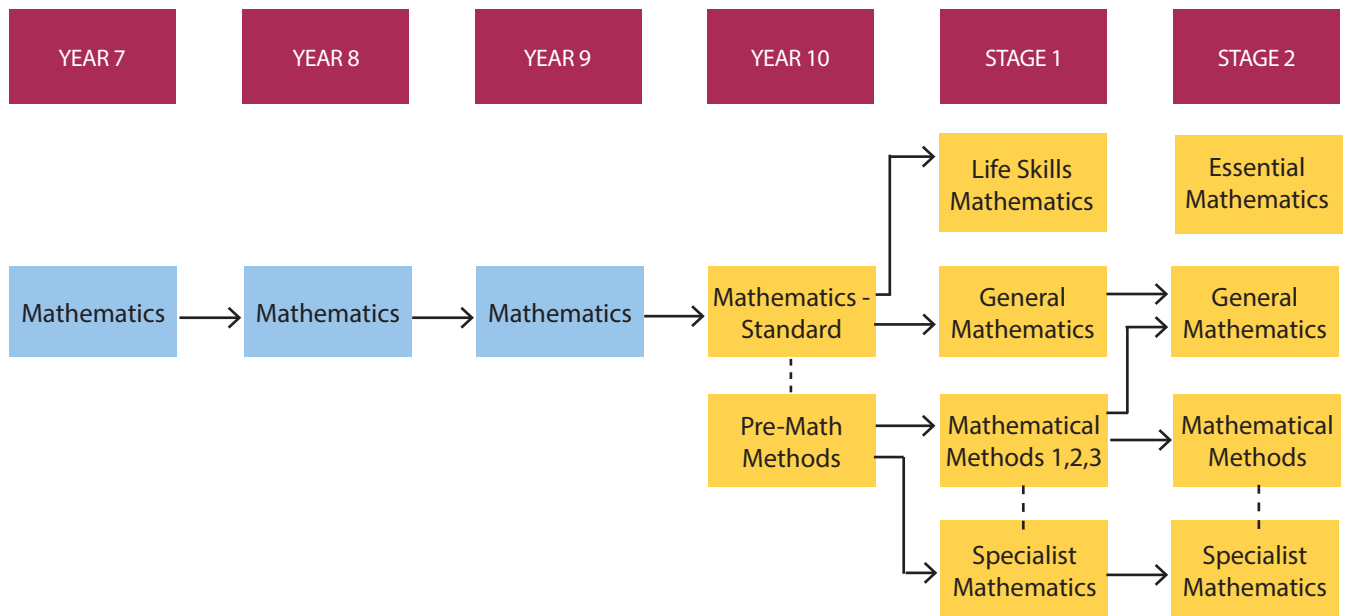
Nil



# MATHEMATICS

## *Yara-ngari*

Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Mathematics helps develop capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.



Students wishing to study Mathematical Methods or Specialist Mathematics at Stage 1 should have completed Pre-Math Methods.

- Stage 1 Mathematics Methods 1, 2 and 3 should be studied if students wish to study Stage 2 Mathematical Methods.
- Specialist Mathematics is to be studied in conjunction with Mathematical Methods (1 and 2 in Stage 1) Stage 1 and Stage 2

## YEAR 10

### MATHEMATICS - STANDARD

**CODE - 0MTH1A**

**LEVEL - YEAR 10**

**LENGTH - 2 SEMESTERS**

**CONTACT - ALIX HILLEBRAND**

#### RECOMMENDED BACKGROUND

Compulsory for all students.

#### CONTENT

This is a compulsory subject for all Year 10 students. The topics studied will align with the Australian Curriculum. There is an extension subject offered in Semester 2 called Pre-Math Methods.

Topics include:

- Probability
- Algebra
- Surds
- Indices
- Linear and Quadratic functions
- Trigonometry
- Coordinate Geometry
- Geometry
- Statistics
- Measurement
- Financial Mathematics

#### ASSESSMENT

Students will be assessed on their results in Skills and Applications Tasks (tests) and Mathematical Investigations (assignments, investigations and projects).

#### ADDITIONAL REQUIREMENTS

Nil

### PRE-MATH METHODS

**CODE - 0MTHB**

**LEVEL - YEAR 10**

**LENGTH - 1 SEMESTER**

**CONTACT - AARON MCDONALD**

#### RECOMMENDED BACKGROUND

Students should have passed Year 9 Mathematics with a B grade or better.

#### CONTENT

Pre-Math Methods is an additional subject to be studied with Mathematics in Semester 2. This course is designed to cover material needed as prerequisites for Mathematical Methods and Specialist Mathematics in Year 11.

Topics include:

- Exponents

- Further Trigonometry
- Exponential Functions
- Statistics and Normal Distributions
- Quadratic, Polynomial and Simultaneous Equations

#### ASSESSMENT

Students will be assessed on their results in Skills and Applications Tasks (tests) and a Mathematical Investigation.

#### ADDITIONAL REQUIREMENTS

Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$260) at any year of schooling or leased from the school (\$30 per semester).

## YEAR 11

### LIFE SKILLS MATHEMATICS

**CODE - IMEM10**

**LEVEL - STAGE 1**

**LENGTH - 10 CREDITS**

**CONTACT - ALIX HILLEBRAND**

#### RECOMMENDED BACKGROUND

Nil

#### CONTENT

Life Skills Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

#### ASSESSMENT

In each semester students will undertake:

- Skills and Applications Tasks (50%)
- Folio Tasks (50%)

#### ADDITIONAL REQUIREMENTS

A 'C' grade or better in either semester is sufficient to satisfy the numeracy requirement of the SACE.



## GENERAL MATHEMATICS

**CODE - 1MGM10 OR 1MGM20**

**LEVEL - STAGE 1**

**LENGTH - 10 OR 20 CREDITS**

**CONTACT - GEORGIA WELLS**

### RECOMMENDED BACKGROUND

Students should have successfully completed Mathematics - Standard at Year 10.

### CONTENT

The semester length subjects are designed for students who intend to study General Mathematics at Stage 2 of SACE or who want an alternative subject to Stage 1 Mathematical Methods or Life Skills Mathematics. Students need to study a full year of Stage 1 General Mathematics in order to study it at Stage 2. A 'B' grade or better in each semester must be achieved to study Stage 2 General Mathematics. A 'C' grade or better in either semester is sufficient to satisfy the numeracy requirement of the SACE.

Semester 1:

- Statistical Investigations
- Measurement
- Applications of Trigonometry

Semester 2:

- Linear and Exponential Functions and their Graphs
- Matrices and Network
- Investing and Borrowing

### ASSESSMENT

In each semester students will undertake

- Skills and Applications Tasks (75%)
- Mathematical Investigations (25%)

### ADDITIONAL REQUIREMENTS

Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$260) at any year of schooling or leased from the school (\$30 per semester).

## MATHEMATICAL METHODS

**CODE - 1MAM10 OR 1MAM20 OR 1MAM30**

**LEVEL - STAGE 1**

**LENGTH - 10, 20 OR 30 CREDITS**

**CONTACT - VANESSA KOCH**

### RECOMMENDED BACKGROUND

Students should have successfully completed Pre-Math Methods at Year 10 level.

### CONTENT

Stage 1 Mathematical Methods will be studied over 3 semesters. Mathematical Methods 1 will be in Semester 1 and Mathematical Methods 2 & 3 will be studied in Semester 2. Studying all 3 semesters is highly recommended for students who want to study Stage 2 Mathematical Methods,

with students needing to achieve a B grade or higher. Students studying Stage 1 Specialist Mathematics will only need to study Mathematical Methods 1 and 2. Students can also study Stage 2 General Mathematics, after completing Stage 1 Mathematical Methods 1 and 2. Achieving a C grade or higher in at least one semester of Stage 1 Mathematics Methods is sufficient to meet the numeracy requirements of SACE.

Topics covered over 3 semesters:

- Functions and graphs
- Polynomials
- Counting and Statistics
- Trigonometry
- Growth and Decay
- Introduction to Differential Calculus

### ASSESSMENT

In each semester students will undertake

- Skills and Applications Tasks (75%)
- Mathematical Investigations (25%)

### ADDITIONAL REQUIREMENTS

Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$260) at any year of schooling or leased from the school (\$30 per semester).

## SPECIALIST MATHEMATICS

**CODE - 1MSC10 OR 1MSC20**

**LEVEL - STAGE 1**

**LENGTH - 10 OR 20 CREDITS**

**CONTACT - AARON MCDONALD**

### RECOMMENDED BACKGROUND

Students should have achieved at least a B grade in Pre-Math Methods at Year 10 level.

Students will also need to be enrolled in Stage 1 Mathematical Methods 1 and 2.

### CONTENT

Specialist Mathematics provides opportunities to develop rigorous mathematical arguments and proofs and use mathematical models extensively in a range of scientific and practical applications. It deepens and extends the ideas and processes presented in Mathematical Methods. Specialist Mathematics is the recommended subject to best prepare for maths-related careers, in particular engineering and the computer sciences.

The semester length subjects are designed for students who intend to study Specialist Mathematics at Stage 2 of SACE. Students need to study a full year of Specialist Maths in order to study it at Stage 2. A 'C' grade or higher in either semesters is sufficient to allow students to achieve the numeracy requirement of the SACE.

**Semester 1**

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane

**Semester 2**

- Trigonometry
- Matrices
- Real and Complex Numbers

**ASSESSMENT**

In each semester students will undertake

- Skills and Applications Tasks (75%)
- Mathematical Investigations (25%)

**ADDITIONAL REQUIREMENTS**

Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$260) at any year of schooling or leased from the school (\$30 per term).

**YEAR 12****ESSENTIAL MATHEMATICS**

**CODE - 2MEM20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - PATRICK KEANE**

**RECOMMENDED BACKGROUND**

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

**CONTENT**

Essential Mathematics offers opportunities to apply mathematical skills to practical problem solving in everyday and workplace contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades and vocations.

The topics studied include:

- Scales, Plans and Models
- Business Applications
- Measurement
- Statistics
- Business Applications
- Investments and Loans

**ASSESSMENT**

During the year students will undertake:

- Skills and Applications Tasks (30%)
- Mathematical Investigations (40%)
- Examination (30%)

**ADDITIONAL REQUIREMENTS**

Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$260) at any year of schooling or leased from the school (\$30 per term).

**GENERAL MATHEMATICS**

**CODE - 2MGM20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - VANESSA KOCH**

**RECOMMENDED BACKGROUND**

A or B grade in both semesters of Stage 1 General Mathematics.

**CONTENT**

This full year subject is designed for students wishing to do a university course that does not have Mathematical Methods as a prerequisite or assumed knowledge and for students who do not intend going to university.

The topics studied include:

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

**ASSESSMENT**

During the year students will undertake:

- Skills and Applications Tasks (40%)
- Mathematical Investigations (30%)
- Examination (30%)

**ADDITIONAL REQUIREMENTS**

Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$260) at any year of schooling or leased from the school (\$30 per term).

## MATHEMATICAL METHODS

**CODE - 2MHS20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - AARON MCDONALD**

### RECOMMENDED BACKGROUND

A or B grades in Stage 1 Mathematical Methods 1, 2 and 3.

### CONTENT

Mathematical Methods requires students to have knowledge of and an ability to use abstract mathematical concepts.

Students who want to enter fields such as architecture, economics, and biological, environmental, geological, and agricultural science should study Mathematical Methods. Students envisaging careers in other related fields might also benefit from studying this subject. If studied in conjunction with Specialist Mathematics, it will provide students with pathways into courses such as mathematical sciences, engineering, computer science, physical sciences, and surveying.

Students wishing to use Mathematical Methods as part of their university entrance qualifications should carefully check university entrance requirements.

The topics studied include:

- Differential Calculus
- Applied Calculus
- Discrete Random Variables
- Integral Calculus
- Applied Integration
- Continuous Random Variables

### ASSESSMENT

During the year students will undertake:

- Skills and Applications Tasks (50%)
- Mathematical Investigations (20%)
- Examination (30%)

### ADDITIONAL REQUIREMENTS

Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$260) at any year of schooling or leased from the school (\$30 per term).

## SPECIALIST MATHEMATICS

**CODE - 2MSC20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - ALIX HILLEBRAND**

### RECOMMENDED BACKGROUND

A or B grades in Stage 1 Mathematical Methods and Specialist Mathematics.

Students will also need to be enrolled in Stage 2 Mathematical Methods.

### CONTENT

This subject will provide pathways into university courses in mathematical sciences, engineering, computer science, physical sciences and surveying. Students envisaging careers in other related fields including economics and commerce might also benefit from studying this subject. Specialist Mathematics requires students to have knowledge of and ability to use abstract mathematical concepts.

The topics studied include:

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

Students wishing to use Specialist Mathematics as part of their university entrance qualifications, particularly those intending to study tertiary Mathematics, Physics or Engineering should carefully check university entrance requirements.

### ASSESSMENT

During the year students will undertake:

- Skills and Applications Tasks (50%)
- Mathematical Investigations (20%)
- Examination (30%)

### ADDITIONAL REQUIREMENTS

Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$260) at any year of schooling or leased from the school (\$30 per term).

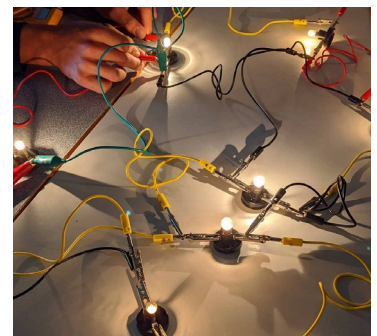
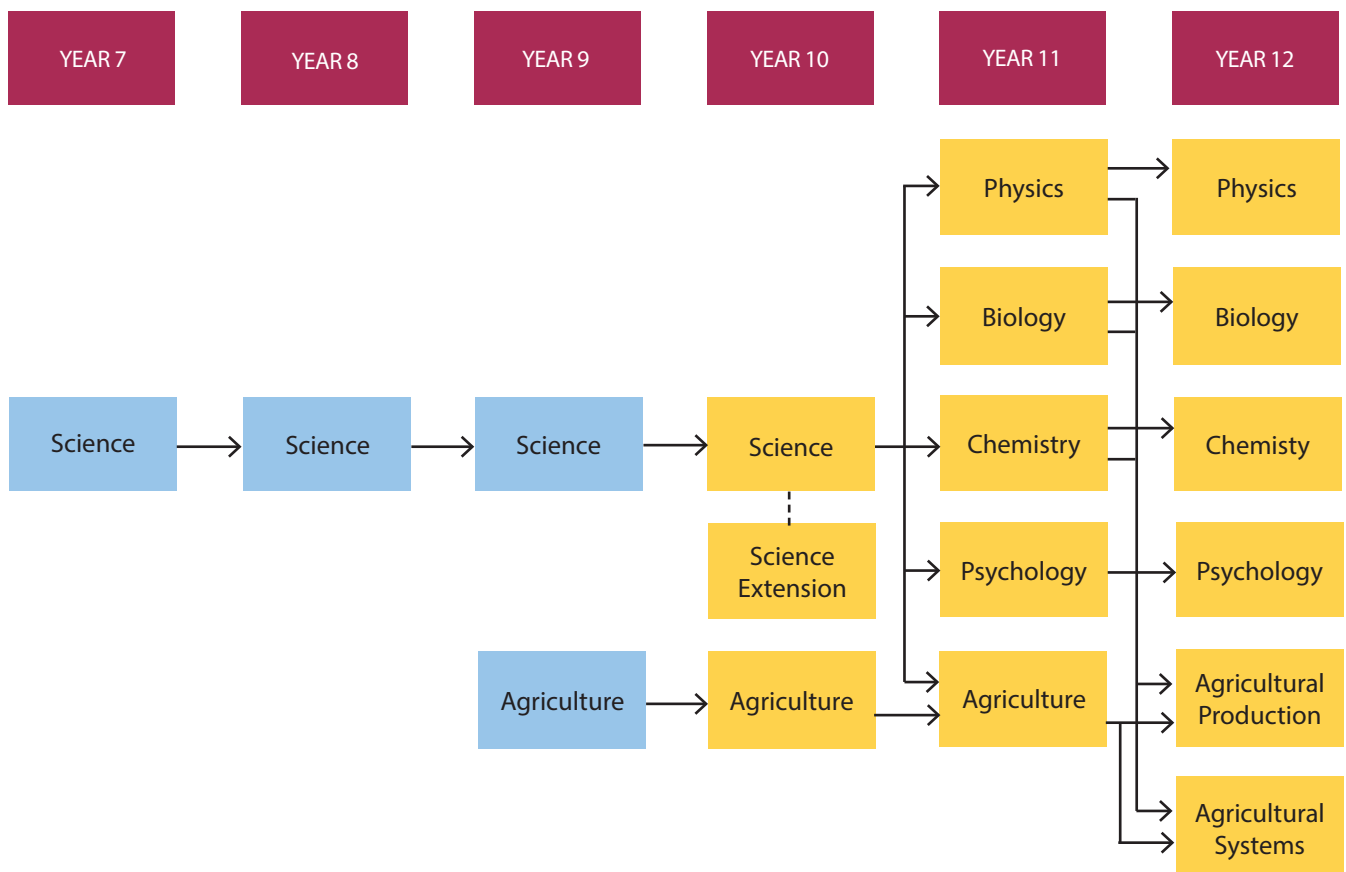
# SCIENCE

## *Baddana wambana dhanduru*

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

\*\* Students wishing to study Physics, Chemistry or Biology at Stage 2 are strongly recommended to do a full year of that subject in Stage 1. It is also recommended that students purchase the relevant texts as early in the school year as possible.



## YEAR 9

### AGRICULTURE

Agriculture focuses on the maintenance and care of animals in preparation for the Royal Adelaide Show in September. Key topics studied throughout the year include: Animal production (goats and pigs), Plant production and weed management (vegetable gardens), Sustainability in Agriculture and Agricultural enterprise.

## YEAR 10

### AGRICULTURE

**CODE - 0AGR10 OR 0AGR20**

**LEVEL - YEAR 10**

**LENGTH - 1 OR 2 SEMESTERS**

**CONTACT - CHAD RAMSEY / NICK HADGES**

#### RECOMMENDED BACKGROUND

Open to all students.

#### CONTENT

This program is based on theoretical and practical aspects of Agricultural principles, with a focus on: Occupational Health and Safety, Sheep and Cattle Production, Pests and Disease. Year 10 Agriculture students have the opportunity to be involved in the Royal Adelaide Led Steer and Schools Merino Wether competition. This involves working with the steers and sheep in preparation for the show in September.

The content and assessments in Year 10 Agriculture is decided upon negotiation with students. An overview of common topics is outlined below.

- Safety in Agriculture
- Climate and Weather Systems
- Beef Production
- Led Steer Preparation
- Sheep Production
- Pest and Disease Management
- Agricultural Business Enterprises

#### ASSESSMENT

- Practical work (25%)
- Written coursework (75%)

### SCIENCE

**CODE - 0SCI10**

**LEVEL - YEAR 10**

**LENGTH - 2 SEMESTERS**

**CONTACT - VANESSA KOCH**

#### RECOMMENDED BACKGROUND

Compulsory for all students.

#### CONTENT

The topics align with the Australian Curriculum. 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.

Topics include:

- The Periodic Table
- Reaction Types
- Genetics
- Evolution
- Newton's Law
- The Universe

#### ASSESSMENT

- Practical work (50%)
- Written coursework (50%)

### SCIENCE EXTENSION

**CODE -**

**LEVEL - YEAR 10**

**LENGTH - 1 SEMESTER**

**CONTACT - VANESSA KOCH**

#### RECOMMENDED BACKGROUND

Students should have passed Year 9 Science with a B grade or better.

#### CONTENT

Science Extension is an additional subject to be studied alongside Year 10 Science in Semester 2.

It is designed for students with a passion for science and will focus on preparation for Stage 1 science subjects. There will be a focus on Data in Science, Practical Report Writing and developing a deep understanding of Science as a Human Endeavour.

#### ASSESSMENT

- Practical Work (50%)
- Written Coursework (50%)

## YEAR 11

### AGRICULTURE

**CODE - 1AGR10**

**LEVEL - STAGE 1**

**LENGTH - 10 OR 20 CREDITS**

**CONTACT - CHAD RAMSEY/ NICK HADGES**

#### RECOMMENDED BACKGROUND

Students should have either an interest in Agriculture directly, or the industries it is associated with including Food Production, Science and/or Engineering.



**CONTENT****Animal Production and Nutrition**

Students design investigations on the variables and conditions that affect the profitability and performance of animal production systems to determine best management practices. The nutritional requirements, differences in diet, animal behaviour and digestive systems are explored to understand safe and ethical rearing.

**Seeding and Fertiliser Usage**

Students research the macro and micro nutritional requirements of cereal and legume production and investigate different types of fertilisers available to primary producers. Practical component involves soil tests and analysis to determine appropriate rates of fertiliser application and soil conservation.

**Chemical Use and Application**

Agricultural chemicals are one of the many hazardous materials in the agricultural industry making the knowledge and understanding of their associated risks crucial to students understanding. Students learn of the different types, uses, and applications of agricultural chemicals, as well as safe handling and their use with new crop breed varieties.

**ASSESSMENT**

- Agricultural reports (60%)
- Skills and applications tasks (40%)

**BIOLOGY 1****CODE - 1BGY10****LEVEL - STAGE 1****LENGTH - 10 CREDITS****CONTACT - STACEY COOK****RECOMMENDED BACKGROUND**

Students should have a genuine interest in this subject and preferably completed a full year of Year 10 Science successfully. They must be prepared to work in practical groups with other students safely and learn and apply key concepts under test conditions.

**CONTENT**

Concepts include understanding the interaction between biotic and abiotic factors in ecosystems. Recognising the importance of adaptations to the survival of plant and animal species. Populations are sampled through an excursion to a local ecosystem, recognising succession and changes to the environment over time.

**Semester 1****Cellular biology**

- Structure of Cells
- Organelle Structure and Function
- Role of DNA

**Biodiversity and ecosystems dynamics**

- classification of organisms
- abiotic and biotic factors

- changing ecosystems over time
- environmental sampling

**ASSESSMENT****Investigations folio (50%)**

- Design and deconstruct practical
- SHE task

**Skills and Applications Tasks (50%)**

- Topic tests
- Semester exam

**ADDITIONAL REQUIREMENTS**

Warburto Excursion requires a small payment and the need for a student to access boots or waders for the day.

**BIOLOGY 2****CODE - 1BGY10****LEVEL - STAGE 1****LENGTH - 10 CREDITS****CONTACT - STACEY COOK****RECOMMENDED BACKGROUND**

Students should have a genuine interest in this subject and preferably completed a full year of Year 10 Science successfully. They must be prepared to work in practical groups with other students safely and learn and apply key concepts under test conditions.

**CONTENT****Semester 2****Multicellular organisms and material exchange**

- Respiratory System
- Circulatory System
- Excretory and Digestive Systems
- Infectious Diseases and their Defense
- Identification of Diseases
- Immunity Response
- Societal impact of Vaccination

**ASSESSMENT****Investigations folio (50%)**

- Design and Deconstruct Practical
- Science as Human Endeavour Task

**Skills and Applications Tasks (50%)**

- Topic tests
- Semester exam

**ADDITIONAL REQUIREMENTS**

It is recommended to complete both units if a student wishes to do well in Stage 2 Biology.

## CHEMISTRY

**CODE - 1CEM10 OR 1CEM20**

**LEVEL - STAGE 1**

**LENGTH - 10 OR 20 CREDITS**

**CONTACT - NICK HADGES**

### RECOMMENDED BACKGROUND

Students should have a genuine interest in this subject and preferably completed a full year of Year 10 Science successfully. They must be prepared to work in practical groups with other students safely and learn and apply key concepts under test conditions.

### CONTENT

This subject consists of six topics covered over two semesters with three topics per semester.

Topics covered will be:

- Materials and their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

### ASSESSMENT

Each semester will consist of theory work accompanied with practical tasks that will aid in preparation for Stage 2 chemistry.

Per semester:

- Practical report - 1 task (25%)
- Science as Human Endeavour - 1 task (25%)
- End of term test - 1 task (25%)
- Semester exam - 1 task (25%)

## PHYSICS

**CODE - 1PYI10 OR 1PYI20**

**LEVEL - STAGE 1**

**LENGTH - 10 OR 20 CREDITS**

**CONTACT - VANESSA KOCH**

### RECOMMENDED BACKGROUND

Students should have an interest in engineering, problem solving, motion, forces, nuclear physics and electricity.

Passing Year 10 Science; particularly the motion, energy and astrophysics topics will be of benefit.

### CONTENT

This subject consists of six topics covered over two semesters with three topics per semester.

- Linear Motion and Forces
- Electric Circuits
- Heat
- Energy and Momentum
- Waves
- Nuclear Models and Radioactivity

### ASSESSMENT

Each semester will consist of theory work accompanied with practical tasks that will aid in preparation for Stage 2 physics.

Per semester:

- Practical report - 1 task (25%)
- Science as Human Endeavour - 1 task (25%)
- End of term test - 1 task (25%)
- Semester exam - 1 task (25%)

## PSYCHOLOGY

**CODE - 1PSC10 OR 1PSC20**

**LEVEL - STAGE 1**

**LENGTH - 10 OR 20 CREDITS**

**CONTACT - LUKE DRIVER**

### RECOMMENDED BACKGROUND

NIL

### CONTENT

Psychology students will learn about their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the Scientific Method by involving students in the collection and analysis of qualitative and quantitative data.

Students are required to undertake two or three topics a semester from the identified lists;

Topic 1: Cognitive psychology

- Internal Processes such as attention, thinking and memory

Topic 2: Neuropsychology;

- Study of systems and structures and the role of hormones and neurotransmitters in shaping cognition, emotion and behaviour;

Topic 3: Lifespan Psychology

- Development from conception to death, and the associated health, social and behavioural changes that occur

Topic 4: Emotion

- Responsibility of emotions and how they impact our relationships, decision making and experiences

Topic 5: Psychological Wellbeing

- Investigation of strengths that allow humans to flourish

Topic 6: Negotiation of content, such as Forensic Psychology

Students will be required to complete individual tasks such as SHE Tasks and Folio Tasks, whilst also participating in a group research program, centred around one of the theory topics.

### ASSESSMENT

- 1 Design and Deconstruct Investigation (30%)
- 1 Science as Human Endeavour Task (30%)
- 1 or 2 Skills and Applications Tasks (40%)

## YEAR 12

### AGRICULTURAL PRODUCTION

**CODE - 2AGD20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - CHAD RAMSEY / NICK HADGES**

#### RECOMMENDED BACKGROUND

Open to all students. Previous studies in either Year 10 or Stage 1 Agriculture is recommended.

#### CONTENT

Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore aspects of broadacre, horticultural, animal, soil and water agricultural production. Investigations are undertaken to determine ways in which agribusiness can achieve greater efficiencies and 21st century marketing.

Topics include:

- plant production
- animal production
- resource management
- agribusiness

#### ASSESSMENT

School-based assessment

- Agricultural reports (30%)
- Completion practical
- Science as Human Endeavour Task
- Deconstruct and Design Practical Report
- Applications (40%)

External assessment

- Experimental investigation (30%)

### AGRICULTURAL SYSTEMS

**CODE - 2AGY20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - CHAD RAMSEY**

#### RECOMMENDED BACKGROUND

Previous studies in either Stage 1 Agriculture or other Stage 1 Science subjects.

#### CONTENT

Agricultural Systems focuses on the interaction between agriculture and science with an emphasis on research and development. Students learn the fundamentals of animal anatomy and digestive systems, plant physiology, and soil chemistry. Students apply this information to design investigations on both current and new strategies in the industry regarding animal, plant and soil systems.

Topics include:

- animal systems
- plant systems
- soil and water systems

#### ASSESSMENT

School-Based Assessment

- Agricultural reports (30%)
- Applications (40%)

External Assessment

- Experimental investigation (30%)

### BIOLOGY

**CODE - 2BGY20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - FLOYD WEISSMANN**

#### RECOMMENDED BACKGROUND

Full year Stage 1 Biology

#### CONTENT

Students learn about cellular structures and functions and in addition how organisms respond to stimuli. They have the opportunity to engage with the work of Biologists and to join and initiate debates about how Biology impacts on their lives, society, and the environment. Students design, conduct, and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

Topics:

- DNA and Proteins
- Cells as the basis of Life
- Homeostasis
- Evolution

#### ASSESSMENT

School-based assessment

- Completion Practical (10%)
- Deconstruct and Design Practical Report (10%)
- Science as Human Endeavour Task (10%)
- Skills and applications tasks (40%)

External assessment

- Examination - 2hrs (30%)

### CHEMISTRY

**CODE - 2CEM20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - GEORGIA WELLS/NICK HADGES**

#### RECOMMENDED BACKGROUND

Full year of stage 1 Chemistry

**CONTENT**

The subject consists of 4 topics covered over the entire year.

These include:

- monitoring the environment
- managing chemical processes
- organic and biological chemistry
- managing resources

**ASSESSMENT**

School-based assessment

- Folio: 2 practicals (1 Design and Deconstruct, 1 Completion) (20%)
- Science as Human Endeavour Task (10%)
- Skills and Applications Tasks (40%)

External Assessment

- Examination - 2hrs (30%)

**PHYSICS**

**CODE - 2PYI20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - AARON MCDONALD**

**RECOMMENDED BACKGROUND**

Full year of Stage 1 Physics.

**CONTENT**

The subject requires the interpretation of results from scientific investigations using content knowledge from the coursework. Students use problem solving skills to improve their results and cite evidence for improvements to their scientific method.

Topics include:

- Projectile Motion
- Forces and Momentum,
- Circular Motion and Gravitation
- Relativity
- Electric Fields
- Motion of charged Particles in Electric Fields,
- Magnetic Fields,
- Motion of charged Particles in Magnetic Fields,
- Electromagnetic Induction,
- Wave Behaviour of Light,
- Wave-Particle Duality,
- Structure of the Atom,
- Standard Model

**ASSESSMENT**

School-based assessment

- Folio - 2 practicals (inc.1 Design and Deconstruct, 1 completion practical and 1 Science as Human Endeavour Task) (30%)
- 4 Skills and Applications Tasks - 3 topic tests, 1 skills test-electricity & magnetism, motion & relativity, and light & atoms (40%)

External assessment

- Examination (30%)

**PSYCHOLOGY**

**CODE - 2PSG20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - VERITY WILLIAMS**

**RECOMMENDED BACKGROUND**

Open to all students. However 1 semester of Stage 1

Psychology is recommended.

**CONTENT**

Students learn to understand their own behaviours and the behaviours of others. They apply psychological knowledge to improve outcomes and experiences in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Students are involved in the collection and analysis of qualitative and quantitative data. They develop skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures in research programs.

The three strands of science integrated throughout student learning are:

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding.
- Biopsychosocial Model

The following three topics are assessed in the school assessment (investigations folio and skills and applications tasks): 40% of the grade

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology

The following two topics are assessed in the external assessment (examination) and may also be assessed in the school assessment: of the grade 30% of the grade

- Topic 4: Social Influence
- Topic 5: The Psychology of Learning.

**All topics must be covered.**

**ASSESSMENT**

School Based

Skills and Application Tasks 40%

- Tests and Assessments

Investigations Folio 30%

-Design and Deconstruct (1500 Words)

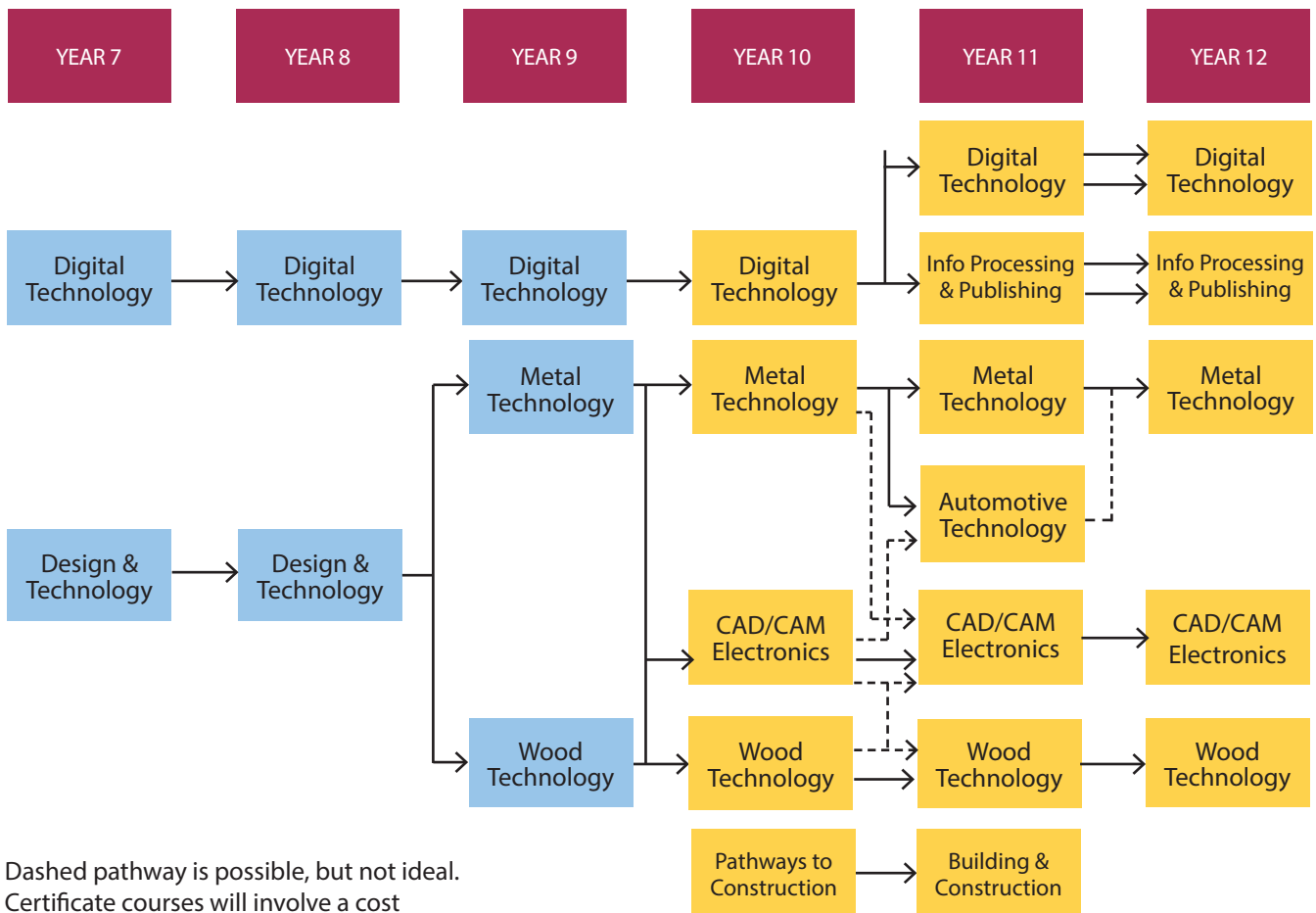
-SHE Task (1500 Words)

External Assessment

Online Exam 30%

# TECHNOLOGIES

Technology will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. The flexibility of digital technologies provides new ways of thinking, collaborating and communicating for people of all ages and abilities. A comprehensive education in Technologies provides opportunities for students to progress from creative and directed play through to the consolidation of knowledge, understanding and skills. This learning area provides opportunities for students to apply practical skills and processes when using technologies and resources to create innovative solutions that meet current and future needs.





## YEAR 9

### TECH STUDIES (ONE SEMESTER ONLY)

This course builds upon the concepts and knowledge developed in Year 8 Design and Technology. The Design, Make and Appraise methodology using Materials, Information and Systems pervades all modules of the course. Students are actively involved in practical tasks and are encouraged to follow a system of problem solving (based on the design process) which will serve them well in all aspects of life, as well as developing well organised independent thinking and decision making skills, planning and record keeping skills.

### DIGITAL TECHNOLOGY

This course looks at computer components and communication technology, how parts interact and how computers are built for a purpose e.g. looking at game consoles. Networking and digital planning will be covered through the use of the program Minecraft. Students will also begin to learn the Adobe suite in order to develop higher level digital presentations.

They will develop their own multimedia program and use the printed circuit board Makey Makey to develop their own interactive environment. Students will learn the process on creating an animation/simple game through the program Maya. Students will develop a portfolio of specialist skills of their choice e.g. Modelling, Animating, Programming, Rigging, Texturing. Students will work in a team environment to create their own project.



## YEAR 10

## CAD-CAM ELECTRONICS

**CODE – 0SCA1A AND/OR 0SCA2A****LEVEL - YEAR 10****LENGTH - 1 OR 2 SEMESTERS****CONTACT - AL WOODS****RECOMMENDED BACKGROUND**

Successful completion of a Year 9 Design & Technologies course is desirable.

**CONTENT**

Skills in this area are becoming highly sought after both at a trade and university level. Industries are relying heavily on automation within their production lines and architecture. In our well-equipped Trade School for the Future students will be using software such as Circuit Wizard, EV3 Mindstorms, and AutoCAD. Students will have the opportunity to gain a sound understanding of basic electronic principles. Electronic circuits are designed and circuit boards printed produced using Computer Aided Design and Manufacture. Students learn to solder components in place to bring the project to life. Automated robotic systems are investigated and icon driven programs created to control the new EV3 Robots. Students use the 'Track Challenge' to demonstrate the skills they have learnt.

Students also have the opportunity to use AutoCAD Inventor to design and realise 3D models starting with a 3D printed keytag and finish by designing their 'Dream Virtual Car'. This course leads into SACE Stage One Systems & Control and Physics and is suited for students who are interested in taking a trade or university pathway.

**Topics**

- Introduction to electronics & Circuit Wizard
- Schematic drawing interpretation
- Advanced circuit design & manufacture
- Electronic projects design & manufacture
- Program logic control using the EV3 robots
- Introduction to AutoCAD
- AutoCAD car design

**ASSESSMENT**

Electronics design and manufacture (30%)

EV3 Robot programming (20%)

Computer Aided Design (Virtual Model Car) (30%)

Theory assignments (20%)

**ADDITIONAL REQUIREMENTS**

As part of the Material and Services charge an initial allocation of \$30.00 will cover the basic material cost for the semester.

## DIGITAL TECHNOLOGY

**CODE - 0CMP1A****LEVEL - YEAR 10****LENGTH - 1 OR 2 SEMESTERS****CONTACT - LUKE ATKINSON****RECOMMENDED BACKGROUND**

Open to all students.

**CONTENT**

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are used ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Digital systems such as mobile, desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Due to the vast size of the industry and broad skills used across multiple industries in Year 10 Digital Technologies students are able to choose a pathway to develop creative thinking and research based approached to skill development. This enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Students will be working across different streams. They will be choosing different tasks such as:

- Automated Systems
- Networked Infrastructure
- Data Modelling and Visualisation
- Understanding Digital Culture
- Reviewing Policy
- Security and Privacy
- Computer Security – Ethical Hacking
- Digital Game Skills Development
- Digital Simulations and Models
- Rapid Application Development
- Robotics Programming and Engineering
- Advanced Robotics Bionics and Animation
- Professional Gaming
- Digital Media Development
- Digital Content and Streaming
- Augmented Reality
- Asset Creation
- Machine Learning

**ASSESSMENT**

Task 1 – Research Task - (20%)

Task 2 – Analysis Task - (25%)

Task 3 – Skills Portfolio - (25%)

#### Task 4 – Major Project (Group or Individual) - (30%)

This subject can be a single or double semester. If you choose this subject for a second semester you will be able to choose tasks you didn't choose in semester 1.

#### ADDITIONAL REQUIREMENTS

None

### METAL TECHNOLOGY

**CODE - 0MDB1B**

**LEVEL - YEAR 10**

**LENGTH - 1 SEMESTER**

**CONTACT - AL WOODS/GERRARD KLEINIG**

#### RECOMMENDED BACKGROUND

Successful completion of a Year 9 Design & Technologies course is desirable.

#### CONTENT

Students will be developing skills and working towards a Metal Engineering and/or Automotive pathway. The course will provide students with a good background experience in readiness for the Metal Fabrication course in Year 11.

Students will experience various machining techniques using the lathe and associated tools. Skills in MIG welding will be taught as students work on a simple metal fabricated project. Accuracy, planning, and quality procedures are emphasised as students use graduated devices to measure and work toward industry standards.

#### ASSESSMENT

Skills Assessment Tasks (35%)

Metalwork Theory (30%)

Major Product manufacture (35%)

#### ADDITIONAL REQUIREMENTS

As part of the Material and Services charge an initial allocation of \$30.00 will cover the basic material cost for the year. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs.

### WOOD TECHNOLOGY

**CODE - 0MDA1A**

**LEVEL - YEAR 10**

**LENGTH - 1 SEMESTER**

**CONTACT - ANDREW MCDONALD/HAMISH PRICE**

#### RECOMMENDED BACKGROUND

Successful completion of a Year 9 Design & Technologies course is desirable.

#### CONTENT

Students will be developing skills in material preparation, joint construction, and furniture making.

This will provide a pathway into the furniture making course at Year 11 and future trades in furniture/cabinet making

and the building industry. For students that are unsure of trade or University pathways this course will also lead to an ATAR course in Furniture Design and Making at Year 12.

#### ASSESSMENT

Timber machining and joint construction (20%)

Sharpening and maintenance (10%)

Theory Research topics and test (30%)

Major Product manufacture (40%)

#### ADDITIONAL REQUIREMENTS

As part of the Material and Services charge an initial allocation of \$30.00 will cover the basic material cost for the year. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs.

### PATHWAYS TO CONSTRUCTION

**CODE -**

**LEVEL - STAGE 1**

**LENGTH - 1 SEMESTER / 10 CREDITS**

**CONTACT - GERRARD KLEINIG**

#### RECOMMENDED BACKGROUND

Successful completion of a Year 9 Design and Technologies course and an interest in a Building and Construction future is desirable.

#### CONTENT

Building and Construction Trades are experiencing a shortage of skilled workers all while the government is supporting the industry and potential home builders with incentives to boost the industry. Australia is experiencing a migration flow that is undersupplied by housing projects. Students will experience an introduction to a number of trades and home improvement and repair practicals that will provide knowledge for life. These include safe hand tool and power tool operation combined with Ongoing certification. This is a SACE Stage 1 subject that students will be undertaking at year 10 level. Students will undertake 3-4 assessment tasks that will be determined by teacher expertise, students interest and the availability of facilities. This could include a variety of practical trades such as basic carpentry, plaster boarding, paving and plumbing. The theory component of the course will relate to the practicals undertaken. One of the practicals must be a Group Activity

#### ASSESSMENT

Practical Exploration 40%

Group Connections 30%

Personal Venture 30%

## YEAR 11

## CAD-CAM ELECTRONICS

**CODE – 1RES1A & 1RES2A**  
**LEVEL - STAGE 1**  
**LENGTH - 10 OR 20 CREDITS**  
**CONTACT - AL WOODS**

**RECOMMENDED BACKGROUND**

Successful completion of a Year 10 Design & Technologies course is desirable.

**CONTENT**

Students will further develop skills in software packages such as AutoCAD to produce designs that can be sent to the CNC mill to be machined into a fully functioning and enterprising product. Semester one's focus will be electronic circuitry components with an introduction to integrated circuits. Students will assemble a predesigned electronic project and focus on the operation of the circuit. This circuit is incorporated into their major task design of their 'Flat Pack Car' controlling the headlights, taillights and indicators. In the second semester students will study the workings and application of Integrated Circuits, in particular the NE555 and 'Pic Axe' logic chip. As their major practical task students will have the opportunity to create a scenario into which the NE555 and other components can be incorporated to control a particular piece of equipment. Students will design and manufacture both the circuit and the practical application it controls.

In both semesters designing will be done through Circuit Wizard and AutoCAD and utilise laser and 3D printers and the mill to manufacture the products. Both of these courses will challenge students to think and apply skills in a fun and meaningful way. If students chose to undertake the course in the second semester they will be doing the semester 1 course.

**COURSE 1**  
**SEMESTER 1:**

- Introduction to electronic components
- Circuit board componentry, construction & soldering
- Electronic kit manufacture
- Introduction to AutoCAD
- Model car design and manufacture

**SEMESTER 2:**

- NE555 IC fundamental circuits
- Using the NE555 IC.
- Design and construction of an automated scenario

**ASSESSMENT**

Three Skills and Application Tasks (30%)  
 Minor Product Task (20%)  
 Design & Investigation Folio (25%)  
 Major Product Task (25%)

## DIGITAL TECHNOLOGY

**CODE - 10DGT**  
**LEVEL - STAGE 1**  
**LENGTH - 10 OR 20 CREDITS**  
**CONTACT - LUKE ATKINSON**

**RECOMMENDED BACKGROUND**

Open to all students.

**CONTENT**

- Focus area 1: Programming, students identify and deconstruct a problem, and develop and use code to design and test possible solutions.
- Focus area 2: Advanced programming, students extend their programming skills with a particular focus on problem-solving.
- Focus area 3: Data analytics, students apply their computational thinking skills to analyse relationships in data sets, identify and scope problems, and create solutions.
- Focus area 4: Exploring innovations, students apply their critical and creative thinking skills to explore digital innovations, develop ideas, and create digital solutions.

**ASSESSMENT**

The following assessment types enable students to demonstrate their learning in Stage 1 Digital Technologies.

- Assessment Type 1: Project Skills
- Assessment Type 2: Digital Solution

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type has a weighting of at least 20%. Students undertake:

- at least two project skills tasks
- at least one digital solution.

Students have the opportunity to work collaboratively in at least one assessment.

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type has a weighting of at least 20%. Students undertake:

- at least four project skills tasks
- at least two digital solutions.

Students have the opportunity to work collaboratively in at least two assessments.



## METAL TECHNOLOGY

**CODE - 1MRS1A & 1MRS2A**  
**LEVEL - STAGE 1**  
**LENGTH – FULL YEAR 20 CREDITS**  
**CONTACT - AL WOODS**

### RECOMMENDED BACKGROUND

Successful completion of a Year 10 Design & Technologies course is desirable.

### CONTENT

Students will engage in the fabrication of set items and the machining of small components in order to gain skills which they will use in later tasks. Manual Metal Arc welding skills will also be taught incorporating an understanding of distortion and quality production techniques.

Within the course there will be a significant emphasis on safety, working with others and producing a finished product that is of 'Industry Standard'. Metal Engineering is a part of the Light and Heavy Manufacturing industry and covers the following areas of manufacture:

- boiler making
- sheet metal industry
- machining
- general fabrication
- fitting
- toolmaking
- pattern making

While this course can be undertaken as a 10 credit course over one semester it is not encouraged. If students are considering working in a trade career the full year course prepares them better to gain the skills similar to those offered previously in the Certificate course and place them well for studies at Stage 2 level.

### ASSESSMENT

Three Skills and Application Tasks (30%)  
Minor Product Task (20%)  
Folio (25%)  
Major Product Task (25%)

### ADDITIONAL REQUIREMENTS

Nil

## WOOD TECHNOLOGY

**CODE - 1MRS1A AND 1MRS2A**  
**LEVEL - STAGE 1**  
**LENGTH - FULL YEAR – 20 STAGE 1 CREDITS**  
**CONTACT - ANDREW MCDONALD**

### RECOMMENDED BACKGROUND

Successful completion of a Year 10 Design and Technologies course is desirable.

### CONTENT

This course is designed to provide a pathway for students considering future work and/or business enterprise opportunities in Design and or Manufacturing. For students who enjoy making products, skills developed in this course will benefit those considering trade options - Construction, Cabinetmaking, Shop Fitting, Soft Furnishings, Floor coverings, glazing, and Design. Alternatively students with a more entrepreneurial vision of business ownership may be interested in the skills associated with modern CAD and computer controlled machining processes to design and produce a marketable product. Major emphasis will be on Workshop safety, wood machining skills and component assembly, whilst communication, team skill, marking and measuring, and problem solving will also play a major part within the program.

### ASSESSMENT

Specialised Skills Tasks -30%  
Design Process and Solution – 70%

### ADDITIONAL REQUIREMENTS

As part of the Material and Services charge an initial allocation of \$40.00 will cover the basic material cost for the year. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs



## AUTOMOTIVE TECHNOLOGY

**CODE – 1IES1A AND 1IES2A**

**LEVEL – STAGE 1**

**LENGTH – FULL YEAR – 20 STAGE 1 CREDITS**

**CONTACT – ANDREW MCDONALD**

### RECOMMENDED BACKGROUND

Successful completion of a Year 10 Design and Technologies course is desirable.

### CONTENT

This course is designed to provide a pathway for students considering a future trade in the Automotive Industry. Job prospects are broad with small engines, petrol and diesel options. Further options could include work within sales, service, parts, panel repairs, etc. The course involves activities and study of the following:

- The significance and impact of the internal combustion engine on society
- OHS laws, regulations, Workshop safety and practice
- Tools associated with the automotive industry and their use
- 2 and 4 stroke engine operating principles
- Vehicle maintenance and service procedures
- Engine component identification, dismantling and reassembly procedures
- Study of vehicle suspension, brakes, steering and electrical systems
- Use of technical data, measuring of components and basic fault finding
- The ability to work safely in the workplace in the workplace environment and communicate effectively will be emphasized. Through small group work students will further develop team skill, problem solving, and technical literacy and numeracy skills

### ASSESSMENT

Specialised Skills Tasks -30%

Design Process and Solution – 70%

## BUILDING AND CONSTRUCTION

**CODE – 1MMP1A AND 1MMP2A**

**LEVEL - STAGE 1**

**LENGTH - FULL YEAR – 20 STAGE 1 CREDITS**

**CONTACT - ANDREW MCDONALD**

### RECOMMENDED BACKGROUND

Successful completion of a Year 10 Design and Technologies course is desirable.

### CONTENT

This is an ideal foundation course for students considering a future in a building/construction trade. Students will engage in a variety of trades which could include carpentry, concreting, gyprocking, and bricklaying.

This course provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. Fields of study will include essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. A significant part of the course will be built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

### ASSESSMENT

Specialised Skills Tasks -30%

Design Process and Solution – 70%

## INFORMATION PROCESSING & PUBLISHING

**CODE - 1IPR10 OR 1IPR20**

**LEVEL - STAGE 1**

**LENGTH - 10 OR 20 CREDITS**

**CONTACT - LUKE ATKINSON**

### RECOMMENDED BACKGROUND

Open to all students.

### CONTENT

Students will choose to work in TWO of the following areas:

- Business Publishing – involves the use of information-processing and publishing tools in a business context.
- Digital Presentations – involves the development of digital presentations to enhance information presented to an audience in personal, community, or business contexts.
- Digital Publishing - involves the development of products to be published in a digital format.
- Personal Publishing – involves the use of software appropriate to paper-based publications. It also provides a sound basis for the investigation and use of new personal publishing tools in the future.
- Data Input - Input involves the use of equipment to input data that can be used in information processing and publishing.

Students will create a multitude of different documents which can vary from Augmented Reality Posters to the complete range of documents required for an event e.g. wedding, birthday (dependent on the area of choice).

### ASSESSMENT

Students provide evidence of their learning through four or five assessment tasks.

- Practical Skills (40%)
- Product and Documentation (40%)
- Issues Analysis (20%)

### ADDITIONAL REQUIREMENTS

Students may subscribe to Adobe Cloud to access all the applications used at a student price (varies year to year). Although this is not needed if students manage time correctly.

## YEAR 12

### DIGITAL TECHNOLOGY

**CODE -**  
**LEVEL - STAGE 1**  
**LENGTH - 10 OR 20 CREDITS**  
**CONTACT - LUKE ATKINSON**

**RECOMMENDED BACKGROUND**  
Open to all students.

#### CONTENT

In Stage 2 digital technology students bring the myriad of digital learning skills to develop the foundations of a digital system. Students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends to examine sustainable solutions to problems in, for example, business, industry, the environment and the community.

They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Students will choose what focus area they are interested in and specialize in that area. This will lead to the student producing a project with real-world implications and will be given the support and equipment required for this to happen. As digital technology is such a broad area this may range from digital media such as games and application development to bionics, robotics and automation.

- Focus area 1: Programming, students identify and deconstruct a problem, and develop and use code to design and test possible solutions.
- Focus area 2: Advanced programming, students extend their programming skills with a particular focus on problem-solving.
- Focus area 3: Data analytics, students apply their computational thinking skills to analyse relationships in data sets, identify and scope problems, and create solutions.
- Focus area 4: Exploring innovations, students apply their critical and creative thinking skills to explore digital innovations, develop ideas, and create digital solutions.

#### ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Digital Technologies.

- Assessment Type 1: Project Skills
- Assessment Type 2: Digital Solution

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type has a weighting of at least 20%. Students undertake:

- at least two project skills tasks
- at least one digital solution.

Students have the opportunity to work collaboratively in at least one assessment.

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type has a weighting of at least 20%. Students undertake:

- at least four project skills tasks
- at least two digital solutions.

Students have the opportunity to work collaboratively in at least two assessments.

### CAD-CAM ELECTRONICS

**CODE - 2RES1A & 2RES2A**  
**LEVEL - STAGE 2**  
**LENGTH - 20 CREDITS (FULL YEAR COURSE)**  
**CONTACT - AL WOODS**

#### RECOMMENDED BACKGROUND

Successful completion of Stage 1 Electronics/CAD-CAM is desirable.

#### CONTENT

Skills in this area are becoming highly sought after both at a trade and university level. Industries are relying heavily on automation within their production lines and architecture. Students are given the opportunity to work with a variety of electronic components primarily focussing on the 'Logic Gate'. The 'Skills Assessment Tasks' are designed to refresh their knowledge of basic components and introduce them to AND, OR, NAND & NOR ICs and the use of Flip Flops in a practical manner using bread boards and connectors to create and test a variety of circuits. The minor production task requires them to design a 12 stage digital combination lock using gates and a design of their choice. The major task involves a pre-set task for which students need to develop a Folio to design and then manufacture an electronic solution.

All design and manufacture work is carried out using Computer Aided Design programs and are manufactured by computer driven Laser, Milling and 3D printing devices. Careers in Electronics & CAD/CAM include; Civil/ Mechanical/ Electrical Engineer, Designer, Manufacturing Consultant, Technician, Programmer, Teacher/Lecturer.

#### ASSESSMENT

Two Skills Assessment Tasks (20%)

Resource Study (30%)

Design & Investigation and Major Product manufacture (50%)

#### ADDITIONAL REQUIREMENTS

Nil

## METAL TECHNOLOGY

**CODE – 2MMA20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS (FULL YEAR COURSE)**

**CONTACT - AL WOODS**

### RECOMMENDED BACKGROUND

Successful completion of Stage 1 Metal Engineering.

### CONTENT

Students will engage in the fabrication of set items and the machining of small components to accurate and fine tolerances in order to gain skills which they will use in later tasks. A higher level of MIG welding skills will also be taught incorporating quality production techniques and fault rectification.

Within the SACE course they are required to develop a Design & Investigation Folio which provides solutions and detailed drawings of the item they wish to manufacture as their major project. Students will need to research and investigate practical solutions to design problems (Folio) and then manufacture the product with a high level of skill in machining and welding.

The externally marked Resource Study enables students to research an aspect of their intended project in regard to materials, processes or fittings.

Topics include:

Sheet metal Fabrication

Precision Machining

MIG Welding

OHSW

General Fabrication

### ASSESSMENT

Two Skills Assessment Tasks (20%)

Resource Study (30%)

Design & Investigation and Major Product manufacture (50%)

### ADDITIONAL REQUIREMENTS

As part of the Material and Services charge an initial allocation of \$30.00 will cover the basic material cost for the year. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs.

## WOOD TECHNOLOGY

**CODE - 2MMB20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - ANDREW MCDONALD**

### RECOMMENDED BACKGROUND

Successful completion of Wood Technology at Year 11 is desirable.

### CONTENT

This course further develops skills with hand tools, fixed and portable machinery. A major focus is the design and construction of a piece of timber furniture. Both traditional and contemporary methods of construction will be taught. Through the design process students will make decisions about style, construction, processes, materials, etc. Skill tasks that will be assessed will include jointing and machining exercises. Students will be expected to consider the construction of jigs to assist production and consider the use of CNC (Computer Numeric Equipment) to produce components for their project.

A resource study of materials will be undertaken and a design folio will be developed whereby students will need to document all thought and ideas as detailed annotated sketches and images.

They will use Auto CAD to draw professional 3D designs and engineering drawings of the major project and use excel to prepare detailed parts lists with costings. A common product chosen for the major project is a small entertainment unit.

### ASSESSMENT

Skills and application tasks – Jointing, Materials, CAD (20%)

Design Process and Product – Article of Furniture (50%)

Resources Study - Externally Moderated (30%)

### ADDITIONAL REQUIREMENTS

As part of the Material and Services charge an initial allocation of \$40.00 will cover the basic material cost for the year. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs.

## INFORMATION PROCESSING & PUBLISHING

**CODE - 2IPR20**

**LEVEL - STAGE 2**

**LENGTH - 20 CREDITS**

**CONTACT - LUKE ATKINSON**

### RECOMMENDED BACKGROUND

Successful completion of Stage 1 Information Processing & Publishing is desirable.

### CONTENT

Stage 2 Information Processing and Publishing consists of two of the following four focus areas:

- Desktop Publishing,
- Electronic Publishing,
- Personal Documents,
- Business Documents.

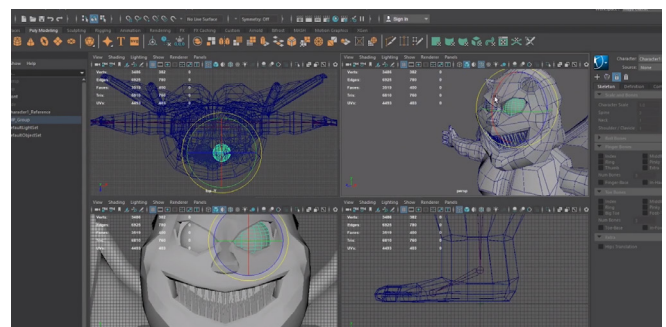
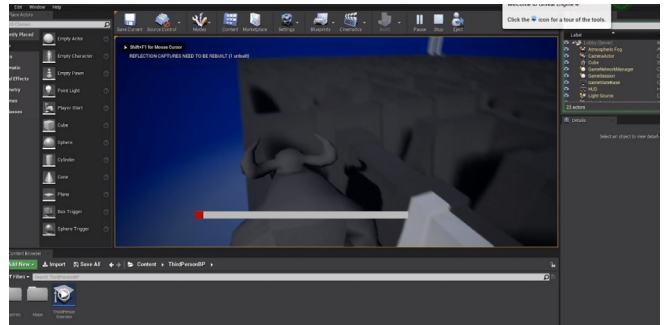
### ASSESSMENT

- Practical Skills (40%)
- Issues Analysis (30%)
- Product and Documentation (30%)

Students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake at least five practical skills assessments, one or two issues analysis assessments and one technical and operational understanding assessment and one product and documentation assessment.

### ADDITIONAL REQUIREMENTS

Students may subscribe to Adobe Cloud to access all the applications used at a student price (varies year to year). Although this is not needed if students manage time correctly.



# GLOSSARY

<b>ASBA</b>	Australian School-based Apprenticeship
<b>ACARA</b>	Australian Curriculum, Assessment and Reporting Authority
<b>ATAR</b>	Australian Tertiary Admission Rank. The ATAR is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student participation from year to year. The ATAR is used for university entrance purposes.
<b>Australian Curriculum</b>	The Australian Curriculum is being developed progressively by the Australian Curriculum, Assessment and Reporting Authority.
<b>Counting Restrictions</b>	Counting restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area.
<b>Curriculum Pattern</b>	A selection of subjects required in order to qualify for the SACE or meet year level requirements.
<b>Credit</b>	Ten credits are equivalent to 2 semester or 6 months of study in a particular subject or course in the South Australian Certificate of Education.
<b>DECD</b>	Department for Education and Child Development
<b>Flexible Option</b>	Flexible option refers to the final 20 credits of study contributing to the university aggregate and the TAFE Selection Score.
<b>MER</b>	Minimum Entry Requirements (used for TAFE entry purposes)
<b>Precluded Combination</b>	Two subjects are a precluded combination if they are defined by the universities and TAFE SA as having a significant overlap in content.
<b>Prerequisite</b>	A formal requirement that is needed before proceeding to further study
<b>Recognised Studies</b>	Studies such as higher education studies or Vocational Education and Training (VET) awards approved by the SACE board as counting towards the SACE and deemed by the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score.
<b>Research Project</b>	A compulsory Stage 2 subject
<b>RTO</b>	Registered Training Organisation
<b>SACE</b>	The South Australian Certificate of Education
<b>SACE Board</b>	South Australian Certificate of Education Board
<b>SATAC</b>	South Australian Tertiary Admissions Centre
<b>Semester</b>	50-60 hours of programmed lesson time
<b>Stage 1</b>	The first of two levels of the SACE - for students, this will usually take place in Year 11
<b>Stage 2</b>	The second of two levels of the SACE - for students, this will usually take place in Year 12
<b>STAT</b>	Special Tertiary Admissions Test
<b>TAFE</b>	Technical and Further Education
<b>TAS</b>	Tertiary Admission Subject - a SACE Stage 2 subject which has been approved by the universities and TAFE SA for tertiary admission.
<b>TEA</b>	TAFE Entry Assessment
<b>TGSS</b>	Training Guarantee for SACE Students
<b>VET</b>	Vocational Education and Training



# CAREER GUIDANCE RESOURCES

## RELEVANT PUBLICATIONS AND WEBSITES

The following publications are made available to students at various time to help in the course counselling process. Information can also be found on the websites listed.

### DEPARTMENT FOR EDUCATION

[www.education.sa.gov.au/](http://www.education.sa.gov.au/)

### SACE BOARD

[www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### FLINDERS UNIVERSITY UNDERGRADUATE PROSPECTUS

[www.flinders.edu.au](http://www.flinders.edu.au)

### UNIVERSITY OF SOUTH AUSTRALIA UNDERGRADUATE PROSPECTUS

[www.unisa.edu.au](http://www.unisa.edu.au)

### ADELAIDE UNIVERSITY UNDERGRADUATE PROSPECTUS

[www.adelaide.edu.au](http://www.adelaide.edu.au)

### SATAC Guide

[www.satac.edu.au](http://www.satac.edu.au)

### TAFE SUBJECT GUIDE

[www.tafesa.edu.au](http://www.tafesa.edu.au)

## CAREER GUIDANCE RESOURCES

### MYFUTURE

Australia's online career exploration and information service.  
[www.myfuture.edu.au](http://www.myfuture.edu.au)

### CAREERONE

Australia's online career exploration and information service - The Australian Careers Directory. A gateway to links that can help career exploration and decision making, job search preparation, training resources and more.

[www.careerone.com.au](http://www.careerone.com.au)

### JOBS HUB

Provides information on over 600 occupations and describes the education or training needed for those occupations.

[www.dese.gov.au/jobs-hub](http://www.dese.gov.au/jobs-hub)

### OCCUPATIONAL INFORMATION

[www.joboutlook.gov.au](http://www.joboutlook.gov.au)

### SACE BOARD

The SACE Board website provide information about Stage 1 and 2 curricula, special provisions, community learning and assessment requirements.

[www.sace.sa.edu.au](http://www.sace.sa.edu.au)

# PLANNING YOUR CAREER

Making a decision about what type of career you want can be hard, especially if you are new to the workforce or are looking to change your career. Below are some simple steps to help you through the decision making process.

## STEP 1 - SELF ASSESSMENT

To find a job that will interest you and keep you motivated and challenged, it's important to understand your own interests, abilities and values.

### YOUR INTERESTS

- What do you enjoy doing?
- What inspires and motivates you?

### SKILLS AND ABILITIES YOU HAVE DEVELOPED

- Education
- Previous employment or work experience
- Voluntary or charity work
- Extracurricular activities (e.g. sport, music, social clubs).

### Values and Influences

- What aspects of work are important to you? e.g. respect,
- recognition, security, achievement, status, money
- What influences are important to your decision making? e.g. health, family, community.
- What working conditions are suitable for your lifestyle?
- Do you have health issues to consider when planning your career path?

## STEP 2 - CAREER ASSESSMENT

Once you have thought about a few different career paths that may interest you, do some industry research to find out what each career involves.

### JOB OUTLOOK

- What are the employment prospects?
- What are the predictions for the future of the industry?
- Will the industry grow?
- Can you further develop and progress in the career?

### EDUCATION AND TRAINING

- Do you have the right qualifications, education or training?
- Can you do on the job training or study while you work in the career?
- Are there opportunities for further education or training?

### DUTIES AND TASKS

- What duties and tasks will you be required to perform?
- Can you perform these duties and tasks?
- Will the duties and tasks keep you motivated?

### INDUSTRY KNOWLEDGE

Talk to people who already work in the industry and ask questions to help you with your career decision making.

- What does your typical work day involve?
- What do you most like about your job?
- What do you least like about your job?
- What training would you recommend to prepare for the job?
- Do you know of any alternative training pathways?
- Have you had the opportunity to progress in your career and develop further skills?

## STEP 3 - CAREER DECISION

When it comes to making a decision on what career path you want to pursue, make sure you explore all the options available to you.

- Make a decision that will suit your personality and the working environment that you are interested in, as well as the career goals that you have set for yourself.
- If you are uncertain about your career choices, don't worry too much. The average Australian will have between five and seven career changes in their lifetime.

Remember that in each job you will develop new skills that you can apply in other jobs. You will also meet more people, which is ideal for career networking.

## STEP 4 - TAKE ACTION

Now that you've gone through the decision making process, it's time to take action. Get your resume ready and apply for any suitable jobs that you find. Keep in mind that things don't always work out the first time. You may even need to go through the steps again to find what you're looking for, but don't give up. Remember that having a job, even if it's not the one you want, can lead to getting the job you do want.

## ONLINE JOB SEARCHING

**[www.jobsearch.gov.au](http://www.jobsearch.gov.au)** – search for jobs by choosing your state, local area and occupation category. Create a job match profile, upload your resume and use the instant job list to find jobs based on your skills and experience

**[www.joboutlook.gov.au](http://www.joboutlook.gov.au)** – search for a career that you are interested in and find information on the trends and job prospects for that career

**[www.careerone.com.au](http://www.careerone.com.au)** – search for jobs that interest you

**[www.mycareer.com.au](http://www.mycareer.com.au)** – search for jobs that interest you

**[www.seek.com.au](http://www.seek.com.au)** – search for jobs that interest you

## CAREER AND RECRUITMENT

**[www.employmentguide.com.au](http://www.employmentguide.com.au)** – look for recruitment agencies relating to your chosen industry and find career advice and information

**[www.myfuture.edu.au](http://www.myfuture.edu.au)** – identify your interests and skill areas, make career decisions and plan your career

**[www.goodcareersguide.com.au/](http://www.goodcareersguide.com.au/)** – work out what occupations suit you best, based on your interests and abilities

## GOVERNMENT INFORMATION

**<https://www.dese.gov.au/skills-and-training>** – find out how gaining new skills can increase your job opportunities and find out about training options

**[www.apsjobs.gov.au](http://www.apsjobs.gov.au)** – look for job vacancies in the Australian Public Service

**[www.defencejobs.gov.au](http://www.defencejobs.gov.au)** – find information about jobs in the Navy, Army and Air Force

For information about Public Service jobs in each state refer to the relevant site **<https://www.apsjobs.gov.au/s/>**

## STARTING A BUSINESS

**[www.business.gov.au](http://www.business.gov.au)** – find information to help you plan, start and grow your business

For state-based information about starting your own business refer to the relevant site **[www.sa.gov.au/topics/business-and-trade/starting-a-business](http://www.sa.gov.au/topics/business-and-trade/starting-a-business)**

## STUDYING OR TRAINING

**[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)** – find out about apprenticeships and combining employment and training

**[www.gooduniguide.com.au](http://www.gooduniguide.com.au)** – Australian degree and university ratings guide

**[www.humanservices.gov.au/students](http://www.humanservices.gov.au/students)** – payments and services are available to support people who are studying or planning to study. Families and carers of students and people undertaking training or Australian apprenticeships

**[www.qilt.edu.au](http://www.qilt.edu.au)** – look for information about Australian universities and other higher education providers

**[www.studyassist.gov.au](http://www.studyassist.gov.au)** – find information about Australian Government assistance for financing tertiary study

**[www.training.gov.au](http://www.training.gov.au)** – search for training organisations, packages and courses in Australia.

## VOLUNTEERING

**[www.volunteeringaustralia.org](http://www.volunteeringaustralia.org)** – find volunteer opportunities Australia wide

**[www.govolunteer.com.au](http://www.govolunteer.com.au)** – find volunteer opportunities Australia wide

**[www.volunteering.sa.gov.au](http://www.volunteering.sa.gov.au)** – look for volunteering opportunities in the Northern Territory and South Australia.



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