



# **2019 & 2020**

# **COURSE DESCRIPTORS**

## **MIDDLE SECONDARY**

# CORE

Students in the Junior Secondary & Middle Secondary stages of schooling at Playford International College will all participate in certain subjects known as Core Curriculum. Underpinned by the guiding principles of engagement, growth and achievement, students will participate in Teaching and Learning programs determined and designed by subject areas. Students may be assigned to or have restricted choice within some subject areas depending on their learning needs. By working toward the Achievement Standards of the Australian Curriculum, students will recognise the importance of developing disciplinary knowledge, skills and understanding alongside general capabilities and cross-curriculum priorities.

## MIDDLE SECONDARY

ENGLISH & LITERACY	2 SEMESTERS
MATHS & NUMERACY	2 SEMESTERS
DEVELOPMENTAL STUDIES A	1 SEMESTER
MASTERCLASSES	2 SEMESTERS
MENTOR PROGRAM	2 SEMESTERS

SCIENCE	2 SEMESTERS
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Students must select a semester from the following learning areas over the two year period:

CREATIVE THINKING - ARTS / MUSIC

CREATIVE THINKING - TECHNOLOGY

GLOBAL STUDIES

PERSONAL DEVELOPMENT - HEALTHY & PHYSICAL EDUCATION

PERSONAL DEVELOPMENT - HOME ECONOMICS

(Please note, the learning areas that have not been selected for study in 2019, must be selected in 2020)

# COMMUNICATIONS

## COMMUNICATIONS FOCUS

SUBJECT TYPE: CORE  
2 SEMESTERS



## DESCRIPTION

Middle Secondary Communications (Communications) aims to review and build on the skills from Junior- Secondary Communications. In this subject, students build on their comprehension skills in the form of text analysis and applying their knowledge from their previous Communications course. There is also a strong focus on writing and creating texts, building on their skills and application. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students begin to focus on the two text types of: Responding to Texts and Creating Texts. Students are exposed to a variety of text types, including: novels, film, short stories, poetry and media texts.

### ASSESSMENT

Students will be assessed according to the Achievement Standard of the Australian Curriculum: English using performance rubrics. Students will also be assessed against the ACARA Learning Continuum, and will need to achieve "competent" at Level 6, to move to Senior Secondary Communications. Students' assessment in this subject is outlined below

#### 50% Responding to Texts

Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others' perspectives

#### 50% Creating Texts

Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multimodal forms

### RECOMMENDATIONS

Achieved "competent" at level 5 on the Learning Continuum in Junior Secondary Communications.

# COMMUNICATIONS

## ESSENTIAL

SUBJECT TYPE: CORE

2 SEMESTERS



## DESCRIPTION

Middle Secondary Communications (Essential) aims to review and build on the skills from Junior- Secondary Communications. In this subject, students build on their comprehension skills in the form of basic text analysis and applying their knowledge from their previous Communications course. There is also a strong focus on writing and creating texts, building on their skills and application. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students begin to focus on the two text types of: Responding to Texts and Creating Texts.

### ASSESSMENT

Students will be assessed according to the Achievement Standard of the Australian Curriculum: English using performance rubrics. Students will also be assessed against the ACARA Learning Continuum, and will need to achieve "competent" at Level 6, to move to Senior Secondary Communications. Students will complete at least one responding to text and one creating text per semester, as a graded component of their course work.

Recommendation

### PREREQUISITES

Teacher recommendations required.

Achieved "competent" at level 5 on the Learning Continuum in Junior Secondary Communications.



# COMMUNICATIONS LITERACY

SUBJECT TYPE: CORE  
2 SEMESTERS



## DESCRIPTION

Middle- Secondary Communications (Literacy) aims to review and build on the skills from Junior- Secondary Communications. In this subject, students build on their comprehension skills in the form of basic text analysis and applying their knowledge from their previous Communications course. There is also a strong focus on writing and creating texts, building on their skills and application. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

### ASSESSMENT

Students will be assessed according to the Achievement Standard of the Australian Curriculum: English using performance rubrics. Students will also be assessed against the ACARA Learning Continuum, and will need to achieve "competent" at Level 6, to move to Senior Secondary Communications.

### RECOMMENDATIONS

Achieved "competent" at level 5 on the Learning Continuum in Junior Secondary Communications.

# COMMUNICATIONS

## LITERARY

SUBJECT TYPE: CORE  
2 SEMESTERS



## DESCRIPTION

Middle Secondary Communications (Literary) aims to review and build on the skills from Junior- Secondary Communications. In this subject, students build on their comprehension skills in the form of text analysis and applying their knowledge from their previous Communications course. There is also a strong focus on writing and creating texts, building on their skills and application. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students focus on the two text types of Responding to Texts and Creating Texts, along with an third text type of: Intertextual Study. Students are exposed to a variety of literary text types, including: novels, film, short stories, poetry and media texts.

### ASSESSMENT

Students will be assessed according to the Achievement Standard of the Australian Curriculum: English using performance rubrics. Students will also be assessed against the ACARA Learning Continuum, and will need to achieve "competent" at Level 6, to move to Senior Secondary Communications. Students' assessment in this subject is outlined below

40% Responding to Texts

Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others' perspectives.

40% Creating Texts

Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multimodal forms

20% Intertextual Study

Students reflect on their understanding of intertextuality by analysing the relationships between texts, or demonstrating how their knowledge of other texts has influenced the creation of their own texts

### RECOMMENDATIONS

Achieved "competent" at level 5, moving towards achieving level 6 on the Learning Continuum in Junior Secondary Communications. Please be aware this subject involves -

- Reading and an emphasis on critical analysis of complex texts.
- Written tasks, 500 words in length.
- At least 1 oral presentation of a maximum of 5 minutes.



# CREATIVE THINKING - THE ARTS

## DIGITAL ART

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Students will participate in a wide variety of computer aided design and art. Students will learn the basics of Adobe Photoshop, photography, traditional forms of art and learn how they can be combined in different ways. This involves such units as Digital Painting and Photo Manipulation. Students will reflect and evaluate their own artwork as well as that of known Digital Artists to better understand the mediums and software used.

### Assessment

Students will be assessed according to the Achievement Standard of the Australian curriculum, across a variety of artistic approaches.

Tasks may include:

- Photography/Cinematography
- Photo manipulation software
- Painting and drawing software
- Combining traditional and digital technology

### Notes

This course is intended to lead into Middle Secondary Digital Art.

# CREATIVE THINKING - THE ARTS

## DANCE

SUBJECT TYPE: CORE

1 OR 2 SEMESTERS



## DESCRIPTION

Students will learn choreography in several genres including hip hop, jazz and/or lyrical contemporary. Student groups will have the opportunity to compose their own composition pieces, with several opportunities to perform during the year.

Students selected for this subject will need to demonstrate a passion for choreography, technique and performing dances. It will be assumed that successful applicants have prior experience and a desire to continue into senior dance.

### Assessment

Assessment includes four components:

#### School-based Assessment

- Choreography (25%)
- Technique (25%)
- Performance (25%)
- Folio Tasks (25%)

### Recommendation

It is highly desirable that students are prepared to push personal limits and work as a member of a team and work with senior students.

### Cost

Students may be required to have certain items of clothing for performance costuming e.g. leggings, bike pants etc.

### Notes

Successful applicants are encouraged to participate in community dance, fitness or flexibility classes.

# CREATIVE THINKING - THE ARTS

## MINDFULNESS ART

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Some people say that they never feel more present than during the act of creating! Many visual art activities require unique focus, and cause the "artist" to set aside all other thoughts and worries. The act of creating can be very relaxing and calming.

Throughout the course students will be encouraged to experiment with a variety of mediums and discover the world of art across a variety of cultures. Students will also be able to develop an individual focus area and work towards a final product based on the skills they choose to develop.

### Assessment

Students will be assessed according to the Achievement Standard of the Australian Curriculum, across a variety of projects and activities, decided upon through a process of negotiation.

Tasks may include:

- Practical
- Folio work

### Notes

This subject is designed for students who may enjoy working with their hands in an open and creative environment.



# CREATIVE THINKING - THE ARTS

## VISUAL ART

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Throughout the semester students will explore and experiment with a range of materials and mediums to expand their knowledge across the visual arts industry.

Students will be encouraged to improve and develop their artistic skill in areas such as drawing, painting, printmaking, sculpture and mixed media construction. Students will also be encouraged to conduct a study into an artist or an art style.

### Assessment

Students will be assessed according to the Achievement Standards of the Australian curriculum, with topics negotiated within the class

Tasks will include:

- Practical
- Folio
- Visual Study

This course is aimed at students who interested in Visual Arts as a career. This subject is leads to Year 9 Visual Arts in the learning pathway.

### Notes

This course is intended as a learning pathway for those wishing to study SACE Stage 1 and Stage 2 Visual Arts, Arts and the Community or Visual Arts: Design



# CREATIVE THINKING - TECHNOLOGY

## ADVANCED MANUFACTURING

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

In this subject student are required to work through a range of advanced CAD tutorials to help to develop their skills. They work on Design Briefs to solve practical problems in creative and enterprising ways. This requires them to research, investigate and communicate both verbally and through sketching and drawing as they analyse, formulate and evaluate their designs and the designs of others. Students develop a portfolio which illustrates their thought processes as they develop their designs to solve the Design Briefs they are given. Final drawings are then completed using Autodesk Inventor. These can then be created through the use of the CNC Router and 3D printing. They will also demonstrate and communicate their knowledge and understanding through practical and theoretical tasks, participation, minor and major projects including a portfolio.

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types - Skills and Applications Tasks

Folio (including research, critical analysis, sketching, technical drawings and a written evaluation)

### Notes

The course aims to prepare students for Stage 1 Material Products, Stage 1 CAD, VET pathways and a range of career options in the Manufacturing Industry.

# CREATIVE THINKING - TECHNOLOGY

## ENGINES & CARS

SUBJECT TYPE: CORE  
1 SEMESTER



## DESCRIPTION

Students work both individually and in groups as they do research tasks focusing on engine fundamentals and basic electrical systems. Tasks usually include the use of solar cells and small DC motors to construct projects. They also use soldering irons, to perform simple soldering tasks and use basic hand tools. Work may also include the disassembly and reassembly of small engines and lawn mowers and remote controlled nitro cars.

### Assessment

Assessment will be divided into 4 components

20%	Minor Product
30%	Portfolio
40%	Major Product
10%	Evaluation

### Notes

This course aims to prepare students for VET courses such as Certificate 1 & 2 in Automotive and Electrotechnology.

# CREATIVE THINKING - TECHNOLOGY

## FURNITURE CONSTRUCTION (WOODWORK)

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Students will develop an in-depth understanding of FURNITURE construction techniques. Students will also develop an understanding of Autodesk Inventor by completing tutorials and a final working drawing of their product.

### Assessment

Assessment will be divided into four components

20%	Minor Product
30%	Portfolio
40%	Major Product
10%	Evaluation

### Notes

This course aims to prepare students for Stage 1 Wood/Metal (Material Products), Stage 1 3D Printing and Laser Cutting, VET. pathways and a range of career options in the Manufacturing Industry.



# CREATIVE THINKING - TECHNOLOGY

## METALWORK

SUBJECT TYPE: CORE  
1 SEMESTER



## DESCRIPTION

Students will develop an understanding of fabrication techniques. Students will work through a design process using set criteria to create a design solution. The class will develop knowledge to safely apply a range of trade based skills in metal fabrication including the use of hand and power tools, MIG/Oxy Acetylene welding, machining and other relevant trade skills.

### Assessment

Assessment will be divided into four components

30%	Product 1
30%	Product 2
30%	Product 3
10%	Evaluation

### Notes

The course aims to prepare them for Stage 1 Material Products, the schools VET pathway option Certificate 2 in Engineering and a range of career options in the engineering and fabricating field.

# CREATIVE THINKING - TECHNOLOGY

## OUTDOOR CONSTRUCTION (WOODWORK)

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Students will develop an in-depth understanding of Outdoor Construction techniques. Students will also develop an understanding of real world Construction standards and use power tools relevant to the construction industry. Students will work with teaching staff to develop projects which will be built within school grounds.

### ASSESSMENT

Assessment will be divided into four components

20%	Minor Product
30%	Portfolio
40%	Major Product
10%	Evaluation

### NOTES

This course aims to prepare students for Stage 1 Wood/Metal (Material Products), Stage 1 3D Printing and Laser Cutting, VET. pathways and a range of career options in the Manufacturing Industry.

# CREATIVE THINKING - TECHNOLOGY

## PHOTOGRAPHY

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Students will develop fundamental skills in photography, including camera operation, composition, Photoshop editing and they will gain an appreciation for photography as a business. Students will investigate different hardware and software and their various applications. They will investigate how to plan and carry out photo shoots as well as use various software to present and publish their work.

### ASSESSMENT

20%	Skills Log Book
10%	Camera Skills
10%	Technology Review
20%	Student Magazine
20%	Event Photography
10%	Self-Branding
10%	Exam

### NOTES

Students will require general ICT Skills

They will require higher order thinking and will investigate topics through project based learning.

This subject is a learning pathway for Stage 1 and various careers in the Design and Photography industry.



# FOOD & HOSPITALITY

## FOOD NUTRITION

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Middle school subject aimed at students understanding the fundamental basics of cooking for health and working in a kitchen environment. Students will learn about nutrition, making healthy choices and preparing nutritious food in both practical hands-on activities and classroom settings. Students interested in learning about their health, how food affects them physically and mentally and cooking healthy, delicious food would benefit from this course.

### TOPICS

Preparing healthy dishes, harmful effects of sugar, food diaries, sustainability and alternative diets, effects of food on the brain.

### ASSESSMENT

School-Based Assessment

60% Practical

40% Theoretical

# FOOD & HOSPITALITY

## INTERMEDIATE COOKING SKILLS

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Now that the student has been introduced to basic culinary skills they are able building on from these cooking skills and further challenge their practical abilities and skills. Cooking methods are fundamental and developed through practical and theory testing as well as challenges and simulated 'real' problems in the kitchen for student to solve and rectify. Students will learn how to blend and balance flavours correctly. Students will have the opportunity to cater for small scale school events to provide introductory experience to food service; presentation, portion control, food safety/hygiene, catering for dietary requirements

### TOPICS

Cooking methods which may include; steaming, roasting, baking, frying.  
Safe cooking and handling of high risk ingredients  
Food presentation  
Different types of food service (hors d'oeuvres, buffet, A la carte, desserts)

### ASSESSMENT

Practical 50% (tests, group work, involvement in catering)  
Theory 50% (tests, food service planning, budgeting, evaluations)

### RECOMMENDATIONS

Students interested in building their cooking skills are recommended for this course. Any student considering undertaking a VET food processing or Kitchen Operations course in senior school should strongly consider this subject.

### PREREQUISITE

Previously studied Food and Nutrition or cooking elective at year 8 or 9



# FOOD & HOSPITALITY

## INTERNATIONAL FOODS

SUBJECT TYPE: CORE  
1 SEMESTER



## DESCRIPTION

Junior school subject aimed at students understanding the fundamental basics of cooking and working in a kitchen. Sushi, Pizza, Burritos, Yiros, Croissants, spring rolls... these are foods Australians eat regularly but where do they come from? This course explores the impact of different cultures on food choices around the world and investigates how these cultures influence modern Australian cuisine. Students will have input into the countries and regions they want to explore. Students will be introduced to unusual and foreign ingredients, where they come from and how to cook them. Practical lessons will feature heavily to enable students to gain hands-on cooking skills whilst learning about different cultures through food. Theory work will develop research skills, critical and creative thinking as well as cultural awareness. Students will also have the opportunity to cater for people in order to introduce them to hospitality skills.

### TOPICS

Topics covered will be determined through student interest and may include the following:

- Food festivals
- Iconic/signature dishes of different countries
- Spanish Tapas
- Asian Street food
- Local delicacies

### ASSESSMENT

- 50% practical
- 50% theory

## AUSTRALIAN STORIES (HISTORY)

**SUBJECT TYPE: CORE**

## 1 SEMESTER



## DESCRIPTION

We all came to this land from somewhere. Whether you are a part of the world's oldest continuing culture, a descendant of convicts, or your family migrated here for a better life, we are all privileged to call this great land our home. Explore the waves of migration and how each culture has made its mark on our society, from science and politics, to celebrations and food.

## TOPICS

Possible themes include

## ATSI Histories

## Convicts

## Gold Rushes

## Outback Exploration

## Federation

## Workers Rights

## Women's Right to Vote

## White Australia Policy

## Stolen Generation

## Migration & Multiculturalism

## ASSESSMENT

### Understanding Task (25%)

### Skills & Analysis Task (25%)

### Research & Application Task (25%)

### Action or Artifact Task (25%)

### PREREQUISITE

Have achieved a C or higher in Foundation Global Studies



# GLOBAL STUDIES

## FREEDOM & CONFLICT (HISTORY)

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

One man's terrorist is another man's freedom fighter. We're at our best when we're killing each other, or so it seems. An in-depth look at the place and purpose of warriors and wars in medieval and modern cultures. Explore the values, ethics, tactics and technologies of conflicts and conquests across different times and places. Find out the complex origins of violent conflicts, the fight for freedom, the impact on civilians, and the tactical strategies used to seize territories. Contrast historical warriors with more recent examples of freedom fighters and activists such as Mahatma Gandhi, Nelson Mandela, Martin Luther King jr., Charlie Perkins and Malala Yousafzai.

### TOPICS

Possible themes include

- Warrior Cultures
- Conquests & Colonisation
- Peacekeeping & World Wars
- Technology & Tactics
- Human Rights & Democracy
- Civil Wars / Genocides
- Rights & Freedoms
- Pop Culture, Media & Activism

### ASSESSMENT

- Understanding Task (25%)
- Skills & Analysis Task (25%)
- Research & Application Task (25%)
- Action or Artifact Task (25%)

### PREREQUISITE

Have achieved a C or higher in Foundation Global Studies

# GLOBAL STUDIES

## JUSTICE & POLITICS (CIVICS)

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

When justice isn't fair. Australian society is supposed to be founded on the principle of "a fair go". But what happens when law and order is dismissed, sabotaged, or corrupted? Explore the messy mechanisms of the rule of law via historical and current case studies of miscarried justice and oppressive regimes. Does democracy always prevent dictators from gaining power? Learn about the court system, parliaments and elections and use this knowledge to understand how governments function. Analyse the ways political figures manipulate the masses via propaganda and indoctrination. When society falls apart, is "an eye for an eye, tooth for a tooth" the only way to survive?

### TOPICS

Possible themes include

- Justice System
- Political Systems
- Rule of Law
- Human Rights
- Democracy
- Citizenship
- Advertising & Propaganda
- Social Cohesion

### ASSESSMENT

- Understanding Task (25%)
- Skills & Analysis Task (25%)
- Research & Application Task (25%)
- Action or Artifact Task (25%)

### PREREQUISITE

Have achieved a C or higher in Foundation Global Studies



# GLOBAL STUDIES

## POVERTY & INEQUALITY (GEOGRAPHY)

SUBJECT TYPE: CORE  
1 SEMESTER



## DESCRIPTION

If the world were 100 people: 1 would be dying of starvation, 22 people would not have shelter, 9 would not have safe clean drinking water, 14 would not be able to read and write, 60 would not have an internet connection. In 30 years these statistics have improved enormously, yet there are still millions of people not sure how they will survive from day to day. With government corruption running rife and entire people groups oppressed by injustice, the solutions are far from simple. Explore the complexities of situations where money and foreign involvement cause more harm than good, and learn about the power of sustainable local action for change.

### TOPICS

Possible themes include

- Living Standards
- Human Rights
- Sustainable Food & Safe Water
- Global Consumption/Production
- Foreign Aid
- Social Enterprise & Innovation

### ASSESSMENT

- Understanding Task (25%)
- Skills & Analysis Task (25%)
- Research & Application Task (25%)
- Action or Artifact Task (25%)

### PREREQUISITE

Have achieved a C or higher in Foundation Global Studies

# GLOBAL STUDIES

## REWARDS & RIP-OFFS

SUBJECT TYPE: CORE  
1 SEMESTER



## DESCRIPTION

Can you tell a bargain from a scam? Identify everyday examples of dodgy business practices and false advertising. Credit Cards, Phone Plans, Nimble Loans, Thermomix, Samsung, Cash Converters – can you spot the frauds? While we whinge and whine about being ripped off, spare a thought for the 50 slaves working to keep you fed, clothed and connected to the internet. Your iPhone? Made by teen miners in the Congo. Your favourite cotton t-shirt? Harvested by children in Uzbekistan. Your Sherrin footy? Stitched by girls in India. Make formal complaints to these corrupt companies, submit a Shonky Award nomination, and spread the word about these shifty and unethical tactics.

### TOPICS

Possible themes include

- Financial Goals
- Risks & Opportunities
- Workers Rights
- Welfare & Poverty
- Global Consumption/Production
- Ethics & Sustainability

### ASSESSMENT

- Understanding Task (25%)
- Skills & Analysis Task (25%)
- Research & Application Task (25%)
- Action or Artifact Task (25%)

### PREREQUISITE

Have achieved a C or higher in Foundation Global Studies

# MATHS

## 2 SEMESTER



## DESCRIPTION

Students will use the "Maths Pathways" software to individually plan and undertake their studies in Mathematics

## ASSESSMENT

Assessment includes two components:

## School-based Assessment

### Rich Tasks (20%)

### Skills and Applications Tasks (80%)

## RECOMMENDATION

All students require a digital device (Laptop or Tablet)

## NOTES

The software can be accessed outside of school and students will be expected to undertake some independent study at home.

# PERSONAL DEVELOPMENT

## ACTIVE LIFESTYLES

SUBJECT TYPE: CORE  
1 SEMESTER



## DESCRIPTION

The focus of Active Lifestyles is to educate students on how to make the most of each day to enhance health in multiple areas including mental, emotional, social and physical. Active Lifestyles gives students the opportunity to analyse their own health, specifically surrounding areas such as health and wellbeing, community health, exercise and recreational activities. Within practical lessons, students are given the opportunity to participate in activities that are more associated with health and fitness as opposed to playing sports, examples being boxing, yoga, pilates, exercise circuits, modified sports and martial arts. Students will be able to apply newly learnt capabilities, from theory and practical lessons, to their own lives and receive the benefits of a healthy, balanced and active lifestyle.

### ASSESSMENT

50% practical  
50% folio task

### RECOMMENDATIONS

Active Lifestyles supports those students who do not want to be involved solely in sport during their PE lessons, and gives them the balance of theory classes as well as practical lessons. It is important for students wanting to be involved within Active Lifestyles to acknowledge that they will be engaging in types of physical activity outside of traditional sports.



# PERSONAL DEVELOPMENT

## HEALTHY HABITS

SUBJECT TYPE: CORE  
1 SEMESTER



## DESCRIPTION

Healthy habits provides opportunity for students to further develop their knowledge and understanding surrounding aspects of their own and others personal health. Students would investigate topics such as health and wellbeing, lifestyle diseases, healthy eating and mental health. Students will be involved in minimal practical lessons, where assessment focus will be based around participation and engagement, as opposed to performance and technique.

### TOPICS

- Health and wellbeing
- Lifestyle diseases
- Nutrition
- Lifestyle choices
- Body Image

### ASSESSMENT

- 80% Theory
- 20% Practical

# PERSONAL DEVELOPMENT

## SPORTING PATHWAYS

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

By participating in a variety of sports, students will concentrate on developing their ability to execute basic fundamental movement skills in a variety of movement contexts. Students will be required to reflect on their learning by applying various forms of feedback and analysis. The topics and sports covered during the semester will change depending on the interests and abilities of the students in the class, however each topic/sport will develop and assess skill execution, initiation of tactics, collaboration and teamwork, communication and understanding of rules and officiating.

### TOPICS

Principles of training: Developing a fitness program

Game analysis: Player and match analysis

Nutrition: Elite sporting nutrition

Self reflection: Reflection on learning and development.

### ASSESSMENT

Students will be assessed according to the Achievement Standard of the Australian curriculum, across a variety of sports and physical pursuits, decided upon through a process of negotiation.

- Practical 70%
- Folio tasks 30%

### RECOMMENDATIONS

It is hoped that students will approach this subject with motivation and a desire to physically improve, through a comprehensive commitment to participation in the chosen sports or activities.

### NOTES

All Personal Development year 8 courses will include the Shine SA Sexual Health and Relationships course and will cover aspects of an active and healthy lifestyle



# SCIENCE

## AGRICULTURE: ANIMALS

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

This course will enable students to handle and care for various animal and plant enterprises such as field crops, pastures, cattle, poultry, goats and sheep. Students will be a part of the Cows Create Careers Competition where they will learn to rear two dairy calves. This subject will examine the structure and function of plant and animal systems which are essential to maximize production. Students will develop specific practical skills and carry out field experiments as part of their assessment. An emphasis will be placed on research skills, knowledge and problem solving. Students will be expected to work safely and responsibly when involved in practical agricultural projects and tasks.

Student Directed Project based Learning

Cows Create Careers Competition, poultry, Cattle, Goats and Sheep

School-based Assessment

Rich Tasks (20%)

Skills and Applications Tasks (80%)

Recommendation

Interest in animal care and the environment.

Cost

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

Notes

Students will be required to help with the building and construction of the Agriculture Area.

# SCIENCE

## AGRICULTURE: PLANTS

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Students will establish and maintain a vegetable garden. They will study the early development of agriculture and research a significant figure in the development of Australian agriculture. Students will also study the management and care of a number of our animal enterprises which can include goats, calves, sheep, cattle and various poultry. Students will investigate the environmental considerations which are related to the management of these enterprises. Issues such as water, soil and waste management will be examined. Students will be focusing on practical activities related to plant management and they will be required to research and report on an environmental issue of interest to them. Students will be expected to work safely and responsibly in practical activities performed in the Agriculture area.

### Topics

Student Directed Project based Learning

Horticulture, Soils, Vegetables/Fruits, Vines, Poultry, Cattle, Goats and Sheep.

### Assessment

School-based Assessment

Rich Tasks (20%)

Skills and Applications Tasks (80%)

### Recommendations

Interest in animal care and the environment.

### Costs

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

### Notes

Students will be required to help with the building and construction of the Agriculture Area.

# SCIENCE

## ASTROPHYSICS

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

This generation's space race is to put a human on Mars. It will happen! Travelling in space is the realm of the future, but what is out there? How far do we have to go ? What will we find when we get there? These are the questions Space explorers and Astrophysicists ask themselves every day and in this course perhaps you will find some of the answers.

### Topics

Stars  
Planets  
Space Travel  
Rockets  
Mars Habitats

### Assessment

School-based Assessment  
Practical Investigations (30%)  
Issues Analysis (30%)  
Project Based Learning Tasks (30%)  
Tests (10%)

### Cost

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.



# BEHAVIOURAL PSYCHOLOGY

## 1 SEMESTER



## DESCRIPTION

Students will study Introduction to Psychology which is further studied in Stage 1 and Stage 2. They will start to develop the skills required in the external investigations in SACE. Students will study Clinical Psychology where they will learn the prevention, assessment, diagnosis and treatment of psychological problems and mental disorders. Forensic Psychology will be the last topic studied. They will be applying psychological theories and skills to the understanding and functioning of the legal and criminal system. Including the law, civil and criminal matters, police psychology, victim services, drug and alcohol services and family services.

## Topics

## Sociology

## Assessment

School-based Assessment

- Practical Investigations (30%)
- Issues Analysis (30%)
- Project Based Learning Tasks (30%)
- Tests (10%)

Cost

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

# SCIENCE

## BIOLOGY: BLUE PLANET

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Using the theme of Water students will undertake a course of study from the field of Biology. The Earth re-cycles everything. How? Why? Where? When? Are some of the questions answered in this unit of biology.

### Topics

Global Systems

Cycles

Disease

Natural Disasters

### Assessment

School-based Assessment

Practical Investigations (30%)

Issues Analysis (30%)

Project Based Learning Tasks (30%)

Tests (10%)

### Cost

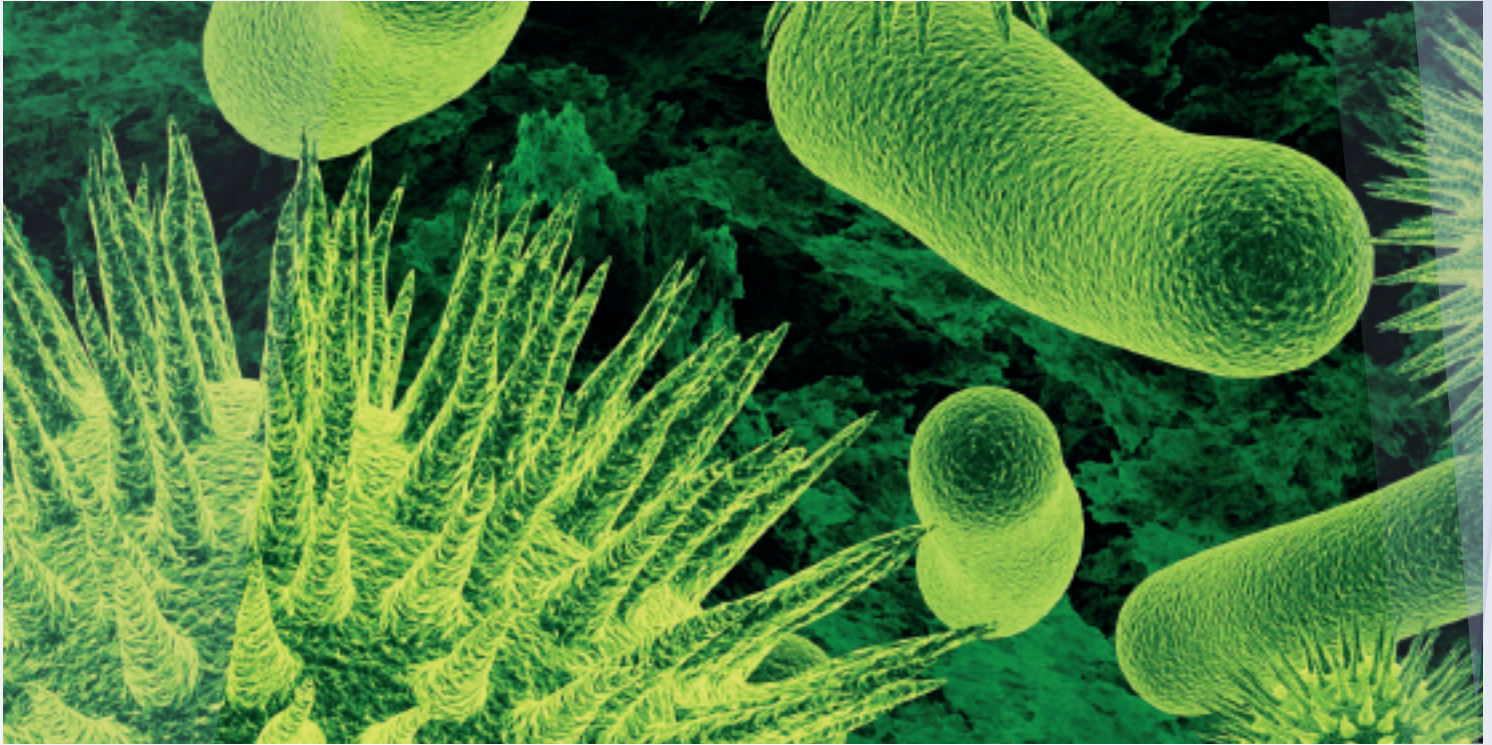
There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

# SCIENCE

## BIOLOGY: ECO WARRIORS

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Using the theme of Eco-Warriors students will undertake a course of study from the field of Biology and Ecology. Is global warming true? Can we save the planet from human destruction? How does the Earth rejuvenate itself? These and many more questions will be answered in this unit.

Topics  
Ecosystems  
Plant Biology  
energy,  
Adaptation  
animal habitats

Assessment  
School-based Assessment  
Practical Investigations (30%)  
Issues Analysis (30%)  
Project Based Learning Tasks (30%)  
Tests (10%)

Costs  
There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

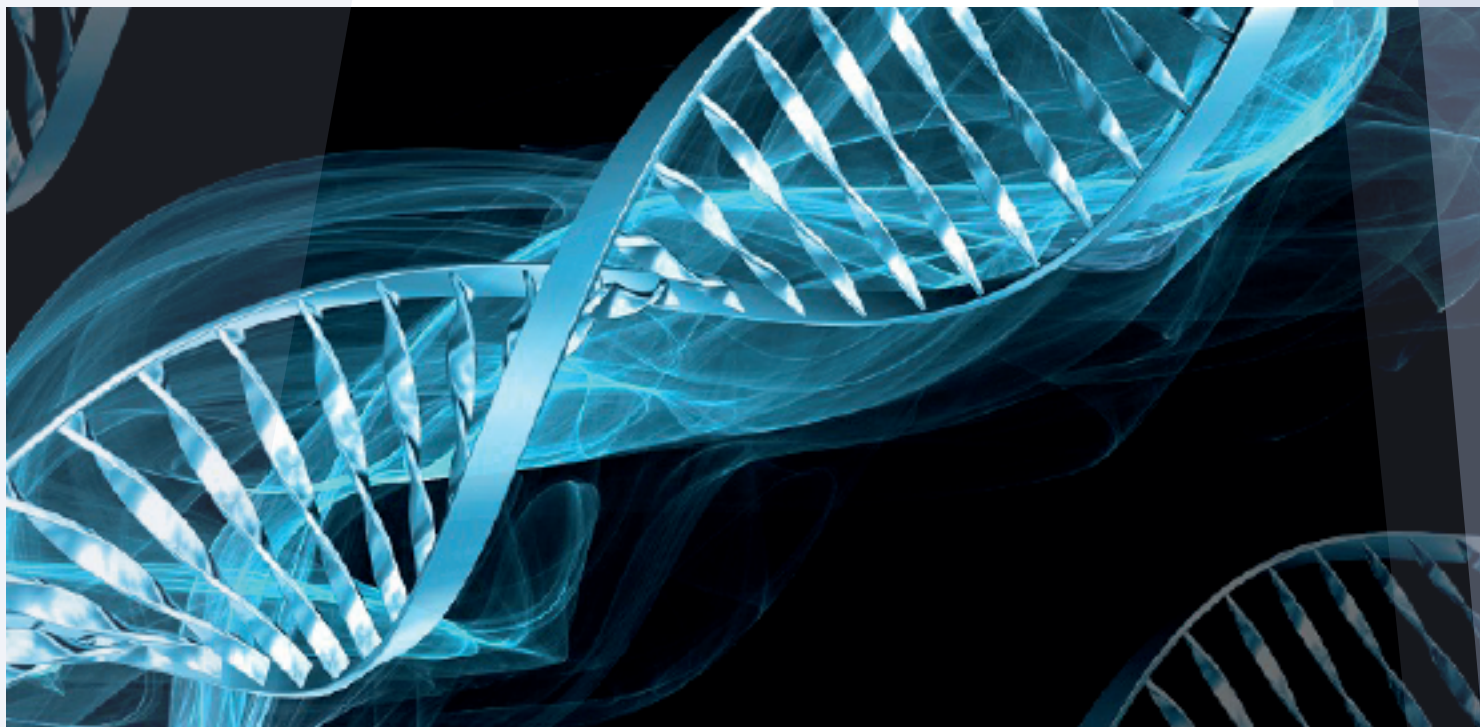


# SCIENCE

## BIOLOGY: GENETICS & EVOLUTION

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Students will undertake a course of study from the field of Biology. Why is your hair brown? Why does everyone in my family wear glasses? How come some people are left handed? What makes some animals stronger than others? Charles Darwin had the answer do you?

### Topics

Inheritance

DNA

Evolution and Natural Selection

### Assessment

School-based Assessment

Practical Investigations (30%)

Issues Analysis (30%)

Project Based Learning Tasks (30%)

Tests (10%)

### Cost

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

# SCIENCE

## BIOLOGY: ZOMBIE APOCALYPSE

SUBJECT TYPE: CORE  
1 SEMESTER



## DESCRIPTION

Using the theme of Zombie Apocalypse students will undertake a course of study from the field of Biology. What are zombies? How does the mutation travel from one person to another? How does the human body work? These are some of the questions to be answered in this unit of biology.

### Topics

DNA  
Human Body  
Disease  
Epidemics

### Assessment

School-based Assessment  
Practical Investigations (30%)  
Issues Analysis (30%)  
Project Based Learning Tasks (30%)  
Tests (10%)

### Cost

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

# SCIENCE

## CHEMISTRY OF FOOD

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Using the theme of Nano-technology; students will undertake a course of study from the field of Chemistry. Chemistry is about how small things react to make the materials we use. In this unit students will find out why some of the everyday things we take for granted are made.

### Topics

Molecules

Rates of reaction

Chemical and physical change

### Assessment

School-based Assessment

Practical Investigations (30%)

Issues Analysis (30%)

Project Based Learning Tasks (30%)

Tests (10%)

### Cost

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.



# GLOBAL STUDIES

## SAVE THE ENVIRONMENT (GEOGRAPHY)

SUBJECT TYPE: CORE  
1 SEMESTER



## DESCRIPTION

Mother Earth has nurtured us well for millennia, meeting all our needs for shelter, food and energy. Between pollution, deforestation and greenhouse gas emissions, she's getting a little sick and tired of our messy disrespectful habits. Whether it's the bleaching of the Great Barrier Reef, disappearing Pacific Islands, Orang-utans being threatened by Palm Oil plantations, toxic smog choking Beijing, or people starving from human-caused drought, you will be able to pursue an issue you are passionate about. Raise awareness, take action and learn how to live in harmony with our magnificent planet before it's too late.

### TOPICS

Possible themes include

- Climate Change
- Biomes & Landscapes
- Pollution & Degradation
- Industrial Revolution
- ATSI Perspectives
- Environment Movements

### ASSESSMENT

- Understanding Task (25%)
- Skills & Analysis Task (25%)
- Research & Application Task (25%)
- Action or Artifact Task (25%)

### PREREQUISITE

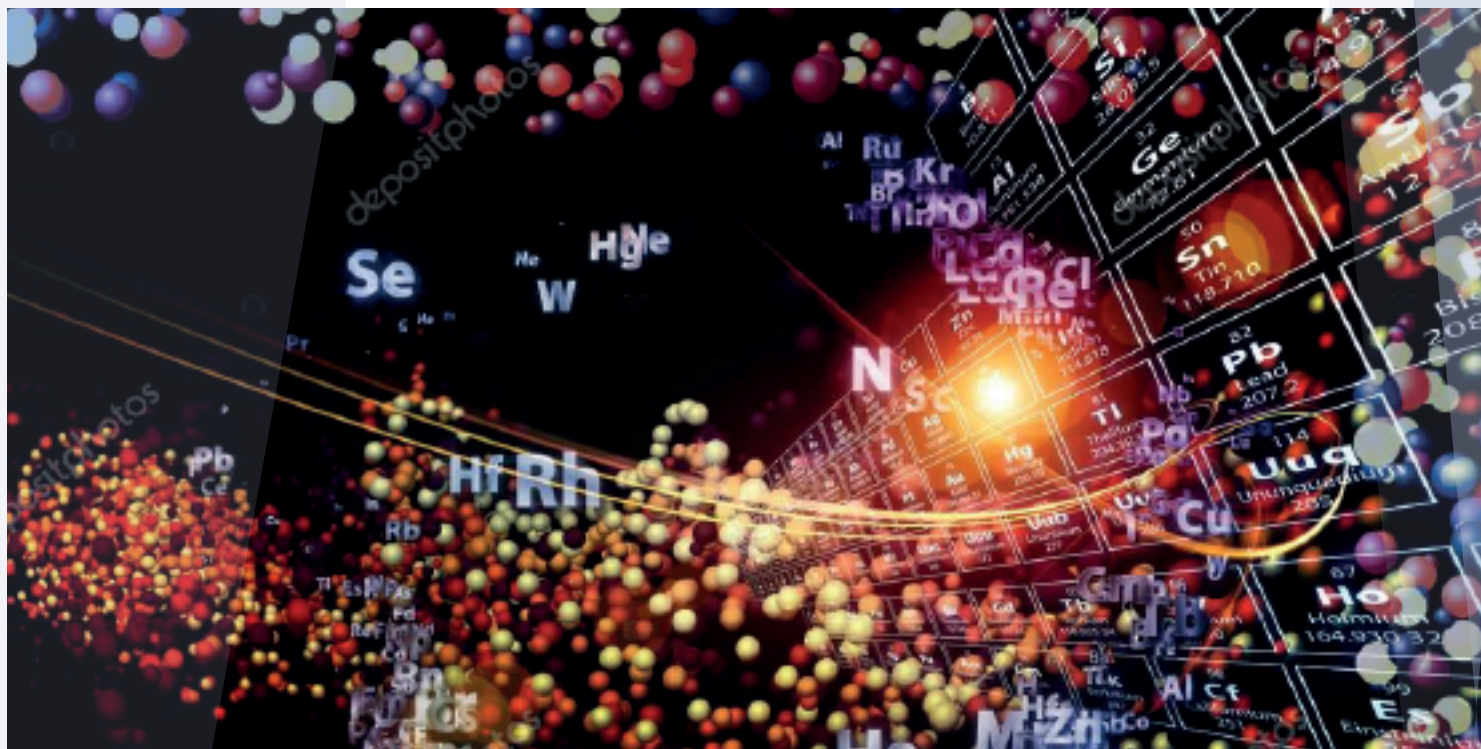
Have achieved a C or higher in Foundation Global Studies

# SCIENCE

## MATERIALS CHEMISTRY

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Using the theme of Materials Chemistry students will undertake a course of study from the field of Chemistry. How is glass made? How many uses are there for carbon? Why do things react the way they do to make modern materials? These are the big questions for science in this unit.

### Topics

Chemical Reactions

### Assessment

School-based Assessment

Practical Investigations (30%)

Issues Analysis (30%)

Project Based Learning Tasks (30%)

Tests (10%)

### Cost

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

### Notes

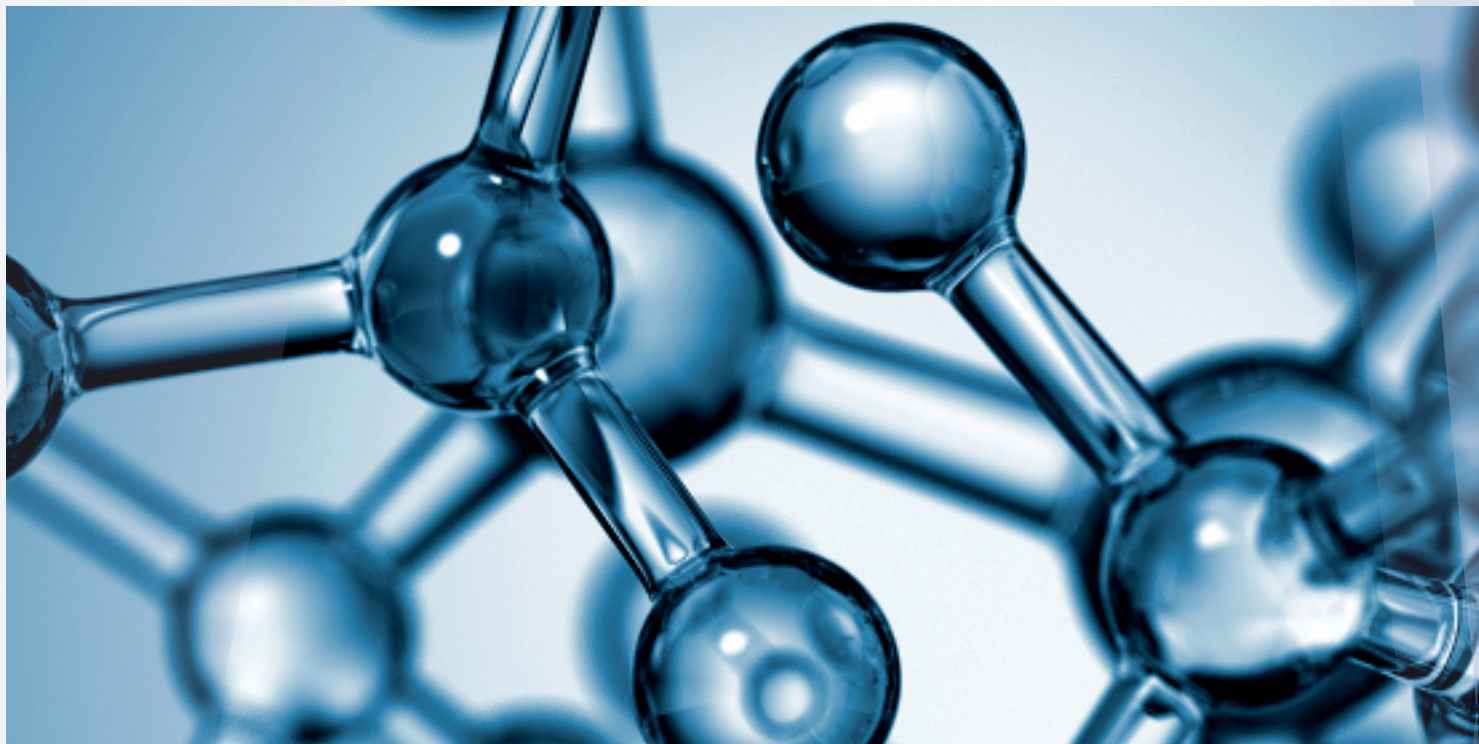
This is NOT a cooking lesson, although some projects may be undertaken in the kitchen and required.

# SCIENCE

## MOLECULAR CHEMISTRY

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Using the theme of Cosmetic Industry for Men and Women; students will undertake a course of study from the field of Chemistry. The Cosmetic Industry is one of the most profitable on the planet, but it is all chemistry. How do we make perfume? Why does shampoo work? Is it only for girls? No Men are becoming a large consumer of cosmetic products.

Topics

Molecules

Rates of reaction

Chemical and physical change

Assessment

School-based Assessment

Practical Investigations (30%)

Issues Analysis (30%)

Project Based Learning Tasks (30%)

Tests (10%)

Cost

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

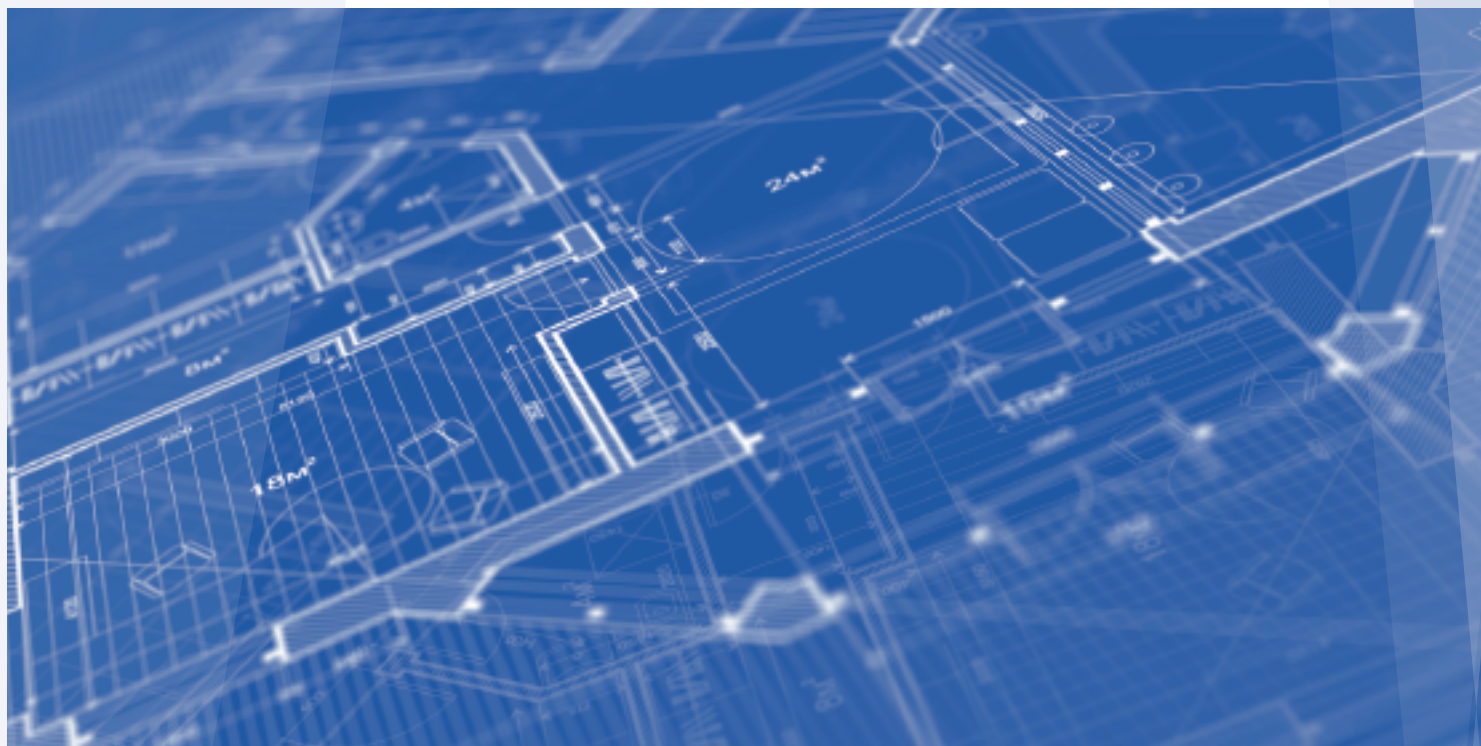


# SCIENCE

## MYTH BUSTERS

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Students will undertake a course of study from the domain of Physics. Join us to build crazy machines that demonstrate physics or try to dispel urban myths.

### Topics

Energy transfers and transformations  
motion  
Electric and Magnetic Fields

### Assessment

School-based Assessment  
Practical Investigations (30%)  
Issues Analysis (30%)  
Project Based Learning Tasks (30%)  
Tests (10%)

### Cost

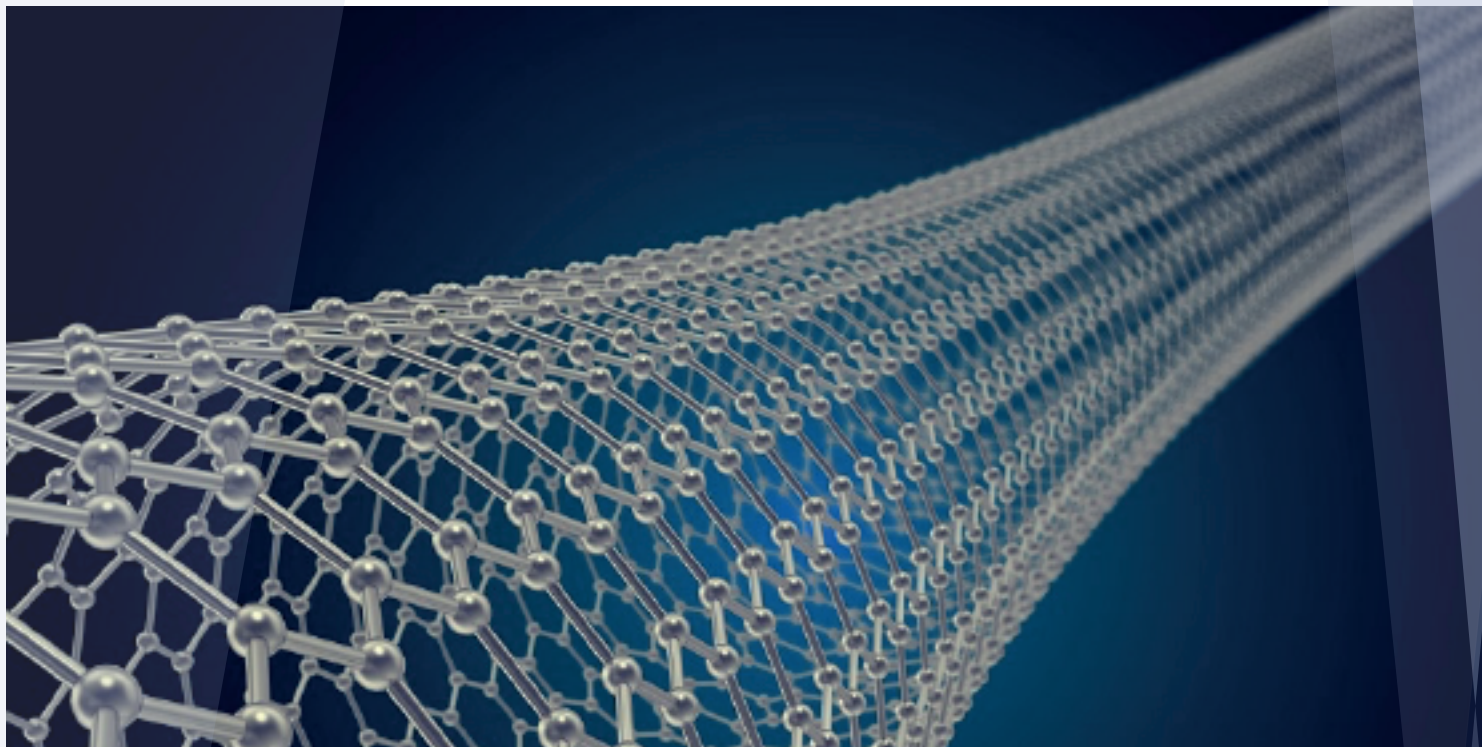
There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

# SCIENCE

## NANO CHEMISTRY

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Using the theme of Nano-technology; students will undertake a course of study from the field of Chemistry. Chemistry is about how small things react to make the materials we use. In this unit students will find out why some of the everyday things we take for granted are made.

### Topics

Molecules

Rates of reaction

Chemical and physical change

### Assessment

School-based Assessment

Practical Investigations (30%)

Issues Analysis (30%)

Project Based Learning Tasks (30%)

Tests (10%)

### Cost

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

# SCIENCE

## PHYSICS: FLIGHT AND SPACE

SUBJECT TYPE: CORE  
1 SEMESTER



## DESCRIPTION

Using the theme of Flight and Space students will undertake a course of study from the field of Physics and Astrophysics. Look in the sky it's a bird, it's a plane No it's just the physics of flight. In this unit students will discover how things fly, they will build model planes and kites and undertake a unit of study about space.

### Topics

Physics of flight  
energy  
hostile environments  
travelling and living in space

### Assessment

School-based Assessment  
Practical Investigations (30%)  
Issues Analysis (30%)  
Project Based Learning Tasks (30%)  
Tests (10%)

### Cost

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.



# SCIENCE PSYCHOLOGY

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Students will undertake a course of study from the fields of social sciences. These include Sociology, Psychology, human development and social relationships from a Scientific perspective.

Students will study Introduction to Psychology which is further studied in Stage 1 and Stage 2. They will start to develop the skills required in the external investigations in SACE. Students will study Clinical Psychology where they will learn the prevention, assessment, diagnosis and treatment of psychological problems and mental disorders. Forensic Psychology will be the last topic studied. They will be applying psychological theories and skills to the understanding and functioning of the legal and criminal system. Including the law, civil and criminal matters, police psychology, victim services, drug and alcohol services and family services

### Topics

Psychology

Sociology

### Assessment

School-based Assessment

Practical Investigations (30%)

Issues Analysis (30%)

Project Based Learning Tasks (30%)

Tests (10%)

### Cost

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.



# SCIENCE

## ROBOTICS: ARTIFICIAL INTELLIGENCE

SUBJECT TYPE: CORE

1 SEMESTER



## DESCRIPTION

Isaac Asimov wrote the rules for robots. A robot may not injure a human being or, through inaction, allow a human being to come to harm. A robot must obey orders given it by human beings except where such orders would conflict with the First Law. A robot must protect its own existence as long as such protection does not conflict with the First or Second Law. The field of robotics is the future. In this unit students will build and program robots to undertake tasks.

### Topics

JD Robotics

Arduino Microcontrollers

Lego Robotics

### Assessment

School-based Assessment

Practical Investigations (30%)

Issues Analysis (30%)

Project Based Learning Tasks (30%)

Tests (10%)

### Cost

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.



# SCIENCE

## SCIENCE OF THE MIND

SUBJECT TYPE: CORE  
1 SEMESTER



## DESCRIPTION

Students will study Introduction to Psychology which is further studied in Stage 1 and Stage 2. They will start to develop the skills required in the external investigations in SACE. Positive Psychology is another topic taught, which will expand on the content taught in Year 8/9 foundation program (Positive Emotions, Engagement, Relationships, Meaning and Accomplishments).

Topics  
Psychology  
Sociology

Assessment  
School-based Assessment  
Practical Investigations (30%)  
Issues Analysis (30%)  
Project Based Learning Tasks (30%)  
Tests (10%)

Cost  
There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.