



2020

COURSE DESCRIPTORS

MIDDLE SECONDARY



Government of South Australia
Department for Education



Middle Secondary

Course Choice Table

| Stage 1 Semester 1 | Stage 1 Semester 2 | Stage 2 Semester 1 | Stage 2 Semester 2 |
|-----------------------|-----------------------|------------------------|---|
| Mathematics | Mathematics | Mathematics | Mathematics |
| English | English | English | English |
| Science | Science | Science | Science <small>Optional unless doing Senior Science subjects</small> |
| Developmental Studies | Developmental Studies | Personal Learning Plan | Personal Learning Plan |
| Mentor | Mentor | Mentor | Mentor |
| Global Studies | Personal Development | Personal Learning | Free Choice |
| Food & Nutrition | Art / Music | Free Choice | Free Choice |
| Technology | Free Choice | Free Choice | Free Choice |
| Free Choice | Free Choice | Free Choice | Free Choice |

Stage 1 Free Choices

- Core subjects not already chosen
- Electives
- Art Academy
- Game Art Academy
- Theatre Academy
- SA Power Networks Academy
- Culinary Academy
- Chinese Academy
- English as an Additional Language Academy
- French Academy
- Nepali Academy
- AFL Academy
- Basketball Academy
- Netball Academy
- Soccer Academy
- STEM Academy

Stage 2 Free Choices

- ANY subject not already taken (except Developmental Studies)

Middle Secondary

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Middle Secondary Communications

Communications

Subject Length 2 Semesters

DESCRIPTION

Middle-Secondary 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 multi-modal forms.

RECOMMENDATIONS

Recommended by teacher.

PRE-REQUISITE

Compulsory subject.

NOTES

Each student will be streamed according to achievement levels based on previous performance and grades.

Middle Secondary Communications

Art Academy

Subject Length 2 Semesters

DESCRIPTION

If you are passionate about Visual Arts and are considering art as a career pathway, then Art Academy would be highly beneficial. Selection of this course requires an application and selection process and should be undertaken alongside another arts course.

Using the industry guest presenters and industry relevant knowledge, students will learn about different art forms, materials, techniques and processes such as conceptualising, refining, creating, displaying and exhibiting art. Students will produce practical artwork and process folios, culminating in a class exhibition using professional standard.

TOPICS

- Drawing
- Printmaking
- Digital Art
- Painting
- Mixed Media

ASSESSMENT

- Folio
- Practical Art
- Practitioner Statement
- Visual Study (Inquiry)

RECOMMENDATIONS

None

PRE-REQUISITE

To select this course you need to submit an application consisting of a practical artwork and a written statement about your interest in art (statement should be approximately 1 paragraph long or 100 words or less).

NOTES

To participate in this course, you must select it as a second Art preference and submit an application to any Visual Art teacher. This course is aimed to accelerated students towards Stage 1 & Stage 2 SACE Visual Arts and an arts focused career.

Middle Secondary Creative Thinking *The Arts*

Dance

Subject Length 1 or 2 Semesters

DESCRIPTION

The Middle School Dance class is designed to continue student progress from Junior School Dance. Students will continue developing skills in collaboration, growth mindset and perseverance.

The course aims to develop technique and composition to prepare dancers for SACE Dance. Students will learn, rehearse and refine various technique sequences to develop alignment, posture, strength, control, coordination, rhythm, dynamics and spatial awareness. The students will also be exposed to a variety of genres including hip hop, funk, jazz and contemporary.

This course has a stronger focus on student composition. Using the elements of dance, student groups arrange their own movement into a sequence in a chosen genre. Each class will collaborate to develop a class dance using student choreography. At the end of the semester, students will have the opportunity to perform their pieces at a dance night where friends and family can view student growth.

Theory work explores two aspects including reviews of existing dance works. Students will also write a reflection analysing their choreographic process.

ASSESSMENT

Students will be assessed across these four components:

- Technique
- Composition
- Performance
- Theory

RECOMMENDATIONS

Students to have completed Junior School Dance to a C standard or higher.

PRE-REQUISITE

Passion for dance.

COST

None

Digital Art

Subject Length 1 Semester

DESCRIPTION

Students will participate in a wide variety of computer aided Design and Art. Students will learn industry standard software such as Adobe Photoshop as well as how to mix digital media with more traditional forms of art. This involves units such as Digital Painting and Photo Manipulation. Students will reflect on and evaluate their own artwork as well as that of known Digital Artists to better understand the mediums and software used.

ASSESSMENT

- Product
- Skill Folio
- Inquiry

RECOMMENDATIONS

Successful completion of Junior Secondary Digital Arts at a C Grade or higher.

PRE-REQUISITE

None

NOTES

This course is intended to lead into SACE Creative Arts: Digital Arts Focus.

Film Making

Subject Length 1 Semester

DESCRIPTION

If you dream of a career in interactive media, video production, and online content creation, this course is for you.

During this course each student will develop skills to create and edit their own narratives using media and technology. You will undertake fundamental units such as basic cinematography, video editing, sound recording and project production processes. An exciting student-driven course; students are expected to take ownership of their learning and explore how technology can be used to create and capture stories.

NOTES

Students will be required to work in a collaborative setting, while also being capable of working in an individualised role.

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ASSESSMENT

Collaborative group work and project based learning approaches will be the basis for assessment

Focus areas may be, but not limited to;

- script writing
- film scheduling
- storyboard writing
- stage and prop design/construction
- cinematography
- directing
- sound recording and editing
- make-up and hair styling
- studio lighting
- content creation (online, social media)
- Film CGI / SFX
- Film editing

RECOMMENDATIONS

N/A

PRE-REQUISITE

None

Game Art Academy

Subject Length 2 Semesters

DESCRIPTION

Description: Attention gamers! Noob or pro, this course offers you the opportunity to develop your artistic understanding of game making. Using digital technologies, you will explore the art of games by designing characters and environments, from drawing to 3D modelling.

Areas covered may include:

- Game concepts (narrative, interactivity, types and styles)
- Character concepts (backstory, FACTS, silhouettes and textures)
- Environmental/Level design (concept art, textures, etc)

ASSESSMENT

Assessment consists of 2 task types:

- Products – Artwork
- Folio – Skill development and artist investigations

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

This course is aimed to lead students towards Stage 1 & Stage 2 SACE Creative Arts - Digital Arts Focus courses as well as the many careers and tertiary educational opportunities in the gaming industry. This is designed to start as a beginner course but all skill levels are welcome.

Photography

Subject Length 1 Semester

DESCRIPTION

Learn to take the best selfies and inevitably become your family photographer! This course offers the opportunity to learn the in's and out's of Digital Photography, such as operating a DSLR, photo editing on Photoshop, and learning techniques such as studio lighting and light painting!

Areas covered may include:

- Practical Photography Skills
- Composition
- Adobe Photoshop

ASSESSMENT

- Skills Folio - techniques and skills practical investigation
- Products - progress folio & practical photographic artworks
- Inquiry - investigation of career pathways and/or practitioner's

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

This course is intended to lead towards Stage 1 & 2 SACE Creative Arts Photography Focus.

Theatre Academy

Subject Length 2 Semesters

DESCRIPTION

Playford on Stage provides a platform for young excited actors, performances, backstage hands, designers, tech savvy students or those who have a keen eye for stage design. Previous performances include Alice in Wonderland 2017 and Peter Pan 2018. Students have the opportunity to perform and work in the newly built state of the art Creative Arts Centre as well as have the opportunity to work/perform in a live authentic work space at the Shedley Theatre. Students will need to demonstrate a passion for performance Arts as well as be keen to develop their creative sides and apply these skills through performances whether on stage or back stage. Students will develop skills in acting, stage/set construction, stage management, design (costuming, hair, makeup, backdrop,) choreography, prop/set design and making, tech (lights/sound/stage mics). Through this course, students have the opportunity to attend live international performances at the Festival Theatre surrounding theatres. Previously attended performances were Matilda the Musical, Dracula and Singing in the Rain.

Key elements of the course will be:

- Creative Drama
- Stagecraft
- Collaboration and Teamwork
- Drama Literacy and Numeracy

ASSESSMENT

80% Practical

40% Live full scale production with Senior School Drama

40% Chosen performance associated with NLTC / or School based

20% Theory

20% Research and Presentation of off-stage role / experience outside school / Theatre Company.

- Project based learning

RECOMMENDATIONS

Selection of this course is intended to be taken across 2 semesters and is a learning pathway towards being highly successful in Stage 1 and Stage 2 Drama.

Present at all rehearsals before and after school. Attend after/before school/break times rehearsals and complete work in areas of the community during non-school hours.

PRE-REQUISITE

None

NOTES

Each area will have access to community theatre company Northern Light Theatre Company where students can gain experience from professional personnel in off stage and on stage.

Visual Arts

Subject Length 1 Semester

DESCRIPTION

Throughout the semester students will explore and experiment with a range of materials and medium to expand their knowledge across the visual arts industry. Students will undertake a visual research assignment exploring art replicating and appropriating work from well known artists.

Students will be encouraged to improve and develop their artistic skills through the development of a folio and practical artwork, ranging from areas such as drawing, painting, printmaking, sculpture and mixed media construction. This course is aimed at students who are interested in Visual Arts as a career and leads to SACE Stage 1 Visual Arts in the learning pathway.

ASSESSMENT

- Practical
- Practitioner's Statement (reflection on practical artwork)
- Folio (exploration for practical artwork)
- Visual Study (in-depth visual research based on an art style or artist)

RECOMMENDATIONS

Completion of Junior School Visual Arts at a C grade or higher.

PRE-REQUISITE

None

NOTES

None

Digital Solutions

Subject Length 1 Semester

DESCRIPTION

In this course students will complete self-paced modules.

These modules may include topics such as:

- Advanced Technologies
- Robotics
- Photography
- ICT solutions
- Game Development
- 3D printing

To be successful in this course student must achieve a C+ in at least two modules.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Must of Achieved a C+ Standard in at least 2 Modules in Technologies

NOTES

None

Material Solutions

Subject Length 1 Semester

DESCRIPTION

In this course students will complete self-paced modules.

These modules may include topics such as:

- Woodwork
- Metalwork
- Pedal Prix
- Jewellery Making
- Outdoor Construction
- CNC routing

To be successful in this course student must achieve a C+ in at least two modules.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Must of Achieved a C+ Standard in at least 2 Modules in Technologies.

NOTES

None

SA Power Networks Academy

Subject Length 1 Semester

DESCRIPTION

The SA Power Networks Academy will allow students to connect with industry leaders to explore innovative technologies. The academy will provide students with the opportunity to engage with emerging technologies such as:

- 3D Design
- Programming
- Cyber Security
- Digital Citizenship
- Virtual & Augmented Reality
- 3D Mapping
- Game Development

Students will work on real briefs assigned by SA Power Networks, connect meaningfully with industry experts, work experience and employment opportunities and attend innovative workshops and industry conferences. Assessment Middle Secondary Skill Development Major Project.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

VET pathways

Subject Length 1 Semester

DESCRIPTION

In this course students will complete self-paced modules.

These modules may include topics such as:

- Automotive
- Engineering
- Construction

To be successful in this course student must achieve a C+ in at least two modules.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Achieved a C+ Standard in at least 2 Modules in Technologies.

NOTES

None

Middle Secondary Food and Hospitality

Café Culture

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This subject is designed to suit those students who have an interest in the Food and Hospitality and are keen to develop their practical ability and understanding of the hospitality industry with a particular focus on Café businesses. It is assumed that all students who select this course are willing to participate in practical activities to the best of their abilities. The theme covered in the course will be selected to suit the interests and abilities of the students, and different tasks will allow students to develop a range of skills and abilities within a kitchen setting. The course is designed to provide students with an understanding of how café businesses function and current trends and issues that impact on their success.

This may include catering and service opportunities.

TOPICS

- Coffee & Beverages – History of Coffee making, Fairtrade Coffee & Chocolate production, Superfood lattes
- Café business management- legal responsibilities, profit margins, safety & food hygiene
- Light Lunches- Savoury café food, Multicultural foods, Vegetarian/Vegan choices
- Gourmet Breakfast- Smoothie bowls, Cooking with Eggs, Sweet & Savoury options.

ASSESSMENT

60% Practical
40% Theory

RECOMMENDATIONS

Suitable for students interested in a career in food and hospitality or wanting to understand more about business, front and back of house, food service.

PRE-REQUISITE

None

NOTES

None

Middle Secondary Food and Hospitality

Culinary Academy

Subject Length 1 Semester

DESCRIPTION

The focus of the course is on learning specific techniques and skills necessary for cooking in a commercial setting. Students will learn basic techniques to then work towards mastering more complex culinary techniques similar to those taught in a vocational setting. This may include making basic sauces and condiments such as pesto, mayonnaise or chocolate ganache through to Hollandaise sauce and raspberry coulis.

Collaborative and individual work will feature throughout the course. Assessment will include practical and theory tests.

ASSESSMENT

School-based Assessment

80% Practical
20% Folio Tasks

RECOMMENDATIONS

- Previous experience in Home Economics practical cooking lessons is preferable.
- Must be prepared to wear appropriate clothing and footwear for kitchen settings.
- Ideal for students who are looking to work in the Food and Hospitality industry.

PRE-REQUISITE

None

NOTES

None

Middle Secondary Food and Hospitality

Dessert Making

Subject Length 2 Semesters

DESCRIPTION

This subject is designed to suit those students who have an interest in cooking and are keen to develop their practical ability and understanding in a variety of cooking methods. It is assumed that all students who select this course will be willing to participate in all practical activities to the best of their abilities. The Desserts covered in the course will be selected to suit the interests and abilities of the students, but will vary over different styles to allow students to develop a range of skills and abilities.

TOPICS

There will be a variety of different topics which will be covered throughout the semester, which include:

- Hot Desserts – A selection of hot desserts such as Puddings, Souffles, Fritters etc.
- Cold Desserts – A selection of cold desserts such as Cream desserts, Jellies, Meringues etc.
- Frozen Desserts – A selection of frozen desserts such as Ice-cream, Sorbets, Parfaits etc.
- Sweet Sauces – A selection of sweet sauces such as Coulis, Anglaise, Cream Sauces etc.

ASSESSMENT

School-based Assessment

80% Practical
20% Folio Tasks

RECOMMENDATIONS

- Interest in participating in all practicals not offered in normal Home Economics classes.
- Students must be willing to complete the theoretical component of the course.

PRE-REQUISITE

None

NOTES

None

Middle Secondary Food and Hospitality

Food and Nutrition

Subject Length 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

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

Middle Secondary Food and Hospitality

Intermediate Cooking Skills

Subject Length 1 Semester

DESCRIPTION

Now that the student has been introduced to basic culinary skills they are able to build 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

50% Practical

- Tests, group work, involvement in catering.

50% Theory

- 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.

PRE-REQUISITE

Students must have previously studied Food and Nutrition or cooking elective at year 8 or 9.

NOTES

None

International Foods

Subject Length

1 Semester

DESCRIPTION

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

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

An Unequal World

Subject Length 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.

NOTES

Excursions will incur a cost.

TOPICS

Possible themes include:

- Living Standards (Education & Health)
- Human Rights
- Sustainable Food & Safe Water
- 1st, 2nd and 3rd World Issues.
- Global Consumption/Production
- Foreign Aid
- Social Enterprise & Innovation

ASSESSMENT

| | |
|-----|-----------------------------|
| 25% | Understanding Task |
| 25% | Skills & Analysis Task |
| 25% | Research & Application Task |
| 25% | Action or Artefact Task |

RECOMMENDATIONS

None

PRE-REQUISITE

Have achieved a C or higher in Introduction to Global Studies.

Australian Stories

Subject Length 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
- Settlement & Convicts
- Gold Rushes
- Outback Exploration
- Federation
- Worker's Rights
- Women's Right to Vote
- White Australia Policy
- Stolen Generation
- Migration & Multiculturalism

ASSESSMENT

- 25% Understanding Task
- 25% Skills & Analysis Task
- 25% Research & Application Task
- 25% Action or Artefact Task

RECOMMENDATIONS

None

PRE-REQUISITE

Have achieved a C or higher in Introduction to Global Studies.

NOTES

Excursions will incur a cost.

Justice & Politics

Subject Length 1 Semester

DESCRIPTION

What is your civic duty and responsibility? A crash-course in democracy, justice and injustice, civics and rulers. Learn about the police, law enforcement, crime and punishment, court systems, legal fraternity, parliaments and elections and how different governments function. We will examine major themes in global justice: global poverty and inequality (what are the duties of people in developed countries to people in developing countries?)

TOPICS

Possible themes include:

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

ASSESSMENT

| | |
|-----|-----------------------------|
| 25% | Understanding Task |
| 25% | Skills & Analysis Task |
| 25% | Research & Application Task |
| 25% | Action or Artefact Task |

RECOMMENDATIONS

None

PRE-REQUISITE

Have achieved a C or higher in Introduction to Global Studies.

NOTES

Excursions will incur a cost.

Rewards & Rip-Offs

Subject Length

1 Semester *Year 9*

1 Semester *Year 10*

DESCRIPTION

Rewards & Rip-Offs. Have you ever heard of 'The Ombudsman'? Have you ever wondered if you're getting the best deal or being ripped off? This course will help you to identify what represents good value and what certainly does not. You will explore important aspects of adulthood such as: Credit, Phone Plans, Personal Loans, Telecommunications Companies, Payday Loans (Nimble & Cash Converters), Investment opportunities and money management.

Shark Tank eSchool is an exciting new program that has been designed to take students on a journey from understanding the mindset of entrepreneurs, developing their own business ideas to pitching and presenting their business ideas to a panel of judges at the venture showcase.

The program offers a step-by-step process and guide to entrepreneurial star-up and innovation. The themes of each module have been carefully selected to ensure that students are actively learning and engaged in new venture start-up activities. Year 10 students will have the opportunity to create their very own business plan utilising innovation. Will you create the next Uber? Will you find a new razor and blade style cost structure? Will you be the creator of the next billion-dollar application? You won't know unless you try!

TOPICS

Possible themes include:

- Financial Goals
- Entrepreneurship
- Workers Rights

- Venture Start-Ups
- Global Consumption/Production
- Ethics & Sustainability

ASSESSMENT

- 25% Understanding Task
- 25% Skills & Analysis Task
- 25% Research & Application Task
- 25% Action or Artefact Task

RECOMMENDATIONS

None

PRE-REQUISITE

Have achieved a C or higher in Introduction to Global Studies.

NOTES

Excursions will incur a cost.

Save the Environment

Subject Length 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.

NOTES

Excursions will incur a cost.

TOPICS

Possible themes include:

- Climate Change & Global Warming
- Biomes & Landscapes
- The War on Waste
- Feeding & Housing a Growing World
- Natural Disasters
- ATSI Perspectives
- Environment Movements

ASSESSMENT

- 25% Understanding Task
- 25% Skills & Analysis Task
- 25% Research & Application Task
- 25% Action or Artefact Task

RECOMMENDATIONS

None

PRE-REQUISITE

Have achieved a C or higher in Introduction to Global Studies.

The World at War

Subject Length 1 Semester

DESCRIPTION

Not for the faint-hearted this is an in-depth look at the place and purpose of freedom, wars and conflict in medieval and modern cultures. Explore the values, ethics, tactics and technologies of conflicts and conquests across different times and places. Find out about the fight for freedom, the impact on societies and Australia's involvement. Learn about Adolf Hitler, John Monash, Douglas MacArthur, Nelson Mandela, William Wallace, Martin Luther King jr. Charlie Perkins and Malala Yousafzai. Research and learn about Victoria Cross winners and your own family's involvement in wartime.

NOTES

Excursions will incur a cost.

TOPICS

Possible themes include:

- Warriors
- World War I
- World War II
- Technology & Tactics
- Human Rights & Democracy
- Holocaust
- Rights & Freedoms in the 50's & 60's.
- Korean & Vietnam War

ASSESSMENT

25% Understanding Task
25% Skills & Analysis Task
25% Research & Application Task
25% Action or Artefact Task

RECOMMENDATIONS

None

PRE-REQUISITE

Have achieved a C or higher in Introduction to Global Studies.

Middle Secondary Languages

Chinese Academy

Subject Length 2 Semesters

DESCRIPTION

This is a second-language course and is not designed for those students with a background in Chinese. This course takes an inter-cultural approach to language learning and teaching, where language is taught within cultural contexts. Students are encouraged to use the language in everyday situations. Students become familiar with both the tonal nature of the Chinese language and its romanised form, 'pinyin'. Characters are introduced in a way which makes them accessible to the students and students are expected to incorporate them in their written work.

of vocabulary is required outside of the classroom.

NOTES

None

TOPICS

The course explores a range of topics based around the concept of identity, including:

- Self and Family
- Numbers and expressions of time
- People, place and food
- Customs and Legends
- Use of ICT in Chinese Language

ASSESSMENT

- | | |
|-----|--------------------------------------|
| 10% | Vocabulary tests |
| 30% | Oral comprehension |
| 10% | Interactions with peers and teachers |
| 10% | Participation in classroom routines |
| 20% | Creative writing |
| 10% | Translation |
| 10% | Creation of bilingual resources |

RECOMMENDATIONS

Specialist Academy. Selection Process Applies.

PRE-REQUISITE

To be successful in this subject, study

Middle Secondary Languages

English as an Additional Language Academy

Subject Length 2 Semesters

DESCRIPTION

Students engage with the Australian English curriculum with a focus on literacy. They continue to develop and improve their spoken, written and social interaction skills in order to engage effectively with the curriculum and interact with their peers. In this subject students will work with a variety of texts. They will listen to, read, view, interpret and evaluate spoken, written, oral and multimodal texts. These include media texts such as newspapers, magazines and digital texts, novels, non-fiction texts and poetry, covering a range of perspectives and cultures.

YEAR 9 TOPICS

Semester 1

- 10% Spelling
- 10% Vocabulary and Structure
- 30% Reading Comprehension
- 40% Recount
- 10% Classroom Interaction

Semester 2

- 10% Spelling
- 10% Vocabulary and Structure
- 30% Role Play
- 40% Creative Writing
- 10% Classroom Interaction

YEAR 10 TOPICS

Communication

Students exchange information, opinions, and experiences through writing and speaking in a range of situations and contexts.

Comprehension

Students comprehend and interpret information, ideas, and opinions presented in texts.

Language and text analysis

Students analyse personal, social, and cultural perspectives in texts, including literary texts. They understand and analyse how language features are used to communicate for different purposes.

Text creation

Students create oral, written, and multi-modal texts, using a range of language skills appropriate to purpose, audience, and context.

ASSESSMENT

Students are assessed according to the Achievements Standards of the Australian Curriculum for English.

RECOMMENDATIONS

This course is designed for students for whom English is an additional language. EAL/D students will be automatically be enrolled in this course. Year 10 students will be placed in a PRE-SACE academy class.

PRE-REQUISITE

None

NOTES

None

Middle Secondary Languages

French Academy

Subject Length 2 Semesters

DESCRIPTION

Students will study the French language, at continuers level in semester 1, advancing in Semester 2. They will be exposed to the culture of France - the way of life, the foods and the people. There will be a greater emphasis on learning the language. Topics: Communicating: Vocabulary (greetings, numbers, alphabet, etc), sentence structure (verb conjugation), paragraph and story writing. Understanding: French culture (food, history, geography, music, film, poetry, literature).

ASSESSMENT

N/A

RECOMMENDATIONS

Any Middle Secondary student is welcome to join this class, however, please be aware that this is a continuers course and is a year long course.

PRE-REQUISITE

Introduction to French (French Elective).

NOTES

List any extra information or costs associated with course.

Middle Secondary Languages

Introduction to Language

Subject Length

1 Semester

DESCRIPTION

This course provides learners with the experience of learning languages in an enriching environment whereby students will be engaged with activities that are designed to stimulate second language acquisition. Each student will sign-up to a Duolingo (<https://www.duolingo.com/>) account and begin participating in linguistic activities which activate encode, storage, retrieval learning which is paramount to second language acquisition. Participating in Duolingo will aid in allowing the students the opportunity to understand the complexities as well as enjoyment afforded to second language acquisition. By participating in Duolingo, students are required to select a language which they will be learning under focus. Through this event they will gain a metalinguistic awareness of both their first language, and that of the "target language". This course will differentiate where and when possible to allow for maximum cooperation. The course is incentivised with rewards-based motivation in the form of points (a feature of the Duolingo software).

- A poster designed to promote the learning of your chosen language to other students.

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

TOPICS

- Language, i.e. second language acquisition, orthography, phonetics, macro-skills, grammar and vocabulary
- Culture - a look at cultural influence on languages.

ASSESSMENT

- Duolingo has an in-built assessment feature in that it can track progress (formative).
- In-class participation, exit-survey styled personal account of the elective.

Middle Secondary Languages

Korean

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

NOTE. This is a SACE Stage 1 Subject.

Korean Academy is a year-long course covering beginners Korean. In the first semester the course covers the Korean alphabet (Hangeul), learning how to introduce yourself, speak about your family, your home, free time activities, likes and dislikes. In the second semester you will learn to talk about vacations, past, present and future, learn about Korean geography and compare lifestyles in Australia and Korea.

TOPICS

- You, your home and your family.
- Hobbies and free time.
- Vacations and travel.
- Life in Korea.

ASSESSMENT

- 2 x Conversations with teacher
- 2 x presentations
- 2 text analysis
- 2 x text production

RECOMMENDATIONS

Students must be motivated to study after school. Prepared to do up to three hours of homework per week and attend every class.

PRE-REQUISITE

None

NOTES

Lessons will be held every Monday from 3:15 – 6:15 pm.

Middle Secondary Languages

Nepali Academy

Subject Length 2 Semesters

DESCRIPTION

Students continue to develop their skills in reading, writing, listening and speaking Nepali. This subject is also available to students who have not previously had any experience or knowledge of the Nepali language.

TOPICS

- Meeting people - greetings, daily expressions and introductions
- Me and my family - speaking about family, friendships and the changing role of the family
- Food and Drink - in association with seasons and festivals
- Housing
- The Nepali -speaking community - values, clothing, daily routines
- Cultural customs and traditions

ASSESSMENT

Assessment will be based around a number of written and oral tasks which will be devised to indicate progress towards the required outcomes.

RECOMMENDATIONS

Specialist Academy. Selection Process Applies.

PRE-REQUISITE

This subject is for native speakers of Nepali

NOTES

Lessons will be held every Monday from 3:15 – 6:15 pm

Middle Secondary Languages

Sign Language

Subject Length 2 Semesters

DESCRIPTION

Australian Curriculum Languages: Auslan

Learners begin their study of Auslan, typically having had little or no prior exposure to the language or to the Deaf community. Many will have learnt an additional language in primary school, and some have proficiency in different home languages, and consequently bring existing language learning strategies and intercultural awareness to the new experience of learning Auslan.

TOPICS

Students will initially use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds. By the end of Year 10, students interact with peers, teachers and others using Auslan to communicate about personal interests and broader issues relating to the Deaf community.

ASSESSMENT

80% Skills and Application Tasks
20% Community Application task

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

Middle Secondary Languages

Te Reo Maori

Subject Length

2 Semesters

DESCRIPTION

Through learning languages, students acquire communication skills in the language being learnt, an intercultural capability, and an understanding of the role of language and culture in communication and a capability for reflection on language use and language learning.

Learning languages:

- Extends the capability to communicate and extends literacy repertoires
- Strengthens understanding of the nature of language, of culture, and of the processes of communication
- Develops intercultural capability
- Develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- Strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

TOPICS

Culture, Language and Art.

Learn about Maori culture, myths and legends and how to speak the language. Learn Kapa haka which is the term for Māori performing arts. Kapa haka is an avenue for Maori people to express and showcase their heritage and cultural Polynesian identity through song and dance. Design a tattoo using Maori symbolism to depict your ancestral heritage.

Additionally, students will have the opportunity to develop a relationship and interact with a sister school in Aotearoa/ New Zealand.

ASSESSMENT

80% Skills and Application Tasks
20% Community Application task

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

Middle Secondary Music

Contemporary Music Advanced

VET Certificate II in Music Industry

Subject Length 2 Semesters

DESCRIPTION

VET Certificate II in Music Industry develops student skills and knowledge in music and music-related industries. This course enables participants to gain nationally-recognised credentials as well as SACE credits, and enables students to make a more informed choice of vocation or career pathways and develop skills that will enhance their employability within the Music Industry. The VET course is delivered during school hours as a mainstream subject by music staff.

With additional training and experience, future employability pathways may include professional musician, sound or studio engineer, composer or arranger, sales and merchandising.

VET Music is a competency-based course that assesses students' ability to achieve competency in areas including:

- Performance
- Sound Production
- Working in a Team
- Musical Literacy
- Work Health Safety
- Other Music-related skills

ASSESSMENT

Eight Units of Competency

- Contribute to health and safety of self and others.
- Work effectively with others.
- Develop and apply creative arts industry knowledge.
- Incorporate technology into music making.

- Develop and apply musical ideas and listening skills.
- Play or sing simple musical pieces.
- Play or sing music from simple written notation.
- Perform basic sound editing.

RECOMMENDATIONS

A or B grade in Contemporary Music and/or demonstration of performance and theoretical skills via audition.

PRE-REQUISITE

All students in this course are required to be studying voice or an instrument through the instrumental music program. Should any instrument(s) need to be hired, the cost is \$20 per term, per instrument.

NOTES

This course is intended as a learning pathway for those wishing to study VET Certificate III in Music and Stage 2 Music.

Middle Secondary Music

Contemporary Music *Beginner*

Subject Length

2 Semesters

DESCRIPTION

Contemporary Music is an opportunity for students to learn how to play a musical instrument within a band and ensemble setting. This class mainly functions as a professional rehearsal where students are guided through the process of learning songs to performance standard.

By working in bands or groups students are learning teamwork and negotiation skills when selecting appropriate performance repertoire, instant problem-solving when learning songs, integration and collaboration when putting all the parts together, confidence when presenting to an audience and the developing the art of presenting a dynamic and fluent musical production.

TOPICS

Performance Students participate in a class ensemble on their chosen instrument

Music Industry Students develop research skills through project-based learning activities

Interactive Theory Students learn to read and write music and apply their knowledge in a practical setting using keyboards

Music Technology Students use professional audio equipment and computing software to create electronic music and manipulate sound.

ASSESSMENT

60% Skills Presentation

- Performance and Ensemble Skill development.

- Public Performance (Battle of the Bands) once per semester.

40% Folio

- Music Literacy development.
- Music History.
- Music Technology projects.

RECOMMENDATIONS

None

PRE-REQUISITE

All students in this course are required to be studying voice or an instrument through the instrumental music program.

NOTES

Should any instrument(s) need to be hired, the cost is \$20 per term, per instrument. (ONLY IF REQUIRED)

Middle Secondary Music

Contemporary Music *Intermediate*

Subject Length 2 Semesters

DESCRIPTION

Contemporary Music is an opportunity for students to learn how to play a musical instrument within a band and ensemble setting. This class mainly functions as a professional rehearsal where students are guided through the process of learning songs to performance standard.

By working in bands or groups students are learning teamwork and negotiation skills when selecting appropriate performance repertoire, instant problem-solving when learning songs, integration and collaboration when putting all the parts together, confidence when presenting to an audience and the developing the art of presenting a dynamic and fluent musical production.

TOPICS

Performance Students participate in a class ensemble on their chosen instrument

Music Industry Students develop research skills through project-based learning activities

Interactive Theory Students learn to read and write music and apply their knowledge in a practical setting using keyboards

Music Technology Students use professional audio equipment and computing software to create electronic music and manipulate sound

ASSESSMENT

60% Skills Presentation

- Performance and Ensemble Skill development.

- Public Performance (Battle of the Bands) once per semester.

40% Folio

- Music Literacy development.
- Music Technology projects.

RECOMMENDATIONS

None

PRE-REQUISITE

All students in this course are required to be studying voice or an instrument through the instrumental music program.

NOTES

Should any instrument(s) need to be hired, the cost is \$20 per term, per instrument. (ONLY IF REQUIRED)

Middle Secondary Music

Special Interest Music *Advanced*

Subject Length

2 Semesters

DESCRIPTION

Students learn their first study instrument or voice in an individual instrumental lesson. Students then have the opportunity to learn a second study instrument in a group lesson. Students perform as a member in one or more of the Special Music Ensembles and as a Soloist on their first study instrument or voice. Students develop stage presence, learn the art of performing to an audience and develop their skills on their instruments. All SIMC students will develop improvisational skills playing a range of jazz styles throughout the course.

Students will complete theory and aural work for AMEB Musicianship Grades 2 -3 standard. Students will study music from a range of emusic eras and will investigate the historical context and analyse musical works. Students may perform music in this style to gain a further understanding of the context.

ASSESSMENT

Solo Performance Students perform publicly as soloists on their first instrument for specified time requirements

Jazz Improvisation / Ensemble Performance

Students participate in a weekly class band covering a range of jazz styles and learn to improvise. Students attend weekly SIMC ensemble rehearsals for all instruments being studied. Students are assessed on their contribution to the ensemble and performance on their instruments

Musicianship Students complete AMEB examinations from Grade 2 - 3 to develop theoretical knowledge understanding.

Composing and Arranging Students demonstrate knowledge and understanding of music theory through practical applications.

Musical Styles and Analysis Students analyse styles of music and demonstrate an understanding of music history and genres.

RECOMMENDATIONS

None

PRE-REQUISITE

Entry into this course is by audition only. Selection process applies. Application forms available in the Special Interest Music Centre.

NOTES

None

Middle Secondary Numeracy

Mathematics

Subject Length 2 Semesters

DESCRIPTION

Students will participate in a variety of activities to develop understanding about a range of mathematical concepts.

At Playford International College we use an online learning platform - Maths Pathway. This program will allow all students to experience personalised learning, receive regular feedback, work collaboratively in investigations and rich tasks and receive one-to-one assistance from multiple support people.

Students are required to demonstrate a minimum numeracy level to advance to Senior Mathematics.

ASSESSMENT

N/A

RECOMMENDATIONS

Compulsory for all Middle Secondary Students.

PRE-REQUISITE

None

NOTES

Laptop is required for every lesson.

Middle Secondary Personal Development

Active Lifestyles

Subject Length

1 Semester

DESCRIPTION

Active Lifestyles is an opportunity for students to participate in physical activity in a non-competitive environment. The focus 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, healthy eating, exercise and lifestyle choices.

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, fitness classes, modified sports and martial arts. Students will be able to apply newly learned capabilities, from theory and practical lessons, to their own lives and receive the benefits of a healthy, balanced and active lifestyle.

ASSESSMENT

N/A

RECOMMENDATIONS

Select Active Lifestyles if you want to be active in a non-competitive environment.

PRE-REQUISITE

None

NOTES

Students must be willing to participate in practical activities to be successful in Active Lifestyles.

Middle Secondary Personal Development

AFL Academy

Subject Length 2 Semesters

DESCRIPTION

Students who select to be a part of the AFL Academy will need to demonstrate a passion for the game of AFL. The subject will contain both a practical and theoretical component, in which students will be required to demonstrate their knowledge, skills and understanding and their ability to apply these in challenging movement situations. The theoretical component of the subject will have a strong focus on developing subject specific literacy and numeracy skills.

It will be assumed that all students will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of AFL.

NOTES

None

ASSESSMENT

Practical 70%

- Skill development (Kicking, Handballing, Marking, Etc).
- Tactical development.
- AFL Fitness Testing/Conditioning.

Theory 30%

- Game and Skill Analysis.
- Fitness/Conditioning Analysis and Program Development.
- Nutrition.

RECOMMENDATIONS

Students should be competent in the skills of AFL or be willing to develop their practical skills through practical and theory lessons.

PRE-REQUISITE

None

Middle Secondary Personal Development

Basketball Academy

Subject Length 2 Semesters

DESCRIPTION

Students who select to be a part of the Basketball Academy will need to demonstrate a passion for the game of Basketball. The subject will contain both a practical and theoretical component, in which students will be required to demonstrate their knowledge, skills and understanding and their ability to apply these in challenging movement situations. The theoretical component of the subject will have a strong focus on developing subject specific literacy and numeracy skills.

It will be assumed that all students will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the basketball.

PRE-REQUISITE

None

NOTES

None

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ASSESSMENT

Practical 70%

- Skill development (Dribbling, Passing, Shooting, Etc)
- Tactical development
- Basketball Fitness
- Basketball Umpiring

Theory 30%

- Skill Analysis (Use of video and media to analyse individual techniques)
- Game Analysis (Reflections on game performance and tactics)

RECOMMENDATIONS

Students should be competent in the skills of basketball or be willing to develop their practical skills through practical and theory lessons.

Middle Secondary Personal Development

Elective Sports

Subject Length 1 Semester

DESCRIPTION

This subject is designed to suit those students who have an interest in P.E. and are keen to develop their practical ability and understanding in a variety of sports. The course is designed to benefit those who are keen to pursue P.E. and Sports Studies in year 11 and 12. It is assumed that all students who select this course are willing to participate in practical activities to the best of their abilities. The sports covered in the course will be selected to suit the interests and abilities of the students, but will vary over different styles to allow students to develop a range of skills and abilities.

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, and understanding of rules and officiating. Students will need to demonstrate their understanding of the rules in different sports by playing by the rules and respecting decisions. Students will also develop their ability to officiate games to develop their knowledge of the rules and their communication skills.

ASSESSMENT

N/A

RECOMMENDATIONS

For students who intend to enroll in Stage 1 Physical Education and Stage 2 Sports Studies in the future.

PRE-REQUISITE

None

NOTES

None

Middle Secondary Personal Development

Healthy Habits

Subject Length 1 Semester

DESCRIPTION

Healthy Habits provides opportunity for students to develop their knowledge and understanding surrounding aspects of their own and others' personal health.

Students 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.

Students will demonstrate their knowledge through group presentations, issues responses, investigations and discussion.

ASSESSMENT

N/A

RECOMMENDATIONS

For students who do not want to participate in practical activities.

PRE-REQUISITE

None

NOTES

Students will not participate in practical physical activity they may participate in practical activities associated with health eg: first aid.

Middle Secondary Personal Development

Netball Academy

Subject Length 2 Semesters

DESCRIPTION

Students selected to be a part of the Netball Academy will need to demonstrate a passion for the game of Netball. The subject will contain both a practical and theoretical component, in which students will be required to demonstrate their knowledge, skills and understanding and their ability to apply these things in challenging movement situations.

Throughout the year students will cover many topics including skills and tactical development, Netball specific fitness and Netball game management (scoring, umpiring, etc.).

It will be assumed that all applicants will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. Students part of the netball academy will have the opportunity to be selected for the CDNC/PIC development program.

TOPICS

80% Practical

- Skill based assessment

20% Theory

- Fitness components & training principles
- Famous Netballer research poster

ASSESSMENT

- Practical Skills Assessment (skills checklist)
- Practical Skills Assessment (match development -skill and tactical application)

- Skill Analysis (reflection on technique and tactics)
- Netball theory (Written assessment on knowledge and application of basic fitness components and training principles).

RECOMMENDATIONS

- Students should be competent in the skills of Netball.
- Highly desirable that students participate regularly at club/social level.
- Students must be willing to complete both theory and practical based assignments.
- Students will be encouraged to take part in netball carnivals, knockout netball or weekly sport.

PRE-REQUISITE

None

NOTES

None

Middle Secondary Personal Development

Soccer Academy

Subject Length 2 Semesters

DESCRIPTION

Students who select to be a part of the Soccer Academy will need to demonstrate a passion for the game of soccer. The subject will contain both a practical and theoretical component, in which students will be required to demonstrate their knowledge, skills and understanding and their ability to apply these things in challenging movement situations. The theoretical component of the subject will have a strong focus on developing subject specific literacy and numeracy skills.

It will be assumed that all students will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of soccer.

ASSESSMENT

70% Practical

- Skill development (Dribbling, Passing, Receiving, Shooting, Etc).
- Tactical development.
- Soccer Fitness Testing/Conditioning.

30% Theory

- Game and Skill Analysis.
- Fitness/Conditioning Analysis and Program Development.
- Nutrition.

RECOMMENDATIONS

Students should be competent in the skills of Soccer or be willing to develop their practical skills through practical and theory lessons.

PRE-REQUISITE

None

NOTES

None

Middle Secondary Personal Development

Sporting Pathways

Subject Length 1 Semester

DESCRIPTION

Sporting Pathways provides an opportunity to participate 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.

NOTES

Students must be willing to participate in a range of sports to be successful in Sporting Pathways.

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

N/A

RECOMMENDATIONS

For students who want to develop their practical skills in a competitive sports environment.

PRE-REQUISITE

None

Agriculture *Animals*

Subject Length 1 Semester
Semester 1

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.

ASSESSMENT

20% Rich Tasks
80% Skills and Applications Tasks

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

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

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

Agriculture *Plants*

Subject Length 1 Semester
Semester 2

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.

- Student Directed Project based Learning.
- Horticulture, Soils, Vegetables/Fruits, Vines, Poultry, Cattle, Goats and Sheep.

ASSESSMENT

20% Rich Tasks
80% Skills and Applications Tasks

RECOMMENDATIONS

Interest in animal care and the environment.

PRE-REQUISITE

None

NOTES

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

Middle Secondary Science & STEM *Elective*

Agriculture

Subject Length 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.

ASSESSMENT

20% Rich Tasks

80% Skills and Applications Tasks

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

This does NOT replace compulsory Middle School Science

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

Artificial Intelligence

Subject Length 1 Semester
Semester 2

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.

- JD Robotics
- Arduino Microcontrollers
- Lego Robotics

ASSESSMENT

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

RECOMMENDATIONS

Choose this if you are interested in learning how to build and program a robot.

PRE-REQUISITE

None

NOTES

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

Behavioral Psychology

Subject Length 1 Semester
Semester 1

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.

- Psychology
- Sociology

ASSESSMENT

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

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

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

Clinical Psychology

Subject Length 1 Semester
Semester 2

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

- Psychology
- Sociology

ASSESSMENT

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

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

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

Crime Scene Investigation *CSI*

Subject Length 1 Semester

DESCRIPTION

Forensic science is the application of science to criminal and civil laws, mainly—on the criminal side—during criminal investigation, as governed by the legal standards of admissible evidence and criminal procedure.

While any field could technically be forensic, certain sections have developed over time to encompass the majority of forensically related cases.

- Blood
- Chromatography
- Crashes
- DNA
- Fingerprints
- Fire
- Hair
- Glass

ASSESSMENT

20% Rich Tasks
80% Skills and Applications Tasks

RECOMMENDATIONS

This does NOT replace compulsory Middle School Science.

PRE-REQUISITE

None

NOTES

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

This is a semester long course that will be repeated Semester 2.

Eco Warriors

Subject Length 1 Semester
Semester 2

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.

- Ecosystems
- Plant Biology
- Energy,
- Adaptation
- Animal habitats

ASSESSMENT

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

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

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

Flight and Space

Subject Length 1 Semester
Semester 1

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.

- Physics of flight
- Energy
- Hostile environments
- Traveling and living in space

ASSESSMENT

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

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

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

Molecular Chemistry

Subject Length 1 Semester
Semester 1

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.

- Molecules
- Rates of reaction
- Chemical and physical change

ASSESSMENT

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

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

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

Nano-Chemistry

Subject Length 1 Semester
Semester 2

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.

- Molecules
- Rates of reaction
- Chemical and physical change

ASSESSMENT

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

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

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

Middle Secondary Science & STEM

STEM Academy

Subject Length 2 Semesters

DESCRIPTION

The STEM academy is an extension of the work being done in the redevelopment of the Mathematics and Science Curriculum. The Academy has been designed for a vertical group (Years 8 – 10, mixed gender) students who have shown an interest in STEM careers. The learning dispositions (resilience, resourcefulness, reflectiveness and reciprocity) have formed the basis for planning for the academy; the students are expected to be self-directed learners who will chose a project/topic/big question and research/build/experiment to find a solution to the problem. Student Directed Project based Learning in STEM.

ASSESSMENT

20% Rich Tasks
80% Skills and Applications Tasks

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

- This does NOT replace compulsory Middle School Science.
- There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

Middle Secondary Science & STEM *Elective*

Wildlife

Subject Length 1 Semester

DESCRIPTION

Evolution - Walk through time and learn about how life has evolved. Why are animals different from each other? Why are they similar? What might happen in the future?

PROJECT - TIMELINES

EXCURSION - MUSEUM

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

This does NOT replace compulsory Middle School Science

There may be extra costs involved in this course. These will be kept to a minimum.

Zombie Apocalypse

Subject Length 1 Semester
Semester 1

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.

- DNA
- Human Body
- Disease
- Epidemics

ASSESSMENT

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

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

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

