

CRAIGMORE HIGH SCHOOL

COURSE BOOK 2020

YEARS 8-12



CRAIGMORE HIGH SCHOOL

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INTRODUCTION

The course counselling process at Craigmore High School aims to guide students to research the vast amount of transitional options available to them and to select a pathway that is best suited to their career and post-school aspirations. Students do this before attending a course counselling day meeting with their CARE Mentor to finalise subject selections for the following year.

Before the meeting on course counselling day:

- Students complete in class activities aimed at researching transitional pathways and subject selections best suited to them.
- Students use the course book to explore subject offerings and complete a draft subject selections.

On course counselling day:

- Students and parents/carers meet with the students' CARE Mentor to discuss transitional pathways and finalise subject selections for the following year of study.

In 2019, course counselling interviews will be held on Wednesday 25 September for students moving from year 8 to 9; 9 to 10; and 11 to 12 and on Thursday 26 September for students moving from year 10 to 11.

Please note that scheduled classes will not be running on the days on which students are expected to attend their course counselling interview. More information will be distributed to students and parents/carers closer to the course counselling days.

Should you have any questions regarding course counselling or the preparation process, please do not hesitate to contact the CARE Mentors, your child's Year Level Leader or the Deputy Principal.

CRAIGMORE HIGH SCHOOL VISION

To inspire and empower our community
to prosper through innovation.

YEAR 8 COURSE INFORMATION

In year 8, students study a range of subjects that will provide them with the skills, abilities and a suitable knowledge base to prepare them for further studies, life and the workplace. The year 8 curriculum is based on the Australian Curriculum.

ELECTIVE SUBJECTS

Students need to select 2 semesters from the elective subject choices.

COMPULSORY / CORE SUBJECTS:

English	full year
Humanities and Social Sciences	full year
Mathematics	full year
General Science	full year
Design, Technology and Engineering:	1 semester
CAD and Electronics Focus	
Digital Technologies	
Material Solutions	
Arts:	2 x 1 term
Art	
Dance	
Drama	
Music	
Languages:	1 term
Indonesian	
Spanish	
Literacy Support*	
Food Studies	1 term
Personal Development	1 term
Physical Education	1 term

ELECTIVE / SPECIALIST SUBJECTS:

Specialist Art	1 or 2 semesters
Specialist Dance	1 or 2 semesters
Specialist Drama	1 or 2 semesters
Specialist Music	1 or 2 semesters
CAD and Electronics Focus	1 semester
Digital Technologies	1 semester
Material Solutions	1 semester
Confident Cookery	1 or 2 semesters
Dessert Making	1 or 2 semesters
Multicultural Cuisine	1 or 2 semesters
Sewing and Textiles	1 or 2 semesters
Girls Physical Education	1 or 2 semesters
Specialist Physical Education	1 or 2 semesters
Specialist Soccer	1 or 2 semesters
Indonesian	1 or 2 semesters
Spanish	2 semesters

*limited spaces on a needs basis

PLEASE NOTE:

- The Australian Curriculum sets guidelines that restrict student choice in order to allow for study of a broad range of curriculum areas. However, students can begin to focus on some preferred areas through choice subjects from year 8.
- It is important to use the curriculum flowcharts to ensure that pathways into stages 1 and 2 subjects are maintained.

YEAR 9 COURSE INFORMATION

The year 9 program is guided by the requirements of the Australian Curriculum. Students study a range of the following subjects and may also study subjects at year 10 level during year 9, through vertically grouped classes.

ELECTIVE SUBJECTS

Students need to select 6 semesters from the elective subjects list below to bring the total to 16 semesters. Nutrition and Wellbeing, and Physical Education must be studied for 1 semester each. Soccer Academy students must choose Nutrition and Wellbeing and one other option.

COMPULSORY / CORE SUBJECTS:

English	full year
General Science	full year
Humanities and Social Sciences	full year
Mathematics	full year
Nutrition and Wellbeing	1 semester
Physical Education	1 semester

ELECTIVE / SPECIALIST SUBJECTS:

Dance	1 semester or full year
Drama	1 semester or full year
Music	1 semester or full year
Photography	1 semester
Visual Arts - Art	1 semester or full year
Visual Arts - Design	1 semester or full year
Digital Communication Solutions:	
Computer Aided Design (CAD)	1 semester
Digital Media	1 semester
Digital Technologies	1 semester
Robotic and Electronic Systems:	
Electronics	1 semester
Material Solutions:	
Jewellery	1 semester
Metalwork	1 semester
Woodwork	1 semester
English - Film Studies (years 9/10)	1 semester
English - Journalism (years 9/10)	1 semester
Soccer Academy	full year
Sport and Recreation	1 semester
Girls' Physical Education (years 9/10)	1 semester
Specialist AFL (years 9/10)	1 semester or full year
Specialist Netball (years 9/10)	1 semester or full year
Global Partnerships	1 semester
Indonesian	full year
Spanish	full year
Advanced Mathematics	1 semester

PLEASE NOTE:

- The Australian Curriculum sets guidelines that restrict student choice in order to allow for study of a broad range of curriculum areas. However, students can begin to focus on some preferred areas through choice subjects from year 8.
- It is important to use the curriculum flowcharts to ensure that pathways into stages 1 and 2 subjects are maintained.

YEAR 10 COURSE INFORMATION

Year 10 provides an introduction to the SACE. Students will choose a range of subjects at year 10 level and may also begin to study SACE Stage 1 subjects. Classes at year 10 can be vertically grouped with year 9 or SACE Stage 1.

ELECTIVE SUBJECTS

Students need to select 6 semesters from the elective subjects below by indicating 10 preferences on the choice sheet. If doing a VET course, Specialist Netball or Specialist AFL, choose 1 semester only. If doing Coffee Culture, choose 3 semesters only.

COMPULSORY / CORE SUBJECTS:

English	full year
General Science	full year
Humanities and Social Sciences	full year
Mathematics	full year
Essential Mathematics	
General Mathematics	
Mathematical Methods	
Personal Learning Plan	1 semester

ELECTIVE / SPECIALIST SUBJECTS:

Dance	1 semester or full year
Drama	1 semester or full year
Music (VET)	full year
Photography	1 semester or full year
Visual Arts - Art	1 semester or full year
Visual Arts - Design	1 semester or full year
Digital Communication Solutions:	
Computer Aided Design (CAD)	1 semester
Digital Technologies	1 semester
Material Solutions:	
Fashion Design	1 semester
Film Production	semester 1 or full year
Jewellery	1 semester
Metalwork	1 semester
Woodwork	1 semester or full year
Robotic and Electronic Systems:	
Electronics	1 semester
Robotics	1 semester
Popular Literature	1 semester or full year
English - Film Studies (years 9/10)	1 semester
English - Journalism (years 9/10)	1 semester
Cake Decorating and Hospitality	1 semester
Child Studies	semester 2
Clothing and Textiles (year 10/stage 1)	1 semester
Coffee Culture (VET)	full year
Hospitality and Multicultural Cuisine	1 semester
Physical Education	1 semester or full year
Soccer Academy	full year
Girls' Physical Education (years 9/10)	1 semester
Specialist AFL (years 9/10)	1 semester or full year
Specialist Netball (years 9/10)	1 semester or full year
Global Partnerships	1 semester or full year
Shark Tank	1 semester or full year
Stage 1 Spanish (Beginners) (year 10/stage 1)	full year
Advanced Mathematics	semester 2
Introduction to Engineering	1 semester or full year

PLEASE NOTE:

- The Australian Curriculum sets guidelines that restrict student choice in order to allow for study of a broad range of curriculum areas. However, students can begin to focus on some preferred areas through choice subjects from year 8.
- It is important to use the curriculum flowcharts to ensure that pathways into stages 1 and 2 subjects are maintained.

SACE INFORMATION

WHAT IS SACE?

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

HOW DO STUDENTS GET THEIR SACE?

To gain the SACE, students complete about two years of full-time study, which most students spread over three years. There are two stages:

- Stage 1, which most students do in year 11, apart from the Personal Learning Plan, which students are likely to do in year 10
- Stage 2, which most students do in year 12

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students receive a grade (from A to E in SACE Stage 1; from A+ to E- in SACE Stage 2) for each subject. For compulsory subjects, students need to achieve a C grade or better.

The compulsory subjects include:

Personal Learning Plan – 10 credits (stage 1)

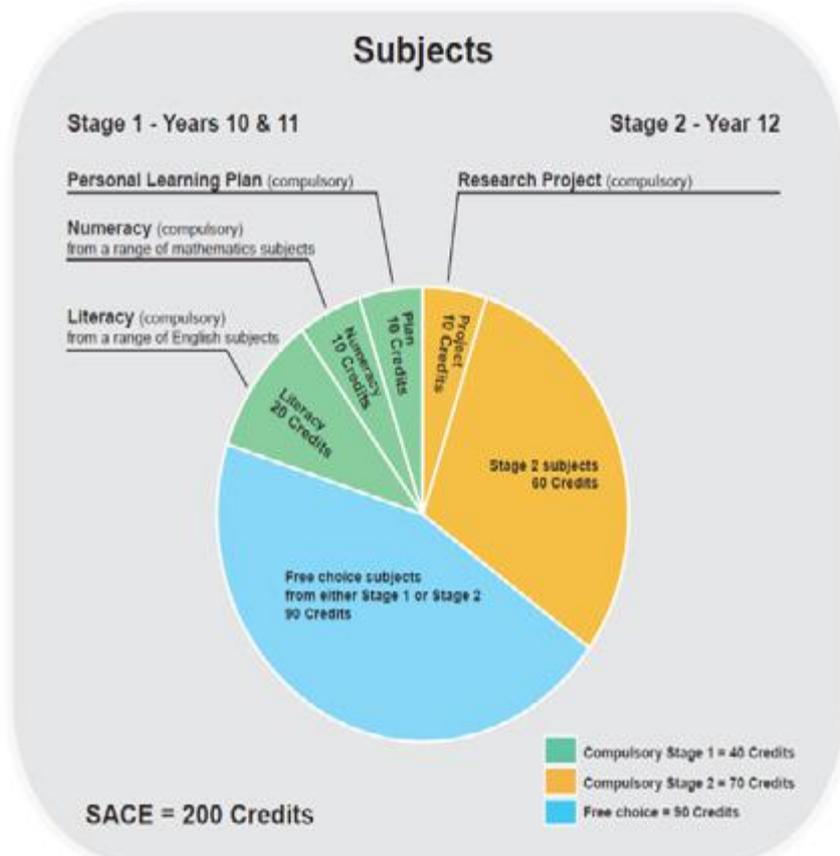
Literacy – at least 20 credits from a range of English subjects or courses (stage 1)

Numeracy – at least 10 credits from a range of Mathematics subjects or courses (stage 1)

Research Project – an in-depth major project (10 credits at stage 2)

Other SACE Stage 2 subjects totalling at least 60 credits

The remaining 90 credits can be gained through additional SACE stage 1 or SACE stage 2 subjects or SACE Board recognised courses of a student's choice eg. VET.



For further information visit the SACE website; www.sace.sa.edu.au

SACE INFORMATION

PERSONAL LEARNING PLAN

The Personal Learning Plan (PLP) is a compulsory SACE subject, normally undertaken in year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement
- review and adjust their plans to achieve their goals

The Personal Learning Plan contributes 10 credits towards the SACE. Students need to achieve a C grade or above as it is a compulsory subject.

WHAT IS VET AND HOW CAN I DO IT?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other registered training organisations (RTOs).

Students can earn up to 150 of the 200 credits required to complete the SACE through recognised Vocational Education and Training courses. The remaining 50 credits can be completed through subjects with a VET focus. This means the 200 SACE credits required to complete the SACE certificate can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the stage 1 Literacy and Numeracy requirements are also met.

The VET pathways encourage students to make transitional plans and work towards higher levels of VET. Please refer to www.nasssa.com.au for more information.

WHAT IS COMMUNITY LEARNING?

Students are able to earn SACE credits for learning undertaken in the community. Information on community-based courses can be found on the SACE Board website. These details are updated as new course information becomes available.

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these kinds of community learning.

STUDENT SELECTION OF COURSES

The subjects listed in this guide will be offered in 2020. It should be clearly understood; however, that the final subject options will depend upon student choices. If insufficient students choose a particular subject, it may be removed before the start of the 2020 school year.

Subjects offered for stage 1 in 2020 will be a semester (half a year) in length.

Subjects indicated by letters A and B represent different semester courses and can be taken as full year courses or as individual semester subjects (half year subjects).

Subjects indicated by numbers 1 and 2 represent semester courses which should be studied for both semesters.

Some stage 2 subjects assume the knowledge of topics covered in specific stage 1 subjects. In choosing a stage 1 course, care should be taken to ensure that relevant assumed knowledge is acquired. Similarly, when choosing a stage 2 course, care should be taken to choose subjects for which prerequisite knowledge has been obtained.

The onus is on students considering tertiary study to check which stage 1 and stage 2 subjects are prerequisites or assumed knowledge for entry to particular courses offered at each tertiary institution. Support will be given to students at course counselling. At every stage of the course selection process, students should keep in mind the need to meet the requirements of the SACE Curriculum Pattern.

Subject selections will be made when the student is being counselled by the Counselling Panel.

SACE BOARD PREREQUISITES AND ASSUMED KNOWLEDGE

PREREQUISITES:

Some SACE subjects have a prescribed 'entry' level. This entry level is known as a prerequisite and is established by the SACE Board of South Australia.

ASSUMED KNOWLEDGE:

Some SACE courses assume that students have background knowledge within the given subject discipline which will enhance the student's understanding of the course content.

Assumed knowledge is not compulsory and is not used in the selection process for entry into subjects. References to assumed knowledge are intended purely to assist students in understanding course content and allow them to make subject choices which may be of benefit to them.

POST SCHOOL PATHWAYS

UNIVERSITY AND TAFE ENTRY

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at stage 2 from which 60 credits must be made up of three 20 credit Tertiary Admission Subjects (TAS). The remaining 30 credits comes from flexible options which include Research Project, VET and/or TAS subjects studied at stage 2 level (for more information, please refer to the SATAC Tertiary Entrance 2020, 2021, 2022 (SACE/NTCET) booklet at www.satac.edu.au/satac-publications)

Before selecting subjects, students must ensure they have checked the course admission requirements, prerequisites and assumed knowledge for all courses they wish to study after completing the SACE.

Full details of university and TAFE entry requirements for 2020 onwards are included in the Tertiary Entrance Booklet 2020, 2021, 2022 published by the South Australian Tertiary Admissions Centre (SATAC) at www.satac.edu.au/satac-publications.

SOURCES OF INFORMATION

This guide, the course counselling process and interviews form a part of the process for selecting a course of study. Individual students are encouraged to research additional information regarding future pathways.

SACE BOARD

www.sace.sa.edu.au

VET INFORMATION

www.nasssa.com.au

CAREER INFORMATION

Job Guide

www.goodcareersguide.com.au

Job Predictions, Descriptions, Wages etc

www.jobsearch.gov.au

www.myfuture.edu.au

TAFE SA

www.tafesa.edu.au

TERTIARY SA

Flinders University

www.flinders.edu.au

University of Adelaide

www.adelaide.edu.au

University of South Australia

www.unisa.edu.au

SATAC

www.satac.edu.au

TERTIARY ADMISSION CENTRES INTERSTATE

Victoria

www.vtac.edu.au

New South Wales

www.uac.edu.au

Queensland

www.qtac.edu.au

Western Australia

www.tisc.edu.au

Northern Territory

www.ntu.edu.au

Tasmania

www.utas.edu.au

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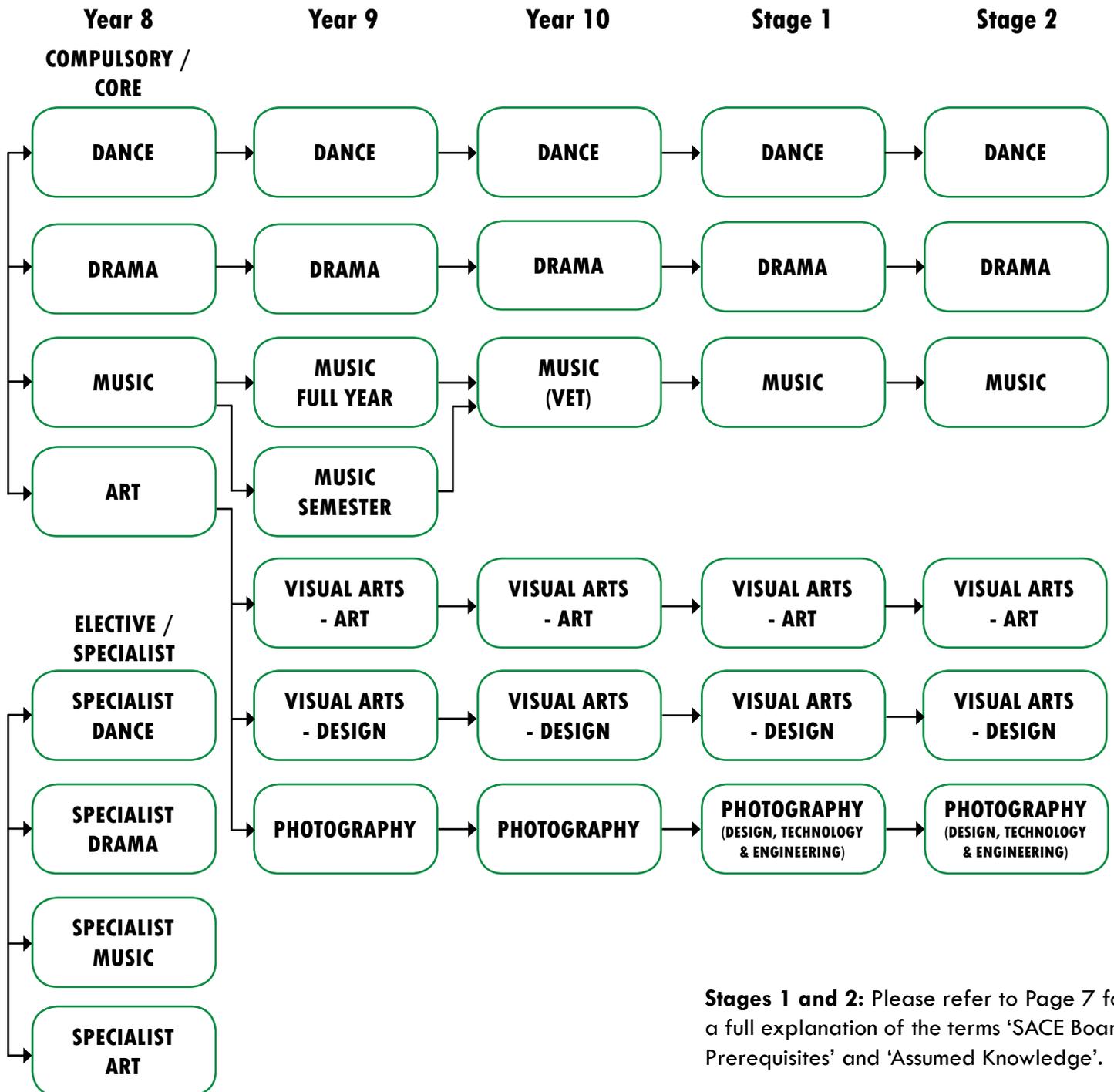
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ARTS



Stages 1 and 2: Please refer to Page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

ARTS

YEAR 8 COMPULSORY / CORE ARTS STUDENTS CHOOSE TWO SUBJECTS

YEAR 8

ART

LENGTH: 1 TERM

NATURE OF WORK STUDIED:

This course introduces skills in painting and drawing, together with other two-dimensional and three-dimensional studies which will include sculpture and print making. Emphasis is on creativity and the development of skills and techniques with a variety of materials.

This is a course with a practical emphasis and a component of theory that focuses on talking and writing about art, its history, techniques and analysis.

FUTURE DIRECTION:

Years 9-12 Visual Arts - Art
Years 9-12 Visual Arts - Design
Years 10-12 Fashion Design
Years 9-12 Photography
Years 9-12 Jewellery

YEAR 8

DRAMA

LENGTH: 1 TERM

NATURE OF WORK STUDIED:

This course enables students to study drama and ensemble skills that will encourage students to develop positive relationships, and express themselves with confidence. Specific Drama topics include mime, improvisation, the early history of theatre and scripted plays. Students are expected to take part in class performances.

FUTURE DIRECTION:

Years 9-12 Drama

YEAR 8

DANCE

LENGTH: 1 TERM

NATURE OF WORK STUDIED:

This is an introduction to Dance that will encourage students to explore dance as an art form through choreography and appreciation.

FUTURE DIRECTION:

Years 9-12 Dance

YEAR 8

MUSIC

LENGTH: 1 TERM

NATURE OF WORK STUDIED:

This is an introduction to Music, engaging students in the following areas of study:

- Practical skills in performing
- Pitch, Rhythm and Notation
- Basic composition
- The role of Music in society
- Music Technology
- Ensemble Skills

FUTURE DIRECTION:

Years 9-12 Music

SUBJECT OUTLINES

YEAR 8 ELECTIVE / SPECIALIST ARTS STUDENTS MAY SELECT ONE OR TWO

YEAR 8

SPECIALIST ART

LENGTH: 1 SEMESTER

NATURE OF WORK STUDIED:

This course engages students in co-designing to develop their skills and techniques in a variety of media with an emphasis on originality and creativity. The practical work may include the following media and/or techniques: painting-watercolour and acrylic, printmaking-relief lino printing, drawing-perspective and still life, sculpture-clay modelling, digital-Adobe Photoshop.

This is a course with a practical emphasis as well as engaging students in general capabilities such as critical and creative thinking. Students will be required to write about and reflect on their Arts practice and development.

FUTURE DIRECTION:

Years 9-12 Visual Arts - Art
Years 9-12 Visual Arts - Design
Years 10-12 Fashion Design
Years 9-12 Photography
Years 9-12 Jewellery

YEAR 8

SPECIALIST DRAMA

LENGTH: 1 SEMESTER

NATURE OF WORK STUDIED:

This course engages students in co-design to develop their skills in Drama. Students will learn foundational principles of performing for the stage through warm ups, theatre skills and collaboration in a class ensemble.

Students are not expected to have any prior experience to engage in this course.

FUTURE DIRECTION:

Years 9-12 Drama

YEAR 8

SPECIALIST DANCE

LENGTH: 1 SEMESTER

NATURE OF WORK STUDIED:

This course engages students in co-design to develop their skills in Dance. Students will learn foundational warm up skills, technique, choreography and collaborate in a class ensemble.

Students are not expected to have any prior experience to engage in this course.

FUTURE DIRECTION:

Years 9-12 Dance

YEAR 8

SPECIALIST MUSIC

LENGTH: 1 SEMESTER

NATURE OF WORK STUDIED:

This course engages students in co-design to develop their skills and understanding in Music. Students will learn a chosen instrument for a year and extend their skills collaborating in a class ensemble. Students will critically and creatively engage music production and technology, music notation, composition, and critical listening skills. They will perform publicly at Music Showcase. Students are not expected to have any prior experience or own an instrument to engage in this course.

Students will receive a free 30 minute instrumental lesson of one of the following instruments:

Voice, Guitar, Bass, Percussion (drum kit and other tuned percussion)

(Students may study other instruments if they receive tuition from a credited private teacher).

FUTURE DIRECTION:

Years 9-12 Music

ARTS

YEAR 9

DANCE

LENGTH: 1 SEMESTER OR FULL YEAR
YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

This course gives students the opportunity to learn and partake in different kinds of dancing styles. Students will learn the history and technique of specific dances such as jazz, contemporary and hip-hop. Students will learn choreographic techniques to create their own dance pieces.

This course also gives the whole class the opportunity to perform at 'Showcase'. Two class dance routines will be choreographed and rehearsed throughout the semester. This course is physically demanding and students will be expected to perform in front of audiences.

FUTURE DIRECTION:

Years 10-12 Dance

YEAR 9

DRAMA

LENGTH: 1 SEMESTER OR FULL YEAR
YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

This course engages students in theatre, developing skills such as improvisation, the use of technology in theatre, naturalistic/physical theatre, characterisation and writing scripted plays. This course provides performance experience to large audiences and focuses on communication and collaboration. Students explore journal/review writing and professional theatre techniques. Students will be required to perform publicly.

FUTURE DIRECTION:

Years 10-12 Drama

YEAR 9

MUSIC

LENGTH: 1 SEMESTER OR FULL YEAR
YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will learn a chosen instrument for a year and extend their skills by playing as a member of the class ensemble. Students will develop their notation and critical listening skills, their compositional skills and further develop their skills in Music technology. Students will be required to perform publicly.

Students will engage in free tuition of one of the following instruments, in one 30 minute lesson per week (in addition to their other subjects):

- Voice
- Guitar
- Bass
- Drums

Students may study woodwind, piano, strings or brass if they receive tuition from a credited private teacher.

FUTURE DIRECTION:

Year 10 Music (VET Certificate II in Music)
Various ensemble performance opportunities

YEAR 9

PHOTOGRAPHY

LENGTH: 1 SEMESTER (HALF YEAR)
YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

In this introduction to Photography course, students will learn camera and photography basics through an introduction to the DSLR cameras, the components of a camera and how they work. They will also learn photo manipulation skills, Photoshop techniques and how to use a variety of helpful tools including backdrops and soft boxes.

FUTURE DIRECTION:

Years 10-12 Film Production
Years 10-12 Photography
Years 10-12 Visual Arts - Art
Years 10-12 Visual Arts - Design

YEAR 9

VISUAL ARTS - ART

LENGTH: 1 SEMESTER OR FULL YEAR
YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

This course engages students to develop their skills and techniques in a variety of media with an emphasis on originality and creativity. Practical work covers the following areas: drawing, painting, printmaking and sculpture and may include a digital component. This is a course with a practical emphasis as well as engaging students in general capabilities such as creative and critical thinking. Students will be required to write about and reflect on their Arts practise and development.

FUTURE DIRECTION:

Years 10-12 Visual Arts - Art
Years 10-12 Fashion Design
Years 10-12 Photography

YEAR 9

VISUAL ARTS - DESIGN

LENGTH: 1 SEMESTER OR FULL YEAR
YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Visual Arts - Design develops students' visual communication skills and techniques through problem solving, critical thinking and the design process. This is a practical course with the emphasis of students learning to acknowledge a design brief and to problem solve originally and creatively with both computer software and traditional arts practices. Graphic design, illustration, environmental and product design are the three main design focus points for our students.

FUTURE DIRECTION:

Years 10-12 Visual Arts - Design
Years 10-12 Fashion Design

SUBJECT OUTLINES

YEAR 10

DANCE

LENGTH: 1 SEMESTER OR FULL YEAR
YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

This course engages students in the exploration of Dance as an art form through choreography, performance and appreciation. They learn styles including but not limited to Jazz, Street Dance, Hip Hop, Contemporary, Modern Ballet, and dance from other cultures. Students are provided with opportunities to create their own dance routines that they are required to perform to the class for assessment. They also take part in regular technique classes to develop a solid foundation in the style of dance they are studying. Students will be required to perform publicly. This course is physically demanding and students will be expected to perform in front of audiences.

FUTURE DIRECTION:

Stage 1 Dance

YEAR 10

DRAMA

LENGTH: 1 SEMESTER OR FULL YEAR
YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Topics covered in this subject include Performance Skills, Technical Theatre (make up, costume, set design), Script Writing, Voice Work, Movement and Stage Management. All students are expected to participate in scripted performances. Group cooperation and responsibility for others are important in this course.

Students will be expected to take part in performances and to attend Drama productions. Journal and review writing will be required. Some cost is required to attend live performances.

FUTURE DIRECTION:

Stage 1 Drama

YEAR 10

MUSIC (VET)

LENGTH: FULL YEAR
YEAR LEVEL REQUIREMENTS: ELECTIVE

RECOMMENDED:

A pass in either semester or full year of Music at year 9.

NATURE OF WORK STUDIED:

This course engages students in Certificate II in Music Industry. Students are asked to discuss with their teachers if they also intend to study an additional VET course at year 10. Students continue their study of Music from their training in year 9 but at a more advanced level. Students will continue to receive tuition for a year on their chosen instrument. Students will develop competencies with focus on song writing, industry skills and solo and ensemble performance. This course is designed to prepare students for future Musical learning pathways in SACE, TAFE and Universities. Students will complete this course with SACE Stage 1 credits.

FUTURE DIRECTION:

Stages 1 and 2 Music (with satisfactory pass in year 10)

YEAR 10

PHOTOGRAPHY

LENGTH: SEMESTER 1 OR FULL YEAR
YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

In this semester of photography, students will expand their understanding of the functions of the DSLR camera. Students will also be introduced to the tools within the Adobe suite and further develop photo manipulation skills.

They will also learn how to plan and execute a photoshoot for practical and conceptual outcomes.

FUTURE DIRECTION:

Stages 1 and 2 Photography
Stages 1 and 2 Visual Arts - Art
Stages 1 and 2 Visual Arts - Design
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 10

VISUAL ARTS - ART

LENGTH: 1 SEMESTER OR FULL YEAR
YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

This course engages students to develop their skills and techniques in a variety of media with an emphasis on originality and creativity. Practical work covers the following areas: drawing, painting, printmaking and sculpture and may include a digital component.

This is a course with a practical emphasis as well as engaging students in general capabilities such as creative and critical thinking. Students will be required to write about and reflect on their Arts practice and development.

FUTURE DIRECTION:

Stages 1 and 2 Visual Arts - Art
Stages 1 and 2 Fashion Design
Stages 1 and 2 Jewellery
Stages 1 and 2 Digital Communication Solutions

YEAR 10

VISUAL ARTS - DESIGN

LENGTH: 1 SEMESTER OR FULL YEAR
YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Visual Arts - Design develops students' visual communication skills and techniques through problem solving, critical thinking and the design process. This is a practical course with the emphasis of students learning to acknowledge a design brief and to problem solve originally and creatively with both computer software and traditional arts practises. Graphic design, illustration, environmental and product design are the three main design focus points for our students.

FUTURE DIRECTION:

Stages 1 and 2 Visual Arts - Design
Stages 1 and 2 Fashion Design
Stages 1 and 2 Jewellery
Stages 1 and 2 Digital Communication Solutions

ARTS

STAGE 1

DANCE

SACE CODE: 1DAE

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

In this course, students work both individually and collaboratively to investigate, develop, perform and reflect on a variety of Dance practices. Students explore core concepts in Dance and they identify characteristic features and qualities of particular genres, styles, forms, and conventions that are recognisable within Dance. As a result of their explorations, students develop knowledge of, and use language and terminology associated with Dance. This Dance program is co-designed and is tailored to meet the individual student's interests and strengths.

FOCUS CAPABILITIES:

Communication, Citizenship, Personal Development, Work, Learning

TOPICS COVERED:

- History and Pioneers of Dance
- Choreography and Composition
- Dance Performance
- Elements of Dance in Performance
- Creating a Dance Product
- Contemporary Dance companies and artists

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Investigating Dance of past and present practitioners, and their ideas, techniques, styles, and approaches
- Conceptualising, designing, and planning Dance products
- Understanding core concepts in Dance disciplines and using this understanding to inform the development and production stages
- Developing Dance products, using imaginative thinking and applying problem solving skills
- Applying Dance techniques, technologies, and processes
- Rehearsing, practising, displaying, and/or presenting work to others
- Working productively
- Reflecting on Dance practice and developing personal aesthetic opinions

ADDITIONAL INFORMATION:

Students will be expected to dance in bare feet or dance shoes (jazz or ballet shoes) in performance, in order to maintain safe dance practices.

ASSESSMENT:

School Based Assessment:

Creative Arts Product (Performance)	30%
Creative Arts Product Folio of Evidence	20%
Investigation of a Dance Practitioner	25%
Choreography - Practical Skills Assessment and assessment	25%

STAGE 1

DRAMA

SACE CODE: 1DRM

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

In Drama, students participate in the planning, rehearsal and production of a dramatic work and can choose to adopt either an onstage or offstage role. Students participate in working creatively, generating ideas, problem solving, analysing and evaluating Drama. This subject includes theory components, one of which requires them to watch a dramatic work externally; and practical components that may require students to attend some after school and holiday rehearsals.

FOCUS CAPABILITIES:

Communication, Citizenship, Personal Development and Learning

TOPICS COVERED:

- A particular dramatic period, or the drama of a particular culture
- A particular practitioner's role (eg directing, lighting design, make-up design)
- A specific dramatic theory, genre, or style
- Film
- Texts (analysed, investigated and performed)

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Students will undertake an on/offstage role of 5 - 10 minutes
- Students will attend and review a live theatrical performance using the conventions of review writing a maximum of 1000 words
- Students will document the rehearsal process for the Australian Drama component and use this as a resource to write their production log a maximum of 1000 words
- Students will locate and research a Drama topic of interest, for presentation of a maximum 10 minutes. Presentation could take a variety of forms

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Drama Performance	40%
Folio - Review and Production Report	30%
Investigation and Presentation	30%

SUBJECT OUTLINES

STAGE 1

MUSIC

SACE CODE: 1MUE

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES:

STUDENTS NEED TO HAVE LEARNED THEIR CHOSEN INSTRUMENT FOR AT LEAST 2 YEARS

ASSUMED KNOWLEDGE:

Year 10 Music is recommended

COURSE DESCRIPTOR:

Through the study of Music, students have the opportunity to engage in Performing both as a soloist and in an ensemble, song writing, composing, arranging, musical technologies such as producing, recording and creatively and critically engaging in and developing and applying musical literacies. Students are encouraged to benefit from the opportunity to develop their practical and creative potential, their compositional folios, and their musical literacy performance skills, in preparation for transition into tertiary pathways either in University or TAFE.

FOCUS CAPABILITIES:

Personal Development, Citizenship, Communication and Learning

TOPICS COVERED:

Students may choose a variety of study combinations in negotiation with the teacher.

- Instrumental Music lessons on a chosen instrument
- Solo Performance
- Ensemble Performance
- Individual Study
- Theory
- Aural
- Harmony
- Song Writing
- Composition
- Arranging
- Music Technology

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Rehearsals and lessons with instrumental music teacher
- Topic negotiated with teacher
- Continued co-designed individual study plans with teacher with relevance to student pathways and interests

ADDITIONAL INFORMATION:

Students will have the opportunity to attend excursions and performances. This may incur a small cost for entry fees and is only an addition to enhance educational outcomes and learning.

ASSESSMENT:

School Based Assessment:

Assessment varies in each individual topic. Performance subjects require performances.

Musical Literacy	30%
Musical Performance	40%
Song Writing and Composition	30%

STAGE 1

VISUAL ARTS - ART

SACE CODE: 1VAA

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

In Visual Arts - Art, students express ideas through a folio of practical application. Students will use methods such as drawing painting, printing, sculpting, and ICT skills in order to create a resolved piece of Art. Students will research, understand and reflect upon visual art works in their cultural and historical contexts through a Visual Arts study.

Students at both stages 1 and 2 also have the opportunity to work in the Arts through a Community Studies program. This enables students at both stages 1 and 2 also have the opportunity to work in the Arts through a Community Studies program. This enables students who have a part time program to achieve success within the Arts. Staff negotiate this process with individual students who identify as appropriate applicants.

FOCUS CAPABILITIES:

Personal Development and Communication
Critical and Creative Thinking/Literacy

TOPICS COVERED:

- Folio: Task based
- Practical: Task based
- Visual Study: Negotiated

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Visual Study: Exploration of artists and their work through research, written and practical work. Eight A3 pages or equivalent and a maximum of 1,000 words or equivalent
- Folio: Development of one annotated folio of work in Art. Fifteen A3 pages or equivalent with annotations
- Practical: One final resolved work of art arising from the folio exploration with a Practitioners Statement of 250 words maximum
- Excursions to selected exhibitions and workshops

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Folio	40%
Practical	30%
Visual Study	30%

STAGE 1

VISUAL ARTS - DESIGN

SACE CODE: 1VAD

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

In Visual Arts - Design, students express creative ideas through diverse including Graphic design, Product design and Environmental design. Students are encouraged to express ideas through a folio of practical application. They will investigate both traditional and contemporary methods in cultural and historical contexts through a Visual Arts study.

Students at both stages 1 and 2 also have the opportunity to work in the Arts through a Community Studies program. This enables students at both stages 1 and 2 also have the opportunity to work in the Arts through a Community Studies program. This enables students who have a part time program to achieve success within the Arts. Staff negotiate this process with individual students who identify as appropriate applicants.

FOCUS CAPABILITIES:

Personal Development and Communication
Critical and Creative Thinking/Literacy

TOPICS COVERED:

- Folio: Task based
- Practical: Task based
- Visual Study: Negotiated

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Visual Study: Exploration of a chosen designer and their work through research, written assessment and practical work. Eight A3 pages or equivalent and a maximum of 1,000 words or equivalent
- Development of one annotated folio of work in Graphic Design and/or Illustration. Total of fifteen A3 pages or equivalent with annotations
- Practical: One final resolved work of Graphic Design and/or Illustration stemming from the folio exploration with a Practitioners Statement of 250 words maximum
- Excursions to selected exhibitions and workshops

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Folio	40%
Practical	30%
Visual Study	30%

ARTS

STAGE 2

DANCE

SACE CODE: 2DAE

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Stage 1 Dance is recommended

COURSE DESCRIPTOR:

In this course, students work both individually and collaboratively to investigate, develop, perform and reflect on a variety of Dance practices. Students explore core concepts in Dance and they identify characteristic features and qualities of particular genres, styles, forms, and conventions that are recognisable within Dance. Through their investigations they develop an understanding of the processes that take place in Dance making, and use their knowledge of these to create their own Dance products for a range of performance opportunities. The Dance program is co-designed and is tailored to meet the individual student's interests and strengths in Dance.

FOCUS CAPABILITIES:

Communication, Citizenship, Personal Development, Work, Learning

TOPICS COVERED:

- History and Pioneers of Dance
- Choreography and Composition
- Dance Performance
- Elements of Dance in Performance
- Creating a Dance Product
- Contemporary Dance companies and artists

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Investigating Dance of past and present practitioners, and their ideas, techniques, styles, and approaches
- Conceptualising, designing, and planning Dance products
- Understanding core concepts in Dance disciplines and using this understanding to inform the development and production stages
- Developing Dance products, using imaginative thinking and applying problem solving skills
- Applying Dance techniques, technologies, and processes
- Rehearsing, practising, displaying, and/or presenting work to others
- Working productively
- Reflecting on Dance practice and developing personal aesthetic opinions

ADDITIONAL INFORMATION:

Students will be expected to dance in bare feet or dance shoes (jazz or ballet shoes) in performance, in order to maintain safe dance practices.

ASSESSMENT:

School Based Assessment:

Products 50%

Investigations 20%

External Assessment: 30%

STAGE 2

DRAMA

SACE CODE: 2DRM

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Stage 1 Drama is recommended

COURSE DESCRIPTOR:

In this course, students co-design the planning, rehearsal and production of a dramatic work and can choose to adopt either an onstage or offstage role. Students participate in working creatively, generating ideas, problem solving, analysing and evaluating Drama. This subject includes theory components, one of which requires them to watch a dramatic work externally; and practical components that may require students to attend some after school and holiday rehearsals.

FOCUS CAPABILITIES:

Communication, Citizenship, Personal Development and Learning

TOPICS COVERED:

- Dramatic periods/techniques, or the drama and particular cultures
- Practitioners roles (eg directing, lighting design, make-up design)
- Dramatic theory, genre or style
- Film
- Texts (performed, investigated, analysed and written)

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Students will research the work of a Drama innovator and present their findings as a group. The class presentation will run for a maximum of 15 minutes
- Students will undertake an on/offstage role of 5 - 10 minutes.
- Students will attend and review two live theatrical performances using the conventions of review writing a maximum of 1000 words
- Students will document the rehearsal process for the Australian Drama component and use this as a resource to write their production log, a maximum of 2000 words
- Students will analyse and interpret a play. Students then adopt the role of director, actor or designer and communicate their interpretation of concepts and ideas through a 1500 word essay or a 9 minute multimodal presentation, accompanied by a bibliography

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Group Analysis and Creative Interpretation 30%

Folio - Review and Report 20%

Interpretative Study 20%

External Assessment:

Presentation of Dramatic Works 30%

SUBJECT OUTLINES

STAGE 2

MUSIC

SACE CODE: 2MUE

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES:

PREREQUISITES EXIST FOR STUDENTS WISHING TO DO STAGE 2 MUSIC

ASSUMED KNOWLEDGE:

Students will need to have three years experience on their instrument.

COURSE DESCRIPTOR:

Through the study of Music, students have the opportunity to engage in Performing both as a soloist and in an ensemble, song writing, composing, arranging, musical technologies such as producing, recording and creatively and critically engaging in and developing and applying musical literacies. Students are encouraged to benefit from the opportunity to develop their practical and creative potential, their compositional folios, and their musical literacy performance skills, in preparation for transition into tertiary pathways either in University or TAFE.

FOCUS CAPABILITIES:

Personal Development, Citizenship, Communication and Learning

TOPICS COVERED:

Performance - ensemble performance, solo performance, musical literacies and song writing/composition

WHAT YOU'LL BE DOING IN THIS SUBJECT:

Regular rehearsals and lessons with instrumental music teacher, negotiated song writing unit, recording, ensemble and solo performances.

ADDITIONAL INFORMATION:

Students will have the opportunity to attend excursions and performances. This may incur a small cost for entry fees and is only an addition to enhance educational outcomes and learning.

Students wishing to continue with further tertiary musical study will need to consider maintaining music literacies and audition preparation.

ASSESSMENT:

School Based Assessment: 70%
External Assessment: 30%

STAGE 2

VISUAL ARTS - ART

SACE CODE: 2VAA

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Stage 1 Visual Arts - Art is recommended

COURSE DESCRIPTOR:

In Visual Arts - Art, students express ideas through a folio of practical application. Students will use methods such as drawing painting, printing, sculpting, and ICT skills in order to create a resolved piece of Art. Students will research, understand and reflect upon visual art works in their cultural and historical contexts through a Visual Arts study.

Students at both stages 1 and 2 also have the opportunity to work in the Arts through a Community Studies program. This ensures students at both stages 1 and 2 also have the opportunity to work in the Arts through a Community Studies program. This enables students who have a part time program to achieve success within the Arts. Staff negotiate this process with individual students who identify as appropriate applicants.

FOCUS CAPABILITIES:

Personal Development and Communication
Critical and Creative Thinking/Literacy

TOPICS COVERED:

- Folio: Negotiated
- Practical: Negotiated
- Visual Study: Negotiated

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Visual Study: Exploration of a chosen artist(s) and their work through research, written and practical work. Twenty A3 pages or equivalent and 2000 words or oral equivalent
- Development of an annotated folio of work in any area of art based on negotiation with the teacher. Forty A3 pages or equivalent with annotations
- Practical: Two final resolved works of art arising from the folio exploration with two Practitioners Statements of 500 words each
- Excursions to selected exhibitions and workshops
- Final resolved practical pieces exhibited at the end of the year

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:
Folio 40%
Practical 30%

External Assessment:
Visual Study 30%

STAGE 2

VISUAL ARTS - DESIGN

SACE CODE: 2VAD

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Stage 1 Visual Arts - Design is recommended

COURSE DESCRIPTOR:

In Visual Arts - Design, students express creative ideas through diverse including Graphic design, Product design and Environmental design. Students are encouraged to express ideas through a folio of practical application. They will investigate both traditional and contemporary methods in cultural and historical contexts through a Visual Arts study.

Students at both stages 1 and 2 also have the opportunity to work in the Arts through a Community Studies program. This ensures students at both stage 1 and 2 also have the opportunity to work in the Arts through a Community Studies program. This enables students who have a part time program to achieve success within the Arts. Staff negotiate this process with individual students who identify as appropriate applicants.

FOCUS CAPABILITIES:

Personal Development and Communication
Critical and Creative Thinking/Literacy

TOPICS COVERED:

- Folio: Negotiated
- Practical: Negotiated
- Visual Study: Negotiated

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Visual Study: Exploration of chosen designer(s) and their work through research, written and practical work. Twenty A3 pages or equivalent and 2000 words or oral equivalent.
- Development of an annotated folio of work in any area of design based on a negotiated brief with teacher. Forty A3 pages or equivalent with annotations.
- Practical: Two final resolved works of design arising from the folio exploration with two Practitioners Statements of 500 words each.
- Excursions to selected exhibitions and workshops.
- Final resolved practical pieces exhibited at the end of the year.

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:
Folio 40%
Practical 30%

External Assessment:
Visual Study 30%

CROSS-DISCIPLINARY STUDIES

Year 8

Year 9

Year 10

Stage 1

Stage 2

**PERSONAL
LEARNING PLAN**

FLEXIBLE STUDIES

FLEXIBLE STUDIES

**RESEARCH
PROJECT**

**RESEARCH
PROJECT**

**COMMUNICATION
AND THE
COMMUNITY**

Stages 1 and 2: Please refer to Page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

SUBJECT OUTLINES

YEAR 10

PERSONAL LEARNING PLAN

LENGTH: 1 SEMESTER (HALF YEAR)

SACE CODE: 1PLP

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

The Personal Learning Plan is a compulsory subject of the South Australian Certificate of Education (SACE) which students undertake in 1 semester of year 10. Students must achieve a 'C' grade or higher to achieve the 10 credit points for the subject and go on to achieve their SACE.

In this subject students identify, explore and develop personal and learning goals, and strategies to achieve them. They plan and complete a range of activities that aim to develop different aspects of the General Capabilities and reflect on their learning to identify how the strategies and skills they have learned could be transferred to the workplace.

STAGE 1

FLEXIBLE STUDIES

SACE CODE: 1COM

**SACE CREDITS: 10 HALF YEAR
20 FULL YEAR**

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Do you want the opportunity to interact with teachers, peers and community members beyond the school environment? Do you want to develop a project of your own choice? Then Flexible Studies is the subject for you.

You will decide the focus of your community activity and set challenging and achievable goals to enhance your skills and understanding in a guided and supported learning program.

FOCUS CAPABILITIES:

Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social, Ethical Understanding, Intercultural Understanding

TOPICS COVERED:

Students prepare a contract of work to develop a community activity from any of the following areas of study:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Choosing a topic on an area of interest
- Developing a contract of work
- Learning to apply research processes, knowledge and skills specific to complete your contract
- Recording the completion of your contract in a negotiated format
- Reflecting on and evaluating what you have learnt

ADDITIONAL INFORMATION:

This subject pairs well with Workplace Practices, People vs Nature and Society and Culture.

ASSESSMENT:

School Based Assessment

Contract of Work, Folio, Community Activity Reflection

STAGE 1

RESEARCH PROJECT

SACE CODE: 2RPA

**SACE CREDITS: 10 (1 SEMESTER)
RESULTED ONCE STUDENTS ARE IN
STAGE 2**

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE) usually undertaken at stage 2. At Craigmore High School, students are provided with the opportunity to begin, and even complete this subject at stage 1.

You will negotiate your own topic of study and plan and apply a range of research processes. You will use the information from this research to create a Research Outcome before evaluating the decisions you made throughout the process.

FOCUS CAPABILITIES:

Literacy, Numeracy, Critical and Creative Thinking, Ethical Understanding, Information and Communication Technology, Personal and Social, Intercultural Understanding

TOPICS COVERED:

- Planning and Organising Research
- Selection, use and Analysis of a range of sources
- Substantiation of ideas
- Evaluation of decisions made

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Choosing a topic on an area of interest
- Learning to apply research processes, knowledge and skills specific to your research topic
- Recording your research in the form of an outcome.
- Evaluating what you have learnt

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment

Folio
Source Analysis

CROSS-DISCIPLINARY STUDIES

STAGE 2

COMMUNICATION IN THE COMMUNITY

SACE CODE: 2CAY

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Communication and the Community is a Community Studies elective. Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers and community members beyond the school environment.

Communication and the Community has a communication focus. Students decide the focus of their community activity, which begins from a point of personal interest, skill or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

This subject is not a Tertiary Admission Subject (TAS) and does not count towards an ATAR.

FOCUS CAPABILITIES:

Communication, Learning and Work

TOPICS COVERED:

- Contract of work
- Folio: Community Activity
- Presentation

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Develop a contract of work on a project of interest which can include work experience
- Completion of the self-nominated tasks in the contract. A presentation on that project

ADDITIONAL INFORMATION:

This subject requires students to identify and interact with a community based expert / mentor within their field of study.

ASSESSMENT:

School Based Assessment

Contract of Work / Folio / Presentation 70%

External Assessment:

Reflection 30%

STAGE 2

FLEXIBLE STUDIES

SACE CODE: 2COM

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Do you want the opportunity to interact with teachers, peers and community members beyond the school environment? Do you want to develop a project of your own choice? Then Flexible Studies is the subject for you.

You will decide the focus of your community activity and set challenging and achievable goals to enhance your skills and understanding in a guided and supported learning program.

This subject is not a Tertiary Admission Subject (TAS) and does not count towards an ATAR.

FOCUS CAPABILITIES:

Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social, Ethical Understanding, Intercultural Understanding

TOPICS COVERED:

Prepare a contract of work to develop a community activity from any of the following areas of study:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Choosing a topic on an area of interest
- Developing a contract of work
- Learning to apply research processes, knowledge and skills specific to complete your contract
- Recording the completion of your contract in a negotiated format
- Reflecting on and evaluating what you have learnt

ADDITIONAL INFORMATION:

This subject requires students to identify and interact with a community based expert / mentor within their field of study.

This subject pairs well with Workplace Practices.

ASSESSMENT:

School Based Assessment:

Contract of Work, Folio and Presentation 70%

External Assessment:

Reflection 30%

STAGE 2

RESEARCH PROJECT

SACE CODE: 2RPA

SACE CREDITS: 10 HALF YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE).

You will negotiate your own topic of study and plan and apply a range of research processes. You will use the information from this research to create a Research Outcome before evaluating the decisions you made throughout the process.

FOCUS CAPABILITIES:

Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social, Ethical Understanding, Intercultural Understanding

TOPICS COVERED:

- Planning and Organising Research
- Selection, use and Analysis of a range of sources
- Substantiation of ideas
- Evaluation of decisions made

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Choosing a topic on an area of interest
- Learning to apply research processes, knowledge and skills specific to your research topic
- Recording your research in the form on an outcome.
- Evaluating what you have learnt

ADDITIONAL INFORMATION:

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). Students must complete the 10 credit Research Project at stage 2 of the SACE with a C grade or better.

ASSESSMENT:

School Based Assessment:

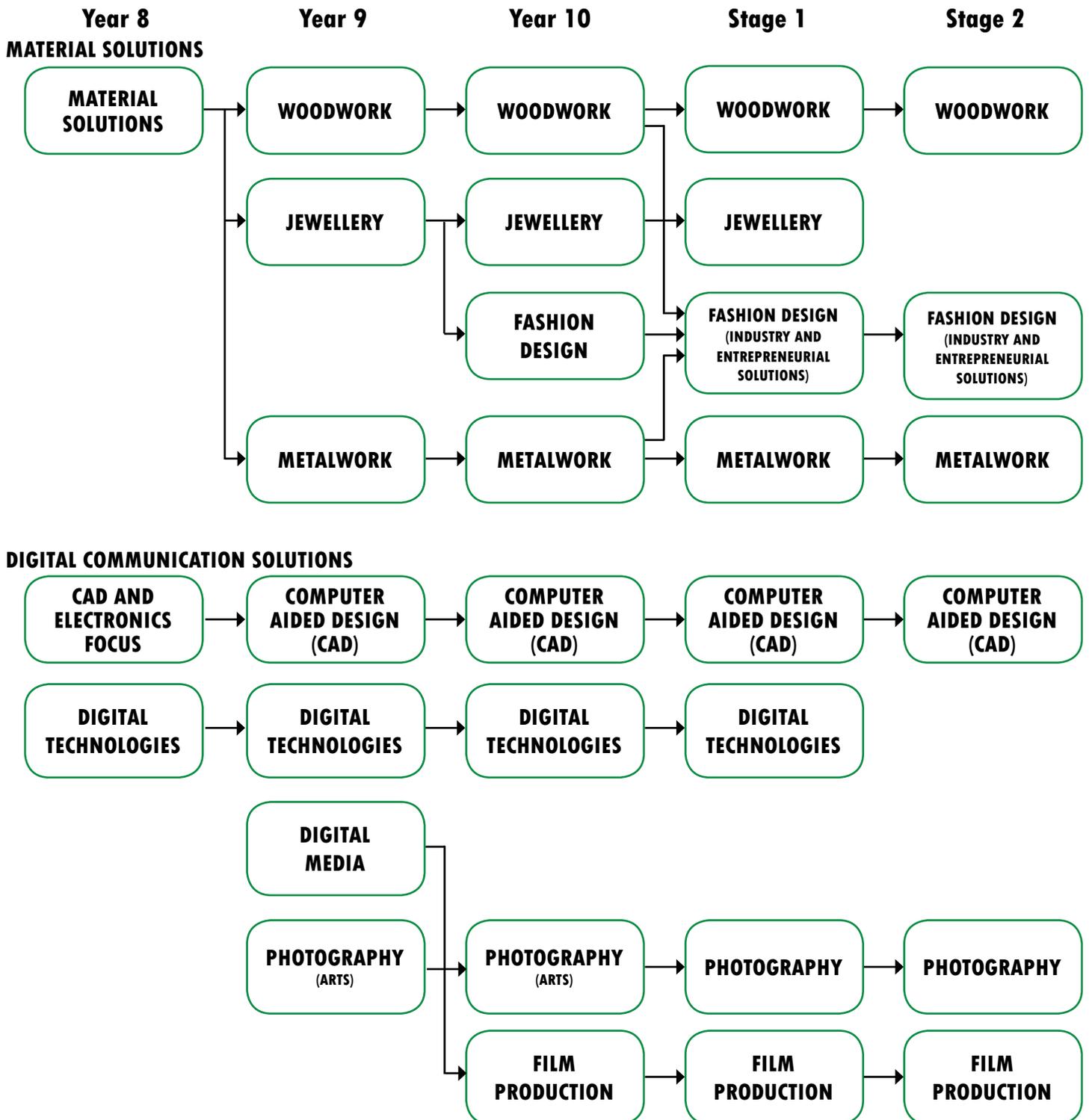
Folio 30%
Research Outcome 40%

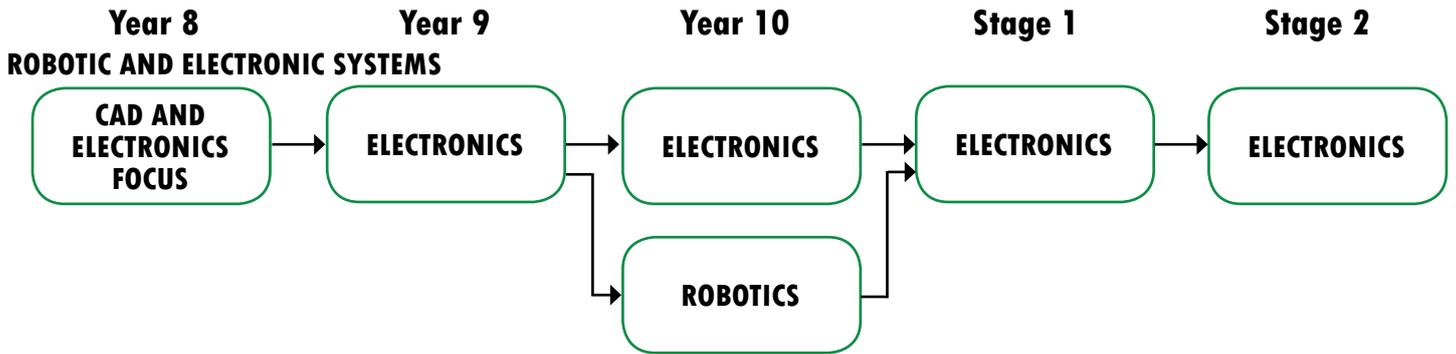
External Assessment:

Evaluation 30%

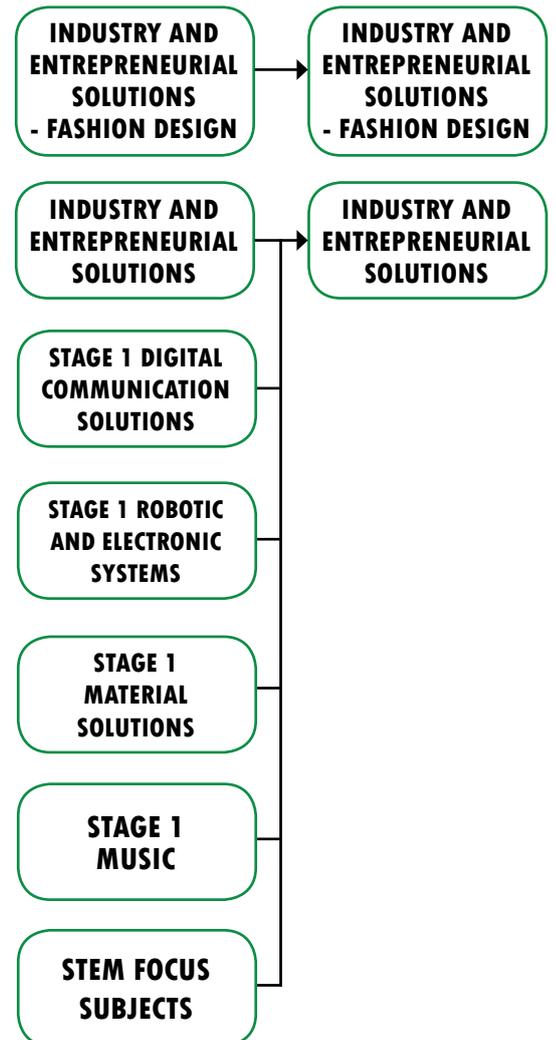
DESIGN, TECHNOLOGY AND ENGINEERING

POSSIBLE PATHWAY SUGGESTIONS





INDUSTRY AND ENTREPRENEURIAL SOLUTIONS



Stages 1 and 2: Please refer to Page 7 for a full explanation of the terms ‘SACE Board Prerequisites’ and ‘Assumed Knowledge’.

SUBJECT OUTLINES

YEAR 8

CAD AND ELECTRONICS FOCUS

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will have access to the full range of technologies facilities, but will mainly focus on CAD (computer aided design) and electronics. They will use CAD, to design items that can be made on 3D printers, laser cutters and computer controlled mills. They will also learn how to design and build simple electronics projects. CAD will be used to produce items to which some of the electronics will be fitted.

Students will experience designing and problem solving while producing their projects. They will learn to identify and use a variety of materials, tools, machines and processes. Personal and group safety attitudes will be developed during the semester.

FUTURE DIRECTION:

Years 9-10 Woodwork
Years 9-10 Metalwork
Years 9-10 CAD
Years 9-10 Electronics
Years 9-10 Jewellery
Stages 1 and 2 Digital Communication Solutions
Stages 1 and 2 Industry and Entrepreneurial Solutions
VET - Certificate II Electronics

YEAR 8

DIGITAL TECHNOLOGIES

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will have access to the full range of Digital technologies, but will mainly focus on Digital Solutions. They will develop their skills in Analysis and Coding through the creation of skills tasks and then design and create their own projects in response to data and industry. They will engage with different Digital solutions to design solutions to identified problems or needs.

Students will experience designing and problem solving while producing their solutions. They will learn to identify and use a variety of mechanisms and processes. Personal and group safety attitudes will be developed during the semester.

FUTURE DIRECTION:

Years 9-10 Digital Technology
Years 9-10 CAD
Years 9-10 Electronics
Years 9-10 Media
Stages 1 and 2 Digital Communication Solutions
Stages 1 and 2 Robotic and Electronic Systems
Stage 2 IT

YEAR 8

MATERIAL SOLUTIONS

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will have access to the full range of technologies facilities, but will mainly focus on Woodwork and Metalwork. They will develop their skills in woodwork and metalwork through the creation of skills tasks and then design and create their own projects using either or both of the chosen materials, students will also have the ability to use CAD, Electronics or Plastics in their design.

Students will experience designing and problem solving while producing their projects. They will learn to identify and use a variety of materials, tools, machines and processes. Personal and group safety attitudes will be developed during the semester.

FUTURE DIRECTION:

Years 9-10 Woodwork
Years 9-10 Metalwork
Years 9-10 CAD
Years 9-10 Electronics
Years 9-10 Jewellery
Stages 1 and 2 Material Solutions
Stages 1 and 2 Industry and Entrepreneurial Solutions

DESIGN, TECHNOLOGY AND ENGINEERING

YEAR 9

DIGITAL COMMUNICATION SOLUTIONS

- COMPUTER AIDED DESIGN (CAD)

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will produce manual sketches and design 3D objects using Computer Aided Design software. They will produce, read and interpret working drawings of various projects as appropriate. Students will be given the opportunity to produce their product on the 3D printer and/or laser cutter.

FUTURE DIRECTION:

Years 10-12 Computer Aided Design
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 9

DIGITAL COMMUNICATION SOLUTIONS

- DIGITAL MEDIA

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will develop an understanding of multimedia by using a variety of programs that will enable them to improve their skills. This includes creating digital graphics in Photoshop, learning camera and photo manipulation basics, an introduction to film making and flash animation.

FUTURE DIRECTION:

Years 10-12 Film Production
Years 10-12 Photography
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 9

DIGITAL COMMUNICATION SOLUTIONS

- DIGITAL TECHNOLOGIES

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

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. Students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

FUTURE DIRECTION:

Years 10-12 Digital Technologies
Stages 1 and 2 Digital Communication Solutions
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 9

ROBOTICS AND ELECTRONIC SYSTEMS - ELECTRONICS

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will learn about electricity, electronic circuits and electronic components.

Students will learn basic electronic soldering of components to a Printed Circuit Board (PCB), as well as produce their own PCB. Personal and group safety attitudes will be developed during the semester.

Students will learn a basic knowledge of tools and electronic test equipment. They will learn to identify and use a variety of materials and work through a logical sequence of steps to make various projects.

FUTURE DIRECTION:

Year 10 Electronics
Certificate II in Electronics
Stages 1 and 2 Industry and Entrepreneurial Solutions

SUBJECT OUTLINES

YEAR 9

MATERIAL SOLUTIONS - JEWELLERY

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will experience some designing and problem solving while making their own project. They will measure, mark out, cut, shape and join materials. Personal and group safety attitudes will be developed during the semester.

Students will learn a basic knowledge of tools, machinery, materials and their applications. They will learn to identify and use a variety of materials and work through a logical sequence of steps to make various projects.

FUTURE DIRECTION:

Year 10 Computer Aided Design
Year 10 Jewellery
Year 10 Metalwork
Stage 1 Jewellery
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 9

MATERIAL SOLUTIONS - METALWORK

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will experience some designing and problem solving while making their own projects. They will measure, mark out, cut, shape and join materials. Personal and group safety attitudes will be developed during the semester.

Students will learn a basic knowledge of manual/power tools, machines and their application. They will learn to identify and use a variety of materials and work through a logical sequence of steps to make various projects.

FUTURE DIRECTION:

Years 10-12 Metalwork
Year 10 Jewellery
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 9

MATERIAL SOLUTIONS - WOODWORK

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will experience some designing and problem solving while making their own projects. They will measure, mark out, cut, shape and join materials. Personal and group safety attitudes will be developed during the semester.

Students will learn a basic knowledge of tools, machines and their application. They will learn to identify and use a variety of materials, hand tools, power tools and static machines and work through a logical sequence of steps to make various projects.

FUTURE DIRECTION:

Years 10-12 Woodwork
Stages 1 and 2 Industry and Entrepreneurial Solutions

DESIGN, TECHNOLOGY AND ENGINEERING

YEAR 10

DIGITAL COMMUNICATION SOLUTIONS - COMPUTER AIDED DESIGN

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

This course illustrates the basic concepts involved in creating 2 and 3 dimensional drawings leading to a desired outcome following the design process.

Students will complete a series of exercises, gradually increasing in complexity and skill level. Students will be given experience in problem solving and designing projects for 3 dimensional printing and laser cutting.

They will learn how to set up and produce their product using the 3D printer and laser cutter.

NOTE:

Students may NOT choose this subject more than once in any year. There is scope to accelerate students into SACE.

FUTURE DIRECTION:

Stages 1 and 2 Computer Aided Design (CAD)
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 10

DIGITAL COMMUNICATION SOLUTIONS - FILM PRODUCTION A

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will be introduced to a wide range of skills in the area of film production. They will look at movie camera basics and camera angles, as well as how to use the green screen and special effects. Students will learn how to edit their films using a variety of techniques. They will also analyse pre-existing films as a way to understand and help the production of their own short film.

NOTE:

This is preferred learning for Film Production B.

FUTURE DIRECTION:

Stages 1 and 2 Film Production
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 10

DIGITAL COMMUNICATION SOLUTIONS - FILM PRODUCTION B

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will continue to develop a wide range of skills in the area of film production. They will look at sound production, lighting and industry standard script writing. They will continue to learn how to edit their films using a variety of different techniques. There will be a possibility to enter a NASSSA film festival in term 4.

NOTE:

Film Production A is preferred.

FUTURE DIRECTION:

Stages 1 and 2 Film Production
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 10

DIGITAL COMMUNICATION SOLUTIONS - DIGITAL TECHNOLOGIES

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

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. Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events. They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

FUTURE DIRECTION:

Stages 1 and 2 Digital Technologies
Stages 1 and 2 Digital Communication Solutions
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 10

MATERIAL SOLUTIONS - FASHION DESIGN

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will combine Visual Arts Communication skills and Design Technologies to meet industry standards to invent products that meet a need or solves a problem. This will be completed through use of both traditional and contemporary problem solving techniques such as computer aided design and visual arts technologies to produce their inventions. Students will demonstrate knowledge and skills associated with systems, processes and materials appropriate to produce their prototypes and final solutions. This is a practical course with the emphasis on students learning to acknowledge a design brief and to problem solve in original and contemporary practises. This is a course based on innovation, business solutions/pathways and co- design, led by student voice.

FUTURE DIRECTION:

Stages 1 and 2 Visual Arts - Art
Stages 1 and 2 Visual Arts - Design
Stages 1 and 2 Industry and Entrepreneurial Solutions - Fashion Design

YEAR 10

MATERIAL SOLUTIONS - JEWELLERY

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

This subject has been designed to allow students to show their creativity and to be able to construct detailed solutions. This involves the making and appraising of a product using a range of materials and processes commonly used in the metal smithing industry.

Emphasis is placed on the use of hand tools and some machine tools. Problem solving skills will be developed during the course with students designing their own projects. A fee may be charged to cover the materials used for additional design solutions chosen by the student.

FUTURE DIRECTION:

Stages 1 and 2 Metalwork
Stages 1 and 2 Industry and Entrepreneurial Solutions

SUBJECT OUTLINES

YEAR 10

MATERIAL SOLUTIONS - METALWORK **LENGTH: 1 SEMESTER (HALF YEAR)** **YEAR LEVEL REQUIREMENTS: ELECTIVE**

NATURE OF WORK STUDIED:

Students will be involved in making and appraising projects using a range of materials and processes commonly used in the metal industry.

Emphasis is placed on the use of manual and machine tools.

Students may choose to design solutions that use more than one material.

Problem solving skills will be developed during the course with students having some input to the designs of some aspects of their projects. A fee may be charged to cover the materials used for extra projects chosen by the student.

FUTURE DIRECTION:

Stages 1 and 2 Metalwork
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 10

MATERIAL SOLUTIONS - WOODWORK **LENGTH: 1 SEMESTER (HALF YEAR)** **YEAR LEVEL REQUIREMENTS: ELECTIVE**

NATURE OF WORK STUDIED:

Students will begin with a foundation task to give them the skills then they would need to create their own designed product.

Students will undertake a design process to fully design, make and appraise a project of their choice. Students will display their process in a design folio and be expected to evaluate the project's success. Students use a range of timbers, tools and machines to create their project. It is expected that students will problem solve challenges that arise during this course.

NOTE:

If students want to choose the subject for the year they must pick the full year choice not the semester.

FUTURE DIRECTION:

Stages 1 and 2 Woodwork
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 10

MATERIAL SOLUTIONS - WOODWORK **LENGTH: FULL YEAR** **YEAR LEVEL REQUIREMENTS: ELECTIVE**

NATURE OF WORK STUDIED:

A full year course provides students who are extremely interested in Furniture Design and Construction the opportunity to advance their skills further than what they would in a semester.

Students will begin with a foundation construction task that builds on furniture construction techniques and skills.

Students explore the use of CAD in Furniture Design and gain the ability to understand basic designing concepts using a CAD platform.

Students undertake a design process where they are in charge of designing a product of their choice, costing the product then making it. Students need to evaluate their product against design criteria.

This course concentrates on skill development and enhancement and looks at strengthening interest in the industry of Furniture Design and Construction.

FUTURE DIRECTION:

Stages 1 and 2 Woodwork
Stages 1 and 2 CAD
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 10

ROBOTIC AND ELECTRONIC SYSTEMS - ELECTRONICS **LENGTH: 1 SEMESTER (HALF YEAR)** **YEAR LEVEL REQUIREMENTS: ELECTIVE**

NATURE OF WORK STUDIED:

Theory

Students will study safe workshop procedures, soldering techniques, electrical and electronic circuits. Students will learn about basic components, their schematic symbol and function in a circuit.

Practical

Students learn to follow instructions while safely using workshop tools and equipment. Students learn to make printed circuit boards, basic mounting, trimming and soldering of components. They learn to follow and draw a schematic diagram, build and test basic circuits.

Some take home projects will be produced. A fee may be charged to cover the materials used for extra projects chosen by the student.

FUTURE DIRECTION:

Stages 1 and 2 Robotic and Electronic Solutions
Certificate II Electronics
Stages 1 and 2 Industry and Entrepreneurial Solutions

YEAR 10

ROBOTIC AND ELECTRONIC SYSTEMS - ROBOTICS **LENGTH: 1 SEMESTER (HALF YEAR)** **YEAR LEVEL REQUIREMENTS: ELECTIVE**

NATURE OF WORK STUDIED:

Students will construct and program basic robots. High practical, thinking and problem solving skills are required to build and program the robots. A considerable length of time is spent learning the theoretical aspects of programming the robots leading to Robot Wars at the end of the course. Good reading, writing and computer skills are essential.

COST:

A fee may be charged to cover the materials used for extra projects chosen by the student if time permits.

FUTURE DIRECTION:

Stage 1 Design and Technology
Certificate II Electronics
Stages 1 and 2 Industry and Entrepreneurial Solutions

DESIGN, TECHNOLOGY AND ENGINEERING

STAGE 1

DIGITAL COMMUNICATION SOLUTIONS - COMPUTER AIDED DESIGN

SACE CODE: 1DCS

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students will learn to design three-dimensional items, and assemblies, as well as produce technical drawings and presentations. Students will learn how to use a 3D printer or laser cutter to produce a model of designed items. Students will also research different types of prototyping materials and processes to make an informed decision about which materials and processes they would use to produce their final product. Detailed records need to be kept of their design process and construction as it will be collated into a design folio. Skills learnt in this subject will be of value to students entering any of the traditional trades or drafting occupations such as Architecture, Landscape Design, Engineering, Interior Design and Industrial Design.

FOCUS CAPABILITIES:

- Numeracy
- Develop general capabilities in CAD skills, knowledge and behaviours appropriate to the subject

TOPICS COVERED:

- CAD concepts and computer terminology
- Design process and documentation
- Hand sketching concepts
- Technical drawings
- 3D printing and computer aided manufacture

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Learning to use a 3D printer safely
- Learning to use CAD software and prototyping equipment
- Completing a skills based practical assignment
- Folio – designing, planning, creating and evaluating a product or a design for a need or purpose

COST:

The school will cover \$20.00 towards individual student projects. Students are required to cover any additional costs before they commence their major project.

ADDITIONAL INFORMATION:

This course is a continuation on from year 10 CAD; however, year 10 CAD is not a prerequisite for this course.

ASSESSMENT:

School Based Assessment:

Specialised Skills Task	20%
Design Process Solution	80%

STAGE 1

DIGITAL COMMUNICATION SOLUTIONS - DIGITAL TECHNOLOGIES

SACE CODE: 1DCS

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

This involves using symbols, signs, behaviour, speech, light, images, sound, or other data to design and create solutions that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with the manipulation of digital communication media.

TOPICS COVERED:

- App Development
- Web Design
- Digital animation
- Graphic Design
- Multimedia
- Project of students' choice

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

ADDITIONAL INFORMATION:

This course will be run in conjunction with the stage 1 Shark Tank.

ASSESSMENT:

School Based Assessment:

Specialised Skills Task 1	20%
Specialised Skills Task 2	20%
Design Process and Solution Part 1	30%
Design Process and Solution Part 2	30%

SUBJECT OUTLINES

STAGE 1

DIGITAL COMMUNICATION SOLUTIONS - FILM PRODUCTION

SACE CODE: 1DCS

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Year 10 Film Production preferred

COURSE DESCRIPTOR:

Students will complete a specialised skills task that will focus on an aspect of the film production industry, such as special effects. Students will demonstrate skills and knowledge that will be required for the realisation of their final solution.

Students will then produce a film production based product, along with a folio that references their skills task and includes evidence of the stages of the design and realisation process.

FOCUS CAPABILITIES:

Communication, Citizenship and Learning

TOPICS COVERED:

- Cinematography
- Film Editing
- Film production stages
- Using the design process to produce communication products

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Investigating video editing software
- Creating movie promotional materials
- Analysing and deconstructing films
- Working in groups and individually to create films
- Editing films

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Specialised Skills Task	20%
Design Process Solution	80%

STAGE 1

DIGITAL COMMUNICATION SOLUTIONS - PHOTOGRAPHY

SACE CODE: 1DCS

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Year 10 Photography preferred

COURSE DESCRIPTOR:

Students will complete a specialised skills task through the practice of digital photography and/or image manipulation. Students will demonstrate skills and knowledge that will be required for the realisation of their final solution.

Students will then produce a single photography based product, along with a folio that references their skills task and includes evidence of the stages of the design and realisation process.

FOCUS CAPABILITIES:

Communication, Work, Personal Development and Learning, Information Communication Technology

TOPICS COVERED:

- Further developing skills in Adobe Photoshop
- Developing vectors from photographs using Adobe Illustrator
- Understanding the history of photography
- Introducing design software InDesign

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Further developing skills in Adobe Photoshop using photographs students have taken
- Creating products using Adobe Illustrator and Adobe InDesign
- Fusing imagery and text to create typography
- The possibility of excursions to develop skills and understanding

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Specialised Skills Task	20%
Design Process Solution	80%

STAGE 1

INDUSTRY AND ENTREPRENEURIAL SOLUTIONS

SACE CODE: 1IES

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students investigate an industry area, technique and/or process and design a solution based on the needs of, or standards of their chosen industry. This course is truly co-designed.

FOCUS CAPABILITIES:

Will be determined through the co-design process.

TOPICS COVERED:

- will be determined by the student

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Students design their learning based on their chosen topic/task.

ADDITIONAL INFORMATION:

Students can use a focus from any of the Design, Technology and Engineering areas. They may need to engage with community/industry to design their solutions.

ASSESSMENT:

School Based Assessment:

Specialised Skills Task 1	20%
Specialised Skills Task 2	20%
Design Process Solution	60%

DESIGN, TECHNOLOGY AND ENGINEERING

STAGE 1

INDUSTRY AND ENTREPRENEURIAL SOLUTIONS - FASHION DESIGN

SACE CODE: 1IES

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students will combine Visual Arts Communication skills and Design Technologies to meet industry standards to invent products that meet a need or solves a problem. This will be completed through use of both traditional and contemporary problem solving techniques such as computer aided design and visual arts technologies to produce their inventions. Students will demonstrate knowledge and skills associated with systems, processes and materials appropriate to produce their prototypes and final solutions. This is a practical course with the emphasis on students learning to acknowledge a design brief and to problem solve in original and contemporary practises. This is a course based on innovation, business solutions/pathways and co- design, led by student voice.

FOCUS CAPABILITIES:

- Numeracy
- Environmental understandings surrounding environmental tool prints and sustainability
- Initiative and Enterprise
- Planning and organising
- Personal Development
- Work and learning

TOPICS COVERED:

- Will be determined by the student

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Design process and documentation including: Designing, planning, creating and evaluating a solution for a need or purpose
- WHS procedures
- Specialised skill set according to student voice
- Production of products
- Learning how to use fixed and power tools appropriately

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Specialised Skills Task	20%
Design Process Solution	80%

STAGE 1

MATERIAL SOLUTIONS - JEWELLERY

SACE CODE: 1MRS

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students will work with a range of hand tools, power tools and forming equipment to complete specialised tasks. They will also work through a series of design strategies to design and create their final solution.

Students will also research different types of materials to make an informed decision about what they will use for their final solution. Detailed records need to be kept of their design process and construction as it will be collated into a design folio.

FOCUS CAPABILITIES:

- Numeracy
- Environmental understandings surrounding environmental tool prints and sustainability
- Develop general capabilities in metalwork skills, knowledge and behaviours appropriate to the subject

TOPICS COVERED:

- Design process and documentation
- Jewellery terminology
- Material research (metal, glass, resin and timber)
- Use of portable power tools and machinery
- Forming equipment and moulding
- WHS procedures

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Learning to use fixed and portable power tools safely
- Completing a specialised skills task
- Designing, planning, creating and evaluating a product for a need or purpose which will be sold at Open Nights or Showcases throughout the year

ADDITIONAL INFORMATION:

This course is a continuation from year 10 Jewellery; however, it is not a prerequisite for this course.

ASSESSMENT:

School Based Assessment:

Specialised Skills Task	20%
Design Process Solution	80%

SUBJECT OUTLINES

STAGE 1

MATERIAL SOLUTIONS - METALWORK

SACE CODE: 1MRS

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students will complete two specialised skills tasks. Students will demonstrate skills and knowledge that will be required for the realisation of their solution.

Students will then produce a single solution, with reference to their skills tasks, along with evidence of the stages of the design and realisation process.

Students will also undertake a resource study comprising of a resource investigation and an issues exploration related to their solution.

FOCUS CAPABILITIES:

- Numeracy
- Environmental understandings surrounding environmental tool prints and sustainability
- Develop general capabilities in Metalwork skills, knowledge and behaviours appropriate to the subject

TOPICS COVERED:

- Basic fitting and machining
- Design process and documentation
- Metal research
- Metal terminology
- Use of portable power tools and machinery
- Welding and fabrication
- WHS procedures

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Learning to use fixed and portable power tools safely
- Completing specialised skills task/s
- Designing, planning, creating and evaluating a solution for a need or purpose

COST:

The school will cover \$20.00 towards individual student projects. Students are required to cover any additional costs before they commence their major project.

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Specialised Skills Task	20%
Design Process Solution	80%

STAGE 1

MATERIAL SOLUTIONS - WOODWORK

SACE CODE: 1MRS

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students will complete two specialised skills tasks. Students will demonstrate skills and knowledge that will be required for the realisation of their solution.

Students will then produce a single solution, with reference to their skills tasks, along with evidence of the stages of the design and realisation process.

Students will also undertake a resource study comprising of a resource investigation and an issues exploration related to their solution.

FOCUS CAPABILITIES:

- Numeracy
- Environmental understandings surrounding environmental tool prints and sustainability
- Develop general capabilities in Metalwork skills, knowledge and behaviours appropriate to the subject

TOPICS COVERED:

- Safe working habits in a high risk environment.
- Design process and documentation
- Furniture construction joints
- Timber research and terminology
- Use of portable power tools
- Use of static machinery

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Learning to use fixed and portable power tools safely
- Completing a specialised skills task
- Designing, planning, creating and evaluating a solution for a need or purpose

COST:

The school will cover \$20.00 towards individual student projects. Students are required to cover any additional costs before they commence their major project.

ADDITIONAL INFORMATION:

This course is a continuation from year 10 Woodwork however; is not a pre-requisite but it is recommended for a successful completion of this subject at stage 1.

ASSESSMENT:

School Based Assessment:

Specialised Skills Task	20%
Design Process Solution	80%

STAGE 1

ROBOTIC AND ELECTRONIC SYSTEMS - ELECTRONICS

SACE CODE: 1RES

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Year 10 Mathematics, years 9 or 10 Electronics preferred

COURSE DESCRIPTOR:

This subject is designed for students who are interested in the electrical or electronics industries. The course will cover the basics of electricity and electrical circuits, plus electronic components and electronic circuit manufacture and assembly. Students will be introduced to digital electronics.

FOCUS CAPABILITIES:

Initiative and Enterprise, Planning & Organising, Work in a Digital World

TOPICS COVERED:

- Electronic basics
- Soldering
- Electronic components and systems

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Learning about electricity, electrical circuits and electronic components
- Modifying circuit designs and assembling circuit boards
- Measuring and calculating resistance, voltage and current
- Programming electronic devices

COST:

The school will cover \$20.00 towards individual student projects. Students are required to cover any additional costs before they commence their major project.

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Specialised Skills Task	20%
Design Process Solution	80%

DESIGN, TECHNOLOGY AND ENGINEERING

STAGE 2

DIGITAL COMMUNICATION SOLUTIONS - COMPUTER AIDED DESIGN

SACE CODE: 2DCS

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Stage 1 Digital Communication Solutions - Computer Aided Design preferred.
Knowledge of at least 1 CAD programme.

COURSE DESCRIPTOR:

Students will learn to design three-dimensional items, and assemblies, as well as produce technical drawings and presentations. Students will learn how to use a 3D printer or laser cutter to produce a model of designed items. Students will also research different types of prototyping materials and processes to make an informed decision about which materials and processes they would use to produce their final product. Detailed records need to be kept of their design process and construction as it will be collated into a design folio. Skills learnt in this subject will be of value to students entering any of the traditional trades or drafting occupations such as Architecture, Landscape Design, Engineering, Interior Design and Industrial Design.

FOCUS CAPABILITIES:

Citizenship, Personal Development, Work and Learning

TOPICS COVERED:

- Specialised Skills Task (Negotiated)
- Design Process and Solution
- Evaluation
- Resource Study

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Learning to use a 3D printer safely
- Learning to use CAD software and prototyping equipment
- Completing a skills based practical assignment
- Folio – designing, planning, creating and evaluating a product or a design for a need or purpose

COST:

The school will cover \$20.00 towards individual student projects. Students are required to cover any additional costs before they commence their major project.

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Assessment Type 1:	
Specialised Skills Task	20%
Assessment Type 2:	
Design Process and Solution	50%

External Assessment:

Assessment Type 3:	
Resource Study	30%

STAGE 2

DIGITAL COMMUNICATION SOLUTIONS - FILM PRODUCTION

SACE CODE: 2DCS

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Stage 1 Film Production preferred

COURSE DESCRIPTOR:

Students will complete a specialised skills task that will focus on an aspect of the film production industry, such as special effects. Students will demonstrate skills and knowledge that will be required for the realisation of their final solution.

Students will then produce a film production based product, along with a folio that references their skills task and includes evidence of the stages of the design and realisation process.

FOCUS CAPABILITIES:

Communication, Citizenship and Learning

TOPICS COVERED:

- Specialised Skills Task (Negotiated)
- Design Process and Solution
- Evaluation
- Resource Study

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Students will investigate and analyse the effectiveness of a system or process.
- They will test and evaluate solution for function.
- Students will design a digital solution based on needs and effectiveness analysis.

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Assessment Type 1:	
Specialised Skills Task	20%
Assessment Type 2:	
Design Process and Solution	50%

External Assessment:

Assessment Type 3:	
Resource Study	30%

STAGE 2

DIGITAL COMMUNICATION SOLUTIONS - PHOTOGRAPHY

SACE CODE: 2DCS

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Year 10 Photography and stage 1 Digital Communication Solutions - Photography preferred

COURSE DESCRIPTOR:

Students will complete a specialised skills task through the practice of digital photography and/or image manipulation. Students will demonstrate skills and knowledge that will be required for the realisation of their final solution.

Students will then produce a single photography based product, along with a folio that references their skills task and includes evidence of the stages of the design and realisation process.

TOPICS COVERED:

- Specialised Skills Task (Negotiated)
- Design Process and Solution
- Evaluation
- Resource Study

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Students will investigate and analyse the effectiveness of a system or process.
- They will test and evaluate solution for function.
- Students will design a digital solution based on needs and effectiveness analysis.

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Assessment Type 1:	
Specialised Skills Task	20%
Assessment Type 2:	
Design Process and Solution	50%

External Assessment:

Assessment Type 3:	
Resource Study	30%

SUBJECT OUTLINES

STAGE 2

INDUSTRY AND ENTREPRENEURIAL SOLUTIONS

SACE CODE: 2IES

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Stage 1 Design, Technology and Engineering subject focus area subject (see Additional Information)

COURSE DESCRIPTOR:

Students investigate an industry area, technique and/or process or system and design a solution based on the needs of, or standards for/of their chosen industry. This course is student designed.

TOPICS COVERED:

- Will be determined by the student

WHAT YOU'LL BE DOING IN THIS SUBJECT:

Students design their learning based on their chosen topic/task.

ADDITIONAL INFORMATION:

Students can use a focus from any of the Design, Technology and Engineering areas as well as Art, Design and Music.

Students may need to engage with the community/industry to design their solutions.

Students may choose to study in more than 1 discipline within a Technology area ie. if chosen Metalwork (Material Solutions), could also study in Woodwork or Jewellery as industry focus.

ASSESSMENT:

School Based Assessment:

Assessment Type 1: Specialised Skills Task	20%
Assessment Type 2: Design Process and Solution	50%

External Assessment:

Assessment Type 3: Resource Study	30%
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STAGE 2

INDUSTRY AND ENTREPRENEURIAL SOLUTIONS - FASHION DESIGN

SACE CODE: 2IES

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students will combine Visual Arts Communication skills and Design Technologies to meet industry standards to invent products that meet a need or solves a problem. This will be completed through use of both traditional and contemporary problem solving techniques such as computer aided design and visual arts technologies to produce their inventions. Students will demonstrate knowledge and skills associated with systems, processes and materials appropriate to produce their prototypes and final solutions. This is a practical course with the emphasis on students learning to acknowledge a design brief and to problem solve in original and contemporary practises. This is a course based on innovation, business solutions/pathways and co- design, led by student voice.

FOCUS CAPABILITIES:

- Numeracy
- Environmental understandings surrounding environmental tool prints and sustainability
- Initiative and Enterprise
- Planning and organising
- Personal Development
- Work and learning

TOPICS COVERED:

- Will be determined by the student

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Students design their own learning based on their chosen topic

ADDITIONAL INFORMATION:

Students can use a focus from any of the Art, Design, Technology and Engineering areas to produce their program. Students may need to engage in the community to design their solutions.

ASSESSMENT:

School Based Assessment:

Assessment Type 1:	
Specialised Skills Task	20%
Assessment Type 2:	
Design Process and Solution	50%

External Assessment:

Assessment Type 3:	
Resource Study	30%

DESIGN, TECHNOLOGY AND ENGINEERING

STAGE 2

MATERIAL SOLUTIONS - METALWORK SACE CODE: 2MRS

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Stage 1 Material Solutions - Metalwork preferred

COURSE DESCRIPTOR:

Students will complete two specialised skills tasks. Students will demonstrate skills and knowledge that will be required for the realisation of their solution.

Students will then produce a single solution, with reference to their skills tasks, along with evidence of the stages of the design and realisation process.

Students will also undertake a resource study comprising of a resource investigation and an issues exploration related to their solution.

TOPICS COVERED:

- Specialised Skills Task (Negotiated)
- Design Process and Solution
- Evaluation
- Resource Study

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- You will investigate and analyse products, test material function or durability to use in your designed solution

COST:

The school will cover \$20.00 towards individual student projects. Students are required to cover any additional costs before they commence their major project.

ADDITIONAL INFORMATION:

There is a 50% mixture of practical and theory.

ASSESSMENT:

School Based Assessment:

Assessment Type 1:	
Specialised Skills Task	20%
Assessment Type 2:	
Design Process and Solution	50%

External Assessment:

Assessment Type 3:	
Resource Study	30%

STAGE 2

MATERIAL SOLUTIONS - WOODWORK SACE CODE: 2MRS

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Stage 1 Material Solutions - Woodwork preferred

COURSE DESCRIPTOR:

Students will complete two specialised skills tasks. Students will demonstrate skills and knowledge that will be required for the realisation of their solution.

Students will then produce a single solution, with reference to their skills tasks, along with evidence of the stages of the design and realisation process.

Students will also undertake a resource study comprising of a resource investigation and an issues exploration related to their solution.

TOPICS COVERED:

- Specialised Skills Task (Negotiated)
- Design Process and Solution
- Evaluation
- Resource Study

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- You will investigate and analyse products, test material function or durability to use in your designed solution

COST:

The school will cover \$20.00 towards individual student projects. Students are required to cover any additional costs before they commence their major project.

ADDITIONAL INFORMATION:

There is no prerequisite for this subject however; it is recommended that at least 1 year of stage 1 Material Solutions - Woodwork has been completed.

There is a 50% mixture of practical and theory.

ASSESSMENT:

School Based Assessment:

Assessment Type 1:	
Specialised Skills Task	20%
Assessment Type 2:	
Design Process and Solution	50%

External Assessment:

Assessment Type 3:	
Resource Study	30%

STAGE 2

ROBOTIC AND ELECTRONIC SYSTEMS - ELECTRONICS

SACE CODE: 2RES

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Stage 1 Mathematics, years 9, 10 or 11 Electronics preferred

COURSE DESCRIPTOR:

This subject is designed for students who are interested in the electrical or electronics industries. The course will cover the basics of electricity and electrical circuits, plus electronic components and electronic circuit design, manufacture and assembly. Students will use digital electronics and device programming.

TOPICS COVERED:

- Specialised Skills Task (Negotiated)
- Design Process and Solution
- Evaluation
- Resource Study

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Learning about electricity, electrical circuits and electronic components
- Modifying circuit designs and assembling circuit boards
- Measuring and calculating resistance, voltage and current
- Programming electronic devices

COST:

The school will cover \$20.00 towards individual student projects. Students are required to cover any additional costs before they commence their major project.

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

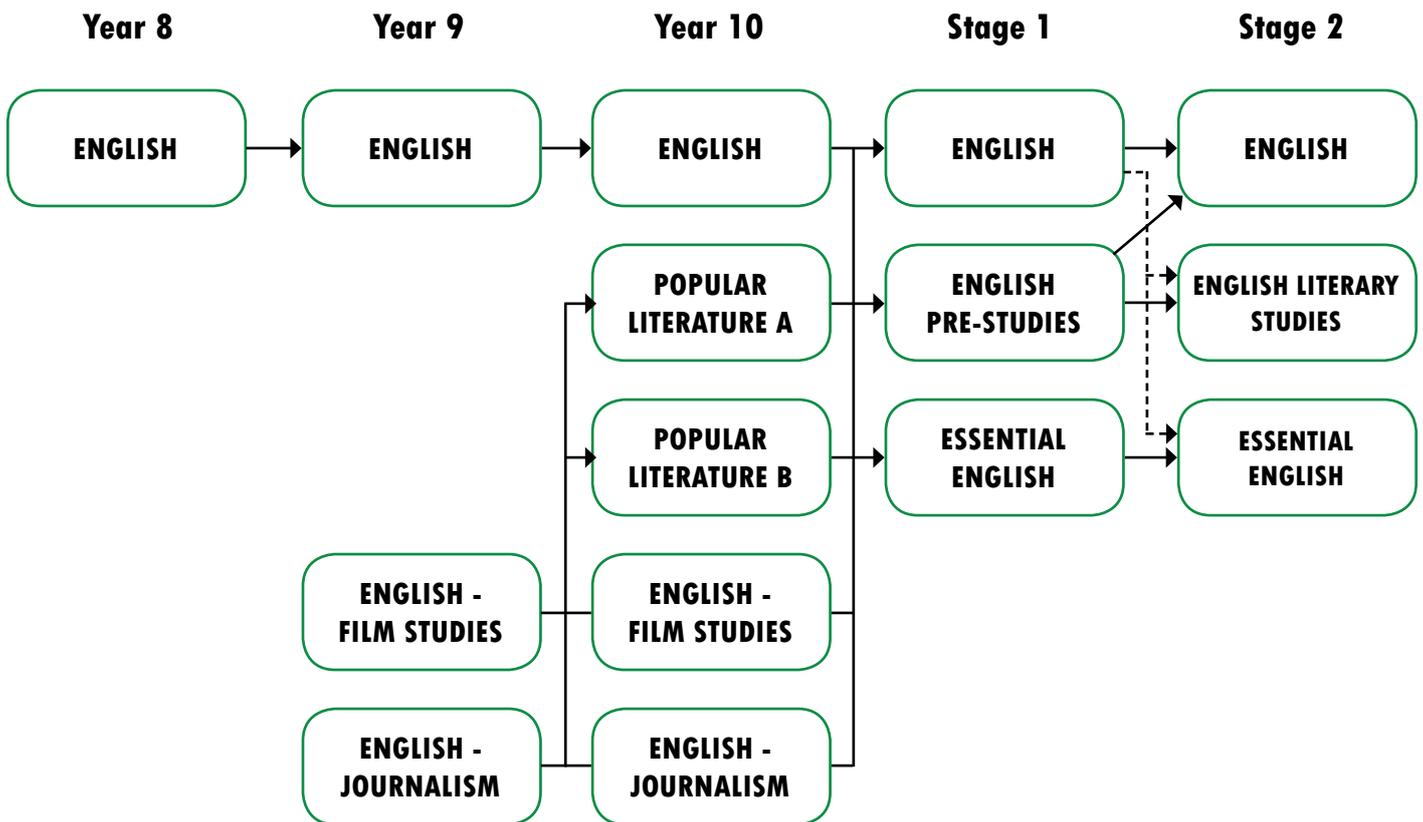
School Based Assessment:

Assessment Type 1:	
Specialised Skills Task	20%
Assessment Type 2:	
Design Process and Solution	50%

External Assessment:

Assessment Type 3:	
Resource Study	30%

ENGLISH



Stages 1 and 2: Please refer to Page 7 for a full explanation of the terms ‘SACE Board Prerequisites’ and ‘Assumed Knowledge’.

SUBJECT	
Year 10 Popular Literature	At least 1 semester. Two semesters recommended for an English Literary Studies pathway.
Stage 2 Essential English	Intended for students planning to pursue a career in a range of trades or vocations.
Stage 2 English	Intended for students who require strong communication skills in future employment or continuing on with tertiary studies.
Stage 2 English Literary Studies	Intended for students continuing on to language rich tertiary studies or with a high level of interest in English.

ENGLISH

YEAR 8

ENGLISH

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

English provides students with the skills to listen to, read, view, speak, write and create an increasingly sophisticated range of texts. It aims to create confident communicators who appreciate and use the English language creatively and critically in a range of contexts and for a range of purposes.

English is organised in three interrelated strands:

- Language – which focuses on knowledge of the English language and how it works
- Literature – which focuses on understanding, appreciating, responding to, analysing and creating literature
- Literacy – which focuses on interpreting and creating a range of types of texts with accuracy fluency and purpose

Each strand of the English Curriculum focuses on developing, expanding and consolidating students' skills in listening to, reading and viewing texts. Students also create their own spoken and written texts.

Students have the opportunity to use multimedia and ICTs in their work. They are encouraged to participate in activities such as the Premier's Reading Challenge and various writing competitions.

English also offers classes to students who need additional literacy support.

FUTURE DIRECTION:

Years 9-12 English

YEAR 9

ENGLISH

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

This subject follows the directions established in year 8 and continues to explore text types including: narrative, persuasive, film and the media. It incorporates the lives of students as they talk and write about their own experiences. It builds on students' use of language to describe, imagine, interview, write and debate so they can make connections between their world and those of others. Students are encouraged to become confident writers, speakers, listeners, readers and viewers.

More complex analytical and critical skills will be introduced. Students may, for example, begin to identify theme and technique in diverse texts, including film and novels. Use of ICT and multimedia supports development of critical and creative communication skills. Students are encouraged to take part in the Meet the Writers Festival and writing competitions.

FUTURE DIRECTION:

Years 10-12 English

YEARS 9/10

ENGLISH - FILM STUDIES

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will study film and cinema, learning how to comprehensively analyse a range of film text. They will critically discuss film using cinematic terminology and techniques, whilst reflecting on ideas and themes represented. Through class discussions, students will endorse and refute peer interpretations and understanding of various films, extending their own awareness and knowledge. Students will research and reflect how social and cultural contexts have influenced cinema and film, evaluating how films have been adapted through several modes. Students will create narratives, transforming different text types and stories into scripts and storyboards. They will identify how directional intention contributes to theme and style and have the opportunity to create their own film idea based on research of a contemporary issue.

FUTURE DIRECTION:

Stages 1 and 2 English

YEARS 9/10

ENGLISH - JOURNALISM

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will study journalism, learning how to work across news mediums and exploring online news and radio. They will explore Sensationalism and the constantly changing news environment, develop research skills and study investigative journalism. Students will develop and apply communication and interviewing skills through a unit on Radio, exploring podcasts, presentations and contemporary digital media. They will have opportunity to create their own online articles, radio shows and podcasts through both group work and individual study.

FUTURE DIRECTION:

Stages 1 and 2 English

SUBJECT OUTLINES

YEAR 10

ENGLISH

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

This subject follows the directions established in years 8 and 9 English. Students continue to explore the lives of others as depicted in stories, poems and the media and the lives of students as they talk and write about their own experiences. Using language to describe, imagine, interview, write, debate and narrate, the students make connections between their worlds and those of others. Students continue to develop the skills of communication associated with listening, speaking, writing, reading and viewing, both individually and in groups. Attention is given to essay writing and the skills of criticism, analysis and comparison. Achievement at this level is crucial as results determine senior school choices.

Students continue to use ICT and Multimedia in their work, and are encouraged to take part in activities such as the Premier's Reading Challenge, the Meet the Writers Festival and a range of writing competitions.

FUTURE DIRECTION:

Stages 1 and 2 English
(English Literary Studies, English and Essential English)

YEAR 10

POPULAR LITERATURE A

LENGTH: 1 SEMESTER

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

With a focus on popular fiction, this course allows students to read novels and view films to develop their understanding of texts. In a creative learning environment promoting choice, students develop their understandings and knowledge of genre and text construction.

They will explore, examine and compare texts through both shared and individual studies. Students cultivate their critical reading and creative thinking skills through this program which includes an excursion to 'Meet the Writers' along with a film excursion. Opportunities are also provided for students to develop their creative and narrative writing skills. Students demonstrate their progress through a variety of alternative assessments involving guided choice.

FUTURE DIRECTION:

Stages 1 and 2 English
(English Literary Studies, English and Essential English)

YEAR 10

POPULAR LITERATURE B

LENGTH: 1 SEMESTER

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

With a focus on popular fiction, this course allows students to read novels and view films to develop their understanding of texts. In a creative learning environment promoting choice, students develop their understandings and knowledge of genre and text construction.

They will explore, examine and compare texts through both shared and individual studies. Students cultivate their critical reading and creative thinking skills through this program which includes an excursion to 'Meet the Writers' along with a film excursion. Opportunities are also provided for students to develop their creative and narrative writing skills. Students demonstrate their progress through a variety of alternative assessments involving guided choice.

FUTURE DIRECTION:

Stages 1 and 2 English
(English Literary Studies, English and Essential English)

ENGLISH

STAGE 1

ENGLISH

SACE CODE: 1ESH

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

In English, students analyse relationships between purpose, context, and audience and how these influence texts and their meaning.

Students explore how the purpose of a text is achieved through application of conventions and stylistic choices.

An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts. Students apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

FOCUS CAPABILITIES:

Literacy, Personal and Social Capability, ICT Capability

TOPICS COVERED:

- Creating texts
- Intertextual study
- Responding to texts

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Producing and responding to texts
- Completing an Intertextual Study (Connected / comparative text study)

ADDITIONAL INFORMATION:

Leads to/connects with stage 2 English, Es-sential English or English Literary Studies.

ASSESSMENT:

School Based Assessment

Creating Texts
Intertextual Study/comparative analysis
Responding to texts

STAGE 1

ENGLISH PRE-STUDIES

SACE CODE: 1ESH

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts.

Students explore how the purpose of a text is achieved through application of conventions and stylistic choices.

An understanding of purpose, context, and audience is applied in students' creation of imaginative, interpretive, analytical, and persuasive texts. Students apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

FOCUS CAPABILITIES:

Literacy, Personal and Social Capability, ICT Capability

TOPICS COVERED:

- Creating texts
- Intertextual study
- Responding to texts

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Producing and responding to texts
- Completing an Intertextual Study (Connected / comparative text study)

ADDITIONAL INFORMATION:

Leads to/connects with stage 2 English or English Literary Studies.

ASSESSMENT:

School Based Assessment

Creating Texts
Intertextual Study/comparative analysis
Responding to texts

STAGE 1

ESSENTIAL ENGLISH

SACE CODE: 1ETE

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

This subject is designed specifically to further develop students' literacy and communication skills, particularly in regard to the workplace.

In Essential English, students respond to, and create texts in and for a range of, personal, social, cultural, and/or workplace contexts.

In Essential English students understand and interpret information and ideas in texts and consider ways in which language choices are used to influence opinions and decisions.

FOCUS CAPABILITIES:

Literacy, Personal and Social Capability, ICT Capability

TOPICS COVERED:

- Creating texts
- Responding to texts

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Producing and responding to texts

ADDITIONAL INFORMATION:

Leads to/connects with stage 2 Essential English.

ASSESSMENT:

School Based Assessment

Creating Texts
Responding to texts

SUBJECT OUTLINES

STAGE 2

ENGLISH

SACE CODE: 2ESH

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE: NIL

COURSE DESCRIPTOR:

In English, students analyse relationships between purpose, context and audience and how these influence texts and their meaning.

Students explore how the purpose of a text is achieved through application of conventions and stylistic choices.

An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical and persuasive texts. Students apply knowledge and understanding of accurate spelling, punctuation, syntax and conventions.

FOCUS CAPABILITIES:

Literacy, Personal and Social Capability, ICT Capability

TOPICS COVERED:

- Comparative Analysis
- Creating Texts
- Responding to texts

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Producing and responding to texts
- Completing an Intertextual Study (Connected/comparative text study)

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment	
Responding to texts	30%
Creating texts	40%

External Assessment:	
Comparative Analysis	30%

STAGE 2

ENGLISH LITERARY STUDIES

SACE CODE: 2ELS

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE: NIL

COURSE DESCRIPTOR:

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

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences and 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.

FOCUS CAPABILITIES:

Literacy, Personal and Social Capability, ICT Capability

TOPICS COVERED:

- Comparative Text Study
- Creating Texts
- Responding to texts

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Producing and responding to texts
- Completing an Intertextual Study (Connected/comparative text study)

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment	
Responding to texts	50%
Creating texts	20%

External Assessment:

A. Comparative Analysis	15%
B. Examination: critical reading (90 mins)	15%

STAGE 2

ESSENTIAL ENGLISH

SACE CODE: 2ETE

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE: NIL

COURSE DESCRIPTOR:

This subject is designed specifically to further develop students' literacy and communication skills, particularly in regard to the workplace.

In Essential English students respond to, and create texts in and for a range of personal, social, cultural and/or workplace contexts.

In Essential English students understand and interpret information and ideas in texts and consider ways in which language choices are used to influence opinions and decisions.

FOCUS CAPABILITIES:

Literacy, Personal and Social Capability, ICT Capability

TOPICS COVERED:

- Creating Texts
- Language Study
- Responding to texts

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Producing and responding to texts.
- Completing a language Study which focuses on the use of language in a particular social or cultural group, sport or workplace context.

ADDITIONAL INFORMATION:

Nil

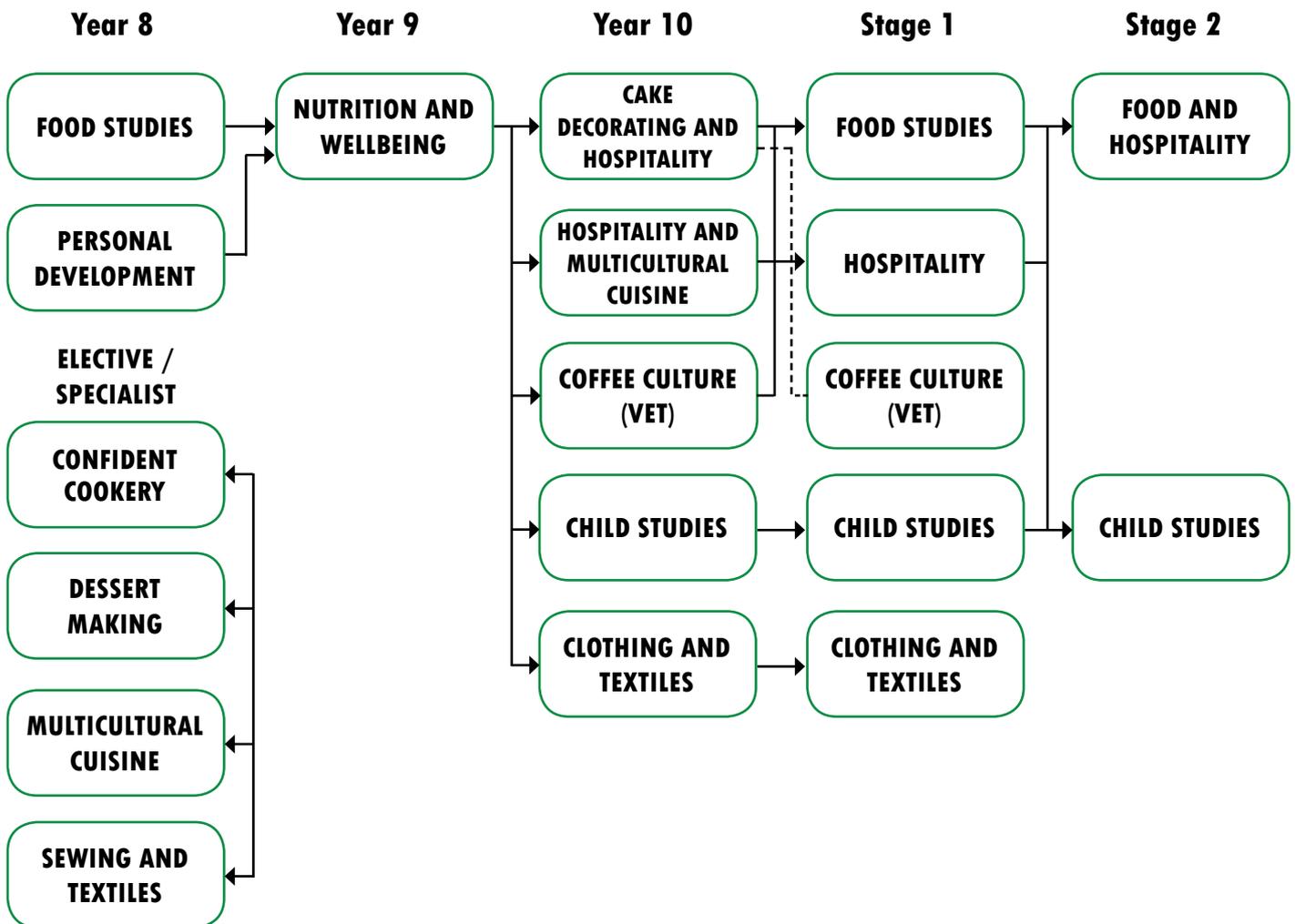
ASSESSMENT:

School Based Assessment	
Texts	30%
Creating texts	40%

External Assessment:

Language Study	30%
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FOOD ENTERPRISE AND CHILD DEVELOPMENT



Stages 1 and 2: Please refer to Page 7 for a full explanation of the terms ‘SACE Board Prerequisites’ and ‘Assumed Knowledge’.

SUBJECT OUTLINES

YEAR 8

FOOD STUDIES

LENGTH: 1 TERM

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

Through preparation of a range of meals and snacks, and analysis of diet, students investigate the importance of healthy eating habits, kitchen safety and positive lifestyle choices. They will explore the issue of sustainability and food waste and design recipes based on agreed criteria.

FUTURE DIRECTION:

Year 9 Nutrition and Wellbeing
Year 10 Hospitality and Multicultural Cuisine
Year 10 Cake Decorating and Enterprise
Stage 1 Food Studies
Stage 1 Coffee Culture (VET)
Stages 1 and 2 Food and Hospitality

YEAR 8

PERSONAL DEVELOPMENT

LENGTH: 1 TERM

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

During this subject students will undertake a variety of activities related to relationships, puberty, sexuality, and communicable diseases. They will also cover aspects of drug and alcohol education, as well as mental health first aid training. Each task will involve specific literacy components relevant to personal development.

FUTURE DIRECTION:

Year 9 Nutrition and Wellbeing

YEAR 8

CONFIDENT COOKERY

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

For those with some experience in the kitchen, this course will give students the opportunity to advance their skills and be creative when designing and preparing a variety of different meals and snacks. With guidance, they will write their own recipes and choose which skills they would like to develop both individually and as a group.

FUTURE DIRECTION:

Year 9 Nutrition and Wellbeing
Year 10 Hospitality and Multicultural Cuisine
Year 10 Cake Decorating and Enterprise
Stage 1 Food Studies
Stage 1 Coffee Culture (VET)
Stages 1 and 2 Food and Hospitality
Stages 1 and 2 Child Studies

YEAR 8

DESSERT MAKING

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will design and prepare a range of different desserts and demonstrate a variety of skills involved when working with chocolate. They will evaluate and critique the skills and processes followed when working individually and as a group to follow a recipe.

FUTURE DIRECTION:

Year 9 Nutrition and Wellbeing
Year 10 Hospitality and Multicultural Cuisine
Year 10 Cake Decorating and Enterprise
Stage 1 Food Studies
Stage 1 Coffee Culture (VET)
Stages 1 and 2 Food and Hospitality
Stages 1 and 2 Child Studies

YEAR 8

MULTICULTURAL CUISINE

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Through the design and preparation of a range of meals and snacks, students explore the wide variety of cuisines available from different cultures. Students will share their own family's mealtime traditions and recipes, and celebrate cultural diversity. This course will also reinforce and extend the content of their language subject.

FUTURE DIRECTION:

Year 9 Nutrition and Wellbeing
Year 10 Hospitality and Multicultural Cuisine
Year 10 Cake Decorating and Enterprise
Stage 1 Food Studies
Stage 1 Coffee Culture (VET)
Stages 1 and 2 Food and Hospitality
Stages 1 and 2 Child Studies

YEAR 8

SEWING AND TEXTILES

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Through the design and creation of various textile items, students will develop skills in hand sewing, using a sewing machine and following a pattern. They will complete steps to create a folio where they will research different textiles to produce their own clothing garment or fabric item.

FUTURE DIRECTION:

Year 10/Stage 1 Clothing and Textiles
Stages 1 and 2 Fashion Design
Stages 1 and 2 Child Studies

FOOD ENTERPRISE AND CHILD DEVELOPMENT

YEAR 9

NUTRITION AND WELLBEING

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

Units of Study

- Australian Dietary Guidelines
- Food Preparation and Presentation Skills
- Packaging and Labelling of Food
- Fast Food Research

This course will examine dietary needs and skills in selecting healthy foods. A variety of food preparation, presentation and service techniques will be incorporated for skill development.

Students also complete a six-week health course. This will cover awareness, choices and decision making in the following areas:

- Mental Health
- Safe Partying/Harm Minimisation and Illegal Drugs

FUTURE DIRECTION:

Year 10 Hospitality and Multicultural Cuisine
Year 10 Cake Decorating and Enterprise
Stage 1 Food Studies
Stage 1 Coffee Culture (VET)
Stages 1 and 2 Food and Hospitality

YEAR 10

CAKE DECORATING AND HOSPITALITY

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Units of study:

- Cake Decorating
- Function / Catering for an event

Students will investigate a range of baking and decorating techniques. These techniques will be used to plan, create and evaluate a final cake product.

This course will allow students to further develop food preparation skills, management skills and food presentation techniques including garnishing and service skills.

Students will use skills gained from the units of study to plan, prepare, cook and serve at a function (eg Duux Lunch). This course can be taken as a single semester or combined with Hospitality and Multicultural Cuisine for a full year course.

FUTURE DIRECTION:

Stage 1 Food Studies
Stage 1 Hospitality
Stage 1 Coffee Culture (VET)

YEAR 10

CHILD STUDIES

LENGTH: SEMESTER 2 ONLY

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Units of study:

- Developmental Learning
- Nutritional Needs of Young Children
- Technology Investigation
- The Importance of Play

Students will investigate how young children learn through play. They will also design and create a learning aid which supports a need in a baby or young child. Students will gain knowledge of a young child's nutritional requirements when planning a child's party, food and preparing a healthy lunchbox for a pre-schooler.

NOTE:

This course will be taken as an elective subject in semester 2.

FUTURE DIRECTION:

Stage 1 Child Studies

SUBJECT OUTLINES

YEAR 10

COFFEE CULTURE (VET)

LENGTH: 2 SEMESTERS (FULL YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

This course is designed for students who are interested in learning about the barista hospitality industries. Students will run a café, including making and serving coffee to paying customers. Students will learn customer service skills, cash handling, how to manage a busy service period and how to work as a team member.

This course will be run over a whole day, with rostered shifts starting at 8:00am. On successful completion of the course, students will receive 50 SACE Credits and Certificate III in Hospitality.

COST:

There will be a \$100.00 charge towards VET fees.

ADDITIONAL INFORMATION:

This course will be accompanied by the VET PLP/Literacy/Numeracy class.

FUTURE DIRECTION:

Stage 1 Hospitality
Stage 1 Food Studies
Employment in the Hospitality Industry

YEAR 10

HOSPITALITY AND MULTICULTURAL CUISINE

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Units of study:

- Meal Planning
- Event Organisation
- Multiculturalism
- Technology

This course can be taken as a single semester or combined with Cake Decorating and Enterprise for a full year course. This course will build on food preparation and service skills and look at the different types of menus, how they are produced and the dishes that are used in each course.

Multicultural Australia is the background to investigating the influences of culture on preparation skills and food availability. The second part of the course investigates food trends in contemporary Australia and the role of technology in food production and advertising.

FUTURE DIRECTION:

Stage 1 Food Studies
Stage 1 Hospitality

YEAR 10 / STAGE 1

CLOTHING AND TEXTILES

SACE CODE: 1MRS

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

This course is designed for students to develop their practical textile skills and gain an insight into the variety of ethical and sustainable issues that are related to clothing manufacturing (i.e. sweatshops, 'fast fashion' and cotton farming). They will address a design brief and follow design production steps to complete a folio where they will research different textiles and their purposes to produce their own clothing garment.

Students will have the opportunity to speak to a local fashion designer about industry/employment pathways and ask questions about clothing production.

FOCUS CAPABILITIES:

Personal Development and Communication, Critical and Creative Thinking, Literacy and Numeracy

TOPICS COVERED:

- Sustainability and Ethics within the industry
- Sewing/clothing production skills
- Fast Fashion vs High End Fashion
- Textile purposes

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Develop practical sewing skills
- Working individually and in small groups to produce clothing items
- Written assessments including investigations, evaluations, design folios and research task

COSTS:

\$50.00 materials

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:
Specialised Skills Task
Design Process and Solution

FOOD ENTERPRISE AND CHILD DEVELOPMENT

STAGE 1

CHILD STUDIES

SACE CODE: 1CSD

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

This course examines the period of childhood from conception to eight years and issues related to the growth, health and wellbeing of children.

Students investigate contemporary issues related to the safety, health and wellbeing of young children, they select and use appropriate technology for practical activities. They are required to problem solve and reflect on their learning.

FOCUS CAPABILITIES:

Citizenship, Personal Development and Learning

TOPICS COVERED MAY INCLUDE:

- Group activity - family meal modification
- Investigation – contemporary issues relevant to the development of children 0-8
- Practical activity - becoming a parent
- Practical activity - construction of safe learning aid

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Produce an information booklet relating to community support services for new parents
- Caring for simulated baby
- Making a learning aid focused on safety and stages of development for a child
- Written assessments in the form of action plans, evaluations, research tasks and multimedia presentations
- A 600 word (or equivalent) investigative study related to the health and wellbeing of children
- Working in a group to plan and prepare a nutritious meal for a family

COSTS:

\$100.00 (refundable deposit for use of SIM Baby)

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Practical Activity	50%
Group Activity	25%
Investigation	25%

STAGE 1

COFFEE CULTURE (VET)

SACE CODE: VET CERT III IN HOSPITALITY (COOKERY)

SACE CREDITS: 10 STAGE 1 / 50 STAGE 2

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

This course is designed for students who are interested in learning about the barista and hospitality industries. Students will run a café, including making and serving coffee to paying customers. Students will learn customer service skills, cash handling, how to manage a busy service period and how to work as a team member. Compulsory work experience.

FOCUS CAPABILITIES:

Communication, Learning and Work

TOPICS COVERED:

- Use hygiene practices for food safety
- Prepare and serve espresso coffee
- Provide service to customers
- Process financial transactions
- Prepare and serve non-alcoholic beverages
- Work effectively in hospitality service inc. work experience
- Coach others in job skills

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Working together as a team in an onsite café
- Learning how to prepare and serve a range of coffee beverages
- Completing a variety of VET units to achieve the certificate qualification

COSTS:

\$100.00 VET contribution

ADDITIONAL INFORMATION:

This course will be run over a whole day, with rostered shifts starting at 8:00am.

ASSESSMENT:

A Registered Training Organisation (RTO) will deliver the VET units of Competency for this course. This training will be run over full days. Students must successfully pass each assessment task to receive the Units of Competency.

SUBJECT OUTLINES

STAGE 1

FOOD STUDIES

SACE CODE: 1FOH

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students focus on the dynamic nature of the food industry in Australian society. They develop an understanding of contemporary approaches and issues related to the food industry. Students develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation.

FOCUS CAPABILITIES:

Communication, Learning and Work

TOPICS COVERED MAY INCLUDE:

- Group activity – Family Budget Meal
- Investigation – Influences on Food Choices
- Practical activity – Healthy Breakfasts
- Practical activity – Healthy Fast Food
- Practical activity – Food Rescue Practical (Food Barn, Elizabeth)
- Excursion to local industries

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Written assessments include action plans, self-assessments and written evaluations of learning. Action plans and evaluations will be up to 400 words each
- Working individually to prepare and label a meal
- Working in a group to present a packaged bakery item
- A 600 word (or equivalent) investigative study relating to influences on decisions made regarding food choices

COST:

\$50.00 for additional ingredients

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Practical Activity	50%
Group Activity	25%
Investigation	25%

STAGE 1

HOSPITALITY

SACE CODE: 1FOH

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

This subject has an emphasis on the planning, preparation and service of food. Students will work both individually and collaboratively to plan, prepare and cater for large functions within the school. Topics subject to change as part of the co-design process.

FOCUS CAPABILITIES:

Communication, Learning and Work

TOPICS COVERED:

Semester 1:

- Group activity – 100% Attendance Celebration
- Investigation
- Practical activity
- Industry skills

Semester 2:

- Group activity - Catering Enterprise
- Group activity - Dux Lunch
- Investigation - Success of an Establishment
- Practical activity - Market Meal

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Working in a group to cater for large school functions (staff lunch, Dux lunch, Open Night etc)
- Written assessments include action plans, research tasks, evaluations and written evaluations of learning
- A 600 word (or equivalent) investigative study about a contemporary issue in the food and hospitality industry

COSTS:

\$50.00 for additional ingredients

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Practical Activity	50%
Group Activity	25%
Investigation	25%

FOOD ENTERPRISE AND CHILD DEVELOPMENT

STAGE 2

CHILD STUDIES

SACE CODE: 2CSD

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Child Studies focuses on children's growth and development from conception to eight years. Students examine attitudes and values about parenting and care giving and gain an understanding of the growth and development of children. Throughout the study of stage 2 Child Studies students develop a variety of research, management and practical skills.

FOCUS CAPABILITIES:

Citizenship, Personal Development and Learning

TOPICS COVERED:

- Group activity - play activities
- Group activity - childhood nutrition
- Practical activity - literacy
- Practical activity - play and development
- Practical activity - healthy lifestyles
- Practical activity – technology and children

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Creating a storybook
- Create a resource for children/carers related to the use of technology
- Preparing healthy snacks suitable for sale in a junior primary canteen
- Investigating play activities and presenting them to a group of pre-schoolers
- Making a toy for a child with a disability
- Organising and preparing a morning tea for a group of pre-schoolers
- Written assessments in the form of action plans, evaluations, research tasks and multimedia presentations
- A 2000 word (or equivalent) investigative study related to the health and wellbeing of children

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Practical Activity	50%
Group Activity	20%

External Assessment:

Investigation	30%
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STAGE 2

FOOD AND HOSPITALITY

SACE CODE: 2FOH

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Focuses on the contemporary and changing nature of the Food and Hospitality industry. The course is developed around 5 areas of study.

FOCUS CAPABILITIES:

Communication, Learning and Work

TOPICS COVERED:

Group activities – school functions
Practical activities – co-designed with students based on areas of study

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Written assessments include action plans, research tasks, self-assessments and written evaluations of learning. Action plans and evaluations will be up to 500 words each.
- Working individually to prepare meals
- Working in a group to prepare a function
- A 2000 word (or equivalent) investigative study about a contemporary issue in the food and hospitality industry

COST:

\$100.00 for additional ingredients

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

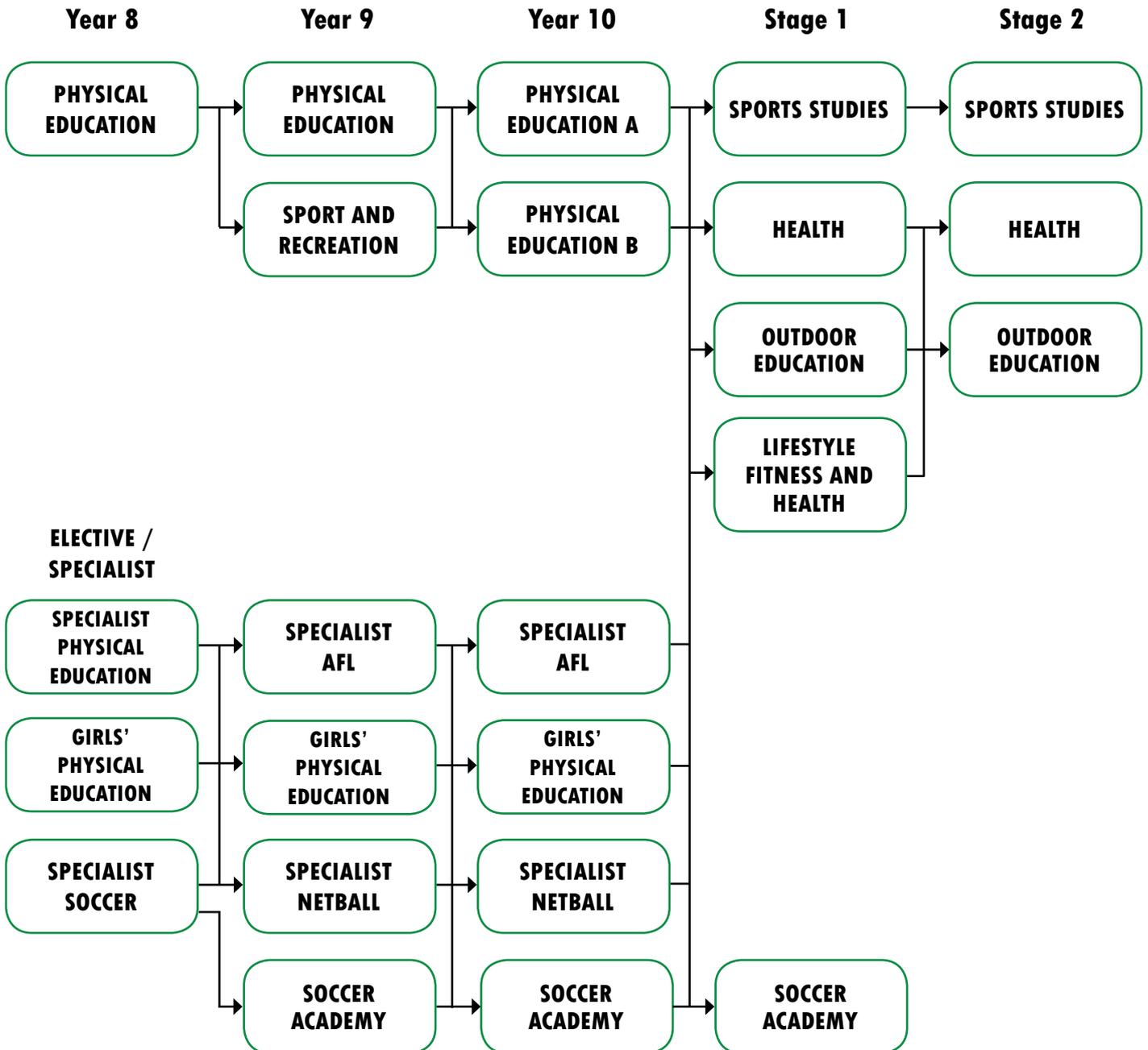
School Based Assessment:

Practical Activity	50%
Group Activity	20%

External Assessment:

Investigation	30%
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HEALTH AND PHYSICAL EDUCATION



Stages 1 and 2: Please refer to Page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

HEALTH AND PHYSICAL EDUCATION

YEAR 8

PHYSICAL EDUCATION

LENGTH: 1 TERM

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

Students will participate in three sports/activities as negotiated with the teacher. Activities include softball, soccer, basketball, fitness, athletics and volleyball. Throughout the term, students will have the opportunity to examine rules, tactics and strategies of team games, as well as the importance of fitness relevant to year 8 students.

FUTURE DIRECTION:

Years 9-10 Physical Education
Stages 1 and 2 Health
Stages 1 and 2 Outdoor Education
Stages 1 and 2 Sports Studies

YEAR 8

GIRLS' PHYSICAL EDUCATION

LENGTH: 1 OR 2 SEMESTERS

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Female students will participate in a range of activities depending on the needs of the class. These could include netball, soccer, fitness, badminton or basketball. There is a theory component which must be completed, and may include team play and tactics, umpiring and coaching.

FUTURE DIRECTION:

Year 10 Girls' Physical Education
Year 10 Physical Education
Stages 1 and 2 Outdoor Education
Stages 1 and 2 Sports Studies

YEAR 8

SPECIALIST PHYSICAL EDUCATION

LENGTH: 1 OR 2 SEMESTERS

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students who love to be active and have a passion for sport and exercise and are encouraged to take part in this subject.

Students participate in a range of sports and activities, depending on the experience of the students. Possible activities may include hockey, volleyball, futsal, touch or softball.

Students will also complete an officials' course and be expected to assist with officiating at interschool sporting carnivals. The course will include both practical and theory components.

FUTURE DIRECTION:

Year 10 Physical Education
Stages 1 and 2 Sports Studies

YEAR 8

SPECIALIST SOCCER

LENGTH: 1 OR 2 SEMESTERS

YEAR LEVEL REQUIREMENTS: ELECTIVE

The soccer/futsal subject is open to students who have an interest, talent and potential in soccer, and it is available for year 8 students as an elective.

NATURE OF WORK STUDIED:

The Specialist Soccer subject is aimed at students who:

- Demonstrate skill and a commitment to soccer
- Wish to spend time in further development
- Aim to compete at a higher level than that of the average student.

The structure of the subject will include skill development, fitness, theory components and competitions. Theory components will include team play and tactics, fitness, coaching and umpiring, prevention and management of injuries.

FUTURE DIRECTION:

Years 9-11 Soccer Academy
Stages 1 and 2 Sports Studies

SUBJECT OUTLINES

YEAR 9

PHYSICAL EDUCATION

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

Students participate in a wide range of activities such as tennis, netball, badminton, football codes and fitness.

Throughout the semester, theory work examines the rules and strategies of these activities and includes specific literacy activities. Students will also complete a four-week Health course. This will cover relationships and sexual health.

FUTURE DIRECTION:

Year 10 Physical Education
Stages 1 and 2 Sports Studies

YEAR 9

SOCCER ACADEMY

LENGTH: FULL YEAR (TWO LINES)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

The Soccer Academy Program is aimed at students who:

- Demonstrate skill and a commitment to soccer
- Wish to spend time in further development
- Aim to compete at a higher level than that of the average student.

The structure of the program will include skill development, fitness, theory components and competitions. Theory components will include team play and tactics, fitness, coaching and umpiring, prevention and management of injuries.

Soccer Academy will be delivered over 2 lines on line 1 and 3 - Monday and Wednesday.

COST:

\$50.00 to cover uniform and excursion costs.

FUTURE DIRECTION:

Year 11 Soccer Academy
Stages 1 and 2 Sports Studies

YEAR 9

SPORT AND RECREATION

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students participate in a range of sports and activities, depending on the experience of the students. Possible activities may include hockey, volleyball, futsal, touch or softball.

Students may take part in coaching sessions and be involved in umpiring the SAPSASA Winter and Summer carnivals.

The course will include both practical and theory components.

FUTURE DIRECTION:

Year 10 Physical Education
Stages 1 and 2 Sports Studies

YEARS 9/10

GIRLS' PHYSICAL EDUCATION

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students participate in a range of activities depending on the needs of the class. These could include soccer, fitness, badminton or basketball.

There is a theory component which must be completed, and may include team play and tactics, umpiring and coaching.

FUTURE DIRECTION:

Year 10 Girls' Physical Education
Year 10 Physical Education
Stages 1 and 2 Outdoor Education
Stages 1 and 2 Sports Studies

YEARS 9/10

SPECIALIST AFL

LENGTH: 1 SEMESTER OR FULL YEAR

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

The program is aimed at students who:

- Demonstrate skill and a commitment to AFL
- Wish to spend time in further development
- Aim to compete at a higher level

The structure of the subject will include skill development, fitness, theory components and competitions. Theory components will include team play and tactics, fitness, coaching and umpiring, prevention and management of injuries.

ADDITIONAL INFORMATION:

The Specialist AFL subject is open to years 9 and 10 students, male or female, who have an interest and desire to improve their skills, knowledge and team work in AFL.

FUTURE DIRECTION:

Stages 1 and 2 Sports Studies

YEARS 9/10

SPECIALIST NETBALL

LENGTH: 1 SEMESTER OR FULL YEAR

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

The program is aimed at students who:

- Demonstrate skill and a commitment to netball
- Wish to spend time in further development
- Aim to compete at a higher level

The structure of the program will include skill development, fitness, theory components and competitions. Theory components will include team play and tactics, fitness, coaching and umpiring, prevention and management of injuries.

ADDITIONAL INFORMATION:

The Specialist Netball program is open to students who demonstrate talent and potential in netball, and is available for years 9 and 10 students.

Students will need to be involved in an application process consisting of written application and practical trial. Application forms available from the PE office.

FUTURE DIRECTION:

Year 10 Physical Education
Stages 1 and 2 Sports Studies

HEALTH AND PHYSICAL EDUCATION

YEAR 10

PHYSICAL EDUCATION A

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students participate in a range of activities such as tennis, fitness, badminton and touch footy.

There is a theory component which must be completed, a collaborative task, and a research folio. Students will also complete a Health course. This will cover relationships and sexual health.

FUTURE DIRECTION:

Stage 1 Outdoor Education
Stages 1 and 2 Sports Studies

YEAR 10

PHYSICAL EDUCATION B

LENGTH: 1 SEMESTER (HALF YEAR)

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will undertake Integrated Learning in year 10 Physical Education. This is a 10 credit stage 1 subject.

Students will complete two practicals, one Group Activity and a Folio and Discussion in line with SACE requirements. Practical activities may include:

- Basketball
- Hockey
- Swimming
- Volleyball

FUTURE DIRECTION:

Stage 1 Outdoor Education
Stages 1 and 2 Sports Studies

YEAR 10

SOCCER ACADEMY

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: ELECTIVE

The soccer program is an Integrated Learning subject and is open to students who demonstrate talent and potential in soccer, and is available for year 10 students.

Students will need to be involved in an application process consisting of written application and practical trial. Application forms available from the PE office.

Students who have already been involved in the program in 2019 will continue in the academy in 2020.

Soccer Academy will be delivered over 2 lines on line 4 and 6, Tuesday and Thursday.

NATURE OF WORK STUDIED:

The Specialist Soccer Program is aimed at students who:

- Demonstrate skill and a commitment to soccer
- Wish to spend time in further development
- Aim to compete at a higher level than that of the average student.

The structure of the program will include skill development, fitness, theory components and competitions. Theory components will include team play and tactics, fitness, coaching and umpiring, prevention and management of injuries.

COST:

\$50.00 to cover uniform and excursion costs.

FUTURE DIRECTION:

Stages 1 and 2 Sports Studies

SUBJECT OUTLINES

STAGE 1

LIFESTYLE FITNESS AND HEALTH

SACE CODE: 11LN

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students develop a range of practical and group skills in this subject. 'Fitness for Life' will include a range of activities such as yoga, pilates and meditation as practical areas of study, as well as completing a connections task – making connections with other students and people in the community, and an individual study of a lifestyle topic relating to each individual student.

TOPICS COVERED:

- Practical Activity - 3 activities covered
- Connections Task
- Personal Venture task

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Tasks for practical topics may include a written assignment, practical skills assessment journals, video production and written reflection on learning. Reflections will be up to 700 words
- The connections task involves students working with others to achieve a goal either in school or in the community
- Students will undertake a study involving a lifestyle activity of their own choice (practical or research based). This task is 1000-word written or equivalent multi-modal presentation

COST:

Small excursions that may cost up to \$10.00 during the semester.

ADDITIONAL INFORMATION:

Students will develop an appreciation of the importance of their physical and emotional well-being to their success at school and in life in general.

STAGE 1

SOCCER ACADEMY

SACE CODE: 11LN

SACE CREDITS: 2 X 10 CREDITS PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Students will need to be involved in an application process consisting of written application and practical trial. Students who are already involved in 2019, will continue in 2020.

COURSE DESCRIPTOR:

The program is open to students who demonstrate talent and potential in soccer at Craigmore High School.

The structure of the program will include skill development, fitness, training principles and participation in soccer competitions.

TOPICS COVERED:

- Practical – Soccer, Futsal, 5-a-side Outdoor Soccer
- Connections Task
- Personal Venture task

WHAT YOU'LL BE DOING IN THIS SUBJECT:

Written tasks for practical topics include a written assignment, practical skills assessment and written reflection on learning. Reflections will be up to 700 words

The connections task involves students working with others to achieve a goal either in school or in the community.

Students will undertake a study involving a sport (practical or research based). This task completed, is 1000-word written or equivalent multi-modal presentation

COST:

\$50.00 Program Fee – to cover uniforms and excursions throughout the year.

ADDITIONAL INFORMATION:

The program will run on lines 4 and 6, Tuesday and Thursday.

STAGE 1

SPORTS STUDIES

SACE CODE: 11LN

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students develop a range of practical and group skills in this subject. Sport Studies will include a range of sports as practical areas of study, as well as completing a connections task – making connections with other students and people in the community, and an individual study of a sport topic relating to each individual student.

TOPICS COVERED:

- Practical Activity - 3 sports covered
- Connections Task
- Personal Venture task

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Written tasks for practical topics include a written assignment, practical skills assessment and written reflection on learning. Reflections will be up to 700 words
- The connections task involves students working with others to achieve a goal either in school or in the community
- Students will undertake a study involving a sport (practical or research based). This task is completed, is 1000-word written or equivalent multi-modal presentation

COST:

\$70.00 for aquatics (semester 2 only)

ADDITIONAL INFORMATION:

Attendance to aquatics in semester 2 is essential for success in this subject.

ASSESSMENT:

School Based Assessment

Practical Tasks	40%
Connections Task	30%
Personal Venutre	30%

HEALTH AND PHYSICAL EDUCATION

STAGE 1

HEALTH

SACE CODE: 1THEH

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, caring for themselves and the environment. Students develop skills to consider how changing social structures, community values, environmental issues and new technologies affect the health and well-being of individuals and the community.

FOCUS CAPABILITIES:

Personal Development, Citizenship and Learning

TOPICS COVERED MAY INCLUDE:

- Health Investigation
- Mental Health
- Racism
- Risk Taking

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Written assessments in the form of essays or multimedia presentations
- A 1000 word (or equivalent) investigative study about improved health outcomes for individuals and communities
- Written reflection on learning

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Issue Response	50%
Group Activity	25%
Investigation	25%

STAGE 1

OUTDOOR EDUCATION

SACE CODE: 1OUE

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students gain an understanding of ecology, environmental sustainability, cultural perspectives and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

FOCUS CAPABILITIES:

Communication, Citizenship and Personal Development

TOPICS COVERED MAY INCLUDE:

Semesters 1 and 2

Folio

- Safety and Risk Assessment – Planning an Outdoor Journey (1, 2)
- Sustainable Futures and Conservation (2)
- Minimal Impact Camping (1)

Practical Activity

- Mapping and Navigation (1, 2)
- Leadership and Group Dynamics (2)

WHAT YOU'LL BE DOING IN THIS SUBJECT:

Semester 1

- Bike Expedition incorporating group dynamics and navigation
- Mapping and Navigation activities and practical test
- Oral presentation on a current conservation issue
- Group Orienteering course at Para Wirra
- Planning an Outdoor Canoeing Expedition including a Risk Assessment
- Minimum Impact Camping
- Canoe Expedition on the Murray River (2 nights)

Semester 2

- Effective Leadership and Group Dynamics
- Group dynamics challenges leading into a practical excursion to Escape Room
- Exploring a variety of current local 'Conservation Issues'. Presentation on a current conservation issue
- 4 days/3 night camp at Normanville/Deep Creek. Activities include bushwalking, cooking/meal preparation, problem solving tasks
- Written journal based on camp experiences (1500 words)

COST:

\$90.00 per semester to cover a portion of camp expenses. Other excursions may incur a small fee.

ADDITIONAL INFORMATION:

Attendance to camps is essential to achieve success in this subject.

ASSESSMENT:

School Based Assessment:

Practical Activity	55%
Folio	20%
Journal	25%

SUBJECT OUTLINES

STAGE 2

HEALTH

SACE CODE: 2HEH

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, caring for themselves and the environment. Students develop skills to consider how changing social structures, community values, environmental issues and new technologies affect the health and well-being of individuals and the community.

FOCUS CAPABILITIES:

Personal Development, Citizenship and Learning

TOPICS COVERED MAY INCLUDE:

- Group Investigation and Presentation – Adolescent Health Issues
- Issues Analysis – Bullying
- Issues Analysis – Risk Taking
- Practical Activity – Community Wellbeing
- Practical Activity – Senior First Aid
- Practical Activity – Walking Challenge
- Investigation

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Written assessments in the form of essays or multimedia presentations
- Completing Senior First Aid
- A 2000 word (or equivalent) investigative study about improved health outcomes for individuals and communities.

COST:

\$110.00 to cover Senior First Aid

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Group Investigation and Presentation	30%
Issues Analysis	20%
Practical Activity	20%

External Assessment:

Investigation	30%
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RESPECT

STAGE 2

OUTDOOR EDUCATION

SACE CODE: 20UE

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Stage 1 Outdoor Education

COURSE DESCRIPTOR:

Students gain an understanding of ecology, environmental sustainability, cultural perspectives and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

TOPICS COVERED:

- Folio – Environmental Studies
- Folio – Planning and Management Practices
- Folio – Leaderships and Planning
- Folio – Sustainable Environmental Practices
- Practical Activity – Bushwalking Camp
- Practical Activity – Self-reliant Camp
- Practical Activities – Several full-day excursions to develop skills in preparation for the final camps
- Investigation - Environmental Issue or Experience

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- 4 x Folio pieces that can be presented in a range of formats
- Develop an understanding of group dynamics and dissect leadership styles and skills to inform own practice
- Partake in team-building activities and develop bushcraft knowledge and skills both in the classroom and outside
- Working as a class to plan various aspects of a self-reliant camp including risk and safety management, equipment and cooking
- Developing and refining mapping and navigation skills
- A written investigation of an environmental issue
- Develop context specific skills to improve overall performance in a range of recreational activities that may include bushwalking, kayaking, rock-climbing.
- Several single-day excursions
- 2 x Camps

COST:

\$180.00 (\$90.00 per camp)
Other excursions may incur a small fee

ADDITIONAL INFORMATION:

Attendance to camp is essential for success in this subject.

ASSESSMENT:

School Based Assessment

Folio	20%
Group Practical	30%
Self-Reliant Practical	20%

External Assessment:

Investigation	30%
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SUCCESS

STAGE 2

SPORTS STUDIES

SACE CODE: 21LA

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students develop a range of practical and group skills in this subject. Sport Studies will include a range of sports as practical areas of study, as well as completing two Connections tasks, and an individual study of a sport topic relating to each individual student.

TOPICS COVERED:

- Connections Tasks (these involve working with others)
- Personal Endeavour task
- Practical Activities - 3 sports covered

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Improving practical skills and knowledge in a range of sports
- Written tasks for practical topics may include a written assignment, practical skills assessment and written reflection on learning. Reflections will be up to 1000 words.
- Students will work with others to plan and run skills lessons for other students as well as a sports carnival
- Making instructional videos and analysing video footage of skills
- Students will undertake a study of their choice (practical or research based). This task is a 2000-word written task or equivalent multi-modal presentation.

COST:

\$70.00 Aquatics

A variety of smaller excursions costing approximately \$10.00 each (dependent on class size and topics undertaken)

ADDITIONAL INFORMATION:

Attendance to aquatics is essential for success in this subject.

ASSESSMENT:

School Based Assessment

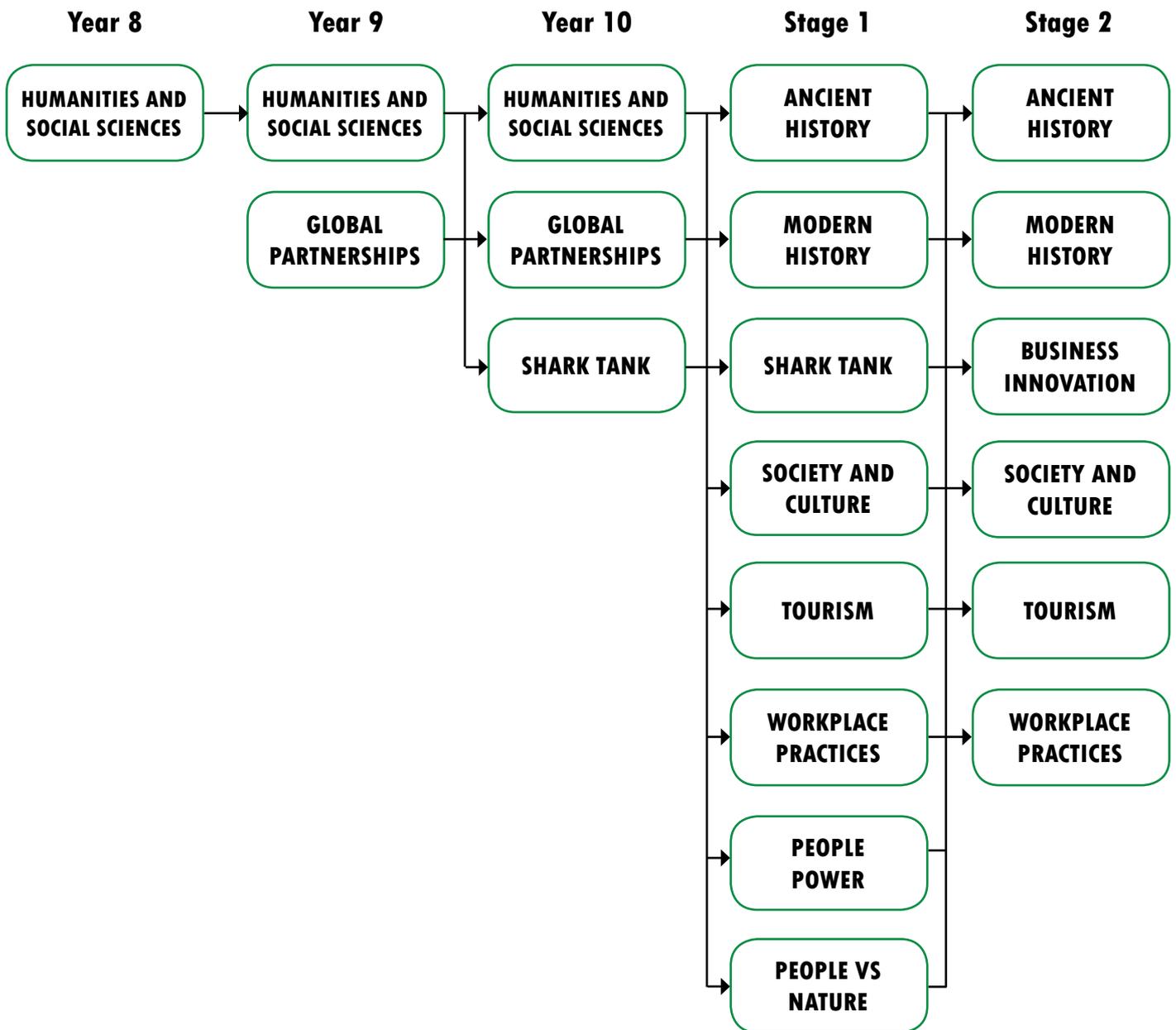
Practical Activities	40%
Connections Task	30%

External Assessment:

Personal Endeavour Task	30%
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CREATIVITY

HUMANITIES AND SOCIAL SCIENCES (HASS)



Stages 1 and 2: Please refer to Page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

SUBJECT OUTLINES

YEAR 8

HUMANITIES AND SOCIAL SCIENCES

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

HASS provides students with the opportunity to learn about the decisions of the past and make predictions about the future through a study of both History and Geography.

The year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c. 650CE – c. 1750). This was when major civilisations around the world came into contact with each other and when social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The year 8 curriculum also provides a study of regional and global places, in an environmental and human context. This includes examining the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. It also includes examining the changing human geography of countries, as revealed by shifts in population.

Students will have the opportunity to negotiate fields of study that incorporate history and geography from a range of thematic units that aim to enable students to develop their inquiry skills. Units studied may include:

- Deadliest Warriors (Vikings, Samurai, Mongols, Polynesians)
- Epic Empires (Vikings, Shogun Japan, Angkor Wat, Polynesia, Spanish)
- Pus, Pain and Purgatory (Black Death, Medieval Europe)
- Seeing the Light (Renaissance)
- Parks and Recreation (Landforms and Landscapes)
- Sim City (Changing Nations)
- Big History Project

FUTURE DIRECTION:

Years 9-12 Humanities and Social Sciences (including senior school Modern History, Ancient History, Society and Culture, People Power, People vs Nature, Shark Tank and Business Innovation)

YEAR 9

HUMANITIES AND SOCIAL SCIENCES

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

HASS provides students with the opportunity to learn about the decisions of the past and make predictions about the future through a study of both History and Geography.

The year 9 curriculum provides a study of history during the making of the modern world (1750 to 1918). This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'

The year 9 curriculum provides a study of the role of the environment and its role in food and fibre production and how people are connected to places throughout the world through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

Students will have the opportunity to negotiate fields of study that incorporate history and geography from a range of thematic units that aim to enable students to develop their inquiry skills. Units studied may include:

- Despots and Dictators (World War I, Progressive Ideas and Movements)
- Crime and Punishment (Making a Nation, Progressive Ideas and Movements, Civics)
- Australia All Over (Movement of Peoples, Making a Nation)
- Progress and Revolution (Industrial Revolution, Progressive Ideas and Movements)
- Feast or Famine (Biomes and Food Security)
- In Da Hood (Movement of Peoples, Interconnections)
- Our Place (Interconnections, Movement of Peoples, Making a Nation)

FUTURE DIRECTION:

Years 10-12 Humanities and Social Sciences (including senior school Modern History, Ancient History, Society and Culture, People Power, People vs Nature, Shark Tank and Business Innovation)

YEAR 9

GLOBAL PARTNERSHIPS

LENGTH: 1 SEMESTER OR FULL YEAR

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Do you want to develop a broader understanding of current issues and events? Do you want the opportunity to collaborate with students from schools around Australia and the world? Then Global Partnerships is the subject for you.

You will have the chance to make a positive impact on the world and connect with people in a new and interesting way. You will learn with the world, not just about it by engaging with the local and global communities through charitable organisations and global partnerships like the iEarn Project and the Asia-Pacific Bridge Partnership, which develop deeper understandings of the Millennium Development Goals.

You will have the opportunity to negotiate topics and investigate and respond to an authentic, engaging and complex questions, problems, or challenges and develop real-world solutions. This enables you to develop your entrepreneurial and 21st Century Skills like: collaboration, teamwork, creativity and imagination, critical thinking and problem solving.

FUTURE DIRECTION:

Stages 1 and 2 subjects including Modern History, Ancient History, Society and Culture, People Power, People vs Nature, Shark Tank and Business Innovation

HUMANITIES AND SOCIAL SCIENCES

YEAR 10

HUMANITIES AND SOCIAL SCIENCES

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

HASS provides students with the opportunity to learn about the decisions of the past and make predictions about the future through a study of both History and Geography.

The year 10 curriculum provides a study of history the history of the modern world and Australia from 1918 to the present with an emphasis on Australia in its global context. This was a time of transformation in the modern world, a time of political turmoil, global conflict and international cooperation that provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

The year 10 curriculum provides a study of environmental geography through an in-depth study of a specific environment including those of Aboriginal and Torres Strait Islander Peoples. It explores global, national and local differences in human wellbeing between places examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

Students will have the opportunity to negotiate fields of study that incorporate history and geography from a range of thematic units that aim to enable students to develop their inquiry skills. Units studied may include:

- World at War (WW2)
- Eat My Shorts! (Popular Culture)
- Revolting Youth (Civics, Rights and Freedoms)
- District 13 (Human Wellbeing)
- H2O (Environmental Change and Management)
- Bits and Pieces (History and Geography)

FUTURE DIRECTION:

Stages 1 and 2 subjects including Modern History, Ancient History, Society and Culture, People Power, People vs Nature, Shark Tank and Business Innovation

YEAR 10

GLOBAL PARTNERSHIPS

(PROJECT BASED LEARNING)

LENGTH: 1 SEMESTER OR FULL YEAR

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Do you want to develop a broader understanding of current issues and events? Do you want the opportunity to collaborate with students from schools around Australia and the world? Then Global Partnerships is the subject for you.

You will have the chance to make a positive impact on the world and connect with people in a new and interesting way. You will learn with the world, not just about it by engaging with the local and global communities through charitable organisations and global partnerships like the iEarn Project and the Asia-Pacific Bridge Partnership, which develop deeper understandings of the Millennium Development Goals.

You will have the opportunity to negotiate topics and investigate and respond to an authentic, engaging and complex questions, problems, or challenges and develop real-world solutions. This enables you to develop your entrepreneurial and 21st Century Skills like: collaboration, teamwork, creativity and imagination, critical thinking and problem solving.

FUTURE DIRECTION:

Stages 1 and 2 subjects including Modern History, Ancient History, Society and Culture, People Power, People vs Nature, Shark Tank and Business Innovation

YEAR 10

SHARK TANK

LENGTH: 1 SEMESTER OR FULL YEAR

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Are you full of ideas for new businesses? Do you want to start your own business? Do you want to develop your entrepreneurial skills? Then Shark Tank is the subject for you.

The Shark Tank program is run in partnership with Adelaide University and enables you to investigate and respond to an authentic, engaging and complex questions, problems, or challenges and develop real-world solutions to customer problems. It will help you to develop your Entrepreneurial Skills like: resilience, communication, creativity, imagination, critical thinking and problem solving while gaining SACE stage 1 credits, undergraduate course credits to Adelaide University and gain competencies toward a Certificate IV New Venture Creation.

You will gain an insight into the process of finding and solving customer problems and the generation of viable business products and services, and pitch your ideas to a range of industry experts.

FUTURE DIRECTION:

Stages 1 and 2 subjects including Modern History, Ancient History, Society and Culture, People Power, People vs Nature, Business Innovation

SUBJECT OUTLINES

STAGE 1

ANCIENT HISTORY

SACE CODE: 1ANT

SACE CREDITS: 10 HALF YEAR / 20 FULL YEAR

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to learn about a range of aspects from different ancient civilizations? Do you want to develop a better understanding of how the present has been influenced by the past? Then Ancient History is the subject for you.

You will investigate the environmental, social, economic, religious, cultural, and aesthetic aspects of these societies and explore the ideas and innovations that shape and are shaped by societies.

FOCUS CAPABILITIES:

Literacy, Critical and Creative Thinking and Intercultural Understanding

TOPICS COVERED MAY INCLUDE:

- Understanding Ancient History
- Warfare and conquest
- Beliefs, rituals, and mythology
- Social structures, slavery and everyday life
- Art, architecture and technology
- Creative representations

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Assessments in the form of essays, reports and multi-media presentations
- Analysis of primary and secondary sources
- Investigation of an aspect of ancient society or culture

ADDITIONAL INFORMATION:

This subject pairs well with Modern History, People vs Nature, People Power and Society and Culture.

ASSESSMENT:

Skills and Applications
Inquiry

STAGE 1

MODERN HISTORY

SACE CODE: 1MOD

SACE CREDITS: 10 HALF YEAR / 20 FULL YEAR

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to learn how and why the world changed over the last 100 years? Do you want to develop a better understanding of how the present has been shaped by the past? Then Modern History is the subject for you.

You will investigate the impacts of conflicts and bloodshed on our ideas, perspectives, circumstances, and lives and the ways in which people, groups, and institutions transform societies.

FOCUS CAPABILITIES:

Literacy, Critical and Creative Thinking and Intercultural Understanding

TOPICS COVERED MAY INCLUDE:

- Revolution
- Social Movements
- Imperialism
- Decolonisation
- Indigenous Peoples
- Elective

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Assessments in the form of essays, reports and multi-media presentations
- Analysis of primary and secondary sources
- Investigation of historical issues and events

ADDITIONAL INFORMATION:

This subject pairs well with Ancient History, People and Power, People vs Nature and Society and Culture.

ASSESSMENT:

Historical Skills
Historical Study

HUMANITIES AND SOCIAL SCIENCES

STAGE 1

PEOPLE POWER

SACE CODE: 1LEG

SACE CREDITS: 10 HALF YEAR

20 FULL YEAR

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to learn about different aspects of the legal system? Do you like debating current issues? Then People Power is the subject for you.

You will gain an insight into law-making and dispute resolution, and investigate contemporary legal issues, making informed judgments about the strengths and weaknesses of the Australian legal system.

FOCUS CAPABILITIES:

Communication, Citizenship, Personal Development and Learning

TOPICS COVERED MAY INCLUDE:

- Law and Society
- People, Structures, and Processes
- Law-making
- Justice and Society
- Young People and the Law

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Assessments in the form of essays, reports and multi-media presentations
- Analysis of primary and secondary sources
- Investigation of historical issues and events

ADDITIONAL INFORMATION:

This subject pairs well with People and Places, Ancient History, Modern History and Society and Culture.

ASSESSMENT:

Folio
Issues Study
Presentation

STAGE 1

PEOPLE VS NATURE

SACE CODE: 1GHY

SACE CREDITS: 10 HALF YEAR

20 FULL YEAR

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to learn about the battle to find balance between the needs of humans and nature? Do you like conducting fieldwork and experiments? Then the original STEM subject which combines science and the humanities, People vs Nature, is the subject for you.

You will investigate different aspects of society and the environment using inquiry methods and develop an appreciation of the interdependence between the biophysical environment and human activities.

FOCUS CAPABILITIES:

Literacy, Numeracy, Critical and Creative Thinking and Personal and Social

TOPICS COVERED MAY INCLUDE:

- Natural Disasters
- Biological and Human Induced Hazards
- Megacities
- Urban Places
- Rural and/or remote places
- Local Issues
- Global Issues

WHAT YOU'LL BE DOING IN THIS SUBJECT:

Assessments in the form of essays, reports and multi-media presentations, Field work and Investigations

ADDITIONAL INFORMATION:

This is a practical, hands-on subject and you will be required to interact with others and the world around you.

This subject pairs well with Society and Culture, Ancient History, Modern History, People Power and Biology.

ASSESSMENT:

School Based Assessment
Geographical Skills and Applications Tasks
Fieldwork

STAGE 1

SHARK TANK

SACE CODE: 1BNV

SACE CREDITS: 10 HALF YEAR

20 FULL YEAR

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Are you full of ideas for new businesses? Do you want to start your own business? Do you want to develop your entrepreneurial skills? Then Shark Tank is the subject for you.

The Shark Tank program is run in partnership with Adelaide University and enables you to gain an insight into the process of finding and solving customer problems and the generation of viable business products and services, and pitch your ideas to a range of industry experts. You not only gain SACE stage 1 credits, but also undergraduate course credits to Adelaide University and competencies toward a Certificate IV New Venture Creation.

FOCUS CAPABILITIES:

Communication, Personal and Social, Critical and Creative Thinking, Intercultural Understanding

TOPICS COVERED MAY INCLUDE:

- Finding and Solving Problems
- Generating Business Models
- Business Communication
- Pitching Business Ideas
- Evaluating the Impact of Business Decisions

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Assessments in the form of reports, and multi-media presentations
- Practical activities applying business skills
- Pitch of a business/event idea

ADDITIONAL INFORMATION:

The course ends with a compulsory excursion to the Venture Showcase where all students must pitch their ideas to members of the wider community.

This subject pairs well with Society and Culture, Fashion Design, Film Producing, Woodwork, Hospitality, Jewellery, Photography and Tourism.

ASSESSMENT:

Business Skills
Business Pitch

SUBJECT OUTLINES

STAGE 1

SOCIETY AND CULTURE

SACE CODE: 1SOR

**SACE CREDITS: 10 HALF YEAR
20 FULL YEAR**

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to learn about the interactions of societies, cultures, and environments? Are you interested in current issues affecting people around the world? Then Society and Culture is the subject for you.

You will learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors and investigate the ways in which people function in groups and communicate within and across cultural groups.

FOCUS CAPABILITIES:

Communication, Citizenship, Personal Development and Learning

TOPICS COVERED MAY INCLUDE:

- Current social or cultural issues
- Popular Culture
- Prejudice and Discrimination
- Natural Environments
- Sustainable Practices
- Refugees and Migrants
- Peace and Conflict

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Assessments in the form of essays, reports and multi-media presentations
- Analysis of primary and secondary sources
- Investigation of social and cultural issues

ADDITIONAL INFORMATION:

This subject pairs well with People vs Nature, People Power, Ancient History and Modern History.

ASSESSMENT:

Sources Analysis
Group Activity
Investigation

STAGE 1

TOURISM

SACE CODE: 11LN

**SACE CREDITS: 10 HALF YEAR
20 FULL YEAR**

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to learn about the places people travel to? Are you interested in the different career pathways in the tourism industry? Then Tourism is the subject for you.

In Tourism you will focus on the tourism industry in South Australia. This includes developing your awareness of tourism regions in the state as well as the importance of tourism events and festivals and their impact on the economy.

FOCUS CAPABILITIES:

Communication, Learning and Work

TOPICS COVERED:

- Creating a tourist destination
- Jobs in the tourism industry
- SA Tourism investigation
- Special events in South Australia

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Practical tasks include creating a Tourism 'Expo' as well as attending a major event in March. Other tasks will require working collaboratively with other students to share ideas and create shared outcomes.
- All tasks include a written component and involve the student reflecting on their learning and progress of their learning

COST:

Excursion costs

ADDITIONAL INFORMATION:

This subject pairs well with Society and Culture, People vs Nature, Shark Tank and People Power.

ASSESSMENT:

School Based Assessment:
Folio and Discussion 30%
Group Activity 30%
Practical Activity 40%

STAGE 1

WORKPLACE PRACTICES

SACE CODE: 1WPS

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to find out about the world of work? Do you want the opportunity to gain valuable work experience? Then Workplace Practices is the subject for you.

You will develop knowledge, skills and understandings of the nature, type and structure of workplaces and how the nature of work, legislation, workplace health and safety, and local, national and global issues are affecting the workplace.

FOCUS CAPABILITIES:

Personal Development and Work

TOPICS COVERED:

- Finding Employment
- Workers' rights and responsibilities
- Taxation and Awards
- Future trends in the world of work
- The value of unpaid work
- Career Planning

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Assessments in the form of essays or multi-modal presentations
- Interviews with people and organisations
- Finding Employment' simulation
- 25 - 30 hours of work experience, part time work or VET study.

ADDITIONAL INFORMATION:

The completion of the 'performance' (25 - 30 hours of work experience, part time work or VET study) component is essential to the completion of this course.

This subject pairs well with Shark Tank, Society and Culture and Flexible Studies.

ASSESSMENT:

School Based Assessment
Folio
Performance
Reflection

HUMANITIES AND SOCIAL SCIENCES

STAGE 2

ANCIENT HISTORY

SACE CODE: 2ANT

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to learn about a range of aspects from different ancient civilisations? Do you want to develop a better understanding of how the present has been influenced by the past? Then Ancient History is the subject for you.

You will study a range of ancient cultures and explore social, economic, religious, cultural and aesthetic aspects of different ancient societies and explore the ideas and innovations that were shaped by these societies.

FOCUS CAPABILITIES:

Literacy, Critical and Creative Thinking, Intercultural Understanding

TOPICS COVERED MAY INCLUDE:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Assessments in the form of essays, multi-media presentations, webpages and creative writing
- Analysis of connections between societies
- Investigation of an aspect of the Ancient World

ADDITIONAL INFORMATION:

This subject pairs well with Modern History and Society and Culture.

ASSESSMENT:

School Based Assessment:

Skills and Applications	50%
Connections	20%

External Assessment:

Inquiry	30%
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STAGE 2

BUSINESS INNOVATION

SACE CODE: 2BNV

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to run your own business? Do you want to develop your entrepreneurial skills? Then Business Innovation is the subject for you.

You will gain an insight into what it takes to design, sustain and transform a business by investigating different business practices, issues and through hands on tasks that evaluate real world problems and come up with practical solutions that could become future business opportunities.

FOCUS CAPABILITIES:

Communication, Personal Development, Work and Learning

TOPICS COVERED MAY INCLUDE:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Assessments in the form of reports, multi-media presentations, infographics, Vision Boards
- Business Models
- Business Pitch
- Reflections

ADDITIONAL INFORMATION:

This subject pairs well with Workplace Practices, Woodwork, Film Production, Photography, Food and Hospitality, Tourism and Society and Culture.

ASSESSMENT:

School Based Assessment:

Business Skills	40%
Business Model	30%

External Assessment:

Business Plan and Pitch	30%
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STAGE 2

MODERN HISTORY

SACE CODE: 2MOD

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to learn about past events, actions, and people? Do you want to develop a better understanding of how the present has been shaped by the past? Then Modern History is the subject for you.

You will explore conflicts and bloodshed between nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

FOCUS CAPABILITIES:

Literacy, Critical and Creative Thinking, Intercultural Understanding

TOPICS COVERED MAY INCLUDE:

- Modern Nations
 - Australia, USA, Germany, Russia, China, Indonesia
- The World Since 1945
 - Changing World Order, Self Determination, Peace in the Middle East, United Nations

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Assessments in the form of essays, reports and multi-media presentations
- Analysis of primary and secondary sources
- Investigation of historical issues and events
- 2 hour examination

ADDITIONAL INFORMATION:

This subject pairs well with Ancient History and Society and Culture.

ASSESSMENT:

School Based Assessment:

History Skills	50%
History Study	20%

External Assessment:

Examination	30%
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SUBJECT OUTLINES

STAGE 2

SOCIETY AND CULTURE

SACE CODE: 2SOR

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to gain a better understanding of current issues and events in Australia and around the world? Then Society and Culture is the subject for you.

You will investigate the factors that affect the lives and identities of individuals and groups, locally, nationally and globally and learn to challenge your thinking and influence your own future by participating effectively in contemporary society.

FOCUS CAPABILITIES:

Communication, Personal Development, Citizenship and Learning

TOPICS COVERED MAY INCLUDE:

- Youth Culture
- Social Ethics
- Technological Revolutions
- People and the Environment
- A Question of Rights
- People and Power

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Assessments in the form of essays, reports and multi-media presentations
- Analysis of a range of local, national and global events
- Interacting with the local community
- Investigation of a contemporary issue

ADDITIONAL INFORMATION:

Students will be expected to interact with others both within the Craigmore High School and wider communities.

This subject pairs well with Modern History, Ancient History, Business Innovation, Workplace Practices and English.

ASSESSMENT:

School Based Assessment:

Folio	50%
Interaction	20%

External Assessment:

Investigation	30%
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STAGE 2

TOURISM

SACE CODE: 2ILN

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to gain a better understanding of the impact of tourist activities? Do you like to plan holidays and trips? Then Tourism is the subject for you.

Tourism includes three excursions which will involve researching and planning travel into the wider community and visiting both city and country destinations. You will investigate tourism destinations as well as a tourism focus of your choice, developing knowledge of jobs involved in the tourism industry and working in a group to construct a tour of Craigmore High School.

FOCUS CAPABILITIES:

Communication, Learning and Work

TOPICS COVERED:

- Adelaide City tourism
- Adelaide Zoo
- Barossa Valley tourism
- Creating a tour guide
- Planning travel itineraries

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Written assessment tasks
- Attending a range of excursions and reporting on your learning
- Creating a tour guide for Craigmore High School
- Collection of folio of information on a tourism focus
- Individual project planning personal interest itinerary for an overseas trip

COST:

Excursion costs

ADDITIONAL INFORMATION:

This subject pairs well with Society and Culture, Business Innovation and English.

ASSESSMENT:

School Based Assessment:

Group Activity	20%
Practical Activity	30%
Folio and Discussion	20%

External Assessment:

Project	30%
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STAGE 2

WORKPLACE PRACTICES

SACE CODE: 2WPS

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: *SEE BELOW

ASSUMED KNOWLEDGE:

*Please refer to page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

COURSE DESCRIPTOR:

Do you want to find out about the world of work? Do you want the opportunity to apply your skills in a real workplace? Then Workplace Practices is the subject for you.

You will develop knowledge, skills and understandings of the nature, type and structure of workplaces and how the nature of work, legislation, safe and sustainable workplace practices and local, national and global issues are affecting the workplace.

FOCUS CAPABILITIES:

Personal Development and Work

TOPICS COVERED:

- Future Employment Opportunities and Trends
- Finding Employment
- Work in Australian Society
- Industrial Relations
- Current Issues in the Workplace
- Reflections

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Assessments in the form of essays or multimodal presentations
- Interviews with people and organisations
- Finding Employment simulation
- 50 - 60 hours of work experience, part time work or VET study
- An Investigation of a workplace issue or Practical Project

ADDITIONAL INFORMATION:

The completion of the 'performance' (50 - 60 hours of work experience, part time work or VET study) and 'investigation' components are essential to the completion of this course.

This subject pairs well with Business and Enterprise and Flexible Studies.

ASSESSMENT:

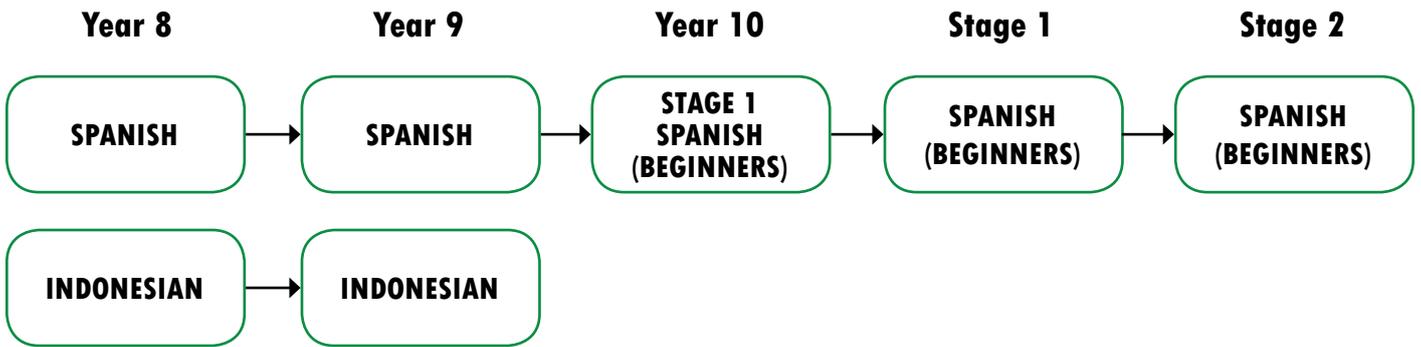
School Based Assessment:

Folio	25%
Performance	25%
Reflection	20%

External Assessment:

Investigation	30%
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LANGUAGES



Stages 1 and 2: Please refer to Page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

SUBJECT OUTLINES

YEAR 8

INDONESIAN

LENGTH: 1 TERM

**YEAR LEVEL REQUIREMENTS:
COMPULSORY (1 LANGUAGE)**

NATURE OF WORK STUDIED:

Students will develop skills in reading, writing and speaking the Indonesian language. Topics covered may include greetings, numbers, family, time, conversations and clothing. They will have the opportunity to discover many of the aspects of Indonesia's rich and varied culture through research.

FUTURE DIRECTION:

Year 9 Indonesian

YEAR 8

SPANISH

LENGTH: 1 TERM

**YEAR LEVEL REQUIREMENTS:
COMPULSORY (1 LANGUAGE)**

NATURE OF WORK STUDIED:

Students will develop knowledge of Spanish and an appreciation of the spread of Spanish across the world. Students will be given the opportunity to develop some vocabulary in Spanish as well as learning about the customs and cultural diversity of Spanish speaking communities around the world.

Topics include:

- My Spanish Profile
- Families
- Spanish speaking countries

Students will begin to explore their preferred learning style and develop skills in IT in order to present work in a variety of ways for assessment.

SUBJECT DESCRIPTOR:

Year 9 Spanish
Stages 1 and 2 Spanish (Beginners)

YEAR 8

SPANISH

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students develop an understanding of the Spanish language and Spanish-speaking communities through a range of engaging activities. Students will have the opportunity to demonstrate their learning through role-plays, group projects, multi-modal texts, Duo-lingo app activities, research tasks and an excursion to the Central Markets.

FUTURE DIRECTION:

Year 9 Spanish

YEAR 9

INDONESIAN

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will continue to learn Indonesian suitable for use in everyday situations. They will learn some of the basic concepts of grammar to produce further understanding of the language. Students will gain further exposure to Indonesia's culture.

YEAR 9

SPANISH

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

Students will further develop their knowledge of other languages and cultures across the world through exploration of language skills and cultural activities.

Topics include:

- Time
- Spanish speakers around the world
- Basic conversation
- Spanish fiestas
- Hispanic food
- My Spanish book
- How language has spread around the world

Students will clarify their preferred learning styles and develop skills in reflecting on their performances and their learning. Students will also develop a variety of ways to research and present their work in order to demonstrate their learning.

FUTURE DIRECTION:

Stages 1 and 2 Spanish (Beginners)

LANGUAGES

YEAR 10

STAGE 1 SPANISH (BEGINNERS)

LENGTH: FULL YEAR

SACE CODE: 1SPB

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

This course assumes that students have no prior knowledge of the Spanish language. It is helpful if students have completed some language study (in any language other than English) to assist them with the conventions of language learning.

Students will learn about basic Spanish language as well as culture. Language skills are built upon during the course to allow for language development through writing, listening, reading and speaking.

Assessment consists of written, aural (listening) and oral components throughout the course.

Students who select this subject need to be self-motivated and well organised in order to keep up with the work and learn this new language.

This course may be completed online through Open Access College.

FUTURE DIRECTION:

Stage 2 Spanish (Beginners)

STAGE 1

SPANISH (BEGINNERS)

SACE CODE: 1SPB

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES:

STUDENTS MUST COMPLETE 400-500 HOURS BY THE TIME THEY COMPLETE STAGE 2

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Stage 1 Spanish is studied at a beginner's level and can be undertaken as a full year or half year subject. Beginners Spanish is designed for students with little or no prior knowledge and experience in the language.

Students develop the skills of listening, speaking, reading, writing, using information and communication technologies to create and engage effectively with a range of spoken, written, visual and multimodal texts in the Spanish language.

TOPICS COVERED:

- Language speaking communities
- The personal world

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Oral presentation
- Text production
- Text analysis

ADDITIONAL INFORMATION:

Students who select this subject need to be self-motivated and well organised in order to keep up with the work and learn this new language.

ASSESSMENT:

School Based Assessment:

Oral Presentation
Text Production
Text Analysis

STAGE 2

SPANISH (BEGINNERS)

SACE CODE: 2SPB

SACE CREDITS: 20 FULL YEAR

**SACE BOARD PREREQUISITES:
STUDENTS MUST SUCCESSFULLY
COMPLETE STAGE 1 SPANISH
BEGINNERS**

ASSUMED KNOWLEDGE:

Full year of Stage 1 Spanish (Beginners) with a C grade or better

COURSE DESCRIPTOR:

Students will develop their knowledge of Spanish and culture through the prescribed themes of the personal world and the Language-speaking communities.

TOPICS COVERED:

- Future plans and Aspirations
- People, Places & Communities
- Friends, Family and Hobbies
- Holidays, travel and Tourism
- Work life

ASSESSMENT:

School Based Assessment:

Assessment Type 1: Interaction	30%
Assessment Type 2: Text Production	20%
Assessment Type 3: Text Analysis	20%

External Assessment:

Assessment Type 4: Examination	30%
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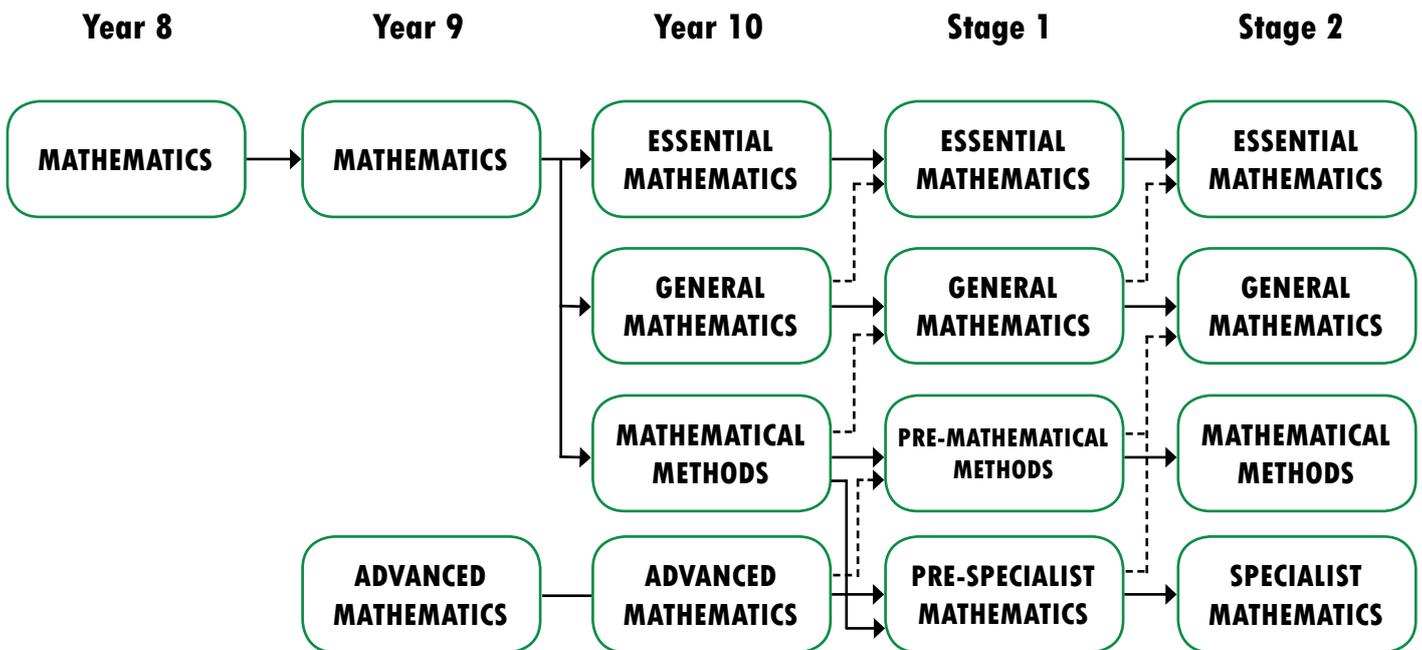
The oral examination takes approximately 10 minutes and has two sections:

- Section 1: Oral Presentation and Discussion (approximately 5 minutes)
- Section 2: Conversation (approximately 5 minutes)

The 2½-hour written examination, plus 10 minutes reading time, has three sections:

- Section I: Listening
- Section II: Reading
- Section III: Writing in Spanish

MATHEMATICS



Stages 1 and 2: Please refer to Page 7 for a full explanation of the terms ‘SACE Board Prerequisites’ and ‘Assumed Knowledge’.

SUBJECT	
Years 9/10 Advanced Mathematics	Students from years 9 and 10 can elect to study this subject in semester 2 only.
Year 10 Mathematics	Students must select one of the Mathematics options to study for a full year.
Stage 1 Pre-Specialist Mathematics	Can only be studied with Pre-Mathematical Methods (not on its own). 2 semesters recommended but can be 1 semester.
Stage 2 Essential Mathematics	Intended for students planning to pursue a career in a range of trades or vocations.
Stage 2 General Mathematics	Leads to courses that require a non-specialised background in Mathematics.
Stage 2 Mathematical Methods	Leads to study in fields that require Statistics such as Health or Social Sciences, Economics, Computer Science.
Stage 2 Specialist Mathematics	Can only be studied with Mathematical Methods (not on its own). Leads to study of Engineering, Computer Science, Mathematical and Physical Sciences.

MATHEMATICS

YEAR 8

MATHEMATICS

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

Year 8 Mathematics reinforces the major ideas and processes from primary school mathematics. Students will develop skills in new areas across the three content strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students learn to work mathematically, with different abilities catered for with extension opportunities and extra support.

Throughout the year students will engage in activities which enrich and enhance the learning program in order to meet the range of abilities and learning styles of all students. The course provides a basis for further Mathematics by consolidating basic skills and developing the students' confidence and ability to read, understand and translate information to solve problems.

Students will engage in the following area of study:

- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Using Units of Measurement
- Linear and Non-Linear Relationships
- Geometric Reasoning
- Chance
- Data Representation and Interpretation

An intervention programme for students who require further support to develop basic numeracy skills will also be provided.

FUTURE DIRECTION:

Years 9-12 Mathematics (including optional Years 9/10 Advanced Mathematics, Senior School Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics)

YEAR 9

MATHEMATICS

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

Year 9 Mathematics reinforces the major ideas and processes from year 8 mathematics. Students will develop skills in new areas across the three content strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students learn to work mathematically, with different abilities catered for with extension opportunities and extra support.

Throughout the year students will engage in activities which enrich and enhance the learning program in order to meet the range of abilities and learning styles of all students. The course provides a basis for further Mathematics by consolidating basic skills and developing the students' confidence and ability to read, understand and translate information to solve problems.

Students will engage in the following area of study:

- Real Numbers
- Money and Financial Mathematics
- Pythagoras Theorem
- Trigonometry
- Algebraic Processes
- Using Units of Measurement
- Linear and Non-Linear Relationships
- Chance
- Data Representation and Interpretation

An intervention programme for students who require further support to develop basic numeracy skills will also be provided.

FUTURE DIRECTION:

Years 9-12 Mathematics (including optional Years 9/10 Advanced Mathematics, Senior School Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics)

YEARS 9/10

ADVANCED MATHEMATICS

LENGTH: SEMESTER 2 ONLY

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

This course will be taken as a choice subject in semester 2. The curriculum focuses on developing and refining fluency, understanding, reasoning and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Advanced Mathematics will provide students with the necessary skills to enter stage 1 Pre-Mathematical Methods and Pre-Specialist Mathematics courses. Students will gain skills in the theoretical concepts of mathematics and focus on their higher order thinking skills in solving complex problems. Technology, where applicable, is embedded through the use of graphic calculators to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

FUTURE DIRECTION:

Stages 1 and 2 courses including Pre-Mathematical Methods and Pre-Specialist Mathematics

SUBJECT OUTLINES

YEAR 10

ESSENTIAL MATHEMATICS

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS:

COMPULSORY (ONE YEAR 10 MATHEMATICS SUBJECT)

NATURE OF WORK STUDIED:

Year 10 Essential Mathematics reinforces some of the major ideas and processes from year 9 mathematics. Students will develop skills in new areas across the three content strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students learn to work mathematically, with different abilities catered for with extension opportunities and extra support.

Students will engage in the following areas of study:

- Money and Financial Mathematics
- Patterns and Algebra
- Using Units of Measurement
- Linear and Non-Linear Relationships
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation

Essential Mathematics leads to vocational pathways. Students can choose their pathway of study based on this, but it does not prevent them from changing their direction during the course of the year. The objective is to provide a program that enables the student to acquire the knowledge and skills in Mathematics necessary for further study and later for a smooth transition into the world of work.

FUTURE DIRECTION:

Stages 1 and 2 Essential Mathematics

YEAR 10

GENERAL MATHEMATICS

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS:

COMPULSORY (ONE YEAR 10 MATHEMATICS SUBJECT)

NATURE OF WORK STUDIED:

Year 10 General Mathematics reinforces the major ideas and processes from year 9 mathematics. Students will develop skills in new areas across the three content strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students learn to work mathematically, with different abilities catered for with extension opportunities and extra support.

Students will engage in the following areas of study:

- Money and Financial Mathematics
- Patterns and Algebra
- Using Units of Measurement
- Linear and Non-Linear Relationships
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation
-

General Mathematics would lead to pathways in business and retail. Students can choose their pathway of study based on this, but it does not prevent them from changing their direction during the course of the year. The objective is to provide a program that enables the student to acquire the knowledge and skills in Mathematics necessary for further study and later for a smooth transition into the world of work.

FUTURE DIRECTION:

Stages 1 and 2 Mathematics (Essential Mathematics and General Mathematics)

YEAR 10

MATHEMATICAL METHODS

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS:

COMPULSORY (ONE YEAR 10 MATHEMATICS SUBJECT)

NATURE OF WORK STUDIED:

Mathematical Methods will comprise of extended work that will be studied by year 10 students. It reinforces the major ideas and processes from year 9 mathematics. Students will develop skills in new areas across the three content strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students learn to work mathematically, with different abilities catered for with extension opportunities and extra support.

Students will engage in the following areas of study:

- Money and Financial Mathematics
- Patterns and Algebra
- Using Units of Measurement
- Linear and Non-Linear Relationships
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation

Mathematical Methods leads to pathways that require in-depth knowledge of Maths and Science. Students can choose their pathway of study based on this, but it does not prevent them from changing their direction during the course of the year. The objective is to provide a program that enables the student to acquire the knowledge and skills in Mathematics necessary for further study and later for a smooth transition into the world of work.

FUTURE DIRECTION:

Stages 1 and 2 Mathematics (Mathematical Methods and Specialist Mathematics)

MATHEMATICS

STAGE 1

ESSENTIAL MATHEMATICS

SACE CODE: 1MEM

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

In Essential Mathematics, students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Topics studied cover a range of applications of Mathematics, including: general calculation, measurement and geometry, money management, and statistics in social contexts.

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.

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

FOCUS CAPABILITIES:

Literacy, Numeracy, ICT capability, Critical and Creative thinking, Personal and Social capability, Ethical understanding and Intercultural understanding

TOPICS COVERED:

- Calculations, time and ratio
- Earning and spending
- Measurement
- Geometry
- Data in context
- Investing

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Four assessments:
- At least 1 Supervised Assessment Task (SAT/Test) in each of the topics
- 1 Folio Task (Investigation)

ADDITIONAL INFORMATION:

Students who want to study Essential Mathematics at stage 2 should study at least two 10-credit units of Essential Mathematics or higher (General Mathematics or Pre-Mathematical Methods) at stage 1.

It is recommended that students have access to a Scientific calculator for use during the course.

ASSESSMENT:

School Based Assessment:

Skills and Application Tasks	75%
Folio	25%

STAGE 1

GENERAL MATHEMATICS

SACE CODE: 1MGM

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Successful completion of year 10 Mathematics.

COURSE DESCRIPTOR:

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts.

Topics studied cover a range of applications of mathematics, including: personal/financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

FOCUS CAPABILITIES:

Literacy, Numeracy, ICT capability, Critical and creative thinking, Personal and social capability, ethical understanding and Intercultural understanding.

TOPICS COVERED:

- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Networks

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- At least 1 Supervised Assessment Task (SAT/Test) in each of the topics
- At least 1 Folio Task (Investigation) covering each topic

ADDITIONAL INFORMATION:

Students who want to study General Mathematics at stage 2 should study at least two 10-credit units of General Mathematics or higher (Mathematical Methods) at stage 1.

It is recommended that students have access to a graphics calculator for use during the course.

ASSESSMENT:

School Based Assessment:

Skills and Application Tasks	75%
Folio	25%

SUBJECT OUTLINES

STAGE 1

PRE-MATHEMATICAL METHODS

SACE CODE: 1MAM

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Skills in number and algebra, measurement and geometry, and statistics and probability developed in year 10 Mathematics.

COURSE DESCRIPTOR:

Stage 1 Mathematics broadens students' mathematical experience and provides a variety of contexts for incorporating mathematical arguments and problem solving. It develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models.

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

FOCUS CAPABILITIES:

Literacy, Numeracy, ICT capability, Critical and creative thinking, Personal and social capability, ethical understanding and Intercultural understanding.

TOPICS COVERED:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- At least 1 Supervised Assessment Task (SAT/Test) in each of the topics
- At least 1 Folio Task (Investigation) covering one or more topics

COST:

\$100.00 (graphics calculator deposit)

ADDITIONAL INFORMATION:

Students who want to undertake the new National Curriculum stage 2 Mathematical Methods should study 20 credits of stage 1 Pre-Mathematical Methods.

A graphics calculator is compulsory for this course.

ASSESSMENT:

School Based Assessment:

Skills and Application Tasks	75%
Folio	25%

STAGE 1

PRE-SPECIALIST MATHEMATICS

SACE CODE: 1MAM

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Skills in number and algebra, measurement and geometry, and statistics and probability developed in year 10 Mathematics.

COURSE DESCRIPTOR:

Stage 1 Mathematics broadens students' mathematical experience, and provides a variety of contexts for incorporating mathematical arguments and problem solving. It develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models.

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

FOCUS CAPABILITIES:

Literacy, Numeracy, ICT capability, Critical and creative thinking, Personal and social capability, ethical understanding and Intercultural understanding.

TOPICS COVERED:

- Arithmetic and Geometric Sequences and Series
- Geometry
- Further Trigonometry
- Vectors in the Plane
- Matrices
- Real and Complex Numbers

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- At least 1 Supervised Assessment Task(SAT/Test) in each of the topics
- At least 1 Folio Task (Investigation) covering one or more topics

COST:

\$100.00 (graphics calculator deposit)

ADDITIONAL INFORMATION:

Pre-Specialist Mathematics can only be studied in conjunction with Pre-Mathematical Methods.

Students who want to undertake stage 2 Specialist Mathematics should study at least 10 credits of stage 1 Pre-Specialist Mathematics. It is advised that undertaking 20 credits would be more beneficial to the study of stage 2 Specialist Mathematics.

A graphics calculator is compulsory for this course.

ASSESSMENT:

School Based Assessment:

Skills and Application Tasks	75%
Folio	25%

MATHEMATICS

STAGE 2

ESSENTIAL MATHEMATICS

SACE CODE: 2MEM

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: COMPLETION OF 2 SEMESTERS OF ESSENTIAL MATHEMATICS OR HIGHER IN STAGE 1

ASSUMED KNOWLEDGE:

Strong Mathematical skills in the following stage 1 topics: calculations, geometry, business applications, measurement, statistics and investments and loans.

COURSE DESCRIPTOR:

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

FOCUS CAPABILITIES:

Literacy, Numeracy, ICT Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding.

TOPICS COVERED:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- five tests
- two investigations
- one two hour examination

ADDITIONAL INFORMATION:

The equivalent of one test has to be undertaken without the use of either a calculator or notes.

ASSESSMENT:

School Based Assessment:

Skills and Application Tasks	30%
Investigations Folio	40%

External Assessment:

Examination	30%
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STAGE 2

GENERAL MATHEMATICS

SACE CODE: 2MGM

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: SUCCESSFUL COMPLETION OF 2 SEMESTERS OF GENERAL MATHEMATICS OR HIGHER IN STAGE 1

ASSUMED KNOWLEDGE:

A good background of topics covered in stage 1 General Mathematics.

COURSE DESCRIPTOR:

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.

Successful completion of this subject at stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.

FOCUS CAPABILITIES:

Literacy, Numeracy, ICT Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding.

TOPICS COVERED:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- five tests
- two investigations
- one two hour examination

COST:

\$100.00 (graphics calculator deposit)

ADDITIONAL INFORMATION:

The equivalent of one skills and applications task must be undertaken without the use of either a calculator or notes.

A graphics calculator is compulsory for this course.

ASSESSMENT:

School Based Assessment:

Skills and Application Tasks	40%
Investigations Folio	30%

External Assessment:

Examination	30%
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SUBJECT OUTLINES

STAGE 2

MATHEMATICAL METHODS

SACE CODE: 2MHS

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: SUCCESSFUL COMPLETION OF AT LEAST 2 SEMESTERS OF MATHEMATICS (PRE-MATHEMATICAL METHODS) IN STAGE 1

ASSUMED KNOWLEDGE:

Very good knowledge of topics covered in stage 1 Mathematics.

COURSE DESCRIPTOR:

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.

FOCUS CAPABILITIES:

Literacy, Numeracy, ICT Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding.

TOPICS COVERED:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- six tests
- one mathematical investigation
- one 2 ½ hour examination

COST:

\$100.00 (graphics calculator deposit)

ADDITIONAL INFORMATION:

The equivalent of one skills and applications task must be undertaken without the use of either a calculator or notes.

A graphics calculator is compulsory for this course.

ASSESSMENT:

School Based Assessment:

Skills and Application Tasks	50%
Mathematical Investigation	20%

External Assessment:

Examination	30%
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STAGE 2

SPECIALIST MATHEMATICS

SACE CODE: 2MSC

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: SUCCESSFUL COMPLETION OF AT LEAST 3 SEMESTERS OF MATHEMATICS (2 SEMESTERS OF PRE-MATHEMATICAL METHODS AND AT LEAST 1 SEMESTER OF PRE-SPECIALIST MATHEMATICS) IN STAGE 1

ASSUMED KNOWLEDGE:

Very good knowledge of topics covered in stage 1 Mathematics.

COURSE DESCRIPTOR:

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 as well as using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

FOCUS CAPABILITIES:

Literacy, Numeracy, ICT Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding.

TOPICS COVERED:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- six tests
- one mathematical investigation
- one 2 ½ examination

COST:

\$100.00 (graphics calculator deposit)

The equivalent of one skills and applications task must be undertaken without the use of either a calculator or notes. Students undertake a 3-hour external examination. The examination is based on the key questions and key concepts in all the six topics.

A graphics calculator is compulsory for this course.

ASSESSMENT:

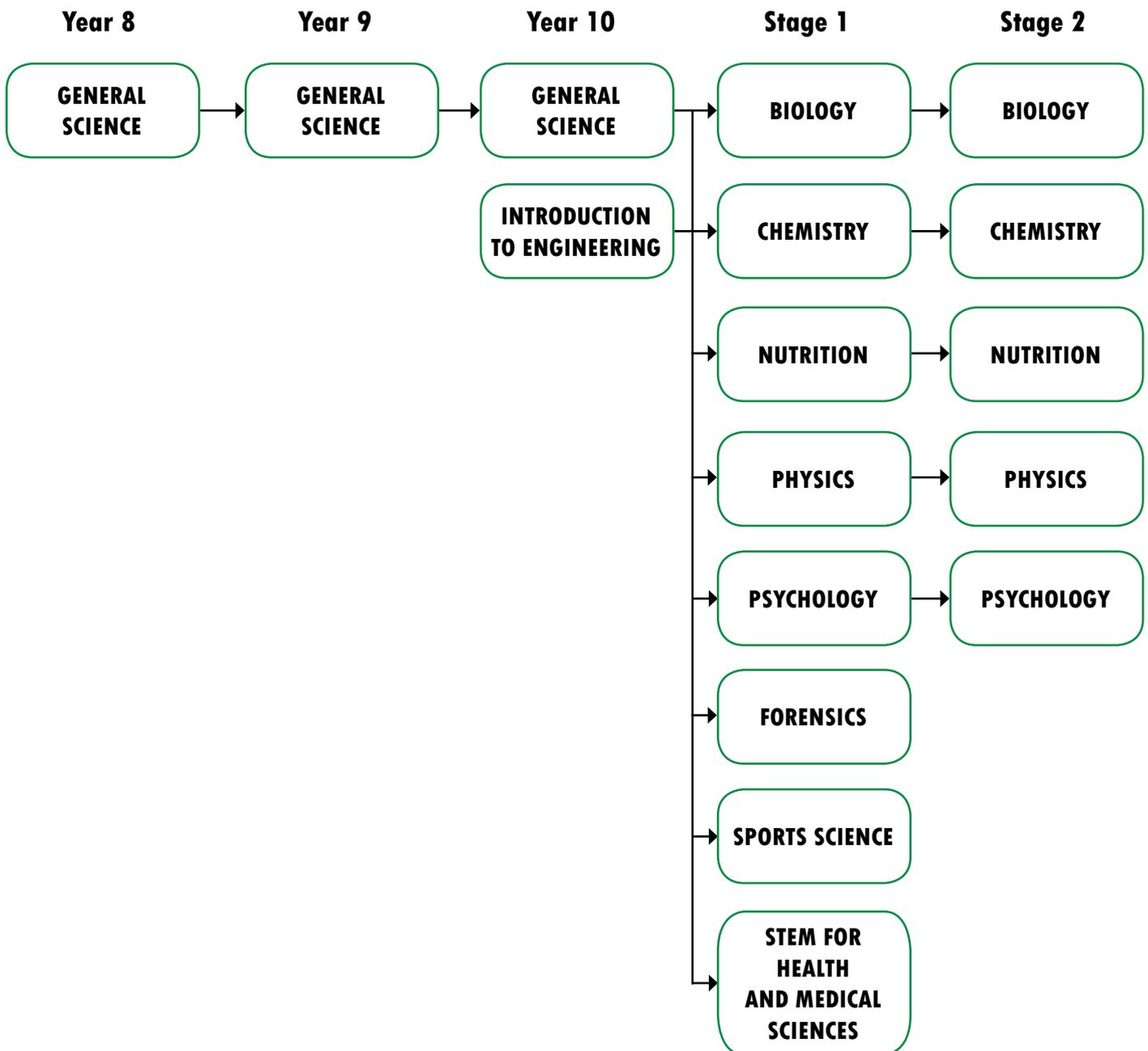
School Based Assessment:

Skills and Application Tasks	50%
Mathematical Investigation	20%

External Assessment:

Examination	30%
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SCIENCE



Stages 1 and 2: Please refer to Page 7 for a full explanation of the terms 'SACE Board Prerequisites' and 'Assumed Knowledge'.

SUBJECT OUTLINES

YEAR 8

GENERAL SCIENCE

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

The Australian Curriculum: Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. The year 8 Science course aims to promote an interest in science and contemporary issues in science, society and the environment.

Science provides students with both a body of knowledge and an understanding of the scientific method. The ability to formulate hypotheses, design and carry out strategies to test them, and evaluate results, constitutes the framework within which specific content is presented. Students are encouraged to relate the content of the classroom to real life contexts as they develop critical thinking and problem-solving skills.

The year 8 curriculum aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments.

Students will engage in the following areas of study:

Physical Science

- Energy

Chemical Science

- Matter
- Physical & Chemical Changes

Biological Science

- Cells
- Growth & Reproduction

Earth and Space Science

- Rock Cycle

FUTURE DIRECTION:

Years 9-12 Science (including senior school Introduction to Engineering, Biology, Chemistry, Forensics, Nutrition, Physics, Psychology and Sports Science)

YEAR 9

GENERAL SCIENCE

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

The Australian Curriculum: Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. The year 9 Science course aims to provide students of all capabilities the opportunity to develop an understanding of important science concepts, processes used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

Students gain an understanding of the scientific approach to problem solving and how to plan and conduct their own scientific experiments to test hypotheses. They analyse data and apply their scientific knowledge to evaluate results provides a structure within specific content is presented. Students are encouraged to relate the content of the classroom to real life contexts as they develop critical thinking and problem-solving skills.

Students will engage in the following areas of study:

Physical Science

- Energy Transfer and Transformation

Chemical Science

- Chemical Reactions
- Radioactivity

Biological Science

- Homeostasis
- Ecosystems

Earth and Space Science

- Plate Tectonics

FUTURE DIRECTION:

Years 10-12 Science (including senior school Biology, Chemistry, Forensics, Nutrition, Physics, Psychology and Sports Science)
Year 10 Introduction to Engineering

SCIENCE

YEAR 10

GENERAL SCIENCE

LENGTH: FULL YEAR

YEAR LEVEL REQUIREMENTS: COMPULSORY

NATURE OF WORK STUDIED:

Students discover that science provides a way of answering questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a collaborative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

In year 10, there is a greater emphasis on students developing questions and hypotheses and independently designing and improving methods of investigation. When analysing their data, they are expected to assess reliability and explain any sources of error. Students develop and justify conclusions, identifying alternative explanations for findings. They construct evidence-based arguments and select appropriate ways to communicate science ideas for specific purposes.

Students will engage in the following areas of study:

Physical Science

- Newton's Laws
- Energy Conservation

Chemical Science

- Periodic Table
- Atomic Structure
- Chemical Reactions

Biological Science

- DNA
- Genetics
- Evolution

Earth and Space Science

- Big Bang Theory
- Earth Systems

FUTURE DIRECTION:

Stages 1 and 2 courses including Biology, Chemistry, Forensics, Nutrition, Physics, Psychology and Sports Science.

YEAR 10

INTRODUCTION TO ENGINEERING

LENGTH: 1 SEMESTER OR FULL YEAR

YEAR LEVEL REQUIREMENTS: ELECTIVE

NATURE OF WORK STUDIED:

This course has a strong STEM (Science, Technology, Engineering and Mathematics) career focus exposing students to the vast and ever changing streams of Engineering. Students will be introduced to the engineering process and how it is applied to solve local and global problems and to benefit society.

In this subject students will participate in projects and competitions using a variety of technologies and STEM skills. They will develop teamwork and project management skills throughout their projects and can apply their theoretical and technical skills from other STEM subjects.

The projects are dynamic and the course is open to co-design with the students. Past projects have include water filtration, Uni SA Mission to Mars and Movie Magic STEMIE Challenge, student choice Arduino projects.

FUTURE DIRECTION:

Stages 1 and 2 courses including Pre-Mathematical Methods, Pre-Specialist Mathematics, Industrial Design and Architecture (CAD), Digital Technologies and Physics.

SUBJECT OUTLINES

STAGE 1

BIOLOGY

SACE CODE: 1BGY

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

The study of Biology offers students opportunities to understand the diversity of life, the structure and function of living things, and how they interact with their own and other species and the environment. Students will investigate biological systems to evaluate the impact of human activity on the natural world.

Through the study of Biology, students develop an understanding of the natural world that enables them to be questioning, reflective and critical thinkers. Students will learn to use scientific approaches to solving every day and complex problems.

FOCUS CAPABILITIES:

Students will develop aspects of each of the seven SACE capabilities

TOPICS COVERED:

- Cells and Microorganisms
- Biodiversity and Ecosystem Dynamics
- Multicellular Organisms
- Infectious Disease

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Practical investigations (Deconstruction and Design)
- Science as a Human Endeavour Investigation
- Tests
- End of semester examination

ADDITIONAL INFORMATION:

Students who want to undertake Biology at stage 2 should study 20 credits of Biology at stage 1.

ASSESSMENT:

School Based Assessment:

Investigation Folio	50%
Skills and Application Tasks	50%

*This weighting is negotiated throughout the co-design process

STAGE 1

CHEMISTRY

SACE CODE: 1CEM

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

The study of Chemistry offers students opportunities to consider the use that human beings make of the planet's resources and the impact of human activities on the environment. An understanding of chemistry and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

Through the study of Chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them.

FOCUS CAPABILITIES:

Students will develop aspects of each of the seven SACE capabilities

TOPICS COVERED:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Science as a Human Endeavour Investigation
- Practical investigations
- End of semester examination

ADDITIONAL INFORMATION:

Students who want to undertake Chemistry at stage 2 should study 20 credits of Chemistry at stage 1.

This subject is a pre-requisite or assumed knowledge for several university courses. Please refer to the SATAC guide for more information.

ASSESSMENT:

School Based Assessment:

Investigation Folio	50%
Skills and Application Tasks	50%

*This weighting is negotiated throughout the co-design process

STAGE 1

FORENSICS

SACE CODE: 1SCF

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students undertake scientific investigations, both practical and issues based, to develop their knowledge and understanding. Data, information, and observations from those investigations provide the evidence for making decisions (e.g. conclusions, recommendations, and opinions). Scientific literacy and numeracy skills are developed by questioning, displaying, and analysing data, and by communicating outcomes. Scientific investigations are carried out by students through individual and collaborative activities.

Forensics will draw some aspects from the different branches of science such as biology, chemistry and physics.

FOCUS CAPABILITIES:

Students will develop aspects of each of the seven SACE capabilities

TOPICS COVERED:

There will be an element of co-design to this course. Topics will be selected by the cohort and can include but are not limited to:

- Blood spatter
- Fingerprinting
- Epidemics
- Forgery detection
- Behavioural science
- Crime scene investigation techniques

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Practical investigations
- Issues investigation
- Oral presentation/skill demonstration

ADDITIONAL INFORMATION:

Students interested in forensics pathways should consider also undertaking stage 1 Chemistry.

ASSESSMENT:

School Based Assessment:

Investigation Folio	50%
Skills and Application Tasks	50%

SCIENCE

STAGE 1

NUTRITION

SACE CODE: 1NUT

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between foods, health and diet related diseases and have the opportunity to examine factors that influence food choices and reflect on local, national, indigenous, global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food and consider ways in which these methods and associated technologies influence the health of individuals and communities. The study of Nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

FOCUS CAPABILITIES:

Personal Development, Citizenship and Learning

TOPICS COVERED:

- Contaminated food
- Macronutrients and micronutrients
- Psychology of food marketing
- Safe food handling

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Practical task
- Two research tasks / investigation
- Supervised Assessment Task

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Practical Investigation	60%
Skills and Application Tasks	40%

STAGE 1

PHYSICS

SACE CODE: 1PYI

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

The three strands of science inquiry skills, science as a human endeavour, and science understanding are integrated throughout student learning in this subject. The topics in stage 1 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge and understanding of these three strands of science.

Physics requires the interpretation of physical phenomena through both research and practical tasks. Students are required to design and carry out practicals in a safe and ethical manner to gather data and evidence to consolidate and build new knowledge.

FOCUS CAPABILITIES:

Communication and Learning

TOPICS COVERED:

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

For a 10-credit subject, students study a selection of aspects of at least three of these topics.

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Practical Investigations
- Tests
- Science as a human endeavour investigation
- End of semester examination

ADDITIONAL INFORMATION:

Students who want to undertake Physics at stage 2 should study 20 credits of Physics at stage 1.

ASSESSMENT:

School Based Assessment:

Investigation Folio	50%
Skills and Application Tasks	50%

STAGE 1

PSYCHOLOGY

SACE CODE: 1PSC

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Psychology is the science of behaviour and emotion. It aims to describe and explain the universality of human experience, individual and cultural diversity. Psychology systematically studies behaviour and involves students in the collection and analysis of qualitative and quantitative data. Through their studies, students come to better understand themselves and society.

FOCUS CAPABILITIES:

Communication and Learning

TOPICS COVERED:

There will be an element of co-design to this course. Topics will be selected by the cohort and can include but are not limited to:

- Introduction to Psychology (compulsory)
- Social Behaviour
- Emotion
- Forensic Psychology
- Brain and Behaviour
- Human Psychological Development
- Cognition and Memory
- Intelligence
- Positive Psychology

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Practical reports using original experimental data
- Two negotiated assignments
- At least one topic test
- Final examination

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Investigation Folio	40%
Skills and Application Tasks	60%

SUBJECT OUTLINES

STAGE 1

SPORTS SCIENCE

SACE CODE: 1SCF

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

The study of Sports Science offers student's opportunities to understand how to design individual athlete training programs including sport specific diet plans developed from scientific fitness testing such as lung capacity tests, fitness testing (8-11 different tests combined to measure fitness), BMI, body fat percentage testing, VO2 max testing, heart rate and blood pressure. Students will investigate fitness and dietary (energy) requirements of individual athletes to evaluate the use of scientific fitness testing on their chosen sport. They will develop individual training programs and dietary plans for athletes as different skill sets are required for various sports.

Through the study of Sports Science, students develop an understanding of their chosen sport, athletic skills, fitness testing and dietary (energy) requirements that enables them to question, investigate, test, reflect and engage in critical thinking. Students will learn to use scientific approaches to solving every day and complex problems associated with sports.

FOCUS CAPABILITIES:

Students will develop aspects of each of the seven SACE capabilities.

TOPICS COVERED:

- Fitness testing (8-11 different tests combined to measure fitness)
- VO2 max testing and lung capacity
- BMI and body fat percentage
- Heart rate and blood pressure

WHAT YOU'LL BE DOING IN THIS SUBJECT:

3 x Folio Tasks:

Sem 1: Sport specific athlete diet & training program Heartrate & blood pressure analysis (athletic targets) Fitness testing comparison report

Sem 2: BMI analysis - athletic targets

VO2 max oxygen test practical analysis & discussion

Fitness testing comparison report

1 x Supervised Assessment Task:

Sem 1: Key concepts to warm up & cool down routine based on current sports science research (dynamic & static exercise)

Sem 2: VO2 max testing in identifying athletic talent

*All focused on individual students chosen sport

ADDITIONAL INFORMATION:

Students are encouraged to be involved in or play the sport they intend to investigate in Sports Science.

ASSESSMENT:

School Based Assessment:

Investigation Folio	60%
Skills and Application Tasks	40%

STAGE 1

STEM FOR HEALTH AND MEDICAL SCIENCES

SACE CODE: SCIENTIFIC STUDIES 1SCF

SACE CREDITS: 10 PER SEMESTER

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Introduction to STEM for Health and Medical Professions is a course for students interested in entering the largest sectors of job growth in South Australia (STEM and Health). This course will involve using scientific inquiry or the engineering design process to investigate and solve problems surrounding the many areas of health and medical science. This includes but not is limited to nursing, physiotherapy, veterinary science, optometry, audiology, and aged care. Students will also undertake a Collaborative Inquiry and a Science as a Human Endeavour task.

STEM for Health and Medical Science will draw some aspects from the different branches of science such as Biology, Chemistry and Physics.

FOCUS CAPABILITIES:

Students will develop aspects of each of the seven SACE capabilities.

TOPICS COVERED:

There will be a key emphasis on scientific inquiry skills, scientific knowledge and the engineering design process.

There will be an element of co-design to this course. Topics will be selected by the cohort and can include but are not limited to:

- Engineering design solutions for aged patients
- Investigating science of sanitation methods
- Cheaper lenses for glasses

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Practical investigations
- Issues investigation
- Oral presentation/skill demonstration

ADDITIONAL INFORMATION:

As this subject will strengthen scientific inquiry skills and apply scientific knowledge it will act as a complementary subject to other sciences and VET courses. Students who are interested in studying these fields are encouraged to pair this subject with at least one other field of science and mathematics.

Related subject areas: Science, Mathematics, Engineering, CAD, Metalwork, Woodwork

ASSESSMENT:

School Based Assessment:

Investigation Folio	50%
Skills and Application Tasks	50%

*This may be altered as part of the Co-Design process

SCIENCE

STAGE 2

BIOLOGY

SACE CODE: 2BGY

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Full year of stage 1 Biology with a C grade or better.

COURSE DESCRIPTOR:

Students learn about the cellular structure and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, society and the environment.

Students design, conduct and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application on new ideas and technologies.

FOCUS CAPABILITIES:

Communication and Learning

TOPICS COVERED:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Two practical investigations
- One Science as a Human Endeavour Investigation
- Four topic tests
- One two hour examination

COST:

Students will be advised to purchase a copy of the stage 2 workbook in term 1. The cost is \$28.00.

Students will also have the opportunity to purchase the exam revision guide released in the second semester of the course. This is not compulsory. Cost is generally \$30.00.

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Investigation Folio 40%
Skills and Application Tasks 30%

External Assessment:

Examination 30%

STAGE 2

CHEMISTRY

SACE CODE: 2CEM

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Full year of stage 1 Chemistry with a C grade or better.

COURSE DESCRIPTOR:

Students study the matter that makes up materials and the properties, uses, means of production and reactions of these materials. They undertake a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the Earth's resources and the impact of human activities on the environment. They develop investigation skills and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

FOCUS CAPABILITIES:

Numeracy, Literacy and Critical and Creative Thinking

TOPICS COVERED:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Three practical investigations
- One science as a human endeavour investigation
- Three topic tests
- One two hour examination

COST:

Students will be advised to purchase a copy of the Chemistry Essentials workbook in term 1. The cost is \$28.00.

Students will also have the opportunity to purchase the exam revision guide released in the second semester of the course. This is not compulsory. Cost is generally \$30.00.

ADDITIONAL INFORMATION:

This subject is a pre-requisite or assumed knowledge for several university courses. Please refer to the SATAC guide for more information.

ASSESSMENT:

School Based Assessment:

Investigation Folio 30%
Skills and Application Tasks 40%

External Assessment:

Examination 30%

STAGE 2

NUTRITION

SACE CODE: 2NUT

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health and diet-related diseases. In practical investigations, students formulate and test hypotheses by collecting, presenting, analysing and evaluating empirical data in order to describe trends and clarify theoretical concepts related to nutrition. This acquired knowledge helps students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes, so that they may participate fully in their communities.

FOCUS CAPABILITIES:

Communication and Learning

TOPICS COVERED:

- Diet, Lifestyle and Health
- Food Selection and Dietary Evaluation
- Food, Nutrition and the Consumer
- The Fundamentals of Human Nutrition

Optional Topics:

- Global Nutrition and Ecological Sustainability
- Global Hunger

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- One issues investigation
- At least three practical investigations
- At least three skills and applications tasks
- One two hour examination

COST:

Students will be required to purchase a Nutrition Workbook at a cost of \$30.00

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Investigations Folio 40%
Skills and Application Tasks 30%

External Assessment:

External Examination 30%

SUBJECT OUTLINES

STAGE 2

PHYSICS

SACE CODE: 2PYI

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Full year of Stage 1 Physics with a C grade or better.

COURSE DESCRIPTOR:

The three strands of science inquiry skills, science as a human endeavour, and science understanding are integrated throughout student learning in this subject. The topics in Stage 2 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of these three strands of science.

Physics requires the interpretation of physical phenomena through both research and practical tasks. Students are required to design and carry out practicals in a safe and ethical manner to gather data and evidence to consolidate and build new knowledge.

FOCUS CAPABILITIES:

Communication and Learning

TOPICS COVERED:

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

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Practical investigations (including student designed)
- Topic tests
- Science as a human endeavour investigation
- One two hour examination

COST:

Students will be advised to purchase a copy of the Stage 2 workbook. Cost is generally \$30.00.

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Investigations Folio	30%
Skills and Application Tasks	40%

External Assessment:

Examination	30%
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STAGE 2

PSYCHOLOGY

SACE CODE: 2PSC

SACE CREDITS: 20 FULL YEAR

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

Psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, childbearing, employment and leisure.

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

By observation, experimentation and experience the subject allows students to develop useful skills in analytical and critical thinking and in making inferences by employing evidence-based procedures.

FOCUS CAPABILITIES:

Communication and Learning

TOPICS COVERED:

- Healthy minds
- Introduction to Psychology
- Learning
- Personality
- Psychology of altered states of mind
- Social cognition

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Two negotiated assignments
- One collaborative investigation report
- One individual investigation report
- Three topic tests
- One two hour examination

COST:

Students will have the opportunity to purchase the exam revision guide released in the second semester of the course. This is not compulsory. Cost is generally \$30.00.

ADDITIONAL INFORMATION:

Nil

ASSESSMENT:

School Based Assessment:

Investigations Folio	30%
Skills and Application Tasks	40%

External Assessment:

Examination	30%
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SUBJECT OUTLINES

YEAR 9 / YEAR 10 / STAGE 1

MEDIA AND MARKETING

SACE CODE: 11LN

SACE CREDITS: 30 STAGE 1 (FULL YEAR)

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Familiarity with Adobe suite is preferable

COURSE DESCRIPTOR:

This course is designed for students to develop their design, media and marketing skills through creating promotional materials based on design briefs. These materials will be designed using Adobe Suite products like In-Design, Photoshop and Illustrator. There will also be opportunities to work with the community to design products for their organisations and gain industry experience.

FOCUS CAPABILITIES:

Literacy, Numeracy, ICT Critical and Creative thinking.

TOPICS COVERED:

- Interpret and follow a brief from a client
- Design and create marketing materials for organisations and events
- Understand the role social media plays in planning and promoting events
- Film and production methods
- Web design

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Practical tasks associated with media and marketing
- Working with others and independently
- Written assessment and/or multimodal presentations

ADDITIONAL INFORMATION:

This is a highly practical course, which requires students to spend a significant amount of time working in teams and communicating with clients. Students will enrol in a full year course that is one day per week.

This is a years 9, 10 and stage 1 vertical group which will be delivered over one full day.

ASSESSMENT:

Community Studies

- Contract
- Folio
- Reflection

Integrated Learning

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

YEAR 10 / STAGE 1

LANDSCAPING - CERTIFICATE II IN HORTICULTURE

SACE CODE: CERTIFICATE II IN HORTICULTURE

SACE CREDITS: 10-50 (DEPENDANT ON SUCCESSFUL COMPLETION OF COMPETENCIES) - (FULL YEAR)

SACE BOARD PREREQUISITES: NIL

ASSUMED KNOWLEDGE:

Nil

COURSE DESCRIPTOR:

This course allows students to gain general landscaping, horticultural and some construction skills. Students who are enrolled in the course have the opportunity to complete Certificate II in Horticulture.

FOCUS CAPABILITIES:

Literacy, Numeracy, Critical and Creative thinking

TOPICS COVERED:

- Participate in environmentally sustainable work practices
- Maintain properties and structures
- Lay irrigation and/or drainage pipes
- Tend nursery plants
- Use power tools/hand held operations
- Use hand tools
- Shift materials safely using manual handling methods

These may change depending on course requirements.

WHAT YOU'LL BE DOING IN THIS SUBJECT:

- Practical tasks associated with landscaping and construction
- Working with others and independently
- Written assessment and/or multimodal presentations
- Designing and undertaking construction and horticultural projects (eg paving, planting)
- Site visits to Kersbrook training farm

COST:

Costs of Personal Protective Equipment such as safety boots, gloves and high visibility tops.

ADDITIONAL INFORMATION:

This is a highly practical course, which requires students to spend a significant amount of time working outside. Students will need to enrol in both semesters in order to be eligible for completion of Certificate II in Agriculture.

This is a year 10 and stage 1 vertical group which will be delivered over one full day.

ASSESSMENT:

Certificate II in Horticulture: Nationally accredited competencies