

# Course Book 2024

## Years 7 - 12

Arts

Cross-Disciplinary Studies

Design, Technology and Engineering

English

Food Enterprise and Child Development

Health and Physical Education

Humanities and Social Sciences

Languages

Mathematics

Science

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TO INSPIRE AND EMPOWER OUR COMMUNITY TO PROSPER THROUGH INNOVATION

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Visual Arts - Art	30	Society and Culture	78
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Flexible Studies	36	Italian Continuers	85
Workplace Practices	36	Spanish Continuers	85
<b>Design, Technology and Engineering</b>	<b>38</b>	<b>Mathematics</b>	<b>86</b>
Material Solutions (Fashion Design)	46	General Mathematics	91
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# Acknowledgement of Country

Craigmore High School pays respect to the Traditional Custodians of the lands on which we live, learn and work, and respects their spiritual relationship with their Country.

We acknowledge the Kurna people as the custodians of the Adelaide region whose cultural heritage and beliefs are still important to the living Kurna people today.

We also pay respect to the cultural authority of First Nations People, visiting or attending from other areas of Australia.



# Introduction

The course counselling process at Craigmore High School aims to guide students to research the vast number of transitional options available to them and to select a pathway that is best suited to their career and post-school aspirations.

Before completing subject selections, students:

- Complete in-class and online activities aimed at researching transitional pathways and subject selections best suited to their pathway
- Use this Course Book to explore subject offerings and complete a draft subject selection

Students will complete their subject selections during course counselling week which will run from Thursday 31 August 2023 to Thursday 7 September 2023. During this week:

- Students going into years 7 to 10 in 2024 will complete subject selections online.
  - This will be supported through CARE classes. Subject selection summaries will be sent home to parents/carers for consultation and approval.
  - More information about the online subject selection process will be distributed to families closer to course counselling week.

▫ Students going into SACE Stages 1 and 2 (years 11 and 12) in 2024 will complete draft subject selections online then meet with a counsellor on course counselling day (Wednesday 6 September 2023) to finalise subject selections for the following year of study.

- Course counselling appointments for all students going into SACE Stages 1 and 2 (years 11 and 12) in 2024 will be scheduled for Wednesday 6 September 2023.
- More information about the online subject selection process and scheduling course counselling appointments will be distributed to families closer to course counselling week.

Should you have any questions regarding course counselling or preparation process, please do not hesitate to contact the Deputy Principal.

# Year 7 Course Information and Subject Selections

In year 7, students study a range of subjects that provide them with the skills, abilities and suitable knowledge base to prepare them for further studies, life and the workplace. The year 7 curriculum is based on the Australian Curriculum. The Australian Curriculum sets guidelines that restrict student choice in order to allow for study of a broad range of curriculum areas/subjects.

Please note that subjects listed in this course book are organised in Learning Areas. Learning Areas are defined as disciplines under which subjects are grouped. For example all technology subjects such as CAD, Woodwork, Electronics, Metalwork etc belong in the Design, Technology and Engineering Learning Area.

Learning Area	Subjects	Information about student choice	Subject Duration
CARE	CARE	Compulsory subject, students will be allocated to year 7 CARE groups	Full Year (2 semesters)
English	English	Compulsory Subject	Full Year (2 semesters)
Humanities and Social Sciences	Humanities and Social Sciences (HASS)	Compulsory Subject	Full Year (2 semesters)
Mathematics	Mathematics	Compulsory Subject	Full Year (2 semesters)
Science	Science	Compulsory Subject	Full Year (2 semesters)
Arts	Choices include: • Dance/Drama • Music/Visual Arts	Compulsory Subject Students will undertake each course for one term	Full Year (2 semesters)
Cross-Disciplinary Studies	Connecting Identities and Futures	Compulsory Subject	Half Year (1 semesters)
Design, Technology and Engineering	Design and Digital Technologies	Compulsory Subject	Half Year (1 semester)
Food, Enterprise and Child Development	Food Studies and Personal Development	Compulsory Subject	Half Year (1 semester)
Health and Physical Education	Physical Education	Compulsory Subject	Half Year (1 semester)
Languages	Choices include: • Italian • Spanish	Compulsory Subject Students must select 1 of the available choices	Half Year (1 semester)

\* Please note that while student preferences are taken into account in relation to choice subjects, it is not guaranteed that students will receive their first preference.

# Year 8 Course Information and Subject Selections

In year 8, students study a range of subjects that provide them with the skills, abilities and suitable knowledge base to prepare them for further studies, life and the workplace. The year 8 curriculum is based on the Australian Curriculum. The Australian Curriculum sets guidelines that restrict student choice in order to allow for study of a broad range of curriculum areas / subjects.

Please note that subjects listed in this course book are organised in Learning Areas. Learning Areas are defined as disciplines or learning under which subjects are grouped. For example all technologies subjects such as CAD, Woodwork, Electronics, Metalwork etc belong in the Design, Technology and Engineering Learning Area.

Learning Area	Subject	Information about student choice	Subject Duration
CARE	CARE	<b>Compulsory Subject</b> Students must select one of the CARE groups offered - please see page 17.	<b>Full Year</b> (2 semesters)
English	English	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
Humanities and Social Sciences	Humanities and Social Sciences (HASS)	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
Mathematics	Mathematics	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
Science	Science	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
Arts	Choices include: • Dance/Drama • Music/Visual Art • Visual Art/ Media Arts (Film/Photography)	<b>Compulsory Subject</b> Students can select one of the 3 combined options from the choices available.	<b>Half Year</b> (1 semester)
Cross-Disciplinary Studies	Connecting Identities and Futures	<b>Compulsory Subject</b>	<b>Half Year</b> (1 semester)
Design, Technology and Engineering	Choices include: • CAD & Electronic Focus • Digital Technologies • Materials Solutions	<b>Compulsory Subject</b> However, students will select 1 area of study within the Design, Technology and Engineering Learning Area.	<b>Half Year</b> (1 semester)
Food, Enterprise and Child Development	Food Studies and Personal Development	<b>Compulsory Subject</b>	<b>Half Year</b> (1 semester)
Health and Physical Education	Physical Education	<b>Compulsory Subject</b>	<b>Half Year</b> (1 semester)
Languages	Choices include: • Italian • Spanish	<b>Compulsory Subject</b> Students must select one of the available choices	<b>Half Year</b> (1 semester)

\* Please note that while student preferences are taken into account in relation to choice subjects, it is not guaranteed that students will receive their first preference.

# Year 9 Course Information and Subject Selections

In year 9, students study a range of subjects that provide them with the skills, abilities and suitable knowledge base to prepare them for further studies, life and the workplace. The year 9 curriculum is based on the Australian Curriculum. The Australian Curriculum sets guidelines that restrict student choice in order to allow for study of a broad range of curriculum areas / subjects;

however, in year 9, students have some choice of which elective subjects they study.

Students need to select a total of 4 semesters worth of elective subjects.

Learning Area	Subject	Information about student choice	Subject Duration
CARE	CARE	<b>Compulsory Subject</b> Students must select one of the CARE groups offered. Please see page 17 of this guide for a list of available CARE group options.	<b>Full Year</b> (2 semesters)
English	English	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
Humanities and Social Sciences	<b>Semester 1:</b> History A <b>Semester 2:</b> • History B • Global Connections	<b>Compulsory Subject</b> In Semester 1, all students will study History. Students will select another area of study within the HASS Learning Area to study in Semester 2.	<b>Full Year</b> (2 semesters)
Mathematics	Mathematics	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
Science	Science	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
Food, Enterprise and Child Development	Food Studies and Personal Development	<b>Compulsory Subject</b>	<b>Half Year</b> (1 semester)
Health and Physical Education	Choices include: • Physical Education • Girls' Physical Education	<b>Compulsory Subject</b> However, students will select one of the subject choices listed.	<b>Half Year</b> (1 semester)
Arts	Choices include: • Dance • Media Arts (Film/Photography) • Drama • Visual Arts - Art • Music • Visual Arts - Design	<b>Elective Subject</b> Students can select 1 or more areas of study within the Arts Learning Area. *Music is a Full Year Subject with an exit option for Semester 2.	Student Choice
Design, Technology and Engineering	Choices include: • Material Solutions (Woodwork, Metalwork) • Jewellery & Fashion • Computer Aided Design (CAD) • Digital Technologies	<b>Elective Subject</b> Students can select 1 or more areas of study within the Design, Technology and Engineering Learning Area.	Student Choice
Food, Enterprise and Child Development	• Advanced Cookery • Beginner Textiles	<b>Elective Subject</b> In addition to the compulsory Food, Studies and Personal Development subject outlined in the table above, students can select to study Advanced Cookery or Beginner Textiles for a semester or a full year.	Student Choice
Health and Physical Education	Choices include: • Girls' Physical Education • Physical Education (Elective) • Specialist AFL • Specialist Netball • Specialist Basketball • Specialist Soccer	<b>Elective Subject</b> In addition to the compulsory PE subject outlined in the table above, students can select to study one or more of the following PE subjects.	Student Choice
Languages	Choices include: • Italian • Spanish	<b>Elective Subject</b> Students study a language for a year. Students must select the same language studied in year 8.	Student Choice

\* Please note that while student preferences are taken into account in relation to elective subjects, it is not guaranteed that students will receive their first preference. Final subject options will depend upon student choices; if insufficient students choose a particular subject, it may be removed before the start of the 2024 school year.

# Year 10 course Information and Subject Selections

In year 10, students study a range of subjects that provide them with the skills, abilities and suitable knowledge base to prepare them for further studies, life and the workplace. The year 10 curriculum is based on the Australian Curriculum; however, students also have the opportunity to experience some SACE subjects. The Australian Curriculum and SACE set guidelines

that restrict student choice in order to allow for study of a broad range of curriculum areas/subjects; however, in year 10, students have some choice in which elective subjects they study.

Students need to select a total of 4 semesters worth of elective subjects.

Learning Area	Subject	Information about student choice	Subject Duration
CARE	CARE	<b>Compulsory Subject</b> Students must select one of the CARE groups offered. Please see page 17 of this guide for a list of available CARE group options.	<b>Full Year</b> (2 semesters)
Cross-Disciplinary Studies	Exploring Identities and Futures	<b>Compulsory Subject</b>	<b>Half Year</b> (1 semester)
English	English	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
Health and Physical Education	Choices include: • Physical Education • Girls' Physical Education	<b>Compulsory Subject</b> However, students will select 1 of the choices listed	<b>Half Year</b> (1 semester)
Humanities and Social Sciences	• <b>Semester 1:</b> History A • <b>Semester 2:</b> History B • Global Challenges	<b>Compulsory Subject</b> In Semester 1 all students will study History. Students will select another area of study within the HASS Learning Area to study in Semester 2.	<b>Full Year</b> (2 semesters)
Mathematics	Mathematics	<b>Compulsory Subject</b>	<b>Full Year</b> (2 semesters)
Science	Compulsory choice included • Science • Science for SACE	<b>Compulsory Subject</b> * Students should select if considering studying Biology, Chemistry, Psychology, Physics in Stage 1, 2025	<b>Full Year</b> (2 semesters)
Arts	Choices include: • Dance • Drama • Music • Media Arts (Film/Photography) • Visual Arts - Art • Visual Arts - Design	<b>Elective Subject</b> Students can select 1 or more areas of study within the Arts Learning Area. *Music is a Full Year Subject with an exit option for Semester 2.	Student Choice
Design, Technology and Engineering	Choices include: • Material Solutions (Woodwork, Metalwork) • Jewellery & Fashion • Computer Aided Design (CAD) • Digital Technologies	<b>Elective Subject</b> Students can select 1 or more areas of study within the Design, Technology and Engineering Learning Area.	Student Choice
Food, Enterprise and Child Development	Choices include: • Cake Decorating and Desserts • Food Studies • Advanced Culinary Skills • Child Studies	<b>Elective Subject</b> Students can select 1 or more areas of study within the Food, Enterprise and Child Development Learning Area.	Student Choice
Health and Physical Education	Choices include: • Pre-Sport Studies • Specialist AFL • Specialist Basketball • Girls' Physical Education • Specialist Netball • Soccer Academy • Fitness and Recreation	<b>Elective Subject</b> In addition to the compulsory PE subject outlined in the table above, students can select to study one or more PE subjects. If selected for Soccer Academy, the subject must be for a full year.	Student Choice
Languages	Choices include: • Italian • Spanish	<b>Elective Subject</b> Students must select the same language studied in year 9.	Student Choice

\* Please note that while student preferences are considered in relation to elective subjects, it is not guaranteed that students will receive their first preference. Final subject options will depend upon student choices; if insufficient students choose a particular subject, it may be removed before the start of the 2024 school year.

# Stage 1 course Information and Subject Selections

The SACE Stage 1 curriculum is based on the South Australian Certificate of Education (SACE) Curriculum. The SACE Board sets guidelines around the structure of SACE studies and requirements for completion of the SACE.

Students need to select a total of 7 to 8 semesters worth of elective subjects. Guidance will be given to students during the course counselling process regarding the exact number of elective subjects students must select.

Students should consider the progression of subjects into SACE Stage 2 (Year 12) when selecting SACE Stage 1 (year 11) subjects. Some SACE Stage 2 subjects

assume the knowledge of topics covered in specific SACE Stage 1 subjects. In choosing a SACE Stage 1 course, students should ensure they have the relevant assumed knowledge.

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

Learning Area	Subject	Information about student choice	Subject Duration
CARE	CARE	<b>Compulsory Subject</b> Students must select one of the CARE groups offered. Please see page 17 of this guide for a list of available CARE group options.	<b>Full Year</b> (2 semesters)
Cross-Disciplinary Studies	Activating Identities and Futures	<b>Compulsory Subject</b>	<b>Half Year</b> (1 semester)
English	Selections are based on subject recommendations. Students can select between: • Essential English • English • Workplace Communication • English - Film Studies • English as an additional language	<b>Compulsory Subject</b> (Unless 20 Credits have been already obtained in year 10)	<b>Full Year</b> (2 semesters)
Mathematics	Selections are based on subject recommendations. Students to select 2 Semesters of Mathematics. Students can select between: • Essential Mathematics • General Mathematics • Pre-Mathematical Methods • Pre-Specialist Mathematics	<b>Compulsory Subject</b> Please note if students select Pre-Specialist Mathematics they must select Pre-Mathematical Methods	<b>Half Year</b> (1 semester)
Arts	Choices include: • Creative Arts - Performance Art • Music • Visual Arts - Art • Visual Arts - Design	<b>Elective Subject</b> Students can select 1 or more areas of study within the Arts Learning Area. *Music is a Full Year Subject with an exit option for Semester 2.	Student Choice
Cross Disciplinary Studies	Choices include: • Integrated Learning - Gardening • Workplace Practices • Flexible studies • Student transition committee	<b>Elective Subject</b>	Student Choice
English	Choices include: • English - Film Studies • English - Workplace Communication	<b>Elective Subject</b> Students can select these subjects in addition to the compulsory English subjects above if they haven't been chosen already as a part of the compulsory requirements.	Student Choice
Design, Technology and Engineering	Choices include: • Material Solutions - Woodwork/Metalwork • Material Solutions - Fashion Design • Digital Technologies • DCS Computer Aided Design • DCS Photography • DCS Film Production • Subs in Schools	<b>Elective Subject</b> Students can select 1 or more areas of study within the Design, Technology and Engineering Learning Area.	Student Choice
Food, Enterprise and Child Development	Choices include: • Food Studies • Child Studies • Coffee Cart Enterprise	<b>Elective Subject</b> Students can select 1 or more areas of study within FECD. Please note that Coffee Cart Enterprise must be selected for the full year.	Student Choice
Health and Physical Education	Choices include: • Sport Studies • Health and Wellbeing • Outdoor Education	<b>Elective Subject</b> Students can select to study one or more PE subjects.	Student Choice
Humanities and Social Sciences	Choices include: • Historical Studies • Ancient Studies • Modern History • Society and Culture • Travel and Tourism	<b>Elective Subject</b> Students can select to study one or more HASS subjects.	Student Choice
Languages	Choices include: • Italian Continuers • Spanish Continuers	<b>Elective Subject</b> Students can select to study a language for a full year.	<b>Full Year</b> (2 Semesters)
Science	Choices include: • Biology • Chemistry • Physics • Psychology	<b>Elective Subject</b> Students can select to study one or more Science subjects.	Student Choice

# Stage 2 course Information and Subject Selections

The SACE Stage 2 curriculum is based on the South Australian Certificate of Education (SACE) Curriculum. The SACE Board sets guidelines around the structure of SACE studies and requirements for completion of the SACE.

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

	Learning Area	Subject	Information about student choice	Subject Duration
Compulsory/Core Subjects	CARE	CARE	<b>Compulsory Subject</b> Students will be allocated to Year 12 CARE groups	<b>Full Year</b> (2 semesters)
	Cross Disciplinary Studies	Activating Identities and Futures	Compulsory Subject Students complete AIF in Year 11. Only need to select in Year 12 if they did not achieve a C- or better grade in Year 11	<b>Half Year</b> (1 Semester)
	Student Choice	Student Choice	As a general rule, students must select 4 full year SACE Stage 2 elective subjects as part of their SACE Stage 2 course. This may vary for some students, guidance will be provided during the Course Counselling process.	<b>Full Year</b> (2 semesters)
Elective Subjects	Arts	Choices include: • Creative Arts- • Performance Art • Music • Visual Arts – Art • Visual Arts – Design	<b>Elective Subject</b> Students can select 1 or more areas of study within the Arts Learning Area.	<b>Full Year</b> per subject
	Cross-Disciplinary Studies	Choices include: • Flexible Studies • Workplace Practices	<b>Elective Subject</b>	<b>Full Year</b> per subject
	Design, Technology and Engineering	Choices include: • Material Solutions – Woodwork/Metalwork • Material Solutions – Fashion Design • Digital Technologies • DCS Computer Aided Design • DCS Photography • DCS Film Production	<b>Elective Subject</b> Students can select 1 or more areas of study within the Design, Technology and Engineering Learning Area.	<b>Full Year</b> per subject
	English	Selections are based on subject recommendations. Students can select between • English • Essential English • English Literary Studies • English as an additional language	<b>Elective Subject</b> Students can select 1.	<b>Full Year</b> per subject
	Food, Enterprise and Child Development	Choices include: • Food & Hospitality • Child Studies	<b>Elective Subject</b> Students can select 1 or more areas of study within the FECD.	<b>Full Year</b> per subject
	Health and Physical Education	Choices include: • Sport Studies • Health and Wellbeing • Outdoor Education	<b>Elective Subject</b> Students can select to study one or more PE subjects.	<b>Full Year</b> per subject
	Humanities and Social Sciences	Choices include: • Ancient Studies • Modern History • Society and Culture • Travel and Tourism	<b>Elective Subject</b> Students can select to study one or more HASS subjects.	<b>Full Year</b> per subject
	Languages	Choices include: • Italian Continuers • Spanish Continuers	<b>Elective Subject</b> Students can select to study a language for a full year.	<b>Full Year</b> per subject
	Mathematics	Choices include: • General Mathematics • Mathematic Methods • Specialist Mathematics	<b>Elective Subject</b> Students can select to study one Mathematics subjects.	<b>Full Year</b> per subject
	Science	Choices include: • Biology • Chemistry • Physics • Psychology	<b>Elective Subject</b> Students can select to study one or more Science subjects.	<b>Full Year</b> per subject

\* Please note that while student preferences are considered in relation to elective subjects, it is not guaranteed that students will receive their first preference.

# 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 into further training and study.

For further information visit the SACE website [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

## How do students obtain the 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 Exploring Identities and Futures subject, 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:

- Exploring Identities and Futures – 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)
- Activating Identities and Futures – 10 credits from an in-depth major project (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.

## Your SACE journey

To complete the qualification, you will need to attain **200** credits from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. **Here's how it works.**



### COMPULSORY SUBJECTS

**5 0 credits**

- The Personal Learning Plan (PLP) or Exploring Identities and Futures (EIF) (10 credits)
- Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2
- The Research Project / Activating Identities and Futures (AIF) (10 credits)



### STUDENT SELECTED SUBJECTS

**9 0 credits**

Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.



**6 0 credits**

Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total.

Stage 2 Subjects are externally assessed by the SACE Board of South Australia

# SACE Information

## Student Selection of Courses

The subjects listed in this guide will be offered in 2024. It should be clearly understood however, that the final subject options will depend on student choices. If insufficient students choose a particular subject, it may be removed prior to the start of the 2024 school year.

Subjects offered for SACE Stage 1 in 2024 will be a semester (half a year) in length. The subjects offered at SACE Stage 2 in 2024 will run for a full year.

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

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

Final subject selections will be made when students attend their course counselling meetings.

## Community Learning

Students are able to gain SACE credits for learning undertaken in the community. Information about community-directed programs and self-directed programs can be found on the SACE Board website. Examples of community-directed programs include participation in programs such as the Australian Airforce and Army Cadets, Guides Australia and Scouts Australia, attainment of dance and music accreditation and umpiring for various sports organisations such as the SANFL.

## 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.

## Vocational Education and Training (VET)

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).

In alignment with the Department for Education Vocational Education and Training (VET) in Schools Policy, students who have a clear and defined career path have the opportunity to engage in associated VET. This learning is accredited with SACE Credits.

Please refer to [www.nasssa.com.au](http://www.nasssa.com.au) for more information.

# Post School Pathways

## University and TAFE

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 that they meet certain requirements. For university entry students need to achieve 90 credits at SACE Stage 2 from which 60 credits must be made up of three 20 credits Tertiary Admissions Subjects (TAS). The remaining 30 credits can come from flexible options which include Research Project (compulsory), Certificate III level VET and / or TAS subjects studied at SACE Stage 2 level.

For more information please refer to the 'SATAC Guide to undergraduate courses' and the 'SATAC Tertiary Entrance Guide 2024, 2025, 2026' which can be found at <https://www.satac.edu.au/satac-publications>

## Sources of Information

This guide and course counselling preparation form a part of the process for selecting a course of study at each year level. Individual students are encouraged to research additional information regarding future pathways.

### SACE Board

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

### Vocational Education and Training (VET) Information

- [www.nasssa.com.au](http://www.nasssa.com.au)

### Career Information

- [www.myfuture.edu.au](http://www.myfuture.edu.au)
- [www.myskills.gov.au](http://www.myskills.gov.au)
- [www.joboutlook.gov.au](http://www.joboutlook.gov.au)

### TAFE SA

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

### Universities in South Australia

#### Flinders University:

- <https://www.flinders.edu.au/>

#### The University of Adelaide

- <https://www.adelaide.edu.au/>

#### University of South Australia

- <https://www.unisa.edu.au/>

#### South Australian Tertiary Admissions Centre (SATAC)

- <https://www.satac.edu.au/>

### Tertiary Admission Centres Interstate

#### New South Wales and Australian Capital Territory

- Universities Admissions Centre Pty Ltd (UAC)  
Telephone: 1300 ASK UAC (1300 275 822)  
[www.uac.edu.au](http://www.uac.edu.au)

#### Queensland

- Queensland Tertiary Admissions Centre Ltd (QTAC)  
Telephone: 1300 467 822  
[www.qtac.edu.au](http://www.qtac.edu.au)

#### Tasmania

- For applications to the University of Tasmania (including the Australian Maritime College)  
Telephone: 1300 363 864  
[www.utas.edu.au/apply](http://www.utas.edu.au/apply)

#### Victoria

- Victorian Tertiary Admissions Centre (VTAC)  
Telephone: 1300 364 133  
[www.vtac.edu.au](http://www.vtac.edu.au)

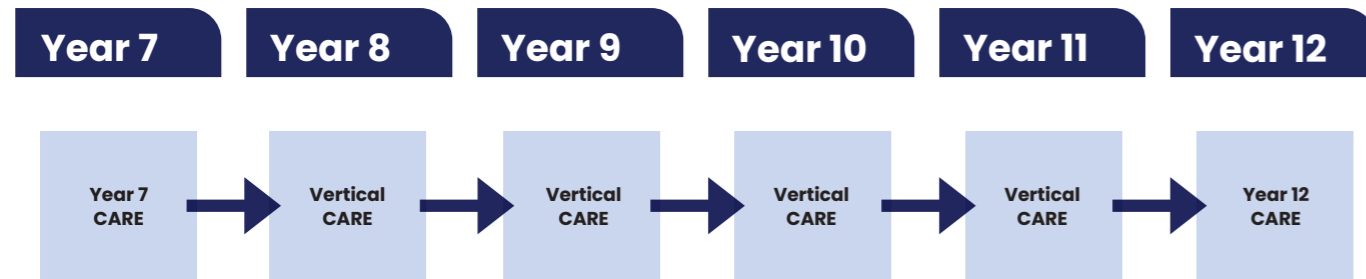
#### Western Australia

- Tertiary Institutions Service Centre Ltd (TISC)  
Telephone: (08) 9318 8000  
[www.tisc.edu.au](http://www.tisc.edu.au)



# CARE Groups

Culture **A**ttendance **R**elationships **E**mpowerment



## CARE Group Information

All students attending Craigmore High School are part of a CARE group where they have the opportunity to connect to their CARE teacher as their significant adult within the school.

CARE sessions are used to provide students with information and announcements about events taking place at school and in the greater community. The CARE group environment also provides a consistent opportunity for students to communicate with their CARE teacher, receive support for pastoral and study matters.

# CARE Groups

## AFL

- Improve their skills in Australian Rules Football
- Develop knowledge and understanding of tactics used in the game
- Explore the importance of the ATSI community and their relationship with the AFL
- Develop an extensive knowledge of the rules and implement this into umpiring practice

## ARA (Australian Refugee Association) Focus

- Learn and promote multicultural awareness.
- Create and organise events, tasks and learning opportunities for other students
- Learn about multiculturalism within modern Australia
- Receive support with your studies

## Animal Ed / Bio Care

- Aim to increase biodiversity within the local community
- Fundraise for local wildlife projects
- Research careers that support the principles of sustainability and biodiversity
- Raise awareness to protect and manage the environment

## Anime

- Identify the techniques and characteristics of the anime genre
- Watch films, read texts and analyse comics within the genre
- Engage in discussions and debates regarding prevalent issues within anime culture
- Undertake student led projects based around the genre of anime

## Art

- Aim to develop personal artistic styles
- Focus on the development of artistic knowledge, skills & techniques
- Explore of and experiment with art media
- Develop an understanding of creative processes and production of artworks

## Basketball

- Focus on basketball skills and techniques
- Develop knowledge and understanding of tactics used in the game

## Career/Life Skills

- Create an electronic portfolio of documents relevant to job applications
- Receive support and useful hints regarding applying for jobs
- Network with job providers eg: guest speakers from industry to school
- Set personal and career goals
- Learn about taxes
- Creating spreadsheets
- Scheduling meetings

## Craft

- Develop skills such as: sewing, weaving, dying, knitting, embroidery and/or crocheting to design and create student lead textile projects
- Create a sample portfolio of basic techniques learnt
- Investigate different fibres and how they impact the environment
- Explore how to upcycle clothing to extend the life or purpose of the item (sustainability focus)
- Explore career opportunities within the textiles industry

## Culinary

- Gain knowledge of different cooking skills and techniques
- Apply the school values through group work during cooking practicals and community projects
- Experience success and achievement in a hands-on learning environment
- Have opportunities to explore and plan for employment in the food industry
- Learn and apply food enterprise skills by planning and running catered events for the school community each term

## Dance

- Learn techniques and styles of dance
- Learn to work collaboratively to perform a routine
- Create and design a routine - focusing on theme, tone and expression
- Create a design sets and costumes to promote ambience on the stage

## Exploring Global Languages

- Students explore a rich tapestry of global languages
- Foster an appreciation for linguistic diversity, cultural awareness and effective communication
- Students will have interactive activities, discussions, and projects to develop functional language skills

# CARE Groups

## Film Club

- Have an opportunity to watch movies from different genres and eras
- Engage in discussions and debates, excursions/incursions
- Undertake student led projects based around movies (eg. creating your own film, creating visual art pieces or written pieces inspired by films)

## Forensic Psychology

- Engage in discussions and debates about unsolved mysteries and cold cases
- Learn about the psychology behind and causes of crime
- Undertake student led projects based on solving cases and preventing crime

## Health and Wellbeing

- Develop positive relationships with peers
- Establish healthy eating habits and look at the nutritional content of foods
- Engage in a range of workouts targeting different skills and muscle groups
- Improve physical fitness, coordination, muscle strength and mental wellbeing

## Literacy Support Focus CARE

- Receive support with your subjects, with a focus on intensive literacy practices
- Spend time practicing drafting and editing
- Experience intensive literacy support to improve your writing

## LGBTQIA+

- Be a part of safe and inclusive CARE group
- Investigate the history of LGBT+ community
- Create resources for others to learn about the LGBT+ community
- Support each other and the wider community to be more inclusive
- Make connections with the wider LGBT+ community

## Netball

- Focus on fitness and wellbeing
- Research sport related career opportunities, in particular in the netball industry
- Increase knowledge and understanding of the game and skill required for netball
- Gain confidence in leadership, collaboration, self-management, and positive sportsmanship

## Pedal Prix

- Manage and maintain the race team
- Manage and maintain the trikes
- Train and ride
- Work as a team and represent CHS
- Work with other schools and organisations

## Programming

- Develop skills in technological processing with computers
- Apply and design ideas to form solutions to technological issues
- Understand how data is transmitted
- Understand and identify cyber security threats

## Science Focus

- Develop of inquiry-based learning
- Discuss current events within science
- Obtain support with science subjects
- Explore of transitional / post school pathways

## Study

- Use CARE time to work on their assessment tasks from their classes
- Develop a study plan and strategies for how to study efficiently
- organise tasks to meet deadlines

## Voices of Youth

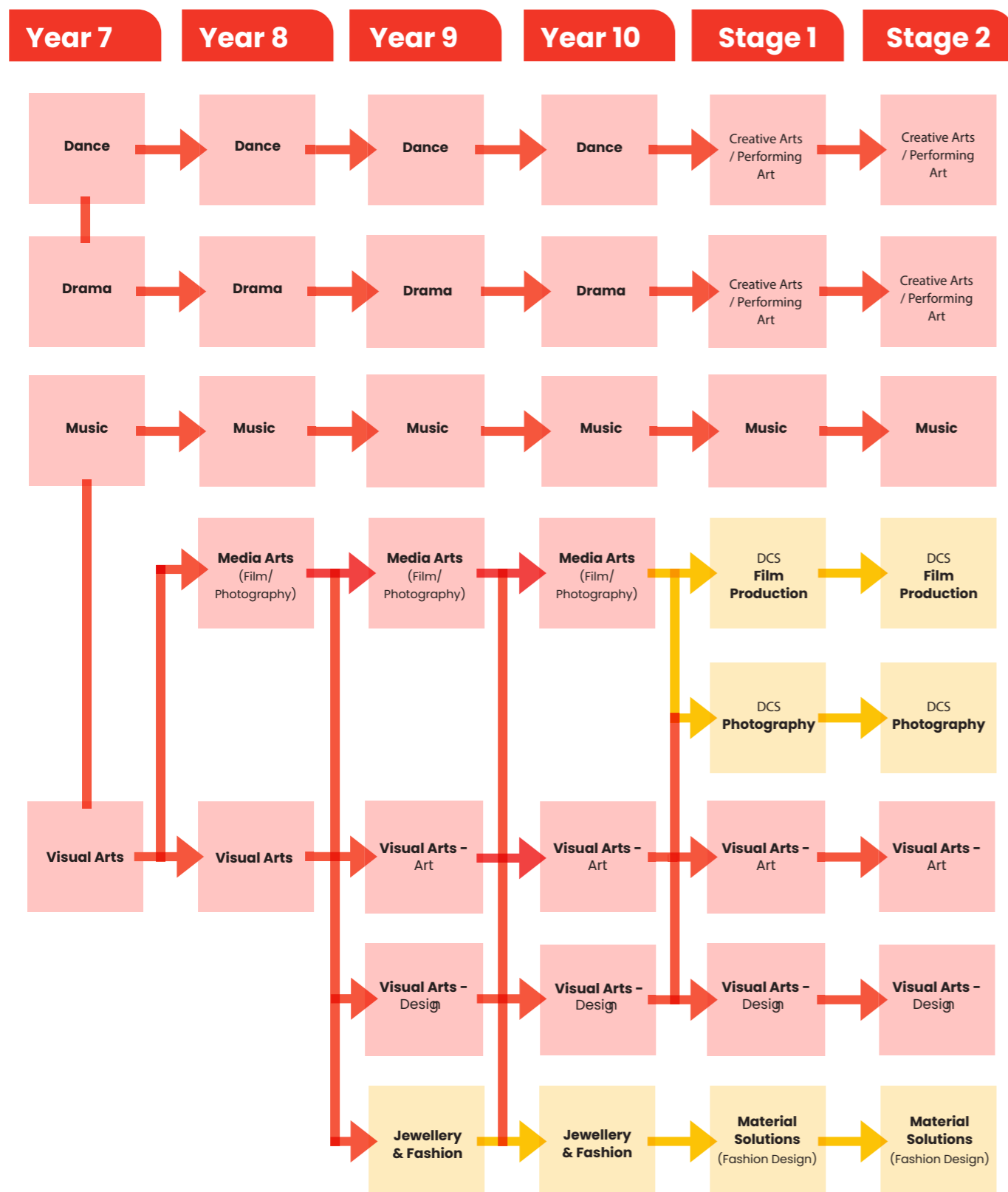
- Explore and take action on local, national or international issues
- Connect with the Commissioner for Children and Young People and organisations like Amnesty International, Red Cross, UN Youth and the Australian Youth Climate Coalition

## Volleyball

- Improve their skills in Volleyball
- Develop knowledge and tactics used in the game
- Develop an extensive knowledge of the rules and implement this in umpiring practice
- Learn to collaborate with others in a team setting

# Subject Information

# Arts



The colours in the chart and future directions sections of the descriptor correspond to subjects in the following learning areas:

- Red - Arts
- Yellow - Design, Technology & Engineering

# Arts

**Year 7 Arts is compulsory for 1 Semester (2 Terms)**  
**Students will choose either Dance/Drama or Music/Visual Art**

## Year 7

### Dance

**Length** 1 Term

#### Nature of the Work Studied

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

- Create dances using the elements of dance (space, time, dynamics and relationships)
- Looking at different dance styles, forms, and traditions
- Understanding and practising dancer wellbeing and safety
- Watching performances and understanding their meaning
- Rehearsing and performing dances

#### Future Direction

- Years 8 - 10 Dance

#### Stages 1 and 2

- Creative Arts - Performance Art

## Year 7

### Drama

**Length** 1 Term

#### Nature of the Work Studied

This is an introduction to Drama, where students build a sense of self-confidence and develop their speaking and listening skills. The drama course allows students to:

- Represent various "points of view" and build confidence in front of peers and an audience
- Explore the Elements of Drama through a variety of activities, and develop skills through character work
- Develop an awareness of Drama as an imaginative exploration of feelings, ideas, stories or events through the enactment of roles
- Students will work collaboratively as an ensemble member, or individually to initiate, improvise, develop, and refine ideas in Drama
- In a safe and cooperative environment, students will work with the elements of role, time and space, action, tension and focus, and become increasingly skilled in using techniques of voice, facial expression, gesture and movement to explore a range of roles and situations

#### Future Direction

- Years 8 - 10 Drama

#### Stages 1 and 2

- Creative Arts - Performance Art

## Year 7

### Music

**Length** 1 Term

#### Nature of the Work Studied

This is an introduction to Music. Students will explore and experiment with music media, composition, and performance. Students will play instruments and experience playing together as an ensemble.

#### Future Direction

- Years 8 - 10 Music
- Stages 1 and 2 Music

## Year 7

### Visual Arts

**Length** 1 Term

#### Nature of the Work Studied

This course introduces practical skills including, but not limited to drawing, painting, sculpture and print making. Emphasis is on creativity on technique and using a variety of materials.

This course has a practical emphasis and a component that focuses on talking and writing about art. This will include self-evaluation of their learning.

#### Future Direction

##### Years 8 - 10

- Media Arts (Film/Photography)
- Jewellery & Fashion

##### Stages 1 and 2

- Visual Arts - Art
- Visual Arts - Design
- DCS Photography
- DCS Film Production
- Material Solutions (Fashion Design)

### Year 8 Arts is compulsory for 1 Semester (2 Terms)

Students will choose either Dance/Drama or Music/Visual Art or Visual Art/Media Arts

## Year 8

### Visual Art

**Length** 1 Term

#### Nature of work studied

This course introduces practical skills including but not limited to drawing, painting, sculpture and print making. Emphasis is on creativity, technique and using a variety of materials.

This course has a practical emphasis and a component that focuses on talking and writing about art. This will include self-evaluation of their learning.

#### Future Direction

##### Years 9 – 10

- Media Arts (Film/Photography)
- Visual Arts – Art
- Visual Arts – Design
- Jewellery & Fashion

##### Stages 1 and 2

- Visual Arts – Art
- Visual Arts – Design
- DCS Photography
- DCS Film Production
- Material Solutions (Fashion Design)

## Year 8

### Dance

**Length** 1 Term

#### Nature of work studied

In Year 8, Dance students engage in the following areas of study:

- Develop improvisation skills to build on their movement vocabulary
- Choreograph dances using the elements of dance and choreographic devices
- Present dance to an audience, develop performance skills of retention and clarity of movement, projection, focus and expression
- Explore how dance can communicate meaning and how dance genres/styles differ
- Practice safe dance practices and dancer wellbeing
- Develop ensemble skills by taking part in collaborative dance practices

#### Future Direction

- Years 9 – 10 Dance

## Year 8

### Drama

**Length** 1 Term

#### Nature of work studied

In year 8, Drama students are introduced to the subject as a live theatre art form. Students develop their skills in the following:

- Participate in practical activities and performances designed to develop confidence and focus on stage with the ability to use body and voice effectively to tell stories.
- Students work individually and in groups to create performance pieces which entertain an audience and demonstrate creativity
- Develop focus and the use of imagination using the body and voice to transform into characters
- Students also work with scripts and have the opportunity to write, produce and perform in their own group scripted piece

#### Future Direction

- Years 9 – 10 Drama

## Year 8

### Media Arts

(Film/Photography)

**Length** 1 Term

#### Nature of work studied

Students will create and view a variety of media arts types such as photography, film and animation. Students will have the opportunity to learn practical and design skills, while building ICT and critical and creative capabilities. Students will develop their art language skills through writing and discussions and may have opportunities to exhibit their work.

#### Future Direction

##### Years 9 – 10

- Media Arts (Film/Photography)

##### Stages 1 and 2

- Visual Arts – Art
- Visual Arts – Design
- DCS Photography
- DCS Film Production

## 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
- Composition
- The role of Music in society
- Music Technology
- Ensemble Skills

#### Future Direction

- Years 9 – 10 Music
- Stages 1 and 2 Music

# Arts

## Year 9

### Dance

**Length** 1 Semester or Full Year

**Year Level Requirements** Elective

#### Nature of work studied

In Year 9, Dance students are given opportunities to engage in the following areas of study:

- Choreograph using the elements of dance, choreographic devices and structures to develop choreographic intent
- Build on and refine technical competence in their dance skills in specific dance styles
- Present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression and musicality
- Analyse and evaluate how different choreographers use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent
- Investigate the evolution of particular dance genres/styles
- Understand and practice dancer wellbeing and safe dance practices

#### Future Direction

##### Year 10

- Drama

##### Stages 1 and 2

- Creative Arts – Performance Art

## Year 9

### Drama

**Length** 1 Semester or Full Year

**Year Level Requirements** Elective

#### Nature of work studied

In Year 9, Drama students explore the following:

- Voice and Movement skills
- Improvisation
- Elements of Drama
- Characterisation
- Actor-audience relationships
- Scripted Drama: Scene work
- Critical analysis: Theatre Review
- Performance spaces and the conventions of theatre
- Elements of Production e.g. costume, set, lighting, etc
- Playbuilding with poetry
- Dramatic forms

#### Future Direction

##### Year 10

- Drama

##### Stages 1 and 2

- Creative Arts – Performance Art

## Year 9

### Music

**Length** Full Year with exit option Semester 2

**Year Level Requirements** Elective

#### Nature of work studied

Students learn a chosen instrument for a year and extend their skills by playing as a member of the class ensemble. Students 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
- Various ensemble performance opportunities

##### Stages 1 and 2

- Music

# Arts

## Year 9

### Media Arts (Film/Photography)

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

Students will further develop skills in Photography, Film and Animation. There will be a focus on practical skills and students are encouraged to work together to create and work on their own original ideas.

Through this course, students will learn to be visual story tellers, and develop an artistic voice while using up-to-date technologies. Students will explore examples of Photography and Film from different social and cultural contexts.

Students will exhibit their work, to develop skills in installation and presentation.

Students will develop their media arts language skills through writing and discussions.

#### Future Direction

##### Year 10

- Media Arts (Film/Photography)
- Visual Arts – Art
- Visual Arts – Design

##### Stages 1 and 2

- Visual Art – Art
- Visual Art – Design
- DCS Photography
- DCS Film Production

## Year 9

### Visual Arts – Art

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

This course engages students to develop their analysis 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

##### Year 10

- Media Arts (Film/Photography)
- Visual Arts – Art
- Visual Arts – Design
- Jewellery and Fashion

##### Stages 1 and 2

- Visual Arts – Art
- Visual Arts – Design
- DCS Photography
- DCS Film Production
- Material Solutions (Fashion Design)

## Year 9

### Visual Arts – Design

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	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 on 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

##### Year 10

- Media Arts (Film/Photography)
- Visual Arts – Art
- Visual Arts – Design
- Jewellery and Fashion

##### Stages 1 and 2

- Visual Arts – Art
- Visual Arts – Design
- DCS Photography
- DCS Film Production
- Material Solutions (Fashion Design)

# Arts

## Year 10

### Dance

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

In Year 10, Dance students continue to extend their skills by:

- Using the elements of dance and choreographic processes to expand their choreographic repertoire
- Extending their technical dance skills to include style-specific movement skills
- Performing and continuing to work on confidence, accuracy, clarity of movement and projection
- Refining their analytical and evaluative skills when exploring the use of the elements of dance, choreographic processes and design concepts in their dance and the dance of others
- Investigating dance and influences of the social, cultural and historical contexts in which it exists
- Demonstrating an understanding of dancer wellbeing and safe dance practices

#### Future Direction

##### Stages 1 and 2

- Creative Art – Performance Art

## Year 10

### Drama

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

The course is designed to build skills, knowledge and experience in Drama as a creative and performing art. Taking Drama will allow students to:

- Develop communication and presentation skills as well as improve their confidence and ability to work with others
- Explore aesthetic, theoretical and critical concepts
- Build improvisation, practical voice and physical skill learning, through to playbuilding and devising characters
- Interpret text and experiment with design and technical elements of production
- Work as an ensemble in collaborative processes
- Explore facts, conventions, history, skills and methods of working
- Take responsibility for their own learning and learn to value the ideas and contributions of others

#### Future Direction

##### Stages 1 and 2

- Creative Art – Performance Art

## Year 10

### Music

<b>Length</b>	Full Year with exit option Semester 2
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

Students continue their study of music in a co-designed course that focuses on developing skills for SACE music. Students will continue to be required to attend free instrumental tuition for the year on their chosen instrument. Students will further develop skills for SACE music with a focus on composition, solo and ensemble performance. This course is designed to prepare students for SACE, TAFE and university pathways.

#### Future Direction

##### Stages 1 and 2

- Music

# Arts

## Year 10

### Media Arts (Film/Photography)

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

Students will further develop skills in Photography, Film and Animation. There will be a focus on practical skills and students will be encouraged to work together to create and work on their own original ideas.

Through this course, students will be visual story tellers, and refine their artistic voice while using up-to-date technologies. Students will increase their knowledge of Photography and Film in different social and cultural contexts.

Students will exhibit their work, to build upon their skills in installation and presentation.

Students will expand their media arts language skills through written Practitioner's Statements, analysis, discussions and evaluations.

#### Future Direction

##### Stages 1 and 2

- Visual Arts – Art
- Visual Arts – Design
- DCS Photography
- DCS Film Production

## Year 10

### Visual Arts – Art

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

This course engages students to develop their analytical 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
- Visual Arts – Design
- DCS Photography
- DCS Film Production
- Material Solutions (Fashion Design)

## Year 10

### Visual Arts – Design

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	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

##### Stages 1 and 2

- Visual Arts – Art
- Visual Arts – Design
- DCS Photography
- DCS Film Production
- Material Solutions (Fashion Design)

# Arts

## Stage 1

### Creative Arts – Performance Art

<b>SACE Code</b>	ICVA
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

This course provides students with the opportunity to develop their creative process as a performing artist, and work together towards the development of a major theatrical production, incorporating both dance and drama. They explore and learn from artists that inspire them and improve skills and techniques relevant to their theatrical production. Students will work towards building their skills in dancing and acting, before choosing **one** or **both** as a specialism to focus on for their own skills development. Once students have chosen their discipline, they will explore creative arts practitioner/s, and through research they will develop in-depth knowledge of the nature of their work and roles and their responsibilities within the creative arts.

This course requires students to be dedicated performers as there is a level of commitment involved when producing and performing a major production. Students will need to be willing to take part in practical dance and drama activities and perform for their peers as well as a wider audience.

#### Topics may include:

- Creative Arts process
- Development and presentation of theatrical production
- Dance and Theatre Practitioners – pioneers and modern artists
- Dance techniques – dance styles explored will be co-designed with students and could include contemporary, modern, jazz, Hip Hop, ballet
- Acting techniques – for the stage and for film
- Devising / making theatrical performances
- Choreography
- Skills Development in chosen discipline

#### Additional information:

Students will be expected to take part in both Dance and Drama tasks and activities initially before choosing their specialism for the production, inquiry task and skills development task.

#### Assessment

##### School Based Assessment

- 2 Productions
- 1 major Group Project
- 1 Minor Solos / Monologues

## Stage 1

### Music

<b>SACE Code</b>	IMVD
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	Students need to have learned their chosen instrument for at least 2 years ( Year 9 & 10 )

#### Assumed Knowledge

Year 10 Music is required

#### Course Descriptor

As students continue their study of music, they will engage in performance both as a soloist and in ensemble. Students will further develop their skills in composition, production and recording. Students will engage in excursions and opportunities leading towards tertiary pathways either at university or TAFE. Students will continue to be required to attend instrumental lessons on their chosen instrument.

#### Topics may include

- Solo and ensemble performance
- Composition
- Music technology
- Production
- Elements of Music
- Evaluating and analysing music

#### What you'll do in this subject

- Rehearsals and lessons with an 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 throughout the year.

#### Assessment

##### School Based Assessment

Students will co-design their course. Assessments are based on performance and development of creative works and music literacy.

- |                       |     |
|-----------------------|-----|
| • Musical Literacy    | 30% |
| • Musical Performance | 40% |
| • Composition         | 30% |

## Stage 1

## Visual Arts – Art

<b>SACE Code</b>	1VAA
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	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 will develop creative potential in folio and products for tertiary pathways in University, TAFE and Industry.

**Topics may include**

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

**What you'll do 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

**Assessment****School Based Assessment**

• Folio	40%
• Practical	30%
• Visual Study	30%

## Stage 1

## Visual Arts – Design

<b>SACE Code</b>	1VAD
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

**Assumed Knowledge**

Nil

**Course Descriptor**

In Visual Arts – Design, students express creative ideas through diverse mediums 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 will develop creative potential in folio and products for tertiary pathways to University, TAFE and Industry.

**Topics may include**

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

**What you'll do 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

**Assessment****School Based Assessment**

• Folio	40%
• Practical	30%
• Visual Study	30%

## Stage 2

## Creative Arts – Performing Art

<b>SACE Code</b>	2CVA
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	Students will need to have completed Stage 1 Creative Arts

**Assumed Knowledge**

Nil

**Course Descriptor**

This course provides students with the opportunity to develop their creative process as a performing artist, and work together towards the development of a major theatrical production, incorporating both dance and drama. They explore and learn from artists that inspire them and improve skills and techniques relevant to their theatrical production. Students will work towards building their skills in dancing and acting, before choosing **one** or **both** as a specialism to focus on for their own skills development. Once students have chosen their discipline, they will explore creative arts practitioner/s, and through research they will develop in-depth knowledge of the nature of their work and roles and their responsibilities within the creative arts.

This course requires students to be dedicated performers as there is a level of commitment involved when producing and performing a major production. Students will need to be willing to take part in practical dance and drama activities and perform for their peers as well as a wider audience.

**Topics may include:**

- Creative Arts process
- Development and presentation of theatrical production
- Dance and Theatre Practitioners – pioneers and modern artists
- Dance techniques – dance styles explored will be co-designed with students and could include contemporary, modern, jazz, Hip Hop, ballet
- Acting techniques – for the stage and for film
- Devising / making theatrical performances
- Choreography
- Skills Development in chosen discipline

**Additional information:**

Students will be expected to take part in both Dance and Drama tasks and activities initially before choosing their specialism for the production, inquiry task and skills development task.

**Assessment****School Based Assessment**

- 2 Productions,
- 1 major Group Project
- 1 Minor Solos / Monologues

## Stage 2

## Music

<b>SACE Code</b>	2MEX20/2MEB10/2MSO10
<b>SACE Credits</b>	20 or 10 Credits (depending on path)
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	Students will need to have three years experience on their instrument

**Assumed Knowledge**

Stage 1 Music is required

**Course Descriptor**

Students will explore music through evaluation and analysis, composition and performance. Students will further develop their skills in composition, production and recording. Students will engage in excursions and opportunities leading towards tertiary pathways to either university or TAFE and be supported through the audition process. Students will continue to be required to attend instrumental lessons on their chosen instrument.

**Topics may include**

- Music literacy
- Performance
- Composition

**What you'll do in this subject**

- Evaluate
- Analyse music
- Compose and arrange
- Perform music

**Additional Information**

Students will have the opportunity to attend excursions and performances.

Students wishing to continue to tertiary pathways will be required to work with their instrumental teacher and music teacher to prepare for audition requirements.

**Assessment**

<b>School Based Assessment</b>	<b>70%</b>
<b>External Assessment</b>	<b>30%</b>

# Arts

## Stage 2

### Visual Arts – Art

<b>SACE Code</b>	2VAA
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	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 will develop creative potential in folio and products for tertiary pathways in University, TAFE and Industry.

#### Topics may include

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

#### What you'll do 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

#### Assessment

##### School Based Assessment

- |             |     |
|-------------|-----|
| • Folio     | 40% |
| • Practical | 30% |

##### External Assessment

- |                |     |
|----------------|-----|
| • Visual Study | 30% |
|----------------|-----|

## Stage 2

### Visual Arts – Design

<b>SACE Code</b>	2VAD
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Stage 1 Visual Arts – Design is recommended

#### Course Descriptor

In Visual Arts – Design, students express creative ideas through diverse mediums 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 will develop creative potential in folio and products for tertiary pathways in University, TAFE and Industry.

#### Topics may include

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

#### What you'll do 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.

#### Assessment

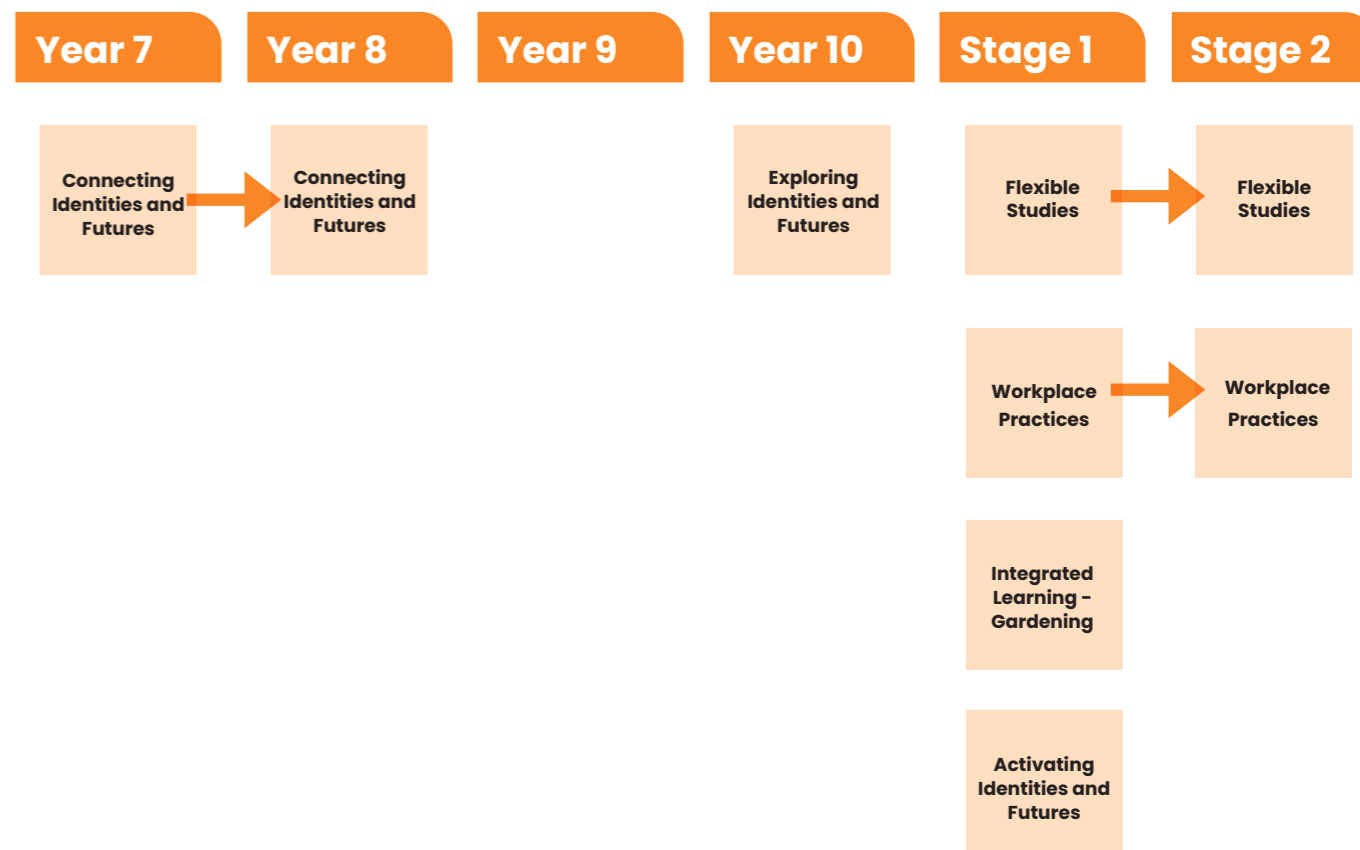
##### School Based Assessment

- |             |     |
|-------------|-----|
| • Folio     | 40% |
| • Practical | 30% |

##### External Assessment

- |                |     |
|----------------|-----|
| • Visual Study | 30% |
|----------------|-----|

# Cross-Disciplinary Studies





# Cross-Disciplinary Studies

## Year 7

### Connecting Identities and Futures

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Compulsory

#### Nature of the Work Studied

This course is designed for students to explore different topics and areas of interest and pursue a passion. This subject will involve researching and learning a skill, exploring an area of interest or developing a solution to a real-world problem. Students will work towards showcasing their new skills and the process they followed to learn their skill through an exhibition of

#### Future Direction

- Art
- Science
- Technology
- Mathematics
- Humanities and Social Sciences
- Design, Technology and Engineering
- Food Enterprise & Child Development

## Year 8

### Connecting Identities and Futures

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Compulsory

#### Nature of the Work Studied

This course is designed for students to explore different topics and areas of interest and pursue a passion. This subject will involve researching and learning a skill, exploring an area of interest or developing a solution to a real-world problem. Students will work towards showcasing their new skills and the process they followed to learn their skill through an exhibition of

#### Future Direction

- Art
- Science
- Technology
- Mathematics
- Humanities and Social Sciences
- Design, Technology and Engineering
- Food Enterprise & Child Development

# Cross-Disciplinary Studies

## Year 10

### Exploring Identities and Futures

<b>SACE Code</b>	1EIF
<b>SACE Credits</b>	10 Credits
<b>Length</b>	1 Semester
<b>SACE Board Requirements</b>	Compulsory

#### Nature of the Work Studied

Exploring Identities and Futures supports an exploration of student's aspirations; creating future visions that are expanded to encompass their lives beyond careers, and exploring who they want to be, not just what they want to do.

The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

This subject is foundational in preparing students for their SACE journey and the knowledge, skills and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of their future and where their pathway leads, exploring interests, work, travel, travel and/or further learning.

#### Topics may include

- Past, present and future exploration
- Exploring capabilities in relation to future aspirations and goals
- Putting capabilities into action
- Reflecting on progress

#### What you'll do in this subject

- Develop agency by exploring your identity, interests, strengths, skills, capabilities and values
- Make choices about your own learning
- Demonstrate self-efficacy through planning and implementing actions to develop capabilities and connect with future aspirations
- Apply self-regulation skills by contributing to activities to achieve goals, seek feedback and make decisions
- Develop communication skills through interaction, collaboration, sharing evidence of your learning progress and developing connections with others.

#### Assessment

##### School Based Assessment

- |  |     |
|--|-----|
| • Exploring me and who I want to be            | 50% |
| • Taking action and showcasing my capabilities | 50% |

# Cross-Disciplinary Studies

## Stage 1

### Integrated Learning - Gardening

<b>SACE Code</b>	IILN
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	Nil

#### Assumed Knowledge

Nil

#### Course Descriptor

Students will develop an area of their interest relating to plants and gardening.

They will develop skills in planting, planning and propagating that can be used to benefit themselves, their family and the school, as well as learning about pathways to employment using these skills. Some gardening work may be required outside of lesson time.

#### Topics may include

- Growing from seeds and cuttings
- Soil preparation
- Seasonal plantings
- Compost
- Garden safety
- Garden tools
- Plant identification
- Pests
- Vegetables
- Indoor plants
- Landscape design

#### What you'll do in this subject

- Students will choose an area of interest
- Complete practical activities and connections tasks (done with others)
- Reflect on their learning and styles of learning
- Reflections may be completed via video and folios will include photos with notations as well as notebooks of information

#### Assessment

##### School Based Assessment

- Practical Tasks
- Connections Task
- Personal Venture Task

## Stage 1

### Flexible Studies

<b>SACE Code</b>	ICOM
<b>SACE Credits</b>	10 Credits
<b>Length</b>	1 Semester
<b>SACE Board Requirements</b>	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.

#### Topics may include

- Planning and Organising Research
- Selection, Use and Analysis of a Range of Sources
- Substantiation of Ideas
- Evaluation of Decisions Made

#### What you'll do in this subject

- Choose a topic on an area of interest
- Develop a contract of work
- Learn to apply research processes
- Learn knowledge and skills specific to complete your contract
- Record the completion of your contract in a negotiated format
- Reflect on and evaluate what you have learnt

#### Assessment

##### School Based Assessment

- Contract of Work
- Folio
- Community Activity
- Reflection

# Cross-Disciplinary Studies

## Stage 1

### Activating Identities and Futures

<b>SACE Code</b>	2AIF
<b>SACE Credits</b>	10 Credits
<b>Length</b>	1 Semester
<b>SACE Board Requirements</b>	Compulsory

#### Assumed Knowledge

Nil

#### Course Descriptor

Activating Identities and Futures is designed for students to take ownership and agency over their own learning.

Students identify and pursue an area of personal interest, select relevant strategies and perspectives to develop their learning, seek feedback and work towards the development of a learning output.

#### What you'll do in this subject

- Select a topic of interest
- Develop and pursue a learning goal
- Develop natural evidence of learning
- Create a learning output
- Appraise your overall progress

#### Assessment

##### School Based Assessment

- Portfolio 30%
- Progress Checks 40%

##### External Assessment

- Appraisal 30%

## Stage 1

### Workplace Practices

<b>SACE Code</b>	IWPS
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### 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.

#### Topics may include

- 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 do in this subject

- Assessments in the form of essays or multimodal 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.

#### Assessment

##### School Based Assessment

- Folio 40%
- Performance 40%
- Reflection 20%

# Cross-Disciplinary Studies

## Stage 2

### Flexible Studies

<b>SACE Code</b>	2COM
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	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.

#### Topics may include

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 do in this subject

- Choose a topic on an area of interest
- Develop a contract of work
- Learn to apply research processes
- Acquire knowledge and skills specific to complete your contract
- Record the completion of your contract in a negotiated format
- Reflect on and evaluating what you have learnt

#### Assessment

<b>School Based Assessment</b>	
• Contract of Work, Folio and Presentation	70%
<b>External Assessment</b>	
• Reflection	30%

## Stage 2

### Workplace Practices

<b>SACE Code</b>	2WPC
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

NIL

#### 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.

#### Topics may include

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

#### What you'll do in this subject

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

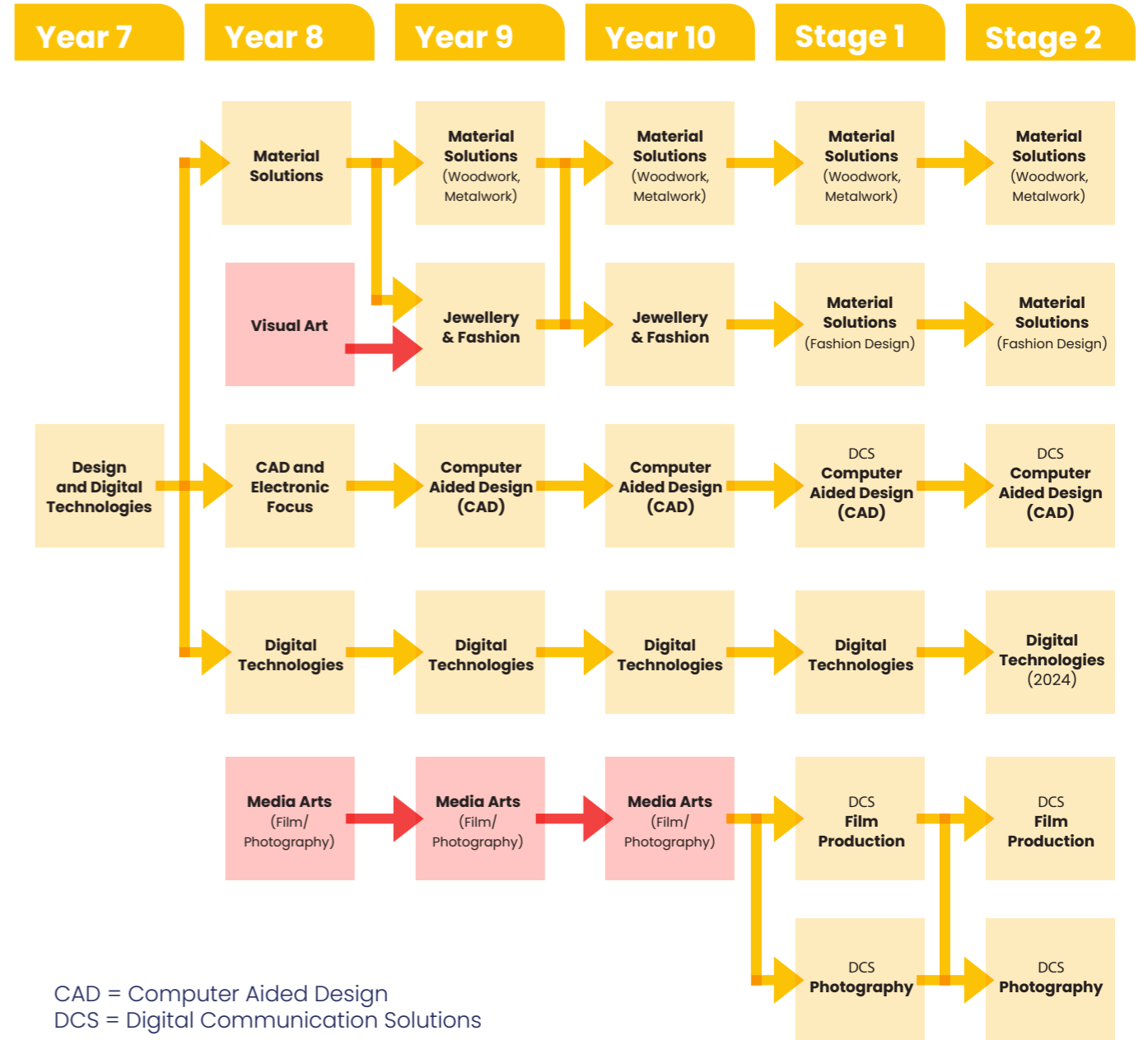
#### Additional Information

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.

#### Assessment

<b>School Based Assessment</b>	
• Folio	25%
• Performance	25%
• Reflection	20%
<b>External Assessment</b>	
• Investigation	30%

# Design, Technology and Engineering



The colours in the chart and future directions sections of the descriptor correspond to subjects in the following learning areas:

- Red - Arts
- Yellow - Design, Technology & Engineering

# Design, Technology and Engineering

## Year 7

### Design & Digital Technologies

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

The program is focused on an introduction to learning about technologies and how they can be used to create a range of solutions in both digital and material platforms to meet real world needs.

Students will be introduced to Block Coding, Basic Robotics, School Networking Systems and Cloud Based software.

#### Future Direction

##### Year 8

- Digital Technology

## Year 8

### CAD

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

The program has a focus on learning about CAD (Computer Aided Design) and basic electronics using computer software to design solutions for real world applications. Students will learn how to design and produce computer drawings and assemblies using CAD software as well as basic electronics, including components and circuit assembly. Students will have 4 tasks to complete including the design and manufacture of a keyring and desk tidy.

Each of these have an evaluation element to them. Students will also complete research based theory tasks as well as various individual and team building tasks throughout the semester.

This program supports student voice and co-design within its tasks. This program is designed to support a range of abilities, as well as developing literacy and numeracy skills specific to CAD and Electronics.

#### Future Direction

##### Years 9-10

- Material Solutions (Woodwork, Metalwork)
- Jewellery & Fashion
- Computer Aided Design (CAD)
- Digital Technologies
- Media Arts (Film/Photography)

##### Stages 1 and 2

- DCS Computer Aided Design

## Year 8

### Digital Technology

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

In year 8 students apply design thinking to generate design ideas for user experiences and solutions. They apply systems thinking by exploring the connections between hardware capabilities and tasks users want to perform. They investigate how data is transmitted and explain the need for encryption to protect and secure data. Students investigate personal security controls, including multi-factor authentication, to protect their data if passwords are compromised, and they understand the impact of phishing and other cyber security threats on people and data. Students also apply design thinking with the use of VEX robotics.

Topics may include:

- Explain how hardware specifications affect performance and select appropriate hardware for particular tasks and workloads
- Investigate how data is transmitted and secured in wired and wireless networks including the internet
- Design the user experience of a digital system
- Explain how multi-factor authentication protects an account when the password is compromised and identify phishing and other cyber security threats

#### Future Direction

##### Years 9-10

- Digital Technology
- Material Solutions (Woodwork, Metalwork)
- Jewellery & Fashion
- Computer Aided Design (CAD)
- Digital Technologies
- Media Arts (Film/Photography)

##### Stages 1 and 2

- Digital Technologies

# Design, Technology and Engineering

## Year 8

### Material Solutions

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	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

- Material Solutions (Woodwork, Metalwork)
- Jewellery & Fashion
- Computer Aided Design
- Digital Technologies
- Media Arts (Film/Photography)

##### Stages 1 and 2

- Material Solutions (Woodwork, Metalwork)
- Material Solutions (Fashion Design)

## Year 9

### Computer Aided Design (CAD)

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

Students will produce manual and digital sketches/drawings to design 3D objects using Computer Aided Design software, such as Adobe Illustrator and Autodesk Inventor. They will produce, read and interpret working drawings that are designed specifically for real world solutions. Students will produce their projects using 3D printers and/or laser cutter.

This program supports student voice and co-design within its tasks. This program is designed to support a range of abilities, as well as developing literacy and numeracy skills specific to CAD.

#### Future Direction

##### Years 10

- Computer Aided Design (CAD)

##### Stages 1 and 2

- DCS Computer Aided Design

## Year 9

### Digital Technology

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

Digital Technology in year 9 builds upon the learning completed in year 8 and advances student's skills and knowledge to start thinking about real world applications. Students start to look at Digital Technology as a profession and the vast range it covers from hardware and software to computers to cyber security and the fast paced advancement of the industry and what it involved.

#### Topics may include:

- Analyse and visualise data interactively using a range of software, including spreadsheets and databases, exploring machine learning, a form of artificial intelligence where an algorithm is trained using a data set
- Select and use emerging digital tools and advanced features to create and communicate interactive content for a diverse audience
- Develop cyber security threat models, and explore a software, user or software supply chain vulnerability
- Investigate how hardware and software manage, control and secure access to data in networked digital systems, this is looked at through the building of a computer
- Develop techniques to acquire, store and validate data from a range of sources using software, including spreadsheets and databases

#### Future Direction

##### Year 10

- Digital Technologies

##### Stages 1 and 2

- Digital Technologies

# Design, Technology and Engineering

## Year 9

### Jewellery & Fashion

**Length** 1 Semester or Full Year

**Year Level Requirements** Elective

#### Nature of work studied

Students will experience 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 gain 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

- Jewellery & Fashion
- Material Solutions (Woodwork, Metalwork)

##### Stages 1 and 2

- Material Solutions (Fashion Design)
- Material Solutions (Woodwork, Metalwork)

## Year 9

### Material Solutions (Woodwork, Metalwork)

**Length** 1 Semester or Full Year

**Year Level Requirements** Elective

#### Nature of work studied

Students will experience 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

##### Year 10

- Material Solutions (Woodwork, Metalwork)
- Jewellery & Fashion

##### Stages 1 and 2

- Material Solutions (Woodwork, Metalwork)
- Material Solutions (Fashion Design)

## Year 10

### Computer Aided Design (CAD)

**Length** 1 Semester or Full 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.

#### Future Direction

##### Stages 1 and 2

- DCS Computer Aided Design (CAD)

# Design, Technology and Engineering

## Year 10

### Digital Technology

**Length** 1 Semester or Full 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

## Year 10

### Jewellery & Fashion

**Length** 1 Semester or Full 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 solve 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

- Material Solutions (Fashion Design)
- Visual Arts - Art
- Visual Arts - Design

## Year 10

### Material Solutions (Woodwork, Metalwork)

**Length** 1 Semester or Full 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

- Material Solutions (Woodwork, Metalwork)
- Material Solutions (Fashion Design)

# Design, Technology and Engineering

## Stage 1

### Digital Communication Solutions – Film Production

<b>SACE Code</b>	IDCS
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Year 10 Film Production preferred

#### Course Descriptor

In Digital Communication Solutions (Film Production) students will plan, design and create an innovative film-based product, exploring the use of film in a variety of diverse areas of their own interests such as online video, advertising, and narrative film. Students will explore the use of digital video cameras to create visually intriguing films through camera angles, colour and lighting, and audio and video editing. By outlining project outcomes, client requirements, and considerations and constraints they will engage in the design process to develop their ideas for a film product. Students will develop their filmmaking skills in line with their designs and examine resources and issues relating to their design and creation process. Students' films will be backed up by written or multimodal work. Students will have access to up to date technology and software when creating their films and solutions. Students are encouraged to document their film experiments and development and use information from their efforts as opportunities to learn and inform their solutions.

#### Topics may include

- Cinematography
- Audio and Video Recording
- Film Editing
- Film Production Stages
- Analysis of film makers and their works
- Ethical issues in film

#### What you'll do in this subject

- Investigate video editing software
- Use the design process to create communication products
- Create movie promotional materials
- Analyse and deconstruct films
- Work in groups and individually to create films
- Edit films
- Excursions to develop skills and understanding

#### Assessment

School Based Assessment	
• Specialised Skills Task	20%
• Design Process Solution	80%

## Stage 1

### Digital Communication Solutions – Photography

<b>SACE Code</b>	1MRS
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Year 10 Photography preferred

#### Course Descriptor

In Digital Communication Solutions (Photography) students will plan, design and create an innovative Photography-based product, exploring the use of photography in a variety of diverse areas of their own interests such as popular culture, advertising, fine art photography, etc. Students will explore the use of digital cameras to create visually intriguing photographs through camera angles, colour and lighting, and photo manipulation and editing. By outlining project outcomes, client requirements, and considerations and constraints they will engage in the design process to develop their ideas for a photography product. Students will develop their photography skills in line with their designs and examine resources and issues relating to their design and creation process. Students' photography will be backed up by written or multimodal work. Students will have access to up to date technology and software when creating their images and solutions. Students are encouraged to document their photography experiments and development and use information from their efforts as opportunities to learn and inform their solutions.

#### Topics may include

- Photo editing in Adobe Photoshop and Lightroom
- Digital Photography
- Analysis of photographic works
- Ethical issues in photography

#### What you'll do in this subject

- Create photographs using mirrorless & DSLR cameras
- Develop skills in Adobe Photoshop and Lightroom using your own photographs
- Fuse imagery and text to create products
- Excursions to develop skills and understanding

#### Assessment

School Based Assessment	
• Specialised Skills Task 1 + 2	30%
• Design Process Solution	70%

## Stage 1

### Digital Technology

<b>SACE Code</b>	IDCS
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. Innovation in Digital Technologies involves students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of interest. Solutions may take the form of a product, prototype, and/or proof of concept. Students are encouraged to experiment and learn from what does not work as planned, as well as from what does work.

#### What you'll do in this subject

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

#### Assessment

School Based Assessment	
• Specialised Skills Task 1	20%
• Specialised Skills Task 2	20%
• Design Process Solution Part 1	30%
• Design Process Solution Part 2	30%

## Stage 1

### Digital Communication Solutions Computer Aided Design (CAD)

<b>SACE Code</b>	IDCS
<b>SACE Credits</b>	10 Credits
<b>Length</b>	1 Semester
<b>SACE Board Requirements</b>	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.

#### Topics may include

- CAD concepts and computer terminology
- Design process and documentation
- Hand sketching concepts
- Technical drawings
- 3D printing and Computer Aided Manufacturing

#### What you'll do in this subject

- Learn to use a 3D printer safely
- Learn to use CAD software and prototyping equipment
- Complete a skills based practical assignment
- Folio – design, plan, create and evaluate a product or a design for a need or purpose

#### 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%

# Design, Technology and Engineering

## Stage 1

### Material Solutions (Woodwork, Metalwork)

<b>SACE Code</b>	1MRS
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

Students will complete two specialised skills tasks. They 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 may include

- Use of static machine
- Design process and documentation
- Research into design
- Terminology
- Use of portable power tools and machinery
- WHS procedures and safe work habits

#### What you'll do in this subject

- Learn to use fixed and portable power tools safely
- Complete specialised skills task/s in Woodwork and/or Metalwork
- Design, plan, create and evaluate a solution for a need or purpose

#### Assessment

School Based Assessment	
• Specialised Skills Task	20%
• Design Process Solution	80%

## Stage 1

### Material Solutions Fashion Design

<b>SACE Code</b>	1MRS
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	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 solve 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 practices. This is a course based on innovation, business solutions/pathways and co-design, led by student voice.

#### Topics may include

- Will be determined by the student

#### What you'll do 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
- Learn how to use fixed and power tools appropriately

#### Assessment

School Based Assessment	
• Specialised Skills Task	20%
• Design Process Solution	80%

# Design, Technology and Engineering

## Stage 1

### SUBS in Schools

<b>SACE Code</b>	1MRS
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course descriptor

Students will design either a Remotely Operated Underwater Vehicle (ROV) or a submarine which they must operate. Alternatively they can build a three-dimensional virtual scale model of living quarters in a futuristic submarine.

The fundamentals of SUBS in Schools are equipping young people to take part in the new set of industries being developed as part of the Future Submarine Program.

#### Topics may include

- **Teamwork:** Students form a team of 3-5 members, develop a team name and assign roles and responsibilities within their team i.e. Team Manager, Manufacturing Engineer, Design Engineer, Graphic Designer and Resource Manager.
- **Collaboration:** Teams are encouraged to collaborate with industry to seek mentors and create business links which will help them develop an understanding of potential career pathways.
- **Business and Sponsorship:** Students plan and prepare a business plan, develop a budget and through collaboration with industry, raise sponsorship to fund their team. Having to raise funding to support their own teams activities helps the students gain an understanding of what it takes to build and fund a business and become entrepreneurs.
- **Design:** Using 3D Computer Aided Design (CAD) software, students design their model to a set of specifications outlined in the Technical Regulations. They have the opportunity to use the same technology as used in industry by companies such as BOEING, Toyota and Tesla.
- **Research:** Students use a range of tools to expand their knowledge in areas such as buoyancy, electronics and pressure. Students will be driven by the real-world nature of the task to explore and seek out answers which they will not be able to find in the back of the book.
- **Test:** Students can physically test their design using a small pool or trough while considering how they can control variables and identify improvements, recording their findings as they develop. Students can also use CAD software (CFD & FEA) and systems-testing methods to analyse their design to maximise their chances of building an efficient and effective watercraft.
- **Make:** Students get hands on and turn their ideas into reality utilising their creativity and CAD modelling skills incorporating industry modelled manufacturing methods including CNC machining, 3D printing, laser cutting and beyond.

#### What you'll do in this subject

See Topics may include section

#### Additional Information

There is a 50% mixture of practical and theory.

#### Assessment type 1

- Specialised Skills Task A 15%
- Specialised Skills Task B 15%

#### Assessment type 2

- Design Process and Solution 70%

# Design, Technology and Engineering

## Stage 2

### Material Solutions (Fashion Design)

<b>SACE Code</b>	2MRS
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	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 solve 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.

#### Topics may include

- Will be determined by the students

#### What you'll do in this subject

- Design your learning based on your chosen topic/task

#### 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	
• Specialised Skills Task	20%
• Design Process and Solution	50%
External Assessment	
• Resource Study	30%

## Stage 2

### Material Solutions (Woodwork/Metalwork)

<b>SACE Code</b>	2MRS
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Stage 1 Material Solutions preferred

#### Course Descriptor

Students will complete two specialised skills tasks. They 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 may include

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

#### What you'll do in this subject

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

#### Additional Information

There is a 50% mixture of practical and theory.

#### Assessment

School Based Assessment	
• Specialised Skills Task	20%
• Design Process and Solution	50%
External Assessment	
• Resource Study	30%

# Design, Technology and Engineering

## Stage 2

### Digital Communication Solutions Computer Aided Design (CAD)

<b>SACE Code</b>	2DCS
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Stage 1 Digital Communication Solutions – Computer Aided Design preferred.

Knowledge of at least 1 CAD program.

#### 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.

#### Topics may include

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

#### What you'll do in this subject

- Learn to use a 3D printer safely
- Learn to use CAD software and prototyping equipment
- Complete a skills based practical assignment
- Folio – design, plan, create and evaluate a product or a design for a need or purpose

#### Assessment

School Based Assessment	
• Specialised Skills Task	20%
• Design Process Solution	50%
External Assessment	
• Resource Study	30%

## Stage 2

### Digital Communication Solutions Film Production

<b>SACE Code</b>	2DCS
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Year 10 Media Arts and Stage 1 Digital Communication Solutions – Film Production preferred.

#### Course Descriptor

In Digital Communications Solutions (Film Production) students plan, design and create innovative and relevant film based solutions of their own in areas as diverse as online video, advertising and narrative film. Students need to work independently and problem solve to create their solutions. In support of this process students will engage in a Resource Investigation to test and understand the qualities and features of film production equipment, an Issues task investigating the ethics of their chosen area of film and a Skills Task to develop relevant skills to create a high quality solution. Their practical resource testing, Issues task and skills development will be supported by written and/or multimodal work. Students will have access to up to date film equipment and editing software to create their solutions. Students are encouraged to document their film experiments and use information from their efforts as opportunities to inform their solution.

#### Topics may include

- Video editing using Adobe Premiere Pro
- Create film based on your Design Brief
- Analysis of film and video works
- Ethical issues in film production

#### What you'll do in this subject

- Create film using mirrorless & video cameras
- Document your testing of equipment.
- Fuse imagery and text to create Communication products
- Excursions to develop skills and understanding

#### Assessment

School Based Assessment	
• Specialised Skills Tasks 1+2	20%
• Resource Investigation	30%
• Design Process Solution	50%



# Design, Technology and Engineering

## Stage 2

### Digital Communication Solutions Photography

<b>SACE Code</b>	2MRS
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Year 10 Media Art and Stage 1 Digital Communications Solutions – Photography preferred

#### Course Descriptor

In Digital Communications Solutions (Photography) students plan, design and create innovative and relevant Photographic solutions of their own in areas as diverse as Corporate Communication, Popular Culture, Advertising and Publicity. Solutions can take the form of products such as Posters, Booklets, Websites, Advertisements, Fine Art Photography and Exhibition publicity but is not limited to these. Students need to work independently, and problem solve to create their solutions. In support of this process students will engage in a Resource Investigation to test and understand the qualities and features of products, an Issues task investigating the ethics of their chosen area of Photography and a Skills Task to develop relevant skills to create a high quality solution. Their practical resource testing, Issues task and skills development will be supported by written and/or multimodal work. Students will have access to up to date Photographic equipment and editing software to create their solutions. Students are encouraged to document their Photographic experiments and

#### Topics may include

- Photo editing in Adobe Photoshop and Lightroom
- Practical Digital photography
- Analysis of photographic works
- Ethical issues in photography

#### What you'll do in this subject

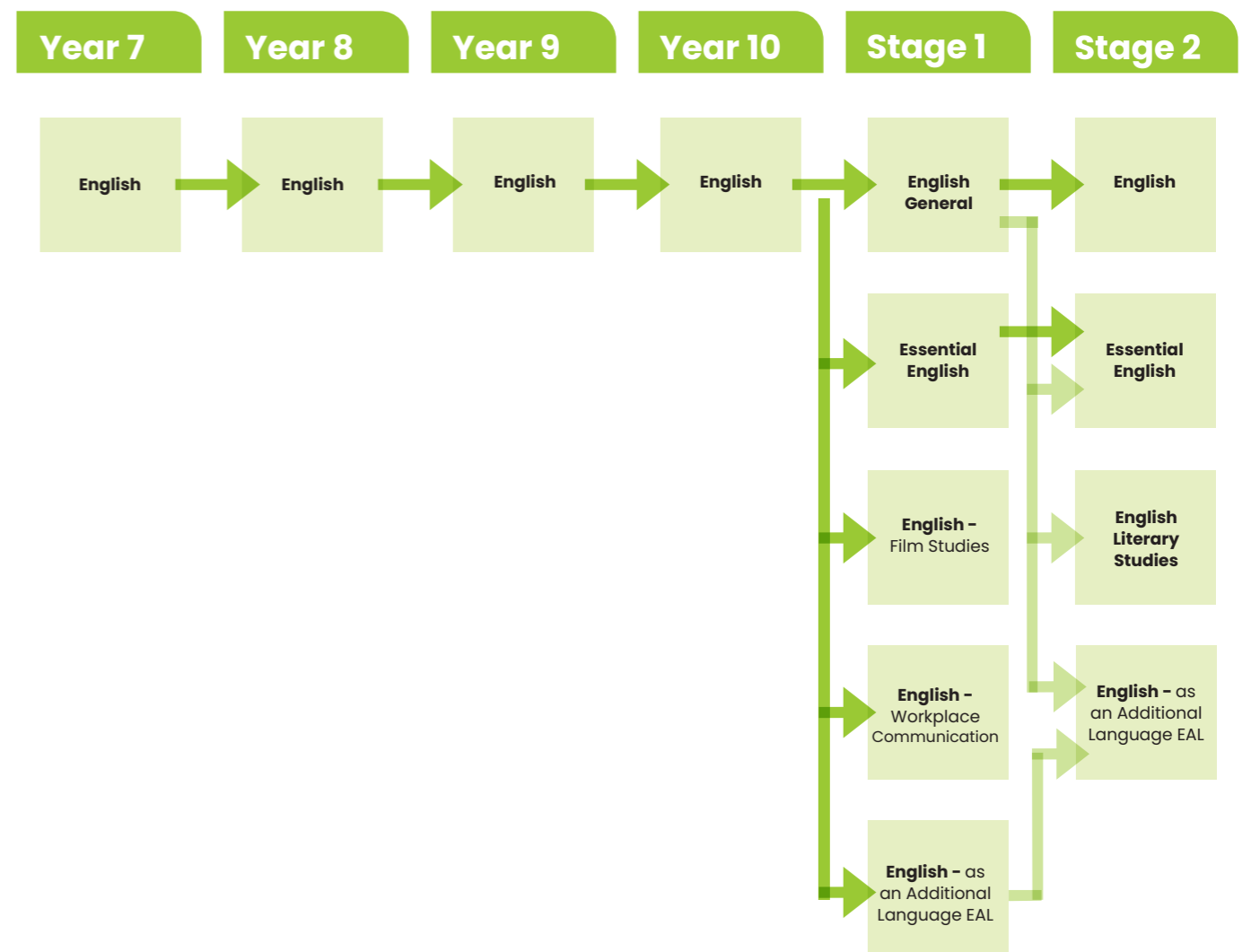
- Create photographs based on your design brief
- Document your testing of equipment.
- Develop skills in Adobe Photoshop and Lightroom editing software
- Fuse imagery and text to create Communication products
- Excursions to develop skills and understanding

#### Assessment

##### School Based Assessment

• Specialised Skills Tasks 1+2	20%
• Resource Investigation	30%
• Design Process Solution	50%

# English



Subject	
<b>Year 10 English</b>	Students study Essential English as part of year 10 English in semesters 1 and 2.
<b>Stage 1 Workplace Communication</b>	Intended for students planning to pursue a career in a range of trades or vocations.
<b>Stage 2 Essential English</b>	Intended for students planning to pursue a career in a range of trades or vocations, or are continuing to tertiary studies.
<b>Stage 2 English</b>	Intended for students who require strong communication skills in future employment or continuing on with tertiary studies.
<b>Stage 2 English Literary Studies</b>	Intended for students continuing with or progressing on to language rich tertiary studies or with a high level of interest in English.

# English

## Year 7

### English

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

English provides students with the skills to listen, 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 a student's 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 8 – 12 English

## Year 8

### English

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

English provides students with the skills to listen, 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 student's 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

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

This subject 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

# English

Students **must** complete 20 Credits of English subjects at SACE Stage 1

## Year 10

### English

<b>SACE Code</b>	IETE
<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Compulsory

#### Assumed Knowledge

Nil

#### Course Descriptor

This subject builds on skills established in Years 7, 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.

Students have the opportunity to undertake the Stage 1 Essential English

#### Future Direction

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

#### Assessment

##### School based assessment

- Creating texts
- Responding to texts

## Stage 1

### English

<b>SACE Code</b>	IESH
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	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.

#### Topics may include

- Creating Texts
- Intertextual Study
- Responding to Texts

#### What you'll do in this subject

- Produce and Respond to Texts
- Complete an Intertextual Study (Connected / Comparative Text Study)

#### Additional Information

Leads to/connects with Stage 2 English, Essential English or English, Literary Studies.

#### Assessment

##### School Based Assessment

- Creating Texts
- Intertextual Study/Comparative Analysis
- Responding to Texts

## Stage 1

### Essential English

<b>SACE Code</b>	IETE
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

This subject is specifically designed to further develop students' literacy with an emphasis on communication, comprehension and text creation.

In Essential English, students respond to, and create texts in and for a range of, personal, social, cultural and community 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.

#### Topics may include

- Creating texts
- Responding to texts
- Language study

#### What you'll do in this subject

- Produce and respond to texts

#### Additional Information

Leads to Stage 2 Essential English

#### Assessment

##### School Based Assessment

- Creating texts
- Responding to texts

# English

Students **must** complete 20 Credits of English subjects at SACE Stage 1

## Stage 1

### English – Film Studies

<b>SACE Code</b>	IETE
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

Students will study film and cinema, learning how to comprehensively analyse a range of film texts. They will critically discuss film using cinematic terminology and techniques, whilst reflecting on ideas and themes represented. Through class discussions, students will endorse or 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

- Stage 2 Essential English

#### Assessment

##### School based assessment

- Responding to texts
- Creating texts

## Stage 1

### English – Workplace Communication

<b>SACE Code</b>	IETE
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

This subject is specifically designed for students planning to pursue a career in a range of trades or vocational pathways.

In Workplace Communication students further develop literacy and communication skills, particularly in regard to the workplace. Students respond to, and create texts for a range of personal, social, cultural and workplace contexts.

In workplace Communication students understand and interpret information and ideas in texts and consider ways in which language choices affect opinions and decisions.

#### Topics may include

- Creating texts
- Responding to texts
- Language study

#### What you'll do in this subject

- Produce and respond to texts

#### Additional Information

This does not lead to English in Stage 2

#### Assessment

##### School based assessment

- Responding to texts
- Creating texts

## Stage 1

### English as an additional Language EAL

<b>SACE Code</b>	IEAL
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	Eligibility required

#### Assumed Knowledge

Nil

#### Course Descriptor

Stage 1 EAL focusses on the development and use of skills and strategies in communication, comprehension, text analysis and creating texts.

Students read and view a variety of oral, written and multimodal texts, including informational and literary texts and develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, short story, a documentary or a scene from a film. Students develop confidence in creating texts for different purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

#### What you'll do in this subject

- Develop communication skills and strategies
- Develop comprehension skills and strategies
- Language and text analysis skills and strategies
- Text creation skills and strategies

#### Future Direction

This does not lead to English in Stage 2

#### Assessment

##### School based assessment

- Responding to texts
- Interactive Study
- Language Study

# English

## Stage 2

### English Literary Studies

<b>SACE Code</b>	2ELS
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	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.

#### Topics may include

- Comparative Text Study
- Creating Texts
- Responding to Texts

#### What you'll do in this subject

- Produce and Respond to Texts
- Complete an Intertextual Study (Connected/Comparative Text Study)

#### Assessment

##### School Based Assessment

- Responding to texts 50%
- Creating Texts 20%

##### External Assessment

- A. Comparative analysis 15%
- B. Examination: Critical Reading (90mins) 15%

## Stage 2

### English

<b>SACE Code</b>	2ESH
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	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 a student's own creation of imaginative, interpretive, analytical and persuasive texts. Students apply knowledge and understanding of accurate spelling, punctuation, syntax and conventions.

#### Topics may include

- Comparative Analysis
- Creating Texts
- Responding to texts

#### What you'll do in this subject

- Produce and Respond to Texts
- Complete an Intertextual Study (Connected/Comparative Text Study)

#### Assessment

##### School Based Assessment

- Responding to texts 30%
- Creating 40%

##### External Assessment

- Comparative Analysis 30%

# English

## Stage 2

### Essential English

<b>SACE Code</b>	2ETE
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

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

In Essential English students respond to, and create texts for a range of personal, social, cultural and/or workplace contexts. Students understand and interpret information and ideas in texts and consider ways in which language choices are used to influence opinions and decisions.

#### Topics may include

- Creating Texts
- Language Study
- Responding to Texts

#### What you'll do in this subject

- Produce and Respond to Texts
- Complete a Language Study which focuses on the use of language in a particular social or cultural group, sport or workplace context.

#### Assessment

##### School Based Assessment

- Texts 30%
- Creating Texts 40%

##### External Assessment

- Language Study 30%

## Stage 2

### English as an Additional Language EAL

<b>SACE Code</b>	2EAL
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	Eligibility required

#### Assumed Knowledge

Nil

#### Course Descriptor

Stage 2 EAL focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation. Students study a variety of oral, written, and multimodal texts and develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, and extract from prose text, a short story, or a scene from a film.

Students develop confidence in creating texts for different purposes in both real and imagined contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

#### What you'll do in this subject

- Develop communication skills and strategies
- Develop comprehension skills and strategies
- Language and text analysis skills and strategies
- Text creation skills and strategies

#### Assessment

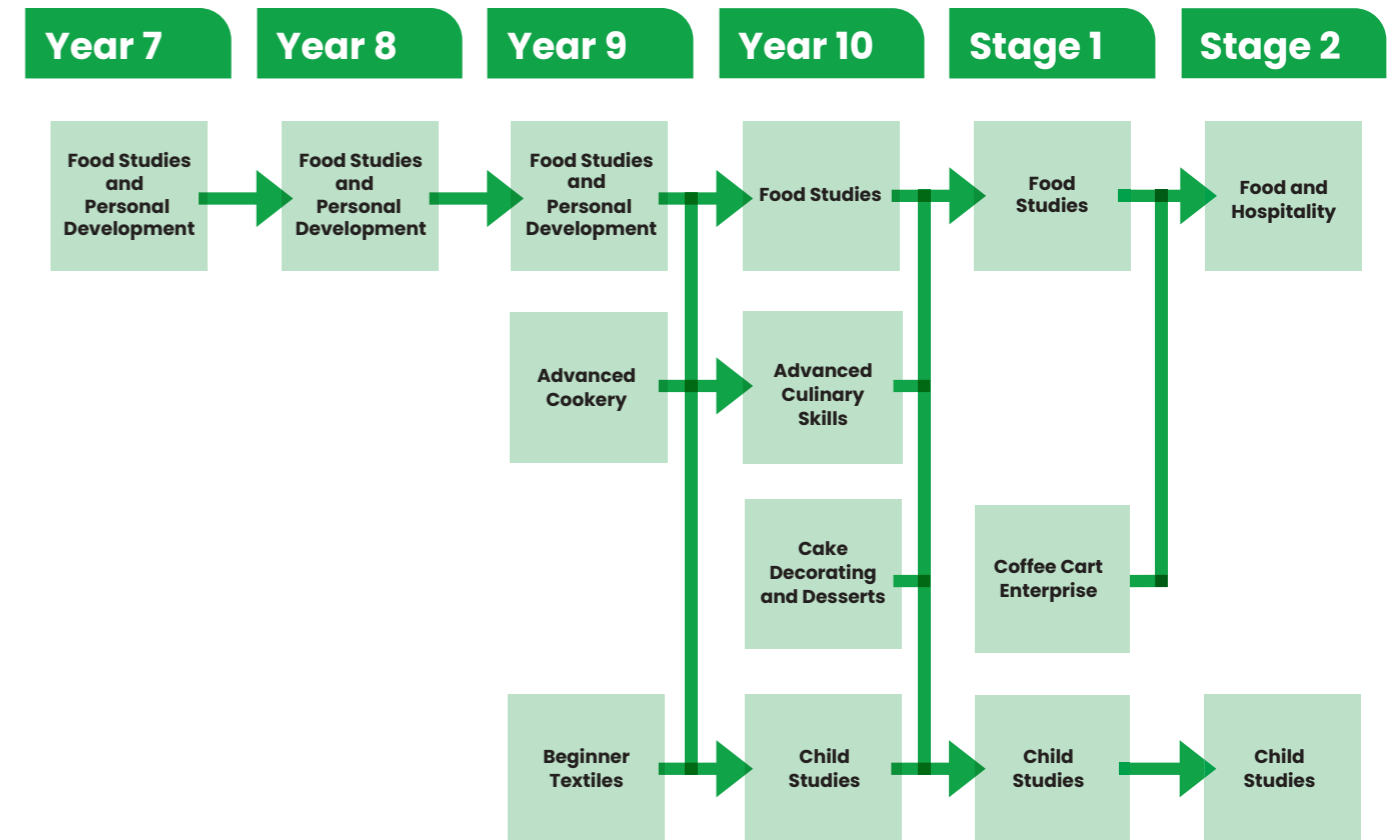
##### School Based Assessment

- Response to Text 40%
- Academic Literacy Study 30%

##### External Assessment

- Examination 30%

# Food Enterprise and Child Development



# Food Enterprise and Child Development

## Year 7

Food Studies and Personal Development

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Compulsory

### Nature of work studied

Through preparation of a range of recipes, students demonstrate the importance of food safety and hygiene. Students investigate seasonal produce and identify the environmental impacts of planting seedlings to help create a sustainable future.

During this subject in a Personal Development unit, students will also undertake a variety of activities related to identity, puberty, safety and rights in relationships, bullying and conception. They will also cover aspects of drug and alcohol education and explore the importance of understanding emotions. Each task will involve specific literacy components relevant to personal development.

### Future Direction

#### Years 8 – 9

- Food Studies and Personal Development

#### Year 9

- Advanced Cookery

#### Year 10

- Cake Decorating and Desserts
- Food Studies
- Advanced Culinary Skills

#### Stage 1

- Food Studies
- Coffee Cart Enterprise

#### Stage 2

- Food and Hospitality

## Year 8

Food Studies and Personal Development

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	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.

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 and first aid training. Each task will involve specific literacy components relevant to personal development.

### Future Direction

#### Year 9

- Advanced Cookery

#### Year 10

- Cake Decorating and Desserts
- Food Studies
- Advanced Culinary Skills

#### Stage 1

- Food Studies
- Coffee Cart Enterprise

#### Stage 2

- Food and Hospitality

## Year 9

Food Studies and Personal Development

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Compulsory

### Nature of work studied

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

During Personal Development, students will undertake a variety of activities related to mental health, safe partying/harm minimization and illegal drugs, and sexual health decision making.

### Future Direction

#### Year 10

- Cake Decorating and Desserts
- Food Studies
- Advanced Culinary Skills

#### Stage 1

- Coffee Cart Enterprise
- Food Studies

#### Stage 2

- Food and Hospitality

# Food Enterprise and Child Development

## Year 9

Beginner Textiles

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Elective

### Nature of work studied

In term one, Beginner Textiles provides students with an opportunity to learn a variety of hand and machine sewing, and fabric embellishment techniques. Students will plan, construct and design: a felt keyring (hand sewing) and an apron (machine sewing).

In term two, students will have the opportunity to negotiate a garment of interest to them such as: boxer shorts, T-shirt, maxi skirts and/or a hoodie, furthering the development of their hand and sewing skills. During their garment construction students will also investigate ethical and sustainable clothing production practices.

### Future Direction

#### Year 10

- Child Studies

#### Stages 1 and 2

- Child Studies

## Year 9

Advanced Cookery

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

### Nature of work studied

This course is for students who enjoy working in the kitchen and would like to extend on what they have already learned in Food Studies. With guidance, they will design and create their own recipes and test them in the kitchen.

The topics will be co-designed with students based on their interests and capabilities. Possible units may include desserts, pasta, exploring different cultures and cooking for friends and family.

Students will create a portfolio which will include recipes they have designed, research about various ingredients, cooking processes and practical reflection.

Each recipe will be tested in the kitchen and served to themselves, friends and family.

### Future Direction

#### Year 10

- Cake Decorating
- Hospitality
- Chef School

#### Stage 1

- Coffee Cart Enterprise
- Food Studies

#### Stages 1 and 2

- Food and Hospitality

## Year 10

Advanced Culinary Skills

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

### Assumed Knowledge

Year 9 Advanced Cookery.

### Nature of work studied

This subject will provide the opportunity for advanced culinary planning and preparation skills to stretch students who are eager to broaden their Food Studies knowledge. Students will explore new technologies, creative ventures, and high-level skill development in a co-designed curriculum. Students must have achieved a 'C' grade or better for Years 8/9 Food Studies, and ideally completed Year 9 Advanced Cookery to enter this course. Additional selection processes may apply.

### Future Direction

#### Stage 1

- Coffee Cart Enterprise
- Food Studies

#### Stage 2

- Food and Hospitality

# Food Enterprise and Child Development

## Year 10

### Cake Decorating and Desserts

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

Students will investigate a range of baking and decorating techniques. These will be used to individually plan, create and evaluate a final 6-inch cake.

This course will allow students to further develop food preparation skills, time management skills and food presentation techniques, including garnishing and plate presentation when producing a range of bakery desserts.

#### Future Direction

##### Stage 1

- Coffee Cart Enterprise
- Food Studies

##### Stage 2

- Food and Hospitality

## Year 10

### Food studies

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

This course will build on food preparation and presentation skills within many food practicals, research and demonstrations. Students will look at different types of menus, how they are produced and the dishes that are used in each course.

The second part of the course investigates food trends in contemporary Australia. Students will look at enterprise within the topic of food delivery services and advertising and marketing within the creation of meal boxes.

Topics may include

- Multicultural Australia
- Influences of culture on food choices
- Fusion cooking

#### Future Direction

##### Stage 1

- Coffee Cart Enterprise
- Food Studies

##### Stage 2

- Food and Hospitality

## Year 10

### Child Studies

<b>SACE Code</b>	1CSD
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

Students will investigate contemporary issues impacting the health and wellbeing of children aged 0-8. They will design and create a textile product that supports the needs of a baby or young child, that will then be donated to a local community shelter. Students will gain knowledge of a young child's nutritional requirements and developmental stages when planning a child's party.

#### Topics may include

- Growth and development of children
- Nutrition
- Health and Wellbeing of children and families
- Community support services

#### What you'll do in this subject

- Group and Individual Practical Application
- Action Plans and Research Tasks
- Sewing
- Cooking
- Event planning
- Building and designing materials for young people

#### Assessment

##### School Based Assessment

- |                      |     |
|----------------------|-----|
| • Practical Activity | 50% |
| • Group Activity     | 25% |
| • Investigation      | 25% |

# Food Enterprise and Child Development

## Stage 1

### Child Studies

<b>SACE Code</b>	1CSD
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

Child Studies focuses on contemporary issues related to children's growth, health, well being and development from conception to eight years of age. Through Stage 1 Child Studies students will develop a variety of research, management attitudes and values about parenting and caregiving and gain an understanding of the growth and development of children. Child Studies is a recommended subject for students who have a general interest in children and their development or students who are interested in working in the child care industry.

#### Topics may include

- Sim baby and parenting choices
- Growth and development of children aged 0-8
- Nutrition and healthy eating for young children
- Literacy development
- Gender stereotypes
- Health and Wellbeing of children and families
- Sensory toys
- Creating learning aides
- Exploring technology impacts
- Exploring and facilitating play activities with pre-schoolers
- Prepare and facilitate cooking with primary school aged children
- Investigating a topic related to the health and wellbeing of children aged 0-8

#### What you'll do in this subject

- Group and Individual Practical Application
- Action Plans and Research Tasks
- Evaluations and Investigation
- Simulation babies
- Sewing and cooking
- Fitness Activities
- Building and Designing materials for young children

#### Assessment

##### School Based Assessment

- |                      |     |
|----------------------|-----|
| • Practical Activity | 50% |
| • Group Activity     | 25% |
| • Investigation      | 25% |

## Stage 1

### Coffee Cart Enterprise

<b>SACE Code</b>	1ILN20
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

This course is designed for students who are interested in learning about the barista and café industry. Students will run a small café called the 'Wake Up Club', including making and serving coffee and other items 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. On successful completion, students will receive a Barista Certificate, have a work experience referee on their resume, and a written reference letter for future job applications in the Hospitality industry.

#### Topics may include

- Customer service
- Preparing and serving various hot drinks including espresso coffee
- Planning, preparing and serving various food items
- Careers in the Hospitality industry

#### What you'll do in this subject

- Receive barista training and then run the 'Wake Up Club' once a week.
- Design and prepare other menu items for the café
- Learn about the various employment opportunities in the Food and Hospitality Industry.

#### Assessment

##### School Based Assessment

- |                         |     |
|-------------------------|-----|
| • Practical Exploration | 50% |
| • Connections           | 25% |
| • Personal Venture      | 25% |

## Stage 1

### Food Studies

<b>SACE Code</b>	1FOH
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

Students explore the different influences and skills involved within the Food and Hospitality Industry. They will cook on a regular basis to individually prepare and serve various dishes of increasing difficulty. Students will develop safe work practices in the preparation, storage and handling of high risk ingredients.

#### Topics may include

- Group activity – co-designed
- Investigation – Influences on Food Choices
- Practical activity – co-designed
- Excursion to local industries
- Cater a function

#### What you'll do 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
- Work individually to prepare a meal
- Work in a group to present an item
- A 600 word (or equivalent) investigative study relating to influences on decisions made regarding food choices

#### Assessment

##### School Based Assessment

- |                      |     |
|----------------------|-----|
| • Practical Activity | 50% |
| • Group Activity     | 25% |
| • Investigation      | 25% |

# Food Enterprise and Child Development

## Stage 2

### Child Studies

<b>SACE Code</b>	2CSD
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

Child Studies focuses on contemporary issues related to children's growth, health, wellbeing and development from conception to eight years of age. Through Stage 2 Child Studies, students develop a variety of research, management and practical skills. Students will examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of the child.

Child Studies is a recommended subject for students who have a general interest in children and their development or students who are interested in working in the childcare industry or with young people in general

#### Topics may include

- Growth and development of children aged 0-8
- Nutrition and healthy eating for young children
- Literacy development
- Gender stereotypes
- Health and wellbeing of children and families
- Sensory toys
- Creating learning aids
- Exploring technology impacts
- Exploring and facilitating play activities with pre-schoolers
- Prepare and facilitate an afternoon tea/picnic for primary school aged children

#### What you'll do in this subject

- Group and individual practicals
- Action plans
- Research tasks
- Evaluations
- Sewing Practical
- Cooking Practical
- Group Activities
- Investigation

#### Assessment

##### School Based Assessment

- Practical Activity 50%
- Group Activity 20%

##### External Assessment

- Investigation 30%

## Stage 2

### Food and Hospitality

<b>SACE Code</b>	2FOH
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	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.

- Political and legal influences
- Contemporary and future issues
- Technological influences
- Socio-cultural influences
- Economic and environmental issues

#### Topics may include

- Group activities – school functions (Compulsory attendance at Open Night)
- Practical activities – co-designed with students based on areas of study

#### What you'll do 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.
- Work individually to prepare meals
- Work in a group to prepare a function
- A 2000 word investigative study about a contemporary issue in the food and hospitality industry

#### Assessment

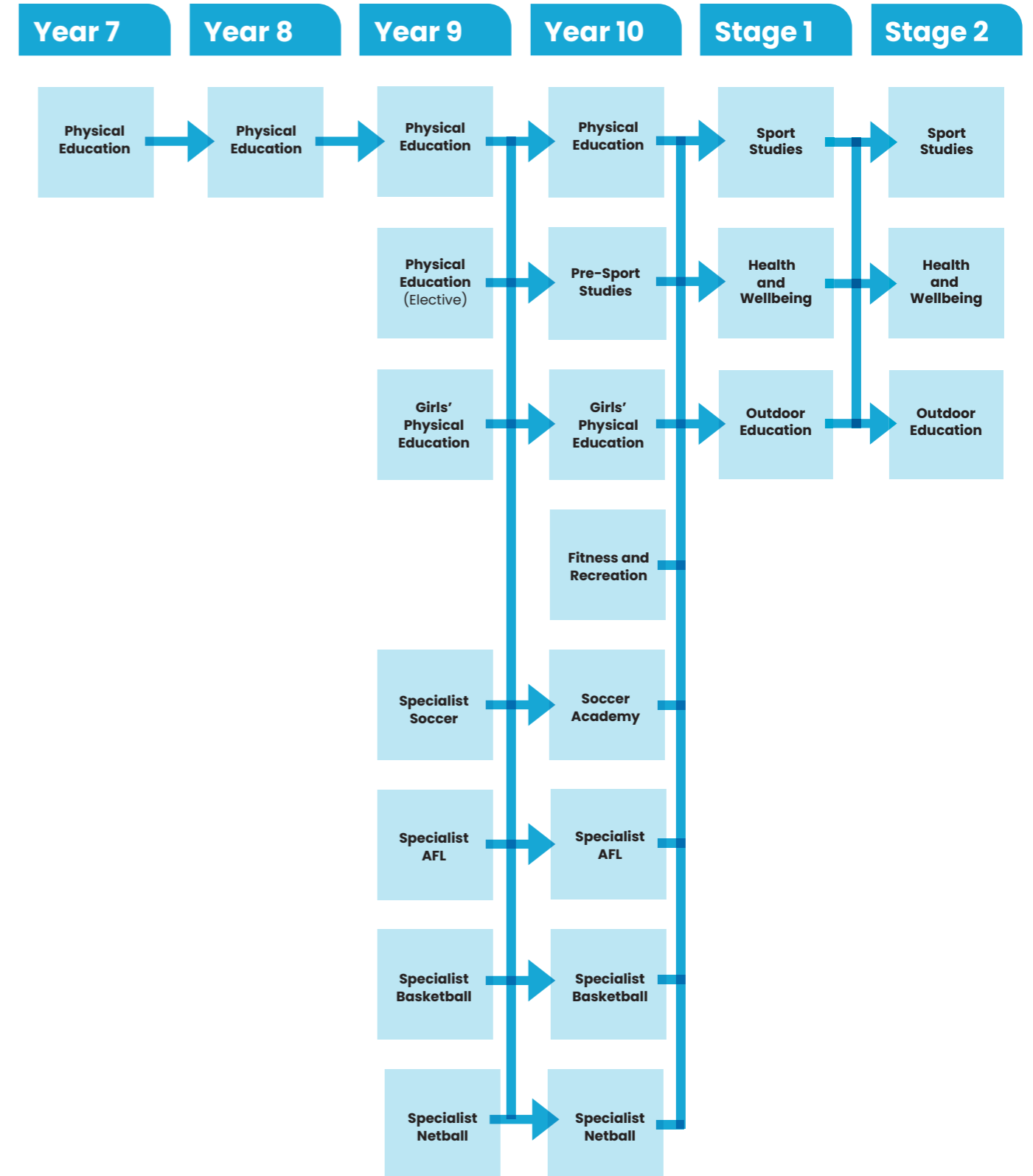
##### School Based Assessment

- Practical Activity 50%
- Group Activity 20%

##### External Assessment

- Investigation 30%

# Health and Physical Education (PE)



# Health and Physical Education

## Year 7

### Physical Education

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

Students will participate in a wide range of activities/sports that include Fundamental Movement Skills, Athletics, Cultural/Indigenous Games, Fitness, Striking Games and Invasion Games. Throughout the semester, students will develop movement skills, concepts and strategies. It is expected that all students participate, improve their fitness components, learn key sport vocabulary and develop fair play concepts.

#### Future Direction

- Year 8 Physical Education

## Year 8

### Physical Education

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

Students will participate in a wide range of activities/sports that include Athletics, Fitness, Cultural/Indigenous Games, Volleyball, Football codes and Netball. Students will develop their movement skills, concepts and strategies. It is expected that all students participate and develop their skills, components of fitness, gameplay, key sport vocabulary and fair play concepts.

#### Future Direction

##### Year 9

- Physical Education
- Specialist AFL
- Specialist Netball
- Specialist Basketball
- Specialist Soccer

## Year 9

### Physical Education

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

Students will participate in a wide range of activities/sports that include Indigenous/Cultural Games, Fitness, Basketball, Badminton, Tag Rugby and Sofcrosse. Students are expected to actively participate in all activities and develop their understanding of movement, skills, key sport vocabulary, game sense, rules and fair play.

Students can choose either Physical Education or Girls' Physical Education to meet the one semester compulsory Physical Education requirement in year 9.

#### Future Direction

##### Year 10

- Physical Education
- Pre-Sport Studies
- Fitness and Recreation

# Health and Physical Education

## Year 9

### Physical Education – Elective

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

Students participate in a range of six sports/activities co-designed with their teacher over the semester. It is expected that students have a positive attitude and commitment to physical education and want to develop and improve their movement, skills, key sport vocabulary, game sense and fair play. Students may take part in specific sport coaching sessions and be involved in a sport related excursion. The course will include both practical and theory components.

#### Additional Information

Only one PE Elective subject per semester.

#### Future Direction

##### Year 10

- Physical Education
- Pre-Sport Studies
- Specialist AFL
- Specialist Netball
- Specialist Soccer
- Fitness and Recreation

## Year 9

### Girls' Physical Education

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Elective *Refer to note

#### Nature of work studied

Female students participate in a wide range of activities/sports that include Indigenous/Cultural Games, Fitness, Basketball, Badminton, Tag Rugby and Sofcrosse. Students are expected to actively participate in all activities and develop their understanding of movement, skills, key sport vocabulary, game sense, rules and fair play.

#### Note

\*Students can choose either Physical Education or Girls' Physical Education to meet the one semester compulsory Physical Education requirement in year 9.

#### Future Direction

##### Year 10

- Physical Education
- Pre-Sport Studies
- Specialist AFL
- Specialist Netball
- Specialist Soccer

## Year 9

### Specialist Soccer

<b>Length</b>	1 Semester or Full Year
<b>Year Level Requirements</b>	Elective

#### Nature of work studied

The program is aimed at students who:

- demonstrate skill and a commitment to Soccer and Futsal
- wish to further develop their skills
- aim to compete at a higher level

The structure of the subject will include skill development, fitness, fair play, game play and involvement in competitions. Theory components will include tactics, fitness, coaching, refereeing, and prevention and management of injuries.

#### Additional information

The Specialist Soccer subject is open to Year 9 students who have an interest and desire to improve their skills, knowledge and team work in Soccer.

\*Students must choose Year 9 Specialist Soccer for one or two semesters to be selected for Soccer Academy in Year 10 in 2025.

#### Future Direction

- Year 10 Soccer Academy



# Health and Physical Education

## Years 9 and 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 further develop their skills
- Aim to compete at a higher level

The structure of the subject will include skill development, fitness, fair play, game play and involvement in competitions. Theory components will include tactics, fitness, coaching, umpiring and prevention and management of injuries.

#### Additional Information

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

#### Future Direction

- Stage 1 Sport Studies

## Years 9 and 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 further develop their skills
- Aim to compete at a higher level

The structure of the program will include skill development, fitness, fair play, game play and involvement in competitions. Theory components will include tactics, fitness, coaching and umpiring and 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.

#### Future Direction

- Stage 1 Sport Studies

## Years 9 and 10

### Specialist Basketball

**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 basketball
- Wish to further develop their skills
- Aim to compete at a higher level

The structure of the program will include skill development, fitness, fair play, game play and involvement in competitions. Theory components will include tactics, fitness, coaching, refereeing, prevention and management of injuries.

#### Additional Information

The Specialist Basketball subject is open to year 9 and year 10 students who have an interest and desire to improve their skills, knowledge and team work in Basketball.

#### Future Direction

- Stage 1 Sport Studies

# Health and Physical Education

## Year 10

### Soccer Academy

**SACE Code** 1ILN

**SACE Credits** 10 Credits per Semester

**Length** Full Year

**SACE Board Requirements** Elective  
(By application and trial only)

#### Assumed Knowledge

By application and trial only

#### Course Descriptor

Students who have already been involved in the program in the year 9 Soccer Program in 2023 will continue in the academy in 2024 by negotiation. The soccer academy is open by negotiation, to students who demonstrate talent and potential in soccer, and is available for year 10 students in 2024. Students will need to be involved in an application process consisting of a written application and practical trial in term 3 of 2023. Application forms are available from the PE office in term 3 of 2023. Only students who have been selected, after application and trial, will be able to enrol in this subject.

The soccer academy will be delivered over 2 lines. Lines 4 and 6 on Tuesday and Thursday.

#### What you'll do in this subject

The soccer academy program is aimed at students who:

- Demonstrate skill and a commitment to soccer
- Wish to further develop their skills, gameplay and strategy
- Aim to compete at a higher level than that of the average student

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

#### Assessment

##### School Based Assessment

- |                         |     |
|-------------------------|-----|
| • Practical Exploration | 50% |
| • Connections Task      | 25% |
| • Personal Venture      | 25% |

## Year 10

### Physical Education

**Length** 1 Semester or Full Year

**Year Level Requirements** Compulsory

#### Nature of work studied

Students participate in a wide range of activities/sports that include Fitness, SHINE Sexual Health, Softball, Health/Wellbeing and European Handball. Students are expected to actively participate in all activities and develop their understanding of movement, skills, key sport vocabulary, game sense, rules and fair play.

#### Note

\*Students can choose either Physical Education or Girls' Physical Education to meet the one semester compulsory Physical Education requirement in year 10.

#### Future Direction

- Year 10 Pre-Sport Studies

#### Stage 1

- Health and Wellbeing
- Outdoor Education
- Sport Studies

# Health and Physical Education

## Year 10

### Girls Physical Education

<b>Length</b>	1 Semester
<b>Year Level Requirements</b>	Elective *Refer to Note

#### Nature of work studied

Female students participate in a wide range of activities/sports that include Fitness, Softball, SHINE Sexual Health, European Handball and Health and Well Being. Students are expected to actively participate in all activities and develop their understanding of movement, skills, key sport vocabulary, game sense, rules and fair play.

#### Note

\*Students can choose either Physical Education or Girls' Physical Education to meet the one semester compulsory Physical Education requirement in year 10.

#### Future Direction

##### Stage 1

- Health and Wellbeing
- Outdoor Education
- Sport Studies

## Year 10

### Fitness and Recreation – Elective

<b>SACE Code</b>	1ILN
<b>SACE Credits</b>	10 Credits
<b>Length</b>	1 Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed knowledge

Nil

#### Course Descriptor

Students will participate and develop skills in a range of fitness and recreational activities that include Fitness, Health, Walking, Yoga, Ten Pin Bowling and or Rock Climbing. Students are expected to actively participate and develop their understanding of personal fitness to improve their overall health and well being.

#### Topics may include

- Practical exploration
- Connecting Task
- Personal Venture Task

#### What you'll do in this subject

- Written tasks for practical topics include a written assignment and evaluation.
- The connections task involves you working with others to achieve a goal.
- The personal venture task will focus on a recreational activity with practical and research based assessment.

#### Future Direction

- Stage 1 Sport Studies
- Stage 1 Health and Well being
- Stage 1 Outdoor Education

#### Assessment

School Based Assessment	
• Practical Exploration	50%
• Connections Task	25%
• Personal Venture	25%

# Health and Physical Education

## Year 10

### Pre-Sport Studies

<b>SACE Code</b>	1ILN
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed knowledge

Nil

#### Course Descriptor

Students develop a range of practical and group skills in this subject. This subject will include a range of sports, 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.

This course is an excellent option for those students interested in selecting Sport Studies in Stage 1 and Stage 2 in future years.

#### Topics may include

- Practical Exploration
- Connections Task
- Personal Venture Task

#### What you'll do in this subject

- Written tasks for practical topics include a written assignment, practical skills assessment and written evaluations on learning. Evaluations 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.
- Undertake a study involving a sport (practical or research based). This task is completed as a 1000 word written or equivalent multi-modal presentation.

#### Assessment

School Based Assessment	
• Practical Exploration	50%
• Connections Task	25%
• Personal Venture	25%

# Health and Physical Education

## Stage 1

### Health and Wellbeing

<b>SACE Code</b>	1HEH
<b>SACE Credits</b>	10
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

Students develop the knowledge, skills and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities and global society. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

#### Topics may include

- Practical Action – Personal health action
- Practical Action – Educational resource
- Issue Inquiry – Topic related to Health and Wellbeing

#### What you'll do in this subject

- Written assessments in the form of essays or multimedia presentations
- Undertake a personal health action and evaluate the success of the initiative
- Develop an educational resource for a target audience
- Using a media stimulus to identify and explore an issue through different perspectives
- Analyse the impact of social media on current society

#### Assessment

##### School Based Assessment

- |                    |     |
|--------------------|-----|
| • Practical Action | 70% |
| • Issue inquiry    | 30% |

## Stage 1

### Outdoor Education

<b>SACE Code</b>	1OUE
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed knowledge

Nil

#### Course Descriptor

Students gain an understanding of environment and conservation, planning and management, and personal and social growth and development through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

#### Topics may include

- Sustainability folio
- Outdoor journey planning and preparation
- Leadership and planning practices folio
- Practical activities – bushwalking, canoeing

#### What you'll do in this subject

##### Semester 1

- Mapping and navigation activities, including an orienteering course at Para Wirra Conservation Park
- Group dynamics activities
- Practising putting up tents and cooking on a Trangia
- Minimal impact camping
- Compulsory 3 days/2 nights Deep Creek hiking journey
- 1600 words folio on sustainability and conservation
- 600 words journal on planning a minimal impact hiking journey
- 1000 words reflection on journey experiences

##### Semester 2

- Mapping and navigation activities, including an orienteering course at Mount Crawford
- Group dynamics activities
- Practising putting up tents and cooking on a Trangia
- Minimal impact camping
- Compulsory 3 days/2 nights Murray River canoeing journey
- 800 words folio on sustainability and conservation
- 4-5 minute presentation on sustainability and conservation
- 600 words journal on planning a minimal impact aquatic journey
- 1000 words reflection on journey experience

#### Additional Information

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

#### Assessment

##### School Based Assessment

- |                         |                 |
|-------------------------|-----------------|
| • Folio 1 + Folio 2     | 20% + 20% = 40% |
| • Journal 1 + Journal 2 | 20% + 40% = 60% |

# Health and Physical Education

## Stage 1

### Sport Studies

<b>SACE Code</b>	1ILN
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	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.

#### Topics may include

- Korfbal
- Softball
- Badminton
- European handball
- Golf
- Archery
- Aquatics
- Event Management

#### What you'll do in this subject

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

#### Additional Information

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

#### Assessment

##### School Based Assessment

- |                         |     |
|-------------------------|-----|
| • Practical Exploration | 50% |
| • Connections Task      | 25% |
| • Personal Venture      | 25% |

## Stage 2

### Health and Wellbeing

<b>SACE Code</b>	2HEW
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed knowledge

Nil

#### Course Descriptor

Students develop the knowledge, skills and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities and global society. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

#### Topics may include

- Folio – Risk Related Trauma (includes excursion to participate in the PARTY program)
- Folio – Videos for Change
- Initiative – Develop Health Goals
- Initiative – Health and Wellbeing Expo
- Inquiry – Topic relating to Health and Wellbeing

#### What you'll do in this subject

- Written assessments in the form of essays or multimedia presentations
- Create a video to share for social impact
- Use an appropriate app to identify and improve an aspect of your health or wellbeing
- Work in a group to organise a display at a health and wellbeing Expo
- Undertake a study of your choice and complete a 2000 word written task or equivalent multimodal presentation

#### Assessment

##### School Based Assessment

- |              |     |
|--------------|-----|
| • Initiative | 40% |
| • Folio      | 30% |

##### External Assessment

- |           |     |
|-----------|-----|
| • Inquiry | 30% |
|-----------|-----|

# Health and Physical Education

## Stage 2

### Outdoor Education

<b>SACE Code</b>	2OUE
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	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.

#### Topics may include

- Folio – Environmental Studies
- Folio – Group Management and Skill Development
- Folio – Leadership and Planning Practices
- Folio – Sustainable Environmental Practices
- Practical Activity – Bushwalking, Kayaking Camp
- Practical Activities – Several full-day excursions in preparation for the camps
- Investigation – Environmental Issue or Experience

#### What you'll do in this subject

- Four folio pieces that can be presented in a range of formats
- A written investigation of an environmental issue/ experience
- Develop an understanding of group dynamics and dissect leadership styles and skills to inform your own practice
- Partake in team-building activities and develop bushcraft knowledge and skills both in the classroom and outside
- Work as a class to plan various aspects of a self-reliant camp including risk and safety management, equipment and cooking
- Develop and refine mapping and navigation skills
- Develop context specific skills to improve overall performance in a range of recreational activities that may include bushwalking, kayaking, rock-climbing etc
- Several single-day excursions
- Two camps

#### Assessment

##### School Based Assessment

- About Natural Environments 20%
- Experiences in Natural Environments 50%

##### External Assessment

- Investigation 30%

## Stage 2

### Sport Studies

<b>SACE Code</b>	2ILA
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	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 may include

- Ultimate Frisbee
- Volleyball
- Aquatics
- Event Management
- Skill Development and Teaching

#### What you'll do in this subject

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

#### Additional Information

Attendance to aquatics is essential for success in this subject.

#### Assessment

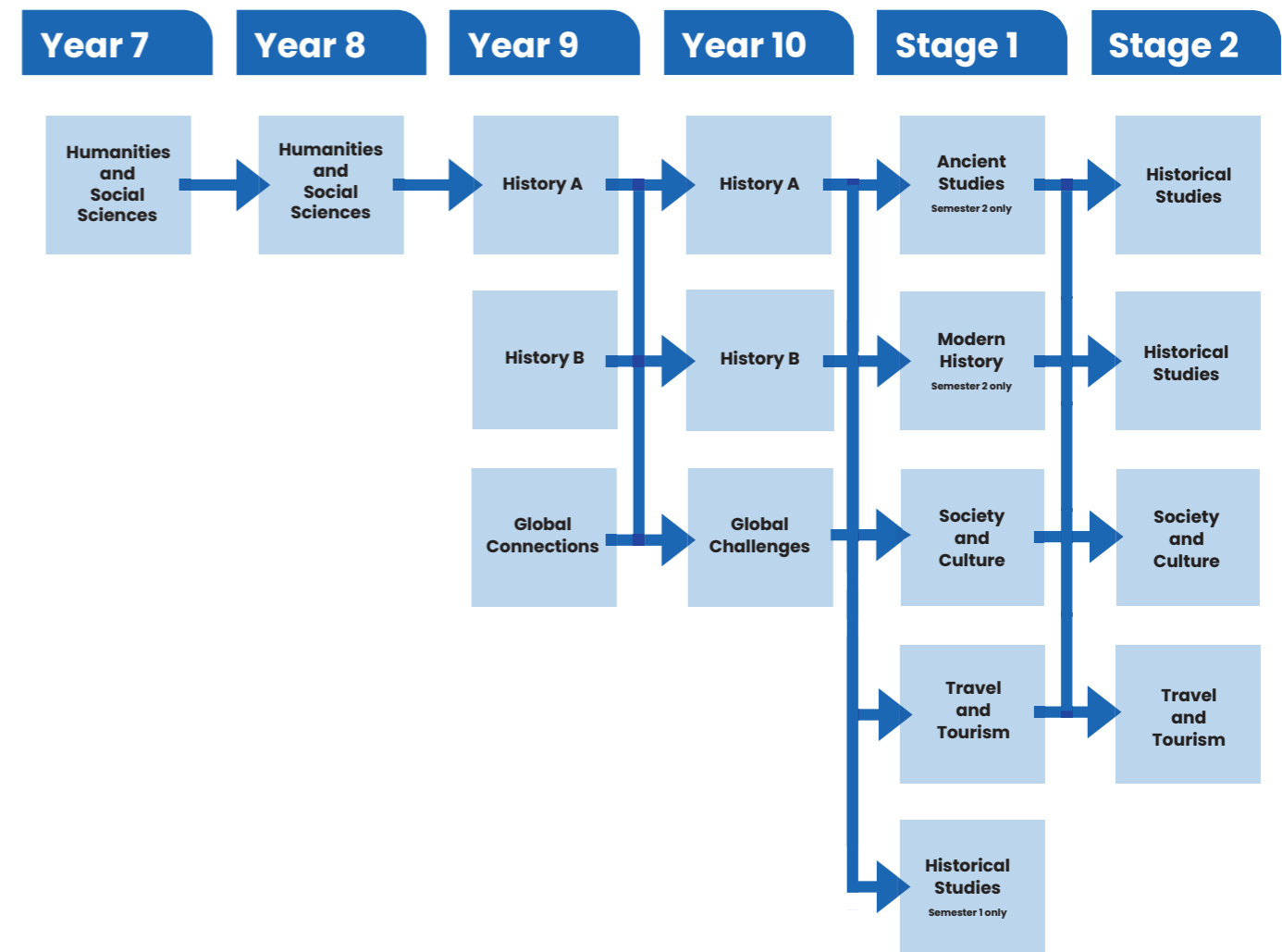
##### School Based Assessment

- Practical Inquiry 40%
- Connections Task 30%

##### External Assessment

- Personal Endeavour Task 30%

# Humanities and Social Sciences (HASS)



# Humanities and Social Sciences

## Year 7

### Humanities and Social Sciences

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

HASS is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. HASS has a historical and contemporary focus in both personal and global contexts. It also aims to consider challenges for the future.

The year 7 curriculum provides a study of:

- **History**  
From the time of the earliest human communities to the end of the ancient period (6000BC (BCE) – c.650AD (CE)), and a study of early First Nations Peoples of Australia
- **Geography**  
With a focus on water in the world, and place and liveability
- **Civics and Citizenship**  
Which examines the key features of Australia's system of government and explores how this system aims to protect all Australians

#### Future Direction

- Years 8 – 10
- Humanities and Social Sciences

#### Stages 1 and 2

- Historical Studies (Stage 1 only)
- Ancient Studies
- Modern History
- Society and Culture
- Travel and Tourism

## Year 8

### Humanities and Social Sciences

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

HASS is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. HASS has a historical and contemporary focus in both personal and global contexts. It also aims to consider challenges for the future.

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)
- **Geography**  
With a focus on geomorphology (landforms and landscapes) and the changing human geography of countries
- **Civics and Citizenship**  
Which examines the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy

#### Future Direction

- Years 9 – 10
- Humanities and Social Sciences

#### Stages 1 and 2

- Historical Studies (Stage 1 only)
- Ancient Studies
- Modern History
- Society and Culture
- Travel and Tourism

# Humanities and Social Sciences

**\*HASS is compulsory in Semester 2.  
Students must choose one of the subjects offered**

## Year 9

### History A

<b>Length</b>	Semester 1
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

History A includes the study of societies, events, movements and developments that have shaped humanity from earliest times. It aims to build an appreciation of how the world and its people have changed, as well as the significance of these events in the present day.

The Year 9 curriculum provides a study of history during the making of the modern world (1750 – 1918).

#### Topics studied may include

- The Industrial Revolution and the movement of peoples (1750-1900)
- Making and Transforming the Australian Nation (1750-1914)
- Asia and the world (1750-1914)
- World War 1 (1914-1918)

#### Future Direction

- Year 10**
- History

#### Stages 1 and 2

- Historical Studies (Stage 1 only)
- Ancient Studies
- Modern History
- Society and Culture
- Travel and Tourism

## Year 9

### Global Connections

<b>Availability</b>	Semester 2
<b>Year Level Requirements</b>	Compulsory Selection*

#### Nature of work studied

In Global Connections, students learn about the role of different environments in supporting the production of food and other products. They will examine the constraints of expanding food production into the future. Students also investigate how people are connected to places throughout the world. Students examine connections that have been created through trade, transport and communication technologies.

#### Topics studied may include

- Food Production
- Food Shortage
- Resource Conflict
- Future Food Technologies
- Our Connection to Places
- Global Connection through Trade and Production

#### Future Direction

##### Year 10

- Global Challenges

#### Stages 1 and 2

- Historical Studies
- Ancient Studies
- Modern History
- Society and Culture
- Travel and Tourism

## Year 9

### History B

<b>Availability</b>	Semester 2
<b>Year Level Requirements</b>	Compulsory Selection*

#### Nature of work studied

In History B, students will have the opportunity to study additional aspects of the history curriculum studied in History in Semester 1.

#### Topics studied may include

- The Industrial Revolution and the movement of peoples (1750-1900)
- Making and Transforming the Australian Nation (1750-1914)
- Asia and the world (1750-1914)
- World War 1 (1914-1918)

#### Future Direction

##### Year 10

- History

#### Stages 1 and 2

- Historical Studies (Stage 1 only)
- Ancient Studies
- Modern History
- Society and Culture
- Travel and Tourism

# Humanities and Social Sciences

**\*HASS is compulsory in Semester 2.  
Students must choose one of the subjects offered**

## Year 10

### History A

**Availability** Semester 1

**Year Level Requirements** Compulsory

#### Nature of work studied

History includes the study of societies, events, movements and developments that have shaped humanity from earliest times. It aims to build an appreciation of how the world and its people have changed, as well as the significance of these events in the present day.

The Year 10 curriculum provides a study of history of the modern world and Australia from 1918 to the present.

#### Topics studied may include

- World War II
- Building Modern Australia
- The Globalising World

#### Future Direction

- Stages 1 and 2**
- Historical Studies (Stage 1 only)
  - Ancient Studies
  - Modern History
  - Society and Culture
  - Travel and Tourism

## Year 10

### Global Challenges

**Availability** Semester 2

**Year Level Requirements** Compulsory Selection\*

#### Nature of work studied

In Global Challenges, students examine the environmental functions that support life and challenges to sustainability. They also explore global, national and local differences in human wellbeing between places, the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

#### Topics studied may include

- Our local environment
- Endangered animals and environments
- Conflict in and between countries
- Comparing life and wellbeing around the world

#### Future Direction

- Stages 1 and 2**
- Historical Studies (Stage 1 only)
  - Ancient Studies
  - Modern History
  - Society and Culture
  - Travel and Tourism
  - Business Innovation

## Year 10

### History B

**Availability** Semester 2

**Year Level Requirements** Compulsory Selection\*

#### Nature of work studied

In History B, students will have the opportunity to study additional aspects of the history curriculum as studied in Semester 1.

#### Topics studied may include

- World War II
- Building Modern Australia
- The Globalising World

#### Future Direction

- Stages 1 and 2**
- Historical Studies (Stage 1 only)
  - Ancient Studies
  - Modern History
  - Society and Culture
  - Travel and Tourism

# Humanities and Social Sciences

## Stage 1

### Historical Studies

Semester 2 only

**SACE Code** 1CXD

**SACE Credits** 10 Credits

**Length** Per Semester

**SACE Board Requirements** NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

In Historical Studies, students explore the history of both the ancient and modern world. They investigate historical events, movements and developments across different places and times and the impacts of these on societies.

Students also compare and contrast historically significant events, development and movements. They consider how previous historical events have influenced the outcomes and responses to more recent historical events.

Students work both collaboratively and individually to pursue topics of interest across the subject, using the skills of historical inquiry and source analysis.

#### Topics may include

- Revolutions, warfare and conquests
- Social movements
- Beliefs and rituals
- Technology and communication
- Trade and Commerce
- Political systems

#### What you'll do in this subject

- Investigation of historical events, movements and developments
- Assessments in the form of reports, essays and multi-modal presentations
- Analysis of primary and secondary sources

#### Assessment

- Historical Skills Applications Tasks
- Historical Analysis
- Group Project

## Stage 1

### Ancient Studies

Semester 2 only

**SACE Code** 1ANT

**SACE Credits** 10 Credits

**Length** Per Semester

**SACE Board Requirements** NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia/North Africa, and the classical civilisations of Greece and Rome.

In Ancient Studies, students consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.

Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

#### Topics 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 do 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

#### Assessment

- Skills and Applications Tasks
- Inquiry

## Stage 1

### Modern History

Semester 2 only

**SACE Code** 1MOD

**SACE Credits** 10 Credits

**Length** Per Semester

**SACE Board Requirements** NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

In Modern History, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives.

Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

#### Topics may include

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

#### What you'll do 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

#### Assessment

- Historical Skills Tasks
- Historical Study

# Humanities and Social Sciences

## Stage 1

### Society and Culture

<b>SACE Code</b>	ISOR
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

In Society and Culture, students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.

Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

#### Topics 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 do 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

#### Assessment

- Sources Analysis Tasks
- Group Activity
- Investigation

## Stage 1

### Travel and Tourism

<b>SACE Code</b>	IILG
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

In Travel and Tourism, students focus on the tourism industry in South Australia as well as tourism across the ages and around the world. Students have the chance to explore the world and find travel destinations that suit their interests, as well as learning about how to plan a dream holiday. Students also learn about different career pathways in the travel and tourism industry.

#### Topics may include

- SA Tourism Regions
- Travel through History
- Dream Holiday Destinations
- Armchair Traveller
- Family Trip Planning
- Culinary Travel
- Creation of a Tourist Destination

#### What you'll do in this subject

- Practical tasks include creating a Tourism 'Expo', as well as other tasks requiring students to work collaboratively to share ideas and create a shared outcome
- All tasks include a written component and require the student to reflect on their learning and progress of their learning

#### Assessment

- Practical Tasks
- Connections Task
- Personal Venture Task

# Humanities and Social Sciences

## Stage 2

### Ancient Studies

<b>SACE Code</b>	2ANT
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations.

Students consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.

#### Topics may include

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

#### What you'll do 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

#### Assessment

##### School Based Assessment

- Skills and Applications Tasks 50%
- Connections Tasks 20%

##### External Assessment

- Inquiry 30%

## Stage 2

### Modern History

<b>SACE Code</b>	2MOD
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

In Modern History, students investigate the growth of modern nations and the social, political, and economic changes that shaped the nations. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

#### Topics 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 do 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

#### Assessment

##### School Based Assessment

- Historical Skills Tasks 50%
- Historical Study 20%

##### External Assessment

- Examination 30%

# Humanities and Social Sciences

## Stage 2

### Society and Culture

<b>SACE Code</b>	2SOR
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

In Society and Culture, students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies and how people function and communicate in and across cultural groups.

Through their study of Society and Culture, students develop the ability to influence their own futures by developing skills, values and understandings that enable effective participation in contemporary society.

#### Topics may include

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

#### What you'll do in this subject

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

#### Assessment

##### School Based Assessment

- Folio 50%
- Interaction 20%

##### External Assessment

- Investigation 30%

## Stage 2

### Travel and Tourism

<b>SACE Code</b>	2ILG
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Nil

#### Course Descriptor

In Travel and Tourism, students develop their understanding of the travel and tourism industry. Students research and plan travel into the wider community and explore the topic of tourism marketing to produce their own marketing campaign.

#### Topics may include

- Adelaide City Tourism
- Adelaide Zoo
- Barossa Valley Tourism
- Tourism Marketing
- Personal Endeavour Task – plan an overseas holiday

#### What you'll do in this subject

- Written assessment tasks
- Attend a range of excursions and report on your learning
- Create a marketing campaign
- Create an itinerary for a client
- Plan an overseas holiday on a budget

#### Assessment

##### School Based Assessment

- Practical Activities 40%
- Connection Tasks 30%

##### External Assessment

- Personal Endeavour 30%

# Languages

## Year 7

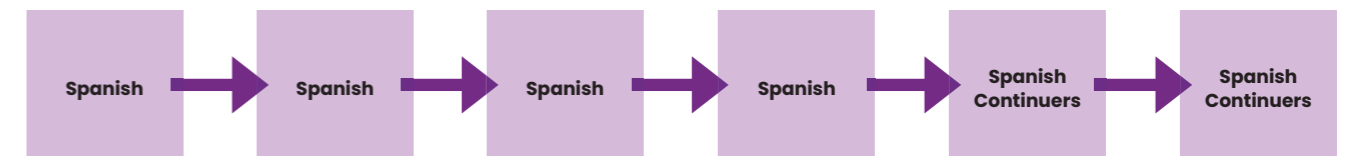
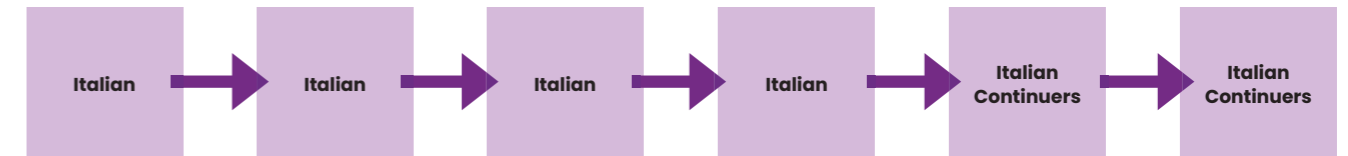
## Year 8

## Year 9

## Year 10

## Stage 1

## Stage 2





# Languages

**Year 7 Languages is compulsory for one semester (2 Terms)**  
Students will pick one of the languages offered

## Year 7

### Italian

**Length** 1 Semester

#### Nature of Work Studied

Students will begin to develop their knowledge of the Italian language and culture. Students will develop skills in reading, writing, listening and speaking in Italian by participating in a range of different activities and using a variety of technologies. This will include some explicit teaching and collaborative work in small groups. Learning will also be through online interactive activities allowing students to practice their language learning at their own pace while at school and also at home.

#### Topics will include:

- Io (All about me)
- La Cultura di Italia (Italian Cultural History)
- La Famiglia (The Family)
- Animale (Animals)

#### Future Direction

- Year 8- 10 Italian
- Stages 1 and 2 Italian Continuers

## Year 7

### Spanish

**Length** 1 Semester

#### Nature of Work Studied

Students will begin to develop their knowledge of the Spanish language and culture and an understanding of the Spanish-speaking world.

Students will develop skills in reading, writing, listening and speaking in Spanish by participating in a range of different activities and using a variety of technologies. Some learning will be through the Languagenut online learning program, allowing students to practice their language learning at their own pace while at school and also at home.

#### Topics will include:

- Yo (All about me)
- Spanish speaking countries
- Mi Familia (My family)
- Cultural identities and family histories
- Animales (Animals)
- Fiestas (Festivals)

#### Future Direction

- Years 8 - 10 Spanish
- Stages 1 and 2 Spanish continuers

# Languages

**Year 8 Languages is compulsory for one semester (2 Terms)**  
Students must select one of the available language choice

## Year 8

### Italian

**Length** Semester

#### Nature of Work Studied

Students will further develop their knowledge of the Italian language and culture. Students will improve skills in reading, writing, listening and speaking in Italian by participating in a range of different activities and using a variety of technologies. This will include some explicit teaching and collaborative work in small groups. Learning will also be through online interactive activities allowing students to practice their language learning at their own pace while at school and also at home.

Students will prepare for further study by learning specific language protocols and developing an appreciation for language learning and its impact on the student's own identity.

#### Topics may include:

- Inizio (Beginning)
- Io (Me)
- Familia (Family)
- Festa (Festival)
- Regione di Italia (Regions of Italy)
- Cibo (Food)

#### Future Direction

- Year 9 Italian

## Year 8

### Spanish

**Length** 1 Semester

#### Nature of Work Studied

Students will develop knowledge of the Spanish language and culture, and an understanding of the Spanish-speaking world.

Students will develop skills in reading, writing, listening and speaking in Spanish by participating in a range of different activities and using a variety of technologies. Some learning will be through the Languagenut online learning program, allowing students to practice their language learning at their own pace while at school and also at home.

Students will prepare for further study by learning specific language protocols and developing an appreciation for language learning and its impact on the students' own identity

#### Topics may include:

- Yo (All about me)
- Mi Familia (Family)
- Fiestas (Festivals)
- Ymi Barrio (Spanish speaking world)
- El Origin (Cultural Connections)

#### Future Direction

- Years 9 and 10 Spanish
- Stages 1 and 2 Spanish Continuers

# Languages

## Year 9

### Italian

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Elective

#### Assumed Knowledge

Students need to have studied Italian in years 7 and 8 to do this subject.

#### Nature of Work Studied

Students will further develop their knowledge of basic Italian language, building on what they have learnt in previous years. Students will also develop an understanding and appreciation of Italian culture.

#### Topics may include:

- Family and Self
- Daily Routine
- Hobbies and Friends
- Food, Eating and Drinking
- People, Cultures and Languages
- Events and Places

#### Future Direction

- Year 10 Italian
- Stages 1 and 2 Italian

**Note:** Students who study a language at year 12 are awarded bonus points for their ATAR on completion of their SACE.

## Year 9

### Spanish

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Elective

#### Assumed Knowledge

Students need to have studied Spanish in years 7 and 8 to do this subject.

#### Nature of Work Studied

Students will further develop their knowledge of basic Spanish language, building on what they have learnt in previous years. Students will also develop an understanding and appreciation of Spanish and Hispanic culture.

#### Topics may include:

- Family and Self
- Daily Routine
- Hobbies and Friends
- Food, Eating and Drinking
- People, Cultures and Languages
- Events and Places

#### Future Direction

- Year 10 Spanish
- Stages 1 and 2 Spanish Continuers

**Note:** Students who study a language at year 12 are awarded bonus points for their ATAR on completion of their SACE.

# Languages

## Year 10

### Italian

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Elective

#### Assumed Knowledge

In order to select this subject, students need to have studied two semesters of Italian at year 9 level.

#### Nature of Work Studied

Students will continue their study of language, further developing their language knowledge and their understanding of cultural diversity in the Italian speaking world.

Language skills are built upon through reading, listening, writing and speaking using the Italian language.

#### Future Direction

- Stages 1 and 2 Italian Continuers

**Note:** Students who study a language at year 12 are awarded bonus points for their ATAR on completion of their SACE.

## Year 10

### Spanish

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Elective

#### Assumed Knowledge

In order to select this subject, students need to have studied two semesters of Spanish at year 9 level.

#### Nature of Work Studied

Students will continue their study of language, further developing their language knowledge and their understanding of cultural diversity in the Spanish speaking world.

Language skills are built upon through reading, listening, writing and speaking using the Spanish language.

The electronic program, Languagenut, will be used to further develop and practise language skills.

#### Future Direction

- Stages 1 and 2 Spanish Continuers

**Note:** Students who study a language at year 12 are awarded bonus points for their ATAR on completion of their SACE.

# Languages

## Stage 1

### Italian Continuers

<b>SACE Code</b>	IITC10
<b>SACE Credits</b>	10 Credits per semester
<b>Length</b>	Per Semester *Refer to note
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Students must have completed year 10 Italian

#### Note

\*Please note students must choose this subject in semester 1 to study it in Semester 2.

#### Course Descriptor

Stage 1 Italian Continuers is a course designed for students who have studied Spanish in Middle school for at least 3 years.

The subject is organised around three themes:

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

Students will continue to develop skills in listening, speaking, reading and writing in Italian.

#### Topics may include

- Using Italian language for everyday tasks
- Self and family
- Festivals in Italy

#### What you'll do 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

#### Additional Information

- Interaction – conversation
- Text Production
- Text Analysis
- Investigation – in Italian and English

## Stage 1

### Spanish Continuers

<b>SACE Code</b>	ISPC
<b>SACE Credits</b>	10 Credits per semester
<b>Length</b>	per Semester *Refer to note
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Students must have completed year 10 Spanish.

#### Note

\*Please note students must choose this subject in semester 1 in order to study it in Semester 2.

#### Course Descriptor

Stage 1 Spanish Continuers is a course designed for students who have studied Spanish in Middle school for at least 3 years.

The subject is organised around three themes:

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

Students will continue to develop skills in listening, speaking, reading and writing in Spanish.

#### Topics may include

- Using Spanish language for everyday tasks
- Self and family
- Festivals in Spain
- Spanish blogs

#### What you'll do 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

#### Additional Information

- Interaction – conversation
- Text Production
- Text Analysis
- Investigation – in Spanish and English

# Languages

## Stage 2

### Italian Continuers

<b>SACE Code</b>	2ITC
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	Students must have completed Stage 1 Italian

#### Assumed Knowledge

Full year of Stage 1 Italian with a C-grade or better.

#### Course Descriptor

Students will develop their knowledge of Italian and culture through the prescribed themes of the personal world and the language speaking communities.

#### Topics may include

- The individual
- The Italian speaking countries
- The changing world

#### Assessment

##### School Based Assessment:

- Assessment 1: Folio 50%
- Assessment 2: In-depth Study 20%

##### External Assessment:

- Assessment 3: Examination 30%

##### The oral examination:

(Takes approximately 10 minutes)

- Section 1: Oral Presentation and Discussion (approx 5mins)
- Section 2: Conversation (approx 5mins)

##### The written examination:

(Length is 130 minutes)

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

## Stage 2

### Spanish Continuers

<b>SACE Code</b>	2SPC20
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	Students must have completed Stage 1 Spanish

#### Assumed Knowledge

Full year of Stage 1 Spanish 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 may include

- The individual
- The Spanish speaking countries
- The changing world

#### Assessment

##### School Based Assessment:

- Assessment 1: Folio 50%
- Assessment 2: In-depth Study 20%

##### External Assessment:

- Assessment 3: Examination 30%

##### The oral examination:

(Takes approximately 10 minutes)

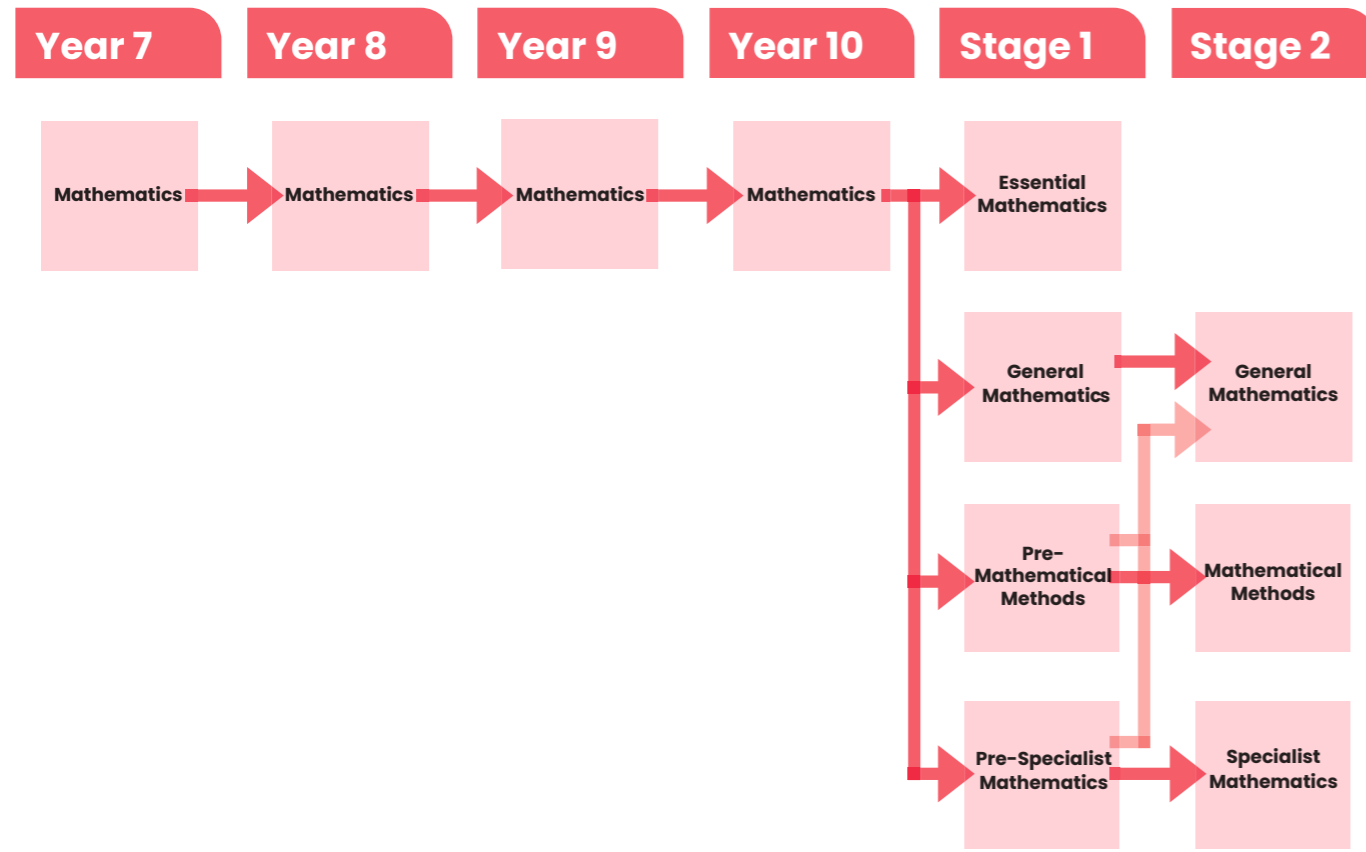
- Section 1: Oral Presentation and Discussion (approx 5mins)
- Section 2: Conversation (approx 5mins)

##### The written examination:

(Length is 130 minutes)

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

# Mathematics



Subject	
<b>Stage 1 Pre-Specialist Mathematics</b>	This course extends mathematical skills in problem solving in everyday and workplace contexts in flexible and resourceful ways.
<b>Stage 2 Essential Mathematics</b>	Intended for students who require strong communication skills in future employment or are continuing on with tertiary studies.
<b>Stage 2 General Mathematics</b>	This course engages students in problem solving, critical thinking and the development of analytical skills which are required for a diverse range of university courses such as Business, Finance, Management and Education.
<b>Stage 2 Mathematical Methods</b>	Leads to study in fields that require statistics such as Health or Social Sciences, Economics, Computer Science.
<b>Stage 2 Specialist Mathematics</b>	Can only be studied with Mathematical Methods (not on its own). Leads to study of Engineering, Computer Science, Mathematical and Physical Sciences.

# Mathematics

## Year 7

### Mathematics

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

Year 7 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 areas of study:

- Number and Place Value
- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Units of Measurement
- Geometric Reasoning
- Chance
- Data Representation and Interpretation

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

#### Future Direction

##### Years 8 - 10

- Mathematics

##### Stages 1 and 2

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

## Year 8

### Mathematics

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

Year 8 Mathematics reinforces the major ideas and processes from Year 7 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 areas 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 program for students who require further support to develop basic numeracy skills will also be provided.

#### Future Direction

##### Years 9 and 10

- Mathematics

##### Stages 1 and 2

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

# Mathematics

## Year 9

### Mathematics

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	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 areas 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 program for students who require further support to develop basic numeracy skills will also be provided.

#### Future Direction

##### Year 10

- Mathematics

##### Stages 1 and 2

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

## Year 10

### Mathematics

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

Year 10 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

#### Future Direction

##### Stage 1

- Essential Mathematics
- General Mathematics
- Pre-Mathematical Methods
- Pre-Specialist Mathematics

##### Stage 2

- General Mathematics
- Mathematical Methods
- Specialist mathematics

# Mathematics

Students must complete 10 Credits of Mathematics of SACE Stage 1

## Stage 1

### Essential Mathematics

<b>SACE Code</b>	1MEM
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	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.

#### Topics may include

- Calculations, Time and Ratio
- Earning and Spending
- Measurement
- Geometry
- Data in Context
- Investing

#### What you'll do 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
- Folio

## Stage 1

### General Mathematics

<b>SACE Code</b>	1MGM
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Successful completion of year 10 Mathematics

#### Course Descriptor

In General Mathematics, 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.

#### Topics may include

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

#### What you'll do 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.

#### Assessment

##### School Based Assessment:

- Skills and Application Tasks
- Folio

# Mathematics

Students must complete 10 Credits of Mathematics of SACE Stage 1

## Stage 1

### Pre-Mathematical Methods

<b>SACE Code</b>	1MAM
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Skills in Number and Algebra, Measurement and Geometry, and Statistics and Probability developed in year 10 mathematics.

#### Course Descriptor

Pre-Mathematical Methods broadens student's 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.

#### Topics may include

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

#### What you'll do 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

#### Additional Information

Students who want to undertake 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
- Folio

## Stage 1

### Pre-Specialist Mathematics

<b>SACE Code</b>	1MAM
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Skills in Number and Algebra, Measurement and Geometry, and Statistics and Probability developed in year 10 mathematics.

#### Course Descriptor

Pre-Specialist 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.

#### Topics may include

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

#### What you'll do 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

#### 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

### General Mathematics

<b>SACE Code</b>	2MGM
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### 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.

#### Topics may include

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

#### What you'll do in this subject

- Five tests
- Two investigations
- One 130 minute examination

#### 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% |
|---------------|-----|

## Stage 2

### Mathematical Methods

<b>SACE Code</b>	2MHS
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	NIL

#### Assumed Knowledge

Very good knowledge of topics covered in Stage 1 Pre-Mathematical Methods.

#### 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.

#### Topics may include

- 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 do in this subject

- Six tests
- One mathematical investigation
- One 130 minute examination

#### 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% |
|---------------|-----|

# Mathematics

## Stage 2

### Specialist Mathematics

<b>SACE Code</b>	2MSC
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	Successful completion of at least 3 semesters of mathematics (2 semesters of pre-mathematical methods and at least 1 semester of pre-specialist mathematics) at SACE Stage 1

#### Assumed Knowledge

Very good knowledge of topics covered in Stage 1 Pre-Specialist 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.

#### Topics may include

- 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 do in this subject

- Six tests
- One mathematical investigation
- One 130 minute examination

#### Additional Information

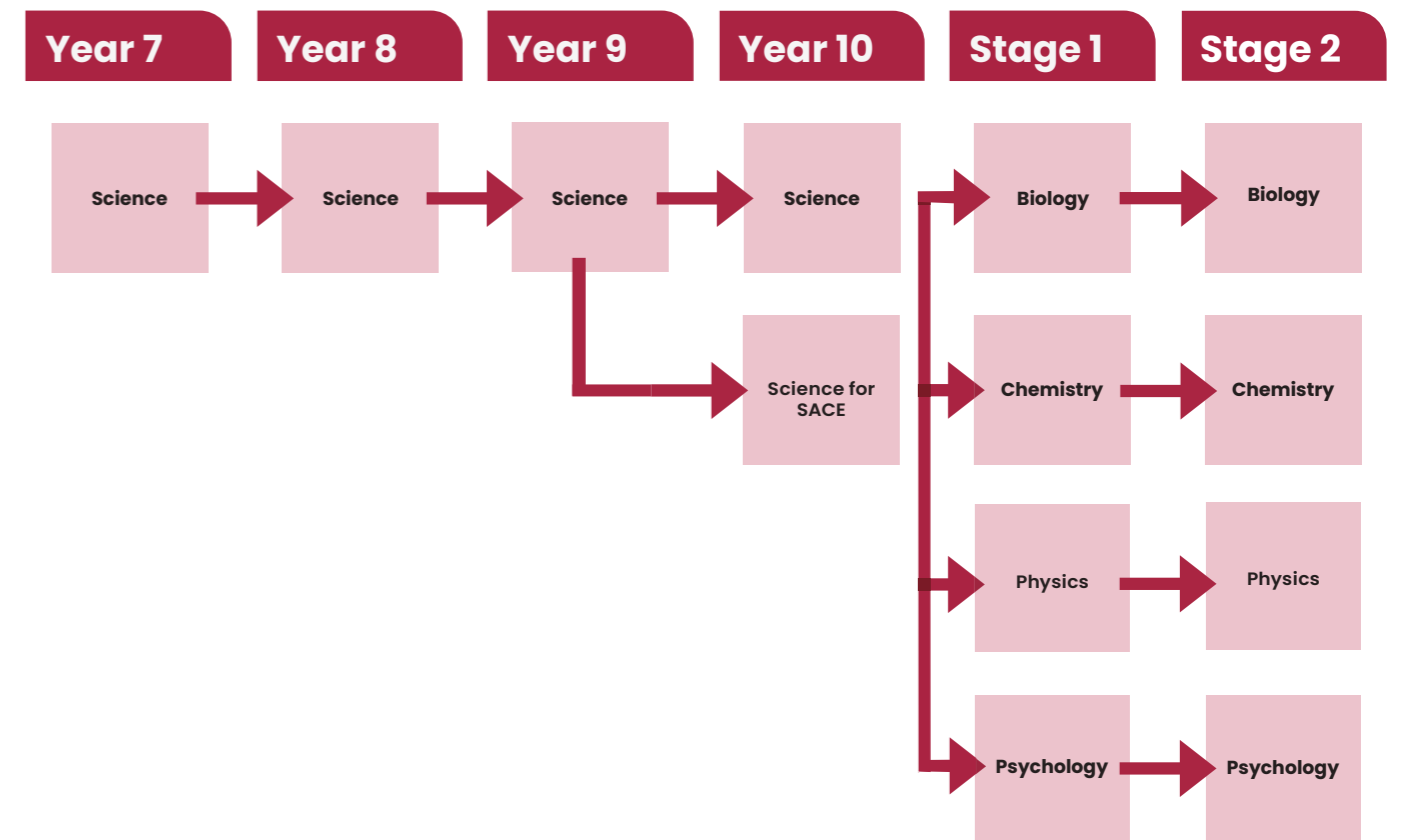
The equivalent of one skills and applications task must be undertaken without the use of either a calculator or notes.

A graphics calculator is compulsory for this course.

#### Assessment

School Based Assessment	
• Skills and Application Tasks	50%
• Mathematical Investigation	20%
External Assessment	
• Examination	30%

# Science



# Science

## Year 7

### Science

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

In the Australian Curriculum, Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. The year 7 science course aims to promote an interest in science as a means of expanding students' curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live.

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.

Students will engage in the following areas of study:

#### Physical Science

- Forces and motion

#### Chemical Science

- Separating Mixtures

#### Biological Science

- Classification
- Energy in Ecosystems

#### Earth and Space Science

- Earth in Space

#### Future Direction

##### Years 8 – 10

- Science

##### Stages 1 and 2 Biology

- Chemistry
- Nutrition
- Physics
- Psychology

## Year 8

### Science

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

In 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 and Chemical Changes

#### Biological Science

- Cells
- Growth & Reproduction

#### Earth and Space Science

- Plate tectonics

#### Future Direction

##### Years 9 and 10

- Science

##### Stages 1 and 2

- Biology
- Chemistry
- Physics
- Psychology

# Science

## Year 9

### Science

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Compulsory

#### Nature of work studied

In 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. 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
- Reproductive cells and organs in plants and animals

#### Earth and Space Science

- Carbon Cycle

#### Future Direction

##### Year 10

- Science
- Introduction to Engineering

##### Stages 1 and 2 Biology

- Chemistry
- Physics
- Psychology



# Science

## Year 10

### Science

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	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

#### 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

- Biology
- Chemistry
- Physics
- Psychology

## Year 10

### Science for SACE

<b>Length</b>	Full Year
<b>Year Level Requirements</b>	Elective for students intending on selecting Science subjects in SACE Stage 1 and Stage 2

#### Nature of work studied

Science for SACE is a course designed for students who are intending to study Science in years 11 and 12. Science for SACE will focus on the development of both scientific writing skills and the analytical and critical thinking skills required for the successful completion of one or more of the Stage 1 and Stage 2 SACE subjects of Physics, Chemistry, Biology and Psychology. Students will learn to write a science as a human endeavour task as well as how to complete a deconstruct and design task.

Students will explore science as a human endeavour and explain how scientific knowledge is validated and refined, including the role of publication and peer review. They will learn to investigate how advances in technologies enable advances in science and how science has contributed to the developments in technologies and engineering. Students will analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society, they will also examine how the values and needs of society influence the focus of scientific research.

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 Law

#### Chemical Science

- Periodic Table
- Atomic Structure
- Chemical Reactions

#### Biological Science

- DNA
- Genetics
- Evolution

#### Earth and Space Science

- Big Bang Theory
- Global Climate

# Science

## Stage 1

### Biology

<b>SACE Code</b>	1BGY
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	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.

#### Topics may include

- Cells and Micro-organisms
- Biodiversity and Ecosystem Dynamics
- Multicellular Organisms
- Infectious Disease

#### What you'll do in this subject

- Practical investigations
- Science as a human endeavour investigation
- Skills and application tasks (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
- Skills and Application Tasks

\* The assessment tasks and their weighting are negotiated throughout the co-design process.

#### Additional Costs

\* Need to purchase Stage 1 Biology Workbook - \$30

## Stage 1

### Chemistry

<b>SACE Code</b>	1CEM
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	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 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.

#### Topics may include

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

#### What you'll do in this subject

- Practical investigations
- Science as a human endeavour investigation
- Skills and application tasks (tests)
- 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
- Skills and Application Tasks

\* The assessment tasks and their weighting are negotiated throughout the co-design process.

#### Additional Costs

\* Need to purchase Stage 1 Chemistry Workbook - \$30

# Science

## Stage 1

### Physics

<b>SACE Code</b>	1PY1
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	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.

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.

#### Topics may include

- 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 do in this subject

- Practical investigations
- Skills and application tasks (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
- Skills and Application Tasks

#### Additional Costs

\* Need to purchase Stage 1 Physics Workbook – \$30

## Stage 1

### Psychology

<b>SACE Code</b>	1PSC
<b>SACE Credits</b>	10 Credits
<b>Length</b>	Per Semester
<b>SACE Board Requirements</b>	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, and 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.

#### Topics may include

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:

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion
- Psychological Wellbeing
- Psychology in Context

#### What you'll do in this subject

- Psychological investigations based on data
- At least one negotiated assignment
- At least one topic test
- Final examination

#### Assessment

##### School Based Assessment

- Investigation Folio
- Skills and Application Tasks

# Science

## Stage 2

### Biology

<b>SACE Code</b>	2BGY
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	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.

#### Topics may include

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

#### What you'll do in this subject

- Two practical investigations
- One science as a human endeavour investigation
- Four topic tests
- One 130 minute 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 40%
- Skills and Application Tasks 30%

##### External Assessment

- Examination 30%

#### Additional Costs

\* Need to purchase Stage 2 Biology Workbook – \$30

## Stage 2

### Chemistry

<b>SACE Code</b>	2CEM
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	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.

This course is offered through Open Access only.

#### Topics may include

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

#### What you'll do in this subject

- Three practical investigations
- One science as a human endeavour investigation
- Three topic tests
- One 130 minute examination

#### 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%

#### Additional Costs

\* Need to purchase Stage 2 Chemistry Workbook – \$30

# Science

## Stage 2

### Physics

<b>SACE Code</b>	2PYI
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	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.

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.

This course is offered through Open Access only.

#### Topics may include

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

#### What you'll do in this subject

- Practical investigations (including student designed)
- Topic tests
- Science as a human endeavour investigation
- One 130 minute examination

#### Assessment

##### School Based Assessment

- Investigation Folio 30%
- Skills and Application Tasks 40%

##### External Assessment

- Examination 30%

#### Additional Costs

\* Need to purchase Stage 2 Physics Workbook - \$30

## Stage 2

### Psychology

<b>SACE Code</b>	2PSC
<b>SACE Credits</b>	20 Credits
<b>Length</b>	Full Year
<b>SACE Board Requirements</b>	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.

#### Topics may include

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- Psychology of Learning

#### Assessment

##### School Based Assessment

- Investigations Folio 30%
- Skills and Application Tasks 40%

##### External Assessment

- External Examination 30%

# Course Videos



Each Learning Area has a video summarising the subject offerings at each year level. Please use the QR code to access these videos or follow the link

<https://craigmorehs.sa.edu.au/students/course-book/>

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



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