



PLAYFORD INTERNATIONAL COLLEGE

2021 COURSE DESCRIPTOR DOCUMENT

This PDF document is provided as a historical record of the subjects offered to the students at Playford International College for the 2021 school year.

This information was originally presented as a series of around 170 web pages and the links from these web pages have been duplicated directly into this PDF document.

As a result they will link to external web pages or media which no longer refer to the 2021 school year, or even no longer exist.

However all the relevant information about subjects and faculties in the 2021 school year is present.

2021 – CURRICULUM HOME PAGE

Home > 2021 - Curriculum Home Page

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Laptops for Learning

Here at Playford International College student learning relies on the student having access to a laptop. [CLICK HERE](#) for details of our

"Laptops for Learning" program.

Edit



Compass is our School Information System (SIS).

It's used to record and communicate student attendance,

events and excursions, student notes and roll-marking. [CLICK](#)

[HERE](#) for details of Compass.



Canvas is our Learning Management System

(LMS).

It's a cloud-based system that we use to make

teaching and learning easier. [CLICK HERE](#) for

details of Canvas.

In 2021 we have 11 faculties offering over 160 subjects.

Click on the faculties below to find out about students' subject options.

Course Counselling for 2022 will occur on Wednesday 11 August 2021.

Course Counselling for 2021 occurred on Wednesday 12 August 2020.

The Arts

- All Visual and Creative Arts, the Performing Arts (Dance and Drama) as well as Contemporary Music (as opposed to Special Interest Music).

Communications

- All aspects of the English language.

Cross Curricular

- A range of subjects that prepare students for learning, appropriate pathways beyond school, and development of themselves as people.

Food & Hospitality

- From basic cooking to Food & Hospitality industry courses and Child Studies.

Global Studies

- Varied subjects including Legal Studies, History, Aboriginal Studies, Geography and Business Innovation.

Languages

- All Languages other than English.

Maths

- From addition and subtraction, through functions and their graphs to statistics and calculus.

Personal Development

- Health and Physical Education (PE) as well as our AFL, Basketball, Netball and Soccer academies.

Science

- Subjects as diverse as Agriculture, Robotics and Wildlife Studies to Psychology, Biology and Physics.

Special Interest Music **AUDITION ONLY**

- Our school is one of only four Special Interest Music schools in South Australia. Entry into this course is by audition only.

Technology

- Subjects that focus on using technologies (including digital) and use practical skills as part of learning.

Key to the colour coded badges used

- COMPULSORY** – These subjects are compulsory.
- COMPULSORY CHOICE** – Students have a choice between several different subjects but must choose at least one.
- CHOICE** – These subjects are not at all compulsory and are a free choice.
- ATAR** – These are SACE subjects which attract an ATAR.
- ATAR see notes** – These are SACE subjects which attract an ATAR but with special circumstances which are detailed in the subject notes.
- NO ATAR** – These are subjects which **DO NOT** attract an ATAR.
- AUDITION ONLY** – We are one of only four Special Interest Music schools in South Australia. This applies only to our Special Interest Music course.

ALSO –

- ATAR = Australian Tertiary Admissions Rank
- EAL/D = English as an Additional Language / Dialect
- NESB = Non-English Speaking Background
- VET = Vocational Education and Training

Like 0



2021 – THE ARTS

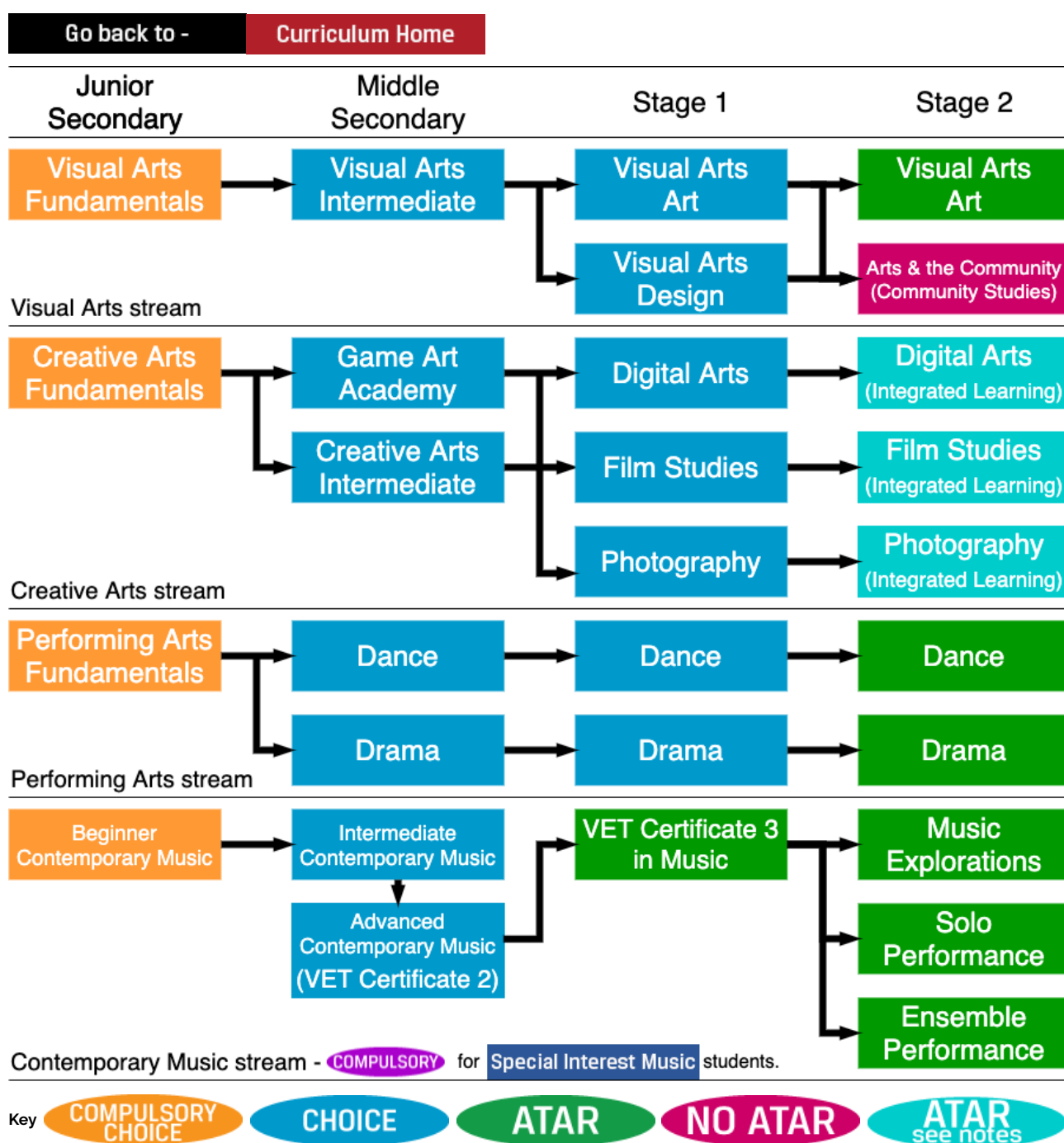
Home > 2021 - The Arts

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All Visual and Creative Arts, the Performing Arts (Dance and Drama) as well as Contemporary Music (as opposed to Special Interest Music).

Head of Arts – Belle McKay – Belle.Stoneham70@schools.sa.edu.au

The subjects below are clickable





THE ARTS – JUNIOR SECONDARY – VISUAL ARTS FUNDAMENTALS

Home > The Arts - Junior Secondary - Visual Arts Fundamentals

SHARE   

Go back to -

Curriculum Home

The Arts

**COMPULSORY
CHOICE**

Junior Secondary – Visual Arts Fundamentals

SUBJECT LENGTH

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 skills 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. This course is aimed at students who are interested in Visual Arts as a career and leads to MS Visual Arts in the learning pathway.

TOPICS

Painting, Drawing, Sculpture, etc

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)

RECOMMENDATION

A passion for Visual Arts

NOTES

n/a

Edit

LEADS TO

CHOICE

Middle Secondary – Visual Arts Intermediate

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – JUNIOR SECONDARY – CREATIVE ARTS FUNDAMENTALS

Home > The Arts - Junior Secondary - Creative Arts Fundamentals

SHARE   

Go back to -

Curriculum Home

The Arts

**COMPULSORY
CHOICE**

Junior Secondary – Creative Arts Fundamentals

SUBJECT LENGTH

1 Semester

DESCRIPTION

Do you like Art? Do you like computers? Do you look wistfully at Photoshop, wishing you knew how to use it? Well, do we have the subject for you!

Creative Arts Intermediate is all about making Art in the modern world with modern technology. Students will participate in a wide variety of computer aided Design, Art, Photography and Film . Students will choose projects from digital painting, photo manipulation, design, photography composition, macro photography, studio lighting, genre filmmaking, and stop animation. Students will then create their own products, using a combination of skills covered.

TOPICS

Digital Painting, Digital Design, Collage, Compositing, Genre Filmmaking, Studio Lighting

ASSESSMENT

Skill Development

Inquiry

Product

RECOMMENDATION

n/a

NOTES

AREA OF STUDY - Digital Art, Photography, Film

Edit

LEADS TO

choose ONE of the following -

CHOICE

Middle Secondary – Game Art Academy

CHOICE

Middle Secondary – Creative Arts Intermediate

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – JUNIOR SECONDARY – PERFORMING ARTS FUNDAMENTALS

Home > The Arts - Junior Secondary - Performing Arts Fundamentals

SHARE   

Go back to -

Curriculum Home

The Arts

**COMPULSORY
CHOICE**

Junior Secondary – Performing Arts Fundamentals

SUBJECT LENGTH

1 Semester

DESCRIPTION

Junior School Performing Arts is a class designed to teach the basic skills of drama and dance to students of all abilities with a passion for the performing arts. There is a strong emphasis on developing skills in collaboration, growth and perseverance.

The semester is split into two disciplines, Drama and Dance. The Dance course aims to develop endurance, strength, coordination, rhythm, technique, dynamics, and spatial awareness. Students will learn and create a variety of choreographed dance routines that are rehearsed, refined and performed. The genres that students will be exposed to include contemporary, funk, hip hop, jazz and funk.

The Drama course aims to develop ensemble.

The inquiry allows students to explore their own passion and drive their own personal project. They investigate a practitioner and learn a dance routine or monologue. Students rehearse and refine a performance that they then present in a multimedia format.

Each class will collaborate to develop a class dance that will be performed. Students will be given the opportunity to devise their own choreography in small groups to contribute to the piece. 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.

TOPICS

Drama

- Ensemble
- Body Language
- Mime
- Voice
- Improvisation
- Technical Theatre - Make-up, Costumes, Set design

Dance

- Literal to Abstract
 - Choreographic devices
 - Solo & group compositions
 - Whole class dance
-

ASSESSMENT

- Skill Development
- Inquiry
- Performance

RECOMMENDATION

A passion for all things performance!

NOTES

n/a

Edit

LEADS TO

choose ONE of the following -

- CHOICE

Middle Secondary – Dance
- CHOICE

Middle Secondary – Drama

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – JUNIOR SECONDARY – BEGINNER CONTEMPORARY MUSIC

Home > The Arts - Junior Secondary - Beginner Contemporary Music

SHARE

Go back to -

Curriculum Home

The Arts

**COMPULSORY
CHOICE**

Junior Secondary – Beginner Contemporary Music

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **COMPULSORY CHOICE** for all other students. This means it is the first subject in one of the 4 **The Arts** streams.

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

Skills Presentation 60%

- Performance and Ensemble Skill development
- Public Performance (Battle of the Bands) once per semester

Folio 40%

- Music Literacy development
- Music History
- Music Technology projects

RECOMMENDATION

n/a

NOTES

Should any instrument(s) need to be hired, there is a cost per term, per instrument. (ONLY IF REQUIRED)

Edit

LEADS TO

CHOICE

Middle Secondary – Intermediate Contemporary Music

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – MIDDLE SECONDARY – VISUAL ARTS INTERMEDIATE

Home > The Arts - Middle Secondary - Visual Arts Intermediate

SHARE

Go back to -

Curriculum Home

The Arts

CHOICE

Middle Secondary – Visual Arts Intermediate

PREREQUISITE

COMPULSORY CHOICE

Junior Secondary – Visual Arts Fundamentals

SUBJECT LENGTH

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 undertake a visual research 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.

TOPICS

Painting, drawing, Sculpture, etc

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)

RECOMMENDATION

Completion of JS Visual Arts at a C grade or higher

NOTES

Students may attempt to start assessment tasks for Stage 1 SACE

Edit

LEADS TO

choose ONE of the following –

CHOICE

Stage 1 – Visual Arts – Art

Like 0



THE ARTS – MIDDLE SECONDARY – GAME ART ACADEMY

Home > The Arts - Middle Secondary - Game Art Academy

SHARE   

Go back to -

Curriculum Home

The Arts

CHOICE

The Arts - Game Art Academy



Middle Secondary – Game Art Academy

PREREQUISITE



Junior Secondary – Creative Arts Fundamentals

SUBJECT LENGTH

1 Semester

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.

As part of this class, you will be working on independent projects, analysing professional concept artists, and engaging in peer critique.

TOPICS

Game Concept Art, Pixel Art, 3D Modelling

ASSESSMENT

Product

Skills Folio

Inquiry

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

choose ONE of the following -

- CHOICEStage 1 - Digital Arts
- CHOICEStage 1 - Film Studies
- CHOICEStage 1 - Photography

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – MIDDLE SECONDARY – CREATIVE ARTS INTERMEDIATE

Home > The Arts - Middle Secondary - Creative Arts Intermediate

SHARE   

Go back to -

Curriculum Home

The Arts

CHOICE

Middle Secondary – Creative Arts Intermediate

PREREQUISITE

COMPULSORY
CHOICE

Junior Secondary – Creative Arts Fundamentals

SUBJECT LENGTH

1 Semester

DESCRIPTION

Do you like Art? Do you like computers? Do you look wistfully at Photoshop, wishing you knew how to use it? Well, do we have the subject for you!

Creative Arts Intermediate is all about making Art in the modern world with modern technology. Students will participate in a wide variety of computer aided Design, Art, Photography and Film . Students will choose projects from digital painting, photo manipulation, design, photography composition, macro photography, studio lighting, genre filmmaking, and stop animation. Students will then create their own products, using a combination of skills covered.

TOPICS

Digital Painting, Digital Design, Collage, Compositing, Genre Filmmaking, Studio Lighting

ASSESSMENT

- Skill Development
- Inquiry
- Product

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

choose ONE of the following –

CHOICE

Stage 1 – Digital Arts

CHOICE

Stage 1 – Film Studies

CHOICE

Stage 1 – Photography

Go back to -

Curriculum Home

The Arts

Like 0

THE ARTS – MIDDLE SECONDARY – DANCE

Home > The Arts - Middle Secondary - Dance

SHARE







Go back to - Curriculum Home The Arts

CHOICE



Middle Secondary – Dance

PREREQUISITE

COMPULSORY CHOICE

 Junior Secondary – Performing Arts Fundamentals

SUBJECT LENGTH

1 Semester

DESCRIPTION

This course is designed for students who have a passion for dancing, performing and choreographing their own pieces.

There is a strong emphasis on skill development in collaboration, growth mindset and perseverance which is documented in reflections.

Students learn various sections of choreography but also work together to devise a class dance.

Students are given the opportunity to work in smaller groups to choreograph their own dance piece including selecting music, genre moves etc.

Opportunities are given for students to perform in various events such as dance night and Moderation.

TOPICS

n/a

ASSESSMENT

- Composition
- Performance
- Reflection

RECOMMENDATION

Love of dance

NOTES

Successful students are encouraged to move into SACE dance.

Edit

LEADS TO

CHOICE

Stage 1 - Dance

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – MIDDLE SECONDARY – DRAMA

Home > The Arts - Middle Secondary - Drama

SHARE   

Go back to -

Curriculum Home

The Arts

CHOICE

Middle Secondary – Drama

PREREQUISITE

COMPULSORY
CHOICE

Junior Secondary – Performing Arts Fundamentals

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students study theatre and performance in either an off-stage or on-stage role

TOPICS

Students develop skills in ensemble skills and stage-craft and discover mime, body language and voice. They then study the art of Improvisation and creating theatre spontaneously, developing their creativity and performance skills.

In term 4 students will study a theatre practitioner 'Konstantin Stanislavsky' and will choose from a series of monologues or duologues. They can choose to work in more than one of the on-stage or of-stage roles. Such as an actor, director, scriptwriter, lighting and sound design, costume and makeup, props and set and they will present their work as a polished production to a live audience. Through this process students develop skills in acting, voice, body language, characterisation, design skills, and collaborate with others.

Students will be given the opportunity to view live theatre and respond to their experience.

ASSESSMENT

Assessment Type 1: Ensemble and Stage Craft

Assessment Type 2: Improvisation

Assessment Type 3: Large Group Production

Assessment Type 4: Folio; Responding to Drama

RECOMMENDATION

Completion of the Junior Performing Arts at a C level or above.

NOTES

n/a

Edit

LEADS TO

CHOICE

Stage 1 – Drama

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – MIDDLE SECONDARY – INTERMEDIATE CONTEMPORARY MUSIC

Home > The Arts - Middle Secondary - Intermediate Contemporary Music

SHARE   

Go back to -

Curriculum Home

The Arts

CHOICE

Middle Secondary – Intermediate Contemporary Music

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **CHOICE** for other students who have chosen the Music stream of

The Arts

PREREQUISITE

COMPULSORY CHOICE

Junior Secondary – Beginner Contemporary Music

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
- 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 audio equipment/computing software to create electronic music and manipulate sound

ASSESSMENT**Skills Presentation 60%**

- Performance and Ensemble Skill development
- Public Performance (Battle of the Bands) once per semester

Folio 40%

- Music Literacy development
 - Music Technology projects
-

RECOMMENDATION

n/a

PREREQUISITES

Students would preferably have completed Beginner Contemporary Music or have been studying a voice or instrument for the equivalent of a year.

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, there is a cost per term, per instrument. (ONLY IF REQUIRED)

Edit

LEADS TO**CHOICE***Middle Secondary – Advanced Contemporary Music*

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



THE ARTS – MIDDLE SECONDARY – ADVANCED CONTEMPORARY MUSIC (VET CERTIFICATE 2 IN MUSIC)

SHARE   [Home](#) > The Arts - Middle Secondary - Advanced Contemporary Music (VET Certificate 2 in Music)[Go back to -](#)[Curriculum Home](#)[The Arts](#)

CHOICE

Middle Secondary – Advanced Contemporary Music (VET Certificate 2 in Music)

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **CHOICE** for other students who have chosen the Music stream of

[The Arts](#)

PREREQUISITE

CHOICE*Middle Secondary – Intermediate Contemporary Music*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

VET Certificate 2 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.

TOPICS

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

RECOMMENDATION

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

PREREQUISITES

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, there is a cost per term, per instrument. (ONLY IF REQUIRED)

Edit

LEADS TO

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



THE ARTS – STAGE 1 – VISUAL ARTS – ART

Home > The Arts - Stage 1 - Visual Arts - Art

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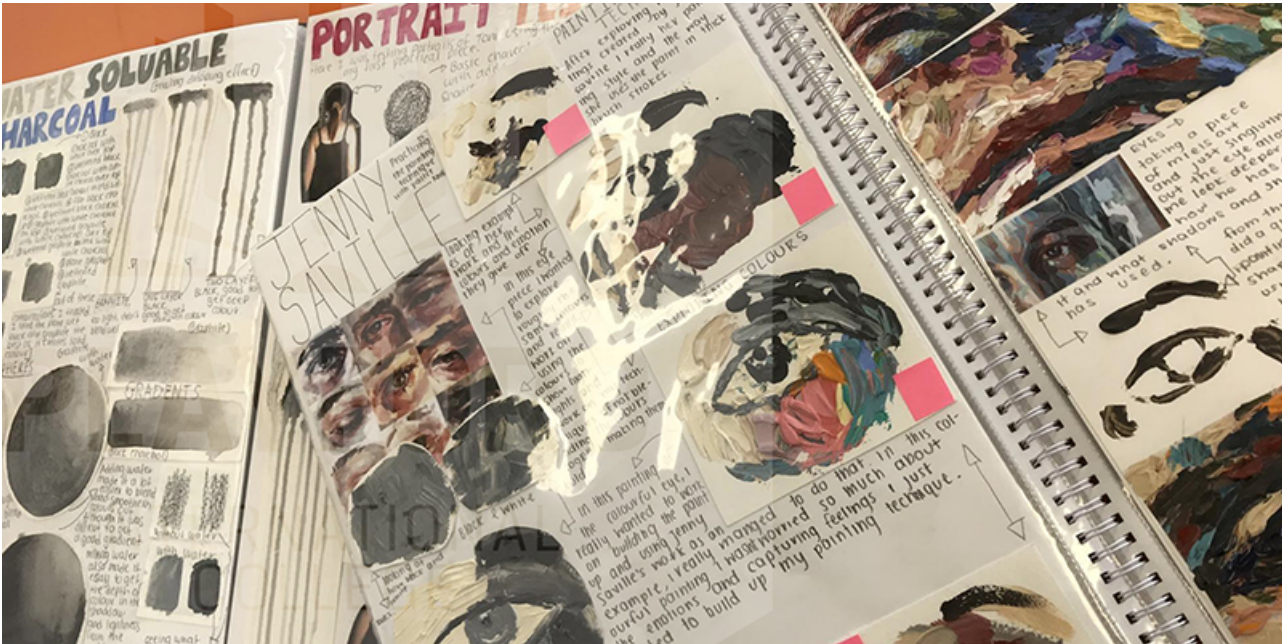
Go back to -

Curriculum Home

The Arts

CHOICE

Stage 1 – Visual Arts – Art



PREREQUISITE

CHOICE Middle Secondary – Visual Arts Intermediate

SUBJECT LENGTH

1 Semester

DESCRIPTION

This course is a precursor for Stage 2 Visual Arts. Initially guided by the teacher the course allows students to go on to develop their own areas of interest in Visual Art. Students are introduced to a range of art styles, art genres and practical experiments with media and art techniques to develop themes and ideas which leads to practical artworks and detailed studies of artists and art ideas.

TOPICS

Painting, Drawing, Sculpture, etc

ASSESSMENT

- Folio-Folio of research and practical ideas 40%
- Practical-a practical artwork based on ideas from the folio with a practitioner's statement 30%
- Visual Study-Art Genre and /or Artist investigative study 30%

RECOMMENDATION

Successful completion of MS Visual Arts at a C grade or higher is recommended.

NOTES

n/a

Edit

LEADS TO

choose ONE of the following -

ATAR

Stage 2 - Visual Arts - Art

NO ATAR

Stage 2 - Arts and the Community (Community Studies)

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – STAGE 1 – VISUAL ARTS – DESIGN

Home > The Arts - Stage 1 - Visual Arts - Design

SHARE   

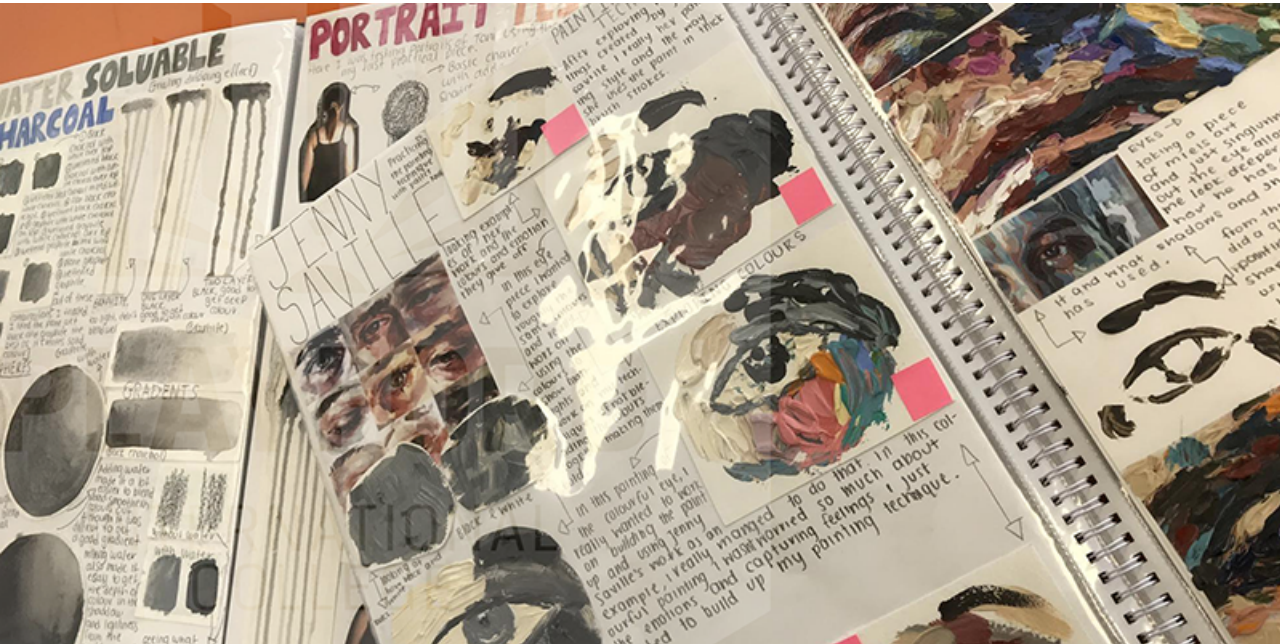
Go back to -

Curriculum Home

The Arts

CHOICE

Stage 1 – Visual Arts – Design



PREREQUISITE

CHOICE Middle Secondary – Visual Arts Intermediate

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Students are introduced to a range of styles, genres and practical works. They will explore media and design techniques to develop ideas leading to design products and detailed studies of designers and their work.

TOPICS

Architecture, Fashion Design, Furniture Design, Advertising

ASSESSMENT

- Folio
- Practical
- Visual Study

RECOMMENDATION

Successful completion of MS Visual Arts or Digital Art at a C grade or higher is recommended

NOTES

n/a

Edit

LEADS TO

choose ONE of the following -

- ATAR

Stage 2 - Visual Arts - Art
- NO ATAR

Stage 2 - Arts and the Community (Community Studies)

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – STAGE 1 – DIGITAL ARTS

Home > The Arts - Stage 1 - Digital Arts

SHARE   

Go back to -

Curriculum Home

The Arts

CHOICE

Stage 1 – Digital Arts

PREREQUISITE

EITHER one of the following –

CHOICE

Middle Secondary – Game Art Academy

CHOICE

Middle Secondary – Creative Arts Intermediate

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This course provides a focused study of the Digital Arts creative industries and practitioners within this field. Skill development with this course will be around digital drawing, photo manipulation, compositing and multimedia works. Students will be able to choose a focus area and develop a specialised area of knowledge and skills. Students will learn about the design process, will need to demonstrate independent working skills, evaluate their work and the work of other artists.

TOPICS

Compositing, Digital Collage, Photobashing, Digital Design

ASSESSMENT

Skills Folio

Inquiry

Product

RECOMMENDATION

Successful completion of Digital Art or Game Art

NOTES

This course is aimed to lead students towards Stage 1 & Stage 2 SACE Creative Arts - Digital Art Focus courses. This is designed to start as a beginner course but all skill levels are welcome.

Edit

LEADS TO

ATAR
see notes

Stage 2 – Digital Arts

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 1 – FILM STUDIES

Home > The Arts - Stage 1 - Film Studies

SHARE   

Go back to -

Curriculum Home

The Arts

CHOICE

Stage 1 – Film Studies

PREREQUISITE

EITHER one of the following –

CHOICE

Middle Secondary – Game Art Academy

CHOICE

Middle Secondary – Creative Arts Intermediate

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Students will conduct an in-depth study of advertising, discovering the evolution of marketing techniques and the controversies associated within the industry. Students will also study the process of film making, examining the influential power of editing to manipulate audience emotions.

Students will study the representation of gender in film, examining the evolution of stereotyping in cinema. This course provides the foundation for students to continue to develop skills in filmmaking for Stage 2 with advanced film techniques, pre and post production work, while studying a range of contemporary media issues faced within Australia.

TOPICS

Filming, Editing, Cinematography, etc

ASSESSMENT

Skills Folio

Inquiry

Product

RECOMMENDATION

Successful completion of MS Film Making at a C grade or higher is recommended. Students would benefit from having a high level of interest in creative expression, and a willingness to be involved in collaborative productions.

NOTES

This course is aimed to lead students towards Stage 1 & Stage 2 SACE Creative Arts - Film Studies Focus courses. This is designed to start as a beginner course but all skill levels are welcome.

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 1 – PHOTOGRAPHY

Home > The Arts - Stage 1 - Photography

SHARE   

Go back to -

Curriculum Home

The Arts

CHOICE

Stage 1 – Photography

PREREQUISITE

ONE of the following –

CHOICE

Middle Secondary – Game Art Academy

CHOICE

Middle Secondary – Creative Arts Intermediate

SUBJECT LENGTH

1 Semester

DESCRIPTION

Advance your selfie game even further in Senior Photography! Stage 1 and 2 Photography will focus on experimenting with different techniques in Photography, while exploring industry professionals.

TOPICS

Photography, Lighting, Composition, Exposure, etc

ASSESSMENT

- Inquiry
- Skills Folio
- Product

RECOMMENDATION

Successful completion of Middle Secondary Visual Arts, Digital Art, Photography OR Film Studies at a C grade or higher is recommended.

NOTES

This course is aimed to lead students towards Stage 1 & Stage 2 SACE Creative Arts - Photography Focus courses. This is designed to start as a beginner course but all skill levels are welcome.

Edit

LEADS TO

ATAR
see notes

Stage 2 – Photography

Go back to -

Curriculum Home

The Arts

Like 0

THE ARTS – STAGE 1 – DANCE

Home > The Arts - Stage 1 - Dance

SHARE







Go back to - Curriculum Home The Arts

CHOICE

The Arts - Dance



Stage 1 – Dance

PREREQUISITE

CHOICE *Middle Secondary – Dance*

SUBJECT LENGTH
2 semesters
DESCRIPTION
<p>Year 11 dance involves students working to complete three main tasks involved in understanding, creating and responding to dance.</p> <p>Students are required to plan and perform an entire full dance piece as a small group. Group members collaborate and use the elements of dance to select their own theme, music, genre, choreography, staging, costumes etc.</p> <p>As a class, students learn choreography in a range of genres and develop class dances to perform at a dance night or Moderation.</p> <p>There are two 800 word theory tasks. One involves students exploring their own skill development as a dancer or choreographer. The other investigates dance practice and performance from specific cultures, historical periods, or traditions.</p>
TOPICS
n/a

ASSESSMENT

- Type 1: Skills Development
- Type 2: Creative Explorations
- Type 3: Dance Contexts.

RECOMMENDATION

Stage 1 Dance is designed to prepare students for Stage 2 Dance.

NOTES

Year 11 and 12 students are usually in the same class

Edit

LEADS TO



Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – STAGE 1 – DRAMA

Home > The Arts - Stage 1 - Drama

SHARE

Go back to -

Curriculum Home

The Arts

CHOICE

Stage 1 – Drama

PREREQUISITE

CHOICE

Middle Secondary – Drama

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students study theatre and performance in either an off-stage or on-stage role.

TOPICS

Students develop either an on-stage role as actor or an off-stage role as a director, scriptwriter, lighting and sound design, costume and makeup, props and set and present their work as a polished production to a live audience. They develop their acting, voice, body language, characterisation, design skill, through the collaborative practice of theatre making.

Students also investigate Drama and Technology resulting in a small self directed performance or a 'hypothetical' presentation using creative skills. Students develop literacy skills in relation to the arts through the reflection and analysis process.

ASSESSMENT

Assessment Type 1: Company and Performance or Individual Performance 40%

Assessment Type 2: Understanding and Responding to Drama 30%

Assessment Type 3: Creative Synthesis Drama and Technology 30%

RECOMMENDATION

Completion of junior or middle school performing arts subject at a C or above.

PREREQUISITES

Completion of year 10 Drama at a C level or above.

NOTES

n/a

Edit

LEADS TO

ATAR

Stage 2 – Drama

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 1 – VET CERTIFICATE 3 IN MUSIC (CONTEMPORARY MUSIC)

Home > The Arts - Stage 1 - VET Certificate 3 in Music (Contemporary Music)

SHARE   

Go back to -

Curriculum Home

The Arts

ATAR

Stage 1 – VET Certificate 3 in Music (Contemporary Music)

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **CHOICE** for other students who have chosen the Music stream of

The Arts

PREREQUISITE

CHOICE

Middle Secondary – Advanced Contemporary Music (VET Certificate 2 in Music)

SUBJECT LENGTH

2 Semesters

SACE CREDITS

60 Credits

DESCRIPTION

VET Certificate 3 in Music 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. This VET Certificate counts towards a student's ATAR.

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

TOPICS

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**SCHOOL ASSESSMENT (70%)*****Assessment Type 1 - Musical Literacy (30%)***

- Students undertake three musical literacy tasks with a focus on composition and songwriting.

Assessment Type 2 - Explorations Portfolio (40%)

Students choose from the following topics:

- *Performance* - A set of short performances between 8 and 10 minutes presented to a live audience and recorded.
- *Composition* - A set of compositions should be between 4 and 6 minutes. Compositions may be produced in a digital format or as an audio recording, using a form of contemporary music notation appropriate to the style.
- *Building an Instrument* - A crafted musical instrument demonstrating playability and range of expression, in 3 to 4 minutes. The instrument requires a commentary that accompanies the portfolio.

EXTERNAL ASSESSMENT (30%)***Assessment Type 3 - Creative Connections (30%)***

- Students present a final creative work (performance, composition, or arrangement) and a discussion of that work.

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Stage 1 Music Advanced, VET Certificate III in Music or demonstration of prior learning (folio of works required).

NOTES

n/a

Edit

LEADS TO**ATAR***Stage 2 - Music Explorations (Contemporary Music)***ATAR***Stage 2 - Solo Performance (Contemporary Music)***ATAR***Stage 2 - Ensemble - Performance (Contemporary Music)*

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



THE ARTS – STAGE 2 – VISUAL ARTS – ART

Home > The Arts - Stage 2 - Visual Arts - Art

SHARE

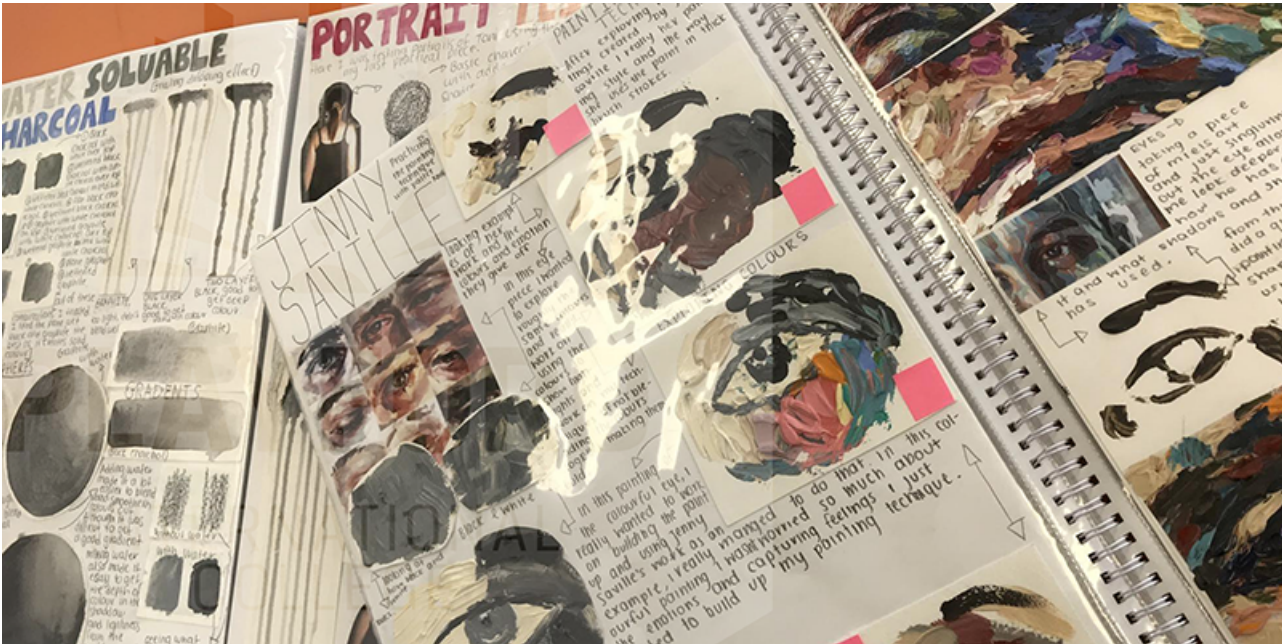
Go back to -

Curriculum Home

The Arts



Stage 2 – Visual Arts – Art



PREREQUISITE

ONE of the following –

- CHOICE

Stage 1 – Visual Arts – Art
- CHOICE

Stage 1 – Visual Arts – Design

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This is a self-directed course which involves detailed exploration and research into several areas of Visual Art. Students develop themes and ideas and undertake comprehensive studies of artists and art ideas to develop their personal aesthetic. They explore and document a range of materials, techniques and art processes to develop a series of practical artworks.

TOPICS

Drawing, Painting, Sculpture, etc.

ASSESSMENT

- 2 x Folio – 20 page folios of research and practical ideas 40%
- 2 x Practical artworks with practitioner statements 30%
- Visual Study – Art based research folio 30% (externally assessed)

RECOMMENDATION

Successful completion of a Stage 1 Visual Arts subject at a B grade or higher.

NOTES

If prerequisite is not met, Stage 2 Arts and The Community should be considered instead.

Edit

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



THE ARTS – STAGE 2 – ARTS AND THE COMMUNITY (COMMUNITY STUDIES)

Home > The Arts - Stage 2 - Arts and the Community (Community Studies)

SHARE   

Go back to -

Curriculum Home

The Arts

NO ATAR

Stage 2 – Arts and the Community (Community Studies)

PREREQUISITE

ONE of the following –

CHOICE

Stage 1 – Visual Arts – Art

CHOICE

Stage 1 – Visual Arts – Design

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This is a community based course. Students investigate artists and art style, then develop a practical artwork of their choice. They then collaboratively plan and participate in a community event. The community event consists of a community based art exhibition where each student exhibits their chosen practical work.

TOPICS

n/a

ASSESSMENT

Assessment Type 1- 70%

- Folio of artwork planning
- Practical artwork
- Practitioner's Statement
- Exhibition planning folio
- Community Event and feedback reflection

Assessment Type 2 – 30% (Externally marked)

- Reflection – 1000 word reflective essay on student work progress and work completion for the topic.

RECOMMENDATION

Successful completion of Stage 1 Visual Arts

PREREQUISITES

Successful completion of MS Visual Arts at a C grade or higher is recommended

NOTES

n/a

Edit

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – STAGE 2 – DIGITAL ARTS

Home > The Arts - Stage 2 - Digital Arts

SHARE   

Go back to -

Curriculum Home

The Arts



Stage 2 – Digital Arts

PREREQUISITE

CHOICE

Stage 1 – Digital Arts

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This course provides a focused study of the Digital Arts creative industries and practitioners within this field.

Students will be able to choose a focus area and develop a specialised area of knowledge and skills relating to Digital and Multimedia Arts.

Students will learn about the design process, will need to demonstrate independent working skills, reflect on their work and the work of other artists or practitioners.

TOPICS

Compositing, Digital Collage, Photobashing, Digital Design

ASSESSMENT

Inquiry

Skills Folio

Product

RECOMMENDATION

Successful completion of Stage 1 Digital Art

NOTES

Students can only use ONE integrated learning subject towards an ATAR.

Edit

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – STAGE 2 – FILM STUDIES

Home > The Arts - Stage 2 - Film Studies

SHARE   

Go back to -

Curriculum Home

The Arts



Stage 2 – Film Studies

PREREQUISITE

CHOICE

Stage 1 – Film Studies

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students will conduct an in-depth study of advertising, discovering the evolution of marketing techniques and the controversies associated within the industry. Students will also study the process of film making, examining the influential power of editing to manipulate audience emotions.

Students will study the representation of gender in film, examining the evolution of stereotyping in cinema. This course continues to develop skills in filmmaking developed in Stage 1 with advanced film techniques, pre and postproduction work, while studying a range of contemporary media issues faced within Australia.

TOPICS

Filming, Editing, Cinematography, etc

ASSESSMENT

Inquiry
Skills Folio
Product

RECOMMENDATION

Successful completion Stage 1 Creative Arts Film Studies

PREREQUISITES

n/a

NOTES

Students can only use ONE integrated learning subject towards an ATAR.

Edit

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 2 – PHOTOGRAPHY

Home > The Arts - Stage 2 - Photography

SHARE   

Go back to -

Curriculum Home

The Arts



Stage 2 – Photography

PREREQUISITE

CHOICE

Stage 1 – Photography

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Advance your selfie game even further in Senior Photography! Stage 1 and 2 Photography will focus on experimenting with different techniques in Photography, while exploring industry professionals.

TOPICS

Photography, Lighting, Composition, Exposure, etc

ASSESSMENT

- Inquiry
- Skills Folio
- Product

RECOMMENDATION

Successful completion of Stage 1 Creative Arts OR Visual Arts at a B grade or higher.

PREREQUISITES

Successful completion of Stage 1 Creative Arts OR Visual Arts at a C grade or higher.

NOTES

Students can only use ONE integrated learning subject towards an ATAR.

This course is aimed to lead students towards Stage 1 & Stage 2 SACE Creative Arts - Photography Focus courses.

This is designed to start as a beginner course but all skill levels are welcome.

Edit

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – STAGE 2 – DANCE

Home > The Arts - Stage 2 - Dance

SHARE   

Go back to -

Curriculum Home

The Arts

ATAR

The Arts - Dance



Stage 2 – Dance

PREREQUISITE

CHOICE

Stage 1 - Dance

SUBJECT LENGTH

2 Semesters

DESCRIPTION

2021 is the first year in which the new course will run.

Students work in developing 4 main tasks -

- Performance portfolio - 15 minutes of student performance on stage
- Dance context - a recording of a 4 minute composition task and a 1000 word analysis of choreography including cultural significance, dance elements, structural devices, production elements and dance skills.
- Skills development portfolio - 2000 words with video evidence of skill development in technique over the year.

TOPICS

n/a

ASSESSMENT**School assessment (70%)**

- Assessment Type 1: Performance Portfolio (40%)
- Assessment Type 2: Dance Contexts (30%) (recording + analysis)

External assessment (30%)

- Assessment Type 3: Skills Development Portfolio (30%)

RECOMMENDATION

n/a

PREREQUISITES

Must have previous dance experience (preferably sace stage 1)

NOTES

n/a

Edit

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



THE ARTS – STAGE 2 – DRAMA

Home > The Arts - Stage 2 - Drama

SHARE   

Go back to -

Curriculum Home

The Arts

ATAR

Stage 2 – Drama

PREREQUISITE

CHOICE

Stage 1 – Drama

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students study theatre and performance in either an off-stage or on-stage role

TOPICS

Students develop either an on-stage role as actor or an off-stage role as a director, scriptwriter, lighting and sound design, costume and makeup, props and set and present their work as a polished production to a live audience. They develop their acting, voice, body language, characterisation, design skills, through the collaborative practice of theatre making.

Students also investigate a theatre practitioner, resulting in a small self directed performance and presentation using creative skills. Students develop literacy skills in relation to the arts through the reflection and analysis process.

ASSESSMENT

Assessment Type 1: individual or Group Presentation 20%

Assessment Type 2: Folio; Theatre Review, Production Report, Theatre Review 30%

Assessment Type 3: Creative Synthesis 20%

Assessment Type 4: Large Group Performance 30%

RECOMMENDATION

Completion of junior or middle school performing arts subject at a C or above.

PREREQUISITES

Completion of SACE Stage 1 Drama at a C level or above.

NOTES

n/a

Edit

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0

[Home](#) > [The Arts - Stage 2 - Music Explorations](#)

SHARE

The Arts

ATAR

Stage 2 – Music Explorations

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **CHOICE** for other students who have chosen the Music stream of

The Arts

PREREQUISITE

ATAR Stage 1 – VET Certificate 3 in Music

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students demonstrate an understanding and application of musical elements, explore how music is made and explore musical styles, influences, techniques, and/or production through the following:

- Understanding Music: Development of knowledge and understanding of musical elements and expression of musical ideas.
- Exploring and Experimenting: Application of knowledge and understanding of musical elements to explore and experiment with music. Exploration of and experimentation with musical styles, influences, techniques, and/or production. Synthesis of findings from exploration of and experimentation with music.
- Responding to Music: Application of musical literacy skills. Analysis and discussion of musical works. Reflection on and critique of own learning within music.

TOPICS

n/a

ASSESSMENT

SCHOOL ASSESSMENT: 70%

Assessment Type 1: Musical Literacy (30%) Students undertake three musical literacy tasks with a focus on composition and songwriting.

Assessment Type 2: Explorations Portfolio (40%)

Students choose from the following topics:

Performance: A set of short performances between 8 and 10 minutes presented to a live audience and recorded.

Composition: A set of compositions should be between 4 and 6 minutes. Compositions may be produced in a digital format or as an audio recording, using a form of contemporary music notation appropriate to the style.

Building an Instrument: A crafted musical instrument demonstrating playability and range of expression, in 3 to 4 minutes. The instrument requires a commentary that accompanies the portfolio.

EXTERNAL ASSESSMENT: 30%

Assessment Type 3: Creative Connections (30%)

Students present a final creative work (performance, composition, or arrangement) and a discussion of that work.

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Stage 1 Music Advanced, VET Certificate III in Music or demonstration of prior learning (folio of works required)

NOTES

n/a

Edit

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



THE ARTS – STAGE 2 – SOLO PERFORMANCE

Home > The Arts - Stage 2 - Solo Performance

SHARE

Go back to -

Curriculum Home

The Arts



Stage 2 – Solo Performance

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **CHOICE** for other students who have chosen the Music stream of **The Arts**

PREREQUISITE

ATAR

Stage 1 – VET Certificate 3 in Music

SUBJECT LENGTH

2 Semesters

SACE CREDITS

10 Credits

DESCRIPTION

Students are required to perform program of a minimum of 18 minutes of contrasting repertoire throughout three performances. Students are required to attend their Instrumental lessons on a weekly basis. Students are assessed on accuracy, technique and musicianship.

This subject involves:

- A significant amount of practice on Solo instrument
- Compulsory attendance at Instrumental Lessons
- Musical literacy, analysis and evaluation

TOPICS

n/a

ASSESSMENT

SCHOOL ASSESSMENT 70%

Assessment Type 1: Performance (30%)

Students present a Solo Performance of a single work or set of works by one or more composers. The performance should be to a maximum of 6 to 8 minutes and performed to a live audience

Assessment Type 2: Performance and Discussion (40%)

Students present a Solo Performance of a single work or set of works by one or more composers. The performance should be to a maximum of 6 to 8 minutes and performed to a live audience

Discussion: students comment on how their understanding of the style, structure, and conventions of the repertoire informs their performance, critique the strategies they used in improving and refining their skills, technique, and accuracy in practice and performance. The discussion should be a maximum of 800 words or the equivalent in multimodal form.

EXTERNAL ASSESSMENT: 30%

Assessment Type 3: Performance Portfolio (30%)

Students present a Solo Performance portfolio consisting of 6 to 8 minutes and an individual evaluation of their learning journey. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form.

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Stage 1 Music Advanced or VET Certificate III performance unit or by audition. All students in this course are required to be studying voice or an instrument through the instrumental music program.

NOTES

n/a

Edit

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



THE ARTS – STAGE 2 – ENSEMBLE PERFORMANCE

Home > The Arts - Stage 2 - Ensemble Performance

SHARE

Go back to -

Curriculum Home

The Arts



Stage 2 – Ensemble Performance

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **CHOICE** for other students who have chosen the Music stream of **The Arts**

PREREQUISITE

ATAR

Stage 1 – VET Certificate 3 in Music

SUBJECT LENGTH

2 Semesters

SACE CREDITS

10 Credits

DESCRIPTION

Students are required to perform program of a minimum of 18 minutes of contrasting repertoire throughout three performances. Students are required to attend their Instrumental lessons on a weekly basis. Students are assessed on accuracy, technique and musicianship.

This subject involves:

- A significant amount of practice on instrument
- Compulsory attendance at Instrumental Lessons and Ensemble rehearsals
- Musical literacy, analysis and evaluation.

TOPICS

n/a

ASSESSMENT**SCHOOL ASSESSMENT 70%****Assessment Type 1: Performance (30%)**

Students present an ensemble performance and individual evidence of each student's contribution to the ensemble through individual part-testing. The performance should be to a maximum of 6 to 8 minutes and the part test approximately 2 minutes.

Assessment Type 2: Performance and Discussion (40%)

Performance: Students present an ensemble performance and individual evidence of each student's contribution to the ensemble through individual part-testing. The performance should be to a maximum of 6 to 8 minutes and the part test approximately 2 minutes.

Discussion: students comment on how their understanding of the style, structure, and conventions of the repertoire informs their performance in the ensemble, critique the strategies they used in improving and refining their skills, technique, and accuracy in practice and performance. The discussion should be a maximum of 800 words or the equivalent in multimodal form.

EXTERNAL ASSESSMENT: 30%**Assessment Type 3: Performance Portfolio (30%)**

Students present an ensemble performance portfolio consisting of 6 to 8 minutes and the part test approximately 2 minutes and an individual evaluation of their learning journey. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form.

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Stage 1 Music Advanced or VET Certificate III performance unit or by Audition. All students in this course are required to be studying voice or an instrument through the instrumental music program.

NOTES

n/a

Edit

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0

2021 – COMMUNICATIONS

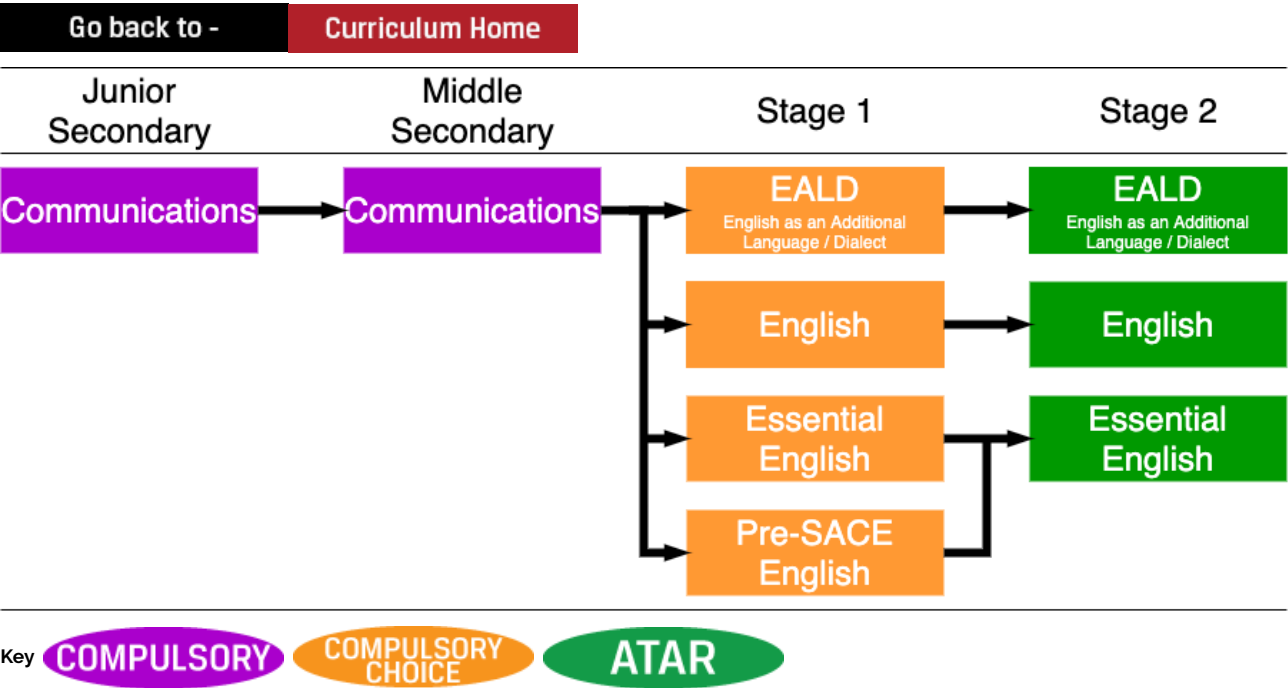
Home > 2021 - Communications

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All aspects of the English language

Head of Communications – Rose Hampel – Rose.Hampel@schools.sa.edu.au

The subjects below are clickable



Go back to - Curriculum Home

Like 0



COMMUNICATIONS – JUNIOR SECONDARY – COMMUNICATIONS

Home > Communications - Junior Secondary - Communications

SHARE   

Go back to -

Curriculum Home

Communications

COMPULSORY

Junior Secondary – Communications

SUBJECT LENGTH

2 Semesters

DESCRIPTION

In Junior Secondary Communications, students will have the opportunity to extend their foundational skills in regards to sentence structure, paragraphing, spelling, grammar and punctuation. There is also a strong focus on reading and the levels of comprehension (basic recall to inferencing). To engage the students there will be a variety of text-types used including: film, novel, short stories, poetry and media texts, all relating to student interest and relevance. Students will begin to build their foundational skills in regards to responding to texts and also in text production, all in preparation for Middle Secondary Communications.

TOPICS

Term 1: Identity and Change

Term 2: Resilience

Term 3: Classic Texts: Myths, Legends and Fairy Tales

Term 4: Humour

ASSESSMENT

Students will be assessed according to the Achievement Standard of the Australian Curriculum: English using performance rubrics. Students' assessment in this subject is outlined below:

Responding to Texts - 50%

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

Creating Texts - 50%

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

RECOMMENDATION

Recommended by teacher

PREREQUISITE

Compulsory subject

NOTES

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

Edit

LEADS TO

COMPULSORY *Middle Secondary – Communications*

[Go back to -](#)[Curriculum Home](#)[Communications](#)

Like 0



COMMUNICATIONS – MIDDLE SECONDARY – COMMUNICATIONS

Home > Communications - Middle Secondary - Communications

SHARE   

Go back to -

Curriculum Home

Communications

COMPULSORY

Middle Secondary – Communications

PREREQUISITE

COMPULSORY *Junior Secondary – 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 are exposed to a variety of text types, including: novels, film, short stories, poetry and media texts.

TOPICS

Term 1: Relationships and Bullying

Term 2: Survival

Term 3: Travel and Journeys

Term 4: Protests

ASSESSMENT

Students will be assessed according to the Achievement Standard of the Australian Curriculum: English using performance rubrics. Students' assessment in this subject is outlined below:

Responding to Texts 50%

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

Creating Texts 50%

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

RECOMMENDATION

Recommended by teacher

PREREQUISITE

Compulsory subject





NOTES

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

Edit

LEADS TO

ONE of the following -

-  *Stage 1 - English as an Additional Language / Dialect (EALD)*
-  *Stage 1 - English*
-  *Stage 1 - Essential English*
-  *Stage 1 - Pre-SACE English*

[Go back to -](#)

[Curriculum Home](#)

[Communications](#)

Like 0



COMMUNICATIONS – STAGE 1 – ENGLISH AS AN ADDITIONAL LANGUAGE / DIALECT (EALD)

Home > Communications - Stage 1 - English as an Additional Language / Dialect (EALD)

SHARE

Go back to -

Curriculum Home

Communications

**COMPULSORY
CHOICE**

Stage 1 – English as an Additional Language / Dialect (EALD)

PREREQUISITE

COMPULSORY *Middle Secondary – Communications*

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

English as an Additional Language is undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. In this subject, Students will develop and use skills and strategies in communication, comprehension, language and text analysis, and creating texts. Students must present written, oral and multimodal responses for assessment.

TOPICS

Responding to Texts
Interactive Study
Language Study

ASSESSMENT

This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating text through:

Responding to Texts 50%

Students read and view a variety of texts, including literary, media, and every day texts.

Interactive Study 25%

Students (the interviewers) conduct an oral interview with one or more people about an issue or an aspect of cultural life.

Language Study 25%

Students identify and analyse aspects of language used in one or more texts e.g. newspapers, magazines, television extracts, etc.

At least one assessment must be an oral or multimodal response. Students are assessed against the SACE Stage 1 EAL performance standards.

RECOMMENDATION

Teacher recommendations required.

PREREQUISITES

Students must have achieved a C grade or higher in Year 10 English.

NOTES

Identified EAL/D students will be automatically enrolled in this course.

Edit

LEADS TO

ATAR

Stage 2 - English as an Additional Language / Dialect (EALD)

Go back to -

Curriculum Home

Communications

Like 0



COMMUNICATIONS – STAGE 1 – ENGLISH

Home > Communications - Stage 1 - English

SHARE   

Go back to -

Curriculum Home

Communications

**COMPULSORY
CHOICE**

Stage 1 – English

PREREQUISITE

COMPULSORY *Middle Secondary – Communications*

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

English is undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. In this subject, students analyse the interrelationship between author, text, and audience with an emphasis on how language features shape ideas in a range of contexts. There is a focus in English on the exploration and development of English skills, strategies, knowledge, and understanding, for a variety of purposes. This is achieved through reading, viewing, writing, composing, listening, speaking, and using information and communication technologies (ICTs) in appropriate ways and for different purposes. Students are encouraged to read, consider, and appreciate a wide range of challenging texts in various forms and media.

TOPICS

Responding to Texts

Creating Texts

Intertextual Studies

ASSESSMENT

This subject focuses on students demonstrating evidence of their learning through the following assessment types:

Responding to Texts 40%

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

Creating Texts 40%

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

Intertextual Study 20%

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.

Students should provide evidence of their learning through 8 assessments, with at least 2 assessments from each assessment type. At least 2 assessments should be oral or multimodal presentations, and at least 2 assessments should be in written form.

RECOMMENDATION

Teacher recommendation required. Students must have achieved a B grade or higher in Year 10 English. Students who intend to select Stage 2 English Literary Studies in 2021, are recommended for this subject.

PREREQUISITES

n/a

NOTES

Please be aware this subject involves:

Reading and analysis of texts.

Written tasks that are 800-1,000 words in length.

At least 2 oral presentations of a maximum of 5 minutes each.

Edit

LEADS TO

[Go back to -](#)[Curriculum Home](#)[Communications](#)

Like 0



COMMUNICATIONS – STAGE 1 – ESSENTIAL ENGLISH

Home > Communications - Stage 1 - Essential English

SHARE   

Go back to -

Curriculum Home

Communications

**COMPULSORY
CHOICE**

Stage 1 – Essential English

PREREQUISITE

COMPULSORY *Middle Secondary – Communications*

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Essential English is undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. In this subject, students respond to and create texts in and for a range of personal, social, cultural, community and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

TOPICS

Responding to Texts
Creating Texts

ASSESSMENT

This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating text through:

Responding to Texts 50%

Students consider ways in which texts communicate information, ideas, and perspectives.

Creating Texts 50%

Students are supported to create their own written, oral, visual, digital or multimodal texts by examining the links between language in different contexts.

Students should provide evidence of their learning through 8 assessments, with at least 2 assessments from each assessment type. At least 2 assessment tasks should be oral or multimodal presentations and at least 2 should be in written form.

RECOMMENDATION

Teacher recommendation required.

PREREQUISITE

Compulsory subject. Students must have achieved a C grade or higher in Year 10 English.

NOTES

n/a

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Communications](#)

Like 0



COMMUNICATIONS – STAGE 1 – PRE-SACE ENGLISH

Home > Communications - Stage 1 - Pre-SACE English

SHARE   

Go back to - Curriculum Home Communications



Stage 1 – Pre-SACE English

PREREQUISITE

COMPULSORY

Middle Secondary – Communications

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Students who don't meet requirements for a Stage 1 English program will be enrolled in this Pre-SACE English class to allow students to meet compulsory literacy requirement of SACE

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

Students will be enrolled in this course based on the recommendation of Communication teacher

NOTES

n/a

Edit

LEADS TO

ATAR

Stage 2 – Essential English

Go back to - Curriculum Home Communications

Like 0



COMMUNICATIONS – STAGE 2 – ENGLISH AS AN ADDITIONAL LANGUAGE / DIALECT (EALD)

Home > Communications - Stage 2 - English as an Additional Language / Dialect (EALD)

SHARE   

Go back to -

Curriculum Home

Communications



ATAR

Stage 2 – English as an Additional Language / Dialect (EALD)

PREREQUISITE

COMPULSORY
CHOICE

Stage 1 – English as an Additional Language / Dialect (EALD)

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

The focus of Essential English - EALD Focus is on the ways in which students, individually or in groups, use language to establish and maintain effective connections and interactions with people in different contexts. Students connect with other people in many ways, using a variety of forms for different purposes. When students engage with texts or language they develop skills in making connections with vocational, cultural, or social aspects of their experiences in different contexts, including the wider community. Through the connections they make, students use language skills to interact and work effectively with other people, and to solve problems.

TOPICS

Responding to Texts

Creating Texts

Language Study

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

SCHOOL ASSESSMENT 70%**Responding to Texts 30%**

Students should read and respond to three different texts. They should undertake at least one of the responses in oral or multimodal form. A written response should be a maximum of 800 words. An oral presentation should be a maximum of 6 minutes; a response in multimodal form should be of equivalent length.

Creating Texts 40%

Students produce three texts and undertake at least one of the texts in oral or multimodal form and at least one of the texts in written form. One task must be an Advocacy text. A written response should be a maximum of 800 words. An oral presentation should be a maximum of 5 minutes; a response in multimodal form should be of equivalent length.

EXTERNAL ASSESSMENT 30%**Language Study 30%**

The Language Study is externally assessed. Students undertake one language study that is a maximum of 1500 words if written, or the equivalent in multimodal form.

RECOMMENDATION

Teacher recommendations required.

PREREQUISITES

Students need to have achieved a C grade or higher in any of the Stage 1 Essential English or English courses to be recommended for this subject.

NOTES

n/a

Edit

[Go back to -](#)[Curriculum Home](#)[Communications](#)

Like 0



COMMUNICATIONS – STAGE 2 – ENGLISH

Home > Communications - Stage 2 - English

SHARE   

Go back to -

Curriculum Home

Communications



ATAR

Stage 2 – English

PREREQUISITE

COMPULSORY
CHOICE

Stage 1 – English

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

In English, students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

TOPICS

Responding to Texts

Creating Texts

Comparative Analysis

ASSESSMENT

For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

SCHOOL ASSESSMENT (70%)**Responding to Text (30%)**

Students produce three responses to texts. Two of the responses must be written, and one must be oral. Either the oral response or one of the written pieces may be replaced by a multimodal response. Written responses are to be a maximum 2000 words and an oral response a maximum of 6 minutes.

Creating Text (40%)

Students create written, oral, and/or multimodal texts for procedural, imaginative, analytical, persuasive, and/or different purposes. Students create three texts and one writer's statement. At least one text should be written. The three texts should total a maximum of 3000 words, and the writer's statement should be a maximum of 1000 words; an oral and/or multimodal text or writer's statement should be of equivalent length.

EXTERNAL ASSESSMENT (30%)**One Comparative Analysis 30%**

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audiences. These texts can be selected from one or more of the following categories: extended texts, poetry, drama texts, film texts and media texts. The comparative analysis should be a maximum of 2000 words.

RECOMMENDATION

Teacher recommendations required.

PREREQUISITES

Students need to have achieved a C grade or higher in either the Stage 1 English Communications or the Stage 1 English Literary course to be recommended for this subject.

NOTES

Please be aware this subject involves:

- A significant amount of writing, mostly in the form of essays.
- Oral responses of 6 minutes.

Edit

[Go back to -](#)[Curriculum Home](#)[Communications](#)

Like 0



COMMUNICATIONS – STAGE 2 – ESSENTIAL ENGLISH

Home > Communications - Stage 2 - Essential English

SHARE   

Go back to -

Curriculum Home

Communications



ATAR

Stage 2 – Essential English

PREREQUISITE

EITHER one of the following

COMPULSORY
CHOICE

Stage 1 – Essential English

COMPULSORY
CHOICE

Stage 1 – Pre-SACE English

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

The focus of Essential English is on the ways in which students, individually or in groups, use language to establish and maintain effective connections and interactions with people in different contexts. Students connect with other people in many ways, using a variety of forms for different purposes. When students engage with texts or language they develop skills in making connections with vocational, cultural, or social aspects of their experiences in different contexts, including the wider community. Through the connections they make, students use language skills to interact and work effectively with other people, and to solve problems.

TOPICS

Responding to Texts

Creating Texts

Language Study

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

SCHOOL ASSESSMENT 70%**Responding to Texts 30%**

Students should read and respond to three different texts. They should undertake at least one of the responses in oral or multimodal form. A written response should be a maximum of 800 words. An oral presentation should be a maximum of 6 minutes; a response in multimodal form should be of equivalent length.

Creating Texts 40%

Students produce three texts and undertake at least one of the texts in oral or multimodal form and at least one of the texts in written form. One task must be an Advocacy text. A written response should be a maximum of 800 words. An oral presentation should be a maximum of 5 minutes; a response in multimodal form should be of equivalent length.

EXTERNAL ASSESSMENT 30%**Language Study 30%**

The Language Study is externally assessed. Students undertake one language study that is a maximum of 1500 words if written, or the equivalent in multimodal form.

RECOMMENDATION

Teacher recommendations required.

PREREQUISITES

Students need to have achieved a C grade or higher in any of the Stage 1 Essential English or English courses to be recommended for this subject.

NOTES

n/a

Edit

[Go back to -](#)[Curriculum Home](#)[Communications](#)

Like 0



2021 – CROSS CURRICULAR

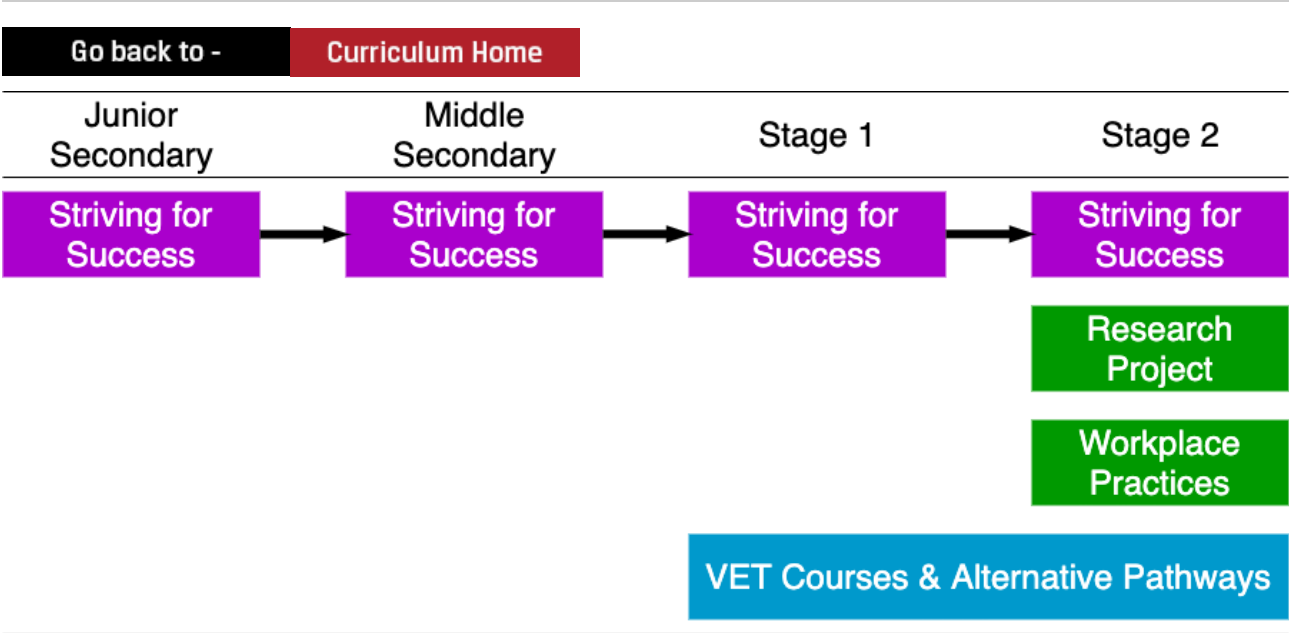
Home > 2021 - Cross Curricular

SHARE

A range of subjects that prepare students for learning, appropriate pathways beyond school, and development of themselves as people

Head of Cross Curricular – Karla Pobke – Karla.Pobke429@schools.sa.edu.au

The subjects below are clickable



Key

COMPULSORY

CHOICE

ATAR

Go back to -

Curriculum Home

Like 0



CROSS CURRICULAR – JUNIOR SECONDARY – STRIVING FOR SUCCESS

Home > Cross Curricular - Junior Secondary - Striving For Success

SHARE



Junior Secondary – Striving For Success

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This program is designed to support students to be better learners and to develop their whole being. The course is based on 4 core themes: Learning how to learn, Pathways, Student Wellbeing, and Citizenship. This subject covers the core requirements of Child Protection Curriculum, Sexual Health Education, and allows for development of Australian Curriculum Capabilities. This program is currently in development and will be launched in 2021.

TOPICS

n/a

ASSESSMENT

Students will develop an ePortfolio that they will use throughout their time at PIC. This ePortfolio will allow them to document their growth as a learner and a person against the Australian Capabilities.

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO



Go back to -

Curriculum Home

Cross Curricular

Like 0



CROSS CURRICULAR – MIDDLE SECONDARY – STRIVING FOR SUCCESS

Home > Cross Curricular - Middle Secondary - Striving For Success

SHARE   

COMPULSORY

Middle Secondary – Striving For Success

PREREQUISITE

COMPULSORY *Junior Secondary – Striving For Success*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This program is designed to support students to be better learners and to develop their whole being. The course is based on 4 core themes: Learning how to learn, Pathways, Student Wellbeing, and Citizenship. This subject covers the core requirements of SACE Personal Learning Plan (PLP), Child Protection Curriculum, Sexual Health Education, and allows for development of Australian Curriculum Capabilities. This program is currently in development and will be launched in 2021.

TOPICS

n/a

ASSESSMENT

Students will be assessed for 10 SACE credits for PLP. Students will continue with the development of an ePortfolio that they will use throughout their time at PIC. This ePortfolio will allow them to document their growth as a learner and a person against the Australian Capabilities.

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

COMPULSORY *Stage 1 – Striving for Success*

Go back to -

Curriculum Home

Cross Curricular

Like 0



CROSS CURRICULAR – STAGE 1 – STRIVING FOR SUCCESS

Home > Cross Curricular - Stage 1 - Striving For Success

SHARE   

Go back to -

Curriculum Home

Cross Curricular

COMPULSORY

Stage 1 – Striving For Success

PREREQUISITE

COMPULSORY *Middle Secondary – Striving For Success*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This program is designed to support students to be better learners and to develop their whole being. The course is based on 4 core themes: Learning how to learn, Pathways, Student Wellbeing, and Citizenship. This subject covers the core requirements of Child Protection Curriculum, Sexual Health Education, and allows for development of Australian Curriculum Capabilities. This program is currently in development and will be launched in 2021.

TOPICS

n/a

ASSESSMENT

Students will continue with developing an ePortfolio that they will use throughout their time at PIC. This ePortfolio will allow them to document their growth as a learner and a person against the Australian Capabilities.

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

COMPULSORY *Stage 2 – Striving For Success*

Go back to -

Curriculum Home

Cross Curricular

Like 0



CROSS CURRICULAR – STAGE 2 – STRIVING FOR SUCCESS

Home > Cross Curricular - Stage 2 - Striving For Success

SHARE   

Go back to -

Curriculum Home

Cross Curricular

COMPULSORY

Stage 2 – Striving For Success

PREREQUISITE

COMPULSORY *Stage 1 – Striving For Success*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This program is designed to support students to be better learners and to develop their whole being. The course is based on 4 core themes: Learning how to learn, Pathways, Student Wellbeing, and Citizenship. This subject covers the core requirements of Child Protection Curriculum, Sexual Health Education, and allows for development of Australian Curriculum Capabilities. This program is currently in development and will be launched in 2021.

TOPICS

n/a

ASSESSMENT

Students will continue with developing an ePortfolio that they will use throughout their time at PIC. This ePortfolio will allow them to document their growth as a learner and a person against the Australian Capabilities.

RECOMMENDATION

n/a

NOTES

n/a

Edit

Go back to -

Curriculum Home

Cross Curricular

Like 0



CROSS CURRICULAR – STAGE 2 – RESEARCH PROJECT

Home > Cross Curricular - Stage 2 - Research Project

SHARE   



Stage 2 – Research Project

SUBJECT LENGTH

1 Semester

SACE CREDITS

10 Credits

DESCRIPTION

Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research.

It enables students to develop vital skills of planning, research, synthesis, evaluation, and project management. The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

TOPICS

n/a

ASSESSMENT

Assessments include (weighting 70%) -

- Assessment type 1 - Folio - weighting 30%
- Assessment type 2 - Research Outcome - weighting 40%
- 2000 words (RPB)
- 1500 words (RPA)

External Assessment (weighting 30%)

- Assessment type 3 - Evaluation
- 150 word summary + 1500 words (RPB)
- 150 word summary + 1500 words (RPA)

RECOMMENDATION

Students need to achieve a C- grade or better to complete the subject successfully.

NOTES

n/a

Edit

Go back to -

Curriculum Home

Cross Curricular

Like 0



CROSS CURRICULAR – STAGE 2 – WORKPLACE PRACTICES

Home > Cross Curricular - Stage 2 - Workplace Practices

SHARE   

Go back to - Curriculum Home Cross Curricular



Cross Curricular - Workplace Practices

Stage 2 – Workplace Practices

SUBJECT LENGTH
2 Semesters
SACE CREDITS
20 Credits

DESCRIPTION

WORKPLACE PRACTICES INDUSTRIES

CHOOSE YOUR PATHWAY

- 1 FOOD & HOSPITALITY/ HAIR & BEAUTY/ RETAIL / TOURISM/**
Career pathways for students who enjoy being creative and serving customers.
- 2 EDUCATION/ CHILD CARE/ SOCIAL WORK/ SPORTS & FITNESS**
Career pathways for students who enjoy helping others to learn and achieve goals.
- 3 TRADE (APPRENTICESHIP) CARPENTRY/ PLUMBING/ ELECTRICAL/ AUTOMOTIVE/ ENGINEERING**
Career pathways for students who enjoy working with their hands.
- 4 NURSING/ MIDWIFERY/MEDICAL SCIENCES/ LAW/ BUSINESS**
Career pathways for students with a strong desire to care for others and attention to detail.
- 5 ADF/ POLICE FORCE/ EMERGENCY SERVICES**
Career pathways for students who are passionate about serving our country and law enforcement.
- 6 ICT/ GAMING/ MUSIC/ ARTS/ DESIGN/ FASHION**
Career pathways for students who enjoy working with technology or being creative and entertaining others.
- 7 ANIMAL CARE/ AGRICULTURE/ ENTREPRENEUR/ HUMANITIES/ POLITICS**
Career pathways for students who are passionate about caring for animals, the environment, sustainability, and the local community.
- 8 OTHER/ NOT SURE**
Students should select this option if their career doesn't fit into the other groupings, or they are not sure about their future career path.

WORKPLACE PRACTICES 2021 - S. DISSINGER

This subject is designed to prepare students for the working world. In this subject, students will develop knowledge-based on their individual future career paths. Students will develop an understanding of work health safety, applying for jobs in their chosen industry, challenges faced in the working world, and understanding workplace environments.

Through this subject, students will undergo 50-60 hours of work experience in their chosen industry. Through work experience, students develop a deeper understanding of the workplace and gain experiences that they reflect upon. Through engaging with work-skill development programs such as the Beacon High Impact Program and Mock interviews students will be exposed to experiences that will help to develop their confidence to prepare them for work experience and the ever-changing work-force.

Students will develop knowledge and a sense of understanding of how to plan for their future career pathways, and the ability to make informed decisions to achieve their career goals leading into year 12 and beyond.

TOPICS

- Industry Research
- Finding Employment
- Workplace Learning
- Industrial Relations
- Career Development

ASSESSMENT

Assessment is marked against the SACE performance standards. Assessment includes the following components:

70% School Assessment

- 25% Folio
- 25% Performance
- 20% Reflections

30% External Assessment

- 30% Investigation (Practical or issue)

RECOMMENDATION

Successful completion of PLP at a C grade or higher is recommended

NOTES

Workplace Practices is a Stage 2 subject that all PIC students study as part of their Year 11 learning program. Students will be placed in classes based on the industry they select to explore for this subject.

Edit

[Go back to -](#)[Curriculum Home](#)[Cross Curricular](#)

Like 0



2021 – FOOD & HOSPITALITY

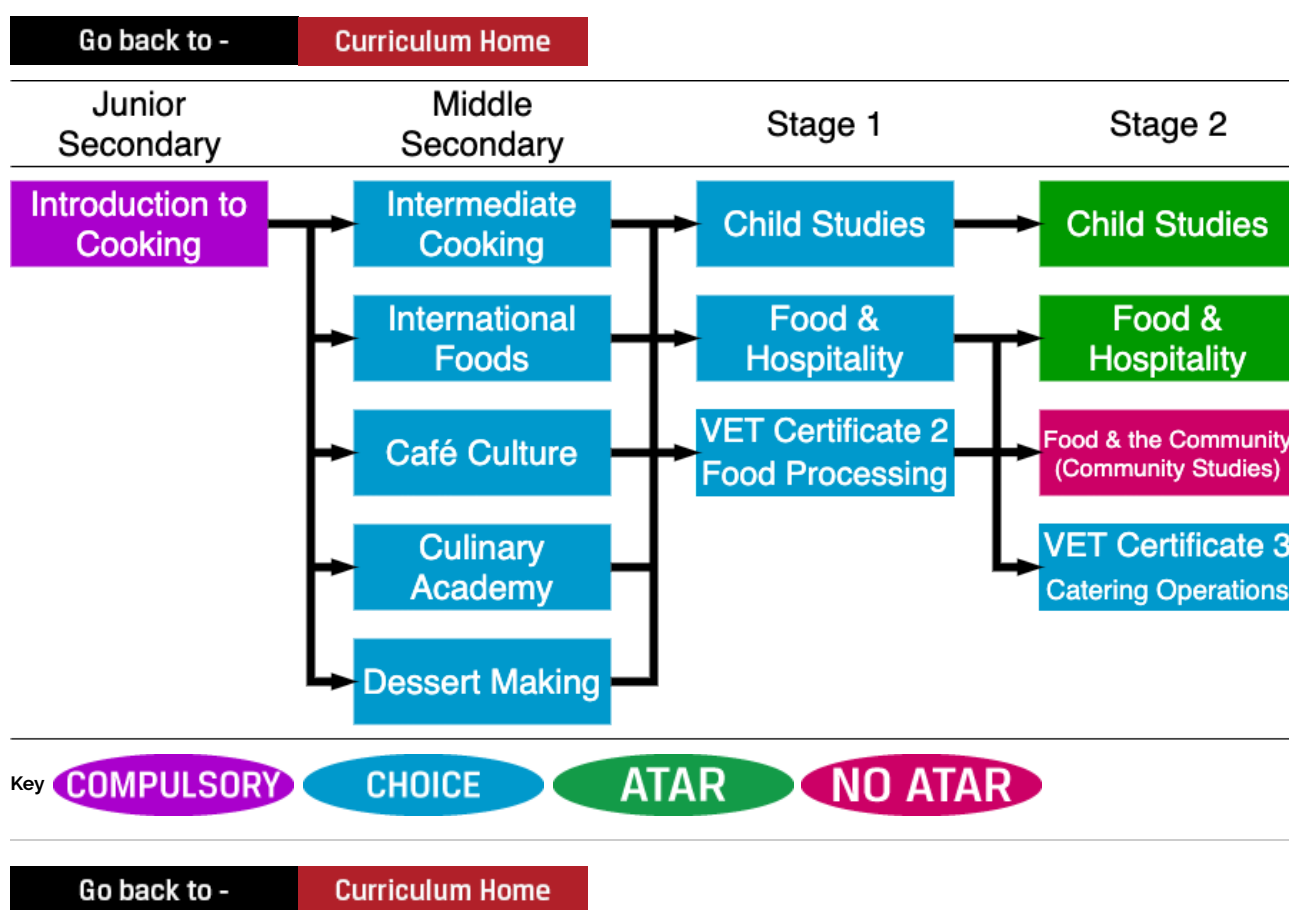
Home > 2021 - Food & Hospitality

SHARE

From basic cooking to Food & Hospitality industry courses and Child Studies

Head of Food & Hospitality – Simon Deguet – Simon.Deguet@gschools.sa.edu.au

The subjects below are clickable



Like 0



FOOD & HOSPITALITY – JUNIOR SECONDARY – INTRODUCTION TO COOKING

Home > Food & Hospitality - Junior Secondary - Introduction to Cooking

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

COMPULSORY

Junior Secondary – Introduction to Cooking

SUBJECT LENGTH

1 Semester

DESCRIPTION

Across the semester, students will engage in a range of cooking activities and theoretical components underpinning the practical skills used.

TOPICS

- Kitchen Safety
- Food Safety
- Precision Cuts•
- Measurement
- Cooking methods
- Food Groups
- Dietary Requirements
- Dietary Trends.

ASSESSMENT

License to Cook Theory Books - 25%

Practical Ability - 25%

Research Task - 25%

Action Plan and Evaluation - 25%

RECOMMENDATION

Junior Secondary Students are required to study this course for 1 semester.

NOTES

n/a

Edit

LEADS TO

CHOICE

Middle Secondary – Intermediate Cooking

CHOICE

Middle Secondary – International Foods

CHOICE

Middle Secondary – Café Culture

CHOICE

Middle Secondary – Culinary Academy

CHOICE

Middle Secondary – Dessert Making

Go back to -

Curriculum Home

Food & Hospitality

Like 0



FOOD & HOSPITALITY – MIDDLE SECONDARY – INTERMEDIATE COOKING

Home > Food & Hospitality - Middle Secondary - Intermediate Cooking

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Middle Secondary – Intermediate Cooking

PREREQUISITE

COMPULSORY *Junior Secondary – Introduction to Cooking*

SUBJECT LENGTH

1 Semester

DESCRIPTION

Across the semester, students will engage in a range of cooking activities and theoretical components underpinning the practical skills used.

TOPICS

- Food Safety
- Kitchen Safety
- Measurement
- Cooking Methods
- Healthy Choices
- Knife Skills

ASSESSMENT

- Cooking Theory Book - 25%
- Community Activity Action Plan and Evaluation - 25%
- Practical Ability - 25%
- Research Task - 25%

RECOMMENDATION

Middle Secondary students are required to study this course for 1 semester.

NOTES

n/a

Edit

LEADS TO

CHOICE

Stage 1 – Child Studies

CHOICE

Stage 1 – Food & Hospitality

CHOICE

Stage 1 - VET Cert.2 - Food Processing

CHOICE

Stage 1 - VET Cert.3 - Kitchen Operations

Go back to -

Curriculum Home

Food & Hospitality

Like 0



FOOD & HOSPITALITY – MIDDLE SECONDARY – INTERNATIONAL FOODS

Home > Food & Hospitality - Middle Secondary - International Foods

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Middle Secondary – International Foods

PREREQUISITE

COMPULSORY *Junior Secondary – Introduction to Cooking*

SUBJECT LENGTH

1 Semester

DESCRIPTION

A largely practical course which focuses on the food from a vast variety of cultures. Students will engage in a range of practical tasks to better develop their skills across the key technical proficiencies necessary in food production. Upon completion, students will have developed a foundation for preparing, producing and presenting a variety of dishes using the main methods of cookery.

TOPICS

Topics may include -

- Multicultural Fast Food
- Asian Festivals
- French Precision Cuts
- Mediterranean Munchies

ASSESSMENT

- 60% Practical
- 40% Theoretical

RECOMMENDATION

- Students with a passion for cooking
- Students looking to undertake Stage 1 & 2 Food and Hospitality in senior school
- Students looking to undertake a VET pathway in food & hospitality

PREREQUISITES

C grade or higher in Yr 8 Core: Introduction to Cooking.

NOTES

n/a

Edit

LEADS TO

- CHOICE

Stage 1 - Child Studies
- CHOICE

Stage 1 - Food & Hospitality
- CHOICE

Stage 1 - VET Cert.2 - Food Processing
- CHOICE

Stage 1 - VET Cert.3 - Kitchen Operations

Go back to -

Curriculum Home

Food & Hospitality

Like 0



FOOD & HOSPITALITY – MIDDLE SECONDARY – CAFÉ CULTURE

Home > Food & Hospitality - Middle Secondary - Café Culture

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Middle Secondary – Café Culture

PREREQUISITE

COMPULSORY

Junior Secondary – Introduction to Cooking

SUBJECT LENGTH

1 Semester

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 (research task)
- Café business management- legal responsibilities, profit margins, safety & food hygiene (research task)
- Healthy Meal Deals - Savoury café food, Multicultural foods, Vegetarian/Vegan choices-Practical Assessment with research and theory components
- Gourmet Breakfast- Smoothie bowls, Cooking with Eggs, Sweet & Savoury options (research task)
- Gourmet Pizza Assignment- Practical Assessment with research and theory components

ASSESSMENT

- 65% Practical Grade
- 35% Theory Grade

RECOMMENDATION

- Students with a passion for cooking.
- Students looking to undertake Stage 1 & 2 Food and Hospitality in senior school.
- Students looking to undertake a VET pathway in food & hospitality.

NOTES

n/a

Edit

LEADS TO

- CHOICE** *Stage 1 – Child Studies*
- CHOICE** *Stage 1 – Food & Hospitality*
- CHOICE** *Stage 1 – VET Cert.2 – Food Processing*
- CHOICE** *Stage 1 – VET Cert.3 – Kitchen Operations*

[Go back to -](#)

[Curriculum Home](#)

[Food & Hospitality](#)

Like 0



FOOD & HOSPITALITY – MIDDLE SECONDARY – CULINARY ACADEMY

Home > Food & Hospitality - Middle Secondary - Culinary Academy

SHARE

Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Middle Secondary – Culinary Academy

PREREQUISITE

COMPULSORY

Junior Secondary – Introduction to Cooking

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.

TOPICS

n/a

ASSESSMENT**Practical 80%**

Ongoing practical assessment - Each week students engage in 1 to 2 practical lessons covering each skill, techniques and methods of cookery covered in the complementary learning folio. The practical component is aimed towards students looking for looking to enter a VET pathway.

Practical tests - Students are to complete a practical test in term 1 & 2. The tests are designed to assess competencies with precision cuts, cooking techniques and methods

Theory 20%

Learning Folio - Students work through core content which reflects the VET Kitchen Operations curriculum. This covers the following -

- Unit 1 - Use food preparation equipment
- Unit 2 - Prepare and present simple dishes
- Unit 3 - Prepare dishes using basic methods of cookery
- Unit 4 - Prepare appetisers and salads
- Unit 5 - Prepare stocks, sauces and soups
- Unit 6 - Prepare vegetables, fruit, eggs and farinaceous dishes
- Unit 7 - Prepare seafood dishes
- Unit 8 - Prepare meat dishes
- Unit 9 - Prepare Poultry Dishes
- Unit 10 - Prepare food to meet special dietary requirements
- Unit 11 - Work effectively as a cook

Signature Dish - Students prepare, produce and present a signature dish which includes the following -

- 3 precision cuts
- 1 turned vegetable
- 2 methods of cookery
- 1 high risk ingredient

RECOMMENDATION

- 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.

NOTES

n/a

Edit

LEADS TO

CHOICE

Stage 1 - Child Studies

CHOICE

Stage 1 - Food & Hospitality

CHOICE

Stage 1 - VET Cert.2 - Food Processing

CHOICE

Stage 1 - VET Cert.3 - Kitchen Operations

Go back to -

Curriculum Home

Food & Hospitality

Like 0



FOOD & HOSPITALITY – MIDDLE SECONDARY – DESSERT MAKING

Home > Food & Hospitality - Middle Secondary - Dessert Making

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Middle Secondary – Dessert Making

PREREQUISITE

COMPULSORY *Junior Secondary – Introduction to Cooking*

SUBJECT LENGTH

1 Semester

DESCRIPTION

A largely practical course which focuses on the many areas of dessert making. Students will engage in a range of practical tasks to better develop their skills across the key technical proficiencies necessary in dessert production. Upon completion, students will have developed a foundation for preparing, producing and presenting a variety of desserts using the main methods of cookery.

TOPICS

- Basics of dessert production
- Desserts from around the world
- Sauces, garnishes, and edible decorations
- Cake decorating w/ fondant
- Contemporary dessert trends
- Creating healthy substitutes

ASSESSMENT

- *Ongoing practical assessment* - Students participate in weekly practical tasks covering the basics of dessert production. Each week follows a different theme and focuses on covering a major method of cookery or technique. Students will be marked on time management, teamwork, practical ability, finished product, clean up.
- *Research Paper* - Desserts from around the World: Students research a wide range of traditional and contemporary desserts popular around the world. Students chose a research question to focus on and explore through either a written report or oral presentation.
- *Design Folio - Creative Cakes (Group Task)* - Students produce a design folio for a themed fondant decorated cake. Students will work in groups to work through the design process to bring their designs to life. Students will need to plan out the process from start to finish completing a range of tasks both written and practical.
- *Healthy Alternatives (Group Task)* - Students work in groups to create a healthy alternative to a dessert or sweet snack of their choosing. The task includes both written and practical components focusing on the Australian Guide to Healthy Eating and healthy eating trends.
- *Dessert Basics Test* - Students are given a range of multiple-choice, short and long answer questions to research and answers within a single lesson time frame.
- *Practical Test - Sauces, Garnishes and edible decorations* - Students are given a double lesson to individually prepare, produce and present a sauce, garnish and edible decoration using a pre-selected set of ingredients.

RECOMMENDATION

- Students with a passion for cooking
- Students looking to undertake Stage 1 & 2 Food and Hospitality in senior school
- Students looking to undertake a VET pathway in food & hospitality

NOTES

n/a

Edit

LEADS TO**CHOICE***Stage 1 - Child Studies***CHOICE***Stage 1 - Food & Hospitality***CHOICE***Stage 1 - VET Cert.2 - Food Processing***CHOICE***Stage 1 - VET Cert.3 - Kitchen Operations*

Go back to -**Curriculum Home****Food & Hospitality**

Like 0



FOOD & HOSPITALITY – STAGE 1 – CHILD STUDIES

Home > Food & Hospitality - Stage 1 - Child Studies

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Stage 1 – Child Studies

PREREQUISITE

at least ONE of the following subjects to a C grade or better.

CHOICE

Middle Secondary – Intermediate Cooking

CHOICE

Middle Secondary – International Foods

CHOICE

Middle Secondary – Café Culture

CHOICE

Middle Secondary – Culinary Academy

CHOICE

Middle Secondary – Dessert Making

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students will develop skills, knowledge and understanding in the child studies program to explore contemporary issues related to children, in particular healthy eating, safety and the impact of technology.

TOPICS

- Baby Food suitable for a 9 month old baby
- Book Pack suitable for a primary school aged child
- Baby Simulator
- Investigation –Child Rights

ASSESSMENT

- Practical Activity 50%
- Group Activity 20%
- Investigation 30%

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO



Go back to -

Curriculum Home

Food & Hospitality

Like 0



FOOD & HOSPITALITY – STAGE 1 – FOOD & HOSPITALITY

Home > Food & Hospitality - Stage 1 - Food & Hospitality

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Stage 1 – Food & Hospitality

PREREQUISITE

at least ONE of the following subjects to a C grade or better.

CHOICE

Middle Secondary – Intermediate Cooking

CHOICE

Middle Secondary – International Foods

CHOICE

Middle Secondary – Café Culture

CHOICE

Middle Secondary – Culinary Academy

CHOICE

Middle Secondary – Dessert Making

SUBJECT LENGTH

1 Semester

SACE CREDITS

10 Credits

DESCRIPTION

Food & Hospitality is a course focused on cooking and presenting food. Students will enhance their culinary skills and food knowledge through a range of independent and group tasks.

TOPICS

Topics may include -

- Signature Dish
- Healthy Hotel
- 2 Course Meal
- Investigation

ASSESSMENT

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

RECOMMENDATION

Students interested in a career in hospitality would benefit from this course. Students that enjoy cooking, independent and collaborative work are most likely to enjoy this course.

PREREQUISITES

n/a

NOTES

n/a

Edit

LEADS TO

ATAR *Stage 2 – Food & Hospitality*

NO ATAR *Stage 2 – Food & the Community*

[Go back to -](#)

[Curriculum Home](#)

[Food & Hospitality](#)

Like 0



FOOD & HOSPITALITY – STAGE 1 – FOOD PROCESSING (VET CERTIFICATE 2)

Home > Food & Hospitality - Stage 1 - Food Processing (VET Certificate 2)

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Go back to - Curriculum Home Food & Hospitality



Food Processing
from NASSSA

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Stage 1 – Food Processing (VET Certificate 2)

PREREQUISITE

at least ONE of the following subjects to a C grade or better.

- CHOICE Middle Secondary – Intermediate Cooking
- CHOICE Middle Secondary – International Foods
- CHOICE Middle Secondary – Café Culture
- CHOICE Middle Secondary – Culinary Academy
- CHOICE Middle Secondary – Dessert Making

SUBJECT LENGTH

2 Semesters

SACE CREDITS

60 Credits

DESCRIPTION

This course is a great introduction to baking, covering basic problem solving and production skills. It includes large scale production of cakes, pastry, bread and biscuits in a commercial baking environment. Students will complete competencies from the Food Processing qualification with a baking focus. The training environment will simulate a retail bakery. Students will gain practical skills in dough preparation and produce various breads and Hot X Buns. They will also learn how to make various savoury and sweet pastries, doughnuts, meringues, macaroons, various cake fillings and decorating skills. Students study core units which focus on WHS processes, food safety, quality systems and procedures, environmentally sustainable work practices and workplace information. Students will need to work with others, in teams, as well as on their own; or students will need to feel comfortable talking to a range of different people (communication) whilst doing their work and standing for extended periods of time. Although students do get to try the food that they make, they need to remember that they are baking to learn, not to feed themselves. This course could see students continue their learning as an apprentice or by specialising in bread baking or cake and pastry production.

TOPICS

n/a

ASSESSMENT

Competency based training. This course has 70% practical activity and 30% theory.

RECOMMENDATION

Should the course be oversubscribed a selection process will be undertaken and a short written application and or an interview may be required.

PREREQUISITES

Students should have completed year 10 and should have sound Mathematics and Literacy ability and a genuine interest in a career in the Food Processing Industry. Future year 11 students should choose at least Pathways English (full year), Pathways Maths (one semester) Stage 2 Workplace Practices.

NOTES

5 days Structured Work Placement is desirable in this course and this is usually done both during the school holidays and during the school term. Students are usually expected to source their own Work Placements with some assistance if needed. A number of excursions are undertaken to give students a broader industrial experience.

Edit

LEADS TO

Stage 2 - Food & Hospitality



Stage 2 - Food & the Community

[Go back to -](#)

[Curriculum Home](#)

[Food & Hospitality](#)

Like 0



FOOD & HOSPITALITY – STAGE 2 – CHILD STUDIES

Home > Food & Hospitality - Stage 2 - Child Studies

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

ATAR

Stage 2 – Child Studies

PREREQUISITE

CHOICE

Stage 1 – Child Studies

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students develop and demonstrate their skills, understanding and knowledge with a strong emphasis on the development of 4 to 8-year olds. Students work individually and collaboratively to complete practical tasks and, where appropriate, can choose the form (written, oral, multimodal) to provide the evidence of learning. They are encouraged to use a variety of primary and secondary sources to support their learning.

TOPICS

- Kitchen Safety - Individually select a food recipe that allows you to interact one-on-one with a child in the kitchen with a focus on safe working practices.
- Adapting the Family Meal - Individually complete an action plan in which you identify and discuss relevant issues concerning the development of an appropriate meal that caters to the need of 'your' family (2 adults, 4 year old and 8 month old child).
- Literacy Kit - Investigate and analyse the importance of literature and stories on the emotional and social development of young children. Choose a children's story and create a kit that can be used with the children's story book.
- Children's Toys - Create a children's toy suitable for children under three years of age, which complies with Australian Safety Standards for children's toys
- Healthy Canteen - As a group, plan and prepare a range of food products suitable to be offered in a primary school canteen.
- Lead a Lesson - As a group, plan and run a learning activity based around the theme of 'Technology and Play' which is suitable for a group of students from a junior primary class.
- Investigation – students select their own topic and produce a 2000 word report.

ASSESSMENT

- Practical Activity 50%
- Group Activity 20%
- External Assessment 30%

RECOMMENDATION

Students interested in a career in Child Care or Education would benefit from this course. Students that are interested in children, independent and collaborative work are most likely to enjoy this course.

PREREQUISITE

Stage 1 Child Studies is desirable but not essential.

NOTES

n/a

Edit

[Go back to -](#)[Curriculum Home](#)[Food & Hospitality](#)

Like 0



FOOD & HOSPITALITY – STAGE 2 – FOOD & HOSPITALITY

Home > Food & Hospitality - Stage 2 - Food & Hospitality

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

ATAR

Stage 2 – Food & Hospitality

PREREQUISITE

CHOICE

Stage 1 – Food & Hospitality

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Food & Hospitality is a course focused on cooking and presenting food. Students will enhance their culinary skills and food knowledge through a range of independent and group tasks.

TOPICS

- Hola Mexico
- Signature Dessert
- Affordable Menu
- Modern Kitchen Technology
- Healthy Eating Trends
- Street Foods
- Investigation

ASSESSMENT

- Practical Activity 50%
- Group Activity 20%
- External Assessment 30%

RECOMMENDATION

Students interested in a career in hospitality would benefit from this course. Students that enjoy cooking, independent and collaborative work are most likely to enjoy this course.

PREREQUISITES

Stage 1 Food and Hospitality is desirable but not essential.

NOTES

n/a

Edit

Go back to -

Curriculum Home

Food & Hospitality

Like 0



FOOD & HOSPITALITY – STAGE 2 – FOOD & THE COMMUNITY

Home > Food & Hospitality - Stage 2 - Food & the Community

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

NO ATAR

Stage 2 – Food & the Community

PREREQUISITE

CHOICE

Stage 1 – Food & Hospitality

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Food & Community is a Community Studies course focused on food and cooking. Students will enhance their culinary skills and food knowledge through a range of independent and group tasks. There is an emphasis on catering for real audiences within the school and wider community to provide students with real world experiences. Thus providing them with transferable skills that prepare them for independent living and the workplace.

TOPICS

Topics/activities covered may include -

- Catering & planning for school & community events
- Importance of Healthy Eating
- Partnering with community organisations such as St. Vinnies to cook for disadvantaged Australians
- Native ingredients & Aboriginal cooking methods
- Food & Dining trends
- Using local/seasonal produce (Farm to Plate)

ASSESSMENT

External task

Community Project - Planning Report & Reflection (1000 words) - 30%

Folio

Combination of both practical and theory tasks - 70%

RECOMMENDATION

Students interested in a career in hospitality or community services would benefit from this course. Students that enjoy cooking, collaborative work and tasks that contribute to a real audience are most likely to enjoy this course.

NOTES

This course does NOT contribute to an ATAR score. Students need to be aware that choosing this subject omits them from being able to apply for university using an ATAR score beyond Year 12.

[Edit](#)

[Go back to -](#)[Curriculum Home](#)[Food & Hospitality](#)

Like 0



FOOD & HOSPITALITY – STAGE 2 – CATERING OPERATIONS (VET CERTIFICATE 3)

Home > Food & Hospitality - Stage 2 - Catering Operations (VET Certificate 3)

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Food & Hospitality – Catering Ops. VET Cert. 3



Stage 2 – Catering Operations (VET Certificate 3)

PREREQUISITE

CHOICE

Stage 1 – Food & Hospitality

SUBJECT LENGTH

2 Semesters

SACE CREDITS

60 Credits

DESCRIPTION

This course is a great introduction to a future career in the catering industry. Students will complete competencies from the catering operations qualification. The training environment will simulate a real commercial kitchen. Students will gain practical skills in cooking and food preparation and produce various hot and cold dishes. Students study core units which focus on WHS processes, food safety, quality systems and procedures, environmentally sustainable work practices and workplace information. Students will need to work with others, in teams, as well as on their own; or students will need to feel comfortable talking to a range of different people (communication) whilst doing their work and standing for extended periods of time. Although students do get to try the food that they make, they need to remember that they are cooking to learn, not to feed themselves. This course could see students continue their learning as a caterer, an apprentice Chef or by specialising in patisserie..

TOPICS

- Participate in environmentally sustainable work practices

Work effectively with others

- Use food preparation equipment
 - Prepare and present simple dishes
 - Prepare dishes using basic methods of cookery
 - Clean kitchen premises and equipment
 - Show social and cultural sensitivity
 - Use hygienic practices for food safety
 - Participate in safe food handling practices
 - Coach others in job skills
 - Maintain the quality of perishable items
 - Participate in safe work practices
 - Prepare poultry dishes
 - Prepare meat dishes
 - Prepare food to meet special dietary requirements
 - Prepare and serve espresso coffee
-

ASSESSMENT

Competency based training. This course has 70% practical activity and 30% theory.

RECOMMENDATION

Should the course be oversubscribed a selection process will be undertaken and a short written application and or an interview may be required.

PREREQUISITES

Students should have completed year 10 and should have sound Mathematics and Literacy ability and a genuine interest in a career in the Hospitality Industry. Future year 11 students should choose at least Pathways English (full year), Pathways Maths (one semester) Stage 2 Workplace Practices.

NOTES

5 days of Structured Work Placement is desirable in this course and this is usually done both during the school holidays and during the school term. Students are usually expected to source their own Work Placements with some assistance if needed. A number of excursions are undertaken to give students a broader industrial experience.

Edit

[Go back to -](#)[Curriculum Home](#)[Food & Hospitality](#)

Like 0



2021 – GLOBAL STUDIES

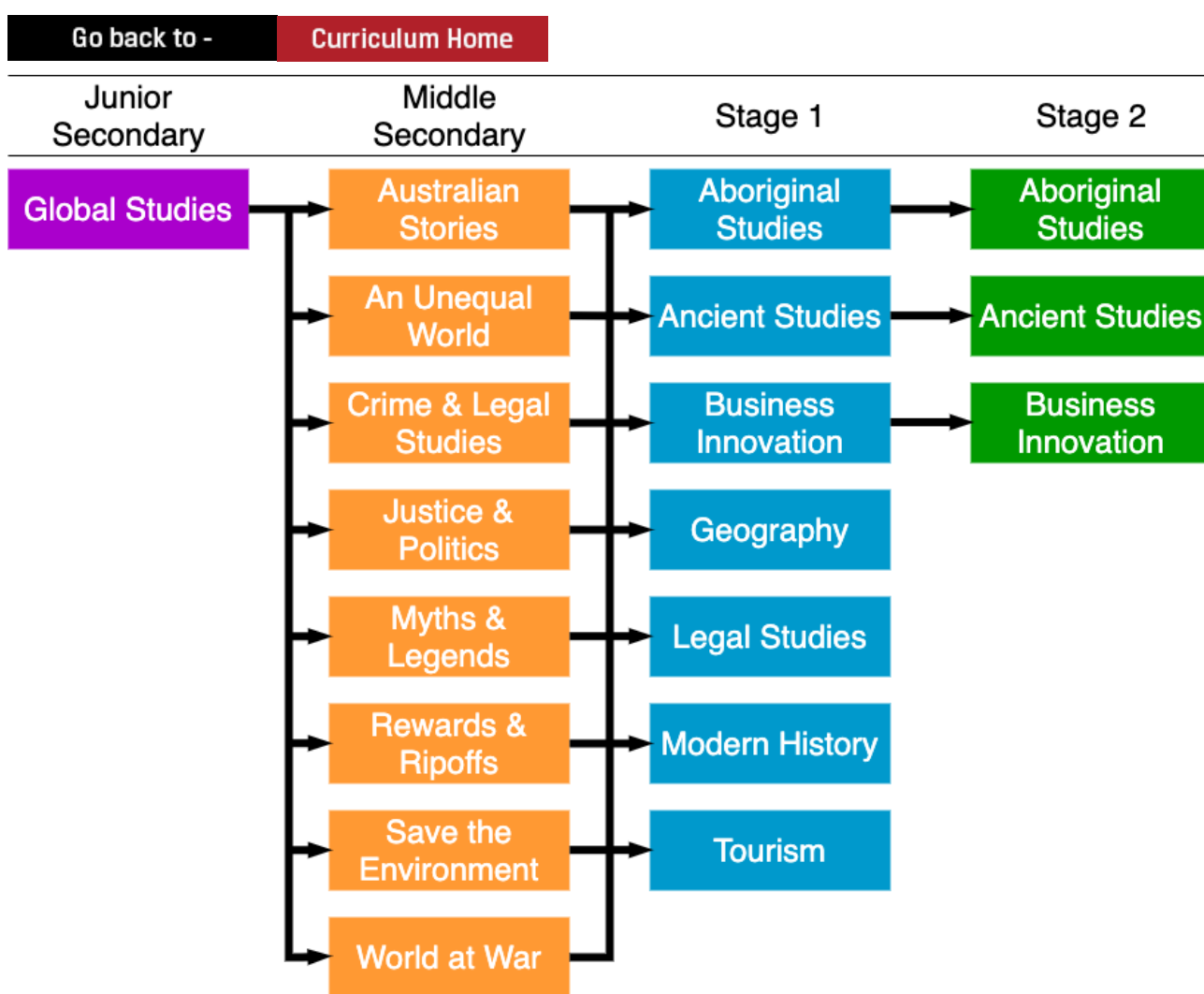
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Varied subjects including Legal Studies, History, Aboriginal Studies, Geography and Business Innovation

Head of Global Studies – Daniela Russo – Daniela.Russo734@schools.sa.edu.au

The subjects below are clickable



Key **COMPULSORY** **COMPULSORY CHOICE** **CHOICE** **ATAR**

Go back to - Curriculum Home

Like 0



GLOBAL STUDIES – JUNIOR SECONDARY – GLOBAL STUDIES

Home > Global Studies - Junior Secondary - Global Studies

SHARE   

Go back to -

Curriculum Home

Global Studies



Junior Secondary – Global Studies

SUBJECT LENGTH

1 Semester

DESCRIPTION

Get a crash course and gain a taste for how big, old and amazing the world is. Appreciate the nuts and bolts of human history, and learn how to create and decipher maps. Delve into different kinds of artifacts and conduct your own research into a topic of your choice. Construct a visual display or take action for a cause on your heart. Explore the Adelaide Museum and go geocaching and orienteering at Belair National Park.

TOPICS

Possible themes include -

- Natural Disasters
- Water
- Megacities
- World Travel
- Landscapes & Landforms
- Vikings
- The Black Death
- Changing Nations

ASSESSMENT

- 20% Timeline
- 20% Mapping
- 20% Source Analysis
- 20% Research
- 20% Action or Artefact

RECOMMENDATION

An inquiring mind.

NOTES

Excursions will incur a small fee.

[Edit](#)

LEADS TO

ONE OR MORE of the following -

- COMPULSORY CHOICE

Middle Secondary – Australian Stories
- COMPULSORY CHOICE

Middle Secondary – An Unequal World
- COMPULSORY CHOICE

Middle Secondary – Crime & Legal Studies
- COMPULSORY CHOICE

Middle Secondary – Justice & Politics
- COMPULSORY CHOICE

Middle Secondary – Myths & Legends
- COMPULSORY CHOICE

Middle Secondary – Rewards & Ripoffs
- COMPULSORY CHOICE

Middle Secondary – Save the Environment
- COMPULSORY CHOICE

Middle Secondary – World at War

Go back to -

Curriculum Home

Global Studies

Like 0



GLOBAL STUDIES – MIDDLE SECONDARY – AUSTRALIAN STORIES

Home > Global Studies - Middle Secondary - Australian Stories

SHARE   

Go back to -

Curriculum Home

Global Studies

**COMPULSORY
CHOICE**

Middle Secondary – Australian Stories

PREREQUISITE

COMPULSORY *Junior Secondary – Global Studies*

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 different points in history that have made Australia what it is today.

TOPICS

Possible themes include -

- Aboriginal and Torres Strait Islander histories
- Convicts
- Gold Rushes
- Outback Exploration
- Federation
- Workers Rights
- Women's Right to Vote
- White Australia Policy
- Stolen Generations
- Migration & Multiculturalism

ASSESSMENT

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

RECOMMENDATION

n/a

PREREQUISITES

Have achieved a C or higher in Foundation Global Studies

NOTES

n/a

Edit

LEADS TO

- [CHOICE](#) *Stage 1 - Legal Studies*
- [CHOICE](#) *Stage 1 - Business Innovation*
- [CHOICE](#) *Stage 1 - Modern History*
- [CHOICE](#) *Stage 1 - Geography*
- [CHOICE](#) *Stage 1 - Ancient Studies*
- [CHOICE](#) *Stage 1 - Aboriginal Studies*
- [CHOICE](#) *Stage 1 - Tourism*

[Go back to -](#)

[Curriculum Home](#)

[Global Studies](#)

Like 0



GLOBAL STUDIES – MIDDLE SECONDARY – AN UNEQUAL WORLD

Home > Global Studies - Middle Secondary - An Unequal World

SHARE   

Go back to -

Curriculum Home

Global Studies

**COMPULSORY
CHOICE**

Middle Secondary – An Unequal World

PREREQUISITE

COMPULSORY *Junior Secondary – Global Studies*

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.

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

RECOMMENDATION

n/a

NOTES

Excursions will incur a cost.

Edit

LEADS TO

- [CHOICE](#) *Stage 1 - Legal Studies*
- [CHOICE](#) *Stage 1 - Business Innovation*
- [CHOICE](#) *Stage 1 - Modern History*
- [CHOICE](#) *Stage 1 - Geography*
- [CHOICE](#) *Stage 1 - Ancient Studies*
- [CHOICE](#) *Stage 1 - Aboriginal Studies*
- [CHOICE](#) *Stage 1 - Tourism*

[Go back to -](#)

[Curriculum Home](#)

[Global Studies](#)

Like 0



GLOBAL STUDIES – MIDDLE SECONDARY – CRIME & LEGAL STUDIES

Home > Global Studies - Middle Secondary – Crime & Legal Studies

SHARE

Go back to -

Curriculum Home

Global Studies

**COMPULSORY
CHOICE**

Middle Secondary – Crime & Legal Studies

PREREQUISITE

COMPULSORY *Junior Secondary – Global Studies*

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students will need to use analytical skills and basic knowledge to critique, reform and evaluate the role of crime and law in a range of different contexts.

TOPICS

Crime and Legal Studies covers the foundational topics in criminology such as -

- Crime and criminology
- The criminal justice system
- Law in Australian Society

ASSESSMENT

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

RECOMMENDATION

n/a

NOTES

Competent level of literacy needed to read, interpret, and explain a range of information. Excursions will incur a cost.

Edit

LEADS TO

CHOICE

Stage 1 – Legal Studies

CHOICE

Stage 1 – Business Innovation

CHOICE

Stage 1 – Modern History

CHOICE

Stage 1 – Geography

CHOICE

Stage 1 – Ancient Studies

CHOICE

Stage 1 – Aboriginal Studies

CHOICE

Stage 1 – Tourism

Go back to -

Curriculum Home

Global Studies

Like 0



GLOBAL STUDIES – MIDDLE SECONDARY – JUSTICE & POLITICS

Home > Global Studies - Middle Secondary - Justice & Politics

SHARE   

Go back to -

Curriculum Home

Global Studies

**COMPULSORY
CHOICE**

Middle Secondary – Justice & Politics

PREREQUISITE

COMPULSORY *Junior Secondary – Global Studies*

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

Possible future careers -

- Lawyer
- Police officer
- Politician
- Council member

TOPICS

Learn about -

- Government types
- Parliament
- Law-making
- Voting
- Criminal courts

ASSESSMENT

n/a

RECOMMENDATION

C or higher in Foundation Global Studies.

NOTES

Competent level of literacy needed to read, interpret, and explain a range of information.

Some spatial awareness and numeracy skills needed to read maps and graphs.

Excursions are highly valuable when learning about the world, so some costs may be applicable to this course.

[Edit](#)

LEADS TO

CHOICE*Stage 1 - Legal Studies***CHOICE***Stage 1 - Business Innovation***CHOICE***Stage 1 - Modern History***CHOICE***Stage 1 - Geography***CHOICE***Stage 1 - Ancient Studies***CHOICE***Stage 1 - Aboriginal Studies***CHOICE***Stage 1 - Tourism***Go back to -****Curriculum Home****Global Studies**

Like 0



GLOBAL STUDIES – MIDDLE SECONDARY – MYTHS & LEGENDS

Home > Global Studies - Middle Secondary – Myths & Legends

SHARE   

Go back to -

Curriculum Home

Global Studies

**COMPULSORY
CHOICE**

Middle Secondary – Myths & Legends



PREREQUISITE

COMPULSORY Junior Secondary – Global Studies

SUBJECT LENGTH

1 Semester

DESCRIPTION

Myths, Legends and Folklore has shaped our world. Some are incredibly popular stories you think you know, but with surprising origins. Others are stories that might be new to you, but are definitely worth a listen. These are stories of magic, kings, vikings, dragons, knights, princesses and wizards from a time when the world beyond the map was a dangerous, wonderful, and terrifying place.

TOPICS

1. Daily Life example: Military Life, Festivals, Sports and Human Sacrifice
 2. Material Culture example: Runes, Anglo-Saxon Swords, Amulets & Ancient Temples
 3. Military Conflict example: Amazon Women Warriors, The Trojan War, Alexander the Great vs. Darius I
 4. Political Power example: Empires such as Assyria & Rome
 5. Religion example: Greek Myth, Mesopotamian Demons & Norse Gods such as Loki and Thor
 6. Literature example: Beowulf, The Epic of Gilgamesh, The Odyssey by Homer
-

ASSESSMENT

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

RECOMMENDATION

n/a

PREREQUISITES

C grade or higher in Junior Secondary Global Studies

NOTES

Elective Pathway to Senior School SACE Ancient Studies

Edit

LEADS TO**CHOICE***Stage 1 - Legal Studies***CHOICE***Stage 1 - Business Innovation***CHOICE***Stage 1 - Modern History***CHOICE***Stage 1 - Geography***CHOICE***Stage 1 - Ancient Studies***CHOICE***Stage 1 - Aboriginal Studies***CHOICE***Stage 1 - Tourism*

Go back to -**Curriculum Home****Global Studies**

Like 0

GLOBAL STUDIES – MIDDLE SECONDARY – REWARDS & RIPOFFS

Home > Global Studies - Middle Secondary - Rewards & Ripoffs

SHARE







Go back to -

Curriculum Home

Global Studies



Middle Secondary – Rewards & Ripoffs

PREREQUISITE

COMPULSORY

Junior Secondary – Global Studies

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students undertaking this course will learn about money and its relationship with us. Ever thought about how some people are rich and others aren't? In particular you will study the sharemarket and participate in the Australian Stock Exchange (ASX) Sharemarket Game and control a \$50,000 portfolio. You will be responsible for trading (buying and selling) stocks on the ASX Top 200 companies, trying to make a profit! Prizes can be won! Also you will learn about making sensible purchases, managing a budget and being "scammed".

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Introduction to Global Studies

NOTES

n/a

Edit

LEADS TO

CHOICE

Stage 1 – Legal Studies

CHOICE

Stage 1 – Business Innovation

CHOICE

Stage 1 – Modern History

CHOICE

Stage 1 – Geography

- CHOICE

Stage 1 - Ancient Studies
- CHOICE

Stage 1 - Aboriginal Studies
- CHOICE

Stage 1 - Tourism

Go back to -

Curriculum Home

Global Studies

Like 0



GLOBAL STUDIES – MIDDLE SECONDARY – SAVE THE ENVIRONMENT

Home > Global Studies - Middle Secondary - Save the Environment

SHARE   

Go back to -

Curriculum Home

Global Studies

**COMPULSORY
CHOICE**

Middle Secondary – Save the Environment

PREREQUISITE

COMPULSORY *Junior Secondary – Global Studies*

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

Possible future careers -

- Park ranger
- Tour guide
- Cartographer
- Environmental scientist
- Town planner

TOPICS

Learn about -

- Climate change
- Sustainable lifestyles
- Food & resources
- Biomes & landscapes
- Biodiversity (animals and plants)
- Pollution & degradation
- Global connections (countries, continents, and trade)
- Indigenous perspectives

ASSESSMENT

n/a

RECOMMENDATION

C or higher in Junior Secondary Global Studies.

NOTES

Competent level of literacy needed to read, interpret, and explain a range of information.

Some spatial awareness and numeracy skills needed to read maps and graphs.

Excursions are highly valuable when learning about the world, so some costs may be applicable to this course.

Edit

LEADS TO

- [CHOICE](#) *Stage 1 - Legal Studies*
- [CHOICE](#) *Stage 1 - Business Innovation*
- [CHOICE](#) *Stage 1 - Modern History*
- [CHOICE](#) *Stage 1 - Geography*
- [CHOICE](#) *Stage 1 - Ancient Studies*
- [CHOICE](#) *Stage 1 - Aboriginal Studies*
- [CHOICE](#) *Stage 1 - Tourism*

[Go back to -](#)

[Curriculum Home](#)

[Global Studies](#)

Like 0



GLOBAL STUDIES – MIDDLE SECONDARY – WORLD AT WAR

Home > Global Studies - Middle Secondary - World at War

SHARE   

Go back to -

Curriculum Home

Global Studies

**COMPULSORY
CHOICE**

Middle Secondary – World at War

PREREQUISITE

COMPULSORY *Junior Secondary – Global Studies*

SUBJECT LENGTH

1 Semester

DESCRIPTION

This is an indepth look at the place and purpose of freedom, wars and conflict in modern cultures. Explore the values, ethics, tactics and technologies of conflicts and conquests across different times and places. In particular the class looks at events and tensions leading up to the outbreak of WI and WWII. We look at Gallipoli and The Western Front in particular for WWI and Europe and The Pacific for WWII. There is a focus on Australia's involvement in these theatres of war.

TOPICS

Possible themes include -

- World War I
- World War II
- Technology & Tactics
- The Holocaust
- The Korean War
- The Vietnam War

ASSESSMENT

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

RECOMMENDATION

n/a

PREREQUISITES

C or higher in Junior Secondary Global Studies

NOTES

n/a

Edit

LEADS TO

- [CHOICE](#) *Stage 1 - Legal Studies*
- [CHOICE](#) *Stage 1 - Business Innovation*
- [CHOICE](#) *Stage 1 - Modern History*
- [CHOICE](#) *Stage 1 - Geography*
- [CHOICE](#) *Stage 1 - Ancient Studies*
- [CHOICE](#) *Stage 1 - Aboriginal Studies*
- [CHOICE](#) *Stage 1 - Tourism*

[Go back to -](#)

[Curriculum Home](#)

[Global Studies](#)

Like 0

GLOBAL STUDIES – STAGE 1 – ABORIGINAL STUDIES

Home > Global Studies - Stage 1 - Aboriginal Studies

SHARE



Go back to -

Curriculum Home

Global Studies

CHOICE

Global Studies - Aboriginal Studies



Stage 1 – Aboriginal Studies

PREREQUISITE

At least ONE of the following –

COMPULSORY
CHOICE

Middle Secondary – Australian Stories

COMPULSORY
CHOICE

Middle Secondary – An Unequal World

COMPULSORY
CHOICE

Middle Secondary – Crime & Legal Studies

COMPULSORY
CHOICE

Middle Secondary – Justice & Politics

COMPULSORY
CHOICE

Middle Secondary – Myths & Legends

COMPULSORY
CHOICE

Middle Secondary – Rewards & Ripoffs

COMPULSORY
CHOICE

Middle Secondary – Save the Environment

COMPULSORY
CHOICE

Middle Secondary – World at War

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

Students learn from and with Aboriginal peoples and communities and other sources of Aboriginal voice to understand Aboriginal histories, cultures, accomplishments and enterprises.

Students will draw on elements of history, sociology, politics, arts, and literature, as they learn to see the richness of Aboriginal communities in Australia and in their own local community, and turn this knowledge into positive social action.

The learning from this course is highly transferable for careers in health, education, land management, tourism, law and politics, and the arts.

TOPICS

n/a

ASSESSMENT

Learning Journey -

six responses (multimodal, written or oral - 800 words or 5mins each)

Creative Journey -

two creative presentations (if written, 800 words; if oral or visual form, including a 150 word statement)

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

ATAR

Stage 2 - Aboriginal Studies

Go back to -

Curriculum Home

Global Studies

Like 0



GLOBAL STUDIES – STAGE 1 – ANCIENT STUDIES

Home > Global Studies - Stage 1 - Ancient Studies

SHARE   

Go back to -

Curriculum Home

Global Studies

CHOICE

Stage 1 – Ancient Studies



PREREQUISITE

At least ONE of the following –

COMPULSORY
CHOICE

Middle Secondary – Australian Stories

COMPULSORY
CHOICE

Middle Secondary – An Unequal World

COMPULSORY
CHOICE

Middle Secondary – Crime & Legal Studies

COMPULSORY
CHOICE

Middle Secondary – Justice & Politics

COMPULSORY
CHOICE

Middle Secondary – Myths & Legends

COMPULSORY
CHOICE

Middle Secondary – Rewards & Ripoffs

COMPULSORY
CHOICE

Middle Secondary – Save the Environment

**SUBJECT LENGTH**

1 Semester

SACE CREDITS

10 Credits

DESCRIPTION

Contemporary societies have a long heritage based on civilisations of the past. The study of ancient cultures, therefore, enables students to explore the universality and diversity of human experience and enhance their own cultural and intercultural understanding.

Students learn about the history, literature, society and culture of ancient civilisations, which may include Asia-Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies.

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

TOPICS

- Daily Life (ex. Military Life & State Execution)
- Material Culture (ex. Runes & Anglo-Saxon Swords)
- Military Conflict (ex. Alexander the Great vs. Darius I).
- Political Power (ex. Kings & Priests)
- Religion (ex. Norse Gods such as Thor & Loki)
- Literature (ex. Beowulf)

ASSESSMENT

- Assessment Task 1 - Practical Skills 70%
- Assessment Task 2 - Connections 30%

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

n/a

[Edit](#)**LEADS TO**[Go back to -](#)[Curriculum Home](#)[Global Studies](#)

Like 0



GLOBAL STUDIES – STAGE 1 – BUSINESS INNOVATION

Home > Global Studies - Stage 1 - Business Innovation

SHARE

Go back to -

Curriculum Home

Global Studies

CHOICE

Global Studies - Business Innovation

Stage 1 – Business Innovation

PREREQUISITE

At least ONE of the following –

- COMPULSORY CHOICE

Middle Secondary – Australian Stories
- COMPULSORY CHOICE

Middle Secondary – An Unequal World
- COMPULSORY CHOICE

Middle Secondary – Crime & Legal Studies
- COMPULSORY CHOICE

Middle Secondary – Justice & Politics
- COMPULSORY CHOICE

Middle Secondary – Myths & Legends
- COMPULSORY CHOICE

Middle Secondary – Rewards & Ripoffs
- COMPULSORY CHOICE

Middle Secondary – Save the Environment
- COMPULSORY CHOICE

Middle Secondary – World at War

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

At Stage 1, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses, and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities

TOPICS

n/a

ASSESSMENT

Assessment tasks may include -

Assessment type 1 - Business Skills - weighting 70%

- Identifying problems and generating possible solutions
- Business 30 day plan
- Business model summary

Assessment type 2 - Business Pitch - weighting 30%

RECOMMENDATION

C or Higher in Rewards and Ripoffs

PREREQUISITES

n/a

NOTES

n/a

Edit

LEADS TO

[Go back to -](#)[Curriculum Home](#)[Global Studies](#)

Like 0



GLOBAL STUDIES – STAGE 1 – GEOGRAPHY

Home > Global Studies - Stage 1 - Geography

SHARE

Go back to -

Curriculum Home

Global Studies

CHOICE

Global Studies - Geography

Stage 1 – Geography

PREREQUISITE

At least ONE of the following –

- COMPULSORY CHOICE

Middle Secondary – Australian Stories
- COMPULSORY CHOICE

Middle Secondary – An Unequal World
- COMPULSORY CHOICE

Middle Secondary – Crime & Legal Studies
- COMPULSORY CHOICE

Middle Secondary – Justice & Politics
- COMPULSORY CHOICE

Middle Secondary – Myths & Legends
- COMPULSORY CHOICE

Middle Secondary – Rewards & Ripoffs
- COMPULSORY CHOICE

Middle Secondary – Save the Environment
- COMPULSORY CHOICE

Middle Secondary – World at War

SUBJECT LENGTH

1 Semester

SACE CREDITS

10 Credits

DESCRIPTION

Students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

TOPICS

Theme 1 - Sustainable Place (eg Urban places; megacities)

Theme 2 - Hazards (eg. natural and biological hazards)

Theme 3 - Contemporary Issues (eg. local and global issues)

ASSESSMENT

Assessment is based on 5 tasks, which can be in written/multimodal, and include some fieldwork.

RECOMMENDATION

An interest in people, places and the environment.

NOTES

n/a

[Edit](#)

[Go back to -](#)[Curriculum Home](#)[Global Studies](#)

Like 0



GLOBAL STUDIES – STAGE 1 – LEGAL STUDIES

Home > Global Studies - Stage 1 - Legal Studies

SHARE   

Go back to -

Curriculum Home

Global Studies

CHOICE

Stage 1 – Legal Studies

PREREQUISITE

At least ONE of the following –

COMPULSORY
CHOICE

Middle Secondary – Australian Stories

COMPULSORY
CHOICE

Middle Secondary – An Unequal World

COMPULSORY
CHOICE

Middle Secondary – Crime & Legal Studies

COMPULSORY
CHOICE

Middle Secondary – Justice & Politics

COMPULSORY
CHOICE

Middle Secondary – Myths & Legends

COMPULSORY
CHOICE

Middle Secondary – Rewards & Ripoffs

COMPULSORY
CHOICE

Middle Secondary – Save the Environment

COMPULSORY
CHOICE

Middle Secondary – World at War

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

Possible future careers -

- Lawyer
 - Law clerk
 - Court officer
 - Judge
 - Police officer
 - Politician
 - Council member
-

TOPICS**4-8 topics which may include -**

- People, structures, and processes
- law-making
- justice and society
- young people
- victims
- motorists
- young workers
- relationships
- media
- sport
- entertainment
- technology
- animals
- women
- Indigenous peoples
- environment
- refugees and asylum seekers and/or minority groups.

ASSESSMENT**1 semester -**

- 2 x folio tasks (25% ea): 800 words / 5 min
- 1 x issues study (25%): 1000 words / 6 min
- 1 x presentation (25%): 6 min

RECOMMENDATION

- C or higher in Justice and Politics.
- C or higher in English.

PREREQUISITES

n/a

NOTES

High level of literacy and analysis needed to understand, interpret, and present a range of points of view.
Excursions are highly valuable when learning about the world, so some costs may be applicable to this course.

Edit

[Go back to -](#)[Curriculum Home](#)[Global Studies](#)

Like 0



GLOBAL STUDIES – STAGE 1 – MODERN HISTORY

Home > Global Studies - Stage 1 - Modern History

SHARE   

Go back to -

Curriculum Home

Global Studies

CHOICE

Stage 1 – Modern History

PREREQUISITE

COMPULSORY
CHOICE

Middle Secondary – World at War

OR one of the following –

COMPULSORY
CHOICE

Middle Secondary – Australian Stories

COMPULSORY
CHOICE

Middle Secondary – An Unequal World

COMPULSORY
CHOICE

Middle Secondary – Crime & Legal Studies

COMPULSORY
CHOICE

Middle Secondary – Justice & Politics

COMPULSORY
CHOICE

Middle Secondary – Myths & Legends

COMPULSORY
CHOICE

Middle Secondary – Rewards & Ripoffs

COMPULSORY
CHOICE

Middle Secondary – Save the Environment

SUBJECT LENGTH

1 Semester

SACE CREDITS

10 Credits

DESCRIPTION

Students of Modern History explore changes within the world since 1750, examining developments and movements, the ideas that inspired them and impacts for societies, systems and individuals.

TOPICS

Students will study (and choose) from the following list -

- Imperialism
 - Decolonisation
 - Indigenous peoples
 - Social improvements
 - Revolution
 - Self-chosen elective
-

ASSESSMENT

- Assessment Type 1 - Historical Skills 80%
- Assessment Type 2 - Historical Study 20%

RECOMMENDATION

n/a

PREREQUISITES

C grade or higher in Middle Secondary - World at War

NOTES

n/a

Edit

Go back to -

Curriculum Home

Global Studies

Like 0



GLOBAL STUDIES – STAGE 1 – TOURISM

Home > Global Studies - Stage 1 - Tourism

SHARE   

Go back to -

Curriculum Home

Global Studies

CHOICE

Stage 1 – Tourism

PREREQUISITE

At least ONE of the following –

COMPULSORY
CHOICE

Middle Secondary – Australian Stories

COMPULSORY
CHOICE

Middle Secondary – An Unequal World

COMPULSORY
CHOICE

Middle Secondary – Crime & Legal Studies

COMPULSORY
CHOICE

Middle Secondary – Justice & Politics

COMPULSORY
CHOICE

Middle Secondary – Myths & Legends

COMPULSORY
CHOICE

Middle Secondary – Rewards & Ripoffs

COMPULSORY
CHOICE

Middle Secondary – Save the Environment

COMPULSORY
CHOICE

Middle Secondary – World at War

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

Possible future careers -

- Tour guide
 - Flight attendant
 - Travel agent
 - Tourism marketer
-

TOPICS**3-6 topics which may include -**

- History of tourism; tourism in the local area
- local impacts of tourism
- International travel
- The role of organisations and government
- Technological change
- Tourism in Australia
- Tourism markets
- Natural environments and/or industry skills

ASSESSMENT**1 semester -**

- 1 x case study (25%): 1000 words / 6 min
- 1 x sources analysis (25%): written short answers
- 1 x practical activity (25%): 1000 words / 6 min
- 1 x investigation (25%): 1000 words / 6 min

RECOMMENDATION

C or higher in any middle school Global Studies course.

PREREQUISITES

n/a

NOTES

Competent level of literacy needed to read, interpret, and explain a range of information.

Some spatial awareness and numeracy skills needed to read maps and graphs.

Excursions are highly valuable when learning about the world, so some costs may be applicable to this course.

[Edit](#)

[Go back to -](#)[Curriculum Home](#)[Global Studies](#)

Like 0

GLOBAL STUDIES – STAGE 2 – ABORIGINAL STUDIES

Home > Global Studies - Stage 2 - Aboriginal Studies

SHARE







Go back to - Curriculum Home Global Studies



Stage 2 – Aboriginal Studies

PREREQUISITE



SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

Students learn from and with Aboriginal peoples and communities and other sources of Aboriginal voice to understand Aboriginal histories, cultures, accomplishments and enterprises.

Students will draw on elements of history, sociology, politics, arts, and literature, as they learn to see the richness of Aboriginal communities in Australia and in their own local community, and turn this knowledge into positive social action.

The learning from this course is highly transferable for careers in health, education, land management, tourism, law and politics, and the arts.

TOPICS

n/a

ASSESSMENT**School Assessment**

- Learning Journey (40%) - three responses (2400 words in total, or 15mins if oral)
- Social Action (30%) - one social action (1500 words if written, or 9mins oral)

External Assessment

- Acknowledgement (30%) - one acknowledgement (2000 words if written, or 12mins if oral)

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

The course can also be taken for 1 Semester, with half of the assessments.

[Edit](#)

[Go back to -](#)[Curriculum Home](#)[Global Studies](#)

Like 0



GLOBAL STUDIES – STAGE 2 – ANCIENT STUDIES

Home > Global Studies - Stage 2 - Ancient Studies

SHARE   

Go back to -

Curriculum Home

Global Studies

ATAR

Stage 2 – Ancient Studies

PREREQUISITE

CHOICE

Stage 1 – Ancient Studies

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Contemporary societies have a long heritage based on civilisations of the past. The study of ancient cultures, therefore, enables students to explore the universality and diversity of human experience and enhance their own cultural and intercultural understanding.

Students learn about the history, literature, society and culture of ancient civilisations, which may include Asia-Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies.

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

TOPICS

- Daily Life (ex. Festivals, Sports and Human Sacrifice)
- Material Culture (ex. Amulets & Temples)
- Military Conflict (ex. Amazon Warriors & The Trojan War)
- Political Power (ex. Empires such as Assyria & Rome)
- Religion (ex. Greek Mythology & Mesopotamian Demons)
- Literature (ex. The Epic of Gilgamesh)

ASSESSMENT

- Assessment Task 1 - Practical Skills 40%
- Assessment Task 2 - Connections 30%
- Assessment Task 3 - Inquiry 30%

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

n/a

Edit

[Go back to -](#)

[Curriculum Home](#)

[Global Studies](#)

Like 0



GLOBAL STUDIES – STAGE 2 – BUSINESS INNOVATION

Home > Global Studies - Stage 2 - Business Innovation

SHARE

Go back to -

Curriculum Home

Global Studies



Global Studies - Business Innovation

Stage 2 – Business Innovation

PREREQUISITE

CHOICE

Stage 1 – Business Innovation

SUBJECT LENGTH
2 Semesters
SACE CREDITS
20 Credits
DESCRIPTION
<p>Students engage with complex, dynamic, real-world problems, to identify and design, test, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills. Through the curriculum delivered in Stage 2 Business Innovation, students can work on developing their own business (Business Plan and Pitch), with the support of the school.</p> <p>Students undertake -</p> <ul style="list-style-type: none">• Four business skills tasks• One business model• One business plan and pitch

TOPICSn/a

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Business Innovation -
70% School Assessment

- 40% Business Skills
- 30% In-depth Study

30% External Assessment

- 30% Business Plan and Pitch

Students should provide evidence of their learning through six assessments, including the external assessment component.

RECOMMENDATIONn/a

PREREQUISITES

- C or higher in Stage 2 Business Innovation

OR

- VET Business Course
-

NOTES

n/a

[Edit](#)

[Go back to -](#)[Curriculum Home](#)[Global Studies](#)

Like 0



2021 – LANGUAGES

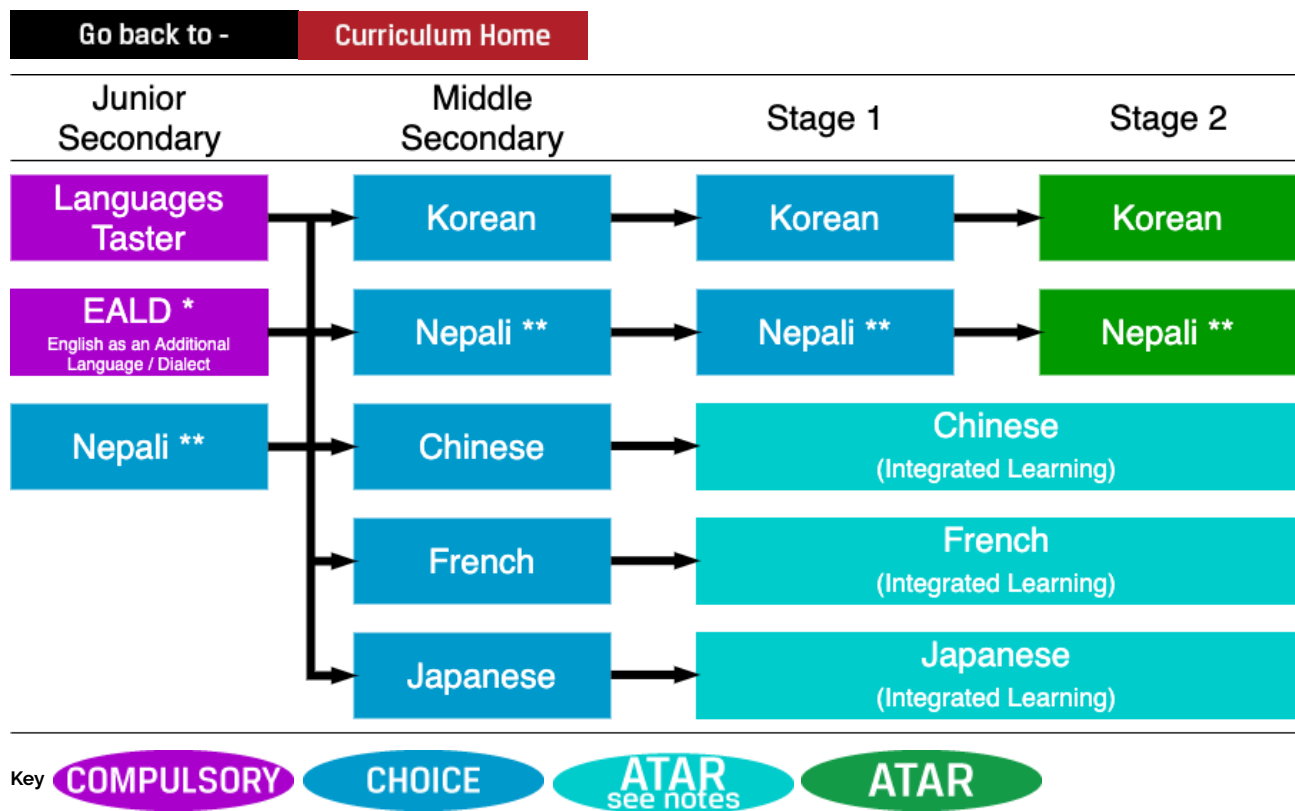
Home > 2021 - Languages

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All Languages other than English

Head of Languages – Karenn Nelson – Karenn.Nelson@schools.sa.edu.au

The subjects below are clickable



* Junior Secondary – EALD is compulsory for non-English speaking background (NESB) students ONLY

** All Nepali subjects are designed for native speakers of the Nepali language

Go back to - Curriculum Home

Like 0



LANGUAGES – JUNIOR SECONDARY – LANGUAGES TASTER

Home > Languages - Junior Secondary - Languages Taster

SHARE   

Go back to -

Curriculum Home

Languages

COMPULSORY

Junior Secondary – Languages Taster

SUBJECT LENGTH

1 Semester

DESCRIPTION

Across the semester, students will engage in a 4-week course in a range of different languages. The languages include: Chinese, French, Japanese and Korean. (Maori, Sign Language and/or Kaurua)

TOPICS

- Language Focus: Greetings, Numbers and Self-Introduction
- Cultural Focus: Festivals, Pop Culture and Customs

ASSESSMENT

PIC Positive Approaches to Learning. PIC Values. Participation is compulsory.

RECOMMENDATION

Junior Secondary Students are required to study this course for 1 semester.

NOTES

n/a

Edit

LEADS TO

CHOICE

Middle Secondary – Korean

CHOICE

Middle Secondary – Chinese

CHOICE

Middle Secondary – French

CHOICE

Middle Secondary – Japanese

Go back to -

Curriculum Home

Languages

Like 0



LANGUAGES – JUNIOR SECONDARY – ENGLISH AS AN ADDITIONAL LANGUAGE / DIALECT (EALD)

Home > Languages - Junior Secondary - English as an Additional Language / Dialect (EALD)

SHARE   

Go back to -

Curriculum Home

Languages

COMPULSORY

for NESB (non-English speaking background) Students only

Junior Secondary – English as an Additional Language / Dialect (EALD)

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This course is designed for non-English speaking background students only. Students will be identified during enrolment if they met criteria to be in this course.

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

[Edit](#)

LEADS TO

CHOICE

Middle Secondary – Korean

CHOICE

Middle Secondary – Nepali

CHOICE

Middle Secondary – Chinese

CHOICE

Middle Secondary – French

CHOICE

Middle Secondary – Japanese

Go back to -

Curriculum Home

Languages

Like 0



LANGUAGES – JUNIOR SECONDARY – NEPALI

Home > Languages - Junior Secondary - Nepali

SHARE   

Go back to -

Curriculum Home

Languages

CHOICE

Junior Secondary – Nepali

PREREQUISITE

This subject is for native speakers of Nepali.

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.

RECOMMENDATION

Specialist Academy, Selection Process Applies.

NOTES

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

Edit

LEADS TO

CHOICE

Middle Secondary – Nepali

Go back to -

Curriculum Home

Languages

Like 0



LANGUAGES – MIDDLE SECONDARY – KOREAN

Home > Languages - Middle Secondary - Korean

SHARE

Go back to -

Curriculum Home

Languages

CHOICE

Middle Secondary – Korean

PREREQUISITE

COMPULSORY *Junior Secondary – Language Taster*

COMPULSORY *(NESB Students Only) Junior Secondary – English as an Additional Language / Dialect (EALD)*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

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, like 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 Conversation with teacher.
2 x presentation,
2 x text analysis
2 x text production

RECOMMENDATION

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

NOTES

- This is a SACE Stage 1 subject.
- Lessons will be held every Monday from 3:15 – 6:15 pm

Edit

LEADS TO



Go back to -

Curriculum Home

Languages

Like 0



LANGUAGES – MIDDLE SECONDARY – NEPALI

Home > Languages - Middle Secondary - Nepali

SHARE   

Go back to -

Curriculum Home

Languages

CHOICE

Middle Secondary – Nepali

PREREQUISITE

This subject is for native speakers of Nepali

CHOICE

Junior Secondary – Nepali

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.

RECOMMENDATION

Specialist Academy. Selection Process Applies.

NOTES

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

Edit

LEADS TO

CHOICE

Stage 1 – Nepali

Go back to -

Curriculum Home

Languages

Like 0



LANGUAGES – MIDDLE SECONDARY – CHINESE

Home > Languages - Middle Secondary - Chinese

SHARE   

Go back to -

Curriculum Home

Languages

CHOICE

Middle Secondary – Chinese

PREREQUISITE

COMPULSORY *Junior Secondary – Language Taster*

COMPULSORY *(NESB Students Only) Junior Secondary – English as an Additional Language / Dialect (EALD)*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

你好！ The Chinese Academy is a really fun course. This course offers an introduction to Chinese language and culture. 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.

Students will develop their listening, speaking, reading and writing skills through a range of exciting activities. The course is highly interactive and students can expect to learn Chinese through games, songs, online media, flashcards, read cartoon stories, watch youtube videos and Chinese movies.

TOPICS

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

- Introductions
- Family and pets
- Daily routines
- People, place and food
- Customs and Legends
- School life
- Likes and dislikes

ASSESSMENT

- 10% Vocabulary and Grammar knowledge
- 50% Oral comprehension
- 10% Interactions with peers and teachers
- 10% Participation in classroom routines
- 10% Creative writing
- 10% Translation

RECOMMENDATION

n/a

NOTES

Cultural experience: Excursions to the Confucius Institute at the University of Adelaide for Tai Chi and Paper cutting workshops. Excursions to Chinatown and lunch at a Chinese restaurant. The course offers extra support and a context in which students can discuss and experience Chinese culture.

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Languages](#)

Like 0



LANGUAGES – MIDDLE SECONDARY – FRENCH

Home > Languages - Middle Secondary - French

SHARE   

Go back to -

Curriculum Home

Languages

CHOICE

Languages - French



Middle Secondary – French

PREREQUISITE

COMPULSORY *Junior Secondary – Language Taster*

COMPULSORY *(NESB Students Only) Junior Secondary – English as an Additional Language / Dialect (EALD)*

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

RECOMMENDATION

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.

NOTES

n/a

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Languages](#)

Like 0



LANGUAGES – MIDDLE SECONDARY – JAPANESE

Home > Languages - Middle Secondary - Japanese

SHARE   

Go back to -

Curriculum Home

Languages

CHOICE

Middle Secondary – Japanese

PREREQUISITE

COMPULSORY *Junior Secondary – Language Taster*

COMPULSORY *(NESB Students Only) Junior Secondary – English as an Additional Language / Dialect (EALD)*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

The Japanese Academy is an interactive course designed to help students develop Japanese language skills and their awareness of Japan, its people and their culture. Students will be encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another, gradually broadening their vocabulary and ability to communicate in Japanese. There may be interaction beyond the classroom with guests or members of Japanese-speaking communities via digital technologies or written exchanges with students in Japan. All three scripts - hiragana, katakana and kanji - will be introduced with the main emphasis on learning hiragana and katakana to read and write words and sentences. Aspects of environment, lifestyle and social practices associated with Japanese culture will be explored, discussed and compared with Australian way of life. Students will learn with a variety of resources, including books, audio recordings, songs, flashcards, online resources, advertisements, language games and films.

TOPICS

- Introductions
 - Likes and dislikes
 - Sports and hobbies
 - Daily routines
 - School life
 - Home and family
 - Food - Celebrations
 - My community
 - Pop culture
 - Health
 - Shopping
-

ASSESSMENT

- 10% Vocabulary Knowledge
- 10% PIC Positive Approach to Learning
- 50% Communication Skills
- 30% Project

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO



Go back to -

Curriculum Home

Languages

Like 0



LANGUAGES – STAGE 1 – KOREAN

Home > Languages - Stage 1 - Korean

SHARE

Go back to - Curriculum Home Languages



Stage 1 – Korean

PREREQUISITE

CHOICE Middle Secondary – Korean

SUBJECT LENGTH

2 Semesters

DESCRIPTION

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, like 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

- 2x Conversations with teachers
- 2x Presentations
- 2x Text analysis
- 2x Text Productions

RECOMMENDATION

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

NOTES

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

Edit

LEADS TO

ATAR Stage 2 – Korean

[Go back to -](#)

[Curriculum Home](#)

[Languages](#)

Like 0



LANGUAGES – STAGE 1 – NEPALI

Home > Languages - Stage 1 - Nepali

SHARE   

Go back to -

Curriculum Home

Languages

CHOICE

Stage 1 – Nepali

PREREQUISITE

This subject is for native speakers of Nepali.

CHOICE

Middle Secondary – Nepali

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This subject enables students to undertake the study of the Nepali language that is not currently available through any other framework for languages. They develop and apply linguistic and intercultural knowledge, understanding, and skills to interact and communicate appropriately and effectively in the study of Nepali in a variety of contexts for a range of purposes and audiences. Students develop and extend their ability to communicate across cultural boundaries.

TOPICS

There are three prescribed themes:

- The Individual
- The Nepali-speaking Community
- The Changing World

ASSESSMENT

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

School-based assessment is around 4 assessment types:

- Interaction
- Text Production
- Text Analysis
- Investigation

RECOMMENDATION

Specialist Academy. Selection Process Applies.

NOTES

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

Edit

LEADS TO



Go back to -

Curriculum Home

Languages

Like 0



LANGUAGES – STAGE 1 / 2 – CHINESE

Home > Languages - Stage 1 / 2 - Chinese

SHARE   

Go back to -

Curriculum Home

Languages



Stage 1 / 2 – Chinese

PREREQUISITE

CHOICE

Middle Secondary – Chinese

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Learn Chinese, Double Your World “学会中国话，朋友遍天下” Did you know that learning another language improves your memory and concentration, makes you a better problem solver and boosts your creativity, confidence and appreciation of the world!

This course is for any senior student who is interested in developing their knowledge of Chinese culture, their skill in Chinese language and their personal capabilities. Although no prior language study is required, students must be able to demonstrate a sound knowledge of cultural practices and traditions for entry into this course.

TOPICS**Practical Inquiry: Individual Language Study**

In the practical enquiry, you will develop and strengthen your communication skills in Chinese. You will be introduced to a wider range of vocabulary, intermediate-advanced grammar and have opportunities to practice the four macro skills in depth: reading, writing, listening and speaking. There are 3 practical inquiry assessment tasks.

Connections: A Collaborative Project

In this topic, you will collaborate with others on a Chinese-focused project of your choice. Each group member will be responsible for a role in this project and you will develop and report on at least one SACE capability. 2021 projects may include: the Chinese food project, event management of languages week, Year 7 transition lessons, film making, language game creation, art mural or gardening.

Personal Endeavour: Investigation

This is an opportunity for you to personally explore a Chinese-themed topic that is of interest to you. This investigation can be inquiry-based (e.g. a research report) or practical-based (hands-on project). You will choose a SACE capability to develop within your personal endeavour. The personal endeavour is externally assessed. The personal endeavour assessment task is 12 minutes for an oral or multimodal presentation OR 2000 words if written.

ASSESSMENT

Practical Inquiry 40%

Connections 30%

Personal Endeavour 30%

RECOMMENDATION

A positive attitude and a willingness to learn new things.

PREREQUISITES

Any Senior Secondary Student is welcome to join this class.

NOTES

This is an integrated Stage 1 and Stage 2 class. Students studying at Stage 2 level can use Integrated Learning as part of ATAR if they aren't studying another Integrated Learning subject.

Think GLOBAL: Goals, Learning, Our world, Be involved, Awareness, Leadership.

Edit

[Go back to -](#)[Curriculum Home](#)[Languages](#)

Like 0



LANGUAGES – STAGE 1 / 2 – FRENCH

Home > Languages - Stage 1 / 2 - French

SHARE   

Go back to -

Curriculum Home

Languages



Languages - French



Stage 1 / 2 – French

PREREQUISITE



SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Did you know that learning another language improves your memory and concentration, makes you a better problem solver and boosts your creativity, confidence and appreciation of the world!

This course is for any senior student who is interested in developing their knowledge of French culture, their skill in French language and their personal capabilities. Although no prior language study is required, students must be able to demonstrate basic hiragana reading skills for entry into this course.

TOPICS**Practical Inquiry: Individual Language Study**

In the practical enquiry, you will develop and strengthen your communication skills in French. You will be introduced to a wider range of vocabulary, intermediate-advanced grammar and have opportunities to practice the four macro skills in depth: reading, writing, listening and speaking. There are 3 practical inquiry assessment tasks.

Connections: A Collaborative Project

In this topic, you will collaborate with others on a French-focused project of your choice. Each group member will be responsible for a role in this project and you will develop and report on at least one SACE capability. 2021 projects may include: event management of languages week, Year 7 transition lessons, film making, language game creation, art mural or gardening.

Personal Endeavour: Investigation

This is an opportunity for you to personally explore a French-themed topic that is of interest to you. This investigation can be inquiry-based (e.g. a research report) or practical-based (hands-on project). You will choose a SACE capability to develop within your personal endeavour. The personal endeavour is externally assessed. The personal endeavour assessment task is 12 minutes for an oral or multimodal presentation OR 2000 words if written.

ASSESSMENT

Practical Inquiry 40%

Connections 30%

Personal Endeavour 30%

RECOMMENDATION

A positive attitude and a willingness to learn new things.

PREREQUISITES

To enrol in this course, you need to either:

NOTES

This is an integrated Stage 1 and Stage 2 class. Students studying at Stage 2 level can use Integrated Learning as part of ATAR if they aren't studying another Integrated Learning subject.
Think GLOBAL: Goals, Learning, Our world, Be involved, Awareness, Leadership.

Edit

[Go back to -](#)[Curriculum Home](#)[Languages](#)

Like 0



LANGUAGES – STAGE 1 / 2 – JAPANESE

Home > Languages - Stage 1 / 2 - Japanese

SHARE   

Go back to -

Curriculum Home

Languages



Stage 1 / 2 – Japanese

PREREQUISITE

CHOICE

Middle Secondary – Japanese

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

日本語を勉強しましょうか。

Did you know that learning another language improves your memory and concentration, makes you a better problem solver and boosts your creativity, confidence and appreciation of the world!

This course is for any senior student who is interested in developing their knowledge of Japanese culture, their skill in Japanese language and their personal capabilities. Although no prior language study is required, students must be able to demonstrate basic hiragana reading skills for entry into this course.

TOPICS**Practical Inquiry: Individual Language Study**

In the practical enquiry, you will develop and strengthen your communication skills in Japanese. You will be introduced to a wider range of vocabulary, intermediate-advanced grammar and have opportunities to practice the four macro skills in depth: reading, writing, listening and speaking. There are 3 practical inquiry assessment tasks.

Connections: A Collaborative Project

In this topic, you will collaborate with others on a Japanese-focused project of your choice. Each group member will be responsible for a role in this project and you will develop and report on at least one SACE capability. 2021 projects may include: event management of languages week, Year 7 transition lessons, film making, language game creation, art mural or gardening.

Personal Endeavour: Investigation

This is an opportunity for you to personally explore a Japanese-themed topic that is of interest to you. This investigation can be inquiry-based (e.g. a research report) or practical-based (hands-on project). You will choose a SACE capability to develop within your personal endeavour. The personal endeavour is externally assessed. The personal endeavour assessment task is 12 minutes for an oral or multimodal presentation OR 2000 words if written.

ASSESSMENT

Practical Inquiry 40%

Connections 30%

Personal Endeavour 30%

RECOMMENDATION

A positive attitude and a willingness to learn new things.

PREREQUISITES

To enrol in this course, you need to either:

Know how to read Hiragana or

Be prepared to learn to read Hiragana within the first 2 weeks.

If you're committed, this is achievable!

NOTES

This is an integrated Stage 1 and Stage 2 class. Students studying at Stage 2 level can use Integrated Learning as part of ATAR if they aren't studying another Integrated Learning subject.

Think GLOBAL: Goals, Learning, Our world, Be involved, Awareness, Leadership.

Edit

[Go back to -](#)[Curriculum Home](#)[Languages](#)

Like 0



LANGUAGES – STAGE 2 – KOREAN

Home > Languages - Stage 2 - Korean

SHARE   

Go back to -

Curriculum Home

Languages

ATAR

Stage 2 – Korean

PREREQUISITE

CHOICE

Stage 1 – Korean

SUBJECT LENGTH

2 Semesters

DESCRIPTION

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, like 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

2x Conversations with teachers
2x Presentations
2x Text analysis
2x Text Productions

RECOMMENDATION

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

NOTES

Lessons will be held every Wednesday from 3:15 - 6:15pm

Edit

Go back to -

Curriculum Home

Languages

Like 0



LANGUAGES – STAGE 2 – NEPALI

Home > Languages - Stage 2 - Nepali

SHARE

Go back to -

Curriculum Home

Languages

ATAR

Stage 2 – Nepali

PREREQUISITE

This subject is for native speakers of Nepali.

CHOICE

Stage 1 – Nepali

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This subject enables students to undertake the study of Nepali that is not currently available through any other framework for languages. Students will have studied Nepali for 400 - 500 hours by the time they have completed Stage 2, or have the equivalent level of knowledge. They develop and apply linguistic and intercultural knowledge, understanding, and skills to interact and communicate appropriately and effectively in the Nepali language in a variety of contexts for a range of purposes and audiences. Students develop and extend their ability to communicate across cultural boundaries.

TOPICS

There are three prescribed themes:

The Individual which enables students to explore aspects of their personal world. This theme also enables students to study topics from the perspectives of other people.

The Nepali speaking Community explores topics from the perspectives of diverse individuals and groups and encourages students to develop an understanding of how culture and identity are expressed through language.

The Changing World enables students to explore change as it affects the world of work and other topics.

ASSESSMENT

70% School Assessment

- 50% Folio
- 20% In-depth Study

30% External Assessment

- 30% Examination

RECOMMENDATION

Specialist Academy. Selection Process Applies.

NOTES

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

Edit

[Go back to -](#)[Curriculum Home](#)[Languages](#)

Like 0



2021 – MATHS

Home > 2021 - Maths

SHARE

From addition and subtraction, through functions and their graphs to statistics and calculus, Maths is the language of the universe

Head of Maths – Dani Matrin – Dani.Martinggg@schools.sa.edu.au

PIC CLIP Maths Pathway



The subjects below are clickable

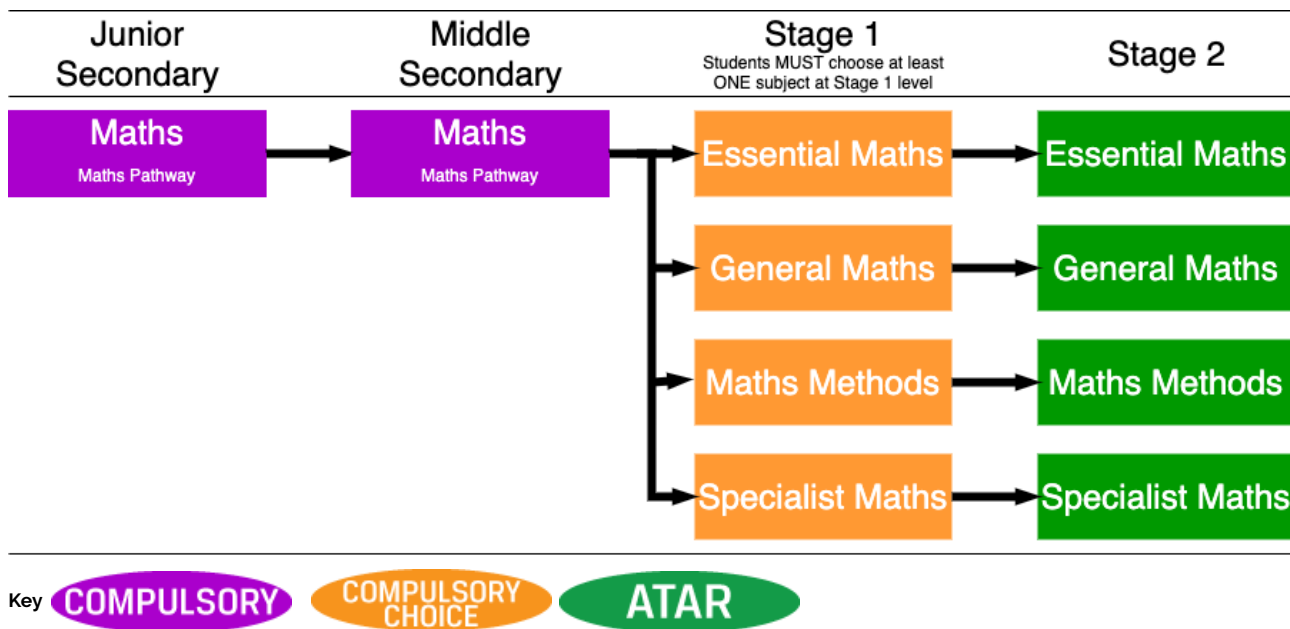
[Go back to -](#)

[Curriculum Home](#)

Students MUST choose at least ONE subject at Stage 1 level.

Stage 1 and Stage 2 maths subjects range from Essential Maths (least challenging) to Specialist Maths (most challenging) as seen in the chart below.

When transitioning from Stage 1 to Stage 2 students may move straight across (equal difficulty) or down (less difficult) but not up (more difficult).



[Go back to -](#)

[Curriculum Home](#)

Like 0



MATHS – JUNIOR SECONDARY – MATHS

Home > Maths - Junior Secondary - Maths

SHARE   

Go back to - Curriculum Home Maths



Junior Secondary – Maths

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.

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

This subject is compulsory for all Junior Secondary students.

NOTES

Laptop is required for every lesson.

Edit

LEADS TO



Go back to - Curriculum Home Maths

Like 0



MATHS – MIDDLE SECONDARY – MATHS

Home > Maths - Middle Secondary - Maths

SHARE

Go back to - Curriculum Home Maths



Middle Secondary – Maths

PREREQUISITE

COMPULSORY Junior Secondary – Maths

SUBJECT LENGTH

4 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.

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

Compulsory for all Middle Secondary Students across 2 years.

NOTES

Laptop is required for every lesson.

Edit

LEADS TO

COMPULSORY CHOICE Stage 1 – Essential Maths

COMPULSORY CHOICE Stage 1 – General Maths

COMPULSORY CHOICE Stage 1 – Maths Methods

COMPULSORY CHOICE Stage 1 – Specialist Maths

[Go back to -](#)

[Curriculum Home](#)

[Maths](#)

Like 0

MATHS – STAGE 1 – ESSENTIAL MATHS

Home > Maths - Stage 1 - Essential Maths

SHARE   

Go back to - Curriculum Home Maths



Stage 1 – Essential Maths

PREREQUISITE

 Middle Secondary – Maths

Maths Pathway - Level 5 or higher

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Successful completion of a full year of Stage 1 Essential Mathematics will lead to Stage 2 Essential Mathematics.

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

 Stage 2 – Essential Maths

Go back to - Curriculum Home Maths

Like 0



MATHS – STAGE 1 – GENERAL MATHS

Home > Maths - Stage 1 - General Maths

SHARE

Go back to -

Curriculum Home

Maths



Stage 1 – General Maths

PREREQUISITE

COMPULSORY

Middle Secondary – Maths

Maths Pathway - Level 7 or higher

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices, and discrete models. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Students who complete this subject with a C grade or better will meet the numeracy requirement of the SACE. Successful completion of a full year of Stage 1 General Mathematics will lead to Stage 2 General Mathematics.

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

- ATAR

Stage 2 – Essential Maths
- ATAR

Stage 2 – General Maths

[Go back to -](#)

[Curriculum Home](#)

[Maths](#)

Like 0



MATHS – STAGE 1 – MATHS METHODS

Home > Maths - Stage 1 - Maths Methods

SHARE   

Go back to - Curriculum Home Maths



Stage 1 – Maths Methods

PREREQUISITE

COMPULSORY

Middle Secondary – Maths

Maths Pathway - Level 9 or higher

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

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

Students who complete this subject with a C grade or better will meet the numeracy requirement of the SACE. Successful completion of a full year of Stage 1 Mathematical Methods will lead to Stage 2 Mathematical Methods.

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

Graphics Calculator (CASIO COLOUR GRAPHICS CALCULATOR - fx-CG50 AU \$259)
Borrow options are available.

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LEADS TO

ATAR *Stage 2 – Essential Maths*

ATAR *Stage 2 – General Maths*



[Go back to -](#)

[Curriculum Home](#)

[Maths](#)

Like 0



MATHS – STAGE 1 – SPECIALIST MATHS

Home > Maths - Stage 1 - Specialist Maths

SHARE

Go back to - Curriculum Home Maths



Stage 1 – Specialist Maths

PREREQUISITE

COMPULSORY Middle Secondary – Maths

Maths Pathway - Level 9 or higher

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students who complete this subject with a C grade or better will meet the numeracy requirement of the SACE. Successful completion of a full year of Stage 1 Specialist Mathematics will lead to Stage 2 Specialist Mathematics.

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

Graphics Calculator (CASIO COLOUR GRAPHICS CALCULATOR - fx-CG50 AU \$259)
Borrow options are available.

Edit

LEADS TO

ATAR Stage 2 – Essential Maths

ATAR Stage 2 – General Maths

ATAR Stage 2 – Maths Methods



[Go back to -](#)

[Curriculum Home](#)

[Maths](#)

Like 0



MATHS – STAGE 2 – ESSENTIAL MATHS

Home > Maths - Stage 2 - Essential Maths

SHARE   

Go back to - Curriculum Home Maths



Stage 2 – Essential Maths

PREREQUISITE

At least

CHOICE

Stage 1 – Essential Maths

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

Edit

Go back to - Curriculum Home Maths

Like 0



MATHS – STAGE 2 – GENERAL MATHS

Home > Maths - Stage 2 - General Maths

SHARE

Go back to - Curriculum Home Maths



Stage 2 – General Maths

PREREQUISITE

At least

CHOICE

Stage 1 – General Maths

SUBJECT LENGTH

2 Semesters

DESCRIPTION

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices, and discrete models. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

Edit

Go back to - Curriculum Home Maths

Like 0



MATHS – STAGE 2 – MATHS METHODS

Home > Maths - Stage 2 - Maths Methods

SHARE

Go back to - Curriculum Home Maths



Stage 2 – Maths Methods

PREREQUISITE

At least

CHOICE *Stage 1 – Maths Methods*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

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

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

Graphics Calculator (CASIO COLOUR GRAPHICS CALCULATOR - fx-CG50 AU \$259)
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Go back to - Curriculum Home Maths

Like 0



MATHS – STAGE 2 – SPECIALIST MATHS

Home > Maths - Stage 2 - Specialist Maths

SHARE

Go back to -

Curriculum Home

Maths



Stage 2 – Specialist Maths

PREREQUISITE

CHOICE

Stage 1 – Specialist Maths

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

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Edit

Go back to -

Curriculum Home

Maths

Like 0



2021 – PERSONAL DEVELOPMENT

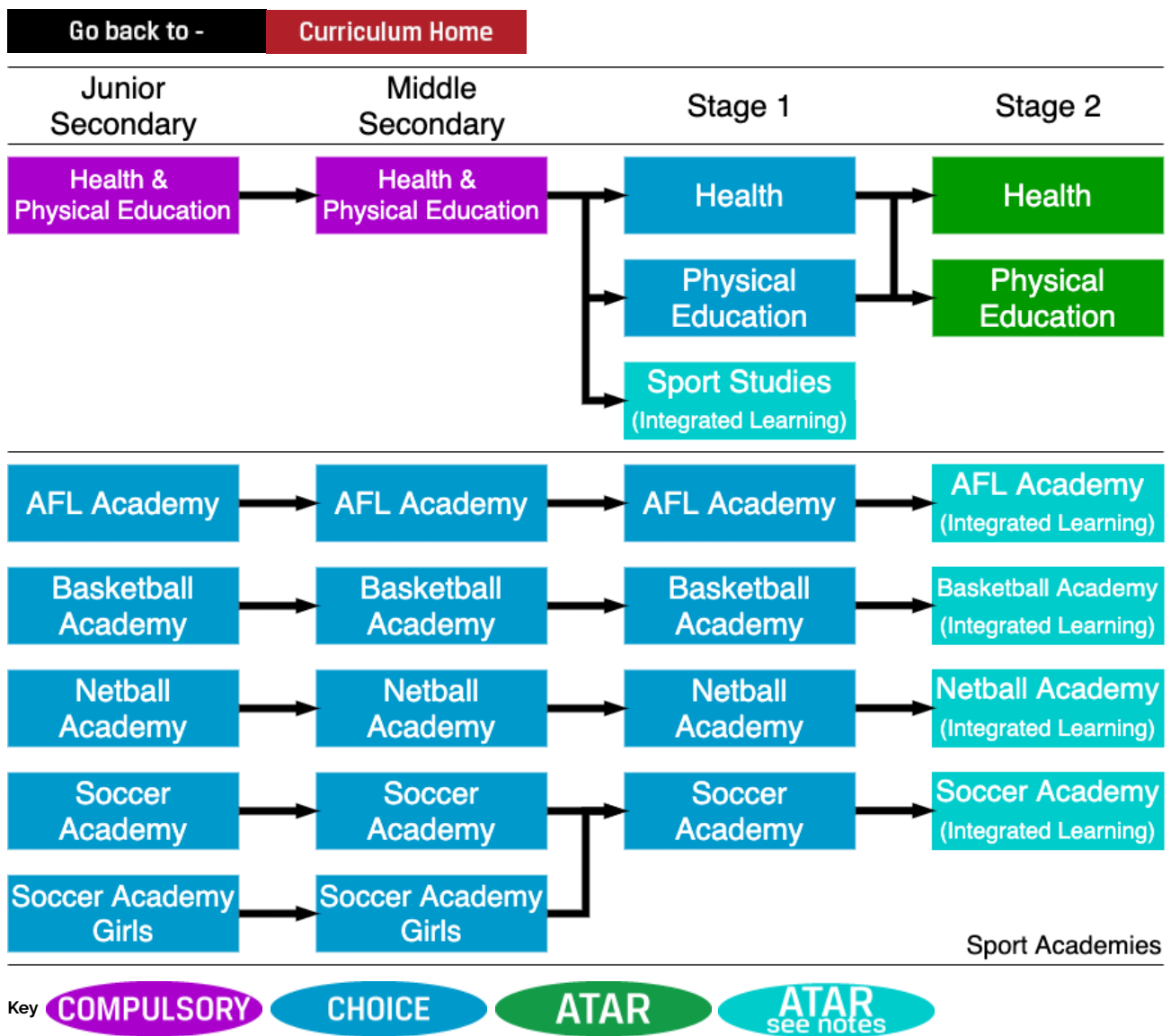
Home > 2021 - Personal Development

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Health and Physical Education (PE) as well as our AFL, Basketball, Netball and Soccer academies

Head of Personal Development – Paul Eckermann – Paul.Eckermann13@schools.sa.edu.au

The subjects below are clickable



Like 0



PERSONAL DEVELOPMENT – JUNIOR SECONDARY – HEALTH & PHYSICAL EDUCATION

Home > Personal Development - Junior Secondary - Health & Physical Education

SHARE   

Go back to -

Curriculum Home

Personal Development

COMPULSORY

Junior Secondary – Health & Physical Education

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Junior school health and physical education is the beginning steps of learning how to live a healthy and active life. Students in this class will learn the core concepts, knowledge, and skills that will lead to an understanding of the importance of physical activity, how to improve sporting performance and enjoyment, as well as developing a holistic view of health that increases understanding of physical, social, mental and spiritual wellbeing.

Students will begin to learn about the basic physical education concepts such as biomechanics, fitness components and training principles through a variety of sporting activities and physical activity. Students will evaluate their learning through self reflections and use technology to assess their skills. They will also learn about relevant health concepts such as healthy eating, bullying, and mental health.

TOPICS

Physical Education Focus

Biomechanics

- Investigate personal techniques through video analysis and evaluate methods to improve these techniques.

Fitness Components

- Discover the fitness components relevant to a chosen sport and complete fitness tests to learn how these can be used to develop performance in their chosen sport.

Health Focus

- Healthy Eating
- Bullying
- Mental Health

ASSESSMENT

Practical Assessment - 50%

- Students will have a choice in the method of their practical assessment, including options such as participation, skill development, leadership, teamwork, and more.

Theory Assessment - 50%

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

COMPULSORY *Middle Secondary - Health & Physical Education*

[Go back to -](#)

[Curriculum Home](#)

[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – JUNIOR SECONDARY – AFL ACADEMY

Home > Personal Development - Junior Secondary - AFL Academy

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Junior Secondary – AFL Academy

SUBJECT LENGTH

2 Semesters

DESCRIPTION

AFL academy offers students the opportunity to learn the concepts, knowledge and skills of health and physical education through an AFL focus.

Students will begin to learn about the basic physical education concepts such as biomechanics, fitness components and training principles in an AFL context. They will also learn about relevant health concepts such as healthy eating, bullying, and mental health.

Students who select AFL academy will enter a selection process to be accepted into the academy.

- Students who are accepted into the AFL academy will be expected to participate in all activities and maintain a grade of a C or above. Students who do not meet these expectations may move into a health and physical education class on at the same time.
- Students who are not accepted into the AFL academy will complete health and physical education instead and may move into the AFL academy if a position becomes available.

TOPICS

AFL Specific Focus

- Developing fundamental skills (kicking, handballing, and marking)
- Understanding of rules
- Tactics and Teamwork

Physical Education Focus

Biomechanics

- Investigate personal techniques through video analysis and evaluate methods to improve these techniques.

Fitness Components

- Discover the fitness components relevant to AFL and complete fitness tests to learn how these can be used to develop performance in AFL.

Health Focus

- Healthy Eating
- Bullying
- Mental Health

ASSESSMENT

- Practical Assessment - 75%
- Theory Assessment - 25%

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

CHOICE

Middle Secondary – AFL Academy

Go back to -

Curriculum Home

Personal Development

Like 0



PERSONAL DEVELOPMENT – JUNIOR SECONDARY – BASKETBALL ACADEMY

Home > Personal Development - Junior Secondary - Basketball Academy

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Junior Secondary – Basketball Academy

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Basketball academy offers students the opportunity to learn the concepts, knowledge and skills of health and physical education through a basketball focus.

Students will begin to learn about the basic physical education concepts such as biomechanics, fitness components and training principles in a basketball context. They will also learn about relevant health concepts such as healthy eating, bullying, and mental health.

Students who select basketball academy will enter a selection process to be accepted into the academy.

- Students who are accepted into the basketball academy will be expected to participate in all activities and maintain a grade of a C or above. Students who do not meet these expectations may move into a health and physical education class on at the same time.
- Students who are not accepted into the basketball academy will complete health and physical education instead and may move into the basketball academy if a position becomes available.

TOPICS

Basketball Specific Focus

- Developing fundamental skills (dribbling, passing, and shooting)
- Understanding of rules
- Tactics and Teamwork

Physical Education Focus

Biomechanics

- Investigate personal techniques through video analysis and evaluate methods to improve these techniques.

Fitness Components

- Discover the fitness components relevant to basketball and complete fitness tests to learn how these can be used to develop performance in basketball.

Health Focus

- Healthy Eating
- Bullying
- Mental Health

ASSESSMENT

- Practical Assessment - 75%
- Theory Assessment - 25%

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

CHOICE

Middle Secondary – Basketball Academy

Go back to -

Curriculum Home

Personal Development

Like 0



PERSONAL DEVELOPMENT – JUNIOR SECONDARY – NETBALL ACADEMY

Home > Personal Development - Junior Secondary - Netball Academy

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Junior Secondary – Netball Academy

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Netball academy offers students the opportunity to learn the concepts, knowledge and skills of health and physical education through a netball focus.

Students will begin to learn about the basic physical education concepts such as biomechanics, fitness components and training principles in a netball context. They will also learn about relevant health concepts such as healthy eating, bullying, and mental health.

Students who select netball academy will enter a selection process to be accepted into the academy.

- Students who are accepted into the netball academy will be expected to participate in all activities and maintain a grade of a C or above. Students who do not meet these expectations may move into a health and physical education class on at the same time.
- Students who are not accepted into the netball academy will complete health and physical education instead and may move into the netball academy if a position becomes available.

TOPICS

Netball Specific Focus

- Developing fundamental skills (Passing, footwork, attacking, defending)
- Understanding of rules
- Tactics and Teamwork

Physical Education Focus

Biomechanics

- Investigate personal techniques through video analysis and evaluate methods to improve these techniques.

Fitness Components

- Discover the fitness components relevant to netball and complete fitness tests to learn how these can be used to develop performance in netball.

Health Focus

- Healthy Eating
- Bullying
- Mental Health

ASSESSMENT

- Practical Assessment - 75%
- Theory Assessment - 25%

RECOMMENDATION

n/a

NOTES

Students in the Netball Academy will have the opportunity to be aligned with an elite netball pathway through our partnership with Central District Netball Club.

Edit

LEADS TO

CHOICE

Middle Secondary – Netball Academy

Go back to -

Curriculum Home

Personal Development

Like 0



PERSONAL DEVELOPMENT – JUNIOR SECONDARY – SOCCER ACADEMY

Home > Personal Development - Junior Secondary - Soccer Academy

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Junior Secondary – Soccer Academy

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Soccer academy offers students the opportunity to learn the concepts, knowledge and skills of health and physical education through a soccer focus.

Students will begin to learn about the basic physical education concepts such as biomechanics, fitness components and training principles in a soccer context. They will also learn about relevant health concepts such as healthy eating, bullying, and mental health.

Students who select soccer academy will enter a selection process to be accepted into the academy.

- Students who are accepted into the soccer academy will be expected to participate in all activities and maintain a grade of a C or above. Students who do not meet these expectations may move into a health and physical education class on at the same time.
- Students who are not accepted into the soccer academy will complete health and physical education instead and may move into the soccer academy if a position becomes available.

TOPICS

Soccer Specific Focus

- Developing fundamental skills (dribbling, passing, ball control and shooting)
- Understanding of rules
- Tactics and Teamwork

Physical Education Focus

Biomechanics

- Investigate personal techniques through video analysis and evaluate methods to improve these techniques.

Fitness Components

- Discover the fitness components relevant to soccer and complete fitness tests to learn how these can be used to develop performance in soccer.

Health Focus

- Healthy Eating
- Bullying
- Mental Health

ASSESSMENT

- Practical Assessment - 75%
- Theory Assessment - 25%

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – JUNIOR SECONDARY – SOCCER ACADEMY – GIRLS

Home > Personal Development - Junior Secondary - Soccer Academy - Girls

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Junior Secondary – Soccer Academy – Girls

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Girls' soccer academy offers students the opportunity to learn the concepts, knowledge and skills of health and physical education through a soccer focus.

Students will begin to learn about the basic physical education concepts such as biomechanics, fitness components and training principles in a soccer context. They will also learn about relevant health concepts such as healthy eating, bullying, and mental health.

Students who select Girls' Soccer Academy will enter a selection process to be accepted into the academy.

- Students who are accepted into the soccer academy will be expected to participate in all activities and maintain a grade of a C or above. Students who do not meet these expectations may move into a health and physical education class on at the same time.
- Students who are not accepted into the soccer academy will complete health and physical education instead and may move into the soccer academy if a position becomes available.

TOPICS

Soccer Specific Focus

- Developing fundamental skills (dribbling, passing, and ball control)
- Understanding of rules
- Tactics and Teamwork

Physical Education Focus

Biomechanics

- Investigate personal techniques through video analysis and evaluate methods to improve these techniques.

Fitness Components

- Discover the fitness components relevant to soccer and complete fitness tests to learn how these can be used to develop performance in soccer.

Health Focus

- Healthy Eating
- Bullying
- Mental Health

ASSESSMENT

- Practical Assessment - 75%
- Theory Assessment - 25%

RECOMMENDATION

n/a

NOTES

If there are not enough girls who select soccer academy they may be joined in with the general soccer academy. Any students who do not want this will complete health and physical education instead.

Edit

LEADS TO

CHOICE

Middle Secondary - Soccer Academy - Girls

Go back to -

Curriculum Home

Personal Development

Like 0



PERSONAL DEVELOPMENT – MIDDLE SECONDARY – HEALTH & PHYSICAL EDUCATION

Home > Personal Development - Middle Secondary - Health & Physical Education

SHARE   

Go back to -

Curriculum Home

Personal Development

COMPULSORY

Middle Secondary – Health & Physical Education

PREREQUISITES

COMPULSORY *Junior Secondary – Health & Physical Education*

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

Middle School health and physical education continues to develop student knowledge and understanding of how to live a healthy and active life. Students will further develop their knowledge and understanding of junior school physical education concepts such as biomechanics, fitness components and training principles to further develop their sporting performance and enjoyment of physical activity.

Students will also continue to develop their knowledge, skills, and understanding of relevant health topics such as the effects of drugs and alcohol, body image, and basic first aid. Students will investigate these topics from a holistic view to increase understanding of physical, social, mental and spiritual wellbeing.

TOPICS**Physical Education Practical Focus***Skill Transfer (semester 1)*

- Students participate in 2 selected sports to develop their skills over a 6 week period before reflecting on their ability to transfer skills from one sport to another.

SEPEP (semester 2)

- Students work together to run and participate in a sports tournament where they are responsible for organising all aspects of the tournament.

Physical Education Theory Focus*Biomechanics (semester 1)*

- Students select a skill from a sport chosen by the class and create a program for improvement. Students will record their techniques at the beginning and end of the unit to assess improvement.

Fitness Book (semester 2)

- Students investigate the different fitness components and training principles to create a booklet of activities to develop each fitness component.

Health Focus*First Aid (semester 1)*

- Students learn the basics of first aid while investigating the state of first aid training in their community. Students propose methods for improving the number of people within their community that are first aid trained.

Issue Response (semester 2)

- Students respond to a current health issue of their choice. Students investigate the causes of the issue and actions to improve, reduce, or eliminate the issue.

ASSESSMENT

Practical Assessment - 50%

- Students will have a choice in the method of their practical assessment, including options such as participation, skill development, leadership, teamwork, and more.

Theory Assessment - 50%

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

ONE of the following

CHOICE Stage 1 - Health

CHOICE Stage 1 - Physical Education

ATAR
see notes Stage 1 - Sport Studies

Go back to -

Curriculum Home

Personal Development

Like 0



PERSONAL DEVELOPMENT – MIDDLE SECONDARY – AFL ACADEMY

Home > Personal Development - Middle Secondary - AFL Academy

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Middle Secondary – AFL Academy

PREREQUISITES

CHOICE

Junior Secondary – AFL Academy

SUBJECT LENGTH

2 Semesters

DESCRIPTION

AFL academy offers students the opportunity to learn the concepts, knowledge and skills of health and physical education through an AFL focus.

Students will further develop their knowledge and understanding from junior school physical education concepts such as biomechanics, fitness components and training principles through an AFL context. They will also learn about relevant health concepts such as body image, first aid, and the effects of drugs and alcohol.

Students who select AFL academy will enter a selection process to be accepted into the academy.

- Students who are accepted into the AFL academy will be expected to participate in all activities and maintain a grade of a C or above. Students who do not meet these expectations may move into a health and physical education class on at the same time.
- Students who are not accepted into the AFL academy will complete health and physical education instead and may move into the AFL academy if a position becomes available.

TOPICS**AFL Specific Focus**

- Technique Development and Application
- Refereeing
- Coaching
- Fitness

Physical Education Focus

Biomechanics - Investigate personal techniques through video analysis and compare techniques to professional athletes to understand areas for skill improvement.

Fitness Components - Apply the fitness components relevant to AFL to develop training programs to improve specific aspects of individual performance.

Health Focus

- Effects of drugs and alcohol
- Body Image
- First Aid

ASSESSMENT

- Practical Assessment - 60%
- Theory Assessment - 40%

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TOCHOICE

Stage 1 - AFL Academy

[Go back to -](#)[Curriculum Home](#)[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – MIDDLE SECONDARY – BASKETBALL ACADEMY

Home > Personal Development - Middle Secondary - Basketball Academy

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Middle Secondary – Basketball Academy

PREREQUISITES

CHOICE

Junior Secondary – Basketball Academy

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Basketball academy offers students the opportunity to learn the concepts, knowledge and skills of health and physical education through a basketball focus.

Students will further develop their knowledge and understanding from junior school physical education concepts such as biomechanics, fitness components and training principles through a basketball context. They will also learn about relevant health concepts such as body image, first aid, and the effects of drugs and alcohol.

Students who select basketball academy will enter a selection process to be accepted into the academy.

- Students who are accepted into the basketball academy will be expected to participate in all activities and maintain a grade of a C or above. Students who do not meet these expectations may move into a health and physical education class on at the same time.
- Students who are not accepted into the basketball academy will complete health and physical education instead and may move into the basketball academy if a position becomes available.

TOPICS**Basketball Specific Focus**

- Technique Development and Application
- Refereeing
- Coaching
- Fitness

Physical Education Focus

Biomechanics - Investigate personal techniques through video analysis and compare techniques to professional athletes to understand areas for skill improvement.

Fitness Components - Apply the fitness components relevant to basketball to develop training programs to improve specific aspects of individual performance.

Health Focus

- Effects of drugs and alcohol
- Body Image
- First Aid

ASSESSMENT

- Practical Assessment - 60%
- Theory Assessment - 40%

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO**CHOICE***Stage 1 - Basketball Academy*

Go back to -**Curriculum Home****Personal Development**

Like 0



PERSONAL DEVELOPMENT – MIDDLE SECONDARY – NETBALL ACADEMY

Home > Personal Development - Middle Secondary - Netball Academy

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Middle Secondary – Netball Academy

PREREQUISITES

CHOICE

Junior Secondary – Netball Academy

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Netball academy offers students the opportunity to learn the concepts, knowledge and skills of health and physical education through a netball focus.

Students will further develop their knowledge and understanding from junior school physical education concepts such as biomechanics, fitness components and training principles through a netball context. They will also learn about relevant health concepts such as body image, first aid, and the effects of drugs and alcohol.

Students who select netball academy will enter a selection process to be accepted into the academy.

- Students who are accepted into the netball academy will be expected to participate in all activities and maintain a grade of a C or above. Students who do not meet these expectations may move into a health and physical education class on at the same time.
- Students who are not accepted into the netball academy will complete health and physical education instead and may move into the netball academy if a position becomes available.

TOPICS**Netball Specific Focus**

- Technique Development and Application
- Refereeing
- Coaching
- Fitness

Physical Education Focus

Biomechanics - Investigate personal techniques through video analysis and compare techniques to professional athletes to understand areas for skill improvement.

Fitness Components - Apply the fitness components relevant to netball to develop training programs to improve specific aspects of individual performance.

Health Focus

- Effects of drugs and alcohol
- Body Image
- First Aid

ASSESSMENT

- Practical Assessment - 60%
- Theory Assessment - 40%

RECOMMENDATION

n/a

NOTES

Students in the Netball Academy will have the opportunity to be aligned with an elite netball pathway through our partnership with Central District Netball Club.

Students in the Netball Academy will also have the opportunity to represent PIC at the Gold Coast Netball Carnival every second year.

Edit

LEADS TO**CHOICE***Stage 1 - Netball Academy*

Go back to -**Curriculum Home****Personal Development**

Like 0



PERSONAL DEVELOPMENT – MIDDLE SECONDARY – SOCCER ACADEMY

Home > Personal Development - Middle Secondary - Soccer Academy

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Middle Secondary – Soccer Academy

PREREQUISITES

CHOICE

Junior Secondary – Soccer Academy

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Soccer academy offers students the opportunity to learn the concepts, knowledge and skills of health and physical education through a soccer focus.

Students will further develop their knowledge and understanding from junior school physical education concepts such as biomechanics, fitness components and training principles through a soccer context. They will also learn about relevant health concepts such as body image, first aid, and the effects of drugs and alcohol.

Students who select soccer academy will enter a selection process to be accepted into the academy.

- Students who are accepted into the soccer academy will be expected to participate in all activities and maintain a grade of a C or above. Students who do not meet these expectations may move into a health and physical education class on at the same time.
- Students who are not accepted into the soccer academy will complete health and physical education instead and may move into the soccer academy if a position becomes available.

TOPICS**Soccer Specific Focus**

- Technique Development and Application
- Refereeing
- Coaching
- Fitness

Physical Education Focus

Biomechanics - Investigate personal techniques through video analysis and compare techniques to professional athletes to understand areas for skill improvement.

Fitness Components - Apply the fitness components relevant to soccer to develop training programs to improve specific aspects of individual performance.

Health Focus

- Effects of drugs and alcohol
- Body Image
- First Aid

ASSESSMENT

- Practical Assessment - 60%
- Theory Assessment - 40%

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TOCHOICE

Stage 1 - Soccer Academy

[Go back to -](#)[Curriculum Home](#)[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – MIDDLE SECONDARY – SOCCER ACADEMY – GIRLS

Home > Personal Development - Middle Secondary - Soccer Academy - Girls

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Middle Secondary – Soccer Academy – Girls

PREREQUISITES

CHOICE

Junior Secondary – Soccer Academy – Girls

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Girls' soccer academy offers students the opportunity to learn the concepts, knowledge and skills of health and physical education through a soccer focus.

Students will further develop their knowledge and understanding from junior school physical education concepts such as biomechanics, fitness components and training principles through a soccer context. They will also learn about relevant health concepts such as body image, first aid, and the effects of drugs and alcohol.

Students who select girls' soccer academy will enter a selection process to be accepted into the academy.

- Students who are accepted into the girls' soccer academy will be expected to participate in all activities and maintain a grade of a C or above. Students who do not meet these expectations may move into a health and physical education class on at the same time.
- Students who are not accepted into the girls' soccer academy will complete health and physical education instead and may move into the soccer academy if a position becomes available.

TOPICS**Soccer Specific Focus**

- Technique Development and Application
- Refereeing
- Coaching
- Fitness

Physical Education Focus

Biomechanics - Investigate personal techniques through video analysis and compare techniques to professional athletes to understand areas for skill improvement.

Fitness Components - Apply the fitness components relevant to soccer to develop training programs to improve specific aspects of individual performance.

Health Focus

- Effects of drugs and alcohol
- Body Image
- First Aid

ASSESSMENT

- Practical Assessment - 60%
- Theory Assessment - 40%

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TOCHOICE

Stage 1 - Soccer Academy

[Go back to -](#)[Curriculum Home](#)[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – STAGE 1 – HEALTH

Home > Personal Development - Stage 1 - Health

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Stage 1 – Health

PREREQUISITES

COMPULSORY Middle Secondary – Health & Physical Education

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

In Health, students focus on the health and well-being of individuals, communities, and societies in the environments they share. They gain an understanding of how Health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments.

Students will have a lot of choice in the topics they investigate in Stage 1 Health and can focus on areas of interest to them and their future pathway. Students will develop the skills required to be successful in Stage 2 Health.

TOPICS

Issue Response

- Students evaluate and respond to a current health issue and reflect on their attitudes to the issue and on the values that influence those attitudes.

Group Activity

- Students work in groups to plan, organise, and implement action on a local or community health issue.

Investigation

- Students research a current health issue, which may be an aspect of a topic already identified or an issue of the student's choice. Students use a variety of sources to find relevant information, analyse issues, draw meaningful conclusions, and present possible solutions.

ASSESSMENT

School Based Assessment

- AT1 - Issue Response (30%)
 - AT2 - Group Activity (30%)
 - AT3 - Investigation (40%)
-

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

ONE of the following

- ATAR

Stage 2 - Health
- ATAR

Stage 2 - Physical Education

Go back to -

Curriculum Home

Personal Development

Like 0



PERSONAL DEVELOPMENT – STAGE 1 – PHYSICAL EDUCATION

Home > Personal Development - Stage 1 - Physical Education

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Stage 1 – Physical Education

PREREQUISITES

COMPULSORY Middle Secondary – Health & Physical Education

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

In Stage 1 Physical Education students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Students will make meaning of personal movement experiences, use movement to strengthen their personal, intellectual, and social skill development, and develop an understanding of exercise physiology, biomechanics, skill acquisition and equity/inclusivity through participation in physical activity.

TOPICS

Students will be assessed on their ability to reflect and analyse their own skills. Students will not be assessed on their practical skills and therefore students do not need to be highly skilled to be successful in stage 1 Physical Education.

Performance Improvement (50%)

- Biomechanics analysis task (Badminton)
- Individual constraints improvement task (lawn bowls)

Physical Activity Investigation (50%)

- Modified Games Participation Analysis Task
- Korfbal - Inclusivity

ASSESSMENT

School Based Assessment

- AT1 - Performance Improvement
- AT2 - Physical Activity Investigation

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

ONE of the following

- ATAR

Stage 2 - Health
- ATAR

Stage 2 - Physical Education

Go back to -

Curriculum Home

Personal Development

Like 0



PERSONAL DEVELOPMENT – STAGE 1 – SPORT STUDIES

Home > Personal Development - Stage 1 - Sport Studies

SHARE   

Go back to -

Curriculum Home

Personal Development



Stage 1 – Sport Studies

PREREQUISITES

COMPULSORY *Middle Secondary – Health & Physical Education*

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

Students who have an interest in Physical Education and Sport have the opportunity to undertake this Integrated Learning subject. It is recommended that students are keen participants in physical activity.

Students will participate in a range of sports and reflect on their skills using peer and self reflections to guide their responses. Students will also complete tasks aimed at developing skills and knowledge to complete Stage 2 Sports Studies.

TOPICS

Practical Exploration

Badminton (semester 1)

Volleyball (semester 2)

Connections

Students will organise and participate in a modified sports tournament (semester 1 and 2)

Personal Venture

Basic First Aid Course (semester 1)

Coaching (semester 2)

ASSESSMENT

School Based Assessment

AT1 - Practical Exploration (40%)

AT2 - Connections (30%)

AT3 - Personal Venture (30%)

RECOMMENDATION

Students must be willing to complete both theory and practical based assessment.

PREREQUISITES

n/a

NOTES

n/a

Edit

LEADS TO



Go back to -

Curriculum Home

Personal Development

Like 0



PERSONAL DEVELOPMENT – STAGE 1 – AFL ACADEMY

Home > Personal Development - Stage 1 - AFL Academy

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Stage 1 – AFL Academy

PREREQUISITES

CHOICE

Middle Secondary – AFL Academy

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

Students selecting to be a part of the Senior AFL Academy will need to demonstrate a passion for the game of AFL. It will be assumed that all students selecting this subject 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. The subject will contain practical, theoretical and group components.

AFL Academy is a great way for students to achieve their SACE through a topic of interest and skill.

TOPICS

Practical Exploration

- Gameplay and Skill Development (semester 1)
- Gameplay and Skill Development (semester 2)

Connection

- 9-a-side Competition (Semester 1)
- Coaching (Semester 2)

Personal Venture

- Umpiring Course (semester 1)
- Investigation (semester 2)

ASSESSMENT

School Based Assessment

- AT1 - Practical Exploration (40%)
- AT2 - Connections (30%)
- AT3 - Personal Venture (30%)

RECOMMENDATION

- An achievement of 'C' or better in Middle School AFL Academy is highly recommended.
 - Students should be competent in the skills of AFL.
 - It is recommended to select a full year of AFL Academy if planning to select AFL at stage 2.
 - Students must be willing to complete both theory and practical based assessment.
-

NOTES

n/a

Edit

LEADS TO

[Go back to -](#)[Curriculum Home](#)[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – STAGE 1 – BASKETBALL ACADEMY

Home > Personal Development - Stage 1 - Basketball Academy

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Stage 1 – Basketball Academy

PREREQUISITES

CHOICE

Middle Secondary – Basketball Academy

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

Students selecting to be a part of the Senior Basketball Academy will need to demonstrate a passion for the game of Basketball. It will be assumed that all students selecting this subject 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. The subject will contain practical, theoretical and group components.

Basketball Academy is a great way for students to achieve their SACE through a topic of interest and skill.

TOPICS

Practical Exploration

- 5 x 5 Basketball (semester 1)
- 3 x 3 Basketball (semester 2)

Connection

- Coaching (Semester 1)
- Organising a 3 x 3 Competition (Semester 2)

Personal Venture

- Refereeing Course (semester 1)
- Technique Analysis (semester 2)

ASSESSMENT

School Based Assessment

- AT1 - Practical Exploration (40%)
- AT2 - Connections (30%)
- AT3 - Personal Venture (30%)

RECOMMENDATION

- An achievement of 'C' or better in Middle School Basketball Academy is highly recommended.
- Students should be competent in the skills of basketball.
- It is recommended to select a full year of Basketball Academy if planning to select Basketball at stage 2.
- Students must be willing to complete both theory and practical based assessment.

NOTES

n/a

Edit

LEADS TO



Go back to -

Curriculum Home

Personal Development

Like 0



PERSONAL DEVELOPMENT – STAGE 1 – NETBALL ACADEMY

Home > Personal Development - Stage 1 - Netball Academy

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Stage 1 – Netball Academy

PREREQUISITES

CHOICE

Middle Secondary – Netball Academy

SUBJECT LENGTH

2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

Students selecting to be a part of the Senior Netball Academy will need to demonstrate a passion for the game of netball. It will be assumed that all students selecting this subject 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. The subject will contain practical, theoretical and group components.

Netball Academy is a great way for students to achieve their SACE through a topic of interest and skill.

TOPICS

Practical Exploration

- Gameplay and Skill Development (semester 1)
- Gameplay and Skill Development (semester 2)

Connection

- Organising a Netball Competition (Semester 1)
- Coaching (Semester 2)

Personal Venture

- Fitness Plan (semester 1)
- Investigation (semester 2)

ASSESSMENT

School Based Assessment

- AT1 - Practical Exploration (40%)
- AT2 - Connections (30%)
- AT3 - Personal Venture (30%)

RECOMMENDATION

- An achievement of 'C' or better in Middle School Netball Academy is highly recommended.
 - Students should be competent in the skills of netball.
 - Highly desirable that students participate regularly at club level.
 - It is recommended to select a full year at stage 1 if planning to select netball at stage 2
 - Students must be willing to complete both theory and practical based assessment.
-

NOTES

n/a

[Edit](#)

LEADS TO[Go back to -](#)[Curriculum Home](#)[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – STAGE 1 – SOCCER ACADEMY

Home > Personal Development - Stage 1 - Soccer Academy

SHARE   

Go back to -

Curriculum Home

Personal Development

CHOICE

Stage 1 – Soccer Academy

PREREQUISITES

ONE of the following

CHOICE

Middle Secondary – Soccer Academy

CHOICE

Middle Secondary – Soccer Academy – Girls

SUBJECT LENGTH

2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

Students selecting to be a part of the Senior Soccer Academy will need to demonstrate a passion for the game of soccer. It will be assumed that all students selecting this subject 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. The subject will contain practical, theoretical and group components.

Soccer Academy is a great way for students to achieve their SACE through a topic of interest and skill.

TOPICS

Practical Exploration

- Outdoor Soccer
- Indoor Soccer
- Futsal

Connections

- Organising a Competition (Semester 1)
- Coaching (Semester 2)

Personal Venture

- Tactical Exploration - Ultimate Team (semester 1)
 - Training Program(semester 2)
-

ASSESSMENT**School Based Assessment**

- AT1 - Practical Exploration (40%)
- AT2 - Connections (30%)
- AT3 - Personal Venture (30%)

RECOMMENDATION

- An achievement of 'C' or better in Middle School Soccer Academy is highly recommended.
- Students should be competent in the skills of soccer.
- It is recommended that students select a full year of soccer if planning to select soccer at stage 2.
- Students must be willing to complete both theory and practical based assessment.

NOTES

n/a

Edit

LEADS TO

[Go back to -](#)[Curriculum Home](#)[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – STAGE 2 – HEALTH

Home > Personal Development - Stage 2 - Health

SHARE   

Go back to -

Curriculum Home

Personal Development



Stage 2 – Health

PREREQUISITES

ONE of the following

- CHOICE

Stage 1 – Health
- CHOICE

Stage 1 – Physical Education

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

In Health, students focus on the health and well-being of individuals, communities, and societies in the environments they share. They gain an understanding of how Health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments.

Students will have a lot of choice in the topics they investigate in Stage 2 Health and can focus on areas of interest to them and their future pathway. Students will develop the skills required to understand many health topics now and in the future.

TOPICS**Group Investigation and Presentation**

- Students undertake a group investigation and presentation for a chosen contemporary health issue that affects the health and well-being of individuals and/or communities. The group investigation and presentation must involve all members of the group. Followed by an individual written report.

Issues Analysis

- Students select and analyse one of the contemporary health issues raised in the movie The DUFF
- Students respond to the current issue of discrimination, inequality and stereotyping in regards to the racism issues raised in the documentary "Angry Eyes".
- Students respond to the issue of body image raised in the documentary movie "Embrace".

Practical Activity

- Students undertake practical activities which requires students to participate in a health-promoting activity beyond the classroom.
- Students undertake the Red Cross Apply First Aid course and write responses to workplace first aid scenarios.
- Students plan and organise a lifestyle fitness contract then participate weekly to gain improvement in a chosen area of personal health.

Investigation

- Students are directly involved in a personal or community activity or social action to promote improved health outcomes for individuals or communities, they present their investigation in the form of a written report of 2000 words.

ASSESSMENT**School Based Assessment**

- Group Investigation and Presentation (30%)
- Issues Analysis (20%)
- Practical Activity (20%)

External Assessment

- Investigation (30%)

RECOMMENDATION

An achievement of 'C' or better in Stage 1 Health is highly recommended.

NOTES

n/a

Edit

[Go back to -](#)[Curriculum Home](#)[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – STAGE 2 – PHYSICAL EDUCATION

Home > Personal Development - Stage 2 - Physical Education

SHARE   

Go back to -

Curriculum Home

Personal Development

ATAR

Stage 2 – Physical Education

PREREQUISITES

ONE of the following

CHOICE

Stage 1 – Health

CHOICE

Stage 1 – Physical Education

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students in Stage 2 Physical Education will investigate the factors that influence their performance in physical activities and aim to develop personal skills while developing an understanding of the concepts of improved physical performance.

Students will make meaning of personal movement experiences, use movement to strengthen their personal, intellectual, and social skill development, and develop an understanding of exercise physiology, biomechanics, skill acquisition and equity/inclusivity through participation in physical activity.

TOPICS

Diagnostics

Technique Analysis - Students investigate the biomechanics of a sporting movement and analyse their own technique to improve performance.

Badminton - performance data analysis - students identify skill related data from a match which will allow them to compare strategy of opposing players and design a training session to develop an area of improvement.

Improvement Analysis

Fitness - students set a personal goal to achieve in the City to Bay fun run. They will create a plan of improvement and collect data to monitor progress and achievement.

Group Dynamics

- Organising a School Sports Competition
-

ASSESSMENT**70% School Assessment**

- AT1 - Diagnostics (30%)
- AT2 - Improvement Analysis (40%)

30% External Assessment

- AT3 - Group Dynamics (30%).

RECOMMENDATION

An achievement of 'C' or better in Stage 1 Physical Education is highly recommended.

NOTES

Students who enroll in Stage 2 Physical Education are eligible for an ATAR

Edit

[Go back to -](#)[Curriculum Home](#)[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – STAGE 2 – AFL ACADEMY

Home > Personal Development - Stage 2 - AFL Academy

SHARE   

Go back to -

Curriculum Home

Personal Development



Stage 2 – AFL Academy (Integrated Learning)

PREREQUISITES

CHOICE

Stage 1 – AFL Academy

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students selecting to be a part of the Senior AFL Academy will need to demonstrate a passion for the game of AFL. It will be assumed that all students selecting this subject 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. The subject will contain practical, theoretical and group components.

AFL Academy is a great way for students to achieve their SACE through a topic of interest and skill. Students who complete AFL Academy will be eligible for an ATAR if they do not enrol in any other integrated learning subjects.

TOPICS

Practical Inquiry

- Game Play and Skill Development
- 9-a-side AFL
- Umpiring Course

Connections

- Organising a 9-a-side AFL Competition.

Personal Endeavour

- Students conduct a personal investigation on one of the four options: Rule changes, Technology, Impact of Mental Health or AFLW.

ASSESSMENT**School Based Assessment**

- AT1 - Practical Inquiry (40%)
- AT2 - Connections (30%)

External Assessment

- AT3 - Personal Endeavour (30%)

RECOMMENDATION

- An achievement of 'C' or better in Stage 1 AFL Academy is highly recommended.
- Students should be competent in the skills of AFL.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

NOTES

Students CAN receive an ATAR by completing Stage 2 AFL Academy ONLY if they are not enrolled in another integrated learning class.

[Edit](#)

[Go back to -](#)[Curriculum Home](#)[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – STAGE 2 – BASKETBALL ACADEMY

Home > Personal Development - Stage 2 - Basketball Academy

SHARE   

Go back to -

Curriculum Home

Personal Development



Stage 2 – Basketball Academy (Integrated Learning)

PREREQUISITES

CHOICE

Stage 1 – Basketball Academy

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students selecting to be a part of the Senior Basketball Academy will need to demonstrate a passion for the game of Basketball. It will be assumed that all students selecting this subject 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. The subject will contain practical, theoretical and group components.

Basketball Academy is a great way for students to achieve their SACE through a topic of interest and skill. Students who complete Basketball Academy will be eligible for an ATAR if they do not enrol in any other integrated learning subjects.

TOPICS

Practical Inquiry

- 5 x 5 Basketball
- 3 x 3 Basketball
- Refereeing Course

Connections

- Organising a 3 x 3 Competition.

Personal Endeavour

- Technique Analysis (biomechanical analysis of a chosen basketball technique).

ASSESSMENT**School Based Assessment**

- AT1 - Practical Inquiry (40%)
- AT2 - Connections (30%)

External Assessment

- AT3 - Personal Endeavour (30%)

RECOMMENDATION

- An achievement of 'C' or better in Stage 1 Basketball Academy is highly recommended.
- Students should be competent in the skills of basketball.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

NOTES

Students CAN receive an ATAR by completing Stage 2 Basketball Academy ONLY if they are not enrolled in another integrated learning class.

[Edit](#)

[Go back to -](#)[Curriculum Home](#)[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – STAGE 2 – NETBALL ACADEMY

Home > Personal Development - Stage 2 - Netball Academy

SHARE   

Go back to -

Curriculum Home

Personal Development



Stage 2 – Netball Academy (Integrated Learning)

PREREQUISITES

CHOICE

Stage 1 – Netball Academy

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students selecting to be a part of the Senior Netball Academy will need to demonstrate a passion for the game of Netball. It will be assumed that all students selecting this subject 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. The subject will contain practical, theoretical and group components.

Netball Academy is a great way for students to achieve their SACE through a topic of interest and skill. Students who complete Netball Academy will be eligible for an ATAR if they do not enrol in any other integrated learning subjects.

TOPICS

Practical Inquiry

- Game Play and Reflection 1.
- Game Play and Reflection 2.
- Technique Analysis (biomechanical analysis of a chosen Netball technique).

Connections

- Leadership and Coaching Course.

Personal Endeavour

- 6 week fitness plan
- or
- Investigation of a significant area related to netball
-

ASSESSMENT**School Based Assessment**

- AT1 - Practical Inquiry (40%)
- AT2 - Connections (30%)

External Assessment

- AT3 - Personal Endeavour (30%)

RECOMMENDATION

- An achievement of 'C' or better in Stage 1 Netball Academy is highly recommended.
- Students should be competent in the skills of netball.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

NOTES

Students CAN receive an ATAR by completing Stage 2 Netball Academy ONLY if they are not enrolled in another integrated learning class.

[Edit](#)

[Go back to -](#)[Curriculum Home](#)[Personal Development](#)

Like 0



PERSONAL DEVELOPMENT – STAGE 2 – SOCCER ACADEMY

Home > Personal Development - Stage 2 - Soccer Academy

SHARE   

Go back to -

Curriculum Home

Personal Development



Stage 2 – Soccer Academy (Integrated Learning)

PREREQUISITES

CHOICE

Stage 1 – Soccer Academy

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students selecting to be a part of the Senior Soccer Academy will need to demonstrate a passion for the game of Soccer. It will be assumed that all students selecting this subject 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. The subject will contain practical, theoretical and group components.

Soccer Academy is a great way for students to achieve their SACE through a topic of interest and skill. Students who complete Soccer Academy will be eligible for an ATAR if they do not enrol in any other integrated learning subjects.

TOPICS

Practical Inquiry

- Outdoor Soccer
- Indoor Soccer
- Futsal

Connections

- Organising a Competition.

Personal Endeavour

- Develop a Training Program.

ASSESSMENT**School Based Assessment**

- AT1 - Practical Inquiry (40%)
- AT2 - Connections (30%)

External Assessment

- AT3 - Personal Endeavour (30%)

RECOMMENDATION

- An achievement of 'C' or better in Stage 1 Soccer Academy is highly recommended.
- Students should be competent in the skills of soccer.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

NOTES

Students CAN receive an ATAR by completing Stage 2 Soccer Academy ONLY if they are not enrolled in another integrated learning class.

[Edit](#)

[Go back to -](#)[Curriculum Home](#)[Personal Development](#)

Like 0



2021 – SCIENCE

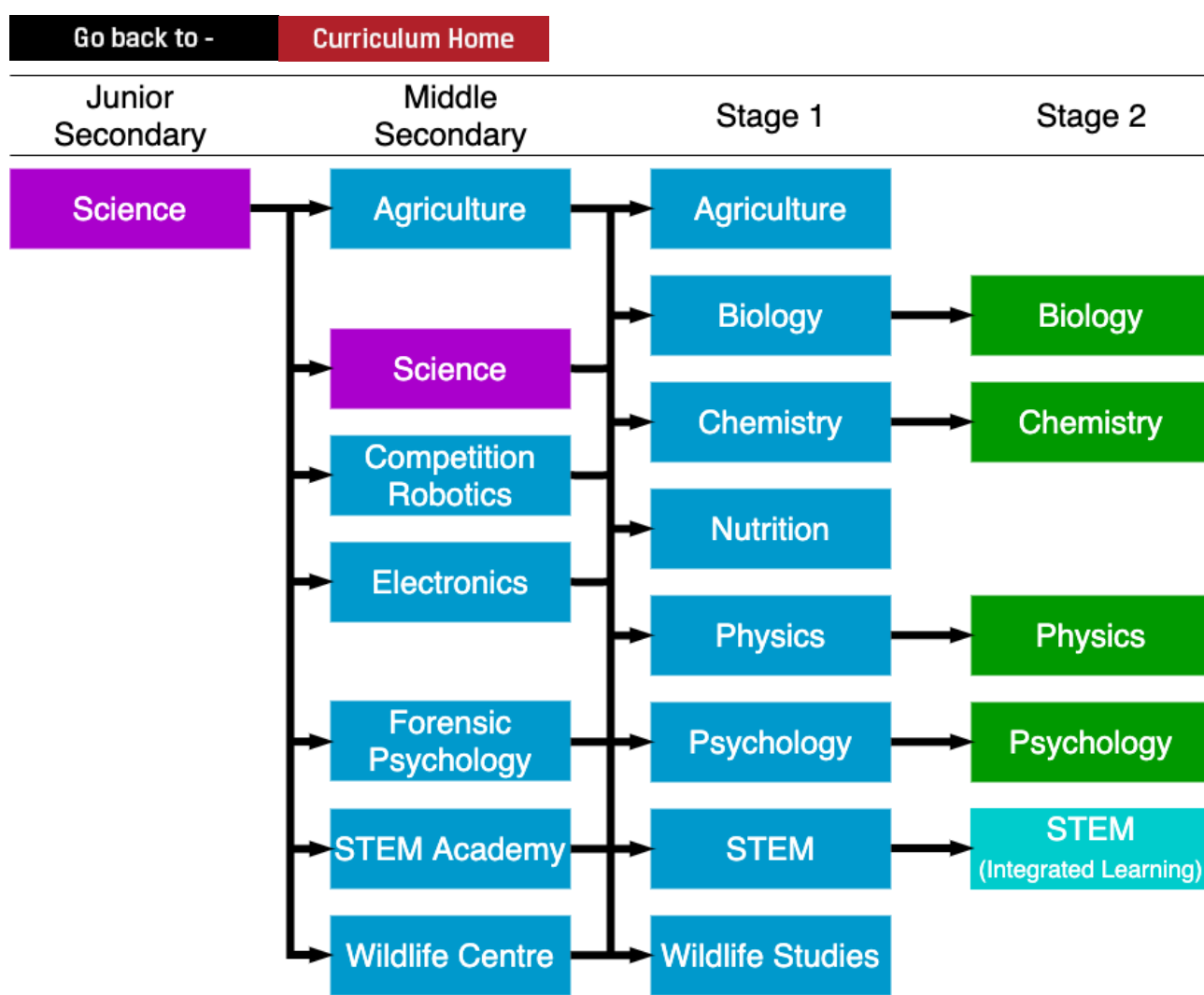
Home > 2021 - Science

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Subjects as diverse as Agriculture, Robotics and Wildlife Studies to Psychology, Biology and Physics

Head of Science – Sue Elderfield – Sue.Elderfield725@schools.sa.edu.au

The subjects below are clickable



Key **COMPULSORY** **CHOICE** **ATAR**

Go back to - Curriculum Home

Like 0



SCIENCE – JUNIOR SECONDARY – SCIENCE

Home > Science - Junior Secondary - Science

SHARE   

Go back to -

Curriculum Home

Science

COMPULSORY

Junior Secondary – Science

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

TOPICS

n/a

ASSESSMENT

- Core Skills (10%)
- Science as a Human Endeavor (30%)
- Science Understanding (30%)
- Project Based Learning Tasks (20%)
- Tests (10%)

RECOMMENDATION

n/a

NOTES

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

Edit

LEADS TO

COMPULSORY Middle Secondary – Science

- [CHOICE](#) *Middle Secondary – Agriculture*
- [CHOICE](#) *Middle Secondary – Competition Robotics*
- [CHOICE](#) *Middle Secondary – Electronics*
- [CHOICE](#) *Middle Secondary – Forensic Psychology*
- [CHOICE](#) *Middle Secondary – STEM Academy*
- [CHOICE](#) *Middle Secondary – Wildlife Centre*

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – MIDDLE SECONDARY – AGRICULTURE

Home > Science - Middle Secondary - Agriculture

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Middle Secondary – Agriculture

PREREQUISITE

COMPULSORY *Junior Secondary – Science*

SUBJECT LENGTH - Animals

1 Semester

SUBJECT LENGTH - Plants

1 Semester

DESCRIPTION - Animals

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.

DESCRIPTION - Plants

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 - Animals

n/a

TOPICS - Plants

- 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%)

RECOMMENDATION

Interest in animal care and the environment.

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.

Edit

LEADS TO

- CHOICE

Stage 1 - Agriculture
- ALSO
- CHOICE

Stage 1 - Biology
- CHOICE

Stage 1 - Chemistry
- CHOICE

Stage 1 - Nutrition
- CHOICE

Stage 1 - Physics
- CHOICE

Stage 1 - Psychology
- CHOICE

Stage 1 - STEM
- CHOICE

Stage 1 - Wildlife Studies

Like 0



SCIENCE – MIDDLE SECONDARY – SCIENCE

Home > Science - Middle Secondary - Science

SHARE   

Go back to -

Curriculum Home

Science

COMPULSORY

Middle Secondary – Science

PREREQUISITE

COMPULSORY *Junior Secondary – Science*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Students continue to develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

Year 9

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Year 10

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

TOPICS

n/a

ASSESSMENT

- Core Skills (10%)
- Science as a Human Endeavor (30%)
- Science Understanding (30%)
- Project Based Learning Tasks (20%)
- Tests (10%)

RECOMMENDATION

n/a

NOTES

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

Edit

LEADS TO

- CHOICE** *Stage 1 - Agriculture*
- CHOICE** *Stage 1 - Biology*
- CHOICE** *Stage 1 - Chemistry*
- CHOICE** *Stage 1 - Nutrition*
- CHOICE** *Stage 1 - Physics*
- CHOICE** *Stage 1 - Psychology*
- CHOICE** *Stage 1 - STEM*
- CHOICE** *Stage 1 - Wildlife Studies*

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – MIDDLE SECONDARY – COMPETITION ROBOTICS

Home > Science - Middle Secondary - Competition Robotics

SHARE

Go back to - Curriculum Home Science

CHOICE

Middle Secondary – Competition Robotics

VEX IQ Challenge Squared Away: 2019 - 2020 VIQC ...

PREREQUISITE

COMPULSORY Junior Secondary – Science

SUBJECT LENGTH

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.

Competition robotics pits robot against robot on a fun building and coding game simulation. Students will be involved in VEX robotics or LEGO League competitions.

TOPICS

n/a

ASSESSMENT

- Core Skills (30%)
- Science as a Human Endeavor (30%)
- Project Based Learning Tasks (40%)

RECOMMENDATION

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

NOTES

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

Edit

LEADS TO

- CHOICE

Stage 1 - Agriculture
- CHOICE

Stage 1 - Biology
- CHOICE

Stage 1 - Chemistry
- CHOICE

Stage 1 - Nutrition
- CHOICE

Stage 1 - Physics
- CHOICE

Stage 1 - Psychology
- CHOICE

Stage 1 - STEM
- CHOICE

Stage 1 - Wildlife Studies

Go back to -

Curriculum Home

Science

Like 0



SCIENCE – MIDDLE SECONDARY – ELECTRONICS

Home > Science - Middle Secondary - Electronics

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Middle Secondary – Electronics

PREREQUISITE

COMPULSORY *Junior Secondary – Science*

SUBJECT LENGTH

1 Semester

DESCRIPTION

Knowledge of Electricity and Electronics is extremely valuable nowadays!

Electronic circuits are everywhere, from computers and smartphones, to home appliances and cars. Think of all the everyday objects that are becoming "smart"... in the future, most of the things that we own will contain some electronics.

Building electronic products is incredibly rewarding, whether you do it professionally or just as a hobby. There is just something different and exciting about designing something physical that can be held in one's hand and that interacts with the outside world, and today it has become incredibly easy to get started thanks to cheap development boards such as the Arduino and Raspberry Pi, combined with the right knowledge.

Differently than what happens in other disciplines, knowledge of Electronics does not become obsolete, but it is always current as it is intimately connected to physics and to the fundamental laws of nature. Hence, while new components and chips might come along every year, the fundamental principles of Electronics always stay the same.

TOPICS

The goal of this course is to explain the fundamental concepts of Electricity and Electronics, to allow you to fully understand how circuits work. Content includes:

- Fundamental concepts of Electricity (Current, Energy, Voltage, Power)
- Most important electronic components (Resistor, Capacitors, Diodes, etc)
- The main laws governing currents and voltages in circuits (Ohm's law, Kirchhoff's laws, etc)
- Interface with Microcontrollers

ASSESSMENT

- Core Skills (30%)
- Science as a Human Endeavor (30%)
- Project Based Learning Tasks (40%)

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

- [CHOICE](#) *Stage 1 - Agriculture*
- [CHOICE](#) *Stage 1 - Biology*
- [CHOICE](#) *Stage 1 - Chemistry*
- [CHOICE](#) *Stage 1 - Nutrition*
- [CHOICE](#) *Stage 1 - Physics*
- [CHOICE](#) *Stage 1 - Psychology*
- [CHOICE](#) *Stage 1 - STEM*
- [CHOICE](#) *Stage 1 - Wildlife Studies*

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – MIDDLE SECONDARY – FORENSIC PSYCHOLOGY

Home > Science - Middle Secondary - Forensic Psychology

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Middle Secondary – Forensic Psychology

PREREQUISITE

COMPULSORY Junior Secondary – Science

SUBJECT LENGTH

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

- Psychology
- Sociology

ASSESSMENT

- Core Skills (10%)
- Science as a Human Endeavor (30%)
- Science Understanding (30%)
- Project Based Learning Tasks (20%)
- Tests (10%)

RECOMMENDATION

n/a

NOTES

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

Edit

LEADS TO

CHOICE Stage 1 – Psychology

ALSO

CHOICE

Stage 1 - Agriculture

CHOICE

Stage 1 - Biology

CHOICE

Stage 1 - Chemistry

CHOICE

Stage 1 - Nutrition

CHOICE

Stage 1 - Physics

CHOICE

Stage 1 - STEM

CHOICE

Stage 1 - Wildlife Studies

Go back to -

Curriculum Home

Science

Like 0



SCIENCE – MIDDLE SECONDARY – STEM ACADEMY

Home > Science - Middle Secondary - STEM Academy

SHARE

Go back to -

Curriculum Home

Science

CHOICE

Middle Secondary – STEM Academy

PREREQUISITE

COMPULSORY *Junior Secondary – Science*

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.

TOPICS

n/a

ASSESSMENT

School-based Assessment

- Rich Tasks (20%)
- Skills and Applications Tasks (80%)

RECOMMENDATION

This subject does NOT replace compulsory Middle Secondary Science.

NOTES

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

Edit

LEADS TO

CHOICE

Stage 1 – STEM

ALSO

CHOICE

Stage 1 – Agriculture

CHOICE

Stage 1 – Biology

- [CHOICE](#) *Stage 1 - Chemistry*
- [CHOICE](#) *Stage 1 - Nutrition*
- [CHOICE](#) *Stage 1 - Physics*
- [CHOICE](#) *Stage 1 - Psychology*
- [CHOICE](#) *Stage 1 - Wildlife Studies*

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – MIDDLE SECONDARY – WILDLIFE CENTRE

Home > Science - Middle Secondary - Wildlife Centre

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Science - Animal Centre



Middle Secondary – Wildlife Centre

PREREQUISITE

COMPULSORY *Junior Secondary - Science*

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

This subject will provide the opportunity for students to develop their understanding about living organisms through hands-on and interactive learning experiences. This will include handling, feeding and maintaining the enclosures for the animals in the Wildlife Centre.

Covering key Biology concepts, students will explore ways in which the animal's unique systems respond to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They will also explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Semester 1

- Evolution / Biodiversity (Making an Evolution timeline & PBL free choice)

Semester 2

- Ecosystems (Building and ecosystem in a tank & PBL free choice)

Successful completion of Middle Secondary Animal Studies will lead to:

Stage 1 Biology (in conjunction with MS Science)

Animal Studies Vocational Education Training (offsite)

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

For students who like animals and want to pursue a career working with animals.

NOTES

n/a

Edit

LEADS TO

CHOICE

Stage 1 - Wildlife Studies

ALSO

CHOICE

Stage 1 - Agriculture

CHOICE

Stage 1 - Biology

CHOICE

Stage 1 - Chemistry

CHOICE

Stage 1 - Nutrition

CHOICE

Stage 1 - Physics

CHOICE

Stage 1 - Psychology

CHOICE

Stage 1 - STEM

Go back to -

Curriculum Home

Science

Like 0



SCIENCE – STAGE 1 – AGRICULTURE

Home > Science - Stage 1 - Agriculture

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – Agriculture

PREREQUISITE

COMPULSORY *Middle Secondary – Science*

AND

CHOICE *Middle Secondary 1 – Agriculture*

SUBJECT LENGTH

1 Semester

SACE CREDITS

10 Credits

DESCRIPTION

Agriculture is a 10-credit subject or a 20-credit subject at Stage 1.

Improved agricultural productivity will be vital in the coming decades to help meet the global challenge of feeding the world's increasing population. Farmers need the knowledge and skills to manage agricultural production, businesses, and marketing at the local level, while scientists seek to develop new strategies and technologies to help farmers manage our resources for sustainable food and fibre production.

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broadacre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject.

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Middle Secondary Science (4 Semesters)
plus Middle Secondary - Agriculture

NOTES

n/a

Edit

Go back to -

Curriculum Home

Science

Like 0



SCIENCE – STAGE 1 – BIOLOGY

Home > Science - Stage 1 - Biology

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – Biology

PREREQUISITE

COMPULSORY *Middle Secondary – Science*

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

In Stage 1 students learn about the structure and function of cells and microorganisms and how microorganisms may cause disease but also have a significant role in industry and the environment. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology influences their lives, society, and the environment.

Students design, conduct, gather, and analyse evidence in biological investigations.

As they explore the interaction between science and society, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

TOPICS

- Cellular Biology
- Physiology
- Ecology

ASSESSMENT

n/a

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Middle Secondary Science (4 Semesters)

NOTES

n/a

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 1 – CHEMISTRY

Home > Science - Stage 1 - Chemistry

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – Chemistry

PREREQUISITE

COMPULSORY *Middle Secondary – Science*

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

In Stage 1 students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. Students develop investigation skills, and explore the interaction between science and society enabling them to become questioning, reflective, and critical thinkers.

TOPICS

- Matter
- Reactions
- Carbon Chemistry
- Chemical Calculations
- Skills

ASSESSMENT

n/a

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Middle Secondary Science (4 Semesters)

NOTES

Successful completion of Stage 1 Chemistry at a B-grade or higher are pre-requisites for entry to Stage 2 Chemistry. Chemical knowledge is an advantage in a wide range of careers, including nursing, pathology, radiology, oceanography, ecology, hairdressing, photography, health, engineering, forensic science, general science courses and many more post-sch

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 1 – NUTRITION

Home > Science - Stage 1 - Nutrition

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – Nutrition

PREREQUISITE

COMPULSORY Middle Secondary – Science

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

TOPICS

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines
- Nutrition in the life cycle,
- The psychology of food marketing,
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:

Folio: Investigations (30%)

Tests (70%)

RECOMMENDATION

Students will not be accepted into Stage 2 Nutrition without Stage 1 Nutrition or Stage 1 Chemistry or Stage 1 Physics

PREREQUISITES

Successful completion of Middle Secondary Science (4 Semesters)

NOTES

Successful completion of this subject leads to Stage 2 Nutrition. Nutritional knowledge is an advantage in a wide range of careers, including Clinical Dietetics, Food and Nutrition Management, Education, Related Health Professionals, International Food Organizations, general science courses and many more post-school options.

Edit

[Go back to -](#)[Curriculum Home](#)[Science](#)

Like 0



SCIENCE – STAGE 1 – PHYSICS

Home > Science - Stage 1 - Physics

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – Physics

PREREQUISITE

COMPULSORY Middle Secondary – Science

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

In Stage 1 students learn to interpret physical phenomena through a study of motion in two dimensions, electricity and magnetism, heat, energy, waves, and nuclear models. They apply their knowledge to solve problems, develop investigation skills through practical and other learning activities.

As they explore the interaction between science and society, students recognise that the knowledge and understanding of physics is constantly changing and increasing through the application of new ideas and technologies.

TOPICS

- motion in two dimensions
- electricity and magnetism
- heat
- energy
- waves
- nuclear models

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:

Folio: Investigations (30%)

Tests (70%)

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Middle Secondary Science (4 Semesters)

NOTES

Successful completion of Stage 1 Physics at a B-grade or higher are pre-requisites for entry to Stage 2 Physics. Successful completion of Stage 1 Physics is also useful for students planning to undertake TAFE courses or apprenticeships in motor mechanics, electronics and building trade work. Successful completion of Stage 2 Physics can help students to enter a range of university courses including engineering, flight mechanics, architecture and industrial design.

[Edit](#)

LEADS TO

[Go back to -](#)[Curriculum Home](#)[Science](#)

Like 0



SCIENCE – STAGE 1 – PSYCHOLOGY

Home > Science - Stage 1 - Psychology

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – Psychology

PREREQUISITE

COMPULSORY *Middle Secondary – Science*

AND

CHOICE *Middle Secondary – Forensic Psychology*

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.

By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

TOPICS

Compulsory Topic

- Introduction to Psychology

Option Topics

- Social Behaviour
 - Intelligence
 - Cognition
 - Brain and Behaviour
 - Human Psychological Development
 - Emotion
 - Negotiated Topic (this may expand an existing topic or introduce a new area of study).
-

ASSESSMENT

n/a

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Middle Secondary Science (4 Semesters)

NOTES

Mention should be made for students considering Psychology at Stage 2 that there is an externally moderated end of year exam.

Successful completion of this subject leads to Stage 2 Psychology. Psychological knowledge is an advantage in a wide range of careers, including nursing, midwifery, teaching, child studies, law enforcement, general science courses and many more post-school options.

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 1 – STEM

Home > Science - Stage 1 - STEM

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – STEM

PREREQUISITE

COMPULSORY *Middle Secondary – Science*

AND

CHOICE *Middle Secondary – STEM Academy*

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

People working in STEM careers take an inquiry-based approach to their work, gathering information, evaluating evidence, synthesizing new knowledge, and applying their learning to related ideas and issues. Students undertaking STEM take the same approach in developing their knowledge, skills, and understanding. Students will have to opportunity to develop a solution to a real world problem using Science, Technology, Engineering and Mathematics.

This local program will be student driven and has been written to provide the flexibility for students to work independently or in groups to solve a problem of their choosing using advanced technologies.

Can include but are not limited to: Climate change, Food technologies, Water conservation, Recycling, Transport, Air quality, Sustainability, Resources, Carbon trading, Pollution, Wind farms.

TOPICS

Students will self-select a topic or problem and assessment will be individually written to meet requirements.

ASSESSMENT

Student learning is assessed against the SACE performance Standards and tasks may include:

School Assessment (70%)

- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)
- Assessment Type 3: Practical Investigation (30%).

RECOMMENDATION

Good passes in Middle School Science or Design and Technology. Students in band 1 or 2 are highly recommended for this unit/s.

PREREQUISITES

n/a

NOTES

Would be an advantage to have been involved in the Middle School STEM Academy

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 1 – WILDLIFE STUDIES

Home > Science - Stage 1 - Wildlife Studies

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Science - Animal Centre



Stage 1 – Wildlife Studies

PREREQUISITE

COMPULSORY *Middle Secondary – Science*

AND

CHOICE *Middle Secondary – Wildlife Centre*

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

In Stage 1 students learn about the structure and function of cells and microorganisms and how microorganisms may cause disease but also have a significant role in industry and the environment. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology influences their lives, society, and the environment.

Students design, conduct, gather, and analyse evidence in biological investigations.

As they explore the interaction between science and society, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

TOPICS

- Cellular Biology
- Physiology
- Ecology

ASSESSMENT

n/a

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Middle Secondary Science (4 Semesters)

NOTES

Successful completion of Stage 1 Biology can lead on to Stage 2 Biology or Stage 2 Psychology. It can also provide excellent scientific knowledge for use in TAFE courses such as veterinary science and laboratory management. Biological knowledge is an advantage in a wide range of careers, including nursing, midwifery, veterinary science, physiotherapy, animal science, general science courses and many more post-school options.

[Edit](#)

[Go back to -](#)[Curriculum Home](#)[Science](#)

Like 0



SCIENCE – STAGE 2 – BIOLOGY

Home > Science - Stage 2 - Biology

SHARE   

Go back to -

Curriculum Home

Science

ATAR

Stage 2 – Biology

PREREQUISITE

CHOICE

Stage 1 – Biology

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Biology is a language-rich subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into the four themes of Macromolecules, Cells, Organisms and Ecosystems. Each theme is further divided into six strands of Organisation, Selectivity, Energy Flow, Perpetuation, Evolution and Human Awareness.

TOPICS

- Cellular Biology
- Physiology
- Ecology

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:

School Assessed and Externally Moderated Folio (70%)

External Exam (30%)

RECOMMENDATION

Good Passes in Stage 1 Biology or Chemistry or Physics

PREREQUISITES

Stage 1 Biology or Chemistry or Physics

NOTES

Biological knowledge is an advantage in a wide range of careers, including nursing, midwifery, veterinary science, physiotherapy, animal science, general science courses and many more post-school options.

Edit

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 2 – CHEMISTRY

Home > Science - Stage 2 - Chemistry

SHARE   

Go back to -

Curriculum Home

Science

ATAR

Stage 2 – Chemistry

PREREQUISITE

CHOICE

Stage 1 – Chemistry

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Chemistry is a language-rich subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into the five themes of Elemental and Environmental Chemistry, Analytical Techniques, Using and Controlling Reactions, Organic and Biological Chemistry, and Materials.

TOPICS

- Matter
- Reactions
- Carbon Chemistry
- Chemical Calculations
- Skills

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:

School Assessed and Externally Moderated Folio (70%)

External Exam (30%)

RECOMMENDATION

Good Passes in Stage 1 Chemistry.

NOTES

Chemical knowledge is an advantage in a wide range of careers, including nursing, pathology, radiology, oceanography, ecology, hairdressing, photography, health, engineering, forensic science, general science courses and many more post-school options

Edit

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 2 – PHYSICS

Home > Science - Stage 2 - Physics

SHARE   

Go back to -

Curriculum Home

Science

ATAR

Stage 2 – Physics

PREREQUISITE

CHOICE

Stage 1 – Physics

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Physics is a numeracy-rich subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into a total of sixteen topics, which are grouped into the four sections of Motion in Two Dimensions, Electricity and Magnetism, Light and Matter, and Atoms and Nuclei. There are a further fifteen types of skills that are embedded within the course.

TOPICS

- Motion in Two Dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:
Schools Assessed and Externally Moderated Folio (70%)
External 3 Hour Exam (30%)

RECOMMENDATION

Must have successfully completed Stage 1 Physics

PREREQUISITES

Stage 1 Physics

NOTES

Successful completion of Stage 2 Physics can help students to enter a range of university courses including engineering, flight mechanics, architecture and industrial design. A good knowledge of Physics is also useful to students undertaking TAFE courses or apprenticeships in motor mechanics, electronics and building trade work.

Edit

Go back to -

Curriculum Home

Science

Like 0



SCIENCE – STAGE 2 – PSYCHOLOGY

Home > Science - Stage 2 - Psychology

SHARE   

Go back to -

Curriculum Home

Science

ATAR

Stage 2 – Psychology

PREREQUISITE

CHOICE

Stage 1 – Psychology

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Psychology is a language-rich science subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into these six topics: Introduction to Psychology, Social Cognition, Learning, Personality, Psychobiology of Altered States of Awareness and Healthy Minds.

TOPICS

Compulsory Topic

- Introduction to Psychology

Option Topics

- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion
- Negotiated Topic (this may expand an existing topic or introduce a new area of study).

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:

School Assessed and Externally Moderated Folio (70%)

External Exam (30%)

RECOMMENDATION

Successful completion of Stage 1 Psychology

PREREQUISITES

n/a

NOTES

Mention should be made for students considering Psychology at Stage 2 that there is an externally moderated end of year exam.

Successful completion of this subject leads to Stage 2 Psychology. Psychological knowledge is an advantage in a wide range of careers, including nursing.

Edit

[Go back to -](#)[Curriculum Home](#)[Science](#)

Like 0



SCIENCE – STAGE 2 – STEM

Home > Science - Stage 2 - STEM

SHARE   

Go back to -

Curriculum Home

Science



Stage 2 – STEM

PREREQUISITE

CHOICE

Stage 1 – STEM

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

People working in STEM careers take an inquiry-based approach to their work, gathering information, evaluating evidence, synthesizing new knowledge, and applying their learning to related ideas and issues. Students undertaking STEM take the same approach in developing their knowledge, skills, and understanding. Students will have to opportunity to develop a solution to a real world problem using Science, Technology, Engineering and Mathematics.

This local program will be student driven and has been written to provide the flexibility for students to work independently or in groups to solve a problem of their choosing using advanced technologies.

Can include but are not limited to: Climate change, Food technologies, Water conservation, Recycling, Transport, Air quality, Sustainability, Resources, Carbon trading, Pollution, Wind farms

Students will self-select a topic or problem and assessment will be individually written to meet requirements.

TOPICS

n/a

ASSESSMENT

Student learning is assessed against the SACE performance Standards and tasks may include:

School Assessment (70%)

Assessment Type 1: Investigations Folio (40%)

Assessment Type 2: Skills and Applications Tasks (30%)

External Assessment (30%)

Assessment Type 3: Practical Investigation (30%).

RECOMMENDATION

Good passes in Middle School Science or Design and Technology.

PREREQUISITES

n/a

NOTES

Would be an advantage to have been involved in the Middle School STEM Academy

Edit

Go back to -

Curriculum Home

Science

Like 0



2021 – SPECIAL INTEREST MUSIC (SIM)

Home > 2021 - Special Interest Music (SIM)

SHARE

Our school is one of only four Special Interest Music schools in South Australia

Co-ordinator of Music – Chip Diamond – chip.diamond@pisc.schools.sa.edu.au

ENTRY INTO THIS COURSE IS BY **AUDITION ONLY** – SELECTION PROCESS APPLIES

- Round 1 of auditions take place in May of the previous year.
- Round 2 of auditions take place in November of the previous year.

[CLICK HERE](#) for more information on our website.

[CLICK HERE](#) to download the current application form.

All students in this course are required to study at least two instruments (including voice) through the instrumental music program.

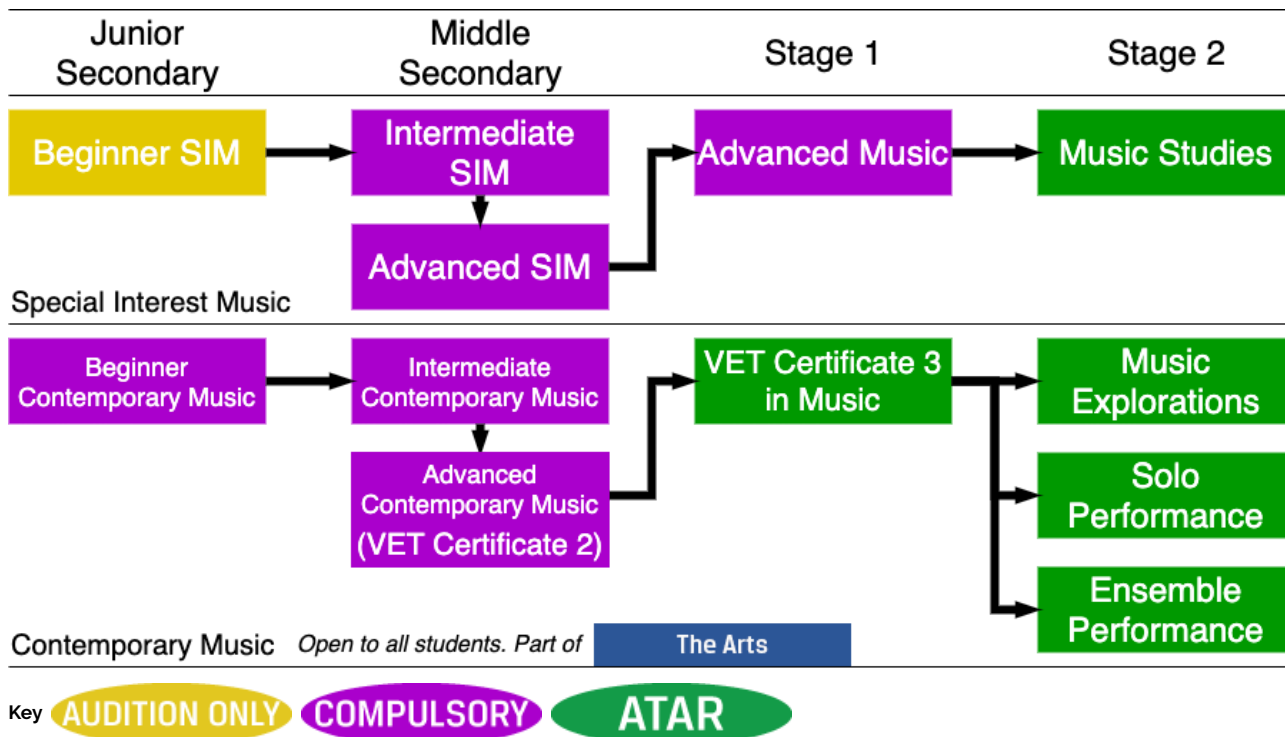
Students will also study the **Contemporary Music** course, which is open to ALL students and is one of four possible streams of

The Arts

The subjects below are clickable

[Go back to -](#)

[Curriculum Home](#)



[Go back to -](#)

[Curriculum Home](#)

Like 0



SPECIAL INTEREST MUSIC – JUNIOR SECONDARY – BEGINNER SPECIAL INTEREST MUSIC

Home > Special Interest Music - Junior Secondary - Beginner Special Interest Music

SHARE

Go back to -

Curriculum Home

Special Interest Music

AUDITION ONLY

Junior Secondary – Beginner Special Interest Music

ENTRY INTO THIS COURSE IS BY **AUDITION ONLY** – SELECTION PROCESS APPLIES

[CLICK HERE](#) for more information about the audition process.

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 1 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.

TOPICS

- 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 the fundamentals of blues music 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 1 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

ASSESSMENT

- Performance - 50%
- Music Theory - 25%
- Music Styles and Analysis - 25%

RECOMMENDATION

n/a

NOTES

Should any instrument(s) need to be hired, there is a cost per term, per instrument. (ONLY IF REQUIRED)

Edit

LEADS TO

COMPULSORY

Middle Secondary - Intermediate Special Interest Music

Go back to -

Curriculum Home

Special Interest Music

Like 0



THE ARTS – JUNIOR SECONDARY – BEGINNER CONTEMPORARY MUSIC

Home > The Arts - Junior Secondary - Beginner Contemporary Music

SHARE

Go back to -

Curriculum Home

The Arts

**COMPULSORY
CHOICE**

Junior Secondary – Beginner Contemporary Music

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **COMPULSORY CHOICE** for all other students. This means it is the first subject in one of the 4 **The Arts** streams.

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

Skills Presentation 60%

- Performance and Ensemble Skill development
- Public Performance (Battle of the Bands) once per semester

Folio 40%

- Music Literacy development
- Music History
- Music Technology projects

RECOMMENDATION

n/a

NOTES

Should any instrument(s) need to be hired, there is a cost per term, per instrument. (ONLY IF REQUIRED)

Edit

LEADS TO

CHOICE

Middle Secondary – Intermediate Contemporary Music

Go back to -

Curriculum Home

The Arts

Like 0



SPECIAL INTEREST MUSIC – MIDDLE SECONDARY – INTERMEDIATE SPECIAL INTEREST MUSIC

Home > Special Interest Music - Middle Secondary - Intermediate Special Interest Music

SHARE   

Go back to -

Curriculum Home

Special Interest Music

COMPULSORY

Middle Secondary – Intermediate Special Interest Music

ENTRY INTO THIS COURSE IS BY **AUDITION ONLY** – SELECTION PROCESS APPLIES

[CLICK HERE](#) for more information about the audition process.

PREREQUISITE

AUDITION ONLY Junior Secondary – Beginner Special Interest Music

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.

TOPICS**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

ASSESSMENT

- Performance - 50%
- Music Theory - 25%
- Music Styles and Analysis - 25%

RECOMMENDATION

n/a

PREREQUISITES

Entry into this course is by audition only - selection process applies. Application forms available in the Special Interest Music Centre. All students in this course are required to be studying at least two instruments or voice through the instrumental music program.

NOTES

Should any instrument(s) need to be hired, there is a cost per term, per instrument. (ONLY IF REQUIRED)

Edit

LEADS TO

COMPULSORY Middle Secondary - Advanced Special Interest Music

Go back to -

Curriculum Home

Special Interest Music

Like 0



SPECIAL INTEREST MUSIC – MIDDLE SECONDARY – ADVANCED SPECIAL INTEREST MUSIC

Home > Special Interest Music - Middle Secondary - Advanced Special Interest Music

SHARE   

Go back to -

Curriculum Home

Special Interest Music

COMPULSORY

Middle Secondary – Advanced Special Interest Music

ENTRY INTO THIS COURSE IS BY **AUDITION ONLY** – SELECTION PROCESS APPLIES

[CLICK HERE](#) for more information about the audition process.

PREREQUISITE

COMPULSORY *Middle Secondary - Intermediate Special Interest Music*

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.

TOPICS**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

ASSESSMENT

- Performance - 50%
- Music Theory - 25%
- Music Styles and Analysis - 25%

RECOMMENDATION

n/a

PREREQUISITES

Entry into this course is by audition only - selection process applies. Application forms available in the Special Interest Music Centre. All students in this course are required to be studying at least two instruments or voice through the instrumental music program.

NOTES

Should any instrument(s) need to be hired, there is a cost per term, per instrument. (ONLY IF REQUIRED)

Edit

LEADS TO

[Go back to -](#)[Curriculum Home](#)[Special Interest Music](#)

Like 0



THE ARTS – MIDDLE SECONDARY – INTERMEDIATE CONTEMPORARY MUSIC

Home > The Arts - Middle Secondary - Intermediate Contemporary Music

SHARE   

Go back to -

Curriculum Home

The Arts

CHOICE

Middle Secondary – Intermediate Contemporary Music

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **CHOICE** for other students who have chosen the Music stream of

The Arts

PREREQUISITE

COMPULSORY CHOICE

Junior Secondary – Beginner Contemporary Music

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
- 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 audio equipment/computing software to create electronic music and manipulate sound

ASSESSMENT**Skills Presentation 60%**

- Performance and Ensemble Skill development
- Public Performance (Battle of the Bands) once per semester

Folio 40%

- Music Literacy development
 - Music Technology projects
-

RECOMMENDATION

n/a

PREREQUISITES

Students would preferably have completed Beginner Contemporary Music or have been studying a voice or instrument for the equivalent of a year.

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, there is a cost per term, per instrument. (ONLY IF REQUIRED)

Edit

LEADS TO**CHOICE***Middle Secondary – Advanced Contemporary Music*

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



THE ARTS – MIDDLE SECONDARY – ADVANCED CONTEMPORARY MUSIC (VET CERTIFICATE 2 IN MUSIC)

SHARE   [Home](#) > The Arts - Middle Secondary - Advanced Contemporary Music (VET Certificate 2 in Music)[Go back to -](#)[Curriculum Home](#)[The Arts](#)

CHOICE

Middle Secondary – Advanced Contemporary Music (VET Certificate 2 in Music)

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **CHOICE** for other students who have chosen the Music stream of

[The Arts](#)

PREREQUISITE

CHOICE*Middle Secondary – Intermediate Contemporary Music*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

VET Certificate 2 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.

TOPICS

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

RECOMMENDATION

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

PREREQUISITES

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, there is a cost per term, per instrument. (ONLY IF REQUIRED)

Edit

LEADS TO

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



SPECIAL INTEREST MUSIC – STAGE 1 – ADVANCED MUSIC

Home > Special Interest Music - Stage 1 - Advanced Music

SHARE

Go back to -

Curriculum Home

Special Interest Music

COMPULSORY

Stage 1 – Advanced Music

ENTRY INTO THIS COURSE IS BY **AUDITION ONLY** – SELECTION PROCESS APPLIES

[CLICK HERE](#) for more information about the audition process.

PREREQUISITE

COMPULSORY Middle Secondary - Advanced Special Interest Music

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

This course is for students who have a focused interest in performance, extended repertoire as a soloist and the development of musicianship and analytical skills; preparing students for Tertiary Education.

- *Understanding Music* – Development of knowledge and understanding of musical elements, Communication of musical ideas.
- *Creating Music* – Application of knowledge and understanding of musical elements, Exploration and application of musical skills and techniques in developing, refining, and presenting creative works, Interpretation of musical works.
- *Responding to Music* – Development of musical literacy skills, Analysis and discussion of musical works and styles, Reflection on own learning in music.

TOPICS

- *Performance Special Study* – Students present an extended solo performance based on a theme, such as a single work, composer/artist or era.
- *Musical Styles and Analysis* – Students develop their knowledge of analytical skills and terminology.
- *Composition/Arranging* – Students develop their knowledge of compositional techniques and use professional music software to create their own work.
- *Musicianship* – Students develop their knowledge of harmony, aural and applied theory.

ASSESSMENT

Assessment Type 1 - Creative Works 60%

- Performance Special Study – Public Performances
- Composition /Arranging

Assessment Type 2 - Musical Literacy 40%

- Musicianship Tests / Exam
- Score Analysis
- Musical Styles Analysis

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Special Interest Music](#)

Like 0



THE ARTS – STAGE 1 – VET CERTIFICATE 3 IN MUSIC (CONTEMPORARY MUSIC)

Home > The Arts - Stage 1 - VET Certificate 3 in Music (Contemporary Music)

SHARE   

Go back to -

Curriculum Home

The Arts

ATAR

Stage 1 – VET Certificate 3 in Music (Contemporary Music)

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **CHOICE** for other students who have chosen the Music stream of

The Arts

PREREQUISITE

CHOICE

Middle Secondary – Advanced Contemporary Music (VET Certificate 2 in Music)

SUBJECT LENGTH

2 Semesters

SACE CREDITS

60 Credits

DESCRIPTION

VET Certificate 3 in Music 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. This VET Certificate counts towards a student's ATAR.

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

TOPICS

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**SCHOOL ASSESSMENT (70%)****Assessment Type 1 - Musical Literacy (30%)**

- Students undertake three musical literacy tasks with a focus on composition and songwriting.

Assessment Type 2 - Explorations Portfolio (40%)

Students choose from the following topics:

- *Performance* - A set of short performances between 8 and 10 minutes presented to a live audience and recorded.
- *Composition* - A set of compositions should be between 4 and 6 minutes. Compositions may be produced in a digital format or as an audio recording, using a form of contemporary music notation appropriate to the style.
- *Building an Instrument* - A crafted musical instrument demonstrating playability and range of expression, in 3 to 4 minutes. The instrument requires a commentary that accompanies the portfolio.

EXTERNAL ASSESSMENT (30%)**Assessment Type 3 - Creative Connections (30%)**

- Students present a final creative work (performance, composition, or arrangement) and a discussion of that work.

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Stage 1 Music Advanced, VET Certificate III in Music or demonstration of prior learning (folio of works required).

NOTES

n/a

Edit

LEADS TO**ATAR***Stage 2 - Music Explorations (Contemporary Music)***ATAR***Stage 2 - Solo Performance (Contemporary Music)***ATAR***Stage 2 - Ensemble - Performance (Contemporary Music)*

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



SPECIAL INTEREST MUSIC – STAGE 2 – MUSIC STUDIES

Home > Special Interest Music - Stage 2 - Music Studies

SHARE   

Go back to -

Curriculum Home

Special Interest Music

ATAR

Stage 2 – Music Studies

ENTRY INTO THIS COURSE IS BY **AUDITION ONLY** – SELECTION PROCESS APPLIES

[CLICK HERE](#) for more information about the audition process.

PREREQUISITE

COMPULSORY Stage 1 – Advanced Music

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students demonstrate an understanding of the relationship between theoretical notation and sound through the following -

- *Understanding Music* - Reflection on musical influences on own original creations. Synthesis of findings and expression of musical ideas.
- *Creating Music* - Application of knowledge and understanding of musical elements. Application of musical skills and techniques in developing, refining, and presenting creative works. Interpretation of musical works. Manipulation of musical elements.
- *Responding to Music* - Application of a range of musical literacy skills, including aural perception and notation. Deconstruction and analysis of musical works and/or styles.

TOPICS

n/a

ASSESSMENT**SCHOOL ASSESSMENT - 70%*****Assessment Type 1 - Creative Works (40%)***

- Students present a portfolio consisting of: their own creative works, which may be a performance or performances, a composition or compositions, or an arrangement or arrangements as well as a creator's statement in which they reflect on their creative works.

Assessment Type 2 - Musical Literacy (30%)

- Students complete three musical literacy tasks that demonstrate high level analytical skills and includes at least one composition or arrangement of approximately 2 minutes.

EXTERNAL ASSESSMENT - 30%***Assessment Type 3 - Examination (30%)***

- 2-hour examination of applied knowledge and understanding of musical elements and musicianship skills.

RECOMMENDATION

A or B standard music theory units in Stage 1 Music Advanced

NOTES

n/a

Edit

[Go back to -](#)[Curriculum Home](#)[Special Interest Music](#)

Like 0

[Home](#) > [The Arts - Stage 2 - Music Explorations](#)

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The Arts

ATAR

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **CHOICE** for other students who have chosen the Music stream of

CHOICE

The Arts

ATAR

Stage 1 – VET Certificate 3 in Music

2 Semesters

20 Credits

Students demonstrate an understanding and application of musical elements, explore how music is made and explore musical styles, influences, techniques, and/or production through the following:

- Understanding Music: Development of knowledge and understanding of musical elements and expression of musical ideas.
- Exploring and Experimenting: Application of knowledge and understanding of musical elements to explore and experiment with music. Exploration of and experimentation with musical styles, influences, techniques, and/or production. Synthesis of findings from exploration of and experimentation with music.
- Responding to Music: Application of musical literacy skills. Analysis and discussion of musical works. Reflection on and critique of own learning within music.

n/a

ASSESSMENT

SCHOOL ASSESSMENT: 70%

Assessment Type 1: Musical Literacy (30%) Students undertake three musical literacy tasks with a focus on composition and songwriting.

Assessment Type 2: Explorations Portfolio (40%)

Students choose from the following topics:

Performance: A set of short performances between 8 and 10 minutes presented to a live audience and recorded.

Composition: A set of compositions should be between 4 and 6 minutes. Compositions may be produced in a digital format or as an audio recording, using a form of contemporary music notation appropriate to the style.

Building an Instrument: A crafted musical instrument demonstrating playability and range of expression, in 3 to 4 minutes. The instrument requires a commentary that accompanies the portfolio.

EXTERNAL ASSESSMENT: 30%

Assessment Type 3: Creative Connections (30%)

Students present a final creative work (performance, composition, or arrangement) and a discussion of that work.

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Stage 1 Music Advanced, VET Certificate III in Music or demonstration of prior learning (folio of works required)

NOTES

n/a

Edit

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



THE ARTS – STAGE 2 – SOLO PERFORMANCE

Home > The Arts - Stage 2 - Solo Performance

SHARE

Go back to -

Curriculum Home

The Arts



Stage 2 – Solo Performance

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **CHOICE** for other students who have chosen the Music stream of **The Arts**

PREREQUISITE

ATAR

Stage 1 – VET Certificate 3 in Music

SUBJECT LENGTH

2 Semesters

SACE CREDITS

10 Credits

DESCRIPTION

Students are required to perform program of a minimum of 18 minutes of contrasting repertoire throughout three performances. Students are required to attend their Instrumental lessons on a weekly basis. Students are assessed on accuracy, technique and musicianship.

This subject involves:

- A significant amount of practice on Solo instrument
- Compulsory attendance at Instrumental Lessons
- Musical literacy, analysis and evaluation

TOPICS

n/a

ASSESSMENT

SCHOOL ASSESSMENT 70%

Assessment Type 1: Performance (30%)

Students present a Solo Performance of a single work or set of works by one or more composers. The performance should be to a maximum of 6 to 8 minutes and performed to a live audience

Assessment Type 2: Performance and Discussion (40%)

Students present a Solo Performance of a single work or set of works by one or more composers. The performance should be to a maximum of 6 to 8 minutes and performed to a live audience

Discussion: students comment on how their understanding of the style, structure, and conventions of the repertoire informs their performance, critique the strategies they used in improving and refining their skills, technique, and accuracy in practice and performance. The discussion should be a maximum of 800 words or the equivalent in multimodal form.

EXTERNAL ASSESSMENT: 30%

Assessment Type 3: Performance Portfolio (30%)

Students present a Solo Performance portfolio consisting of 6 to 8 minutes and an individual evaluation of their learning journey. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form.

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Stage 1 Music Advanced or VET Certificate III performance unit or by audition. All students in this course are required to be studying voice or an instrument through the instrumental music program.

NOTES

n/a

Edit

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



THE ARTS – STAGE 2 – ENSEMBLE PERFORMANCE

Home > The Arts - Stage 2 - Ensemble Performance

SHARE

Go back to -

Curriculum Home

The Arts



Stage 2 – Ensemble Performance

This subject is **COMPULSORY** for **Special Interest Music** students.

It is a **CHOICE** for other students who have chosen the Music stream of **The Arts**

PREREQUISITE

ATAR

Stage 1 – VET Certificate 3 in Music

SUBJECT LENGTH

2 Semesters

SACE CREDITS

10 Credits

DESCRIPTION

Students are required to perform program of a minimum of 18 minutes of contrasting repertoire throughout three performances. Students are required to attend their Instrumental lessons on a weekly basis. Students are assessed on accuracy, technique and musicianship.

This subject involves:

- A significant amount of practice on instrument
- Compulsory attendance at Instrumental Lessons and Ensemble rehearsals
- Musical literacy, analysis and evaluation.

TOPICS

n/a

ASSESSMENT**SCHOOL ASSESSMENT 70%****Assessment Type 1: Performance (30%)**

Students present an ensemble performance and individual evidence of each student's contribution to the ensemble through individual part-testing. The performance should be to a maximum of 6 to 8 minutes and the part test approximately 2 minutes.

Assessment Type 2: Performance and Discussion (40%)

Performance: Students present an ensemble performance and individual evidence of each student's contribution to the ensemble through individual part-testing. The performance should be to a maximum of 6 to 8 minutes and the part test approximately 2 minutes.

Discussion: students comment on how their understanding of the style, structure, and conventions of the repertoire informs their performance in the ensemble, critique the strategies they used in improving and refining their skills, technique, and accuracy in practice and performance. The discussion should be a maximum of 800 words or the equivalent in multimodal form.

EXTERNAL ASSESSMENT: 30%**Assessment Type 3: Performance Portfolio (30%)**

Students present an ensemble performance portfolio consisting of 6 to 8 minutes and the part test approximately 2 minutes and an individual evaluation of their learning journey. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form.

RECOMMENDATION

n/a

PREREQUISITES

Successful completion of Stage 1 Music Advanced or VET Certificate III performance unit or by Audition. All students in this course are required to be studying voice or an instrument through the instrumental music program.

NOTES

n/a

Edit

[Go back to -](#)[Curriculum Home](#)[The Arts](#)

Like 0



2021 – TECHNOLOGY

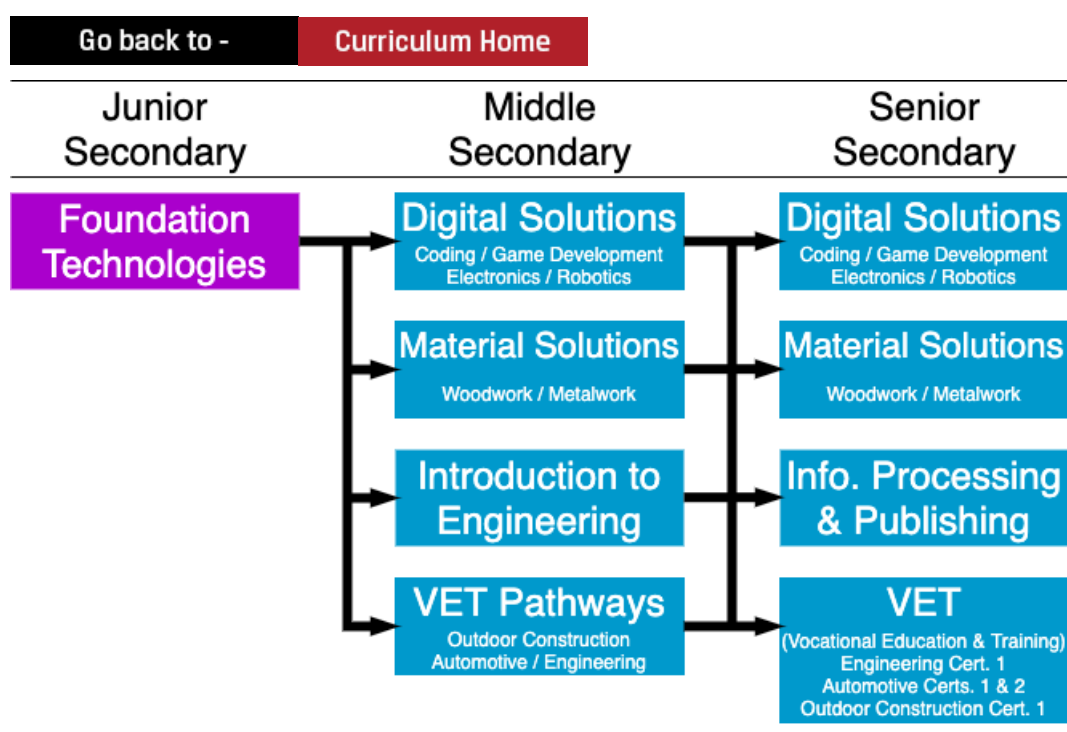
Home > 2021 - Technology

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Subjects that focus on using technologies (including digital) and use practical skills as part of learning

Head of Technology – David Green – David.Green642@schools.sa.edu.au

The subjects below are clickable



Key

COMPULSORY

CHOICE

Go back to -

Curriculum Home

Like 0



TECHNOLOGY – JUNIOR SECONDARY – FOUNDATION TECHNOLOGIES

Home > Technology - Junior Secondary – Foundation Technologies

SHARE

Go back to -

Curriculum Home

Technology



Junior Secondary – Foundation Technologies

SUBJECT LENGTH

1 Semester

DESCRIPTION

Foundation Technologies In this course, students will complete self-paced modules.

TOPICS

- These modules may include topics such as -
- Woodwork (CNC routing, Construction, Outdoor Construction)
 - Metalwork (Jewellery Making, Engineering)
 - Advanced Technologies (Robotics, IT, 3D printing)
 - Photography

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

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

Edit

LEADS TO

- CHOICE

Middle Secondary – Digital Solutions
- CHOICE

Middle Secondary – Material Solutions
- CHOICE

Middle Secondary – Introduction to Engineering
- CHOICE

Middle Secondary – VET Pathways

Go back to -

Curriculum Home

Technology

Like 0



TECHNOLOGY – MIDDLE SECONDARY – DIGITAL SOLUTIONS

Home > Technology - Middle Secondary – Digital Solutions

SHARE

Go back to -

Curriculum Home

Technology

CHOICE

Middle Secondary – Digital Solutions

Coding / Game Development / Electronics / Robotics

PREREQUISITE

COMPULSORY Junior Secondary – Foundation Technologies

SUBJECT LENGTH

1 Semester

DESCRIPTION

Materials Solutions will see students personally choose from a variety of hands-on skills across a range of self-paced modules that may include -

Advanced Technologies - CAD and 3D Printing

- Autodesk Inventor - Computer-Aided Design
- CAM software
- 3D printing
- Laser engraving/cutting

Robotics - VEX robotics and coding

- The building of VEX robots
- Entry-level Block-based coding

Architecture - Digital Home design

- Autodesk Homestyler
- Generating floor plans
- Interior design - furniture, flooring, and wall coverings

Game Development - Online gaming

- Kudo Gamelab
- Intro into gaming

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

- CHOICE** *Senior Secondary – Digital Solutions (Community Studies)*
- CHOICE** *Senior Secondary – Material Solutions (Community Studies)*
- CHOICE** *Senior Secondary – Information Processing & Publishing*
- CHOICE** *Senior Secondary – VET (Vocational Education and Training)*

[Go back to -](#)

[Curriculum Home](#)

[Technology](#)

Like 0



TECHNOLOGY – MIDDLE SECONDARY – MATERIAL SOLUTIONS

Home > Technology - Middle Secondary – Material Solutions

SHARE   

Go back to -

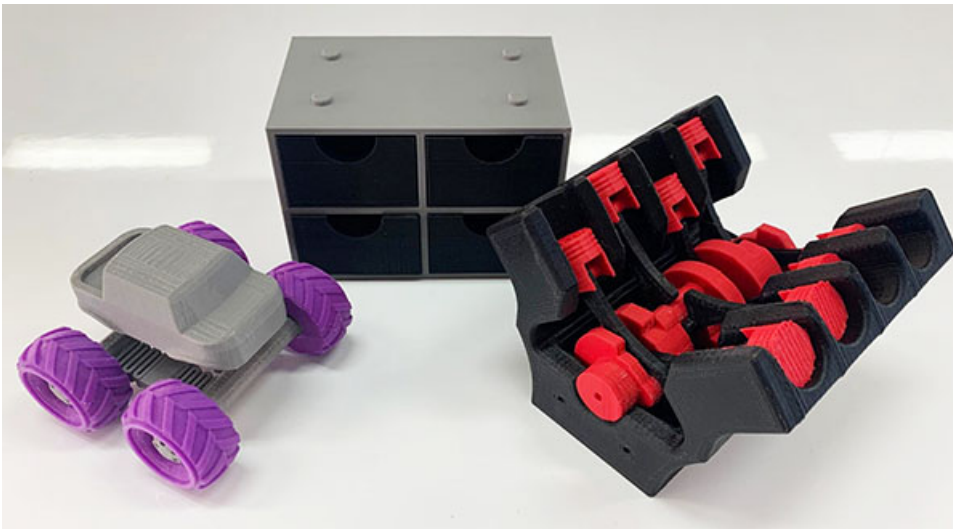
Curriculum Home

Technology

CHOICE

Middle Secondary – Material Solutions

Woodwork / Metalwork



PREREQUISITE

COMPULSORY *Junior Secondary – Foundation Technologies*

SUBJECT LENGTH

1 Semester

DESCRIPTION

Materials Solutions will see students personally choose from a variety of hand-on skills across a range of self-paced modules that include -

Woodwork- Furniture Construction

- Modern and Traditional joining techniques
- Industry-relevant machinery i.e. radial arm saw, drop saw
- High-quality Finishing techniques - spraying

Metalwork- Metal Fabrication

- MIG welding
- Metal Fabrication
- Angle Grinding
- CNC Plasma Cutting
- General workshop machinery

CNC routing- Modern Technologies

- Digital design and CAM software
- Programming of tool paths and G-code using V-carve pro
- Autodesk Inventor - CAD software packages

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

- CHOICE *Senior Secondary – Digital Solutions (Community Studies)*
- CHOICE *Senior Secondary – Material Solutions (Community Studies)*
- CHOICE *Senior Secondary – Information Processing & Publishing*
- CHOICE *Senior Secondary – VET (Vocational Education and Training)*

Go back to - Curriculum Home Technology

Like 0



TECHNOLOGY – MIDDLE SECONDARY – INTRODUCTION TO ENGINEERING

Home > Technology - Middle Secondary – Introduction to Engineering

SHARE   

Go back to -

Curriculum Home

Technology

CHOICE

Middle Secondary – Introduction to Engineering



PREREQUISITE

COMPULSORY Junior Secondary – Foundation Technologies

SUBJECT LENGTH

1 Semester

DESCRIPTION

Introduction to Engineering will see students personally choose from a variety of hand-on skills across a range of self-paced modules that include -

Machining - Metal Lathes / Milling

- Milling - to a set dimension
- Turning down material to a set size (diameter/dimension)
- Face milling and slot cutting

Metalwork - Engineering fabrication

- MIG and TIG Welding
- Drilling
- Thread tapping
- Chamfering and Beveling

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

n/a

Edit

LEADS TO

- CHOICE *Senior Secondary – Digital Solutions (Community Studies)*
- CHOICE *Senior Secondary – Material Solutions (Community Studies)*
- CHOICE *Senior Secondary – Information Processing & Publishing*
- CHOICE *Senior Secondary – VET (Vocational Education and Training)*

Go back to - Curriculum Home Technology

Like 0

TECHNOLOGY – MIDDLE SECONDARY – VET PATHWAYS

Home > Technology - Middle Secondary – VET Pathways

SHARE







Go back to - Curriculum Home Technology

CHOICE

Vocational Education & Training (VET) Information



Middle Secondary – VET Pathways

Outdoor Construction / Automotive / Engineering

PREREQUISITE

COMPULSORY

Junior Secondary – Foundation Technologies

SUBJECT LENGTH

1 Semester

DESCRIPTION

Materials Solutions will see students personally choose from a variety of hand-on skills across a range of self-paced modules that include -

Automotive

- Introduction to hoists
- Introduction to 4 Stroke motors
- Introduction to an automotive workshop environment

Metal Fabrication

- MIG/ TIG and ARC welding - to an industry-standard
- Introduction to Engineering equipment (lathes and mills)
- Introduction to industry fabrication techniques

Outdoor Construction- (1st fix trade)

- Wall frame construction
- Concreting and Paving
- Electrical and Plumbing first fix

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO**CHOICE**

Senior Secondary – Digital Solutions (Community Studies)

CHOICE

Senior Secondary – Material Solutions (Community Studies)

CHOICE

Senior Secondary – Information Processing & Publishing

CHOICE

Senior Secondary – VET (Vocational Education and Training)

[Go back to -](#)[Curriculum Home](#)[Technology](#)

Like 0

TECHNOLOGY – SENIOR SECONDARY – DIGITAL SOLUTIONS

Home > Technology - Senior Secondary – Digital Solutions

SHARE







Go back to - Curriculum Home Technology

CHOICE

Senior Secondary – Digital Solutions (Community Studies)



PREREQUISITE

ONE of the following –

- CHOICE

Middle Secondary – Digital Solutions
- CHOICE

Middle Secondary – Material Solutions
- CHOICE

Middle Secondary – Introduction to Engineering
- CHOICE

Middle Secondary – VET Pathways

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Materials Solutions will see students personally choose from a variety of hands-on skills across a range of self-paced modules that may include -

Advanced Technologies - CAD and 3D Printing

- Autodesk Inventor- Computer-Aided Design
- CAM software
- 3D printing
- Laser engraving/cutting

Robotics - VEX robotics and coding

- The building of VEX robots
- Advanced scaffolded Block-based coding

Architecture - Digital Home design

- Autodesk Homestyler
- Autodesk Inventor - CAD
- Generating floor plans
- Interior design - furniture, flooring, and wall coverings

Game Development - Online gaming

- Kudo Gamelab
- Game development software packages

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

[Edit](#)

[Go back to -](#)[Curriculum Home](#)[Technology](#)

Like 0



TECHNOLOGY – SENIOR SECONDARY – MATERIAL SOLUTIONS

Home > Technology - Senior Secondary - Material Solutions

SHARE   

Go back to -

Curriculum Home

Technology

CHOICE

Senior Secondary – Material Solutions (Community Studies)

PREREQUISITE

ONE of the following –

CHOICE

Middle Secondary – Digital Solutions

CHOICE

Middle Secondary – Material Solutions

CHOICE

Middle Secondary – Introduction to Engineering

CHOICE

Middle Secondary – VET Pathways

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Materials Solutions will see students personally choose from a variety of hand-on skills across a range of self-paced modules that include -

Woodwork- Furniture Construction

- Modern and Traditional joining techniques
- Industry-relevant machinery i.e. radial arm saw, drop saw
- High-quality Finishing techniques - spraying

Metalwork- Metal Fabrication

- MIG welding
- Metal Fabrication
- Angle Grinding
- CNC Plasma Cutting
- General workshop machinery

CNC routing- Modern Technologies

- Digital design and CAM software
- Programming of tool paths and G-code using V-carve pro
- Autodesk Inventor - CAD software packages

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

Edit

Go back to -

Curriculum Home

Technology

Like 0



TECHNOLOGY – SENIOR SECONDARY – INFORMATION PROCESSING & PUBLISHING

Home > Technology - Senior Secondary – Information Processing & Publishing

SHARE   

Go back to -

Curriculum Home

Technology

CHOICE

Senior Secondary – Information Processing & Publishing

PREREQUISITE

ONE of the following –

CHOICE

Middle Secondary – Digital Solutions

CHOICE

Middle Secondary – Material Solutions

CHOICE

Middle Secondary – Introduction to Engineering

CHOICE

Middle Secondary – VET Pathways

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students use computer technology and apply the design process to develop and present desktop publishing solutions to design briefs. They apply the principles of design and page layout (e.g. the use of fonts, text enhancement, graphics, white space, and colour) in completing tasks.

TOPICS

Desktop Publishing

Desktop Publishing involves the use of a computer and page layout and other software to assemble text and graphics electronically for publishing. Tasks may include creating leaflets, brochures, menus, magazines, newsletters and advertising material.

Business Documents

Business Documents involves the use of computer hardware and software to present and display material for the purpose of communication in a business context. Tasks may include letters, reports, tables, memoranda, forms, agreements, financial statements, newsletters, programs, and itineraries.

ASSESSMENT**School-based Assessment**

Practical Skills (40%)

- includes 5 x practical skills assessments

Issues Analysis (30%)

- 1 x issues analysis (1200 words / 8 minutes oral)
- 1 x technical and operational understanding (1000 words / 6 minutes oral)

External Assessment

Product and Documentation (30%)

- includes 1 x major design project + 1500 words documenting the design process

RECOMMENDATION

Stage 1 IPP desired, but not essential.

An interest in creative arts and/or technology would be an advantage.

NOTES

n/a

[Edit](#)

[Go back to -](#)[Curriculum Home](#)[Technology](#)

Like 0