

Course Book

20 25

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

RESPECT · SUCCESS · CREATIVITY

TO INSPIRE AND EMPOWER OUR COMMUNITY TO PROSPER THROUGH INNOVATION

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Material Solutions (Fashion Design)	45	Mathematics	89
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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. Dates for this will be advised.

▫ Students going into years 7 to 10 in 2025 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 2025 will complete draft subject selections online then meet with a counsellor on course counselling day 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 2025 will be scheduled with students/parents/carers.
- 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	Compulsory Subject Students must select one of the CARE groups offered - please see page 17.	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 Art • Visual Art/ Film/Photography	Compulsory Subject Students can select one of the 3 combined options from the choices available.	Half Year (1 semester)
Cross-Disciplinary Studies	Connecting Identities and Futures	Compulsory Subject	Half Year (1 semester)
Design, Technology and Engineering	Choices include: • CAD & Electronic Focus • Digital Technologies • Materials Solutions	Compulsory Subject However, students will select 1 area of study within the Design, Technology and Engineering Learning Area.	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 one 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 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	Compulsory Subject Students must select one of the CARE groups offered. Please see page 17 of this guide for a list of available CARE group options.	Full Year (2 semesters)
English	English	Compulsory Subject	Full Year (2 semesters)
Humanities and Social Sciences	Semester 1: History A Semester 2: • History B • Global Connections	Compulsory Subject 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.	Full Year (2 semesters)
Mathematics	Mathematics	Compulsory Subject	Full Year (2 semesters)
Science	Science	Compulsory Subject	Full Year (2 semesters)
Food, Enterprise and Child Development	Food Studies and Personal Development	Compulsory Subject	Half Year (1 semester)
Health and Physical Education	Choices include: • Physical Education • Girls Physical Education	Compulsory Subject However, students will select one of the subject choices listed.	Half Year (1 semester)
Arts	Choices include: • Dance • Drama • Music • Film/Photography • Visual Arts - Art • Visual Arts - Design	Elective Subject 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	Elective Subject 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	Elective Subject 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	Elective Subject 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	Elective Subject 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 2025 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
Compulsory/Core Subjects	CARE	CARE	Compulsory Subject Students must select one of the CARE groups offered. Please see page 17 of this guide for a list of available CARE group options.	Full Year (2 semesters)
	Cross-Disciplinary Studies	Exploring Identities and Futures	Compulsory Subject	Half Year (1 semester)
	English	English	Compulsory Subject	Full Year (2 semesters)
	Health and Physical Education	Choices include: • Physical Education • Girls Physical Education	Compulsory Subject However, students will select 1 of the choices listed	Half Year (1 semester)
	Humanities and Social Sciences	• Semester 1: History A • Semester 2: Society and Tourism Historical Studies Business Innovations	Compulsory Subject 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.	Full Year (2 semesters)
	Mathematics	Mathematics	Compulsory Subject	Full Year (2 semesters)
	Science	Compulsory choice included • Science • Science for SACE	Compulsory Subject * Students should select if considering studying Biology, Chemistry, Psychology, Physics in Stage 1, 2025	Full Year (2 semesters)
	Elective Subjects	Arts	Choices include: • Dance • Drama • Music • Film / Photography • Visual Arts - Art • Visual Arts - Design	Elective Subject 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.
Design, Technology and Engineering		Choices include: • Material Solutions (Woodwork, Metalwork) • Computer Aided Design (CAD) • Jewellery & Fashion and Product Design • Digital Technologies	Elective Subject 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 • Child Studies	Elective Subject 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 • Basketball Academy • Girls' Physical Education • Specialist Netball • Soccer Academy • Fitness and Recreation • Girls Soccer Academy	Elective Subject 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	Elective Subject 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
Compulsory/Core Subjects	CARE	CARE	Compulsory Subject Students must select one of the CARE groups offered. Please see page 17 of this guide for a list of available CARE group options.	Full Year (2 semesters)
	Cross-Disciplinary Studies	Activating Identities and Futures	Compulsory Subject	Half Year (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	Compulsory Subject (Unless 20 Credits have been already obtained in year 10)	Full Year (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	Compulsory Subject Please note if students select Pre-Specialist Mathematics they must select Pre-Mathematical Methods	Half Year (1 semester)
Elective Subjects	Arts	Choices include: • Creative Arts - Performance Art • Music • Visual Arts - Art • Visual Arts - Design	Elective Subject 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 • Community studies • Student transition committee	Elective Subject	Student Choice
	English	Choices include: • English - Film Studies • English - Workplace Communication	Elective Subject 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 and Product Design • Digital Technologies • DCS Computer Aided Design • DCS Photography • DCS Film Production	Elective Subject 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	Elective Subject 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 • Fitness and Recreation	Elective Subject 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	Elective Subject Students can select to study one or more HASS subjects.	Student Choice
	Languages	Choices include: • Italian Continuers • Spanish Continuers	Elective Subject Students can select to study a language for a full year.	Full Year (2 Semesters)
	Science	Choices include: • Biology • Chemistry • Physics • Psychology • Applied Healthcare	Elective Subject 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	Compulsory Subject Students will be allocated to Year 12 CARE groups	Full Year (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	Half Year (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.	Full Year (2 semesters)
Elective Subjects	Arts	Choices include: • Creative Arts- Performance Art • Music • Visual Arts - Art • Visual Arts - Design	Elective Subject Students can select 1 or more areas of study within the Arts Learning Area.	Full Year per subject
	Cross-Disciplinary Studies	Choices include: • Community Studies • Workplace Practices	Elective Subject	Full Year per subject
	Design, Technology and Engineering	Choices include: • Material Solutions - Woodwork/Metalwork • Material Solutions - Fashion and Product Design • Digital Technologies • DCS Computer Aided Design • DCS Photography • DCS Film Production	Elective Subject Students can select 1 or more areas of study within the Design, Technology and Engineering Learning Area.	Full Year per subject
	English	Selections are based on subject recommendations. Students can select between • English • Essential English • English Literary Studies • English as an additional language	Elective Subject Students can select 1.	Full Year per subject
	Food, Enterprise and Child Development	Choices include: • Food & Hospitality • Child Studies	Elective Subject Students can select 1 or more areas of study within the FECD.	Full Year per subject
	Health and Physical Education	Choices include: • Sport Studies • Health and Wellbeing • Outdoor Education	Elective Subject Students can select to study one or more PE subjects.	Full Year per subject
	Humanities and Social Sciences	Choices include: • Ancient Studies • Modern History • Society and Culture • Travel and Tourism	Elective Subject Students can select to study one or more HASS subjects.	Full Year per subject
	Languages	Choices include: • Italian Continuers • Spanish Continuers	Elective Subject Students can select to study a language for a full year.	Full Year per subject
	Mathematics	Choices include: • General Mathematics • Mathematic Methods • Specialist Mathematics • Integrated Learning Financial Mathematics	Elective Subject Students can select to study one Mathematics subjects.	Full Year per subject
	Science	Choices include: • Biology • Chemistry • Physics • Psychology • Applied Healthcare	Elective Subject Students can select to study one or more Science subjects.	Full Year 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

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



COMPULSORY SUBJECTS

50 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

90 credits

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



60 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 2025. 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 2025 school year.

Subjects offered for SACE Stage 1 in 2025 will be a semester (half a year) in length. The subjects offered at SACE Stage 2 in 2025 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 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, 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

Vocational Education and Training (VET) Information

- www.nasssa.com.au

Career Information

- www.myfuture.edu.au
- www.myskills.gov.au
- www.joboutlook.gov.au

TAFE SA

- 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

Queensland

- Queensland Tertiary Admissions Centre Ltd (QTAC)
Telephone: 1300 467 822
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

Victoria

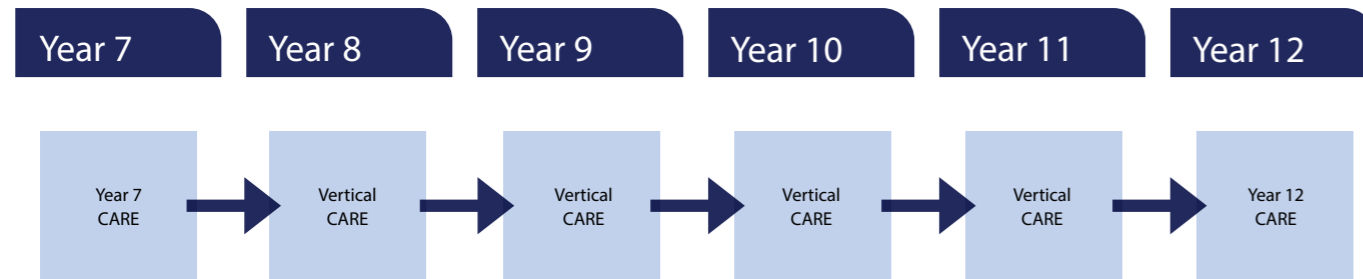
- Victorian Tertiary Admissions Centre (VTAC)
Telephone: 1300 364 133
www.vtac.edu.au

Western Australia

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

CARE Groups

Culture Attendance Relationships Empowerment



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

Market Business

- 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
- Small business/Market stall opportunities

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
- Perform in Showcases

Deadly Care

- Welcome to Deadly Care, a dedicated support group for Aboriginal students. Our mission is to create a nurturing and inclusive environment where students can thrive academically, culturally, and personally. Through tailored programs and resources, we aim to celebrate and strengthen Aboriginal culture, fostering a sense of pride and community among our students.

CARE Groups

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

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 LGBTQ+ community
- Create resources for others to learn about the LGBTQ+ community
- Support each other and the wider community to be more inclusive
- Make connections with the wider LGBTQ+ 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

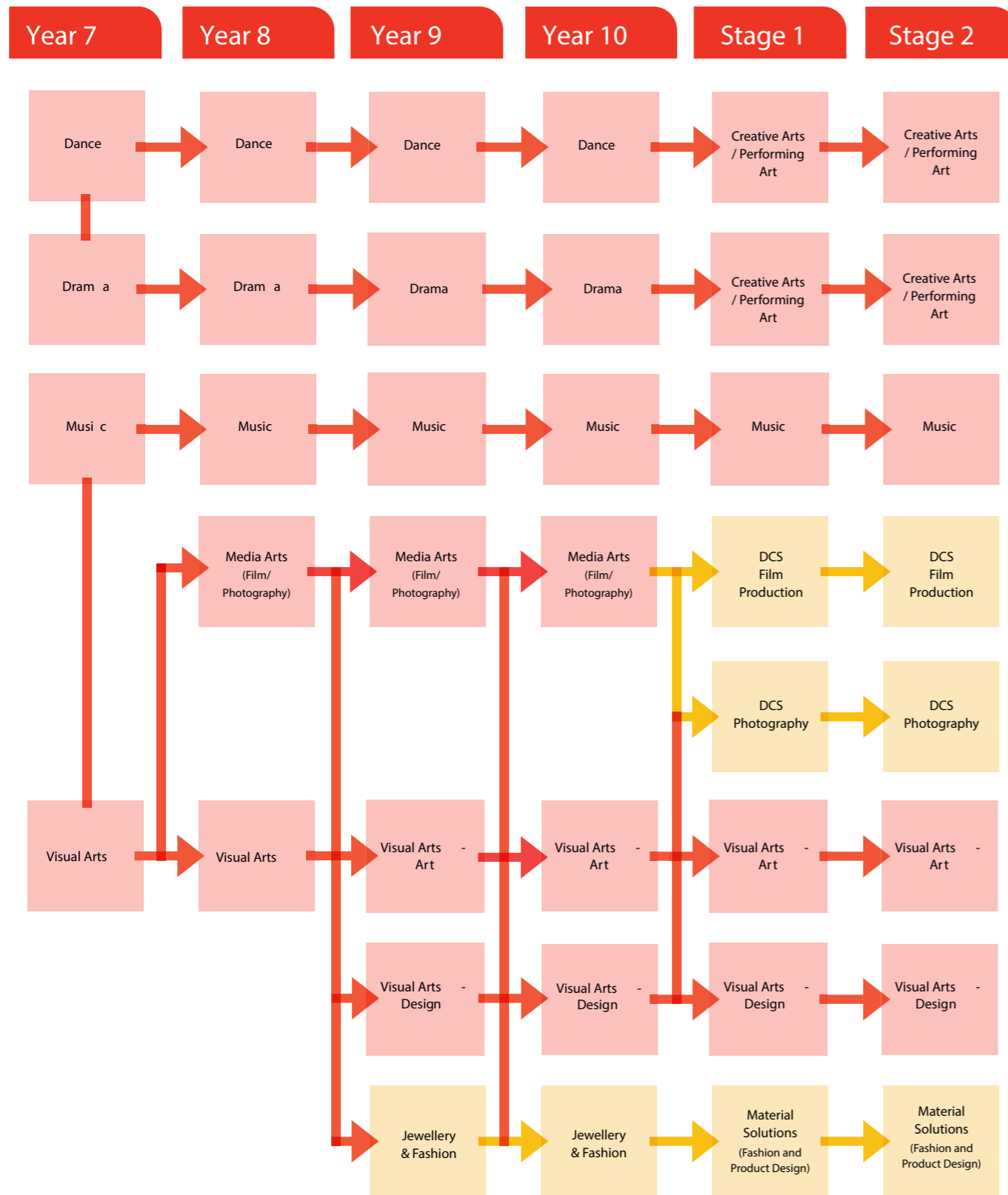
- Explore and take action on local, national or international issues
- Connect with the Commissioner for Children and Young People and organisations like Amnesty International, Red Cross, UN Youth and the Australian Youth Climate Coalition

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 and Product 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 and Product 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

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

- 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

Year 9

Dance

Length 1 Semester or Full Year

Year Level Elective
Requirements

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 Elective
Requirements

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 Elective
Requirements

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

Film/Photography

Length	1 Semester or Full Year
Year Level Requirements	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

- 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

Length	1 Semester or Full Year
Year Level Requirements	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

- 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 and Product Design)

Year 9

Visual Arts - Design

Length	1 Semester or Full Year
Year Level Requirements	Elective

Nature of work studied

Visual Arts - Design develops students' visual communication skills and techniques through problem solving, critical thinking and the design process.

This is a practical course with the emphasis 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

- 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 and Product Design)

Arts

Year 10

Dance

Length	1 Semester or Full Year
Year Level Requirements	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

Length	1 Semester or Full Year
Year Level Requirements	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

Length	Full Year with exit option Semester 2
Year Level Requirements	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)

Length	1 Semester or Full Year
Year Level Requirements	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

Length	1 Semester or Full Year
Year Level Requirements	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 and Product Design)

Year 10

Visual Arts - Design

Length	1 Semester or Full Year
Year Level Requirements	Elective

Nature of work studied

Visual Arts - Design develops students' visual communication skills and techniques through problem solving, critical thinking and the design process. This is a practical course with the emphasis of students learning to acknowledge a design brief and to problem solve originally and creatively with both computer software and traditional arts 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 and Product Design)

Arts

Stage 1

Creative Arts -Performance Art

SACE Code	1CVA
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	1MVD
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	1VAA
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1VAD
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	2CVA
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	2MEX20/2MEB10/2MSO10
SACE Credits	20 or 10 Credits (depending on path)
Length	Full Year
SACE Board Requirements	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

School Based Assessment	70%
External Assessment	30%

Arts

Stage 2

Visual Arts - Art

SACE Code	2VAA
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	2VAD
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

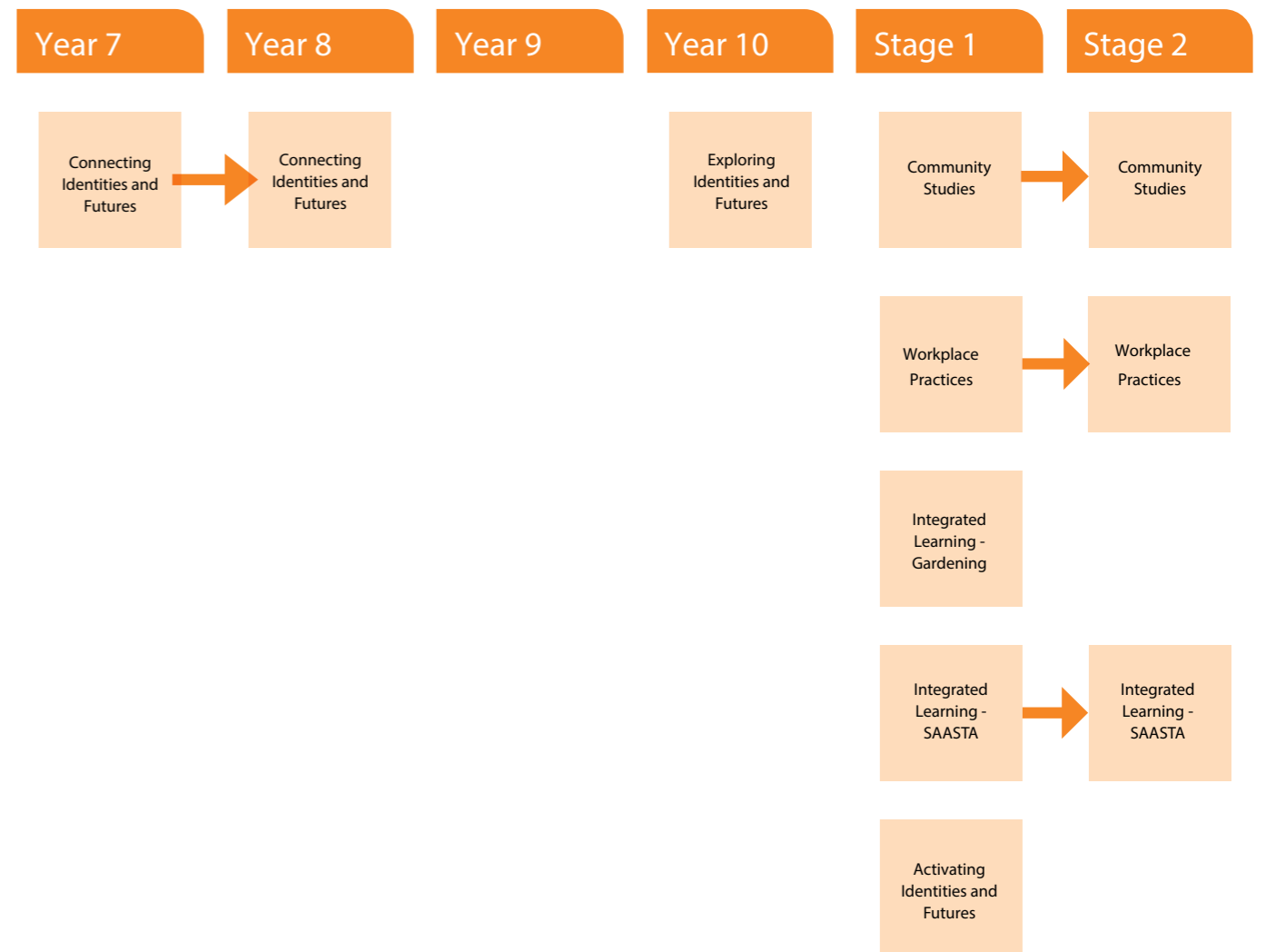
School Based Assessment

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

External Assessment

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

Cross-Disciplinary Studies



Cross-Disciplinary Studies

Year 7

Connecting Identities and Futures

Length	1 Semester
Year Level Requirements	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

Length	1 Semester
Year Level Requirements	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

SACE Code	1 EIF
SACE Credits	10 Credits
Length	1 Semester
SACE Board Requirements	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

SACE Code	1ILN
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

Community Studies

SACE Code	1COM
SACE Credits	10 Credits
Length	1 Semester
SACE Board Requirements	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

SACE Code	2AIF
SACE Credits	10 Credits
Length	1 Semester
SACE Board Requirements	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

SACE Code	1WPS
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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 1

SAASTA

(South Australian Aboriginal Secondary Training Academy)

SACE Code	1ILA
SACE Credits	20 Credits
Length	Full year
SACE Board Requirements	NIL

Note: this subject requires an interview process

Course Descriptor

Our academy works with school leaders and local communities to give students the skills, opportunities and confidence to dream, believe and achieve in the areas of education, employment, sport, healthy living and connection with their culture.

Our SAASTA students are encouraged to aim high and raise the bar of expectation they place on themselves and their peers, particularly in the areas of attendance, participation, educational performance and behaviour. Both male and female students in years 10, 11 and 12 who are studying the South Australian Certificate of Education (SACE) can apply to join SAASTA.

There are 6 focus areas for SAASTA students.

1. ACADEMIC PERFORMANCE

Students are supported to achieve academic success in all curriculum areas, including subjects outside of SAASTA.

2. ATTENDANCE

Students are expected to maintain an attendance rate of at least 80%. All absences must be explained and recorded following the school's attendance policy.

3. BEHAVIOUR

Students must always follow their school's Behaviour Management Code.

4. TEAMWORK

Students are expected to show a high standard of teamwork and actively participate in all aspects of SAASTA.

5. PRIDE

Students represent SAASTA at school and in the community in a positive manner, including wearing their uniform correctly.

6. RESPECT

Students show a high standard of respect and courtesy toward all staff, students, coaches and visitors, as well as when outside of school in the community. In sport competitions, there is a strong emphasis on fair play and positive sportsmanship.

Success in each focus area, individually and collectively, fosters stronger student engagement in learning and helps set students up for successful post-school transitions.

Additional Information - Academy students can expect:

- to be led by quality, engaging and inspiring teaching staff and tutors
- their own academy room, providing a space for academy classes and activities
- a complete academy uniform, senior's jumper and playing gear for sports competitions and carnivals
- individual support and mentoring
- cultural inclusiveness and connectedness
- to learn leadership skills
- to increase self-confidence and resilience
- to be ready for employment or further education
- to be heard
- a fee-free place in the program.

Assessment

School Based Assessment	
• Practical tasks	40%
• Connections task	30%
• Personal Venture task	30%

Stage 2

SAASTA

(South Australian Aboriginal Secondary Training Academy)

SACE Code	2ILA
SACE Credits	20 Credits
Length	Full year
SACE Board Requirements	NIL

Note: this subject requires an interview process

Course Descriptor

Our academy works with school leaders and local communities to give students the skills, opportunities and confidence to dream, believe and achieve in the areas of education, employment, sport, healthy living and connection with their culture.

Our SAASTA students are encouraged to aim high and raise the bar of expectation they place on themselves and their peers, particularly in the areas of attendance, participation, educational performance and behaviour. Both male and female students in years 10, 11 and 12 who are studying the South Australian Certificate of Education (SACE) can apply to join SAASTA.

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- a complete academy uniform, senior's jumper and playing gear for sports competitions and carnivals
- individual support and mentoring
- cultural inclusiveness and connectedness
- to learn leadership skills
- to increase self-confidence and resilience
- to be ready for employment or further education
- to be heard
- a fee-free place in the program.

Assessment

This subject has been developed for Year 11 and 12 students, with tasks that relate to both the Aboriginal Power Cup and SAASTA Shield. Students undertake a series of tasks aimed at developing their leadership skills and cultural knowledge.

Students undertake:

• Practical Enquiry (Physical performance 15%, Culture 10%, Healthy Lifestyle 15%)	40%
• Connections Activities Undertake cultural activities that engage the community	30%
• Personal Endeavour Choose a sporting, health, personal development or cultural topic to investigate and report on	30%

Cross-Disciplinary Studies

Stage 2

Community Studies

SACE Code	2COM
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

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

Stage 2

Workplace Practices

SACE Code	2WPC
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

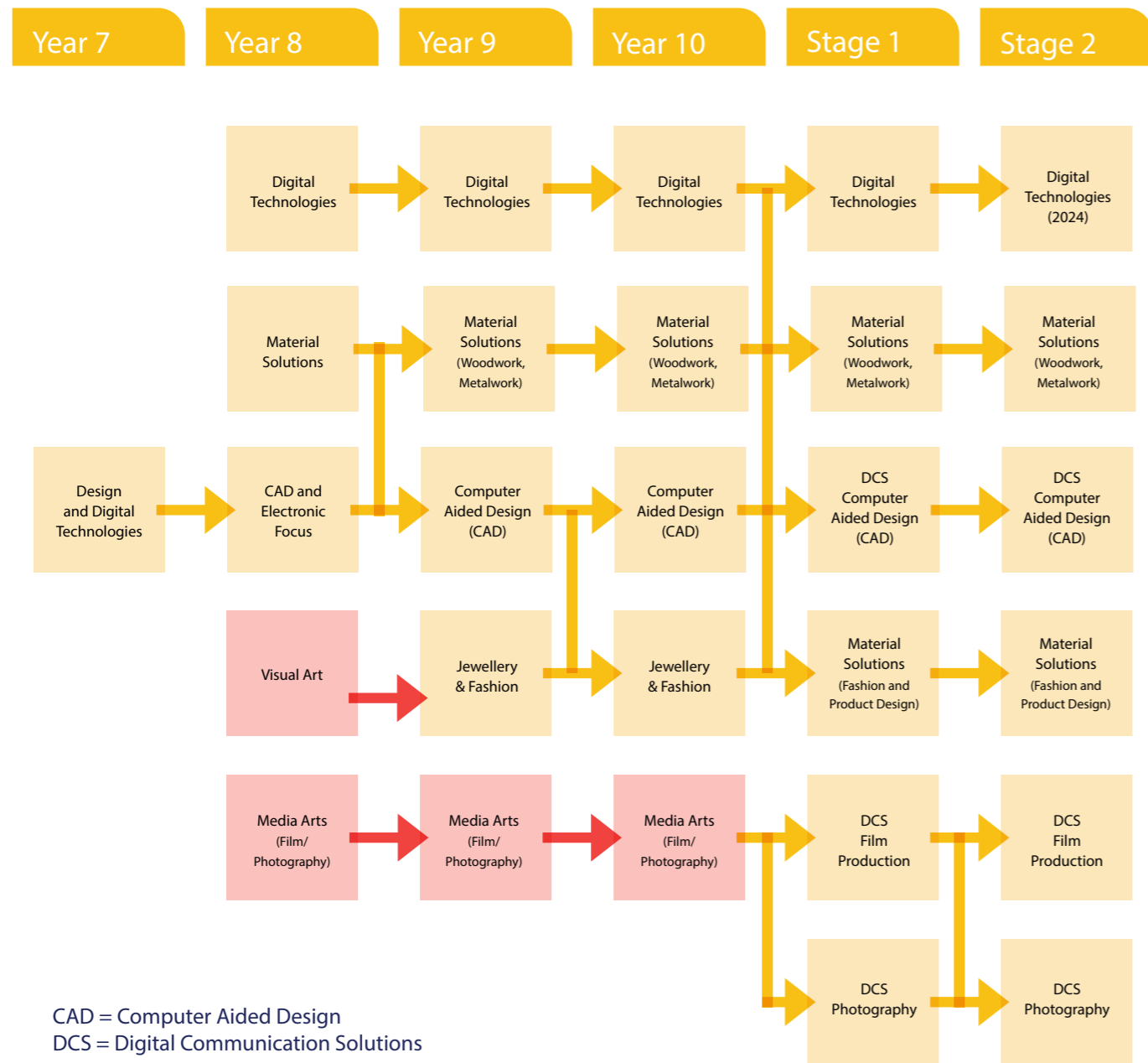
Additional Information

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

School Based Assessment	
• Folio	25%
• Performance	25%
• Reflection	20%
External Assessment	
• 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		Year 8		Year 8	
Design & Digital Technologies		CAD/ Electronics		Digital Technology	
Length	1 Semester	Length	1 Semester	Length	1 Semester
Year Level Requirements	Compulsory	Year Level Requirements	Elective	Year Level Requirements	Elective
<p>Nature of work studied</p> <p>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.</p> <p>Students will be introduced to Block Coding, Basic Robotics, School Networking Systems and Cloud Based software.</p> <p>Future Direction</p> <p>Year 8</p> <ul style="list-style-type: none"> • Digital Technology • CAD / Electronics • Material Solutions 		<p>Nature of work studied</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Future Direction</p> <p>Years 9-10</p> <ul style="list-style-type: none"> • Material Solutions (Woodwork, Metalwork) • Jewellery & Fashion • Computer Aided Design (CAD) • Digital Technologies <p>Stages 1 and 2</p> <ul style="list-style-type: none"> • DCS Computer Aided Design 		<p>Nature of work studied</p> <p>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.</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • 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 <p>Future Direction</p> <p>Years 9-10</p> <ul style="list-style-type: none"> • Digital Technology • Material Solutions (Woodwork, Metalwork) • Jewellery & Fashion • Computer Aided Design (CAD) • Digital Technologies <p>Stages 1 and 2</p> <ul style="list-style-type: none"> • Digital Technologies 	

Design, Technology and Engineering

Year 8

Material Solutions

Length	1 Semester
Year Level Requirements	Elective

Nature of work studied

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

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

Future Direction

Years 9-10

- Material Solutions (Woodwork, Metalwork)
- Jewellery & Fashion
- Computer Aided Design
- Digital Technologies

Stages 1 and 2

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

Year 9

Computer Aided Design (CAD)

Length	1 Semester or Full Year
Year Level Requirements	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

Length	1 Semester or Full Year
Year Level Requirements	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 Product Design

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 and Product 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 and Product 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.

Future Direction

Stages 1 and 2

- DCS Computer Aided Design (CAD)
- Digital Technology
- Material Solutions (Woodwork, Metalwork)

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 development of programming understanding and skills to simulate solutions to real life problems. This skill development will help prepare students with specialised learning in preparation for vocational training or learning in the Digital Technology senior years.

Students learn about the development of algorithms to design the programming concepts for their individual solution. Issues and ethical investigations apply research skills and report construction to display student findings.

Future Direction

Stages 1 and 2

- Digital Technologies

Year 10

Jewellery & Fashion Product Design

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 solutions.

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 and Product 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 and Product Design)
- Digital Technology
- Computer Aided Design

Design, Technology and Engineering

Stage 1

Digital Communication Solutions - Film Production

SACE Code	1DCS
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1MRS
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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%

Design, Technology and Engineering

Stage 1

Digital Technology

SACE Code	1DCS
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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	
• Project skills	70%
• Digital Solutions	30%

Stage 1

Digital Communication Solutions Computer Aided Design (CAD)

SACE Code	1DCS
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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)

SACE Code	1MRS
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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 and Product Design)

SACE Code	1MRS
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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 2

Material Solutions (Fashion and Product Design)

SACE Code	2MRS
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	NIL

Assumed Knowledge
Nil

Course Descriptor

Students will combine Visual Arts, communication skills and design technologies to meet industry standards to create 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 products. 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)

SACE Code	2MRS
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	Year 10 or Stage 1 Materials

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)

SACE Code	2DCS
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	Stage 1 Digital Stage 1 Materials

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

SACE Code	2DCS
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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%
• Design Process Solution	50%
External Assessment	
• Resource Investigation	30%

Design, Technology and Engineering

Stage 2

Digital Communication Solutions Photography

SACE Code	2MRS
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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%
• Design Process Solution	50%
External Assessment	
• Resource Investigation	30%

Stage 2

Digital Technology

SACE Code	2RES
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	NIL

Assumed Knowledge

Nil

Course Descriptor

Students will complete two specialised skills tasks. They will demonstrate skills and processes that will be required for their final solution.

Students will produce a single solution, along with evidence of the design process and a product record and evaluation in the form of a folio.

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

Topics may include

- Specialised skills task
- Design Process and Solution
- Evaluation
- Resource Study

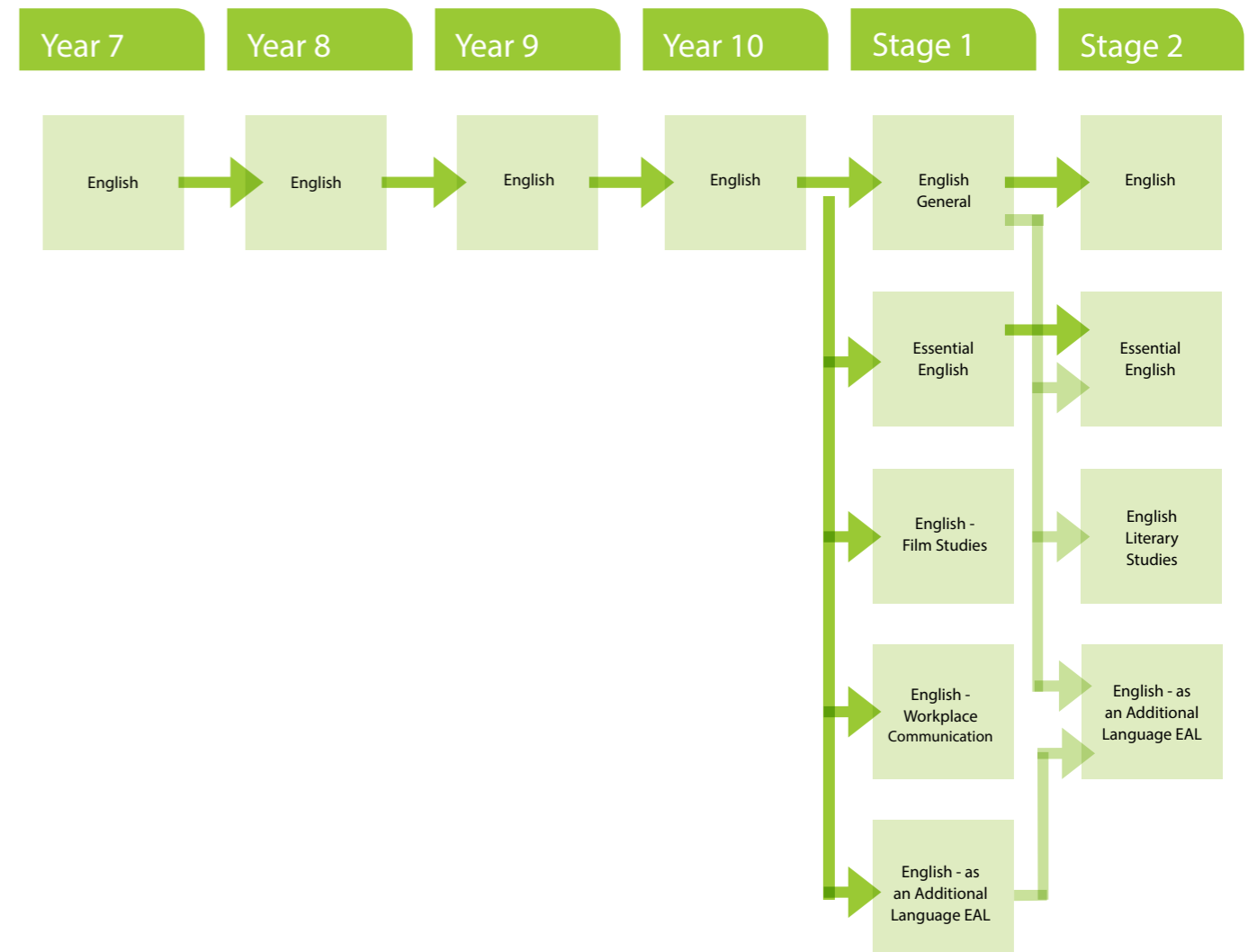
What you'll do in this subject

- Investigate and analyse products and processes
- Test components and processes to determine an outcome for their solution

Assessment

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

English



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

English

Year 7

English

Length	Full Year
Year Level Requirements	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

Length	Full Year
Year Level Requirements	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

Length	Full Year
Year Level Requirements	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

SACE Code	1ETE
Length	Full Year
Year Level Requirements	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

SACE Code	1ESH
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1ETE
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1ETE
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1ETE
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1EAL
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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 leads to English in Stage 2

Assessment

School based assessment

- Responding to texts
- Interactive Study
- Language Study

English

Stage 2

English Literary Studies

SACE Code	2ELS
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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%
- Note: Students who study English and English Literary Studies are awarded bonus pints for their ATAR on completion of their SACE

Stage 2

English

SACE Code	2ESH
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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%

- Note: Students who study English and English Literary Studies are awarded bonus pints for their ATAR on completion of their SACE

English

Stage 2

Essential English

SACE Code	2ETE
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	2EAL
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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.

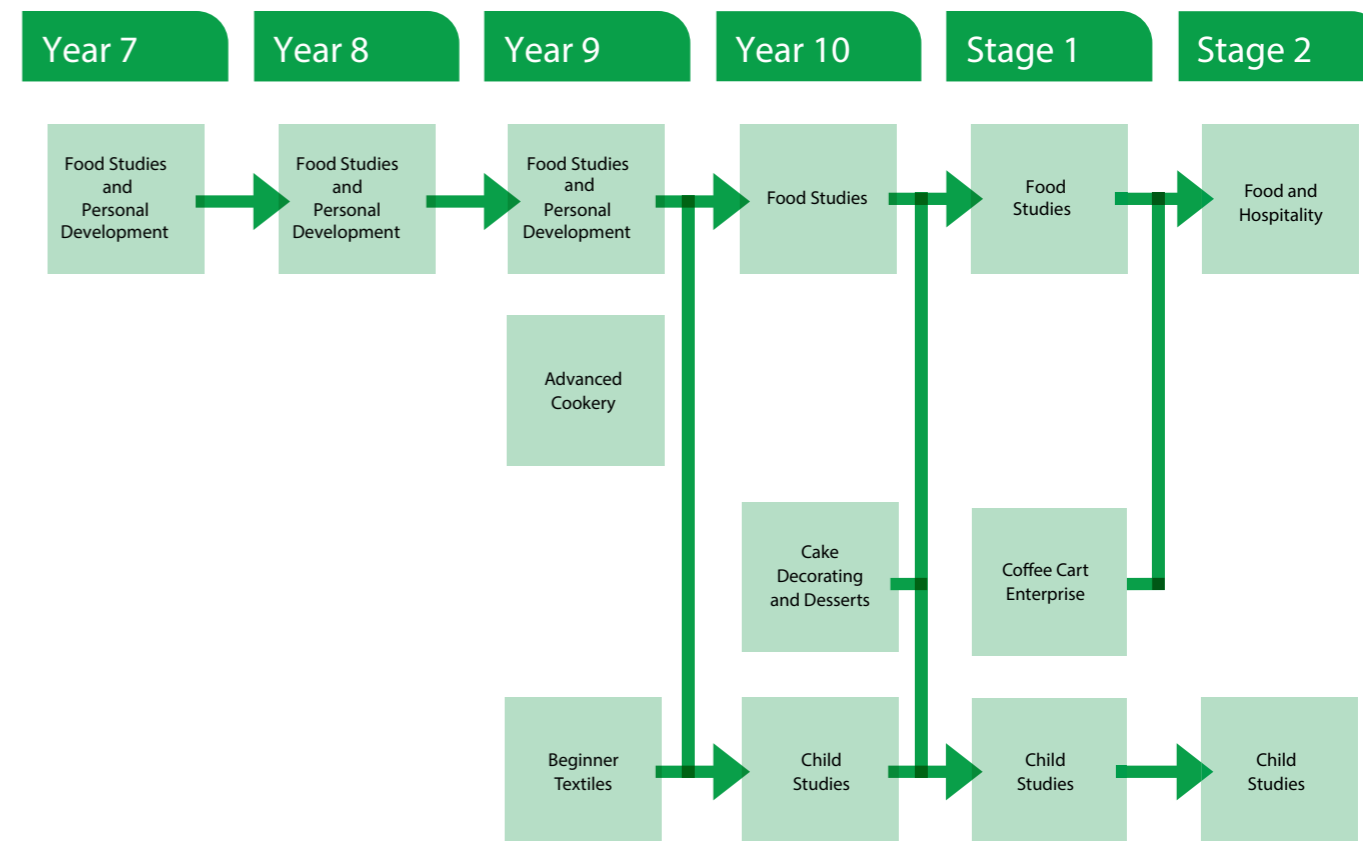
What you'll do in this subject

- 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

Length	1 Semester
Year Level Requirements	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
- Stage 1
 - Food Studies
 - Coffee Cart Enterprise
- Stage 2
 - Food and Hospitality

Year 8

Food Studies and Personal Development

Length	1 Semester
Year Level Requirements	Compulsory

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

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. 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
- Stage 1
 - Food Studies
 - Coffee Cart Enterprise
- Stage 2
 - Food and Hospitality

Year 9

Food Studies and Personal Development

Length	1 Semester
Year Level Requirements	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
- Stage 1
 - Coffee Cart Enterprise
 - Food Studies
- Stage 2
 - Food and Hospitality

Food Enterprise and Child Development

Year 9

Beginner Textiles

Length	1 Semester
Year Level Requirements	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

Length	1 Semester or Full Year
Year Level Requirements	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 and Desserts
 - Food Studies
- Stage 1
 - Coffee Cart Enterprise
 - Food Studies
- Stages 1 and 2
 - Food and Hospitality

Food Enterprise and Child Development

Year 10

Cake Decorating and Desserts

Length	1 Semester or Full Year
Year Level Requirements	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

Length	1 Semester or Full Year
Year Level Requirements	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.

Students will explore new technologies, creative ventures and high level skill development. The curriculum has a focus on co-design and student voice.

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
- Technology

Future Direction

Stage 1

- Coffee Cart Enterprise
- Food Studies

Stage 2

- Food and Hospitality

Year 10

Child Studies

SACE Code	1CSD
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	NIL

Assumed Knowledge
Nil

Course Descriptor

Students will investigate contemporary issues impacting the health and wellbeing of children aged 0-8. They will collaborate with a local kindergarten through multiple pen pal letters and hand made activities. 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
- 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

SACE Code	1CSD
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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 an afternoon tea/picnic for 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

SACE Code	1ILN20
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	1FOH
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	2CSD
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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 cooking with primary school aged children

What you'll do in this subject

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

Assessment

School Based Assessment	
• Practical Activity	50%
• Group Activity	20%
External Assessment	
• Investigation	30%

Stage 2

Food and Hospitality

SACE Code	2FOH
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

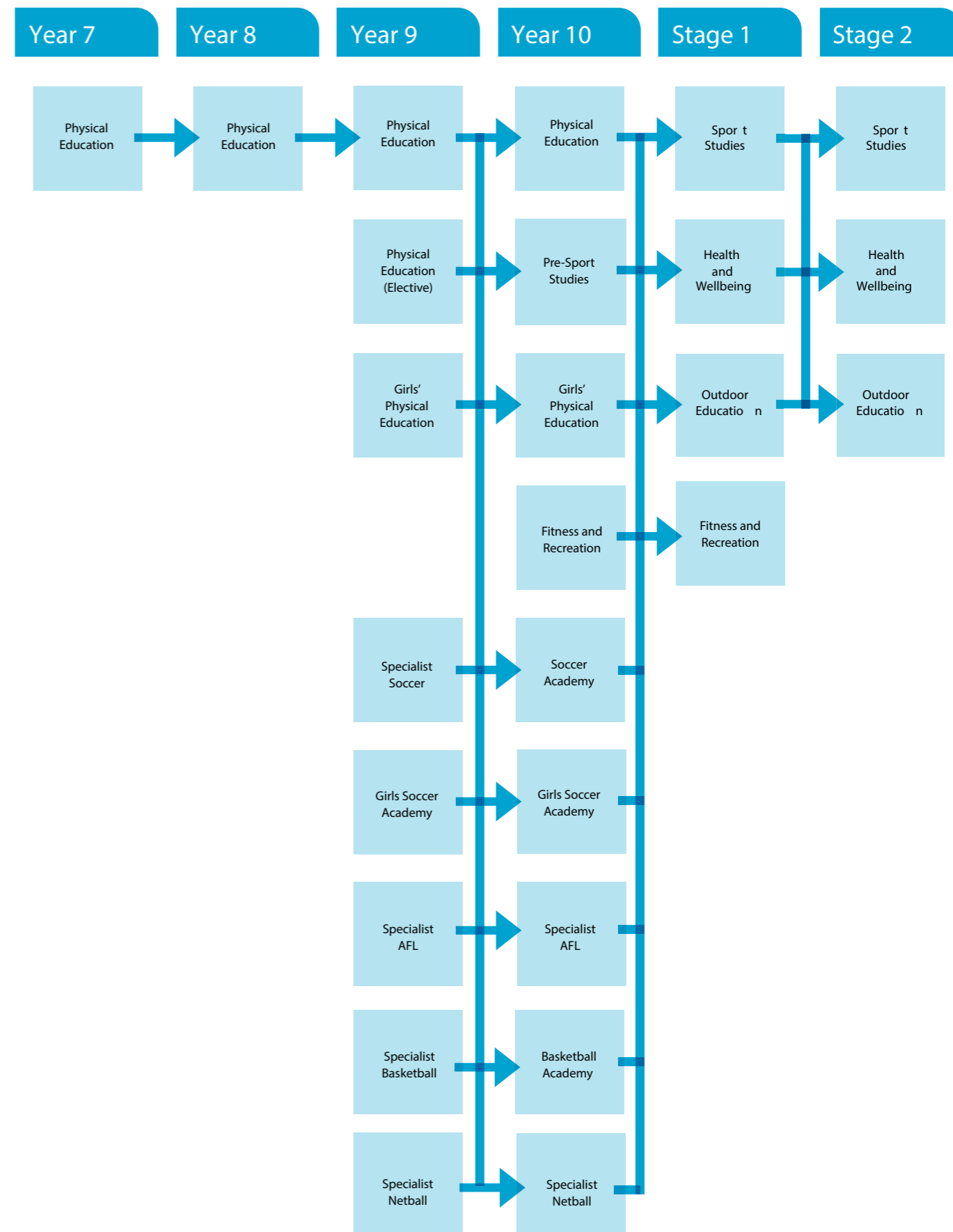
What you'll do in this subject

- 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 dishes using a range of processes and skills.
- Work in a group to plan and prepare for a function.
- A 2000 word investigative study about a contemporary issue in the food and hospitality industry
- Students will be required to supply \$5 for an excursion to the Barossa Valley

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

Length	1 Semester
Year Level Requirements	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

Length	1 Semester
Year Level Requirements	Compulsory

Nature of work studied

Students will participate in a wide range of activities/sports that include Athletics, Fitness, 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

Length	1 Semester
Year Level Requirements	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

Length	1 Semester or Full Year
Year Level Requirements	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
- Girls Soccer Academy
- Basketball Academy

Year 9

Girls Physical Education

Length	1 Semester
Year Level Requirements	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

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 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 2026.

Future Direction

- Year 10 Soccer Academy

Health and Physical Education

Year 9

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

- Year 10 Basketball Academy
- Stage 1 Sport Studies

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

Girls Soccer Academy

Length	1 Semester or Full Year
Year Level Requirements	Elective

Nature of work studied

Course descriptor- The new 9/10 girls academy is open to students who demonstrate a talent and potential in soccer, and is available for year 9 and 10 students in 2025. Students will need to be involved an application process consisting of a written application and be part trial in early term 3. Only girl students who have been selected will be able to enrol in the subject.

The soccer academy will be delivered over two subject lines.

Topics may include

- Fitness
- Skill Development
- Gameplay Analysis
- Interschool Games/Carnivals
- Refereeing
- Coaching

The girls soccer academy program is aimed at students who:

- Demonstrate skill and commitment to soccer
- Wish to further develop their skills, gameplay and strategy
- Aim to compete at a higher level

Assessment

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

Health and Physical Education

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

Year 10

Girls Physical Education

Length	1 Semester
Year Level Requirements	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 wellbeing. 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
 - Fitness and Recreation

Health and Physical Education

Year 10

Pre-Sport Studies

SACE Code	1ILN
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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%

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

The soccer academy is open to students who demonstrate talent and potential in soccer, and is available for year 10 students in 2025. Students will need to be involved in an application process consisting of a written application and need to be part of Specialist Soccer in Year 9. Application forms are available from the PE office in late Term 2 of 2024. Only students who have been selected will be able to enrol in this subject.

The soccer academy will be delivered over 2 subject lines.

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%

Health and Physical Education

Year 10

Fitness and Recreation - Elective

SACE Code	1ILN
SACE Credits	10 Credits
Length	1 Semester
SACE Board Requirements	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
- Stage 1 Fitness and recreation

Year 10

Basketball Academy

SACE Code	1ILN
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	NIL

Assumed knowledge
Nil

Course Descriptor

The basketball academy is open to students who demonstrate a talent and potential in basketball, and is available for year 10 students in 2025. Students will need to be involved an application process consisting of a written application and be part of specialist basketball in year 9. Only students who have been selected will be able to enrol in the subject.

The basketball academy will be delivered over two subject lines.

Topics may include

- Fitness
- Skill Development
- Gameplay Analysis
- Inter school Games/Carnivals
- Refereeing
- Coaching

What you'll do in this subject:

The basketball academy program is aimed at students who:

- Demonstrate skill and commitment to basketball
- Wish to further develop their skills, gameplay and strategy
- Aim to compete at a higher level

Assessment

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

Health and Physical Education

Stage 1

Health and Wellbeing

SACE Code	1HEH
SACE Credits	10
Length	Per Semester
SACE Board Requirements	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

SACE Code	1OUE
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1ILN
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

- Korfball
- 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 1

Fitness and Recreation - Elective

SACE Code	1ILN
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	NIL

Assumed Knowledge
Nil

Course Descriptor

Students will participate and develop skills in a range of fitness and recreational activities that may include fitness, health and recreational activities determined during the co-design process. There will be a focus on fitness programs and activities that improve overall health and wellbeing.

Topics may include

- Practical Exploration
- Connections Task
- Personal Venture Task

What you'll do in this subject

- Written tasks for practical topics.
- Connections task involves you working with others to achieve a goal.
- Personal Venture task will focus on a recreational activity with practical and research-based assessment.

Additional Information

Assessment

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

Health and Physical Education

Stage 2

Health and Wellbeing

SACE Code	2HEW
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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 - Risky Behaviours (includes excursion to participate in the PARTY program)
- Folio – Videos for Change
- Initiative - Develop Health Goals
- Initiative – Health and Wellbeing Expo
- Inquiry – Task 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%

Stage 2

Outdoor Education

SACE Code	2OUE
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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%

Health and Physical Education

Stage 2

Sport Studies

SACE Code	2ILA
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

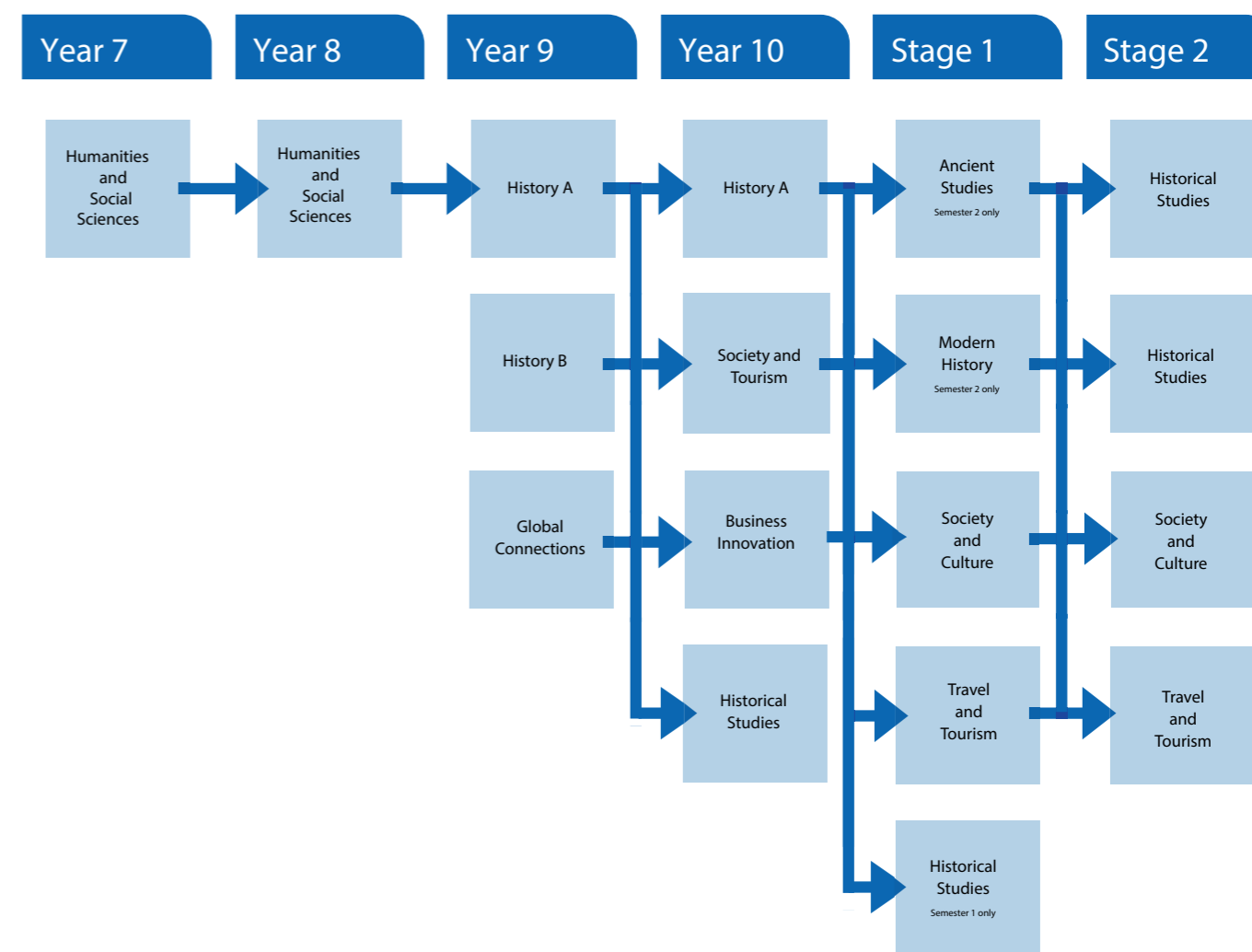
- What you'll do in this subject
- Improve practical skills and knowledge in a range of sports
 - Written tasks for practical topics may include a written assignment, practical skills assessment and written evaluation on learning. Evaluation will be up to 1000 words.
 - Work with others to plan and run 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

Length	Full Year
Year Level Requirements	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

Length	Full Year
Year Level Requirements	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

Length	Semester 1
Year Level Requirements	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

Availability	Semester 2
Year Level Requirements	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
 - Society and Tourism
 - Historical Studies
 - Business Innovation
- Stages 1 and 2
 - Historical Studies
 - Ancient Studies
 - Modern History
 - Society and Culture
 - Travel and Tourism

Year 9

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 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
 - Society and Tourism
 - Historical Studies
 - Business Innovation
- 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

Society and Tourism

SACE Code	1SOR
SACE Credits	10 Credits
Length	Semester 2
SACE Board Requirements	NIL

Nature of work studied

Society and Tourism, offered at Year 10, is a hybrid course that blends Society and Culture with Travel and Tourism. A "taster" that exposes students to SACE HASS. Students work both collaboratively and individually to explore topics of interest, using the skills of historical inquiry, source analysis and media creation.

Students learn about ecotourism and the impacts of over-tourism through tourism landmarks, the dangers of tourism and false perceptions of a place and ways to encourage ecotourism globally. Students discuss societies and cultures in the post-WWII world, looking at the impact that pop culture movements (movies, music, products, fashion and art) have on people and especially on the youth.

Topics studied may include

- Major tourist landmarks and what makes them interesting
- The dangers and negative perceptions of tourism
- Impacts of a disaster on tourists, such as White Island in New Zealand
- Over-tourism in Italy, Japan and other popular tourist destinations
- Ways to be an ecotourist
- Post-WWII popular culture
- Pop-culture's influence on the youth, such as the Rise of TikTok and the Hippie Movement

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

Business Innovation

SACE Code	1BNV
SACE Credits	10 Credits
Length	Semester 2
SACE Board Requirements	NIL

Nature of work studied

In Business Innovation, students are introduced to a hybrid version of SACE HASS. Students work both collaboratively and individually to explore topics of interest, using the business creation, persuasion and critical analysis and feedback provision.

Students, particularly those interested in business and success as an entrepreneur, investigate effective business' marketing campaigns, business plans, products and staffing choices. Students consider ways that technology can be implemented into business models as it emerges. Students explore the social, ethical, political and environmental issues that can be caused by big businesses. Students use this learning to create a business model for a Food Truck and pitch their ideas at a business expo to a panel of judges, who will decide which idea to invest into.

Topics studied may include

- Successful businesses and what made them effective, such as McDonalds, Tesla, Apple and Microsoft
- Proposing solutions for issues created by big businesses
- Food Truck successes
- Building a Food Truck business model
- Logos, business names, tag lines, menu's customer audiences, marketing strategies and cost models
- Pitching your business model to a panel

Future Direction

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

Humanities and Social Sciences

Year 10

Historical Studies

SACE Code	1CXD
SACE Credits	10 Credits
Length	Semester 2
SACE Board Requirements	NIL

Nature of work studied

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 impact of these on societies.

Students compare and contrast historically significant events, developments 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 studied may include

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

Future Direction

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

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

SACE Code	1SOR
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1ILG
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	2ANT
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	2MOD
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	2SOR
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	2ILG
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

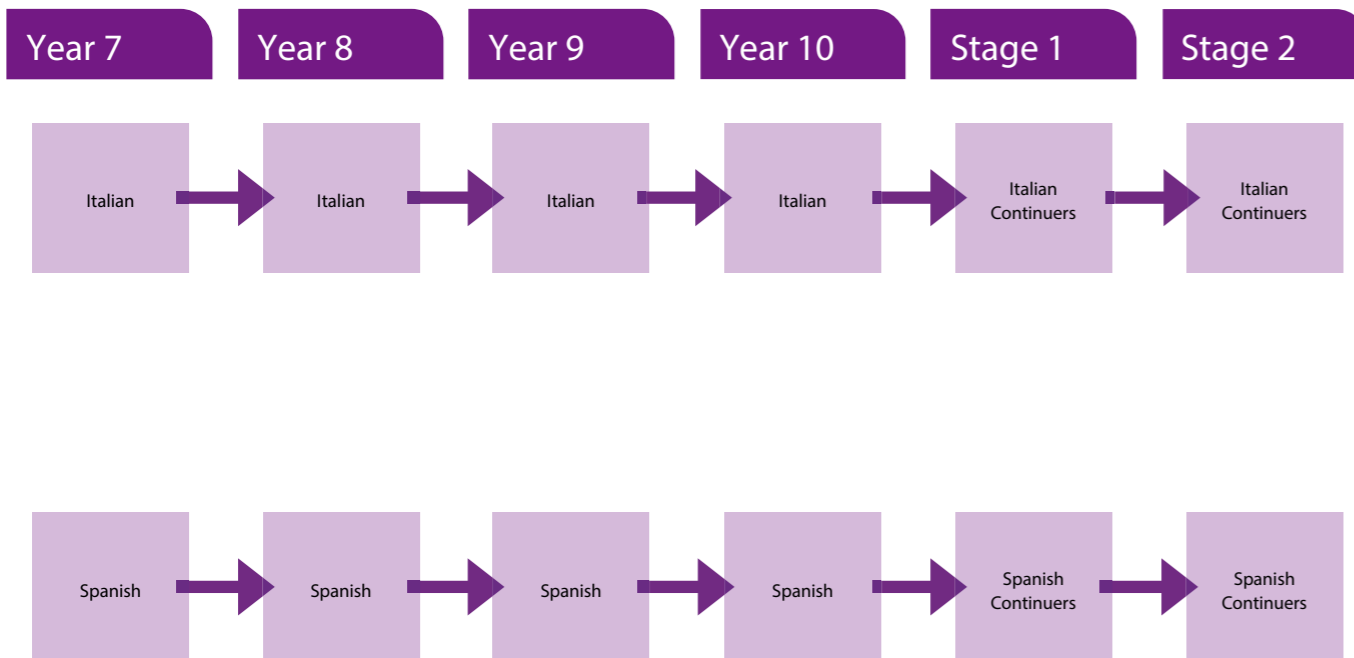
What you'll do in this subject

- 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



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 involve online interactive activities allowing students to practice their language learning at their own pace while at school and also at home.

Topics will include:

- Lo (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 involves 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 involve 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 Itay)
- Cibo (Food)

Future Direction

- Year 9 Italian
- Stage 1 & 2 Italian Continuers

Year 8

Spanish

Length	1 Semester
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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 involves 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 (Spanich speaking world)
- El Origin (Cultural Connections)

Future Direction

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

Languages

Year 9

Italian

Length	Full Year
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Year Level Requirements	Elective
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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 Continuers

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

Year 9

Spanish

Length	Full Year
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Year Level Requirements	Elective
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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

Length	Full Year
Year Level	Elective
Requirements	

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

Length	Full Year
Year Level	Elective
Requirements	

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

SACE Code	1ITC10
SACE Credits	10 Credits per semester
Length	Per Semester *Refer to note
SACE Board Requirements	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
- Note: Students who study a language at Year 12 are awarded bonus points for their ATAR on completion of their SACE

Stage 1

Spanish Continuers

SACE Code	1SPC
SACE Credits	10 Credits per semester
Length	per Semester *Refer to note
SACE Board Requirements	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
- Note: Students who study a language at Year 12 are awarded bonus points for their ATAR on completion of their SACE

Languages

Stage 2

Italian Continuers

SACE Code	2ITC
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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
 - Note: Students who study a language at Year 12 are awarded bonus points for their ATAR on completion of their SACE

Stage 2

Spanish Continuers

SACE Code	2SPC20
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

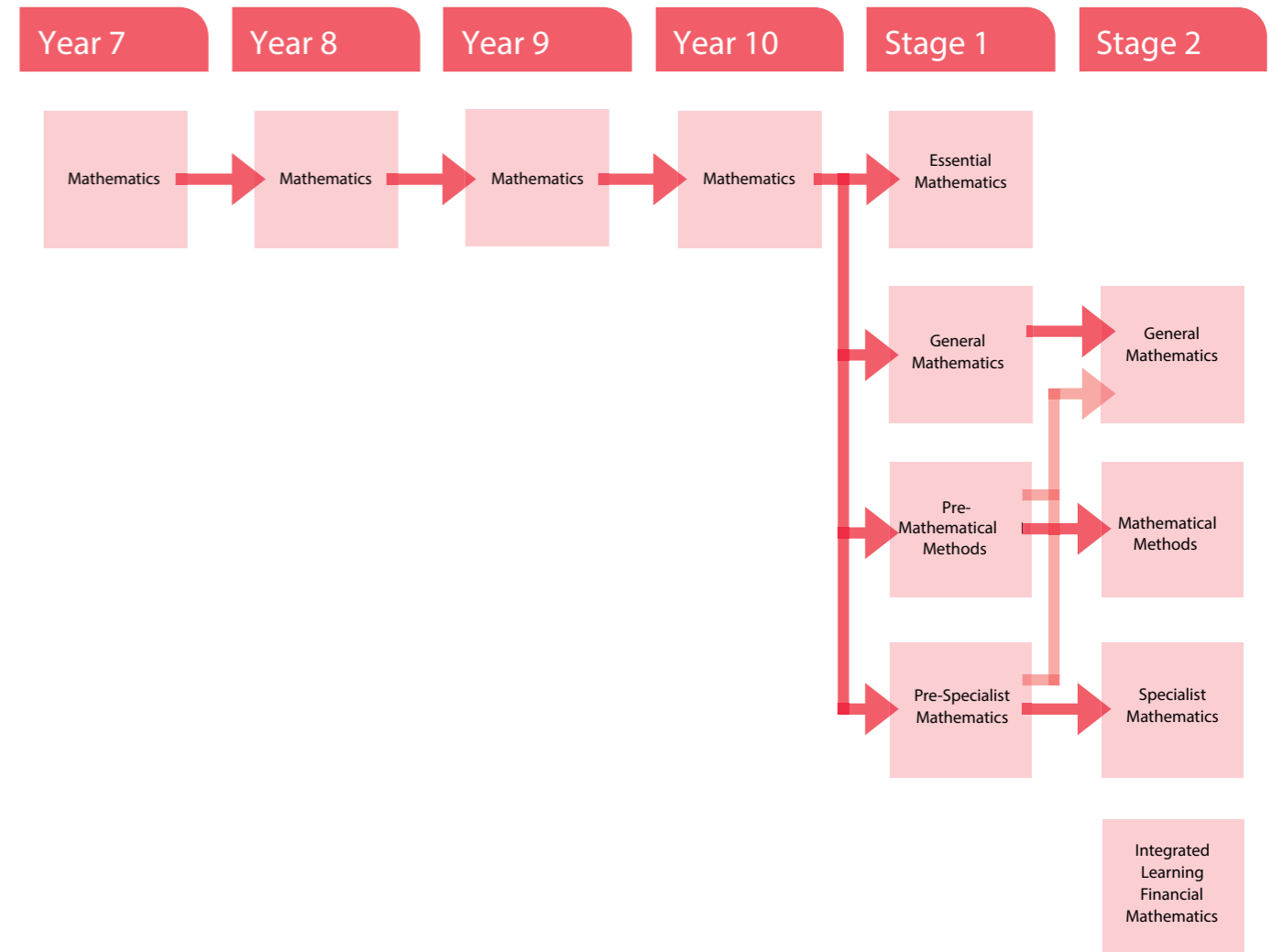
Assessment

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

Mathematics



Subject	
Stage 1 Essential Mathematics	Intended for students who require strong communication skills in future employment.
Stage 1 General Mathematics	This course extends students' mathematical skills in ways that apply to practical problem solving.
Stage 1 Pre-Mathematical Methods	This course broadens student's mathematical experience and provides a variety of contexts for incorporating mathematical problems.
Stage 1 Pre-Specialist Mathematics	This course can only be studied in conjunction with Stage 1 Pre-Mathematical Methods as it develops an increasingly complex understanding of mathematical concepts.
Stage 2 General Mathematics	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.
Stage 2 Mathematical Methods	Leads to study in fields that require statistics such as Health or Social Sciences, Economics, Computer Science.
Stage 2 Specialist Mathematics	Leads to study of Engineering, Computer Science, Mathematical and Physical Sciences. Please note that this course can only be studied with Mathematical Methods (not on its own).
Stage 2 Integrated Learning - Financial Mathematics	In this course students explore the practical side of Mathematics, where they learn to navigate real life finance scenarios.

Mathematics

Year 7

Mathematics

Length	Full Year
Year Level Requirements	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

Length	Full Year
Year Level Requirements	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

Length	Full Year
Year Level Requirements	Compulsory

Nature of work studied

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

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

Students will engage in the following 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

Length	Full Year
Year Level Requirements	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 at SACE Stage 1

Stage 1

Essential Mathematics

SACE Code	1MEM
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1MGM
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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 at SACE Stage 1

Stage 1

Pre-Mathematical Methods

SACE Code	1MAM
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1MAM
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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
 - Folio

75%

25%

Mathematics

Stage 2

General Mathematics

SACE Code	2MGM
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	2MHS
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	2MSC
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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%

Stage 2

Integrated Learning Financial Mathematics

SACE Code	2ILB
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	NIL

Assumed Knowledge

Students should have completed at least 1 Semester of Stage 1 Essential Mathematics or Higher

Course Descriptor

In Stage 2 Financial Mathematics Integrated Learning course, students explore the practical side of mathematics. From navigating the complexities of buying a car or a house to understanding the ins and outs of investing in shares, renting, and securing loans, students will gain valuable skills to make informed financial decisions in the real world. This course would be great for students with an interest in small business and maths for life.

Topics may include

- Purchasing
- Renting
- Investments
- Loans
- Measurement

What you'll do in this subject

- 3 x Practical Inquiries
- 1 x Connections Folio
- 1 x Personal Endeavour - externally assessed

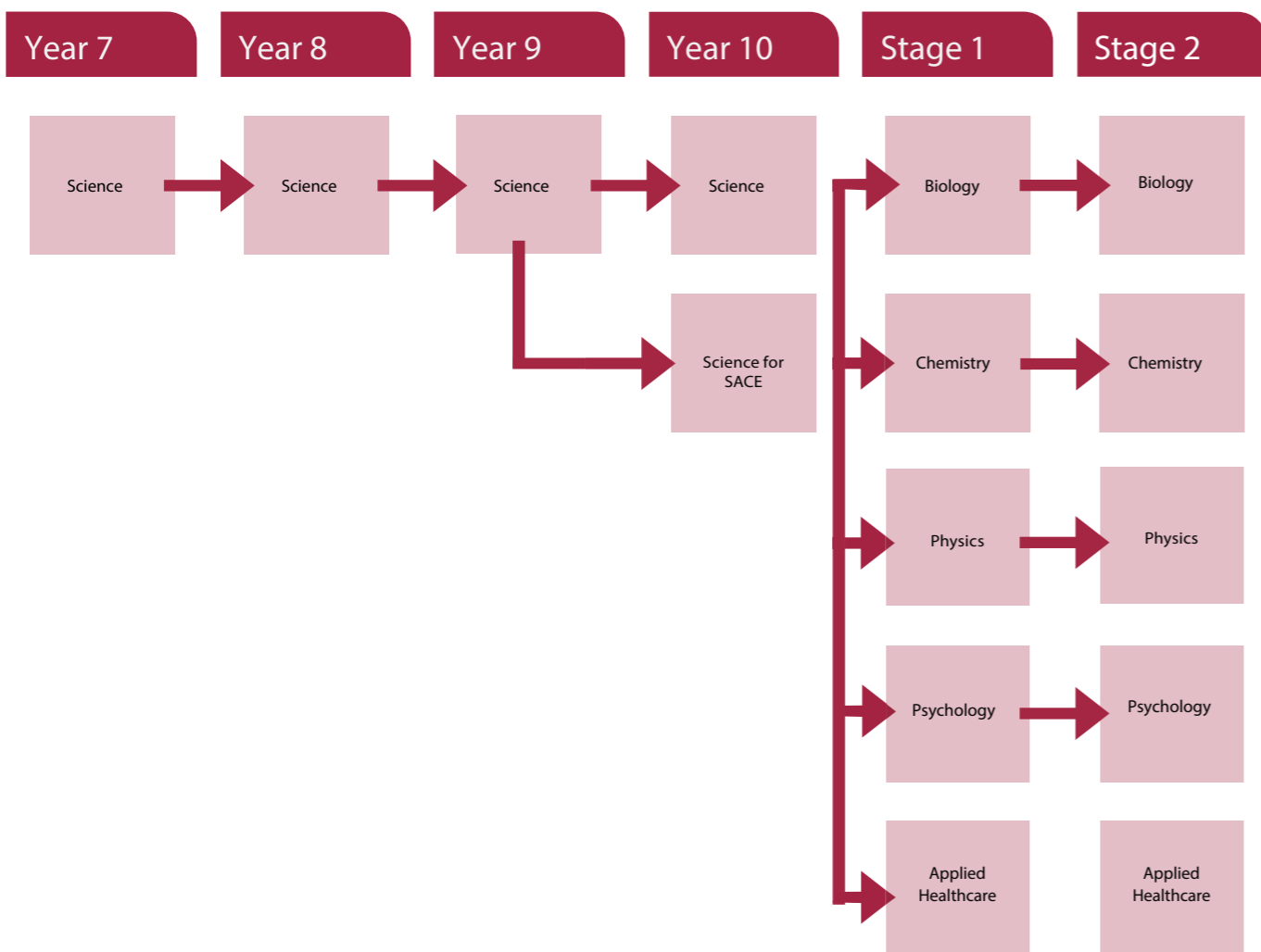
Additional Information

This subject is an Integrated Learning subject. It will not count as numeracy credits.

Assessment

School Based Assessment	
• Practical Inquiries	40%
• Connections task	30%
External Assessment	
• Personal Endeavour	30%

Science



Science

Year 7

Science

Length	Full Year
Year Level Requirements	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

Length	Full Year
Year Level Requirements	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

Length	Full Year
Year Level Requirements	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

Length	Full Year
Year Level Requirements	Compulsory

Nature of work studied

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

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

Students will engage in the following areas of study:

Physical Science

- Newton's Laws

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

Length	Full Year
Year Level Requirements	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

SACE Code	1BGY
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1CEM
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1PYI
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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

SACE Code	1PSC
SACE Credits	10 Credits
Length	Per Semester
SACE Board Requirements	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 1

Integrated Learning: Applied Healthcare

SACE Code	1ILN20
SACE Credits	10 per semester
Length	Per Semester
SACE Board Requirements	NIL

Assumed Knowledge
NIL

Course Descriptor

Students will engage in foundational biological and chemical concepts that are connected to understanding and application of theoretical and applied knowledge within the healthcare industry.

This course is designed for students interested in biological science with a focus on knowledge and skills required for employment within the healthcare industries.

Topics may include

- First Aid (knowledge and effective use of first aid)
- Nursing
- Pathology
- Vet nursing

What you'll do in this subject

Critical thinking and application of problem-solving skills will be developed as students engage in case studies, discussion with trained industry professionals, real-life healthcare scenarios and roleplay activities where students apply theoretical and practical skills to solve problems prevalent within the healthcare industry. Students will demonstrate the ability to reflect on their practical tasks and discuss strategies on developing their skills.

Additional Information

Highly recommended that students at Stage 1 select the course for both semesters one and two.

Assessment

Practical inquiry task(s): Students demonstrate skills in applying theoretical learning practically and display knowledge, concepts and skills through enquiry aligned to the relevant topics above. This will be presented in a portfolio style assessment with images of practical skills in practice and reflection on aspects of their practical ability and performance.

Connections task(s): Students undertake activities that allow them to make connections between the topic of focus and the development of a personal capability. Students will work collaboratively in a small group and evaluate their learning through self-reflection and feedback.

Externally assessed:

Personal endeavour task: Students will investigate a chosen specific aspect of topics covered through the course. They will explore and analyse relevant information, concepts, ideas and skills and communicate their ideas and opinions on them. Students will base their chosen aspect on a capability they wish to develop and demonstrate the link between their capability and their area of interest. The assessment will be in the form of a research project with connections between their area of interest and the capability selected.

Science

Stage 2

Biology

SACE Code	2BGY
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	2CEM
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	2PYI
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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

SACE Code	2PSC
SACE Credits	20 Credits
Length	Full Year
SACE Board Requirements	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%

Science

Stage 2

Integrated Learning: Applied Healthcare

SACE Code	12ILB20
SACE Credits	10 per semester
Length	Per Semester
SACE Board Requirements	NIL

Assumed Knowledge
NIL

Course Descriptor
Students will engage in foundational biological and chemical concepts that are connected to understanding and application of theoretical and applied knowledge within the healthcare industry.

This course is designed for students interested in biological science with a focus on knowledge and skills required for employment within the healthcare industries.

Topics may include

- First Aid (knowledge and effective use of first aid)
- Nursing
- Pathology
- Vet nursing

What you'll do in this subject

Critical thinking and application of problem-solving skills will be developed as students engage in case studies, discussion with trained industry professionals, real-life healthcare scenarios and roleplay activities where students apply theoretical and practical skills to solve problems prevalent within the healthcare industry. Students will demonstrate the ability to reflect on their practical tasks and discuss strategies on developing their skills.

Additional Information

Highly recommended that students at Stage 1 select the course for both semesters one and two.

Assessment

Practical inquiry task(s): Students demonstrate skills in applying theoretical learning practically and display knowledge, concepts and skills through enquiry aligned to the relevant topics above. This will be presented in a portfolio style assessment with images of practical skills in practice and reflection on aspects of their practical ability and performance.
Connections task(s): Students undertake activities that allow them to make connections between the topic of focus and the development of a personal capability. Students will work collaboratively in a small group and evaluate their learning through self-reflection and feedback.
Externally assessed:
Personal endeavour task: Students will investigate a chosen specific aspect of topics covered through the course. They will explore and analyse relevant information, concepts, ideas and skills and communicate their ideas and opinions on them. Students will base their chosen aspect on a capability they wish to develop and demonstrate the link between their capability and their area of interest. The assessment will be in the form of a research project with connections between their area of interest and the capability selected.



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