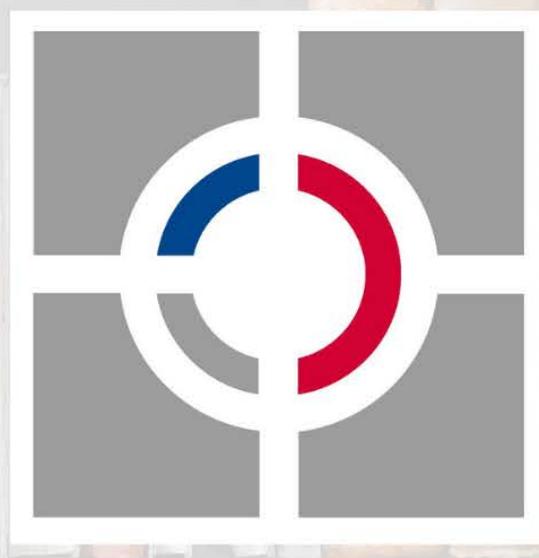


MARK OLIPHANT COLLEGE

# CURRICULUM GUIDE

# 2026



# YEARS 7 -12

# WELCOME

## INTRODUCTION

At Mark Oliphant College, we are committed to providing a world-class education which supports and challenges each student. This enables students to have the widest choice of post-school options and the skills and qualities to be successful in the world beyond school.

In third term each year we ask all students in Years 9 to 11 to undertake the important task of selecting their courses for the following year. It is a time when students need to work closely with their parents/carers and teachers to gather accurate, relevant information on which to base decisions about subjects and future directions. Subject counselling staff will provide information about SACE, TAFE and Vocational Education and Training (VET) courses to students currently in Years 10 and 11. It is important that all students make informed subject choices to keep as many pathways open while completing their studies.

As a parent/carer, you can assist by:

- Reading the Curriculum Guide carefully and encouraging your child to do the same
- Talk with your child about:
  - Their interests, particularly regarding subjects
  - Their future career and study aspirations
  - Their progress in subjects they are studying this year
  - The subjects on offer for next year
  - Your ideas about their subject choices
- Assisting your child to view subject selection as an important process that requires careful consideration
- Encouraging your child to ask questions and seek advice
- Contacting school staff to discuss any issues where you need more information.

This guide provides current students, prospective students and their families, with course descriptions of subjects offered at Mark Oliphant College. It is designed to help students make decisions about a suitable course of study from Years 9-12. Please seek the advice of your child's teachers and/or Area of Study Coordinators if you would like further clarification.

Kerry Williams  
Principal

## COUNSELLING PROCEDURES

All current Year 10 and 11 students parents/carers are required to book a meeting time via Daymap portal with subject counselling staff as it is important that they, together with teachers, are involved in the selection of courses for senior students. Prior to this meeting, please familiarise yourself with the contents of this Curriculum Guide and take the time to discuss the subjects on offer with your child. Year 10 and 11 students will be required to pre-select their subjects online through Web Preferences (please ensure that you bring this completed pre-selection form to your Course Counselling Meeting).

Students should select courses that suit their abilities, interests and post-school aspirations. It is crucial that options are kept open for as long as possible before students make selections according to their individual and career needs.

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## SUBJECT AVAILABILITY

Although every effort is made to accommodate each student's subject choices, final subject offerings are dependent on the number of students enrolled, and staff availability. If your child selects a subject that will not be offered, they will be re-counselled accordingly. Additionally, some re-counselling in Term 4 may occur based on a review of student achievement.

## PATHWAY PLANNING

Research shows that students who select a pathway that is relevant to them are much more likely to engage positively with learning in senior school. Decisions about pathways for students start with conversations about the student's interests, passions, strengths and values. Students have access to career information through the Exploring Identities and Futures (EIF) process, a compulsory component of the SACE completed in Year 10. The purpose of EIF is to encourage students to develop the skills and understandings required to succeed in senior school and beyond. Students explore the connection between their interests, abilities, learning styles and employment pathways. They set goals, research how to get there and design a plan that supports achieving their goals. Year 10, 11 and 12 students are also able to complete Work Experience by negotiation with appropriate leadership staff.

### The Pathway Options are:

- Entry to a university degree
- Entry to TAFE and other training providers
- Entry to Apprenticeships or Traineeships
- Entry into the Defence Force or the Police Force
- Entry into employment.

It is important that you keep these pathways in mind when considering subject selections to ensure you meet potential prerequisites that may apply.

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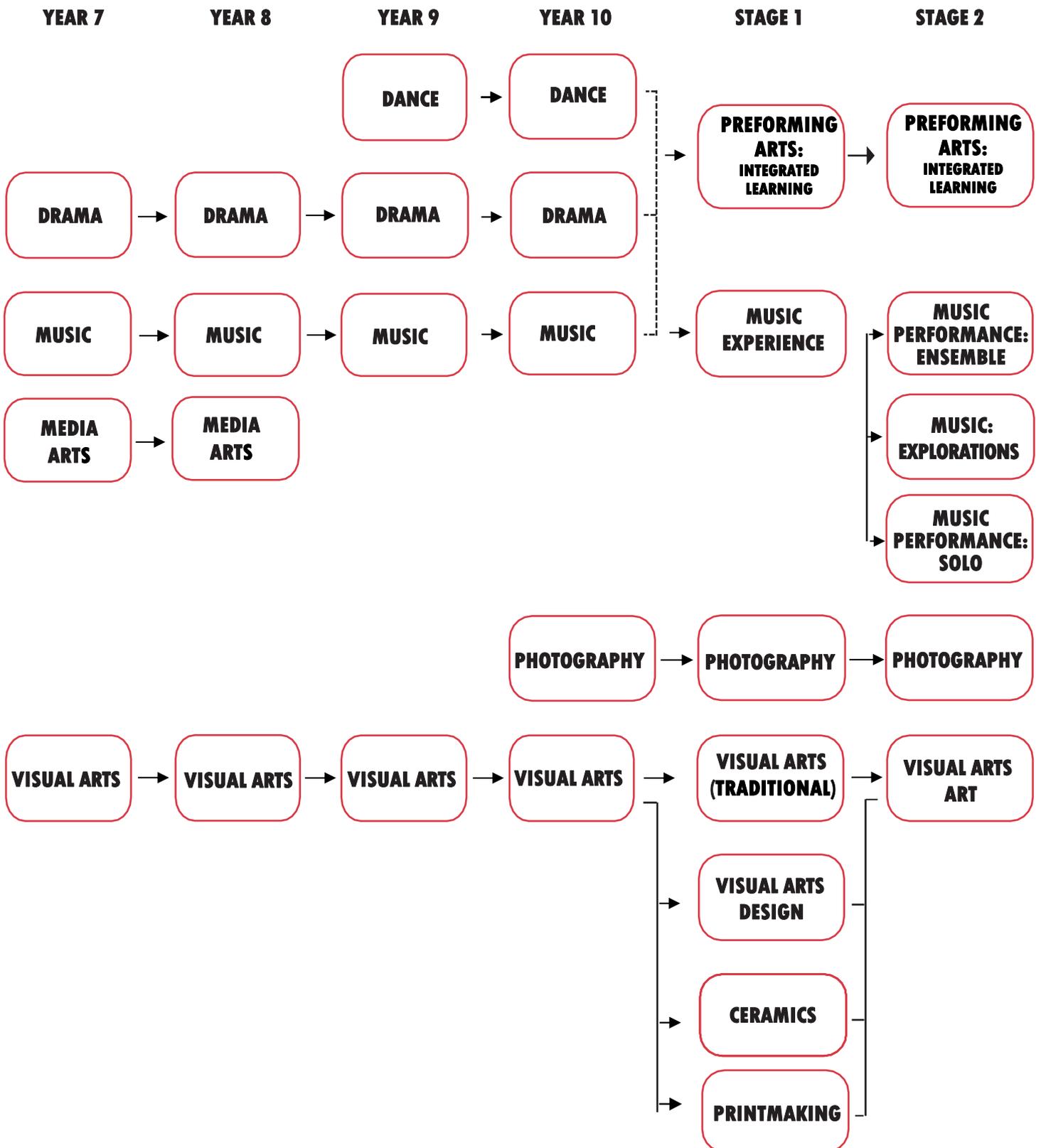
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# ARTS



# ARTS

## YEAR 7

### DRAMA 1 TERM COMPULSORY

#### CONTENT:

Students will work collaboratively and independently to explore the basic elements of Drama through both practical and theoretical tasks. Students will perform scripted and devised works with the opportunity to critique the work of themselves and others. Students are introduced to the concept of arts specific terminology and apply this in reflective writing tasks. Students are expected to perform in an on-stage role as part of this subject.

#### THEORY TOPICS:

- Arts Specific Terminology
- Elements of Drama
- Reflection of Performance
- Analysing nonverbal drama

#### PRACTICAL TOPICS:

- Drama skills development through games
- Nonverbal drama (mime and tableaux)
- Devised ensemble performances
- Improvised performances

#### ASSESSMENT:

- Ensemble Performances
- Tableaux Performance and Reflection
- Elements of Drama Analysis

### MUSIC 1 TERM COMPULSORY

#### CONTENT:

Students will learn basic musicianship skills including notation and aural work that requires them to listen and respond to musical elements. Students will create and perform their own composition using basic rhythmic and melodic patterns. They investigate instrument families and structure of the orchestra. Students have the opportunity to develop practical skills on either drum, guitar or piano and will perform as both individuals and small ensembles.

#### THEORY TOPICS:

- Note Names and Values
- Elements of Music
- Instrument Families
- Composing

#### PRACTICAL TOPICS:

- Drums
- Guitar
- Piano
- Composing

#### ASSESSMENT:

- Elements of Music Tasks
- Composition
- Aural Quizzes
- Instrumental Performances
- Music in Context Task

### MEDIA ARTS 1 TERM COMPULSORY

#### CONTENT:

Students learn how to create representations of the world and tell stories through a variety of communication technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Through studying Media Arts, students gain the skills and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them including using safe media practices when viewing and publishing online materials.

#### THEORY TOPICS:

- Media Arts Specific Terminology and Literacy
- Principles of Design
- Evaluation and interpretation of media artworks and media concept

#### PRACTICAL TOPICS:

- Create and design a video game
- Design Media Products and Packaging
- Produce an Advertisement

#### ASSESSMENT:

- Reflection Journals
- Practical Assignments
- Media Art Specific Terminology Test

### VISUAL ARTS 1 TERM COMPULSORY

#### CONTENT:

Year 7 Visual Arts teaches the basics of art, giving students the opportunity to learn, explore and practice a variety of artistic techniques. Students focus on the Elements of Art and develop skills in vocabulary, creativity and concepts of design. Lessons include painting, drawing, mixed media and sculpture. Composition, technique and attention-to-detail are explored. Art history, art appreciation and art criticism are integrated into the lessons as a framework of the curriculum.

#### THEORY TOPICS:

- Art Specific Terminology
- Elements of Art
- Art History and Appreciation

#### PRACTICAL TOPICS:

- Oil Pastel, Pencil and Watercolour Painting Techniques
- 2D and 3D Mixed Media Projects

#### ASSESSMENT:

- Folio of Work
- Practical Assignments
- Artist Statement

# ARTS

## YEAR 8

### DRAMA 1 TERM COMPULSORY

#### CONTENT:

Students will work collaboratively and independently to explore the basic elements of Drama and dramatic conventions through both practical and theoretical tasks. Students will perform scripted and devised works with the opportunity to critique the work of themselves and others. Students will learn arts specific terminology and apply this in reflective writing tasks. Students are expected to perform in an on-stage role as part of this subject.

#### THEORY TOPICS:

- Arts Specific Terminology
- Elements of Drama
- Dramatic Conventions
- Reflection of Performance

#### PRACTICAL TOPICS:

- Drama skills development through games
- Melodrama performance
- Greek myth chorus performance

#### ASSESSMENT:

- Melodrama performance
- Melodrama reflection
- Greek myth chorus performance

### MUSIC 1 TERM COMPULSORY

#### CONTENT:

Students continue to develop their musicianship skills through theory, aural and practical music tasks. Students create and perform their own compositions using melodic and rhythmic techniques and devices. Students continue to develop their practical abilities on one or more instruments through ensemble and solo performance opportunities. Students investigate music in context, specific genres of music and music history.

#### THEORY TOPICS:

- Note Names and Values
- Elements of Music
- Composing

#### PRACTICAL TOPICS:

- Ensemble Performance
- Solo Performance
- Composing

#### ASSESSMENT:

- Elements of Music Tasks
- Composition
- Aural Quizzes
- Instrumental Performances
- Music in Context Task

### MEDIA ARTS 1 TERM COMPULSORY

#### CONTENT:

Students learn how representations of social values and points of view are portrayed in the media such as television, film, video, newspapers, radio, video games, the internet and mobile media. Through studying Media Arts, students learn to apply key concepts, story principles, and symbolic and technical elements of media as they design, produce, distribute and analyse media artworks. Students learn and use established and emerging techniques and practices to create different media forms and they identify and analyse the social and ethical responsibility of those who produce and use media.

#### THEORY TOPICS:

- Media Arts Specific Terminology and Literacy
- The media languages used to tell stories
- Evaluation and interpretation of media convention

#### PRACTICAL TOPICS:

- Advertising all around us
- Learning with Film and Television
- Mixed Signals - Verifying Online Information

#### ASSESSMENT:

- Reflection Journals
- Practical Assignments
- Media Art Specific Terminology Test

### VISUAL ARTS 1 TERM COMPULSORY

#### CONTENT:

Students study the Principles of Design and build on the basics learned in Year 8 Visual Arts. Students continue to develop art skills and concepts and learn to explore, practise and express themselves creatively through drawing, painting and 3D art. Students develop their artistic skills through studies in composition and technique and attention-to-detail are explored. Art history, art appreciation, problem solving and critical thinking are integrated into lessons.

#### THEORY TOPICS:

- Art Specific Terminology
- Principles of Design
- Art History and Appreciation

#### PRACTICAL TOPICS:

- Graphite, Charcoal and Acrylic Painting Techniques
- 2D and 3D Mixed Media Projects
- Perspective and Proportions

#### ASSESSMENT:

- Folio of Work
- Practical Assignments
- Artist Statement

# ARTS

## YEAR 9

### DANCE 1 SEMESTER ELECTIVE

#### CONTENT:

Students will work collaboratively and independently to explore the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They will evaluate the impact of dance from different cultures, places and times on Australian dance. They will choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style. Students will learn and apply arts specific terminology in this subject. Students are expected to perform on-stage as part of this subject.

#### THEORY TOPICS:

- Elements of Dance
- Choreographic Devices
- Analytical Response to a Performance
- Dance Research
- Review Writing

#### PRACTICAL TOPICS:

- Body awareness and dance skills development through warm-ups, stretches and combinations
- Devised ensemble performances
- Group choreography

#### ASSESSMENT:

- Ensemble Performances
- Choreography
- Indigenous Dance Research
- Reflection of Performance

### DRAMA 1 SEMESTER ELECTIVE

#### CONTENT:

Students will continue to develop their practical Drama skills and their ability to write academically using arts-specific terminology and style, moving from reflective writing towards review writing. Students look at the interdependent nature of theatrical roles while working through the page-to-stage process. Students are expected to perform in an on-stage role as part of this subject (Arts and Technologies Showcase and/or Drama Night).

#### THEORY TOPICS:

- Arts Specific Terminology
- Elements of Drama
- Dramatic Conventions
- Analytical Response to a Performance
- Reflection of Performance
- Script Creation

#### PRACTICAL TOPICS:

- Scripted Performance
- Devised Performance
- Off-stage Dramatic Roles
- Dramatic Practitioner

#### ASSESSMENT:

- Analytical Response to a Performance
- Ensemble and Individual Performances

### MUSIC A & B 1 SEMESTER (MUSIC A) OR FULL YEAR (MUSIC A & B) ELECTIVE

#### CONTENT:

Students develop their practical skills on their chosen instrument/s as they work collaboratively within their ensemble group to perform chosen songs. It is expected that students will perform in front of an audience at school assemblies, Music Night and The Arts Showcase. Students also work independently to refine their instrumental skills and apply these skills in their ensemble performances. Students discuss periods from music history and explore various music styles and conventions. Students study the elements of music and apply their knowledge to create original arrangements or compositions. If students are considering Year 10 Music, it is highly recommended they select Year 9 Music for a Full Year. If students are considering Stage 1 Music Experience in Year 11, students are required to have studied Year 9 and Year 10 Music for a Full Year.

#### THEORY TOPICS:

- Elements of Music
- Music History

#### PRACTICAL TOPICS:

- Instrumental Skills
- Ensemble Participation
- Arrangement/Composition

#### ASSESSMENT:

- Ensemble or Solo Performances
- Music in Context
- Musical Arrangement or Original Composition
- Elements of Music Test

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 8 Music with a B grade or higher.

### VISUAL ARTS 1 SEMESTER ELECTIVE

#### CONTENT:

This course focuses on teaching students the fundamental techniques and methods of art, enabling them to develop and refine their technical skills and understanding the elements of art and design. They will consolidate their knowledge of basic art forms, including drawing, painting, sculpture and digital media. Students are encouraged to develop their artistic potential through hands-on projects, art analysis discussions and researching historically renowned artists and artworks.

#### THEORY TOPICS:

- Visual Art Specific Terminology
- Modern Art Movements
- Artist Research
- Four Step Critical Analysis
- The Elements and Principles of Art

#### PRACTICAL TOPICS:

- Drawing with Graphite
- Painting with Acrylics
- Ceramics
- Digital Design

#### ASSESSMENT:

- Design Project
- Drawing Techniques
- Colour Mixing with Acrylic Paint
- 3D Ceramics Practical
- Critical Analysis

# ARTS

## YEAR 10

### DANCE 1 SEMESTER ELECTIVE

#### CONTENT:

This course is designed to prepare students for Stage 1 Integrated Learning: Performing Arts. Students continue to develop their practical ability through collaborative and individual performance tasks, as well as analyse and evaluate choreographic works from First Nation cultures. Students will explore choreographic devices and a variety of styles to develop and demonstrate their technical and expressive skills. Students are expected to perform in an on-stage role as part of this subject, including at The Arts Showcase.

#### THEORY TOPICS:

- Arts Specific Terminology
- Elements of Dance
- Analytical Response to a Choreographer's work

#### PRACTICAL TOPICS:

- Body awareness and dance skills development through warm-ups, stretches and combinations
- Technique
- Learning and performing class dance
- Group Choreography

#### ASSESSMENT:

- Ensemble Performances
- Choreography
- Technique
- Analytical Response to a Choreographer's work

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 9 Dance with a C grade or higher.

### DRAMA 1 SEMESTER ELECTIVE

#### CONTENT:

This course is designed to prepare students for Stage 1 Integrated Learning: Performing Arts. Students continue to develop their practical ability through collaborative and individual performance tasks with a focus on analysing and evaluating the creative process. Students will explore scripted works, as well as improvise their own works, to develop dramatic skills, including collaboration, voice, movement and character development. Students are expected to perform in an on-stage role as part of this subject, including at The Arts Showcase.

#### THEORY TOPICS:

- Arts Specific Terminology
- Elements of Drama
- Analytical Response to a Performance
- Elizabethan Theatre or Realism
- Commedia dell'Arte

#### PRACTICAL TOPICS:

- Ensemble Performances
- Reflection of Individual Performance
- Ensemble Performances (Commedia dell'Arte and Elizabethan drama or Realism)
- Dramatic Roles Product/Presentation

#### ASSESSMENT:

- Analytical Response to a Performance
- Reflection of Individual Performance
- Ensemble Performances
- Dramatic Roles Product/Presentation

# ARTS

## YEAR 10

### MUSIC A & B FULL YEAR (MUSIC A & B) ELECTIVE

#### CONTENT:

This course is designed to prepare students for senior school Music Studies and it is expected that students can play an instrument. It is expected that students will perform in front of an audience at school assemblies, Music Night and The Arts Showcase. Students will be assessed on their practical skills as either a soloist or as an ensemble member. Students will investigate a specific genre of music and analyse the musical elements within this style. In addition to continuing to develop their aural and notation ability, students will create and perform their own composition. If students are considering Stage 1 Music Experience in Year 11, students are required to have studied Year 9 and Year 10 Music for a Full Year.

#### THEORY TOPICS:

- Aural
- Notation
- Composing/Arranging
- Music Genres/Styles

#### PRACTICAL TOPICS:

- Ensemble Performance
- Solo Performance
- Composing/Arranging

#### ASSESSMENT:

- Aural Quizzes
- Instrumental Performances
- Composition/Arrangement
- Genre Study
- Elements of Music Theory

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 9 Music A & B. As a minimum requirement, students will have successfully completed Year 9 Music A with a B grade or higher.

### PHOTOGRAPHY 1 SEMESTER ELECTIVE

#### CONTENT:

Students will explore different styles, techniques, perspectives and intentions of photographs across a wide range of artists. Students will develop and refine their photography techniques and processes in capturing photographs, as well as refine their skills in using photography-specific language to analyse artistic intention. Students will have the opportunity to exhibit their work in a professional setting and reflect on their artwork.

#### THEORY TOPICS:

- Fundamental skills of the DSLR camera
- Contemporary Photographers use of light and colour
- Study of significant Photographer, application of skills
- Research advertising/promotions photographic products or exhibition products

#### PRACTICAL TOPICS:

- Develop fundamental skills with a DSLR camera
- Produce photographs inspired by significant photographers, developing skills and techniques
- Apply skills to create original advertising/promotions and exhibition content

#### ASSESSMENT:

- Techniques and Styles
- Lighting and Colour
- Photographer research
- Design Process and Product

#### RECOMMENDED PRIOR LEARNING:

Nil. Though an interest in practical learning would be beneficial.

### VISUAL ARTS 1 SEMESTER ELECTIVE

#### CONTENT:

Students are encouraged to explore and develop their individual and personally relevant artistic abilities through practical projects and theory whilst learning the fundamental techniques of drawing, painting, sculpture, printmaking, digital art and mixed media. With a strong focus on experimental mediums and styles, students learn to express their unique artistic vision and gain a deeper understanding of the cultural, historical, and contemporary contexts that shape the world of art. By the end of the course, students will have built a comprehensive portfolio and gained essential skills for further studies in art.

#### THEORY TOPICS:

- Elements and Principles of Art
- 7 Rules of Composition
- Exploring Australian Artists
- Introduction to Aesthetics
- Contemporary Art Movements

#### PRACTICAL TOPICS:

- Mixed Media Exploration
- Clarice Beckett Artist Study
- Work Like an Artist
- Curating an Exhibition Space

#### ASSESSMENT:

- Resolved 2D and 3D Artworks
- Artist Research and Analysis Portfolio
- Art Investigation Portfolio
- Art Theory Research

#### RECOMMENDED PRIOR LEARNING:

Nil. Though an interest in art and theory would be beneficial.

# ARTS

## STAGE 1

### **CERAMICS SEMESTER 2 10 CREDITS ELECTIVE**

#### **CONTENT:**

Students document their visual thinking and problem-solving processes in a folio, developing a personally relevant concept for their major ceramic artwork. Students explore hand-building, wheel work, surface treatments and sculptural techniques to demonstrate understanding of visual arts concepts, forms, styles and conventions and produce a Practitioner's Statement using visual arts language to explain their influences, materials, and intent. A Visual Study supports their development of ideas through research and practical experimentation, responding to 3 ceramic or sculptural artists and their works.

#### **THEORY TOPICS:**

- Annotations
- Procedural Write up
- Investigation
- Practitioner's Statement

#### **PRACTICAL TOPICS:**

- Documenting Idea Generation
- Ceramic Techniques – Coiling, Slab, Pinch, Carving, Glazing
- Body of Work/s in forms such as sculptural ceramics, functional ware, installation, or mixed media with ceramic component

#### **ASSESSMENT:**

- Type 1: Folio (40%) Back up work for final
- Type 2: Practical (30%) Final piece + evaluation Type 3: Visual Study (30%) - Investigation Task

### **MUSIC EXPERIENCE FULL YEAR 20 CREDITS ELECTIVE**

#### **CONTENT:**

Students develop and refine their practical skills on their chosen instrument/s and present their skills as part of an ensemble, solo performance or electronically. Students work both collaboratively with their ensemble and individually on their skills and investigate the conventions of the musical style presented. They explore and manipulate the elements of music as they create original arrangements and discuss style and context in response to musical listening's.

#### **THEORY TOPICS:**

- Elements of Music
- Style and Context
- Music Literacy

#### **PRACTICAL TOPICS:**

- Instrumental Skills
- Ensemble Participation
- Arrangement/Composition

#### **ASSESSMENT:**

- Ensemble or solo performances
- Musical analysis task
- Musical arrangement and discussion
- Musical literacy: style, context and elements of music

#### **RECOMMENDED PRIOR LEARNING:**

Completion of a minimum of Year 10 Music with a C grade or higher.

# ARTS

## STAGE 1

### **PERFORMING ARTS: INTEGRATED LEARNING** **1 SEMESTER or FULL YEAR** **10 OR 20 CREDITS** **ELECTIVE**

#### **CONTENT:**

This course is for students who are passionate about the Performing Arts and wish for specialised study within and across a range of Arts disciplines. This subject will give you the opportunity to be involved in the process of creating major Arts productions for the school, for example, the College Cabaret or The Arts Showcase. If you choose this subject, you will be involved in script writing, reading and development, staging and direction decisions, devising and rehearsing, designing and manufacturing props and sets, choreography, costuming, stage hair and makeup, and of course, performing.

#### **THEORY TOPICS:**

- Elements of Dance, Drama and Music
- Performing Arts skills, concepts and knowledge research
- Analytical and Reflective tasks

#### **PRACTICAL TOPICS:**

- Skill development within desired Art discipline
- Stage, lighting and production
- Performance

#### **ASSESSMENT:**

Type 1: Practical Exploration  
Type 2: Connections  
Type 3: Personal Venture

#### **RECOMMENDED PRIOR LEARNING:**

Completion of at least one semester of Year 10 Dance, Drama and/or Music with a C grade or higher.

### **PHOTOGRAPHY 1 & 2** **1 SEMESTER OR FULL YEAR** **10 OR 20 CREDITS** **ELECTIVE**

#### **CONTENT:**

Students will investigate the functions of a camera and explore the characteristics of different photographic styles and techniques. Students develop and refine their understanding of Photoshop and demonstrate their ability to capture photographs, plan and produce photographic products to a brief. Students will have the opportunity to exhibit their work in a professional setting.

#### **THEORY TOPICS:**

- Photography Styles and Techniques
- DSLR Camera Settings
- Lighting Conditions
- Evaluating Photographs and Photographic Processes Design Brief Folio for Major Product

#### **PRACTICAL TOPICS:**

- DSLR Camera Skills, Styles and Techniques
- Photoshop Skills
- Major Product Photographs and Product Design

#### **ASSESSMENT:**

Assessment Type 1: Skills Tasks 1 and 2  
Assessment Type 2: Design Brief Folio and Major Photographic Product

#### **RECOMMENDED PRIOR LEARNING:**

Nil. Though an interest in practical learning would be beneficial.

# ARTS

## STAGE 1

### PRINTMAKING SEMESTER 2 10 CREDITS ELECTIVE

#### CONTENT:

Students document their visual thinking and problem-solving processes in a Folio, developing a personally relevant concept for their major printmaking artwork. Students undertake a range of printmaking techniques such as linocut, monoprint, collagraph, drypoint and screen printing and produce a Practitioner's Statement using visual arts language to explain their influences, materials, and intent. A Visual Study supports the development of ideas through research and practical experimentation, responding to 3 related artists and their works.

#### THEORY TOPICS:

- Annotations
- Procedural Write up
- Investigation
- Practitioner's Statement

#### PRACTICAL TOPICS:

- Documenting Idea Generation
- Printmaking Techniques – Linocut, Monoprint, Drypoint, Collagraph, Screen Printing
- Body of Work/s in forms such as editions, experimental prints, mixed media, or installation-based printmaking.

#### ASSESSMENT:

Type 1: Folio (40%) Back up work for final

Type 2: Practical (30%) Final piece + evaluation Type 3: Visual Study (30%) - Investigation Task

#### RECOMMENDED PRIOR LEARNING:

Completion of a semester of Year 10 Art with a C grade or higher..

### VISUAL ARTS B (DESIGN) SEMESTER 1 10 CREDITS ELECTIVE

#### CONTENT:

Students document their visual thinking and problem-solving processes in a folio, to develop an original and personally relevant concept for their major artwork. Each student uses a medium of their choice to show their understanding of visual arts concepts, forms, styles and conventions. Students produce a Practitioner's Statement that includes use of visual arts language, to clarify influences and ideas. Students undertake research in the form of a Visual Study, to investigate, interpret and respond to 3 digital artists and their works while refining practical techniques, using projection, Photoshop editing and film.

#### THEORY TOPICS:

- Annotations
- Procedural Write up
- Investigation
- Practitioner's Statement

#### PRACTICAL TOPICS:

- Documenting Idea generation
- Digital - Photoshop skills, Projection and Film/Video Recording
- Body of Work/s that may be any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.

#### ASSESSMENT:

Type 1: Folio (40%) back up work for Major

Type 2: Practical (30%) Major Artwork + Practitioner's Statement Type 3: Visual Study (30%) - Investigation Task, Digital focus

### VISUAL ARTS A (TRADITIONAL) SEMESTER 1 ELECTIVE

#### CONTENT:

Students document their visual thinking and problem-solving processes in a folio, to develop an original and personally relevant concept for their major artwork. Each student uses a medium of their choice to show their understanding of visual arts concepts, forms, styles and conventions. Students produce a Practitioner's Statement that includes use of visual arts language, to clarify influences and ideas. Students undertake research in the form of a Visual Study, to investigate, interpret and respond to artists and their works while refining practical techniques.

#### THEORY TOPICS:

- Annotations
- Procedural Write
- Investigation
- Practitioner's Statement

#### PRACTICAL TOPICS: *Documenting Idea Generation*

- Documenting Idea Generation
- Traditional - Painting/Drawing
- Body of Work/s that may be any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.

#### ASSESSMENT:

Type 1: Folio (40%) back up work for Major

Type 2: Practical (30%) Major Artwork + Practitioner's Statement Type 3: Visual Study (30%) - Investigation Task, Traditional focus

#### RECOMMENDED PRIOR LEARNING:

Completion of a semester of Year 10 Art with a C grade or higher.

#### PRACTICAL TOPICS: *Traditional - Painting/Drawing*

- Traditional - Painting/Drawing
- Body of Work/s that may be any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.

#### ASSESSMENT:

Type 1: Folio (40%) back up work for Major

Type 2: Practical (30%) Major Artwork + Practitioner's Statement Type 3: Visual Study (30%) - Investigation Task, Traditional focus

#### RECOMMENDED PRIOR LEARNING:

Completion of a semester of Year 10 Art with a C grade or higher.

# ARTS

## STAGE 2

### MUSIC EXPLORATION FULL YEAR 20 CREDITS ELECTIVE

#### CONTENT:

Students explore, create, analyse and critique music. They create music through composition and/or live solo or ensemble performances and then discuss these creations through commentary and analysis. Students critique live music commenting on the elements of music in their analysis of the works and the performance. Students explore style through analysis as they compare and contrast different music styles.

#### THEORY TOPICS:

- Live Music critique
- Music Analysis
- Exploring Music

#### PRACTICAL TOPICS:

- Solo and/or Ensemble Performances
- Composition

#### SCHOOL BASED ASSESSMENT:

Type 1: Musical Literacy (30%) May include Analysis, Critique, Composition.

Type 2: Explorations (40%) May include Performance or Composition and a Commentary

#### EXTERNAL ASSESSMENT:

Type 3: Creative Connections (30%) May Include Performance or Composition with discussion and analysis

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 11 Music with a B grade or higher.

### MUSIC PERFORMANCE: ENSEMBLE FULL YEAR 10 CREDITS ELECTIVE

#### CONTENT:

Students refine their skills on their chosen instrument as a member of an ensemble. They work collaboratively with all members of their group to produce repertoire for 3 ensemble performances. Students also present a discussion and evaluation on their performances where they discuss preparation, musical styles, technique, performance skills and other aspects of the performance as well as critiquing their own performances.

#### THEORY TOPICS:

- Performance Discussion
- Performance Evaluation

#### PRACTICAL TOPICS:

- Instrumental Skills
- Ensemble Performances

#### SCHOOL BASED ASSESSMENT:

Type 1: Performance (30%)

Type 2: Performance and Discussion (40%)

#### EXTERNAL ASSESSMENT:

Type 3: Performance Portfolio (30%)

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 11 Music Experience with a C grade or higher.

\*It is recommended that this subject is paired with Year 12 Music Solo Performance to attain a 20-credit outcome.

### MUSIC PERFORMANCE: SOLO FULL YEAR 10 CREDITS ELECTIVE

#### CONTENT:

Students refine their skills on their chosen instrument as a solo performer. They work independently and with their instrumental teacher to produce solo repertoire for 3 solo performances. Students also present a discussion and evaluation on their performances where they discuss preparation, musical styles, technique, performance skills and other aspects of the performance as well as critiquing their own performances.

#### THEORY TOPICS:

- Performance Discussion
- Performance Evaluation

#### PRACTICAL TOPICS:

- Instrumental Skills
- Solo Performances

#### SCHOOL BASED ASSESSMENT:

Type 1: Performance (30%)

Type 2: Performance and Discussion (40%)

#### EXTERNAL ASSESSMENT:

Type 3: Performance Portfolio (30%)

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 11 Music Experience with a C grade or higher.

\*It is recommended that this subject is paired with Year 12 Music Ensemble Performance to attain a 20-credit outcome.

# ARTS

## STAGE 2

### PERFORMING ARTS: INTEGRATED LEARNING FULL YEAR 20 CREDITS ELECTIVE

#### CONTENT:

This course is for students who are passionate about the Performing Arts and wish for specialised study within and across a range of Arts disciplines. This subject will give you the opportunity to be involved in the process of creating major Arts productions for the school, for example, the College Cabaret or The Arts Showcase. If you choose this subject, you will be involved in script writing, reading and development, staging and direction decisions, devising and rehearsing, designing sets and manufacturing props, choreography, costuming, stage hair makeup, and of course, performing.

#### THEORY TOPICS:

- Elements of Dance, Drama and Music
- Analytical and Reflective tasks **PRACTICAL**

#### TOPICS:

- Skill development within desired Arts discipline
- Stage, lighting and production
- Performance

#### SCHOOL BASED ASSESSMENT:

Type 1: Practical Inquiry Type 2: Connections

#### EXTERNAL ASSESSMENT:

Type 3: Personal Endeavour

#### RECOMMENDED PRIOR LEARNING:

Completion of at least one semester of Year 10 Dance, Drama and/or Music with a C grade or higher

### PHOTOGRAPHY (Design and Technology - Communication Products) FULL YEAR 20 CREDITS ELECTIVE

#### CONTENT:

Students will demonstrate their proficient application of camera and photograph editing skills, they will address a photographic issue and compare materials in relation to their design process of their major product. Students will produce a Major Photographic Product of their choosing; a Design Brief Folio is used to document their investigation and planning of their project, including an evaluation of their finished products and processes.

#### THEORY TOPICS:

- Processes and Techniques
- Materials Application
- Design Brief Folio
- Major Product Record
- Minor Product Record

#### PRACTICAL TOPICS:

- DSLR and Photoshop Skills
- Materials Testing
- Major Photographic Product
- Minor Photographic Product Design

#### SCHOOL BASED ASSESSMENT:

Type 1: Skills and Application Tasks (20%)

Type 2: Product (50%)

#### EXTERNAL ASSESSMENT:

Type 3: Materials Research Study (30%)

#### RECOMMENDED PRIOR LEARNING:

Nil, however, Year 10 or Stage 1 Photography and/or Design would be beneficial.

Please note: This is a precluded subject and may not contribute to an ATAR in a subject pair combination.

### VISUAL ARTS - ART FULL YEAR 20 CREDITS ELECTIVE

#### CONTENT:

Students gain knowledge of various art styles, works, movements and concepts by analysing and investigating other practitioners' work. They learn to respond to these works in informed ways through the means of a Visual Study and understand where artists draw inspiration from. By experimenting with a range of media, processes, and techniques, students demonstrate a range of practical skill and aesthetic choice through the development of two major artworks, each accompanied by a folio. Students write a Practitioner's Statement for each major to clarify influences and ideas behind their work.

#### THEORY TOPICS:

- Art Terminology
- Adjective Vocab
- Reflection
- Writing an introduction and Conclusion
- Annotations
- Procedural Write up

#### PRACTICAL TOPICS:

- Brainstorming/Mind mapping
- Idea Generation
- Experimentation with Mediums
- Thumbnail Sketching
- Basic Design Skills
- Body of Work/s that may be any of the following: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.

#### SCHOOL BASED ASSESSMENT:

Type 1: Folio (40%) back up work for Majors, 30 x A3 pages

Type 2: Practical (30%) one or two resolved Body of work + relevant Practitioner's Statement

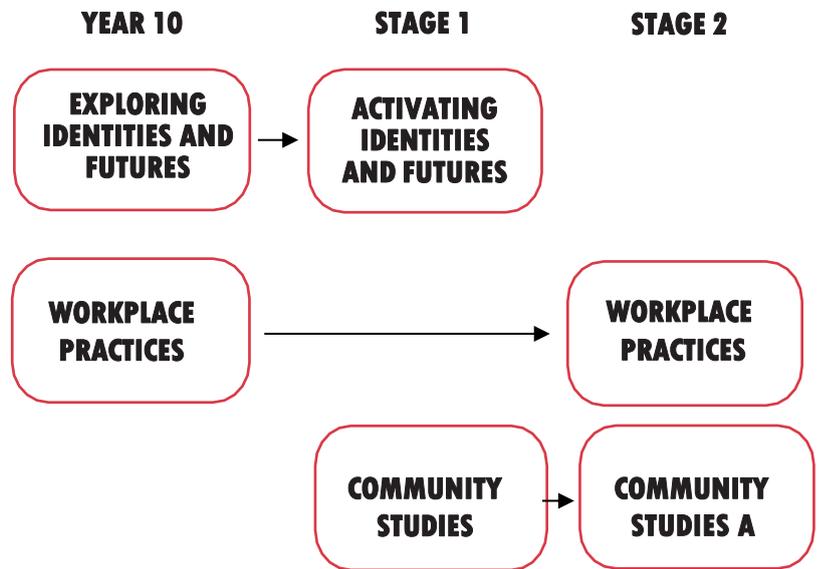
#### EXTERNAL ASSESSMENT:

Type 3: Visual Study 30% Investigation - students choose their own focus, 20 x A3 pages

#### RECOMMENDED PRIOR LEARNING:

Completion of a minimum of a semester of Year 11 Art with a C grade or higher.

# CROSS DISCIPLINARY



# CROSS DISCIPLINARY

## YEAR 10 (STAGE 1)

### EXPLORING IDENTITIES AND FUTURES

#### 1 SEMESTER (SEMESTER TWO)

#### 10 CREDITS

#### COMPULSORY

##### CONTENT:

Students develop a pathway to thrive by exploring who they are and who they want to be. Students will learn more about themselves, their place in the world, and explore and deepen their sense of belonging, identity and connections to the world around them through agency.

##### LEARNING REQUIREMENTS:

- Develop agency by their identity, interests, strengths, capabilities and or values, and making choices about their learning.
- Demonstrate self-efficacy and self-regulation through planning and implementing actions to develop their capabilities, connect with future aspirations, achieve goals and make decisions.
- Develop their communication skills and reflective practice by collaborating and connecting with others, valuing feedback, and sharing evidence of their learning progress with an audience

##### PRACTICAL EXPERIENCES:

- Interviewing, Gathering Evidence through Investigation
- Completing a Project related to a chosen vocation determined by the student

##### ASSESSMENT:

Type 1: Explore me and who I want to be (50%). Students are facilitated through a self-directed journey exploring their identity, strengths, interests, skills, capabilities, and/or values.

Type 2: Taking action and showcasing my capabilities (50%). Students explore and deepen their understanding of their strengths, interest, skills, capabilities, and/or values by putting them into practice for purpose.

##### ASSOCIATED SUBJECT COSTS:

Costs will vary depending on the activity a student decides to complete.

### WORKPLACE PRACTICES

#### 1 SEMESTER (SEMESTER ONE)

#### 10 CREDITS

#### COMPULSORY

##### CONTENT:

This subject is for all Year 10 students to develop their workplace knowledge and experience to prepare them for a future vocation. In Workplace Practices, students develop knowledge and understanding of the nature, type, and structure of the workplace. Students undertake classwork, field trips, guest speakers, complete reflections and a work experience as part of the course.

##### THEORY TOPICS:

- Future trends in the world of work
- The value of unpaid work to society
- Workers' rights and responsibilities
- Career planning
- Negotiated topic

##### PRACTICAL TOPICS:

Performance Task

Vocational Learning through Work Experience Industry Visits, Speakers and Exposure

##### SCHOOL BASED ASSESSMENT:

Type 1: Folio (40%) Comprises of two assessment tasks involving career planning and work skills.

Type 2: Performance (30%) includes 25-30 hours of 'work experience' (paid or unpaid) and a detailed workplace journal.

Type 3: Reflection (30%) Reflection of the learning journey considering planning and opportunities

##### ASSOCIATED SUBJECT COSTS:

Students may be required to contribute to costs to and from excursions e.g. bus fares.

# CROSS DISCIPLINARY

## STAGE 1 (STAGE 2)

### ACTIVATING IDENTITIES AND FUTURES 1 SEMESTER (SEMESTER ONE) 10 CREDITS COMPULSORY

#### CONTENT:

Activating Identities and Futures is a 10-credit subject at Stage 2. The purpose of the Activating Identities and Futures is for students to take greater ownership and agency over their learning as they select relevant strategies to explore, conceptualise, create and/or plan to progress an area of personal interest towards a learning output. When selecting the focus area for their Activating Identities and Futures, students are encouraged to reflect on capabilities, strategies, insights developed in Stage 1 Exploring Identities and Futures.

#### LEARNING REQUIREMENTS:

- Develop agency by setting a Learning Goal, exploring a topic of their choice, and showcasing their Output of Learning
- Demonstrate self-regulation in time management, decision-making, and the consideration of strategies, perspectives, and feedback to achieve their Learning Goal
- Develop and apply metacognitive skills by showing awareness of their own thinking in relation to the learning process and engaging in continuous reflection about their learning.
- Develop their reflective practices and evaluative judgement through relevant feedback about the learning process in relation to their progression to the Learning Goal.

#### SCHOOL BASED ASSESSMENT:

Type 1: Portfolio (35%) Students collection of natural artefacts of learning through their exploration of a Learning Goal of personal interest.

Type 2: Progress Checks (35%) Students discuss the progress of their learning in relation to their intended Learning Goal.

#### EXTERNAL ASSESSMENT:

Type 3: Appraisal (30%). Students evidence their Output of Learning that showcases the progress to or attainment of their Learning Goal, appraising the value and purpose of learning for themselves.

## STAGE 1

### COMMUNITY STUDIES 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. Students develop capabilities that enable them to contribute actively and successfully to community activities.

#### TOPICS (STUDENTS CHOOSE FROM:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community

#### CAPABILITIES DELIVERED:

- Numeracy
- Literacy
- Personal Development
- Critical and Creative Capability
- Intercultural Understanding
- Ethical Understanding
- Information and Communication Technology

#### ASSESSMENT:

- Development of the Contract of Work
- Folio: Communication and Interaction
- Community Activity
- Reflection

#### ASSOCIATED SUBJECT COSTS:

Costs will vary depending on the activity a student decides to complete.

# CROSS DISCIPLINARY

## STAGE 2

### COMMUNITY STUDIES A

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Community Studies provides students with insights into the way communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. Students continue to work on their capabilities and through their interactions with others, students use their experiences as a means of achieving personal growth.

**Students can choose to complete 2 different Community Studies A topics to meet their Stage 2 SACE pattern.**

#### TOPICS (STUDENTS CHOOSE FROM):

- Arts and the Community
- Communication and the Community
- Food and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community

(If students wish to study Food and the Community they should pick this as a separate subject; see Stage 2 Technologies Subjects)

#### CAPABILITIES DEVELOPED:

- Numeracy
- Literacy
- Personal Development
- Critical and Creative Capability
- Intercultural Understanding
- Ethical Understanding
- Information and Communication Technology

#### SCHOOL BASED ASSESSMENT:

Type 1: Contract of Work (70%) includes:

- Contract
- Folio
- Presentation

#### EXTERNAL ASSESSMENT:

Type 2: Reflection (30%)

#### ASSOCIATED SUBJECT COSTS:

Costs will vary depending on the chosen community activity.

**\*THIS SUBJECT CANNOT BE USED TOWARDS UNIVERSITY ENTRANCE.**

### WORKPLACE PRACTICES

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

This subject is ideal for students who are enrolled in a certificate course or those completing a school-based apprenticeship. In Workplace Practices, students develop knowledge and understanding of the nature, type, and structure of the workplace. Students investigate the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts. They will undertake classwork, field trips, guest speakers, complete reflections and a work placement as part of the course.

#### THEORY TOPICS:

- Work in Australian Society
- The Changing Nature of Work
- Industrial Relations
- Finding Employment
- Negotiated Topics

#### PRACTICAL TOPICS:

- Performance Task
- Work Experience or VET Work Placement
- Industry Visit and Subject Expo

#### SCHOOL BASED ASSESSMENT:

Type 1: Folio (25%) Comprises of three assessment tasks involving presentations, a mock interview and a written report  
Type 2: Performance (25%) Includes 50 hours of 'work experience' (paid or unpaid) or VET and a detailed workplace journal  
Type 3: Reflection (20%) Two reflection tasks, one on careers and pathways and one of the learning journey considering post school planning and opportunities

#### EXTERNAL ASSESSMENT:

Type 4: Investigation (30%) An investigation of choice (practical or theory based)

#### ASSOCIATED SUBJECT COSTS:

Students may be required to cover costs to and from excursions (e.g. Bus fares).

# ENGLISH

## YEAR 7

Semester 1

ENGLISH A

Semester 2

ENGLISH B

## YEAR 8

Semester 1

ENGLISH A

Semester 2

ENGLISH B

## YEAR 9

Semester 1

ENGLISH AS AN  
ADDITIONAL  
LANGUAGE (EALD)

ENGLISH  
FOUNDATIONS

ENGLISH A

ENGLISH EXTENSION A

Semester 2

ENGLISH AS AN  
ADDITIONAL  
LANGUAGE (EALD)

ENGLISH  
FOUNDATIONS

ENGLISH B

ENGLISH EXTENSION B

## YEAR 10

Semester 1

ENGLISH AS AN  
ADDITIONAL  
LANGUAGE (EALD)

ENGLISH  
FOUNDATIONS

ENGLISH A

ENGLISH EXTENSION A †

Semester 2

ENGLISH AS AN  
ADDITIONAL  
LANGUAGE (EALD)

ENGLISH  
FOUNDATIONS

ENGLISH B

ENGLISH EXTENSION B

## STAGE 1

Semester 1

ENGLISH AS AN  
ADDITIONAL  
LANGUAGE A

ESSENTIAL  
ENGLISH A

ENGLISH A

PRE-LITERARY STUDIES A

Semester 2

ENGLISH AS AN  
ADDITIONAL  
LANGUAGE B

ESSENTIAL ENGLISH A  
- WORKPLACE LITERACY  
FOCUS

ENGLISH B

PRE-LITERARY STUDIES B

## STAGE 2

Full Year

ENGLISH AS AN  
ADDITIONAL  
LANGUAGE (EALD)

ESSENTIAL  
ENGLISH

ENGLISH

ENGLISH LITERARY STUDIES\*

PREREQUISITES	
† Year 10 English Extension A	Students must complete Year 9 English Extension with a C grade or higher OR achieved an A or B in Year 9 English.
Stage 1	Students must pass two Semesters of English. Note: If a C grade or higher is not achieved in Semester 1, then Stage 1 Essential English B and/or Stage 1 Essential English (EALD Focus) B as two electives will become compulsory in Semester 2 to satisfy SACE requirements.
*Stage 2 English Literary Studies	Students must achieve an A or B in two semesters of Stage 1 Pre-Literary Studies

# ENGLISH

## YEAR 7

### ENGLISH A 1 SEMESTER COMPULSORY

#### CONTENT:

Students use their personal knowledge to express a point of view when writing an expository piece and viewing film. They demonstrate the ability to select persuasive language features to express differing viewpoints. Students will practice skills in reading comprehension and oral language. They also develop their understanding of grammar, use of specialised vocabulary and accurate spelling and punctuation.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Poetry
- Oral Opinion
- Creative Writing

#### RESPONDING TO TEXTS:

- Exposition
- Film Study

### ENGLISH B 1 SEMESTER COMPULSORY

#### CONTENT:

Students select and explore specific details and develop responses whilst recognising different viewpoints. They present their learning in various ways whilst actively contributing to class and group discussion. Students develop knowledge around language features and how to engage an audience. Students also develop their reading comprehension and understanding of grammar, use of specialised vocabulary and accurate spelling and punctuation.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Advertising
- Procedure

#### RESPONDING TO TEXTS:

- Novel Study
- The Dreaming/Folk Stories
- Comparison

## YEAR 8

### ENGLISH A 1 SEMESTER COMPULSORY

#### CONTENT:

Students understand how to use a variety of language features to create texts with different levels of meaning. Students will develop their reading comprehension skills and discover how and why some texts change over time. They create texts that respond to issues, express differing viewpoints and persuade. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Persuasive Writing
- Opinion-based oral presentation
- Advertising

#### RESPONDING TO TEXTS:

- Film Study
- Comparison of how stories change over time

### ENGLISH B 1 SEMESTER COMPULSORY

#### CONTENT:

Students are exposed to a variety of text types, where they learn about different language features and text structures. They use this knowledge to create a range of poetry and creative writing pieces and they advance their reading comprehension skills. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They will continue to develop and practice core skills, such as punctuation, vocabulary, grammar and comprehension.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Narrative Writing
- Creative Writing
- Poetry

#### RESPONDING TO TEXTS:

- Visual Texts
- Novel Study

# ENGLISH

## YEAR 9

### ENGLISH FOUNDATIONS A 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Students develop literacy skills and confidence in the basics of the Year 9 Australian Curriculum English course. The content is similar to the standard Year 9 English, however, assessment design will be modified to allow success at different levels with an emphasis on building reading comprehension and basic literacy skills.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Persuasive Speech
- Narrative
- Newspaper Articles

#### RESPONDING TO TEXTS:

- Poetry
- Comparison

### ENGLISH A 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Students understand how to use a variety of language features to create different levels of meaning. They create texts that respond to issues, interpreting and integrating ideas from other texts. They learn how to compare texts and analyse poetry. Students continue to develop skills in reading comprehension and oral presentations. They practice how to edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Persuasive Speech
- Narrative
- Newspaper Articles

#### RESPONDING TO TEXTS:

- Poetry
- Comparison

### ENGLISH FOUNDATIONS B 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Students develop literacy skills and confidence in the basics of the Year 9 Australian Curriculum English course. The content is similar to the standard Year 9 English, however, assessment design will be modified to allow success at different levels with an emphasis on building reading comprehension and basic literacy skills.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Recount
- Short Stories (Myths, Legends, Gothic)

#### RESPONDING TO TEXTS:

- Advertising
- Film Study
- Novel Study

### ENGLISH B 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary through the author's purpose, by reading and/or viewing texts. Students create their own texts that require them to interpret and integrate ideas from various short stories. They continue to develop reading comprehension skills and edit for effect, selecting effective vocabulary and grammar that contribute to the precision of texts.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Recount
- Short Stories (Myths, Legends, Gothic)

#### RESPONDING TO TEXTS:

- Advertising
- Film Study
- Novel Study

# ENGLISH

## YEAR 9

### ENGLISH AS AN ADDITIONAL LANGUAGE A (EALD) 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

This is a specialised course for students who speak English as an additional language or dialect at home. Students will build their confidence in all aspects of the English language, with a strong focus on writing and oral language skills, alongside other students who come from diverse personal, educational and cultural backgrounds.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Persuasive speech
- Newspaper articles

#### RESPONDING TO TEXTS:

- Advertising
- Film study

### ENGLISH AS AN ADDITIONAL LANGUAGE A (EALD) 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

This is a specialised course for students who speak English as an additional language or dialect at home. Students will build their confidence in all aspects of the English language, with a strong focus on writing and oral language skills, alongside other students who come from diverse personal, educational and cultural backgrounds.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- TikTok advocacy
- Podcast

#### RESPONDING TO TEXTS:

- Novella or short story study

### ENGLISH EXTENSION A 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

This subject is designed for students who are passionate and enthusiastic about English, enjoy reading and wish to pursue this subject through to Year 12 and/or at a tertiary level. While similar in content to standard English, students will explore more complex texts and develop a more thorough understanding of the key skills needed in high level analytical responses.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Narrative
- Poetry
- Writer's Statement

#### RESPONDING TO TEXTS:

- Film Study
- Advertising

#### PREREQUISITES:

Completion of Year 9 English Extension with a C grade or higher or Year 9 General English with a B grade or higher.

### ENGLISH EXTENSION B 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

This subject is designed for students who are passionate and enthusiastic about English, enjoy reading and wish to pursue this subject through to Year 12 and/or at a tertiary level. While similar in content to standard English, students will explore more complex texts and develop a more thorough understanding of the key skills needed in high level analytical responses.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Biography
- Review

#### RESPONDING TO TEXTS:

- Text Comparison
- Persuasive Writing
- Biography

#### PREREQUISITES:

Completion of Year 9 English Extension with a C grade or higher or Year 9 General English with a B grade or higher.

# ENGLISH

## YEAR 10

### ENGLISH FOUNDATIONS A 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

This subject is designed for students who are looking to take on Essential English in SACE to complete their literacy requirement but are not looking at pathways where English is required. The content is similar to standard Year 10 English, however, assessment design will be modified to allow success at different levels with an emphasis on reading comprehension and basic literacy skills that students will need in life outside of school. This semester also focuses on completing a workplace or industry literacy focus Essential English Stage 1, while preparing students for the Literacy and Numeracy VETRO testing in Term 3 if choosing a VET pathway.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Literacy in the workplace or industry flyer with Writer's Statement
- Aptitude Test and Reflection on future options

#### RESPONDING TO TEXTS:

- The Importance of Literacy in the workplace or industry Oral Presentation
- Comparison of Pathway information

### ENGLISH AS AN ADDITIONAL LANGUAGE A (EALD) 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

This is a specialised course for students who speak English as an additional language or dialect at home. Students will continue to build their confidence in all aspects of the English language, with a strong focus on writing and oral language skills, alongside other students who come from diverse personal, educational and cultural backgrounds.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Narrative, poetry

#### RESPONDING TO TEXTS:

- Novel or novella study

### ENGLISH FOUNDATIONS B 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

This subject is designed for students who are looking to take on Essential English in SACE to complete their literacy requirement but are not looking at pathways where English is required. The content is similar to standard Year 10 English, however, assessment design will be modified to allow success at different levels with an emphasis on reading comprehension and basic literacy skills that students will need in life outside of school.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Review
- Transforming Narrative

#### RESPONDING TO TEXTS:

- Text Comparison
- Novel Study
- Film Study
- Biography
- Review

#### RESPONDING TO TEXTS:

- Text Comparison
- Persuasive Writing
- Biography

#### PREREQUISITES:

Completion of Year 9 English Extension or Year 9 General English with a C grade or higher.

### ENGLISH AS AN ADDITIONAL LANGUAGE B (EALD) 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

This is a specialised course for students who speak English as an additional language or dialect at home. Students will continue to build their confidence in all aspects of the English language, with a strong focus on writing and oral language skills, alongside other students who come from diverse personal, educational and cultural backgrounds.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Responding to Texts, Interactive Study and Language Study assessment types including:

#### RESPONDING TO TEXTS:

- Film Study

#### INTERACTIVE STUDY

- Interview and oral presentation

#### LANGUAGE STUDY

- Study the impact of language in different contexts

# ENGLISH

## YEAR 10

### ENGLISH A 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Students focus on developing their knowledge, understanding and skills in reading and writing. They study texts to support and extend them as independent readers. Students explore themes of human experience, relationships, and ethical dilemmas, within a fictional setting. They examine literature and identify, explain and discuss how narrative viewpoint, structure, characterisation and devices shape different interpretations and responses to a text.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Narrative
- Poetry
- Writer's Statement

#### RESPONDING TO TEXT:

- Film Study
- Advertising

#### PREREQUISITES:

Completion of Year 9 English Extension or Year 9 General English with a C grade or higher.

### ENGLISH B 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Students focus on developing their knowledge, understanding and skills in reading and writing. They study texts to support and extend them as independent readers. Students explore themes of human experience, relationships, and ethical dilemmas, within a fictional setting. They examine literature and identify, explain and discuss how narrative viewpoint, structure, characterisation and devices shape different interpretations and responses to a text.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Review

#### PREREQUISITES:

Completion of Year 9 English Extension or Year 9 General English with a C grade or higher.

### ENGLISH EXTENSION A 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

This subject is designed for students who are passionate and enthusiastic about English, enjoy reading and wish to pursue this subject through to Year 12 and/or at a tertiary level. While similar in content to standard English, students will explore more complex texts and develop a more thorough understanding of the key skills needed in high level analytical responses.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Narrative
- Poetry
- Writer's Statement

#### RESPONDING TO TEXTS:

- Film Study
- Advertising

#### PREREQUISITES:

Completion of Year 9 English Extension with a C grade or higher or Year 9 General English with a B grade or higher.

### ENGLISH EXTENSION B 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

This subject is designed for students who are passionate and enthusiastic about English, enjoy reading and wish to pursue this subject through to Year 12 and/or at a tertiary level. While similar in content to standard English, students will explore more complex texts and develop a more thorough understanding of the key skills needed in high level analytical responses.

#### ASSESSMENT:

Students demonstrate evidence of their learning through Creating Texts and Responding to Texts assessment types including:

#### CREATING TEXTS:

- Biography
- Review
- Text Comparison
- Persuasive Writing
- Biography

#### PREREQUISITES:

Completion of Year 9 English Extension with a C grade or higher or Year 9 General English with a B grade or higher.

# ENGLISH

## STAGE 1

### **ESSENTIAL ENGLISH A 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE**

#### **CONTENT:**

Students develop skills around responding to texts. They select and analyse purpose, target audiences, structure, conventions and language features. Students develop understanding of ideas and perspectives in texts and demonstrate their understanding through written and/or multimodal responses. Students explain design choices and use appropriate textual conventions when writing.

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Responding to Texts (50%)

Type 2: Creating Texts (50%)

#### **RECOMMENDED PATHWAY LEARNING:**

For a pathway into Stage 2 Essential English, a B grade or higher in Stage 1 Essential English A & B is recommended.

### **ESSENTIAL ENGLISH B 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE**

#### **CONTENT:**

Students further their responding to texts skills through considering a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the purpose, audience, and context of texts. Students also examine the links between language and demonstrate their knowledge of creating texts through oral and multimodal presentations.

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Responding to Texts (50%)

Type 2: Creating Texts (50%)

#### **RECOMMENDED PATHWAY LEARNING:**

For a pathway into Stage 2 Essential English, a B grade or higher in Stage 1 Essential English A & B is recommended.

### **ESSENTIAL ENGLISH A - WORKPLACE LITERACY FOCUS 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE**

#### **CONTENT:**

The content of this course is focused on the use of different literacy skills in the workplace. Students develop skills around responding to workplace texts. Tasks completed in Year 10 English Foundations A will not be repeated in this course but this course builds on the variety of texts which are used in the workplace. Students will select and analyse purpose, target audiences, structure, conventions and language features. Students develop understanding of ideas and perspectives in workplace texts and demonstrate their understanding through written and/or multimodal responses. Students explain design choices and use appropriate textual conventions when writing.

This course is only offered in Semester 1.

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Responding to Texts (50%)

Type 2: Creating Texts (50%)

#### **RECOMMENDED PATHWAY LEARNING:**

For a pathway into Stage 2 Essential English, a B grade or higher in Stage 1 Essential English A & B is recommended.

**Students wishing to study Stage 1 Essential English are to select either Stage 1 Essential English A or Stage 1 Essential English A - Workplace Literacy Focus for Semester 1. Semester 2 students will need to select Stage 1 Essential English B.**

# ENGLISH

## STAGE 1

### ENGLISH AS AN ADDITIONAL LANGUAGE A

1 SEMESTER

10 CREDITS

COMPULSORY ELECTIVE

#### CONTENT:

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds. Students must meet eligibility requirements for this subject. This course recognises the high value of different language and cultural backgrounds of students adds to their world experience.

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts.

Students develop an understanding of how texts communicate information, ideas and perspectives. When responding to texts, students identify and analyse themes in a text. Students explore texts to select and analyse purpose, target audiences, structure, conventions and language features. Students complete an Interactive Study in which students conduct an interview with one or more people about an issue or aspect of cultural life from a different cultural background. For a language study, students identify and analyse aspects of language used in one or more texts. They also create texts and demonstrate their understanding through written and/or multimodal responses.

#### SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (50%)

Type 2: Interactive Study (25%)

Type 3: Language Study (25%)

#### RECOMMENDED PATHWAY LEARNING:

For a pathway into Stage 2 Essential English or Stage 2 Essential English (EALD), a B grade or higher in Stage 1 Essential English A & B or Stage 1 English as an Additional Language A & B is recommended.

### ENGLISH AS AN ADDITIONAL LANGUAGE B

1 SEMESTER

10 CREDITS

COMPULSORY ELECTIVE

#### CONTENT:

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds. Students must meet eligibility requirements for this subject. This course recognises the high value of different language and cultural backgrounds of students and adds to their world experience.

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts.

Students develop an understanding of how texts communicate information, ideas and perspectives. When responding to texts, students identify and analyse themes in a text. Students explore texts to select and analyse purpose, target audiences, structure, conventions and language features. Students complete an Interactive Study in which students conduct an interview with one or more people about an issue or aspect of cultural life from a different cultural background. For a language study, students identify and analyse aspects of language used in one or more texts. They also create texts and demonstrate their understanding through written and/or multimodal responses.

#### SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (50%)

Type 2: Interactive Study (25%)

Type 3: Language Study (25%)

#### RECOMMENDED PATHWAY LEARNING:

For a pathway into Stage 2 English as an Additional Language, a B grade or higher in Stage 1 English as an Additional Language A & B is recommended.

# ENGLISH

## STAGE 1

### ENGLISH A 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

#### CONTENT:

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives of a fictional text. An understanding of purpose, audience, and context is applied in students' own creation of both a narrative and persuasive oral presentation.

#### SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (25%)

Type 2: Creating Texts (50%)

Type 3: Intertextual Study (25%)

#### PREREQUISITES:

Completion of Year 10 English Extension or Year 10 General English with a C grade or higher.

### ENGLISH B 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

#### CONTENT:

Students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts.

#### SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (25%)

Type 2: Creating Texts (50%)

Type 3: Intertextual Study (25%)

#### PREREQUISITES:

Completion of Year 10 English Extension or Year 10 General English with a C grade or higher.

Students can move from Stage 1 Pre-Literary Studies A to Stage 1 English B in Semester 2 if they find that Stage 1 Pre-Literary Studies B is not a future pathway.

### PRE-LITERARY STUDIES A 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

#### CONTENT:

This advanced level English subject is designed for students who are passionate and enthusiastic about English and literature and who may wish to pursue English through to Year 12 and/or at a tertiary level. While assessment criteria are similar to English, in this subject, students will explore more complex texts and develop a more thorough understanding of the key skills needed in high level analytical responses. They will study Critical Perspectives and focus on the ways that texts interact with each other and their audiences. They will also study a broader range of text types which may include novel, short stories, drama texts, poetry, and film.

**This course is a prerequisite for Stage 2 Literary Studies.**

#### SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts - including Exam (50%)

Type 2: Creating Texts (25%)

Type 3: Intertextual Study (25%)

#### PREREQUISITES:

Completion of Year 10 English Extension with a B grade or higher. Students are able to move from Stage 1 Pre-Literary Studies A to Stage 1 English B in Semester 2 if they find that Pre-Literary Studies B is not a future pathway.

#### ASSOCIATED SUBJECT COSTS:

There may be an excursion fee which will contribute towards an excursion to a theatre production depending on productions available during the semester.

### PRE-LITERARY STUDIES B 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

#### CONTENT:

This advanced level English subject is designed for students who are passionate and enthusiastic about English and literature and who may wish to pursue English through to Year 12 and/or at a tertiary level. While assessment criteria are similar to English, in this subject, students will explore more complex texts and develop a more thorough understanding of the key skills needed in high level analytical responses. They will study Critical Perspectives and focus on the ways that texts interact with each other and their audiences. They will also study a broader range of text types which may include novel, short stories, drama texts, poetry, and film.

**This course is a prerequisite for Stage 2 Literary Studies.**

#### SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts - including Exam (50%)

Type 2: Creating Texts (25%)

Type 3: Intertextual Study (25%)

#### PREREQUISITES:

Completion of Year 10 English Extension with a B grade or higher and Stage 1 Pre-Literary Studies A with a C grade or higher.

#### ASSOCIATED SUBJECT COSTS:

There may be an excursion fee which will contribute towards an excursion to a theatre production depending on productions available during the semester.

# ENGLISH

## STAGE 2

### ESSENTIAL ENGLISH

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Students respond to and create texts in for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students will extend their communication skills through reading, viewing, writing, listening, and speaking. Students will create a range of oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes.

#### SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (30%) Film Analysis, Short Story Response, Website Analysis

Type 2: Creating Texts (40%) Persuasive Text, Instructional Video, Workplace Text

#### EXTERNAL ASSESSMENT:

Type 3: Language Study (30%) Students develop an individual study based on a chosen topic.

#### RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Pre-Literary Studies **or** Stage 1 General English A & B with a C grade or higher; **or** Stage 1 Essential English A & B / Stage 1 Essential English (EALD Focus) A & B with a B grade or higher.

#### ASSOCIATED SUBJECT COSTS:

There may be an excursion fee which will contribute towards an excursion to a theatre production depending on productions available during the year.

### ENGLISH AS AN ADDITIONAL LANGUAGE (EALD)

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. When creating their own procedural, analytical, and/or interpretive texts, students consider the intended purpose of the text, the representation of ideas and issues, and the possible response of the audience.

#### SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (30%) Documentary Analysis, Film Analysis, English Language Sample Analysis

Type 2: Creating Texts (40%) Informal letter, Advocacy Text, Instructional Text

#### EXTERNAL ASSESSMENT:

Type 3: Language Study (30%) Students develop an individual study based on a chosen topic

#### RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 English as an Additional Language A & B with a B grade or higher.

**ENGLISH  
FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. Students develop their reading and analytical skills by responding to a range of texts.

#### SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (30%) Advertising Comparison, Report, Essay Response to Film

Type 2: Creating Texts (40%) Exposition, Narrative, Writer's Statement, Personal Blog

#### EXTERNAL ASSESSMENT:

Type 3: Comparative Analysis (30%) Comparative Essay in response to two texts of the student's choice

#### RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 General English with a B grade or higher; **or** Stage 1 Pre-Literary Studies with a C grade or higher.

#### ASSOCIATED SUBJECT COSTS:

There may be an excursion fee which will contribute towards an excursion to a theatre production depending on productions available during the year.

### ENGLISH LITERARY STUDIES

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

This subject focuses on the range of critical interpretations and perspectives of a broad range of literary texts. Students study the ways in which literary texts represent culture and identity and on the dynamic relationship between authors, texts, audiences, and their contexts. Students 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. Students achieve this by studying texts in a variety of formats including: extended prose, poetry, drama, film, and short texts and responding to them in a Folio of work. The external Comparative Text Study is comprised of texts students will choose independently with their teacher and gives them opportunity to pursue their areas of interest within literature.

#### SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts Folio (50%)

Type 2: Creating Texts (20%)

#### EXTERNAL ASSESSMENT:

Type 3: Part A - Comparative Text Study critical essay (15)

Part B - Critical Reading 100 minute Exam (15%)

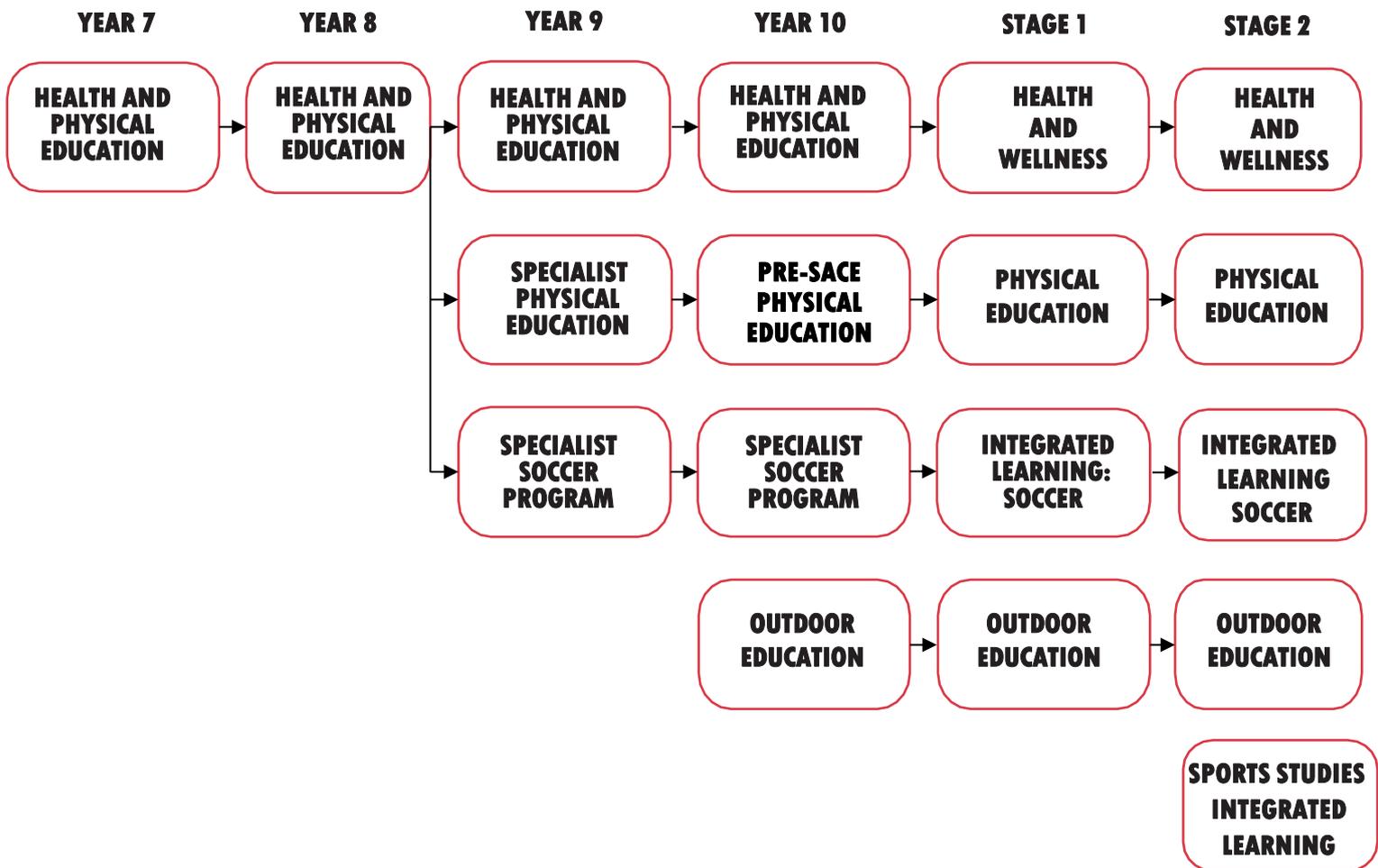
#### RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Pre-Literary Studies with a B grade or higher. Students who have completed Stage 1 General English with an A grade will be considered for this subject.

#### ASSOCIATED SUBJECT COSTS:

There may be an excursion fee which will contribute towards an excursion to theatre productions depending on productions available during the year.

# HEALTH AND PHYSICAL EDUCATION



# HEALTH AND PHYSICAL EDUCATION

## YEAR 7

### HEALTH AND PHYSICAL EDUCATION 1 SEMESTER COMPULSORY

#### CONTENT:

Students investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. Students will learn what a health promotion program is and the purpose of health promotion programs. Through participation in Shine Program, students will also learn about the importance of sexual health, puberty, contraception and where to go for help. In addition, students will learn tactical concepts in net and wall, invasion and striking and fielding games.

#### THEORY TOPICS:

- Health promotion programs (No Room for Racism EPL, Power Cup)
- Shine curriculum

#### PRACTICAL TOPICS:

- Athletics

#### Invasion Games

- Soccer
- Netball

#### Net and Wall Games

- Volleyball

#### Striking and Fielding

- Softball

#### ASSESSMENT:

- Health Promotion Program
- Shine curriculum

## YEAR 8

### HEALTH AND PHYSICAL EDUCATION 1 SEMESTER COMPULSORY

#### CONTENT:

Students investigate the importance of valuing diversity and inclusion in our community. Within this unit, students will learn about stereotypes, identity, wellness and cultural identity and discrimination. Students will complete work that requires them to research information and respond to scenarios, as well as encourage deeper thinking to show their understanding of these topics. In addition, students will learn tactical concepts in net and wall, invasion and striking and fielding games. The Shine curriculum explores topics such as sexual harassment and the risks associated with online sharing of information.

#### THEORY TOPICS:

- Fitness components
- Group Dynamics
- Risk Taking Behaviours
- Mental Health
- SHine

#### PRACTICAL TOPICS:

- Athletics
- Cultural games

#### Invasion Games

- Soccer
- European Handball
- Hockey

#### Net and Wall Games

- Volleyball

#### ASSESSMENT:

- Written responses to 2-part assignment- Factors influencing identities and emotions and stereotypes and valuing diversity.

# HEALTH AND PHYSICAL EDUCATION

## YEAR 9

### HEALTH AND PHYSICAL EDUCATION 1 SEMESTER COMPULSORY

#### CONTENT:

During practical sessions, students will engage in a range of invasion games, court-divided games and net and wall games and learn tactical concepts of these games. During theory classes, students will learn about identity and inclusion through completion of close reading tasks, written responses and case studies (Manly Sea Eagles, NRL). Through completion of the Shine curriculum, students explore topics including gender diversity, negotiating consent and sexually transmitted infections.

#### THEORY TOPICS:

- Identity and inclusion
- Shine curriculum

#### PRACTICAL TOPICS:

##### Invasion Games

- Lacrosse
- Soccer
- Basketball

##### Net and Wall Games

- Tennis
- Volleyball

#### ASSESSMENT:

- Identity and Inclusion 3-part assignment
- Shine curriculum

### SPECIALIST PHYSICAL EDUCATION 1 SEMESTER ELECTIVE

#### CONTENT:

Through the theory units of this subject students will develop an understanding of fitness components and how they relate to performance capacity in sports. Students will develop and demonstrate their understanding of movement strategies and build their capacity to analyse and evaluate evidence by producing a video using class performance from GoPro and drone footage. Students will develop and demonstrate their performance of specialised movement skills, application of movement strategies and application of fair play and leadership skills through engagement in Net and Wall Games, Invasion Games and Striking and Fielding Games.

#### THEORY TOPICS:

- Fitness Components
- Invasion Games Performance Analysis

#### PRACTICAL TOPICS:

##### Net and Wall Games

- Volleyball
- Badminton

##### Invasion Games Options

- Touch Football and/or Tag Rugby
- Ultimate Frisbee

##### Striking and Fielding

- Softball

### SPECIALIST SOCCER PROGRAM FULL YEAR ELECTIVE

#### CONTENT:

Students participate in a collaborative team environment to develop their ability as a soccer player, and as a member of a team. Time in class is split between practical and some theory lessons. Practical lessons focus on developing the principles of ball possession soccer, while theory lessons centre around a variety of topics that are directly linked to the practical. Students in the Soccer Program also get to represent the school at several school sport competitions such as knockout soccer, futsal, 5-a-side and friendly matches.

#### THEORY TOPICS:

- Core Skill Analysis
- Sport Science
- Coaching
- Futsal SEPEP

#### PRACTICAL TOPICS:

- Soccer Training

#### ASSESSMENT:

- Practical
- Theory Based Assessment

# HEALTH AND PHYSICAL EDUCATION

## YEAR 10

### HEALTH AND PHYSICAL EDUCATION 1 SEMESTER COMPULSORY

#### CONTENT:

In practical lessons, students will apply movement strategies in various invasion games and net and wall games including basketball, rugby, European handball, netball and volleyball. They will also have the opportunity to play modified sports that encourage inclusion, especially of those with impairments and disabilities. Modifications in sport will also make up the theory content, as students will learn about the acronym CHANGEIT. They will apply this knowledge to modify a 'non inclusive' sport to make it more inclusive, then teach this to a group of students.

#### THEORY TOPICS:

- Inclusion in Sports
- Shine

#### PRACTICAL TOPICS:

##### Invasion Games

- Basketball
- Soccer
- Netball
- European Handball

##### Net and Wall Games

- Volleyball

#### ASSESSMENT:

- Planning and teaching modified sport
- Shine

### PRE-SACE PHYSICAL EDUCATION 1 SEMESTER ELECTIVE

#### CONTENT:

Students learn to apply health and physical activity information for maintaining healthy and active habits. Students learn to apply more specific movement skills, strategies and concepts in a variety of environments. Students also refine personal and social skills by demonstrating leadership, teamwork and collaboration in a range of physical activities. Students also undertake a theoretical study of a relevant sporting issue. Content for this subject is based on topics which will be explored in Stage 1 PE, setting the kids up for success year 11.

#### THEORY TOPICS:

- Skill Acquisition
- Student Agency Task
- Issues Analysis

#### PRACTICAL TOPICS:

##### Net and Wall Games

- Volleyball

##### Invasion Games

- Basketball
- Soccer

##### Striking and Fielding Games

- Softball

#### ASSESSMENT:

- Performance improvement task
- Physical activity investigation
- Fitness components task

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 9 Specialist Physical Education with a C grade or higher.

### OUTDOOR EDUCATION 1 SEMESTER ELECTIVE

#### CONTENT:

Students develop knowledge and skills in outdoor environments. Over the semester, students develop key understandings around leadership, nutrition for outdoor journeys and planning outdoor recreation activities. Students develop strategies to enhance the wellbeing of themselves and their community through outdoor and alternative recreation.

#### THEORY TOPICS:

- Reflective Journal Writing
- Planning Folio - First Aid and Fitness Plan
- Nutrition study
- Character Strengths and Leadership
- Outdoor Recreation in the local community

#### PRACTICAL TOPICS:

- Outdoor Cooking
- Bushwalking/Navigation
- Kayaking
- Surfing
- Snokelling

#### ASSESSMENT:

- Aquatics Practical (20%)
- Bushwalking/Navigation Practical (20%)
- Camp Report (30%)
- Folio Tasks (20%)
- Outdoor Games Development (10%)

#### ASSESSMENT:

There is a fee of \$50 which will contribute towards the camp and various excursions. Each camp and excursion has transport, instructor, equipment hire; in addition to repair costs for school owned equipment including tents and jackets.

The \$50 will also be used to cover expenses for excursions throughout the year. The school will cover the majority of this cost and the \$50 contributes a small amount to the ongoing running of this subject. Payment plans are available.

### SPECIALIST SOCCER PROGRAM FULL YEAR ELECTIVE

#### CONTENT:

Students participate in a collaborative team environment to develop their ability as a soccer player, and as a member of a team. Time in class is split between practical and some theory lessons. Practical lessons focus on developing the principles of ball possession soccer, while theory lessons centre around a variety of topics that are directly linked to the practical. Students in the Soccer Program also get to represent the school at several school sport competitions such as knockout soccer, futsal, 5-a-side and friendly matches.

#### THEORY TOPICS:

- Core Skill Analysis
- Sport Science
- Coaching
- Futsal SEPEP

#### PRACTICAL TOPICS:

- Soccer Training

#### ASSESSMENT:

- Practical
- Theory Based Assessment

# HEALTH AND PHYSICAL EDUCATION

## STAGE 1

### HEALTH AND WELLBEING 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students learn about the influences on personal and community health and well-being. Students investigate topics including participation in active lifestyles, effects of alcohol and drugs, mental health and environmental health. Whilst learning the content, students are given chances to work individually and in small groups. Their knowledge and understanding are highlighted in their completion of an issue response, group activity and personal wellness plan.

#### THEORY TOPICS:

- Health and participation in healthy lifestyles
- The effects of alcohol, tobacco and other drugs on health
- Health and the environment
- Contemporary health priorities in Australia
- Health and relationships
- Mental and emotional health
- Growing up healthy
- Careers in health

#### ASSESSMENT:

Type 1: Issues response with a focus on current health issues. Personal wellness plan  
Type 2: Group Activity. Implement change on a health topic of your choice.

### INTEGRATED LEARNING - SOCCER FULL YEAR 20 CREDITS ELECTIVE

#### CONTENT:

Students participate in a range of assessments with a soccer focus aimed at improving their personal soccer ability, as well as a range of other capabilities. Students will complete 5 assessment tasks which will explore these different capabilities.

#### THEORY TOPICS:

- Technical Ability Analysis
- Teamwork & Collaboration
- Leadership
- Coaching
- Personal Reflection

#### PRACTICAL TOPICS:

- Soccer
- Possibility of a camp

#### ASSESSMENT:

- 2x Practical Exploration (Evidence and Reflection)
- 2x Connections Task (Collaboration and Self-Assessment)
- 1x Personal Venture (Leadership and Social Capability)

#### PREREQUISITES:

Places in this subject are limited, therefore trials will be conducted. It is assumed you've been selected in years 9/10 to completed SACE subject.

### OUTDOOR EDUCATION 1 SEMESTER OR FULL YEAR 10 OR 20 CREDITS ELECTIVE

#### CONTENT:

Students will apply knowledge and understanding learnt during theory tasks to a practical environment. They will visit local areas to investigate environmental topics such as sustainability, risk management and navigation. Students will complete a planning folio prior to attending camp and reflect on their outdoor journey upon returning

#### THEORY TOPICS:

- Sand Dune Study
- Risk and Safety Management Report
- Navigation Focus Study

#### PRACTICAL TOPICS:

- Surfing Practical
- Bushwalking/Orienteering

#### ASSESSMENT:

Type 1: Practical  
Type 2: Folio  
Type 3: Report

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 10 Outdoor Education with a C grade or higher.

#### IMPORTANT INFORMATION:

This subject requires compulsory attendance to/and participation in both camps and lead up preparation classes. If you are not willing to attend camps, experience the outdoors and lead up safety activities, please consider another subject as this is a core component of the course.

# HEALTH AND PHYSICAL EDUCATION

## STAGE 1

### PHYSICAL EDUCATION 1

**1 SEMESTER  
10 CREDITS  
ELECTIVE**

#### CONTENT:

Students explore the participation in and performance of human physical activities. Students analyse video footage of practical lessons with a focus on concepts including spatial awareness, game understanding and decision making. Students also have the opportunity to learn about biomechanics and equity in sport. Physical activities can include invasion games and net and wall games.

#### THEORY TOPICS:

- Engine Room Performance Task
- Minor Game Accessibility and Suitability
- Biomechanics
- Equity in sport

#### PRACTICAL TOPICS:

##### Invasion Games

- Netball
- Soccer
- Lacrosse

##### Net and Wall Games

- Tennis

#### ASSESSMENT:

Type 1: Performance Improvement (50%)  
Type 2: Physical Activity Investigation (50%)

- 6 minute iMovie - Engine Room Task
- Equity of Activity

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 10 Health and Physical Education with a C grade or higher.

### PHYSICAL EDUCATION 2

**1 SEMESTER  
10 CREDITS  
ELECTIVE**

#### CONTENT:

Students explore the participation in and performance of human physical activities. Students analyse video footage of practical lessons with a focus on concepts including spatial awareness, game understanding and decision making. Students also have the opportunity to learn about biomechanics and equity in sport. Physical activities can include invasion games and net and wall games.

#### THEORY TOPICS:

- Collaboration and communication - verbal and nonverbal communication
- Suitability of sport to promote lifelong learning.

#### PRACTICAL TOPICS:

##### Net and Wall Games

- Volleyball

##### Invasion Games

- Touch

#### ASSESSMENT:

Type 1: Performance Improvement

- Biomechanics.
- Type 2: Physical Activity Investigation
- Equity in Korfbal.

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 10 Health and Physical Education with a C grade or higher.

# HEALTH AND PHYSICAL EDUCATION

## STAGE 2

### HEALTH AND WELLBEING

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Students investigate the importance of health literacy by addressing factors that contribute to health literacy levels, explore health outcomes and research ways in which health literacy can be improved. Students are required to use a variety of sources and present appropriate acknowledgment.

In groups, students explore a health-related issue and evaluate an existing awareness raising campaigns, before creating and presenting a campaign of their own. A discussion on the process, collaborative work and outcome is then completed. Students also attend a practical activity session run by an outside agency such as Headspace or SHine SA. Students then investigate the related health issue and address how relevant and successful the organisation is within our community.

#### THEORY TOPICS:

- Health Literacy
- Social and Economic Determinants of health
- Major global health initiatives
- The role of the World Health Organisation
- Priority areas for action in health promotion in Australia

#### SCHOOL BASED ASSESSMENT:

Type 1: Group Investigation and Presentation (30%) - Students select a contemporary health issue, research, plan and present action on the health issue.

Type 2: Issue Analysis (20%) - Students present evidence of their analysis of current health trend/issue.

Type 3: Practical Activity (20%) - Students participate in health promoting activity beyond the classroom. In previous years, it has been completed through SHine SA.

#### EXTERNAL BASED ASSESSMENT:

Type 4: Investigation (30%) - Students are directly involved in a personal or community-based activity to promote health outcomes.

#### RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Health with a C grade or higher.

### OUTDOOR EDUCATION

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Students demonstrate skills in planning and implementing human-powered outdoor journeys, or journeys that use natural forces. They investigate, critically analyse, and communicate information about the natural environment and outdoor journeys in a variety of ways and contexts. Students will demonstrate teamwork, communication, leadership and self-reliance throughout the outdoor journeys, of which there is at least one camp per term. In conjunction with the outdoor journeys, students will be investigating issues relating to human impact and sustainability in the areas they visit, producing a final written investigation as a moderation piece.

#### THEORY TOPICS:

- Sustainability Study - Dolphin Sanctuary
- Reflective Journal Writing
- Human Impact Investigation
- Ecology Study- Sand Dune Study
- Planning Folio - First Aid and Fitness Plan.

#### PRACTICAL TOPICS:

- Surfing
- Bushwalking/Navigation
- Kayaking

#### SCHOOL BASED ASSESSMENT:

Type 1: Folio (20%)

Type 2: Group Practical (30%)

Type 3: Self-Reliant Practical (20%)

#### EXTERNAL BASED ASSESSMENT:

Type 4: Investigation (30%)

#### RECOMMENDED PRIOR LEARNING:

Completion of at least one semester of Stage 1 Outdoor Education with a C grade or higher.

#### ASSOCIATED SUBJECT COSTS:

There is a fee of approximately \$120 which will contribute towards the 3 camps over the year. Each camp has transport, instructor, equipment hire; in addition to repair costs for school owned equipment including tents and jackets.

This fee will also be used to cover expenses for excursions throughout the year. The school will cover the majority of this cost and the fee contributes a small amount to the ongoing running of this subject. Payment plans are available.

#### IMPORTANT INFORMATION:

This subject requires compulsory attendance to/and participation in both camps and lead up preparation classes. If you are not willing to attend camps, experience the outdoors and lead up safety activities, please consider another subject as this is a core component of the course.

# HEALTH AND PHYSICAL EDUCATION

## STAGE 2

### PHYSICAL EDUCATION

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Students explore the participation in and performance of human physical activities. It is a subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement, confidence and competence. An integrated approach to learning in Physical Education promotes deep learning 'in, through, and about' physical activity.

#### THEORY TOPICS:

- Physiological factors affecting performance
- Training and the effects on physical performance
- Biomechanics
- Group Dynamics

#### PRACTICAL TOPICS:

- Touch Football
- Volleyball
- Personal Improvement Program
- Badminton

#### SCHOOL BASED ASSESSMENT:

Type 1: Diagnostics (30%) - Students participate in physical activity to collect, analyse and evaluate evidence with a focus on movement concepts and strategies.

Type 2: Improvement Analysis (40%) - Students undertake a personal journey with focus on school or community based programs.

#### EXTERNAL BASED ASSESSMENT:

Type 3: Group Dynamics (30%) - Focus on physical activity beyond the individual to investigate the impact that team members, individually and collectively, have on the participation and performance of others.

#### RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Physical Education with a C grade or higher.

### SPORTS STUDIES - INTEGRATED LEARNING

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Students will learn about the importance of biomechanics concepts and how they can be used to improve skills in touch football.

Students will record and analyse video footage of their skill and use learnt biomechanics concepts to improve their skill level. Students will also make several visits to the gym as part of their external assessment piece. Students will learn about coaching techniques and styles and implement this in a coaching session.

#### THEORY TOPICS:

- Biomechanics
- Group and collaborative learning
- Coaching styles and techniques
- Tactics and gameplay in sport
- Fitness programs

#### PRACTICAL TOPICS:

- Touch football
- Volleyball
- Fitness/gym sessions
- Soccer
- Coaching

#### SCHOOL BASED ASSESSMENT:

Type 1: Practical Inquiry (40%) - Includes a biomechanics self-analysis and soccer tactics and gameplay analysis.

Type 2: Connections (30%) - Includes a volleyball tournament booklet and coaching task.

#### EXTERNAL BASED ASSESSMENT:

Type 3: Personal Endeavour (30%) - Includes a 6 week training program.

#### RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Physical Education with a C grade or higher.

### SOCCER - INTEGRATED LEARNING

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Students will complete 5 different assessment tasks, all through the program focus of soccer. Within these assessment tasks, students will develop knowledge and understanding of concepts related to Energy Systems, Nutrition, Fitness Programs, Coaching and being an effective member of a team. Using the knowledge they gain, students will apply themselves to develop their personal capabilities of critical and creative thinking, and their personal and social capability.

#### SOCCER THEORY TOPICS:

- Energy Systems
- Nutrition
- Small Sided Soccer
- Sport Rehabilitation
- Coaching

#### PRACTICAL TOPICS:

- Soccer
- Gym

#### SCHOOL BASED ASSESSMENT:

Type 1: Practical Inquiry (40%) – Energy System Investigation & Analysis and Nutrition

Type 2: Connections (30%) – Participation in a soccer tournament and coaching sessions

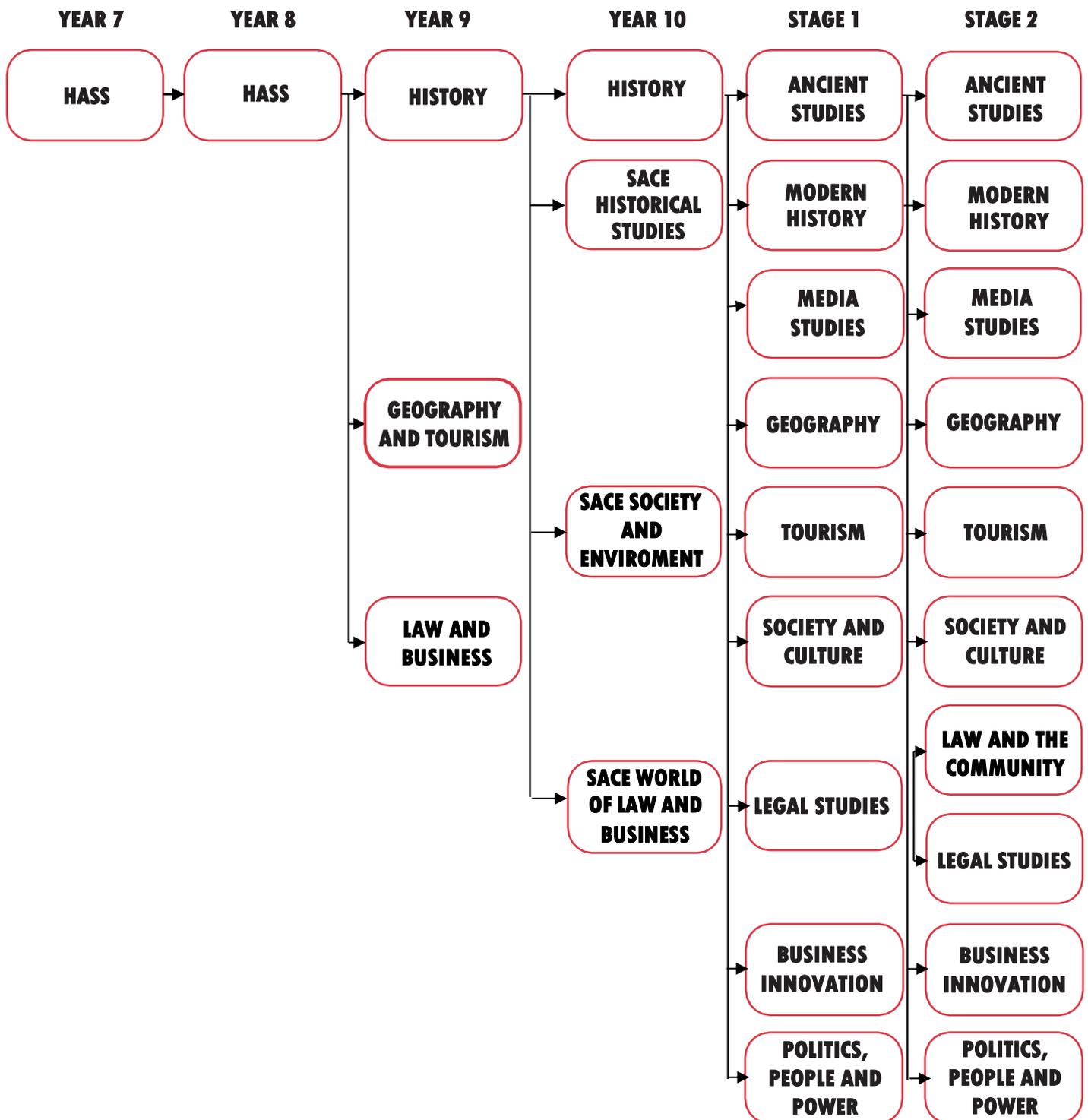
#### EXTERNAL BASED ASSESSMENT:

Type 3: Personal Endeavour (30%) - Includes a 5-week training program.

#### RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Integrated Learning Soccer with a C grade or Higher

# HUMANITIES AND SOCIAL SCIENCES (HASS)



# HUMANITIES AND SOCIAL SCIENCES

## YEAR 7

### HASS A 1 SEMESTER COMPULSORY

**CONTENT:**

Students undergo studies into ancient societies, including archaeological discoveries throughout time. They will learn how to evaluate a range of sources and interpret information to explain the role of groups and individuals in society. Students also undertake studies in Civics and Citizenship where they learn about the features of democracy and Australia's federal system of government. Students will develop skills in research and critical thinking.

**TOPICS:**

- Australian Civics and Citizenship
- Early First Nations People of Australia
- Ancient Rome or Ancient China

**ASSESSMENT:**

- Timeline
- Source Analysis
- Empathy Task
- Research Task
- Report

### HASS B 1 SEMESTER COMPULSORY

**CONTENT:**

Students learn about the importance of water in the world and investigate factors that influence where people choose to live. They learn skills in mapping and how to collect data. Students also undertake studies in Business and Economics where they investigate the nature of work and how consumers and producers interact. Students will develop skills in research, source analysis, critical thinking and geographical data collection.

**TOPICS:**

- Water in the World
- Place and Liveability
- Business and Economics

**ASSESSMENT:**

- Mapping Skills
- Field Study
- Research Task
- Report
- Comparison

## YEAR 8

### HASS A 1 SEMESTER COMPULSORY

**CONTENT:**

Students investigate aspects of medieval history throughout the period of 650-1750 CE. They will undertake two in-depth studies in which they will develop historical knowledge and understanding of the nature of change in medieval societies. Students will also undertake studies in Civics and Citizenship where they study the responsibilities and freedoms of Australian Citizens. In HASS, students will develop skills in research, critical thinking and source analysis to present historical arguments and explanations

**TOPICS:**

- Civics and Citizenship - elections and law making
- Medieval Europe and the early modern world
- The Vikings

**ASSESSMENT:**

- Timeline
- Source Analysis
- Empathy Task
- Research Task
- Essay

### HASS B 1 SEMESTER COMPULSORY

**CONTENT:**

Students learn about the creation and value of landscapes and landforms around the world and how they change as a result of erosion, weathering and natural disasters. They also investigate the nature of migration and why populations move and change. Students also undertake studies in Business and Economics where they investigate consumer rights and business marketing. In HASS, students will develop skills in research, critical thinking, mapping and geographical data collection and representation.

**TOPICS:**

- Landforms and Landscapes
- Changing Nations
- Business and Economics - Australian Markets

**ASSESSMENT:**

- Mapping Skills
- Field Study
- Research Task
- Report
- Comparison

# HUMANITIES AND SOCIAL SCIENCES

## YEAR 9

### HISTORY A 1 SEMESTER COMPULSORY (SEMESTER 1)

#### CONTENT:

Students study the making of the modern world from 1750 to 1918, with a focus on Australian history. Students develop historical understanding through key concepts including continuity and change, empathy and cause and effect. They evaluate the reliability and usefulness of primary and secondary sources, as well as investigate the significance of historical people and events from a range of different perspectives.

#### TOPICS:

- Making and transforming the Australian nation (1750–1914)
- World War I (1914–1918)
- Optional topic: The Industrial Revolution and movement of peoples (1750–1900)

#### ASSESSMENT:

- Source Analysis
- Historical Empathy
- Research Task
- Essay

### GEOGRAPHY AND TOURISM B 1 SEMESTER COMPULSORY ELECTIVE (SEMESTER 2)

#### CONTENT:

Students study environmental geography by learning about biomes and food security. They will then spend time learning about the geographies of human interconnections with a focus on tourism, trade and technology. Students learn about cause and effect and develop geographical skills through data collection and analysis. They develop mapping and field study skills and learn how to evaluate and represent data in different ways.

#### TOPICS:

- Biomes and food security
- Geographies of interconnections
- Tourism and Trade

#### ASSESSMENT:

- Mapping Skills
- Field Study
- Investigation
- Issues Report
- Comparison

### LAW AND BUSINESS B 1 SEMESTER COMPULSORY ELECTIVE (SEMESTER 2)

#### CONTENT:

Students develop their understanding of Australia's system of government and how it enables change. Students investigate the features of Australia's court system. They also examine global connectedness and how this is shaping Australian society and global citizenship.

They investigate international trade and interdependence within a global context, including trade with the countries of Asia. Students investigate what it means for Australia to be part of the global economy, and how businesses create and maintain competitive advantage. Students focus on consumer and financial risks and rewards.

They examine Australia's financial sector.

#### TOPICS:

##### Civics and Citizenship

- Government and democracy
- Laws and citizens
- Citizenship, diversity and identity

##### Economics and Business

- International trade and interdependence

#### ASSESSMENT:

- Research Task
- Report
- Comparison
- Investigation
- Business Presentation

# HUMANITIES AND SOCIAL SCIENCES

## YEAR 10

### HISTORY A 1 SEMESTER COMPULSORY (SEMESTER 1)

#### CONTENT:

Students will analyse and explore the causes and effects of events leading to the rise of Hitler, as well as factors that contributed to Australia's involvement in WWII. Students also evaluate the reliability and usefulness of primary and secondary sources, as well as investigate the significance of historical events from a range of perspectives. Students develop historical understanding through empathy as well as continuity and change.

#### TOPICS:

- World War II
- Building Modern Australia

#### ASSESSMENT:

- Source Analysis
- Research Report
- Essay
- Reflection Task
- Exam

### SACE HISTORICAL STUDIES 1 SEMESTER COMPULSORY ELECTIVE (SEMESTER 2) 10 CREDITS

#### CONTENT:

Students will engage with a range of historical and cultural context by exploring how war, leadership and societal values have been presented and reshaped throughout history using various forms of media across time. They will examine how different societies have used methods of storytelling, symbolism and communication to influence public opinion, reinforce ideologies or challenge dominant narrative. Students will investigate how representations of conflict and power reflect the values and tensions of their time.

#### SACE CONNECTIONS:

**Ancient Studies, Media Studies and Modern History**

#### THEMES:

- Student could explore one of the following:
- Myths & Media
- Propaganda through the ages
- Heroes & Leaders
- War & Media – Representations of Conflict

#### ASSESSMENT:

Type 1: Group Task & Reflection (40%), Type 2: Skills and application tasks (30%), Type 3: Analysis Task (30%)

### SACE SOCIETY AND ENVIRONMENT B 1 SEMESTER COMPULSORY ELECTIVE (SEMESTER 2) 10 CREDITS

#### CONTENT:

Students will investigate contemporary issues and innovations through exploring areas such as social, environmental and technological factors that shape travel and cultural exchange, sustainable tourism practices, or the evolving role of technology in tourism and global connection. Through inquiry-based learning students will develop a deeper understanding of how these areas respond to the global challenges and how they can contribute to cultural awareness and sustainability.

#### SACE CONNECTIONS:

**Geography, Tourism and Society & Culture**

#### THEMES:

Students could explore one of the following:

- Environmental Conservation and Eco-tourism
- Sustainable Tourism
- Climate Change. Natural Hazards & Tourism
- The Role of Technology in Tourism & Cultural Exchange

#### ASSESSMENT:

Type 1: Group Task & Reflection (40%), Type 2: Skills and application tasks (30%), Type 3: Analysis Task (30%)

Associated subject costs: As there are several opportunities to undergo excursions throughout this topic, some small costs may apply.

### SACE WORLD OF LAW AND BUSINESS B 1 SEMESTER COMPULSORY ELECTIVE (SEMESTER 2) 10 CREDITS

#### CONTENT:

Students will explore legal and ethical issues related to crime in contemporary society, with a focus on how the justice system responds to evolving forms of criminal behaviour. Areas of investigation could include various forms of non-violent crime, legal responsibilities in professional and corporate settings, and emerging challenges related to technology and digital security. Through critical inquiry, students will develop an understanding of legal frameworks, societal impacts, and the complexities of enforcing justice in a rapidly changing world.

#### SACE CONNECTIONS:

**Legal Studies, Business Innovation and Politics, People & Power**

#### THEMES:

Students could explore one of the following:

- White-Collar Crime and Corporate Accountability
- Intellectual Property Theft and the Law in Competitive Markets
- Corporate Responsibility in Criminal Law
- Cybercrime and Digital Security in Modern Business
- Dishonesty (Street Crime and Cybercrime)

#### ASSESSMENT:

Type 1: Group Task & Reflection (40%), Type 2: Skills and application tasks (30%), Type 3: Analysis Task (30%)

# HUMANITIES AND SOCIAL SCIENCES

## STAGE 1

### ANCIENT STUDIES 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

In Ancient Studies, students explore how the ancient world is, and has been represented with a particular focus on two ancient societies. They will study the history and literature of two ancient cultures and consider their environmental, social, economic, religious, cultural and aesthetic aspects as well as the ideals and innovations that shape societies. Students critically engage with texts and analyse archaeological and historical sources. Students will develop their inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world. The study of ancient societies enables students to clearly observe the diversity of humanity throughout time and develop their own understanding of varying cultures.

#### TOPICS:

- Students could explore any of the following:
- Understanding Ancient History
- Art, Architecture and Technology
- Warfare and conquest
- Social Structures, slavery and everyday life
- Beliefs, Rituals and Mythology
- Creative representations

#### SCHOOL BASED ASSESSMENT:

Type 1: Historical Skills (75%)  
Type 2: Inquiry (25%) Historical Investigation

#### RECOMMENDED PRIOR LEARNING:

It is recommended that students have completed Year 10 HASS with a grade of C or better to undertake this subject.

#### Associated subject costs:

As there are several opportunities to undergo excursions throughout this topic, some small costs may apply.

### BUSINESS INNOVATION 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students learn about the successful management of business and enterprise in personal, business, and social contexts, on a local, national, and global scale. Students begin to develop the knowledge, skills, and understanding to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses and consider how digital and emerging technologies may present opportunities to enhance business models now and in the future.

#### TOPICS:

- Finding and Solving Problems
- Financial Awareness and Decision-Making
- Business Information and Communication
- Global, Local, and Digital Connections

#### SCHOOL BASED ASSESSMENT:

Type 1: Three Business Skills Tasks (60%)  
Type 2: Business Pitch (40%) B

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 10 HASS with a C grade or higher.

### GEOGRAPHY 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students develop an understanding of the spatial interrelationships between people, places and environments. They identify patterns and trends and explore and analyse geographical relationships by using geographical methods and skills. They pose questions, seek answers and evaluate responses, using a range of fieldwork and spatial technology skills to develop their understanding of the world through direct experience.

Please note that the field study is connected to a compulsory excursion. It is highly recommended that all students attend to make the most of the day and complete the assignment appropriately. There may be a small cost associated with this.

#### TOPICS:

Students could explore any of the following:

- Sustainable Places: Rural and/or remote, urban and megacities
- Hazards: Natural, Biological and human induced hazards
- Contemporary Issues: Local and/or Global Issues

#### SCHOOL BASED ASSESSMENT:

Type 1: Geographical Skills and Applications (70%)

Type 2: Fieldwork - Mandatory Excursion (30%)

#### RECOMMENDED PRIOR LEARNING:

Completion of a Year 10 HASS subject with a C grade or higher. Year 10 Geography is highly recommended but not required.

#### Associated subject costs:

As there are several opportunities to undergo excursions throughout this topic, some small costs may apply.

#### EXTERNAL ASSESSMENT:

Type 3: Examination, 2 Hours (30%)

# HUMANITIES AND SOCIAL SCIENCES

## STAGE 1

### LEGAL STUDIES 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students explore the structures of the Australian legal system and learn about law-making and the administration of justice. Students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system. Students have the opportunity to write their own laws and argue their relevance and value and to assess the jury system through participating in mock trials. They reflect on, and make informed judgments about the strengths and weaknesses of the Australian legal system.

#### CONCEPTS:

Students could explore any or all of the following:

- Rights
- Fairness and Justice
- Power
- Change

#### SCHOOL BASED ASSESSMENT:

Type 1: Analytical responses (50%)

Type 2: Inquiry (30%)

Type 3: Presentation (20%) Mock Trial Exam

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 10 HASS with a C grade or higher.

### MEDIA STUDIES 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students explore the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media can influence people, as well as provide views of world events, and entertainment. They are involved in discussing and analysing media issues, interacting with media, and creating media products.

#### TOPICS:

Students could explore any of the following:

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

#### SCHOOL BASED ASSESSMENT:

Type 1: Folio (40%)

Type 2: Interaction Study (20%)

Type 3: Product (40%)

#### RECOMMENDED PRIOR LEARNING:

Completion of a semester of Year 10 Art with a C grade or higher.

### MODERN HISTORY 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. Students explore the impacts of these developments through two key areas of study. Students will also investigate an area of their own interest in the Historical Study

#### TOPICS:

Students could explore any of the following:

- Imperialism
- Decolonisation
- Indigenous Peoples
- Social Movements
- Revolution
- First World War
- Elective Choice

#### SCHOOL BASED ASSESSMENT:

Type 1: Historical Skills (70%)

• Exposition (Essay) - The causes of, or Changing Nature of, The First World War

• Sources Analysis - Prerevolutionary Russia

• Newspaper Article - Events of the 1917 Russian Revolutions

Type 2: Historical Study (30%) Exam

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 10 HASS with a C grade or higher.

# HUMANITIES AND SOCIAL SCIENCES

## STAGE 1

### **POLITICS, PEOPLE AND POWER** **1 SEMESTER** **10 CREDITS** **ELECTIVE**

#### **CONTENT:**

Politics, Power and People is an exciting and dynamic course that invites students to explore the fascinating world of politics and its impact on individuals and society. This course offers a captivating journey into the complexities of political systems, ideologies, and the exercise of power. Through engaging discussions, interactive activities, and thought-provoking case studies, students will gain a deep understanding of key political concepts, such as democracy, citizenship, and political participation. They will analyze real-world events, investigate the influence of political institutions, and examine the role of individuals in shaping political outcomes. Politics, Power and People empowers students with the knowledge and skills to become informed and active citizens in a rapidly changing world.

#### **TOPICS**

Students could explore any of the following

- Understanding how politics work
- The game of sport and politics
- Religion and politics: allies or foes
- Australian media: entertainer or informer
- Breaking barriers for women in politics
- Migration and membership
- Reimagining our future

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Source Analysis (40%)  
Type 2: Group Activity (30%)  
Type 3: Investigation (30%)

#### **RECOMMENDED PRIOR LEARNING:**

Completion of Year 10 HASS with a C grade or higher.

### **SOCIETY AND CULTURE** **1 SEMESTER** **10 CREDITS** **ELECTIVE**

#### **CONTENT:**

Students explore and analyse the interactions of people, societies, cultures, and environments. Students learn about the ways in which societies constantly change and develop, and how they are affected by social, political, historical, environmental, economic, and cultural factors. Students develop critical insight into issues such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups.

#### **TOPICS:**

Students could explore any of the following:

- A current social change or continuity
- Popular Culture
- Power and authority in society
- Prejudice and discrimination
- Societies in rural and urban Australia
- The diversity of the Asia-Pacific region
- Australia's global connections
- World-shaping phenomena
- Peace and conflict

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Source Analysis (40%)  
Type 2: Group Activity (30%)  
Type 3: Investigation (30%)

#### **RECOMMENDED PRIOR LEARNING:**

Completion of Year 10 HASS with a C grade or higher.

### **TOURISM** **1 SEMESTER** **10 CREDITS** **ELECTIVE**

#### **CONTENT:**

Students explore the nature of tourism in Australia and overseas. They develop an understanding of the nature of tourists, tourism, and the tourism industry, as well as the complex economic, social, cultural, and environmental impacts of tourism. Students develop an understanding of tourism from the perspectives of host, operator, and traveler. They investigate tourism locally, nationally, and globally and learn about sustainable tourism practices.

#### **THEMES:**

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating sustainable Tourism
- Working in the Tourism Industry

#### **TOPICS**

- Preparing for International and Domestic Travel
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Case Study - Preparing for International Travel (20%)  
Type 2: Source Analysis - on a Tourism Event/Location (20%)  
Type 3: Practical Activity (40%)  
Type 4: Investigation - Negotiated Issue (20%)

# HUMANITIES AND SOCIAL SCIENCES

## STAGE 2

### ANCIENT STUDIES FULL YEAR 20 CREDITS ELECTIVE

#### CONTENT:

In Ancient Studies, students will learn about the history, literature, society, and culture of ancient civilisations. They will study the history and literature of two ancient cultures and consider their environmental, social, economic, religious, cultural and aesthetic aspects as well as the ideals and innovations that shape societies. Students critically engage with texts and analyse archaeological and historical sources. Students will develop their inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world. The study of ancient societies enables students to explore the complexity and diversity of human experience and enhance their own cultural and intercultural understanding.

#### TOPICS:

- Daily Life
- Military Conflicts
- Political Power and Authority
- Literature
- Religion
- Material Culture

#### SCHOOL BASED ASSESSMENT:

Type 1: Historical Skills and application tasks (50%) virtual museum, a website, an essay and a character study or creative writing  
Type 2: Connections tasks (20%) An interpretation task, research investigation or a comparative essay

#### EXTERNAL ASSESSMENT:

Type 3: Historical Investigation (30%)

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 10 HASS with a C grade or higher.

### BUSINESS INNOVATION FULL YEAR 20 CREDITS ELECTIVE

#### CONTENT:

Students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

#### TOPICS:

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local, and digital perspectives

#### SCHOOL BASED ASSESSMENT:

Type 1 Business Skills: Folio (40%)  
Type 2: Business Model (30%)

#### EXTERNAL ASSESSMENT:

Type 3: Business Plan and Pitch (30%)

#### RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Business Innovation with a C grade or higher.

### GEOGRAPHY FULL YEAR 20 CREDITS ELECTIVE

#### CONTENT:

Students examine social and economic change and develop their understanding of the growth and impact of globalisation. Students develop their understanding of natural and enhanced green-house gasses and the impact of people on ecosystems and the natural world. They undertake independent fieldwork, evaluate the causes, effects, and consequences of change and communicate geographical information, using subject-specific terminology and visual representations.

#### SCHOOL BASED ASSESSMENT:

Type 1: Geographical Skills (40%) Climate Change Report. Globalisation Broadsheet and Report. Transforming Global Inequality Report. Class Fieldwork Trip and Report.

Type 2: Fieldwork Report (30%) Individual Fieldwork and Report.

#### EXTERNAL ASSESSMENT:

Type 3: Examination, 2 Hours (30%)

#### RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Geography with a C grade or higher.

# HUMANITIES AND SOCIAL SCIENCES

## STAGE 2

### **LAW AND THE COMMUNITY** **(HASS Community Connections)** **FULL YEAR** **20 CREDITS** **ELECTIVE**

#### **CONTENT:**

This course allows students to develop their knowledge, skills, and understanding focused around the Australian legal system including how laws are made, how crimes are investigated, and how our criminal and civil court systems work. It would be appropriate for students who are interested in a career as a police officer, corrections officer, paralegal, legal secretary, human resources consultant, social worker, youth worker, journalist, business owner, or office administrator (amongst other things).

#### **TOPICS:**

- The Australian Legal System
- Law-making
- The interaction of the Australian Legal System and social movements

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Folio (50%)

Type 2: Reflection (20%)

#### **EXTERNAL ASSESSMENT:**

Type 3: Community Application Activity (30%)

**\*This course may run concurrently with Stage 2 Legal Studies.**

**THIS SUBJECT CANNOT BE USED TOWARDS UNIVERSITY ENTRANCE.**

### **LEGAL STUDIES** **FULL YEAR** **20 CREDITS** **ELECTIVE**

#### **CONTENT:**

This engaging course is designed to provide students with a solid foundation in the Australian legal system and its fundamental principles. Through a combination of theoretical study and practical application, students will explore various areas of law, including criminal law, civil law, and how the court system works. They will delve into topics such as legal rights and responsibilities, the role and operation of the courts, dispute resolution mechanisms, and the impact of laws on individuals and society. This course aims to develop critical thinking, analytical skills, and an understanding of ethical considerations within the legal framework, preparing students for further legal studies or related professions. The course would be suitable for students who wish to pursue a career as a lawyer, paralegal, legal secretary, police officer, corrections officer, human resources consultant, social worker, journalist, business owner, or office administrator.

#### **TOPICS:**

- Sources of Law (how laws are made)
- Dispute Resolution (the court system)
- When Rights Collide (examining the conflict between legal rights)

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Folio (40%)

Type 2: Inquiry (30%)

#### **EXTERNAL ASSESSMENT:**

Type 3: Examination, 2 Hours (30%)

#### **RECOMMENDED PRIOR LEARNING:**

Completion of either Stage 1 Legal Studies or Stage 1 General English with a B grade or higher; or Stage 1 Pre-Literary Studies with a C grade or higher.

**\*This course may run concurrently with Stage 2 Law and the Community.**

### **MEDIA STUDIES** **FULL YEAR** **20 CREDITS** **ELECTIVE**

#### **CONTENT:**

Students develop media literacy and production skills. They research, discuss and analyse media issues and create media products. Students explore the role of media and how the media can exert a significant influence on the way people receive and interpret information about the world. The subject consists of a study of three topics within the framework of the four key media concepts: Media Representations, Media Conventions, Media Organisations and Media Audiences.

#### **TOPICS:**

- Local, national and global media issues.
- Media texts and contexts.
- Interactions with media.
- The media industry.

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Folio (30%)

Type 2: Product (40%)

#### **EXTERNAL ASSESSMENT:**

Type 3: Investigation (30%)

#### **RECOMMENDED PRIOR LEARNING:**

Completion of Stage 1 Media Studies with a C grade or higher.

# HUMANITIES AND SOCIAL SCIENCES

## STAGE 2

### MODERN HISTORY FULL YEAR 20 CREDITS ELECTIVE

#### CONTENT:

Students investigate the growth of Germany between 1918-48; the social, political, and economic changes that shaped the development of that nation as well as the characteristics, internal and external divisions and challenges the nation has faced. Students also explore relationships among nations, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Students will also undertake a Historical Study.

#### TOPICS:

- Modern Nations: Germany (1914-48)
- The World Since 1945: The Changing World Order, (1945- ) -The Cold War

#### SCHOOL BASED ASSESSMENT:

Type 1: Historical Skills (50%)

- Essay: Germany 1918-48 - Rise of Hitler and the Nazi Party
- Sources Analysis: Germany 1918-48 - Nazi Propaganda
- Empathetic Reportage: The Changing World Order (1945- ) - Series of Personal Letters
- Photo Story: The Changing World Order (1945- ) - Events of the Cold War
- Essay: The Changing World Order (1945- ) Communism and The Cold War Type 2: Historical Skills (20%)

#### EXTERNAL ASSESSMENT:

Type 3: Exam - 2 hours (30%)

**RECOMMENDED PRIOR LEARNING:** Completion of at least one semester of Stage 1 History or any other Stage 1 Humanities subject with a C grade or higher.

#### ASSOCIATED SUBJECT COSTS:

Personal expenses will be needed due to an excursion. Late fees and replacement costs of texts may be incurred if students borrow from outside agencies or institutions.

### POLITICS, POWER AND PEOPLE FULL YEAR 20 CREDITS ELECTIVE

#### CONTENT:

Politics, Power and People is the study of how power is distributed and exercised at all levels of society. It explores ideas related to cooperation, conflict, crises and the political intricacies of a government. Students develop an understanding of expressions of power and politics and the effect of these on the individual, families, workplaces, communities, government and institutions in the commercial world, law and media. Students will make meaning about democracy and explore Australian political narratives.

#### SCHOOL BASED ASSESSMENT:

Type 1: Three folio tasks (50%)

Type 2: Two sources analysis (20%)

#### EXTERNAL ASSESSMENT:

Type 3: Investigation (30%)

#### RECOMMENDED PRIOR LEARNING:

Completion of at least one semester of a Stage 1 History or any other Stage 1 Humanities subject with a C grade or higher.

# HUMANITIES AND SOCIAL SCIENCES

## STAGE 2

### **SOCIETY AND CULTURE** **FULL YEAR** **20 CREDITS** **ELECTIVE**

#### **CONTENT:**

Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, economic, environmental and cultural factors affect different societies; and how people function in and across cultural groups. Through study of Society and Culture, students will develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society. The social inquiry forms the core of the study of Society and Culture. Through the study of a topic, students develop skills in various approaches to, and methods of, investigating and analysing social issues. They become familiar with the limits and potential of these approaches and with the ethical issues associated with them.

#### **TOPICS:**

- Culture: Youth Culture
- Contemporary Challenges: Technological Revolutions
- Global Issues: A Question of Rights

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Folio (50%)

- Three Assessments (one from each topic)
- Type 2: Interaction (20%)
- 1 group activity
- 1 oral activity

#### **EXTERNAL ASSESSMENT:**

Type 3: Investigation (30%)

Written report - maximum of 2000 words on a negotiated contemporary issue

#### **RECOMMENDED PRIOR LEARNING:**

Completion of at least one semester of a Stage 1 Humanities subject with a C grade or higher.

### **TOURISM** **FULL YEAR** **20 CREDITS** **ELECTIVE**

#### **CONTENT:**

Students will consider the ever-changing nature of tourism and how it responds to challenges, opportunities and the realities such as the COVID pandemic, globalisation, economic crises, security issue, environmental needs, world events and technological developments. You will explore how to establish a tourism venture, marketing tourism for a specific audience, investigate responsible international and domestic travel and develop your tourism industry skills.

#### **THEMES:**

- Operations and structures of the Tourism Industry
- Travellers' perceptions and the interactions of host community and visitor
- Planning for and managing sustainable tourism
- Operations and structures of the Tourism Industry
- Travellers' perceptions and the interactions of host community and visitor
- Planning for and managing sustainable tourism

#### **TOPICS:**

- Establishing a Tourism Venture
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Tourism Industry skills

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Folio Tasks - (20%) Group Presentation, Comparative Study, supervised structure assessment

Type 2: Practical Activity - fieldwork (25%) 2 written reports

Type 3: Investigation - Negotiated Issue (25%)

#### **SCHOOL BASED ASSESSMENT:**

Type 4: Examination (30%)

#### **RECOMMENDED PRIOR LEARNING:**

Completion of Year 10 HASS with a C grade or higher.

#### **ASSOCIATED SUBJECT COSTS:**

There will be several opportunities to undergo multiple excursions throughout this topic, some costs may apply.

# LANGUAGES

YEAR 7

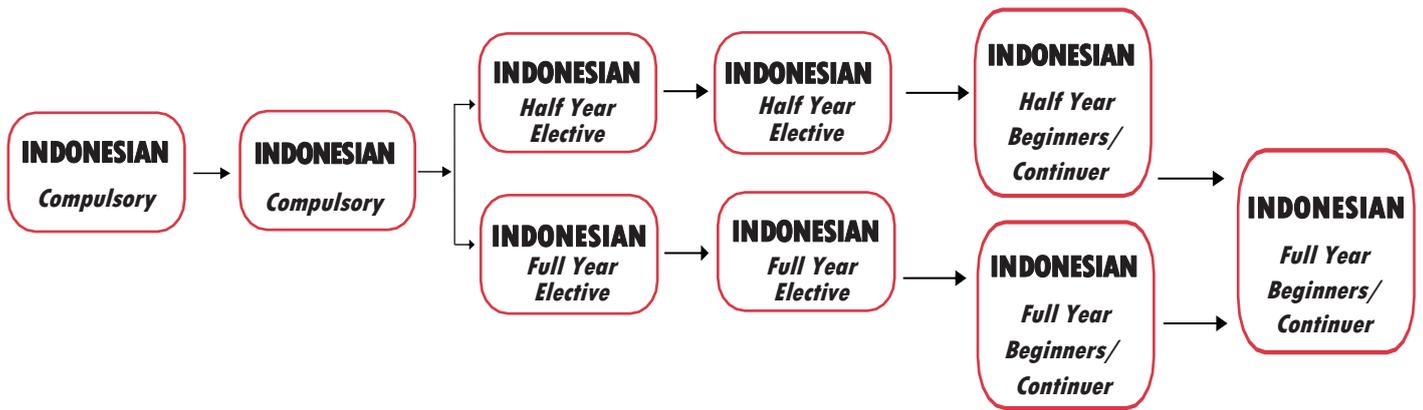
YEAR 8

YEAR 9

YEAR 10

STAGE 1

STAGE 2



# LANGUAGES

## YEAR 7

### INDONESIAN 1 SEMESTER COMPULSORY

#### CONTENT:

Students will develop their skills around the Indonesian language and learn about the country's diversity of people and culture. Students will use Indonesian in a range of classroom interactions and experiences.

They will read and listen to texts, and apply practical conversational skills in the Indonesian language. Students will engage with and create texts such as scripts, messages, letters, songs and stories

#### TOPICS:

- Self-Introduction - including age, nationality, likes and dislikes, and describing their appearance and personal characteristics.
- Interacting with others - including greetings, asking simple questions and expressions.
- Family - including how to introduce members of the family and their occupations.

#### ASSESSMENT:

- Speaking Skills
- Writing Skills
- Reading Skills
- Listening Skills
- Cultural and Behavioural Skills

## YEAR 8

### INDONESIAN 1 SEMESTER COMPULSORY

#### CONTENT:

Students will develop their skills around the Indonesian language and learn about the country's diversity of people and culture. Students will use Indonesian in a range of classroom interactions and experiences. They will read and listen to texts and apply practical conversational skills in the Indonesian language. Students will engage with and create texts such as scripts, messages, letters, songs and stories.

#### TOPICS:

- Self-Introduction - including age, nationality, likes and dislikes, and describing their appearance and personal characteristics.
- Interacting with others - including greetings, asking simple questions and expressions.
- Family - including how to introduce members of the family and their occupations.

#### ASSESSMENT:

- Speaking Skills
- Writing Skills
- Reading Skills
- Listening Skills
- Cultural and Behavioural Skills

## YEAR 9

### INDONESIAN A & B 1 SEMESTER (INDONESIAN A) OR FULL YEAR (INDONESIAN A & B) ELECTIVE

#### CONTENT:

Students will develop their skills around the Indonesian language and learn about the country's diversity of people and culture.

Students will use Indonesian in a range of classroom interactions and experiences. They will read and listen to texts, and apply practical conversational skills in the Indonesian language. Students will engage with and create texts such as scripts, messages, letters, songs and stories

#### TOPICS:

- Hobbies and Sport - including places, people, days of the week and frequency words.
- School - including subjects, objects around the classroom, school activities, transportation, telling the time and uniform

#### ASSESSMENT:

- Speaking Skills
- Listening Skills
- Writing Skills
- Reading Skills
- Language Interpreting Script Translating Skills
- Culture-related Behavioural Skills and Manners
- Indonesian Cultural Musical and Dance Skills
- Authentic Indonesian (and Asian) Cooking Masteries

#### PREREQUISITES:

Completion of Year 8 Indonesian with a C grade or higher.

## YEAR 10

### INDONESIAN A & B 1 SEMESTER (INDONESIAN A) OR FULL YEAR (INDONESIAN A & B) ELECTIVE

#### CONTENT:

Students will develop their skills around the Indonesian language and learn about the country's diversity of people and culture. Students will use Indonesian in a range of classroom interactions and experiences. They will read and listen to texts and apply practical conversational skills in the Indonesian language. Students will engage with and create texts such as scripts, messages, letters, songs and stories.

#### TOPICS:

- Broad day-to-day Casual Topics - hobbies, sports, school life, entertainment, travelling.
- Formal/Professional Spectrums - public speaking, writing formal professional letters, composing a resume, translating formal documents, dealing with Indonesian foreigners causally and professionally.

#### ASSESSMENT:

- Speaking Skills
- Listening Skills
- Writing Skills
- Reading Skills
- Language Interpreting Script Translating Skills
- Culture-related Behavioural Skills and Manners
- Indonesian Cultural Musical and Dance Skills
- Authentic Indonesian (and Asian) Cooking Masteries

#### PREREQUISITES:

Completion of Year 9 Indonesian with a C grade or higher.

# LANGUAGES

## STAGE 1

### INDONESIAN 1 SEMESTER (INDONESIAN A FOR 10 CREDITS ELECTIVE) OR FULL YEAR (INDONESIAN A & B FOR 20 CREDITS ELECTIVE)

#### CONTENT:

In this subject, you will learn to communicate in Indonesian, initially using modelled language and over time learning to express their own meanings and respond to more complex texts and contexts. You will also develop your understandings of how meaning works in Indonesian, and develop your capability to interact with diverse people within Indonesian cultural exposures such as excursion and incursion, while also reflecting on yourselves as intercultural communicators and language learners.

Stage 1 Indonesian is taken as either a 10-credit or 20-credit subject that allows students to achieve the requirement of the SACE. Students who achieve a C grade or higher in this subject in either Year 10 semester 1 or semester 2 will be eligible to choose this subject for Stage 1

#### TOPICS:

There are three prescribed themes:

- The Individual
- The Indonesian speaking Communities
- The Changing World.

#### ASSESSMENT:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation.

#### PREREQUISITES:

Completion of Year 10 Indonesian with a C grade or higher.

## STAGE 2

### INDONESIAN 2 SEMESTERS FULL YEAR (INDONESIAN A & B FOR 20 CREDITS ELECTIVE) *COURSE HELD AT OPEN ACCESS*

#### CONTENT:

In this subject, you will learn to communicate in Indonesian, initially using modelled language and over time learning to express their own meanings and respond to more complex texts and contexts. You will also develop your understandings of how meaning works in Indonesian, and develop your capability to interact with diverse people within Indonesian cultural exposures such as excursion and incursion, while also reflecting on yourselves as intercultural communicators and language learners.

Stage 1 Indonesian is taken as either a 10-credit or 20-credit subject that allows students to achieve the requirement of the SACE. Students who achieve a C grade or higher in this subject in either Year 10 semester 1 or semester 2 will be eligible to choose this subject for Stage 1.

#### THEMES:

**There are three prescribed themes:**

- The Individual
- The Indonesian speaking Communities
- The Changing World

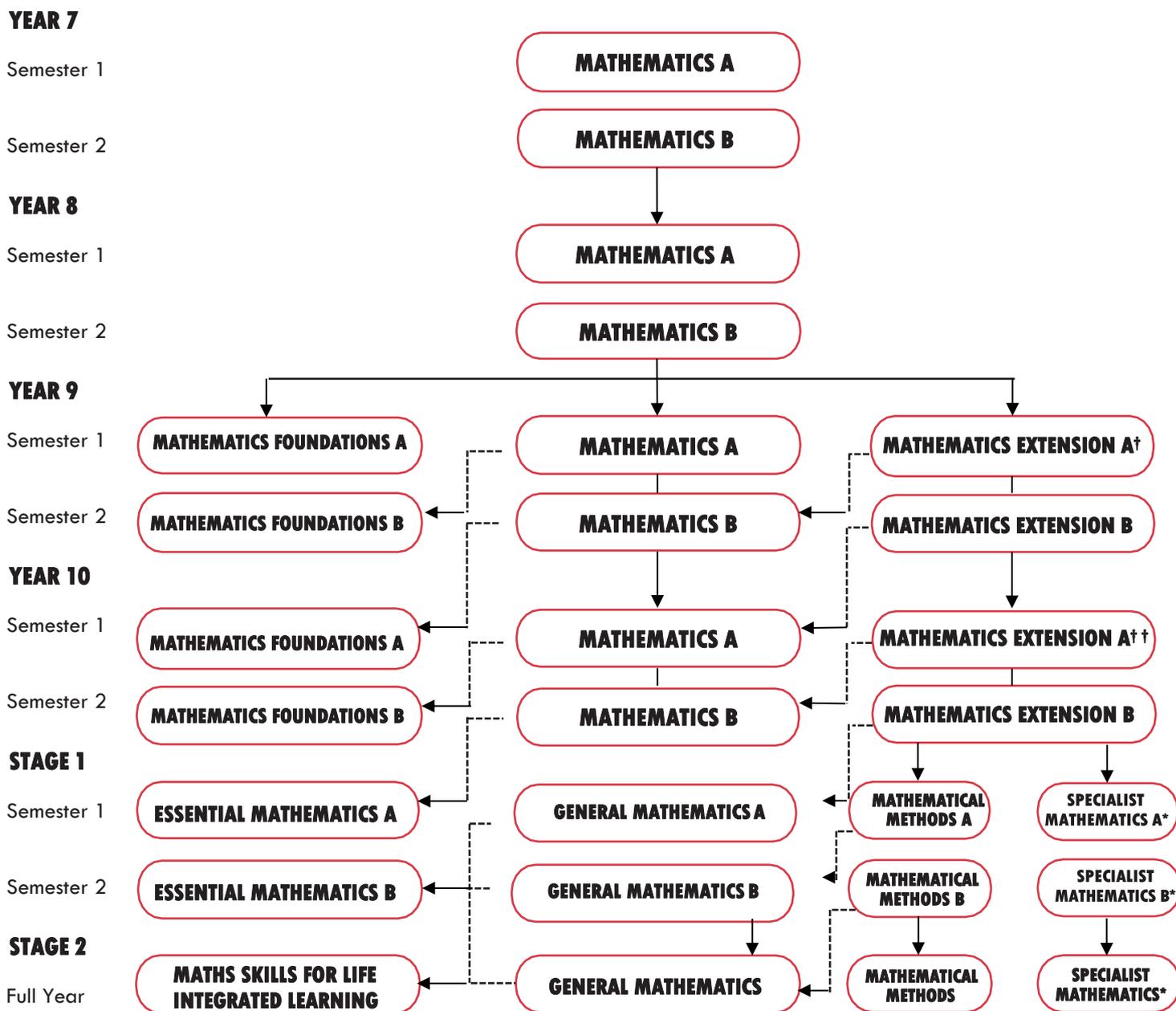
#### ASSESSMENT:

- Assessment Type 1: Folio (40%)
- Assessment Type 2: In-depth Study (30%)
- Assessment Type 3: Exam (30%)
  - Oral (30% of Type 3 percentage)
  - Written (70% of Type 3 percentage)

#### PREREQUISITES:

Completion of Year 11 Indonesian with a C grade or higher.

# MATHEMATICS



PREREQUISITES	
† Year 9 Mathematics Extension A	Students must complete Year 8 Mathematics with a B grade or higher.
†† Year 10 Mathematics Extension A	Students must complete Year 9 Mathematics with a B grade or higher.
*Specialist Mathematics	This course must be studied in conjunction with Mathematical Methods.

# MATHEMATICS

## YEAR 7

### MATHEMATICS A 1 SEMESTER COMPULSORY

**CONTENT:**

Students will explore the essential parts of the mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. Students will be taught the skills to reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

**THEORY TOPICS:**

- Integers
- Transformations
- Measurement
- Fractions

**ASSESSMENT:**

- Tests
- Investigations
- Class Bookwork

### MATHEMATICS B 1 SEMESTER COMPULSORY

**CONTENT:**

Students will explore the essential parts of the mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. Students will be taught the skills to reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

**THEORY TOPICS:**

- Decimals and Percentages
- Angles and Shapes
- Algebra
- Linear Equations

**ASSESSMENT:**

- Tests
- Investigations
- Class Bookwork

## YEAR 8

### MATHEMATICS A 1 SEMESTER COMPULSORY

**CONTENT:**

The subject forms the foundation to enable students to identify, describe and investigate the patterns and challenges of life. The subject incorporates developing technology skills, including the use of scientific calculators and Chromebooks to consolidate mathematical concepts. The curriculum will provide students with the opportunity to develop a range of skills including problem solving, critical thinking, collaboration and teamwork while developing their understanding and knowledge.

**THEORY TOPICS:**

- Number Skills
- Measurement
- Geometry

**ASSESSMENT:**

- Topic Tests
- Mathematical Investigations
- Class Bookwork

### MATHEMATICS B 1 SEMESTER COMPULSORY

**CONTENT:**

The subject forms the foundation to enable students to identify, describe and investigate the patterns and challenges of life. The subject incorporates developing technology skills, including the use of scientific calculators and Chromebooks to consolidate mathematical concepts. The curriculum will provide students with the opportunity to develop a range of skills including problem solving, critical thinking, collaboration and teamwork while developing their understanding and knowledge.

**THEORY TOPICS:**

- Algebra
- Statistics
- Probability

**ASSESSMENT:**

- Topic Tests
- Mathematical Investigations
- Class Bookwork

# MATHEMATICS

## YEAR 9

### MATHEMATICS FOUNDATIONS A 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Students develop mathematical competency and confidence in the basic skills of the Year 9 Australian Curriculum mathematics course. Students complete a modified program to aid in understanding, fluency and problem solving with the aim to increase confidence and help them bridge skills gaps moving forward.

The course covers the basic skills from the Australian Curriculum strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The program incorporates developing technology skills, including the use of scientific calculators and student laptops to consolidate mathematical concepts and to provide opportunities to apply their skills.

#### TOPICS:

- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Using units of measurement
- Chance
- Data representation and interpretation

#### ASSESSMENT:

Students are assessed using tests, assignments and folio tasks (individual and collaborative) with and without the use of ICT.

### MATHEMATICS FOUNDATIONS B 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Students develop mathematical competency and confidence in the basic skills of the Year 9 Australian Curriculum mathematics course. Students complete a modified program to aid in understanding, fluency and problem solving with the aim to increase confidence and help them bridge skills gaps moving forward.

The course covers the basic skills from the Australian Curriculum strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The program incorporates developing technology skills, including the use of scientific calculators and student laptops to consolidate mathematical concepts and to provide opportunities to apply their skills.

#### TOPICS:

- Linear and non-linear relationships
- Geometric reasoning
- Pythagoras and trigonometry

#### ASSESSMENT:

Students are assessed using tests, assignments and folio tasks (individual and collaborative) with and without the use of ICT.

### MATHEMATICS A 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Students solve problems involving simple interest. They apply the index laws to numbers and express numbers in scientific notation. Students expand binomial expressions and calculate areas of shapes and the volume and surface area of right prisms and cylinders. They compare techniques for collecting data from primary and secondary sources. Making sense of the position of the mean and median in skewed, symmetric and bimodal displays to describe and interpret data. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem- and-leaf plots.

#### TOPICS:

- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Using units of measurement
- Chance
- Data representation and interpretation

#### ASSESSMENT:

- Home loans assignment
- Real life (living expenses) assignment
- Index laws test
- Algebra test
- Pac-Man statistics assignment
- Central Markets probability excursion
- Surface area display card
- Volume test

#### ASSOCIATED SUBJECT COSTS:

There is a small fee which will contribute towards excursions over the 2 semesters. More information will be provided closer to the time of each excursion.

# MATHEMATICS

## YEAR 9

### MATHEMATICS B 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Students interpret ratio and scale factors in similar figures. Students explain similarity of triangles and recognise the connections between similarity and the trigonometric ratios. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.

#### TOPICS:

- Linear and non-linear relationships
- Geometric reasoning
- Pythagoras and trigonometry

#### ASSESSMENT:

- Scale factor assignment
- Mt Everest assignment
- Trigonometry excursion
- Linear artwork
- Non-linear relationships test

#### ASSOCIATED SUBJECT COSTS:

There is a small fee which will contribute towards excursions over the 2 semesters. More information will be provided closer to the time of each excursion.

### MATHEMATICS EXTENSION A 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Designed for students who are passionate and enthusiastic about Mathematics, enjoy problem solving and who aim to study the subject through to Year 12. While the content may be similar to the standard Mathematics, in this subject, students will explore more complex concepts and develop a more thorough understanding of the key skills needed in high-level problem-solving approaches. They will learn how to analyse patterns and trends in data and gain insight into how mathematical approaches can be applied in other subject areas as they progress into senior school. It is an expectation that students keep up with a faster pace of learning and commit time outside of school to homework.

#### TOPICS:

- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Using units of measurement
- Chance
- Data representation and interpretation

#### ASSESSMENT:

- Topic Tests
- Mathematical Investigations
- End of semester examination

#### PREREQUISITES:

Completion of Year 8 Mathematics with a B grade or higher.

### MATHEMATICS EXTENSION B 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Designed for students who are passionate and enthusiastic about Mathematics, enjoy problem solving and who aim to study the subject through to Year 12. While the content may be similar to the standard Mathematics, in this subject, students will explore more complex concepts and develop a more thorough understanding of the key skills needed in high-level problem-solving approaches. They will learn how to analyse patterns and trends in data and gain insight into how mathematical approaches can be applied in other subject areas as they progress into senior school. It is an expectation that students keep up with a faster pace of learning and commit time outside of school to homework.

#### TOPICS:

- Linear and non-linear relationships
- Geometric reasoning
- Pythagoras and trigonometry

#### ASSESSMENT:

- Topic Tests
- Mathematical Investigations
- End of semester examination

#### PREREQUISITES:

Successful completion of Year 9 Mathematics Extension A with a C grade or higher.

# MATHEMATICS

## YEAR 10

### MATHEMATICS FOUNDATIONS A 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Designed for students who are looking to take on Essential Mathematics in SACE to complete their numeracy requirement but are not necessarily looking at pathways where further mathematics is required. It can also be selected if students feel they need some help bridging skill gaps to better cope with the demands of Stage 1 General Mathematics, however this will need to be a goal identified early to ensure the appropriate preparations are undertaken in semester one. The content is the same as the standard Mathematics but assessment design will be modified to allow success at different levels with an emphasis on authentic skills students will need in life outside of school

#### TOPICS:

- Money and Financial Mathematics
- Patterns and Algebra
- Linear Relationships
- Using Units of Measurement

#### ASSESSMENT:

- Assignments
- Mathematical Investigations
- Open Book Tests

### MATHEMATICS FOUNDATIONS B 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Designed for students who are looking to take on Essential Mathematics in SACE to complete their numeracy requirement but are not necessarily looking at pathways where further mathematics is required. The content is the same as the standard Mathematics but assessment design will be modified to allow success at different levels with an emphasis on authentic skills students will need in life outside of school.

#### TOPICS:

- Geometric Reasoning
- Pythagoras and Trigonometry
- Data Representation and Interpretation

#### ASSESSMENT:

- Assignments
- Mathematical Investigations
- Open Book Tests

### MATHEMATICS A 1 SEMESTER COMPULSORY ELECTIVE

#### CONTENT:

Students study Patterns and Algebra with emphasis on expanding, factorising and simplifying binomial products. Additionally, they learn to substitute values into formulas to determine unknown values. Students solve problems using linear equations. Furthermore, students study Financial Mathematics with a focus on applying and using formulae to calculate simple and compound interest. They study Measurement and Geometry with attention on solving surface area and volume problems relating to 3-D composite solids

#### TOPICS:

- Money and Financial Mathematics
- Patterns and Algebra
- Linear Relationships
- Using Units of Measurement

#### ASSESSMENT:

- Financial Maths Test
- Factorisation Test
- Expansion Test
- Linear Relationship Test
- Area and Geometry Project
- End of Semester Examination

#### PREREQUISITES:

Completion of Year 9 Mathematics with a C grade or higher.

# MATHEMATICS

## YEAR 10

### MATHEMATICS B 1 SEMESTER COMPULSORY ELECTIVE

**CONTENT:**

Students will use Trigonometric Ratios to solve right-angled triangle problems. They will use these to solve problems involving both lengths and angle sizes. They apply Pythagoras and Trigonometry to right angled triangles to solve unknown angles and sides. They will also recognise the relationships between parallel and perpendicular lines and their angles to apply deductive reasoning to geometric shapes. They demonstrate understanding of data representation and interpretation by comparing data sets and evaluating statistical reports.

**TOPICS:**

- Geometric Reasoning
- Pythagoras and Trigonometry
- Data Representation and Interpretation

**ASSESSMENT:**

- Trigonometry Test
- Income Statistics Assignment
- Statistic and Analyamination
- End of Semester Examination

**PREREQUISITES:**

Completion of Year 10 Mathematics A with a C grade or higher.

### MATHEMATICS EXTENSION A 1 SEMESTER COMPULSORY ELECTIVE

**CONTENT:**

Students will extend their algebraic skills and develop confidence in choosing and using mathematics through problem solving and higher order thinking with an emphasis on algebra and determining relationships or patterns from a given set of data. This course is designed for mathematically minded students with the intention of studying higher level math in SACE and beyond. It incorporates the use of computer technology to consolidate mathematical concepts and provide opportunities for students to analyse and interpret real life models. Students need to complete regular homework to successfully complete all aspects of this course.

**TOPICS:**

- Patterns and Algebra
- Linear and Non-Linear relationships
- Real Numbers (Surds and Logarithms)
- Quadratic Functions.

**ASSESSMENT:**

- Topic Tests
- Mathematical Investigations
- End of semester examination

**PREREQUISITES:**

Completion of Year 9 Mathematics Extension with a C grade or higher or Year 9 Mathematics with a B grade or higher.

### MATHEMATICS EXTENSION B 1 SEMESTER COMPULSORY ELECTIVE

**CONTENT:**

Students will extend their algebraic skills and develop confidence in choosing and using mathematics, with an emphasis on Geometry, Measurement and Statistics. This course is designed for mathematically minded students with the intention of studying higher level math in SACE and beyond. It incorporates the use of computer technology to consolidate mathematical concepts and provide opportunities for students to analyse and interpret real life models. Students need to complete regular homework to successfully complete all aspects of this course.

**TOPICS:**

- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation

**ASSESSMENT:**

- Topic Tests
- Mathematical Investigations
- End of semester examination

**PREREQUISITES:**

Completion of Year 10 Mathematics Extension A with a C grade or higher.

# MATHEMATICS

## STAGE 1

### ESSENTIAL MATHEMATICS A 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

#### CONTENT:

Students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including general calculation, measurement, and money management. In this subject there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

#### TOPICS:

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

#### ASSESSMENT:

- Calculations, Time and Ratio Assignment
- Moving out of Home Assignment
- Earning and Spending Assignment
- Measurement Assignment

### ESSENTIAL MATHEMATICS B 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including geometry, interpreting data, money management, and statistics. In this subject there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

#### TOPICS:

- Data in Context
- Geometry
- Investing

#### ASSESSMENT:

- Simple Interest Assignment
- Compound Interest Assignment
- Data in Context Assignment
- Geometry Assignment

\*Note that if a C grade or higher is not achieved in semester 1, then Stage 1 Essential Mathematics B will become compulsory in semester 2 to satisfy SACE requirements.

### GENERAL MATHEMATICS A 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

#### CONTENT:

The subject gives students the abilities and skills required to learn how to approach new challenges by investigating, modelling, reasoning, visualizing and problem-solving with the goal of demonstrating mathematics using tangible trade and industry focused means.

Stage 1 General Mathematics Pathways is taken as a 20-credit subject and allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or higher in this subject in either semester 1 or semester 2 meet the compulsory 10-credit numeracy requirement

#### TOPICS:

- Investing and Borrowing
- Measurement
- Ratio and Scale Factor

#### ASSESSMENT:

- Investing and Borrowing
- Measurement Test
- Investing and Borrowing Test
- Ratio and Scale Factor Test
- Measurement Investigation

#### PREREQUISITES:

Completion of Year 10 Mathematics with a C grade or higher.

### GENERAL MATHEMATICS B 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

The subject gives students the abilities and skills required to learn how to approach new challenges by investigating, modelling, reasoning, visualizing and problem-solving with the goal of demonstrating mathematics using tangible trade and industry focused means.

Stage 1 General Mathematics Pathways is taken as a 20-credit subject and allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or higher in this subject in either semester 1 or semester 2 meet the compulsory 10-credit numeracy requirement.

#### TOPICS:

- Applications of Trigonometry
- Statistical Investigations
- Linear and Exponential Relationships

#### ASSESSMENT:

- Trigonometry Investigation
- Statistical Investigation
- Linear Test
- Mathematical Investigation

#### PREREQUISITES:

Completion of Stage 1 General Mathematics with a C grade or higher.

\*Note that if a C grade or higher is not achieved in semester 1, then Stage 1 Essential Mathematics B or Stage 1 General Mathematics B will become compulsory in semester 2 to satisfy SACE requirements.

# MATHEMATICS

## STAGE 1

### MATHEMATICAL METHODS A

1 SEMESTER  
10 CREDITS  
ELECTIVE

#### CONTENT:

This subject gives students the abilities and skills required to learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem solving with the goal of communicating to others the relationships observed and the problems solved. Stage 1 Mathematical Methods provides the foundation for further study in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

#### TOPICS:

- Functions and Graphs
- Polynomials
- **Counting and Statistics**

#### ASSESSMENT:

- Assessment Type 1: Skills and Applications Tasks - including end of semester Exam
- Folio Investigation

#### PREREQUISITES:

Completion of Year 10 Mathematics Extension with a B grade or higher and have an interest in Mathematics.

This course can be done concurrently with Stage 1 Specialist Mathematics

### SPECIALIST MATHEMATICS A

1 SEMESTER  
10 CREDITS  
COMPULSORY ELECTIVE

#### CONTENT:

This subject gives students the abilities and skills required to learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem solving with the goal of communicating to others the relationships observed and the problems solved. Stage 1 Specialist Mathematics provides the foundation for further study in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

#### TOPICS:

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

#### ASSESSMENT:

- Skills and Application Tasks - including end of semester Exam
- Folio Investigation

#### PREREQUISITES:

Completion of Year 10 Mathematics Extension with an A grade and have an interest in Mathematics.

This course must be studied in conjunction with Mathematical Methods A.

### MATHEMATICAL METHODS B

1 SEMESTER  
10 CREDITS  
ELECTIVE

#### CONTENT:

This subject gives students the abilities and skills required to learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem solving with the goal of communicating to others the relationships observed and the problems solved. Stage 1 Mathematical Methods provides the foundation for further study in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

#### TOPICS:

- Trigonometry
- Growth and Decay
- Introduction to Differential Calculus

#### ASSESSMENT:

- Skills and Application Tasks - including end of semester Exam
- Folio Investigation

#### PREREQUISITES:

Completion of Stage 1 Mathematical Methods with a B grade or higher. This course can be done concurrently with Stage 1 Specialist Mathematics B.

### SPECIALIST MATHEMATICS B

1 SEMESTER  
10 CREDITS  
COMPULSORY ELECTIVE

#### CONTENT:

This subject gives students the abilities and skills required to learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem solving with the goal of communicating to others the relationships observed and the problems solved. Stage 1 Specialist Mathematics provides the foundation for further study in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

#### TOPICS:

- Matrices
- Trigonometry
- Real and Complex Numbers

#### ASSESSMENT:

- Skills and Application Tasks - including end of semester Exam
- Tasks Folio Investigation

#### PREREQUISITES:

Completion of Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics A with a B grade or higher.

This course must be studied in conjunction with Mathematical Methods B.

# MATHEMATICS

## STAGE 2

### GENERAL MATHEMATICS

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

#### TOPICS:

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

#### SCHOOL BASED ASSESSMENT:

Type 1: Skills and Application Tasks (40%) 5x Topic Tests

Type 2: 2x Mathematical Investigations (30%) EXTERNAL

ASSESSMENT:

Type 3: Exam (30%)

#### PREREQUISITES:

Completion of Stage 1 General Mathematics A & B with a C grade, however, B grades or higher are recommended.

#### ASSOCIATED SUBJECT COSTS:

Purchase of a scientific calculator (approx. \$25)

### MATH SKILLS FOR LIFE: INTEGRATED LEARNING

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Math skills for life is an integrated learning subject designed to provide students with the necessary mathematical understanding for their future. Students will apply mathematical skills to a range of real-life scenarios and develop a rich understanding of skills required for life after school.

#### TOPICS:

- Financial Mathematics
- Budgeting
- Building a math skill for life (Student choice)

#### SCHOOL BASED ASSESSMENT:

Type 1: Practical Inquiry (40%)

- Buying a car

- Obtaining a car loan

- Renting a house

Type 2: Connections (30%)

- Healthy eating (Budgeting)

#### EXTERNAL ASSESSMENT:

Type 3: Personal Endeavour (30%)

#### PREREQUISITES:

Completion of Stage 1 Mathematics (any level) A&B with a C grade or higher.

# MATHEMATICS

## STAGE 2

### MATHEMATICAL METHODS

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

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

#### TOPICS:

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

#### SCHOOL BASED ASSESSMENT:

Type 1: Skills and Applications Tasks (50%) 6 Topic Tests  
Type 2: Mathematical Investigation (20%)

#### EXTERNAL ASSESSMENT:

Type 3: Exam (30%)

#### PREREQUISITES:

Completion of Stage 1 Mathematical Methods A & B and Specialist Mathematics A & B with a C grade, however, B grades or higher are recommended.

### SPECIALIST MATHEMATICS

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

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

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

#### TOPICS:

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

#### SCHOOL BASED ASSESSMENT:

Type 1: Skills and Applications Tasks (50%) 6 Topic Tests  
Type 2: Mathematical Investigation (20%)

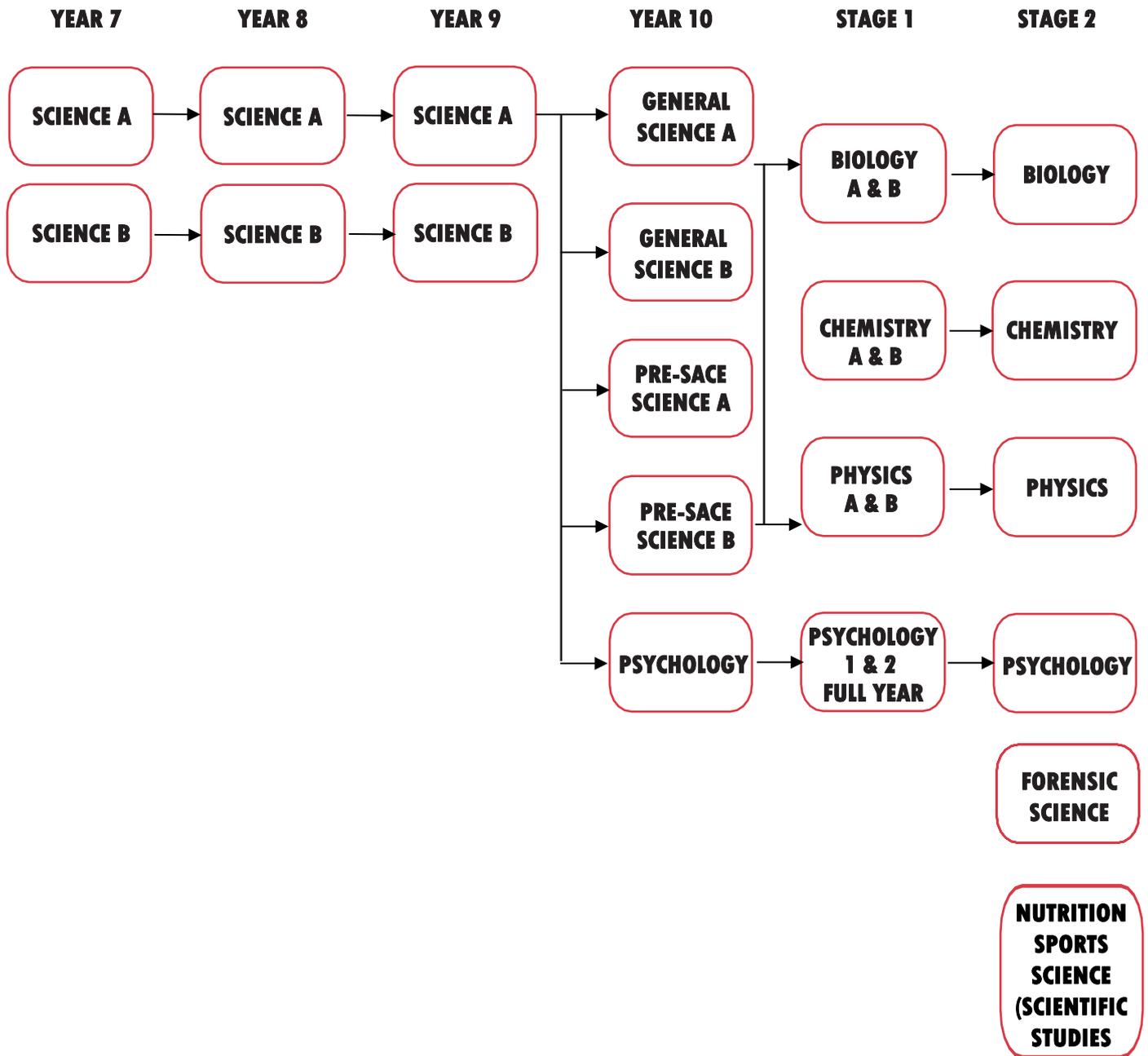
#### EXTERNAL ASSESSMENT:

Type 3: Exam (30%)

#### PREREQUISITES:

Completion of Stage 1 Mathematical Methods A & B and Specialist Mathematics A & B with a C grade, however, B grades or higher are recommended.

# SCIENCE



# SCIENCE

## YEAR 7

### SCIENCE A 1 SEMESTER COMPULSORY

#### CONTENT:

Students investigate forces and explore how gravity affects objects on Earth. They study the physical and chemical properties of substances and the differences between solids, liquids and gases. Students recognise that mixtures contain a combination of substances that can be separated using a range of techniques. They categorise the Earth's resources as renewable or non-renewable, including water that cycles through the environment.

#### THEORY TOPICS:

- Forces
- Properties of substances
- Mixtures
- Earth Resources

#### PRACTICAL TOPICS:

- Testing Forces
- Soluble and Insoluble substances
- Distillation
- Renewing Air

#### ASSESSMENT:

- Practical Reports
- Friction Ice Skating Project
- Methods of Separation
- Clean Energy vs Polluting Energy

### SCIENCE B 1 SEMESTER COMPULSORY

#### CONTENT:

Students study differences in structure and function within and between different organisms and use classification systems to organise this diversity using dichotomous keys. Students examine interactions between different organisms through study and construction of food chains and food webs and look at the impact of humans on these interactions. They investigate habitats and the adaptations organisms use to survive and thrive in these habitats.

#### THEORY TOPICS:

- Machines
- Earth and space
- Classification
- Habitat and interactions

#### PRACTICAL TOPICS:

- Design and build a catapult
- Day and Night
- Building planets
- Classifications

#### ASSESSMENT:

- Practical Reports
- Design and build catapult
- Test

## YEAR 8

### SCIENCE A 1 SEMESTER COMPULSORY

#### CONTENT:

Students will work collaboratively and independently to explore the basic units of life. They engage in practical investigations using light microscopes to investigate a variety of cell types. Students will determine an animal cell from a plant cell by identifying their key features and their structure and function. Students will be differentiating between solids, liquids and gases and describing them in terms of the motion and arrangements of particles. Students will be experimenting with elements, compounds and mixtures and describing what they look like at a particle level while exploring chemical and physical changes.

#### THEORY TOPICS:

- Lab safety
- Solids, liquids, gases
- Elements, compounds, mixtures
- Animal and plant cells
- Chemical and physical change

#### PRACTICAL TOPICS:

- Lab safety
- Observing chemical reactions
- Microscopes
- Cell differentiation

#### ASSESSMENT:

- Scientific particle reports
- Scientific investigation
- Test
- Lab conduct

### SCIENCE B 1 SEMESTER COMPULSORY

#### CONTENT:

Students will explore the earth's continents, and the composition of their associated rocks. They will identify the difference between sedimentary, igneous and metamorphic rocks. Students will also investigate what minerals are found in each layer of Earth, the process of their formation and the timescales involved. Students will design experiments that investigate kinetic, heat or potential energy and conduct a report on the mechanisms of energy transfer. Students will also show how these changes in energy can be linked to aspects of Science as a Human Endeavour, and their influence on society.

#### THEORY TOPICS:

- Kinetic, potential and heat energy
- Sedimentary, igneous and metamorphic rock
- Rock cycle

#### PRACTICAL TOPICS:

- Properties and identification of rock types
- Processes of rock formation
- Kinetic, potential and heat energy
- Energy transfers

#### ASSESSMENT:

- Scientific particle reports
- Scientific investigation
- Test
- Lab Conduct

# SCIENCE

## YEAR 9

### SCIENCE A 1 SEMESTER COMPULSORY

**CONTENT:**

Students will study biological systems and how they function and respond to external environmental changes in connection to biotic and abiotic elements of different ecosystems. Students will study chemical processes and natural radioactivity in terms of atoms and energy transfers and describe the importance of chemical reactions. They are introduced to the concept of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay.

**THEORY TOPICS:**

- Diseases
- Human Immune System
- Body Systems
- Atomic Theory
- Radioactivity
- Chemical Reactions

**PRACTICAL TOPICS:**

- Laboratory and Field research

**ASSESSMENT:**

- Practical Reports
- Investigation Assignments
- Homework Exercises
- Biology and Chemistry Topic Tests

### SCIENCE B 1 SEMESTER COMPULSORY

**CONTENT:**

Students will study that energy transfer through different mediums can be explained using wave and particle models. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. Students will also explain global features and events in terms of geological processes and timescales. They begin to apply their understanding of energy and forces to global systems such as continental movement

**THEORY TOPICS:**

- Energy transfer
- Heat, Light and Sound Energy
- Electric circuits
- Plate Tectonics

**PRACTICAL TOPICS:**

- Laboratory and field research

**ASSESSMENT:**

- Practical Reports
- Investigation Assignments
- Homework Exercises
- Physics and Earth Science Topic Tests

## YEAR 10

### GENERAL SCIENCE A 1 SEMESTER COMPULSORY ELECTIVE

This is a compulsory course for students who are not intending to study Chemistry, Physics or Biology in Year 11. Should this intention change during semester 1 of Year 10, the Pre-SACE option will need to be picked up in semester 2. If students are unsure, they should opt for the Pre-SACE option in semester 1 as it will be easier to drop back to General Science in semester 2.

**CONTENT:**

Students study concepts in genetics and the role of DNA in the inheritance of characteristics from one generation to the next. They study the Theory of Evolution by Natural Selection and apply their knowledge to investigate the existence of life. Students apply Newton's Three Laws of Motion and examine the relationship between force, mass and acceleration to describe and make predictions on the motion of objects. They develop experimental and inquiry skills through practical based activities

**TOPICS:**

- Genetics
- Natural Selection and the Theory of Evolution
- Newton's Three Laws of Motion
- Energy changes

**ASSESSMENT:**

- Scientific practical reports
- Scientific investigations
- Test
- Exam

### GENERAL SCIENCE B 1 SEMESTER COMPULSORY ELECTIVE

**CONTENT:**

Students study the concept of atomic structure and the properties of elements, and how this correlates to elements placement on the periodic table. Students study how different types of chemical reactions can produce a range of products, at differing rates. Students describe the relationship between stars, solar systems, galaxies, and the universe, and apply the Big Bang theory to explain their origins. Students also explore the aspect of science as a human endeavour, by developing and applying their understanding of how this science affects society.

**THEORY TOPICS:**

- Chemical Reactions
- Rates of Reactions
- Space and the Origins of Universe
- Global systems

**ASSESSMENT:**

- Scientific practical reports
- Scientific investigations
- Test
- Exam

# SCIENCE

## YEAR 10

### PRE-SACE SCIENCE A 1 SEMESTER COMPULSORY ELECTIVE

Compulsory for students who are intending to study Chemistry, Physics or Biology in Year 11.

#### CONTENT:

Students will gain knowledge, understanding, skills and attitudes in relation to the scientific method, building on the foundation of Year 9 studies in science. They will study an intensive version of the Year 10 Australian Curriculum with a particular focus on developing the skills and aptitudes required for success in SACE. The course will focus on preparing students for SACE by developing skills around researching science, conducting investigations and writing scientifically while reflecting on their work habits through the three Australian Curriculum sub-strands: Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. Students will need to complete homework in order to be successful in this course.

#### THEORY TOPICS:

- Genetics
- Natural Selection and the Theory of Evolution
- Newton's Three Laws of Motion
- Energy changes

#### PRACTICAL TOPICS:

- Laboratory and field practicals

#### ASSESSMENT:

Students will be assessed on their level of knowledge and skill development and their understanding of the scientific method. Tasks include tests (both theory and practical), practical reports, research activities and an end of semester exam.

#### PREREQUISITES:

Completion of Year 9 Science with a B grade or higher.

### PRE-SACE SCIENCE B 1 SEMESTER COMPULSORY ELECTIVE

Compulsory for students who are intending to study Chemistry, Physics or Biology in Year 11. Students who decide during semester 1 that they wish to study Science in Year 11 will need to seek re-counselling into this subject.

#### CONTENT:

Students will gain knowledge, understanding, skills and attitudes in relation to the scientific method, building on the foundation of Year 9 studies in science. They will study an intensive version of the Year 10 Australian Curriculum with a particular focus on developing the skills and aptitudes required for success in SACE. The course will focus on preparing students for SACE by developing skills around researching science, conducting investigations and writing scientifically while reflecting on their work habits through the three Australian Curriculum sub-strands: Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. Students will need to complete homework in order to be successful in this course.

#### THEORY TOPICS:

- Chemical Reactions
- Rates of Reactions
- Space and the Origins of Universe
- Global systems

#### ASSESSMENT:

Students will be assessed on their level of knowledge and skill development and their understanding of the scientific method. Tasks include tests (both theory and practical), practical reports, research activities and an end of semester exam.

#### PREREQUISITES:

Completion of Year 10 Pre-SACE Science A with a C grade or higher or Year 10 General Science A with a B grade or higher.

### PSYCHOLOGY 1 SEMESTER ELECTIVE

#### CONTENT:

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

#### THEORY TOPICS:

- Introduction to Psychology
- Positive Psychology
- Sports Psychology

#### ASSESSMENT:

- Test
- Investigation
- Assignment
- Exam

#### RECOMMENDED PRIOR LEARNING:

Nil.

# SCIENCE

## STAGE 1

### BIOLOGY A 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. Students will develop an understanding of key ideas in Biology, in particular a knowledge of Cells which underpins all further study in Biology. Investigative skills are developed through practical work and research, as well as analytical and problem-solving skills.

#### TOPICS:

- Cells and Microorganisms
- Infectious Disease

#### ASSESSMENT:

Type 1: Investigations Folio (50%) 1x practical report, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (50%) including end of semester Exam

#### PREREQUISITES:

Completion of Year 10 Science **and** Mathematics with a C grade, however, a B grade or higher is recommended.

### BIOLOGY B 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students will further develop an understanding of key ideas in Biology, including how infectious diseases can spread, enter hosts and then the human body's response to disease. Students will then investigate diverse ecosystems, including the biotic and abiotic components of these systems. Stage 1 Biology provides the required foundation for further study in Stage 2 Biology.

#### TOPICS:

- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

#### ASSESSMENT:

Type 1: Investigations Folio (50%) 1x practical report, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (50%) including end of semester Exam

#### PREREQUISITES:

Completion of Stage 1 Biology A with a C grade, however, a B grade or higher is recommended.

#### ASSOCIATED SUBJECT COSTS:

There is a cost of between \$100-150 for the camp depending on numbers. Payment plans are available and fundraising options may be investigated to offset the cost.

### CHEMISTRY A 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students will develop an understanding of key ideas in Chemistry, in particular a knowledge of The Kinetic Theory of Matter which underpins all further study in Chemistry. Investigative skills are developed through practical work and research, as well as analytical and problem-solving skills.

#### TOPICS:

- Materials and their Atoms
- Combinations of Atoms
- Mixtures and Solutions

#### ASSESSMENT:

Type 1: Investigations Folio (50%) 1x practical report, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (50%) including end of semester Exam

#### PREREQUISITES:

Completion of Year 10 Science **and** Mathematics with a C grade, however, a B grade or higher is recommended.

### CHEMISTRY B 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students will further develop an understanding of key ideas in Chemistry, including how knowledge of chemistry can be applied to solve major challenges in energy use, global food supply and climate change. Students will investigate how acids and bases interact in nature to shape their local environment through a camp to the Naracoorte Caves and Blue Lake in Mount Gambier. Stage 1 Chemistry provides the required foundation for further study in Stage 2 Chemistry.

#### TOPICS:

- Molecules
- Redox Reactions
- Acids and Bases

#### ASSESSMENT:

Type 1: Investigations Folio (50%) 1x practical report, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (50%) including end of semester Exam

#### PREREQUISITES:

Completion of Stage 1 Chemistry A with a C grade, however, a B grade or higher is recommended.

#### ASSOCIATED SUBJECT COSTS:

There is a cost of between \$100-150 for the camp depending on numbers. Payment plans are available and fundraising options may be investigated to offset the cost.

# SCIENCE

## STAGE 1

### FORENSIC SCIENCE (SCIENTIFIC STUDIES)

**1 SEMESTER  
10 CREDITS  
ELECTIVE**

#### CONTENT:

Students learn how science is used to solve crimes by exploring real-life forensic techniques like fingerprinting, DNA analysis, blood spatter patterns, and handwriting analysis. Students will also learn how evidence is collected, tested, and used to help solve cases. Through investigations and hands-on activities, you'll build your skills in observation, problem

#### TOPICS:

As a class, students will choose from a list of topics to investigate. These include but are not limited to:

- DNA
- Fingerprinting
- Handwriting analysis
- Urinalysis

#### ASSESSMENT:

Type 1: Investigations Folio, 1 x Science as a Human Endeavour Research Task, 1 x Practical Report  
Type 2: Collaborative Inquiry, 1 x Collaborative Practical Report

#### PREREQUISITES:

Nil

### NUTRITION & SPORTS SCIENCE (SCIENTIFIC STUDIES)

**1 SEMESTER  
10 CREDITS  
ELECTIVE**

#### CONTENT:

Students will learn how food and nutrients affect the body, health, and physical performance. They explore how diet can prevent or contribute to diseases, and look at how culture, lifestyle, and the environment influence what people eat. Students will also examine how nutrition supports athletes and active people and consider current food and health issues in Australia and around the world.

#### TOPICS:

Students will select topics to study aligned to their interest. These may include;

- Basics of macro and micronutrients
- The role of nutrition in energy production, recovery, and balanced diets for athletes
- The role of hydration and dietary supplements on health and performance
- Exploring the relationship between nutrition and chronic diseases
- Basic principles of biomechanics, exercise physiology and sports psychology
- Human anatomy and physiology related to physical activity

#### ASSESSMENT:

Type 1: Investigations Folio  
1 x Science as a Human Endeavour Research Task, 1 x Practical Report  
Type 2: Collaborative Inquiry  
1 x Collaborative Practical Report

#### PREREQUISITES:

Nil

# SCIENCE

## STAGE 1

### PHYSICS A 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students will use models, laws and theories to better understand the physical world around them. Students will focus on the laws that govern everyday motion and electric circuits. Students will develop their practical skills, including experimental deconstruction and design, data collection and analysis and experimental evaluation. Students will also explore the relationship between physics and society through a research assignment.

#### TOPICS:

1. Motion and Forces
2. Electric Circuits
3. Heat

#### ASSESSMENT:

Type 1: Investigations Folio (50% 1x practical report, 1x Science as a Human Endeavour research task Type 2: Skills and Applications Tasks (50% including end of semester Exam

### PHYSICS B 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students will further develop their understanding of physical models, laws and theories in Physics. This will be extended to the nature of energy transfer, the wave behaviour of light and nuclear models. Students will further develop their science enquiry skills through experiment design, obtaining, recording and analysing data and evaluating experimental procedures. The interaction between science and society will also be investigated.

#### THEORY TOPICS:

4. Energy and Momentum
5. Waves and Light
6. Nuclear Models and Radioactivity

#### ASSESSMENT:

Type 1: Investigations Folio (50%) 1x practical report, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (50%) including end of semester Exam

#### PREREQUISITES:

Completion of Year 10 Science and Mathematics with a C grade, however, a B grade or higher is recommended. It is also recommended that students complete Stage 1 Mathematical Methods alongside this subject.

### PSYCHOLOGY A 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students will use psychological evidence, theories and principles to explain human behaviour. Students will study human behaviour in different contexts following the principles of the scientific inquiry. They will study psychological concepts and apply them to everyday situations and experiences through investigations, tests and assignments. Students will also conduct an investigation to demonstrate an understanding in ethical research practices.

#### TOPICS:

Note: not all topics will be covered, this will be at the discretion of subject teachers taking the particular cohort into account.

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context

#### ASSESSMENT:

Type 1: Investigations Folio (40%) 1x Practical Report, 1x SHE Task Type 2: Skills and Applications Tasks (60%) including end of semester Exam

#### PREREQUISITES:

Nil

### PSYCHOLOGY B 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students will use psychological evidence, theories and principles to explain human behaviour. Students will study human behaviour in different contexts following the principles of the scientific inquiry. They will study psychological concepts and apply them to everyday situations and experiences through investigations, tests and assignments. Students will also conduct an investigation to demonstrate an understanding in ethical research practices.

#### TOPICS:

Note: not all topics will be covered, this will be at the discretion of subject teachers taking the particular cohort into account.

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context

#### ASSESSMENT:

Type 1: Investigations Folio (40%) 1x Practical Report, 1x SHE Task Type 2: Skills and Applications Tasks (60%) including end of semester Exam

#### PREREQUISITES:

Nil

# SCIENCE

## STAGE 2

### **BIOLOGY FULL YEAR 20 CREDITS ELECTIVE**

#### **CONTENT:**

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. Students also pursue scientific pathways, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

#### **TOPICS:**

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

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Investigations Folio (30%) 2x practical reports, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (40%) 4x topic tests

#### **EXTERNAL ASSESSMENT:**

Type 3: Exam (30%)

#### **PREREQUISITES:**

Completion of Stage 1 Biology A & B with a C grade, however, a B grade or higher is recommended.

#### **ASSOCIATED SUBJECT COSTS:**

Purchase of the 2024 SASTA Biology Study Guide is recommended (approx. cost \$30).

### **CHEMISTRY FULL YEAR 20 CREDITS ELECTIVE**

#### **CONTENT:**

Students study chemical solutions to global problems involving sustainable energy and fuels, food and nutrition, carbon emissions, and material waste. They investigate the capacity of chemical knowledge to inform public debate on social and environmental issues helping them make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry to reduce the environmental impact of chemical products and processes. Students also pursue scientific pathways, including in medical or pharmaceutical research, pharmacy, environmental research, chemical engineering, and innovative product design.

#### **TOPICS:**

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Materials

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Investigations Folio (30%) 2x practical reports, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (40%) 3x topic tests, 1x infographic task

#### **EXTERNAL ASSESSMENT:**

Type 3: Exam (30%)

#### **PREREQUISITES:**

Completion of Stage 1 Chemistry A & B with a C grade, however, a B grade or higher is recommended.

#### **ASSOCIATED SUBJECT COSTS:**

Purchase of the 2024 SASTA Chemistry Study Guide is recommended (approx. cost \$30).

# SCIENCE

## STAGE 2

### PHYSICS FULL YEAR 20 CREDITS ELECTIVE

#### CONTENT:

The study of Physics helps students understand matter, forces, energy and their interactions. Students develop skills in gathering, analysing, and interpreting data to investigate a range of phenomena, develop and apply their understanding of how science interacts with society and investigate the dynamic nature of Physics. They explore how physicists develop new understanding and insight to produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts. Students will participate in UniSA connect workshops at the Mawson Lakes campus. These workshops will allow students to develop strong laboratory skills and obtain industry related experience by collaboratively working with UniSA academic staff.

#### THEORY TOPICS:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

#### PRACTICAL TOPICS:

There are three potential UniSA workshops:

- Momentum in Two Dimensions
- Motion of Charged Particles in EM fields
- Interference of Light

#### SCHOOL BASED ASSESSMENT:

Type 1: Investigations Folio (30%) 2x practical investigations, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (40%)

#### EXTERNAL ASSESSMENT:

Type 3: Exam (30%)

#### PREREQUISITES:

Completion of Stage 1 Physics **and** Stage 1 Mathematical Methods with a C grade, however, a B grade or higher is recommended.

#### ASSOCIATED SUBJECT COSTS:

There is a small fee associated for the travel to and from Mawson's Lakes, by the Adelaide Metro train service. UniSA excursions/workshop, Students may purchase SASTA Stage 2 Physics Workbook - Australian Curriculum, Year 12 Publication.

### PSYCHOLOGY FULL YEAR 20 CREDITS ELECTIVE

#### CONTENT:

Students will use psychological evidence, theories and principles to explain human behaviour. Students will apply psychological concepts and apply them to everyday situations and experiences through investigations, tests and assignments. Students will also conduct investigations to demonstrate an understanding in ethical research practices.

#### THEORY/PRACTICAL TOPICS:

Topic 1: Psychology of the individual

Topic 2: Psychological Health and Wellbeing

Topic 3: Organisational Psychology

Topic 4: Social Influence

Topic 5: The Psychology of Learning

#### SCHOOL BASED ASSESSMENT:

Type 1: Investigations Folio (30%)

Type 2: Skills and Applications Tasks (40%)

#### EXTERNAL ASSESSMENT:

Type 3: Exam (30%)

#### PREREQUISITES:

Nil

# SAASTA ABORIGINAL STUDIES

**YEAR 7**

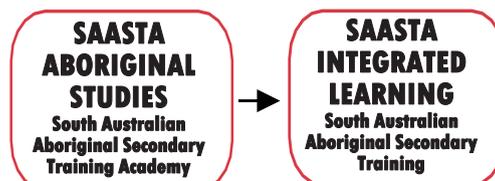
**YEAR 8**

**YEAR 9**

**YEAR 10**

**STAGE 1**

**STAGE 2**



# SAASTA

## STAGE 1

### SAASTA (ABORIGINAL STUDIES)

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Students learn from and with Aboriginal peoples, communities, and other sources of Aboriginal voice. Students acknowledge and extend their understanding of the narratives and accomplishments as told by Aboriginal peoples, also reflect and analyse the historical and contemporary experiences that are of significance to Aboriginal peoples and communities.

#### THEORY TOPICS:

- Contemporary Experience
- Strong Identities
- Text Analysis
- NAIDOC Presentation

#### PRACTICAL TOPICS:

- Aboriginal Power Cup
- Guernsey design
- Banner Design

#### ASSESSMENT:

- Report/PowerPoint
- Visual representation
- Text Analysis
- Visual Display

*\*Please note: this subject is only available to students who identify as Aboriginal or Torres Strait Islander.*

## STAGE 2

### SAASTA - INTEGRATED LEARNING

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Students undertake a key role as leaders for their Academy's Power Cup team. They plan and assist with coaching/training and mentoring younger students as they prepare for the Aboriginal Power Cup, students also reflect on their leadership. Students work together to lead the Aboriginal History Role Play for the Stage 1 students as well as identify their own goals and pathway in a SETUP Guide.

#### THEORY TOPICS:

- Historical Role Play
- Banner
- SETUP Guide

#### PRACTICAL TOPICS:

- Football Training
- Dance
- Activity Tracking

#### SCHOOL BASED ASSESSMENT:

Type 1: Practical Inquiry (40%)  
Type 2: Connections (30%)

#### EXTERNAL BASED ASSESSMENT:

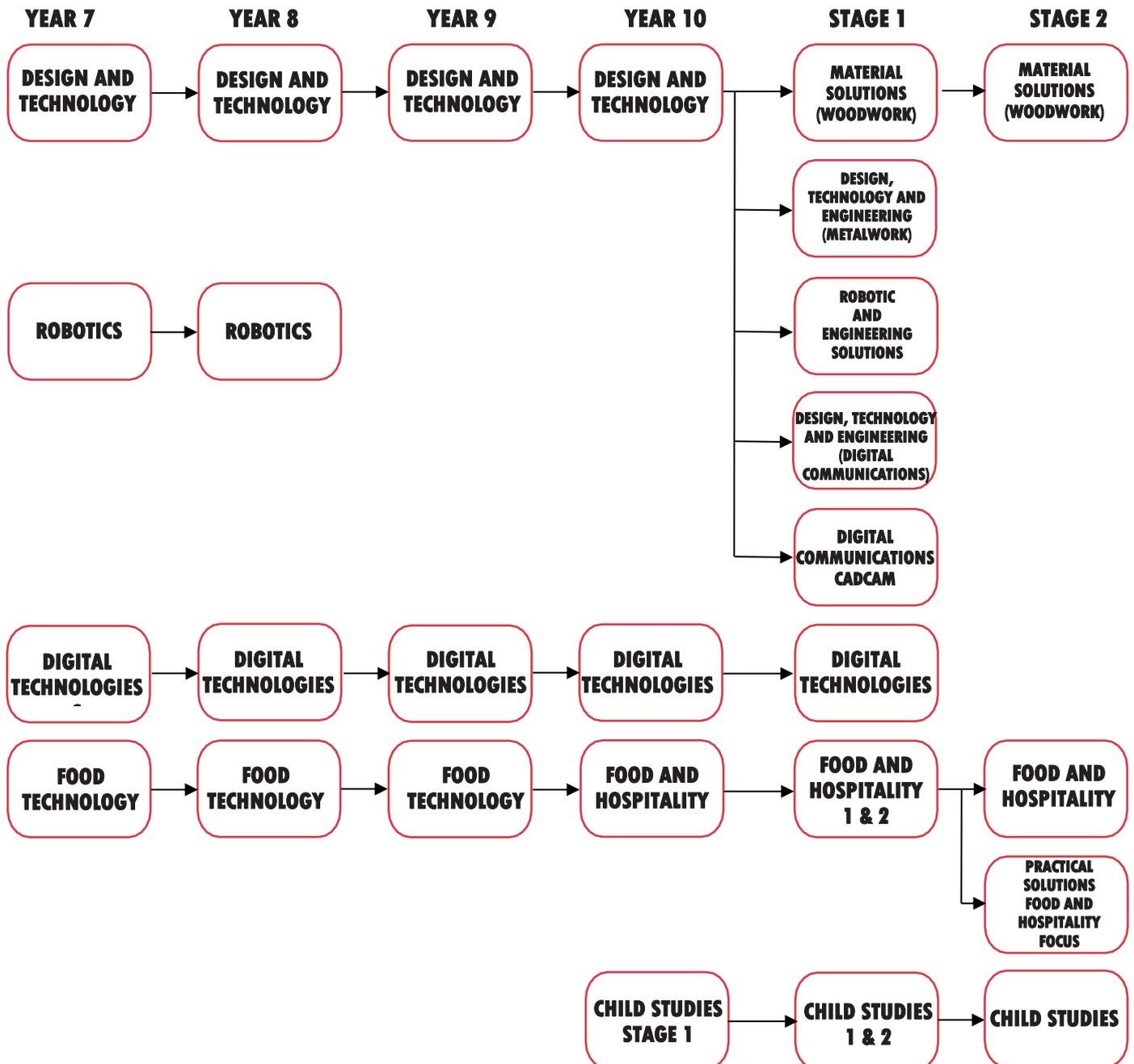
Type 3: Personal Endeavour (30%)

#### RECOMMENDED PRIOR LEARNING:

Successful completion of Stage 1 SAASTA with a C grade or higher.

*\*Please note: this subject is only available to students who identify as Aboriginal or Torres Strait Islander.*

# TECHNOLOGIES



# TECHNOLOGIES

## YEAR 7

### DESIGN AND TECHNOLOGY 1 TERM COMPULSORY

#### CONTENT:

Students will investigate a range of technologies, materials, components and tools. They will consider properties of materials to produce products. Students will respond to their work through evaluations on advantages and disadvantages on design concepts. Students are introduced to CAD using graphical representation to communicate ideas through modelling and orthogonal drawings. Students identify sequences and steps involved in design tasks to complete design products.

#### THEORY TOPICS:

- Materials Investigation
- CAD Evaluation

#### PRACTICAL TOPICS:

- Wooden stool
- 3D printed keyring

#### ASSESSMENT:

- Investigation
- Reflective Evaluation
- Product, woodwork
- Product CAD/3D printing

### DIGITAL TECHNOLOGIES 1 TERM COMPULSORY

#### CONTENT:

Students use computational thinking and digital systems to define, design and implement digital solutions. Learning in Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. Students will create a range of programmable multimedia assets

#### THEORY TOPICS:

- Digital Systems
- Data Representation

#### PRACTICAL TOPICS:

- Algorithms
- Block coding
- Python

#### ASSESSMENT:

- Project Skills Tasks
- Digital Solutions Task

### FOOD TECHNOLOGY 1 TERM COMPULSORY

#### CONTENT:

Students will acquire knowledge of food production, ethics and sustainable techniques for growing food. They will develop skills in research, design and literacy by communicating their ideas in writing, and critically evaluating their work. Students will be introduced to key terminology linked with food, cooking and kitchen technology, as well as develop skills in reading and understanding recipes, measuring, cooking techniques, organisation and teamwork during practical lessons.

#### THEORY TOPICS:

- Kitchen Safety
- Farm to Fork: Sustainability and Ethics
- Cooking Methods and Terminology
- Equipment Specific Terminology and Uses

#### PRACTICAL TOPICS:

- Reading and Understanding Recipes
- Measuring Concepts and Skills
- Knife Skills
- Organisation & Teamwork Skills

#### ASSESSMENT:

- Cooking Practicals
- Written Cooking Evaluations
- Food Design Tasks

### ROBOTICS 1 TERM COMPULSORY

#### CONTENT:

Students will learn to solve real world problems using VEX IQ robotics equipment. Students will investigate how forces affect their robots and apply this knowledge to perform and solve tasks. Students also gain experience in block coding of varying difficulties

#### THEORY TOPICS:

- Gears Investigation Worksheets
- M.A.D. Box Engineering Notebook
- Testing Records
- Forces

#### PRACTICAL TOPICS:

- Building the M.A.D. Box
- Tug of War Robot

#### ASSESSMENT:

- Gears Investigation Worksheets
- Product: M.A.D. Box Engineering Notebook
- Testing Records
- Forces Question Responses
- Product: Tug of War Robot

# TECHNOLOGIES

## YEAR 8

### DESIGN AND TECHNOLOGY

#### 1 TERM COMPULSORY

**CONTENT:**

Students will investigate a range of technologies, materials, components and tools. They will consider properties of materials to produce products. Students will respond to their work through evaluations on advantages and disadvantages on design concepts. Students are introduced to Computer Aided Design using graphical representation to communicate ideas through modelling and orthogonal drawings. Students identify sequences and steps involved in design tasks to complete design products

**THEORY TOPICS:**

- Materials Investigation
- Joinery Investigation
- Orthographical Drawings

**PRACTICAL TOPICS:**

- Plant Tables

**ASSESSMENT:**

- Investigation
- CAD design of product
- Research task
- Product wood

### DIGITAL TECHNOLOGIES

#### 1 TERM COMPULSORY

**CONTENT:**

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. Students will create a range of programmable multimedia assets.

**THEORY TOPICS:**

- Hardware and Software
- Networks
- Security

**PRACTICAL TOPICS:**

- Follow algorithms
- 3D Asset Modelling
- Micro:bits

**ASSESSMENT:**

- Coding Project
- Ensemble Performances
- Investigation, impact of digital waste in the environment

### FOOD TECHNOLOGY

#### 1 TERM COMPULSORY

**CONTENT:**

Students will work independently and collaboratively to acquire and implement both food safe knowledge and key practices, in order to solve a food poisoning case study and to safely prepare meals containing high-risk ingredients in the kitchen. Students will also learn about nutrition and the concept of a balanced diet by exploring the Australian Guide to Healthy Eating, in order to design a healthy lunch box snack.

**THEORY TOPICS:**

- Safety in the Domestic Kitchen
- Food Safety
- Australian Dietary Guidelines
- Cooking Methods and Terminology
- Equipment Specific Terminology and Uses

**PRACTICAL TOPICS:**

- Reading and Understanding Recipes
- Measuring Concepts and skills
- Knife Skills
- Organisation and Teamwork Skills

**ASSESSMENT:**

- Cooking Practicals
- Written cooking Evaluations
- Food Poisoning Case Study
- Food Design Tasks

### ROBOTICS

#### 1 TERM COMPULSORY

**CONTENT:**

Students will learn to solve real world problems using VEX IQ robotics equipment. Students will investigate and apply engineering concepts and use sensors in response to real world scenarios. Students also gain experience in block coding of varying difficulties.

**THEORY TOPICS:**

- Skyscraper Engineering
- ClawBot Coding
- Sensors - Optical, Touch LED, Bumper Switch
- Autonomous Vehicles
- Technology Careers

**PRACTICAL TOPICS:**

- Tallest Tower
- ClawBot
- Team Freeze Tag

**ASSESSMENT:**

- Tallest Tower Engineering Notebook
- Product: Tallest Tower
- ClawBot Engineering Notebook
- Autonomous Vehicles Engineering Notebook
- Team Freeze Tag Engineering Notebook

# TECHNOLOGIES

## YEAR 9

### DESIGN AND TECHNOLOGY 1 SEMESTER ELECTIVE

#### CONTENT:

Students will build on processes within the workshop. Students will produce products on needs or opportunities that are relevant to individuals and global communities. Students will use graphical representation to generate ideas and production plans. Students then identify steps involved in planning the production of products while considering time, cost, and safety. They will learn to transfer theoretical knowledge to practical activities across projects.

#### THEORY TOPICS:

- Investigation Aerodynamics/Newton's Laws
- CO2 Evaluation
- Packaging analysis
- Electronic Knowledge and Understanding booklet

#### PRACTICAL TOPICS:

- CO2 Dragster
- Resin Jewellery
- Jewellery Packaging
- Electronic Steady hand game

#### ASSESSMENT:

- Investigation
- Evaluation
- Analysis
- Knowledge and Understanding
- Producing

### DIGITAL TECHNOLOGIES 1 SEMESTER ELECTIVE

#### CONTENT:

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

#### THEORY TOPICS:

- Data Representation
- Data Types
- Cyber Security

#### PRACTICAL TOPICS:

- Design Algorithms through Game Design
- HTML coding
- PYTHON / SWIFT through Robotics

#### ASSESSMENT:

- Website building
- Drone Flying Project
- Game Design
- Investigation, how to be smart online

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 8 Digital Technologies with a C grade or higher.

#### ASSOCIATED SUBJECT COSTS:

There is a small fee which will contribute towards an excursion/workshop at the Apple store in Rundle Mall.

### FOOD TECHNOLOGY 1 SEMESTER ELECTIVE

#### CONTENT:

Students work on developing their food safety knowledge. Through creating commercial handouts, using this knowledge students have the opportunity to pick a recipe that includes a high-risk food for their practical exam. Students will practice their cookery skills and techniques through weekly practical's. Students investigate sustainability through learning techniques for preserving fresh leftover foods to minimize food wastage at home. Students explore emerging trends through creating their own gourmet burgers.

To conclude the semester course, students will host a high tea for staff, and will explore the historical importance of high teas. They will then design a menu including both savoury and sweet finger foods

#### THEORY TOPICS:

- High Risk Foods
- Sustainability
- Food Trends
- High Tea

#### PRACTICAL TOPICS:

- Food Safety practices
- Cookery techniques
- Contemporary plating
- Seasonal produce
- Catering events

#### ASSESSMENT:

- Folio work (theory lessons)
- Practical exams
- Constructing commercial handout
- Evaluation
- Food order/recipe procedure
- Action plan writing
- Research task

# TECHNOLOGIES

## YEAR 10

### DESIGN AND TECHNOLOGY 1 SEMESTER ELECTIVE

#### CONTENT:

Students will build on processes within the workshop and produce products on needs or opportunities that are relevant to individuals and global communities. Students will use graphical representation to generate ideas and production plans. Students then identify steps involved in planning the production of products while considering time, cost, and safety. They will learn to transfer theoretical knowledge to practical activities across projects.

#### THEORY TOPICS:

- Work Folio
- Woodwork Evaluation
- Metalwork Folio
- Environmental Issue Essay
- Metalwork Evaluation

#### PRACTICAL TOPICS:

- Wooden bedside cabinet
- CAD bedside cabinet drawings
- Metal wall artwork

#### ASSESSMENT:

- Evaluation
- Knowledge and Understanding
- Environmental Issue Essay
- Folios
- Producing

### DIGITAL TECHNOLOGIES 1 SEMESTER ELECTIVE

#### CONTENT:

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

#### THEORY TOPICS:

- Acquire and Manage Data
- Problem Definition and Constants
- Algorithm Construct

#### PRACTICAL TOPICS:

- Game design through unity
- C++ through Robotics
- Aquaponics - Arduino C++

#### ASSESSMENT:

- Database-driven websites
- Artificial intelligence engines
- Arduino Simulations.

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 9 Digital Technologies with a C grade or higher.

#### ASSOCIATED SUBJECT COSTS:

There is a fee of \$4 which will contribute towards an excursion/workshop at Flinders University.

## YEAR 10 (STAGE 1)

### FOOD AND HOSPITALITY 1 SEMESTER ELECTIVE

#### CONTENT:

Students will investigate their communities' knowledge of food poisoning by analysing and evaluating data collected from individually designed surveys, with the aim of promoting awareness of food safety practices amongst consumers. Students will also work collaboratively to develop effective communication, organisation and teamwork skills by participating in two school-based catering events.

#### THEORY TOPICS:

- Kitchen Safety
- Food Safety
- Survey Design and Analysis
- Writing Action Plans
- Australian Guide to Healthy Eating
- Food Trucks, Costing and Advertising

#### PRACTICAL TOPICS:

- Reading and Understanding Recipes
- Measuring Concepts and Terminology
- Cooking Methods and Terminology
- Food Catering

#### ASSESSMENT:

- Food Safety & Hygiene
- Healthy Eating
- Food Trucks

### CHILD STUDIES B 1 SEMESTER (SEMESTER 2) 10 CREDITS ELECTIVE

#### 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

#### THEORY TOPICS:

- Investigation
- Textiles - Soft Toy (Plushies)
- Children's Healthy Party Food
- Education pack for Children

#### PRACTICAL TOPICS:

- Weekly literacy program in Early years
- Robotic Baby - Educational infant simulator (Classroom practical)

#### SCHOOL BASED ASSESSMENT:

- Type 1: Practical Activity Type
- 2: Group Activity
- Type 3: Investigation

# TECHNOLOGIES

## STAGE 1

### CHILD STUDIES 1 1 SEMESTER 10 CREDITS ELECTIVE

#### 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.

#### THEORY TOPICS:

- Children Around World
- Investigation - What makes a good parent?
- Textiles - Sewing Mobiles
- Healthy lunchbox - cooking with Early years

#### PRACTICAL TOPICS:

- Weekly literacy program in Early years
- Robotic Baby - Educational infant simulator

#### ASSESSMENT:

Type 1: Practical Activity  
Type 2: Group Activity  
Type 3: Investigation

Some assessments may include Practical exams, Investigation, Evaluation, Food order/ recipe procedure, Action plan writing, Research task, iMovie.

### CHILD STUDIES 2 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. They examine diverse attitudes, 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 have opportunities to build their understanding of the range of attitudes, values, and beliefs of people in the wider community in relation to children and child-rearing practices.

#### THEORY TOPICS:

- Toys and gender stereotype
- Issues related with caring for a baby

(Simbabies)

- Healthy Eating Video
- Investigating too much screen time for children

#### PRACTICAL TOPICS:

- Weekly literacy program in Early years
- Robotic Baby - Educational infant simulator

#### SCHOOL BASED ASSESSMENT:

Type 1: Practical Activity  
Type 2: Group Activity  
Type 3: Investigation

Some assessments may include

- Practical Exams
- Investigation
- Evaluation
- Food ordering/recipe procedure
- Action plan writing
- Research task
- iMovie

### DIGITAL COMMUNICATIONS (CAD/CAM) 1 SEMESTER (SEMESTER 1 ONLY) 10 CREDITS ELECTIVE

#### CONTENT:

CAD/CAM provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to find solutions to design a model or a prototype leading to a communication product; application (app) development, digital animation, game design/production, virtual reality or web design. Students analyse influences on the product they develop or the system including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

#### THEORY TOPICS:

- The design and realisation process
- Investigation and analysis
- Design development and planning
- Solution realisation
- Evaluation

#### PRACTICAL TOPICS:

- Product

#### ASSESSMENT:

Type 1: Two Specialised Skills Tasks.  
Type 2: One Design Process and Solution Task.

**RECOMMENDED PRIOR LEARNING:** Completion of Year 9 or 10 Digital Technologies with a C grade or higher.

**Note:** Students can pick any combination of Design Technology and Engineering subjects in any order.

# TECHNOLOGIES

## STAGE 1

### DESIGN, TECHNOLOGY AND ENGINEERING (DIGITAL COMMUNICATIONS) 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Digital Communication Solutions provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to find solutions to design a model or a prototype leading to a communication product; application (app) development, digital animation, game design/ production, virtual reality or web design. Students analyse influences on the product they develop or the system including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

#### THEORY TOPICS:

- The design and realisation process
- Investigation and analysis
- Design development and planning
- Solution realisation
- Evaluation

#### PRACTICAL TOPICS:

- Product

#### ASSESSMENT:

Type 1: Two Specialised Skills Tasks.

Type 2: One Design Process and Solution Task.

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 9 or 10 Digital Technologies with a C grade or higher.

#### ASSOCIATED SUBJECT COSTS:

There is a small fee which will contribute towards an excursion to the AIE institute in Adelaide.

Note: Students can pick any combination of Design Technology and Engineering subjects in any order.

### DIGITAL TECHNOLOGIES 1 SEMESTER 10 CREDITS ELECTIVE

#### CONTENT:

Students create practical, innovative solutions to problems of interest. By modelling real- world data sets, students identify trends and examine sustainable solutions to problems in the community. Students use computational thinking skills and strategies to identify, breakdown, and solve problems that are of interest to them. Students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.

#### THEORY TOPICS:

- Programming
- Data analytics

#### PRACTICAL TOPICS:

- Python
- SQL

#### ASSESSMENT:

Type 1: Two Project Skills Tasks

Type 2: One Digital Solution Task

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 9 or 10 Digital Technologies with a C grade or higher.

# TECHNOLOGIES

## STAGE 1

### FOOD AND HOSPITALITY 1

**1 SEMESTER  
10 CREDITS  
ELECTIVE**

#### CONTENT:

Students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. They develop skills in using technology and safe work practices in the preparation, storage and handling of food and complying with current health and safety legislation. Students reflect on processes and outcomes, sustainability and global trends.

#### THEORY TOPICS:

- Food safety
- Food Presentation
- Technological influences
- Catering
- Sustainability
- Food trends

#### SCHOOL BASED ASSESSMENT:

Type 1: Practical Activity (50%) High risk food; Catering, salad and cold dessert; Catering, student design (student agency) - technological influences, sustainability, trends.

Type 2: Group Activity (25%) Group Action Plans

Type 3: Investigation (25%)

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 10 Food and Hospitality with a C grade or higher.

### FOOD AND HOSPITALITY 2

**1 SEMESTER  
10 CREDITS  
ELECTIVE**

#### CONTENT:

Students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. They develop skills in using technology and safe work practices in the preparation, storage and handling of food and complying with current health and safety legislation. Students reflect on processes and outcomes, sustainability and global trends.

#### THEORY TOPICS:

- Australian Native Ingredients
- Food Preservation
- Barista
- Plating styles
- Food trends
- Contemporary Issues

#### SCHOOL BASED ASSESSMENT:

Type 1: Practical Activity (50%) Food Preservation, dehydrating, packaging; Barista, coffee and cake; Catering, student design (student agency) – edible plants, sustainability, trends and contemporary issues.

Type 2: Group Activity (25%) Group Action Plans

Type 3: Investigation (25%)

#### RECOMMENDED PRIOR LEARNING:

Completion of Year 10 Food and Hospitality with a C grade or higher.

# TECHNOLOGIES

## STAGE 1

### **MATERIAL SOLUTIONS (WOODWORK) 1 SEMESTER 10 CREDITS ELECTIVE**

#### **CONTENT:**

Students will use the design and realisation process to engineer solutions for the development of products from wood. The subject encourages students to be creative, innovative and enterprising in their chosen material area. Students will be required to review design features/processes to then assist in creating their own. They will use a diverse range of manufacturing technologies such as tools and machines to demonstrate their knowledge and skill through producing a product.

#### **THEORY TOPICS:**

- Specialised skills task Evaluation
- Design process and solution

#### **PRACTICAL TOPICS:**

- Specialised skills task practical
- Solution realisation (Product)

#### **ASSESSMENT:**

Type 1: Skills Task 1 (10% )  
Type 1: Skill Task 2 (10%)  
Type 2: Folio (30%)  
Type 3: Major Product (50%)

#### **RECOMMENDED PRIOR LEARNING:**

Completion of Year 9 or 10 Design and Technology with a C grade or higher.

**Note:** Students can pick any combination of Design Technology and Engineering subjects in any order.

### **MATERIAL SOLUTIONS (METALWORK) 1 SEMESTER 10 CREDITS ELECTIVE**

#### **CONTENT:**

Students will use the design and realisation process to engineer solutions for the development of products from metal. The subject encourages students to be creative, innovative and enterprising in their chosen material area. Students will be required to review design features/processes to then assist in creating their own. They will use a diverse range of manufacturing technologies such as tools and machines to demonstrate their knowledge and skill through producing a product.

#### **THEORY TOPICS:**

- Specialised skills task Evaluation
- Design process and solution

#### **PRACTICAL TOPICS:**

- Specialised skills task practical
- Solution realisation (Product)

#### **ASSESSMENT:**

Type 1: Skills Task 1 10%  
Type 1: Skill Task 2 10%  
Type 2: Folio 30%  
Type 3: Major Product 50%

#### **RECOMMENDED PRIOR LEARNING:**

Completion of Year 9 or 10 Design and Technology with a C grade or higher.

**Note:** Students can pick any combination of Design Technology and Engineering subjects in any order.

### **ROBOTIC AND ELECTRONIC SOLUTIONS 1 SEMESTER 10 CREDITS ELECTIVE**

#### **CONTENT:**

Students will use the design and realisation process to engineer solutions using robotics. The subject encourages students to be creative, innovative and enterprising in their chosen material area. Students will be required to review design features/processes to then assist in creating their own. They will use a diverse range of coding techniques to demonstrate their knowledge and skills.

#### **THEORY TOPICS:**

- Specialised skills task Evaluation
- Design process and solution

#### **PRACTICAL TOPICS:**

- Specialised skills task practical
- Solution realisation (Product)

#### **ASSESSMENT:**

Type 1: Skills Task 1 15%  
Type 1: Skills Task 2 15%  
Type 2: Folio/ Major Product 70%

#### **RECOMMENDED PRIOR LEARNING:**

Completion of Year 9 or 10 Design and Technology with a C grade or higher.

**Note:** Students can pick any combination of Design Technology and Engineering subjects in any order.

# TECHNOLOGIES

## STAGE 2

### CHILD STUDIES - INTEGRATED LEARNING

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Students develop an understanding of factors that impact on the social, emotional, physical and mental wellbeing of young children. They develop skills in planning, organising, conducting and evaluating research through reflections, practical exploration, collaborative activities and an externally assessed Personal Endeavour.

#### THEORY TOPICS:

- How nutrition impacts on a child's cognitive, social and physical development
- The importance of regular physical activity on a child's social, emotional, physical and mental well being
- Current trends in raising a child
- Technology and children
- Independent research

#### PRACTICAL TOPICS:

- Creating a meal suitable for a pregnant woman
- Creating a healthy cookbook for children
- Creating STEM activity packs for early years classes
- Resources for children with disability
- Types of play

#### SCHOOL BASED ASSESSMENT

Type 1: Practical Activity (50%) Research task, Action Plans, Practical activities and reflections

Type 2: Group Activity (20%) design their own lesson based on play

#### EXTERNAL ASSESSMENT:

Type 3: Investigation (30%)

The personal endeavour is an opportunity for students to explore an area of the program focus that is of interest to them

### FOOD AND HOSPITALITY

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### CONTENT:

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels.

#### THEORY TOPICS:

- Safe Food Handling
- Sustainability - using ingredients that are in season
- Native Australian Ingredients
- Cake baking and decorating techniques (working with different types of icing buttercream, fondant etc)
- Contemporary trends for grazing

#### PRACTICAL TOPICS:

- High Risk Foods
- Sustainable Restaurants
- Modern Australian Cuisine
- Cake Decorating

Type 1: 5 Practical Activity (50%) Individual Action Plans; Research tasks; Evaluations; Practical evidence and set response questions. Type 2: Group Activity - Catering Events - for example grazing boxes (20%) Group Action Plan; Evaluation; Practical Evidence and set response questions

#### EXTERNAL ASSESSMENT:

Type 3: Investigation (30%)

#### RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Food and Hospitality with a C grade or higher.

# TECHNOLOGIES

## STAGE 2

### **MATERIAL SOLUTIONS (WOODWORK)**

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### **CONTENT:**

Students will use the design and realisation process to engineer solutions for the development of products from wood and or metal. The subject encourages students to be creative, innovative and enterprising in their chosen material area. Students will use a range of diverse manufacturing techniques such as tools, machines and/or systems to create a product using appropriate materials. Students will produce outcomes that demonstrate their knowledge and skills through producing a product.

#### **THEORY TOPICS:**

- Specialised skills task Evaluation x2
- Design process and solution
- Resource Investigation
- Issues Exploration

#### **PRACTICAL TOPICS:**

- Specialised skills task Evaluation x 2
- Solution realisation (Product)

#### **SCHOOL BASED ASSESSMENT:**

Type 1: Specialised Skills Task x2 (20%)  
Type 2: Design process and solution (50%)

#### **EXTERNAL ASSESSMENT:**

Type 3: Resource Study (30%)

#### **RECOMMENDED PRIOR LEARNING:**

It is recommended that students complete Year 9, 10 or Stage 1 Design and Technology with a C grade or higher.

### **PRACTICAL CONNECTIONS (FOOD AND HOSPITALITY FOCUS)**

**FULL YEAR  
20 CREDITS  
ELECTIVE**

#### **CONTENT:**

Practical Connections with a Food and Hospitality Focus is a course that allows students to develop their knowledge, skills, and understanding focused around the Food and Hospitality Industry.

#### **TOPICS:**

- Safety in the Kitchen
- Safe Food Handling
- Sustainability - using ingredients that are in season
- Cake baking and decorating techniques (working with different types of icing buttercream, fondant etc

- Catering

#### **PRACTICAL TOPICS:**

- High Risk Foods
- Sustainable
- Cake decorating
- Pictorials

#### **SCHOOL BASED ASSESSMENT:**

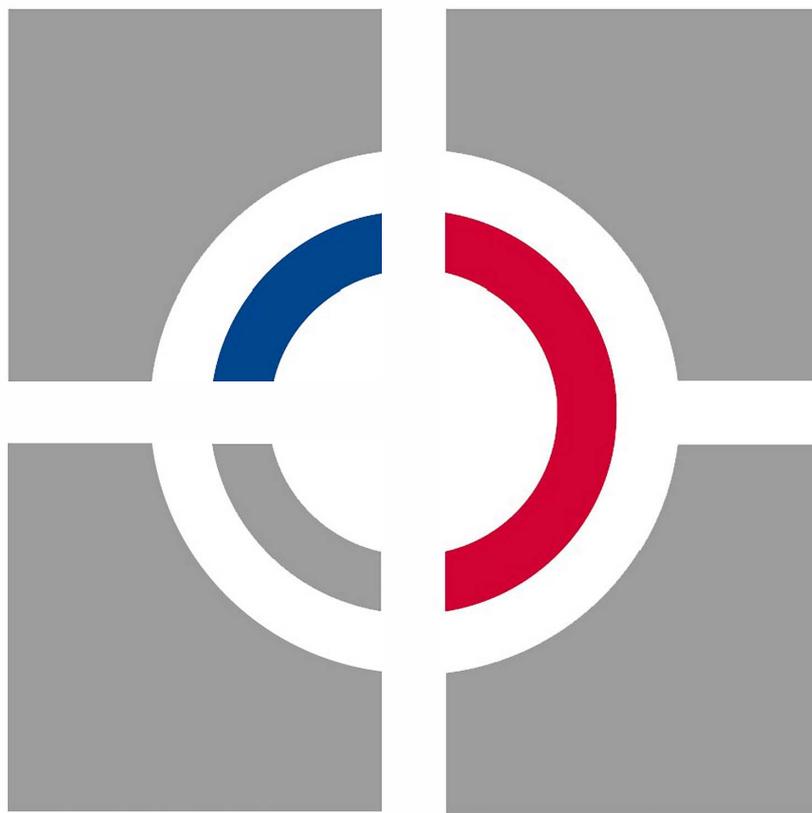
Type 1: Folio (50%)  
Type 2: Reflection (20%)

#### **EXTERNAL ASSESSMENT:**

Type 3: Community Application Activity: Catering Event (30%)

\*This course may run concurrently with Stage 2 Food and Hospitality.

THIS SUBJECT CANNOT BE USED TOWARDS UNIVERSITY ENTRANCE.



Mark Oliphant  
College