



PLAYFORD INTERNATIONAL COLLEGE 2022 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 2022 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 2022 school year, or even no longer exist.

However all the relevant information about subjects and faculties in the 2022 school year is present.



2022 – CURRICULUM HOME PAGE

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Laptops for Learning

'Every student needs a device'

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.



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.

Edit

In 2022 we have 11 faculties offering over 180 subjects.

Course Counselling for 2022 will occur on Wednesday 18 August 2021.

This day is a "modified school day".

- Students will need to book an appointment for their session with their "Striving for Success" subject teacher.
- Because of COVID, no parents will be allowed to attend, sorry.
- Students won't attend lessons, as no lessons will be run, only their appointment.
- The canteen will be closed.

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

The Arts

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

Cross Curricular

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

English

- All aspects of the English language AND English as an Additional Language (EAL).

Food & Hospitality

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

H A S S

HUMANITIES & SOCIAL SCIENCES

- 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

- Fields as diverse as STEM 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 conditional

– These are SACE subjects which attract an ATAR but with special conditions.

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 = English as an Additional Language
- HASS = Humanities & Social Sciences
- NESB = Non-English Speaking Background



2022 – THE ARTS

Home > 2022 - The Arts

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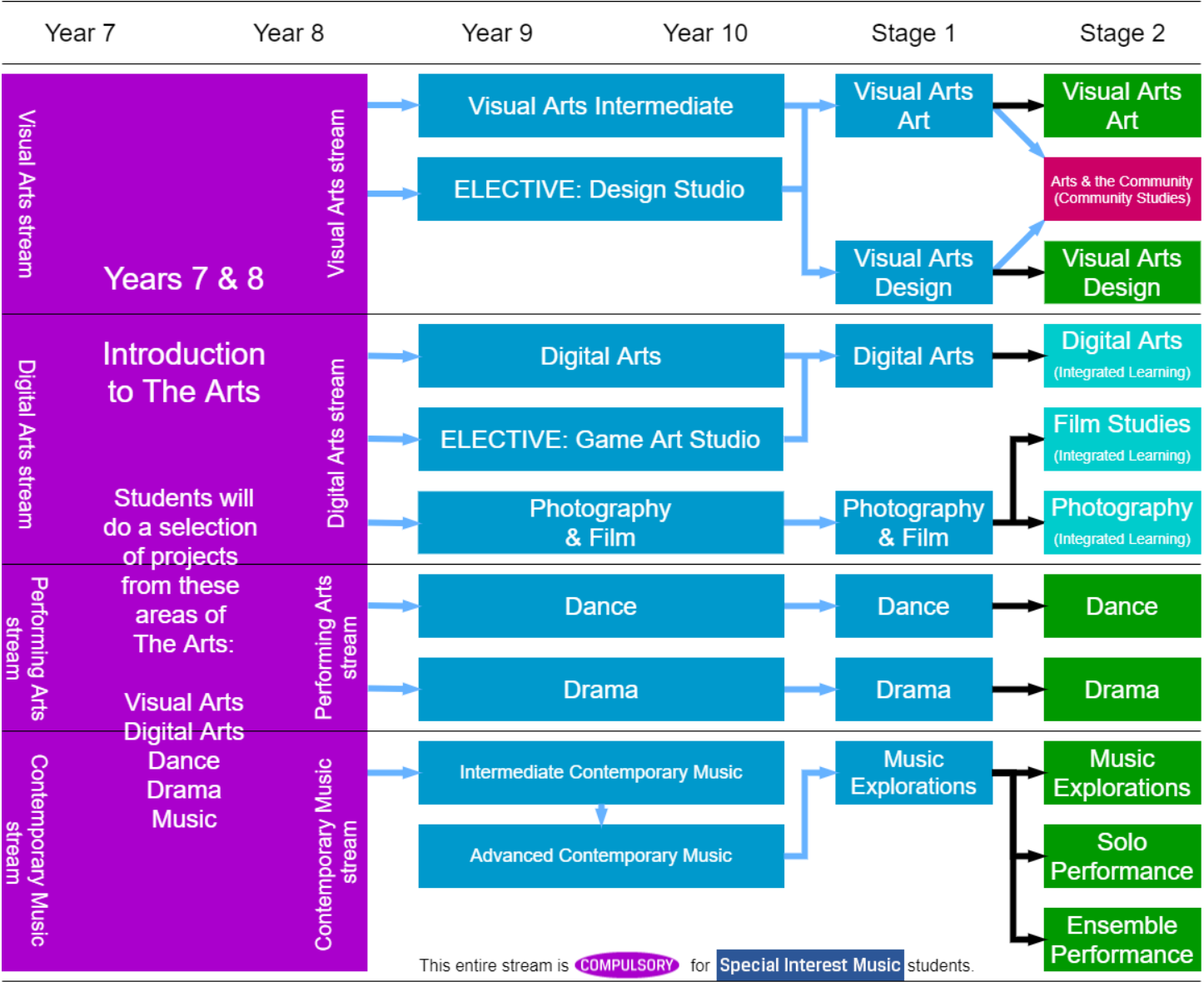
All Visual and Creative Arts, the Performing Arts (Dance and Drama) as well as Contemporary Music (as opposed to Special Interest Music).

Head of Arts – Belle McKay – Belle.Stoneham708@schools.sa.edu.au

Co-ordinator of Music – Chip Diamond – Chip.Diamond49@schools.sa.edu.au

The subjects below are clickable

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Key **COMPULSORY** **CHOICE** **ATAR** **NO ATAR** **ATAR conditional**

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THE ARTS – JUNIOR SECONDARY – INTRODUCTION TO THE ARTS

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- The Arts
- Special Interest Music

COMPULSORY

Junior Secondary – Introduction to the Arts

During Years 7 and 8 all students will engage with all aspects of the Arts including Visual art, Digital art, Dance, Drama and Music.

SUBJECT LENGTH

Years 7 and 8

DESCRIPTION

Visual Arts

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.

Digital Arts

Digital Arts is all about making Art in the modern world with modern technology. Students will participate in a wide variety of computer aided design and art. Students will learn digital painting, collage, photo manipulation and design, and learn how they can be combined in different ways.

Dance

Dance 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.

Drama

Students immerse themselves in the making and creating of Theatre and can incorporate a variety of roles including actor, director, scriptwriter, publicity and promotions, lighting and sound design, film and technology, ICT, costume and makeup, props and set design.

Contemporary Music

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 and/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 developing the art of presenting a dynamic and fluent musical production.

Edit

LEADS TO

- CHOICEMiddle Secondary – Visual Arts Intermediate
- CHOICEMiddle Secondary – Design Studio
- CHOICEMiddle Secondary – Digital Arts
- CHOICEMiddle Secondary – Game Art Studio
- CHOICEMiddle Secondary – Photography & Film
- CHOICEMiddle Secondary – Dance
- CHOICEMiddle Secondary – Drama
- CHOICEMiddle Secondary – Intermediate Contemporary Music
- CHOICEMiddle Secondary – Advanced Contemporary Music



THE ARTS – MIDDLE SECONDARY – VISUAL ARTS INTERMEDIATE

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The Arts

CHOICE

Middle Secondary – Visual Arts Intermediate

FOLLOWS FROM

COMPULSORY *Junior Secondary – Introduction to the Arts*

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

Recommended that you have completed Visual Art in Junior Secondary.

NOTES

n/a

Edit

LEADS TO

CHOICE *Stage 1 – Visual Arts – Art*

CHOICE *Stage 1 – Visual Arts – Design*

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The Arts

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THE ARTS – MIDDLE SECONDARY – DESIGN STUDIO

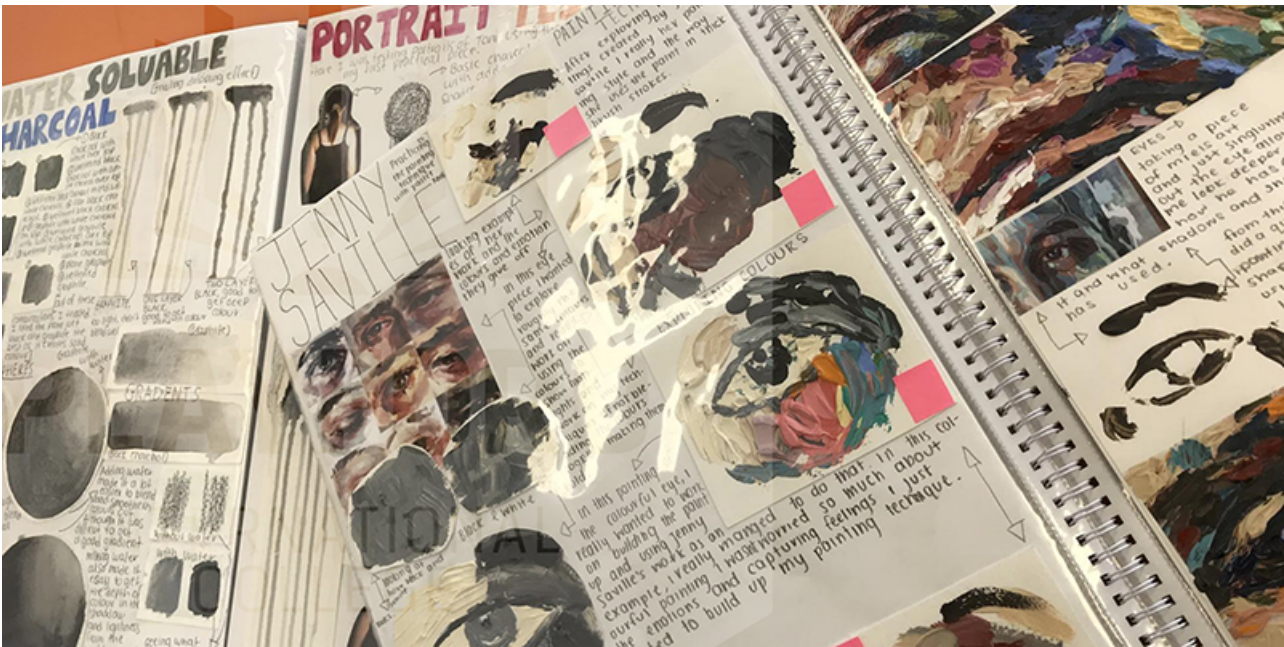
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CHOICE

Middle Secondary – Design Studio



FOLLOWS FROM

COMPULSORY Junior Secondary – Introduction to the Arts

SUBJECT LENGTH

1 Semester

SACE CREDITS

n/a

DESCRIPTION

Sick of painting your emotions? Want to learn how Art can be used to make money? Then Design is the subject for you! You will be introduced to the Design Process and learn how to develop products with a function and purpose.

Students will investigate designers and their work, and explore a variety of material or design areas such as textile design, fashion design, landscape and architectural design.

TOPICS

Design areas
May include but not be limited to
Textiles (fashion, cosplay, sewing, etc)
Jewellery
Laser cut products
3D printed products
Ceramic products
etc
product construction
tech drawings
design principles

ASSESSMENT

Folio - develop a variety of skills and document your journey to create your product
Practical - create your own design
Visual Study - investigate different filmmakers and photographers and their products

RECOMMENDATION

A passion for visual based arts. Recommended that you have completed Visual Art in Junior Secondary.

PREREQUISITES

This is a beginner course and has no prerequisites.
Recommended that you have completed Visual Art in Junior Secondary.

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 – Visual Arts – Art
- CHOICE Stage 1 – Visual Arts – Design



THE ARTS – MIDDLE SECONDARY – DIGITAL ARTS

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The Arts

CHOICE

Middle Secondary – Digital Arts

FOLLOWS FROM

COMPULSORY *Junior Secondary – Introduction to the Arts*

SUBJECT LENGTH

1 Semester

SACE CREDITS

n/a

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!

Digital Arts is all about making Art in the modern world with modern technology. Students will choose projects from digital painting to photo manipulation and explore a range of digital arts programs. Students will then create their own products, using a combination of skills covered.

TOPICS

Digital Painting, Digital Design, Collage, Compositing

ASSESSMENT

Skill Folio - develop a variety of digital art skills and document your journey

Product - create your own digital art product

Inquiry - investigate different digital artists and their products

RECOMMENDATION

A passion for digital based arts. Recommended that you have completed Digital Art in Junior Secondary.

PREREQUISITES

This is a beginner course and has no prerequisites.

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 – Digital Arts*

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The Arts



THE ARTS – MIDDLE SECONDARY – GAME ART STUDIO

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The Arts

CHOICE

Middle Secondary – Game Art Studio

The Arts - Game Art Academy



FOLLOWS FROM

COMPULSORY

Junior Secondary – Introduction to the Arts

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

Skill Folio - develop a variety of game design skills and document your journey

Product - create your own game based product

Inquiry - investigate different game makers and their products

RECOMMENDATION

A passion for games and digital based arts. Recommended that you have completed Digital Art in Junior Secondary.

NOTES

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



THE ARTS – MIDDLE SECONDARY – PHOTOGRAPHY & FILM

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The Arts

CHOICE

Middle Secondary – Photography & Film

FOLLOWS FROM

COMPULSORY

Junior Secondary – Introduction to the Arts

SUBJECT LENGTH

1 Semester

SACE CREDITS

n/a

DESCRIPTION

Want to learn how to take better photos or make your own movies? This course will teach you the basics of photography and film making, focussing on compositional skills, semiotics, how the technology works and how to create meaning using the elements within your shots.

TOPICS

Basic Compositional rules
Film making process
Creating stories visually
Semiotics

ASSESSMENT

Skill Folio - develop a variety of photography or film making skills and document your journey
Product - create your own photography or film product
Inquiry - investigate different filmmakers and photographers and their products

RECOMMENDATION

A passion for films, film making and photography and interested in digital based arts. Recommended that you have completed Digital Art in Junior Secondary.

PREREQUISITES

This is a beginner course and has no prerequisites.

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 – Photography & Film



THE ARTS – MIDDLE SECONDARY – DANCE

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The Arts

CHOICE

Middle Secondary – Dance

The Arts - Dance



FOLLOWS FROM

COMPULSORY Junior Secondary – Introduction to the Arts

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



THE ARTS – MIDDLE SECONDARY – DRAMA

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The Arts

CHOICE

Middle Secondary – Drama

FOLLOWS FROM

COMPULSORY

Junior Secondary – Introduction to the Arts

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students immerse themselves in a variety of 'off-stage' roles including Lighting Design, Sound Design, Costume Design, Makeup and Hair, Film and ICT, Script Writing, Directing, Props and Set Design, Stage Management, and build a Portfolio of work to document their learning and product creation.

Students will take part in workshops with industry professionals and will draw from multiple practitioners to inform their work. Students will use their skills to support cross-curricular school functions including the Special Interest Music Program, The Performing Arts Showcase, and Drama productions and will document their work.

TOPICS

Safe use of materials and OHS in the theatre, creation an ideation, Arts and Performing Arts Practitioners, Theatre and Film Terminology, Creating a Multimodal Portfolio.

ASSESSMENT

Assessment Type 1: Practitioner Investigation 20%

Students will attend live theatre productions and will work with industry professionals such as the State Theatre Company Props and Set designers, Adelaide Festival, Fringe Festival or Windmill Theatre productions, and will participate in professional theatre making workshops. Through the investigation of Film and Theatre Practitioners, students will create an in depth Multimodal Folio to present to the class.

Assessment Type 2: Product Creation 40%

Students can choose to work individually or in small groups in more than one of the off-stage roles, such as an director, scriptwriter, lighting and sound design, theatre and technology, ICT, costume and makeup, publicity and promotions, props and set and they will present their work as a polished production to a live audience.

Assessment Type 3: Workshop Development 20%

As individuals or in small groups, students will lead a 'workshop' in an off-stage role of their choosing, to other performing arts students, to the class or to primary school students.

Assessment Type 4: Multimodal Folio 20%

Students will document their learning through a Multimodal Portfolio and present their work as one polished document of evidence.

RECOMMENDATION

Completion of the Junior Secondary Drama.

NOTES

n/a



THE ARTS – MIDDLE SECONDARY – INTERMEDIATE CONTEMPORARY MUSIC

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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 Contemporary Music stream of

The Arts

FOLLOWS FROM

COMPULSORY *Junior Secondary – Introduction to the Arts*

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

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THE ARTS – MIDDLE SECONDARY – ADVANCED CONTEMPORARY MUSIC

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Middle Secondary – Advanced Contemporary Music

COMPULSORY for **Special Interest Music** students.

CHOICE for **The Arts** students of who have chosen the Contemporary Music stream.

FOLLOWS FROM

COMPULSORY *Junior Secondary – Introduction to the Arts*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Advanced Contemporary Music has a focus on developing student skills and knowledge in music and music-related industries. This course 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. With additional training and experience, future employability pathways may include professional musician, sound or studio engineer, composer or arranger, sales and merchandising.

TOPICS

VET The following topics are covered in this course:

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

ASSESSMENT

Creative Works -

- Live Performance (in an ensemble or as a soloist)
- Composition (writing original songs)
- Arranging (arranging a cover song)

Music Industry Skills Folio -

- Sound production
- Composing using technology
- Creative arts industry knowledge

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

CHOICE

Stage 1 - Music Explorations

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THE ARTS – STAGE 1 – VISUAL ARTS – ART

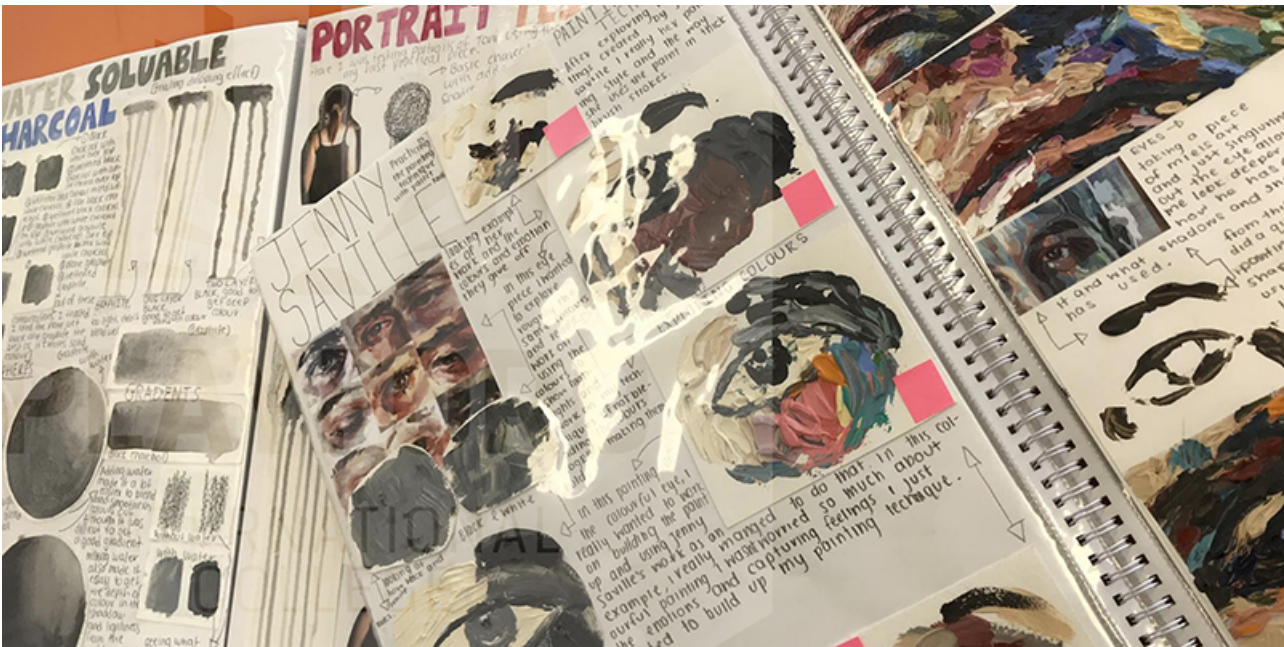
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CHOICE

Stage 1 – Visual Arts – Art



FOLLOWS FROM

CHOICE Middle Secondary – Visual Arts Intermediate

CHOICE Middle Secondary – Design Studio

SUBJECT LENGTH

2 Semesters

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

- ATAR *Stage 2 – Visual Arts – Art*
- NO ATAR *Stage 2 – Arts and the Community (Community Studies)*

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THE ARTS – STAGE 1 – VISUAL ARTS – DESIGN

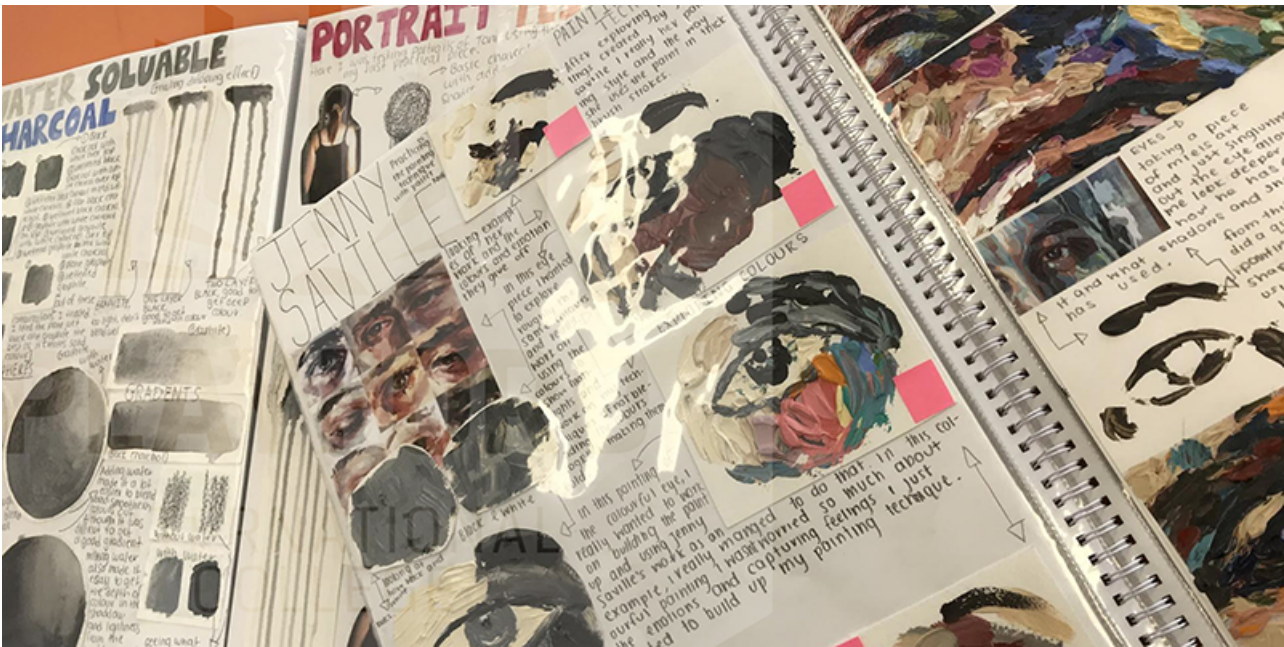
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CHOICE

Stage 1 – Visual Arts – Design



FOLLOWS FROM

CHOICE Middle Secondary – Visual Arts Intermediate

CHOICE Middle Secondary – Design Studio

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Sick of painting your emotions? Want to learn how Art can be used to make money? Then Design is the subject for you! This course is a precursor for Stage 2 Visual Arts- Design. Initially guided by the teacher the course allows students to go on to develop their own areas of interest in Design.

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 Middle Secondary Visual Arts or Digital Art at a C grade or higher is recommended

NOTES

n/a

Edit

LEADS TO

- ATAR** *Stage 2 – Visual Arts – Design*
- NO ATAR** *Stage 2 – Arts and the Community (Community Studies)*

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THE ARTS – STAGE 1 – DIGITAL ARTS

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The Arts

CHOICE

Stage 1 – Digital Arts

FOLLOWS FROM

CHOICE

Middle Secondary – Digital Arts

CHOICE

Middle Secondary – Game Art Studio

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
conditional

Stage 2 – Digital Arts

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THE ARTS – STAGE 1 – PHOTOGRAPHY & FILM

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The Arts

CHOICE

Stage 1 – Photography & Film

FOLLOWS FROM

CHOICE

Middle Secondary – Photography & Film

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Advance your selfie game even further in Senior Photography & Film! Stage 1 and 2 Photography will focus on experimenting with different techniques in Photography, while exploring industry professionals. Students will also study the process of film making, examining how compositional elements change with motion and how the film maker can use film language to manipulate audience emotions.

TOPICS

Photography, Cinematography, Lighting, Composition, etc

ASSESSMENT

- Inquiry
- Skills Folio
- Product

RECOMMENDATION

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

NOTES

This course is aimed to lead students towards Stage 2 SACE Photography course.

Edit

LEADS TO

ATAR conditional

Stage 2 – Film Studies

ATAR conditional

Stage 2 – Photography

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THE ARTS – STAGE 1 – DANCE

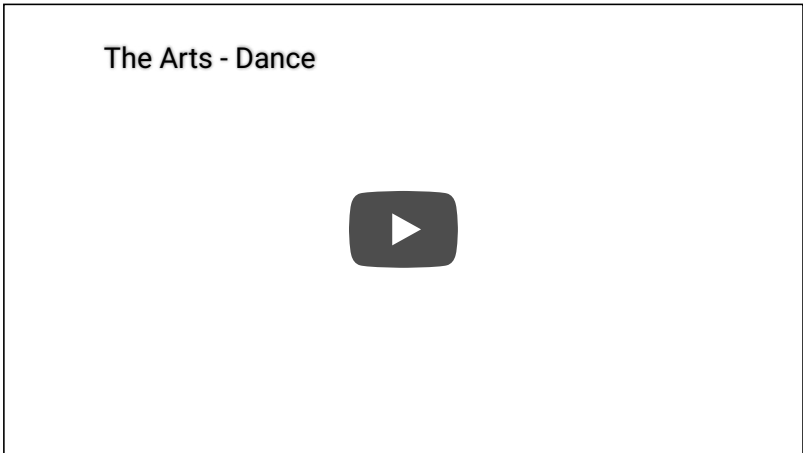
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CHOICE

Stage 1 – Dance



FOLLOWS FROM

CHOICE Middle Secondary – Dance

SUBJECT LENGTH

2 semesters

DESCRIPTION

Yr 11 dance involves students working to complete three main tasks involved in understanding, creating and responding to dance.

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.

As a class, students learn choreography in a range of genres and develop class dances to perform at a dance night or Moderation.

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.

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.
Current dance experience is essential

NOTES

Year 11 and 12 students are usually in the same class

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LEADS TO



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THE ARTS – STAGE 1 – DRAMA

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The Arts

CHOICE

Stage 1 – Drama

FOLLOWS FROM

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 immerse themselves in the making and creating of Theatre and can incorporate a variety of roles including actor, director, scriptwriter, publicity and promotions, lighting and sound design, film and technology, ICT, costume and makeup, props and set design and will create a folio of evidence documenting their work.

Students will have the opportunity to work with industry professionals to help produce, plan and create their own original works and will perform for a variety of audiences.

ASSESSMENT

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

Students create a 'Theatre Company' and work in multiple roles in either an on-stage role as actor or an off-stage role as a director, scriptwriter, publicity and promotions, lighting and sound design, theatre and technology, ICT, 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 and create a Multimodal folio of evidence.

Assessment Type 2: Understanding and Responding to Drama 30%

Students will attend live theatre productions, such as the Adelaide Festival, Fringe Festival or Windmill Theatre productions, and will participate in professional theatre making workshops. Students create a written or Multimodal response to the performance or workshops they have experienced.

Assessment Type 3: Creative Synthesis Drama and Technology 30%

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

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

LEADS TO



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THE ARTS – STAGE 1 – MUSIC EXPLORATIONS

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The Arts

Stage 1 – Music Explorations (Contemporary Music)

COMPULSORY for **Special Interest Music** students.

CHOICE for **The Arts** students of who have chosen the Contemporary Music stream.

FOLLOWS FROM

CHOICE *Middle Secondary – Advanced Contemporary Music*

SUBJECT LENGTH

2 Semesters

SACE CREDITS

60 Credits

DESCRIPTION

Stage 1 Music Explorations develops student skills and knowledge in music and music-related industries. This course allows students to make a more informed choice of vocation or career pathways and develop skills that will enhance their employability within the Music Industry.

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

Music Explorations covers the following topics:

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

ASSESSMENT

Assessment Type 1: Creative Works

- Sound production folio
- Recording a basic music demo of an original song or cover
- Live Performance (2-5mins) in an ensemble or as a soloist.

Assessment Type 2: Musical Literacy

- Songwriting skills folio
- Analysis of musical works and production elements

RECOMMENDATION

n/a

PREREQUISITES

Completion of Middle Secondary - Advanced Contemporary Music or entry via audition.

NOTES

n/a

Edit

LEADS TO

- ATARStage 2 – Music Explorations (Contemporary Music)
- ATARStage 2 – Solo Performance (Contemporary Music)
- ATARStage 2 – Ensemble – Performance (Contemporary Music)

THE ARTS – STAGE 2 – VISUAL ARTS – ART

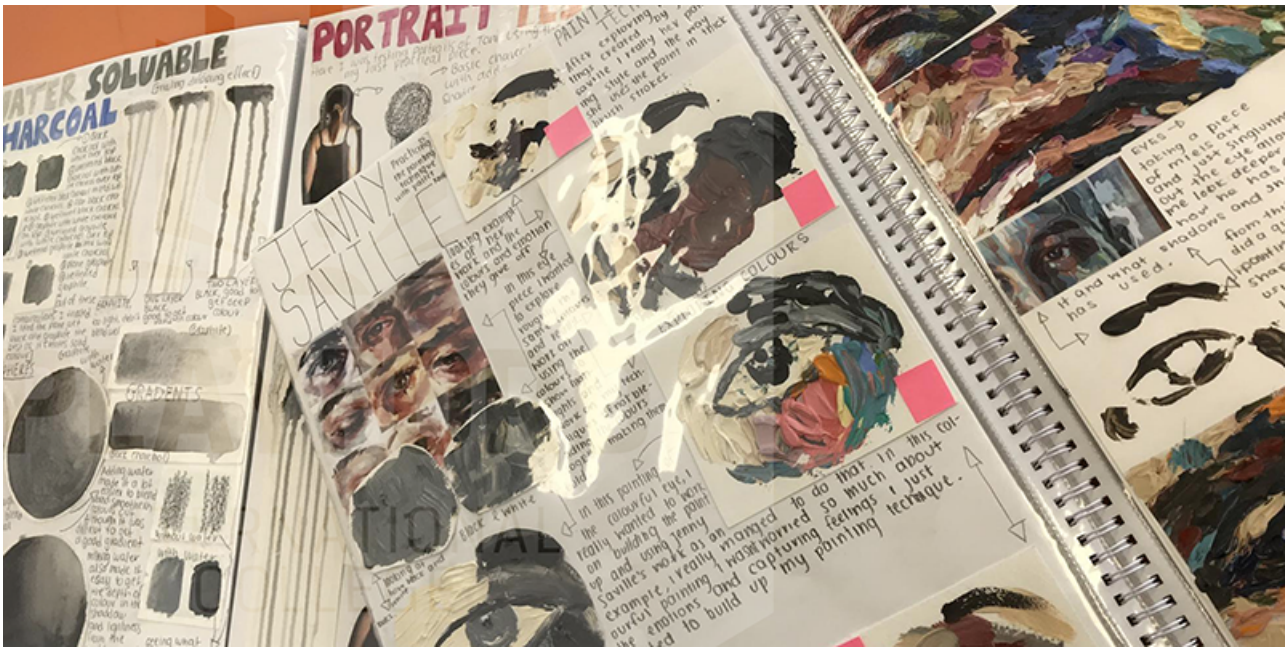
Home > The Arts - Stage 2 - Visual Arts - Art

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Stage 2 – Visual Arts – Art



PREREQUISITE

CHOICE Stage 1 – Visual Arts – Art

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

This is a self-directed course which involves detailed exploration and research into several areas of Visual Arts. 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 Stage 1 Visual Arts at a B grade or higher.

PREREQUISITES

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

NOTES

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

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

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NO ATAR

Stage 2 – Arts and the Community (Community Studies)

FOLLOWS FROM

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.

Planning and Reflecting- Ongoing reflection of progress and processes

- Research- research into artists and art styles and art terminology
- Practical- Media and material experiments and the production of practical artworks
- Community Project-planning and organisation of a community event to showcase student 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

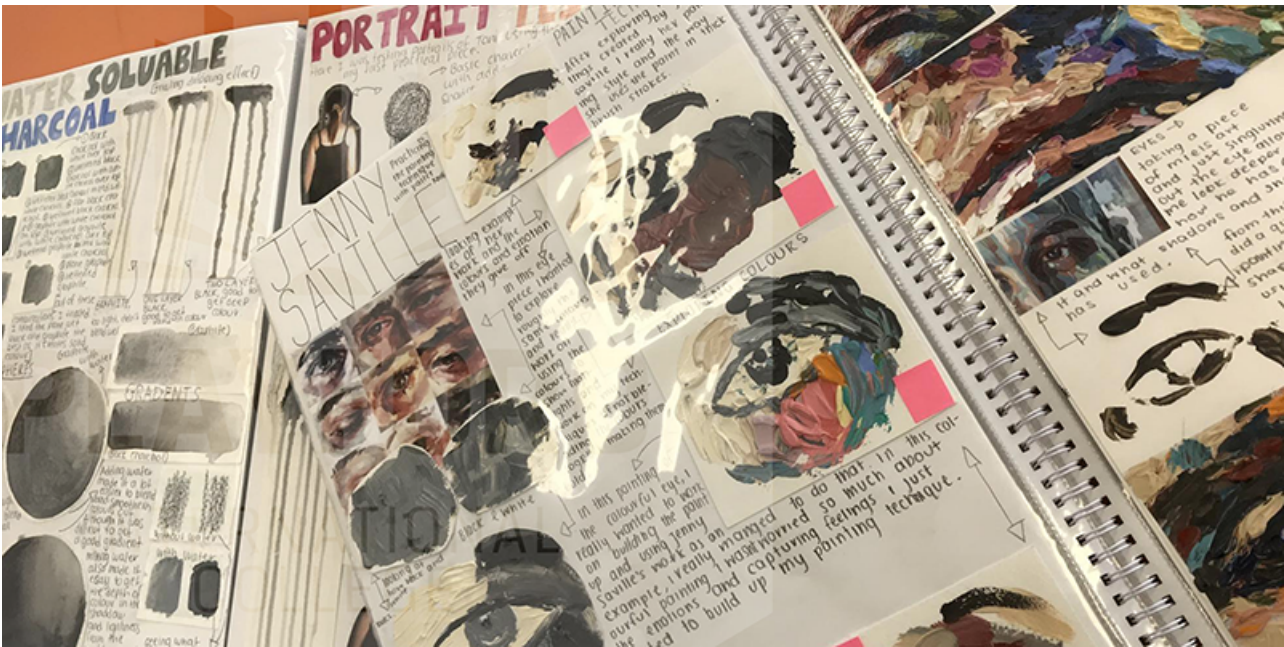
NOTES

n/a

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Stage 2 – Visual Arts – Design



PREREQUISITE

CHOICE Stage 1 – Visual Arts – Design

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

Sick of painting your emotions? Want to learn how Art can be used to make money? Then Design is the subject for you! This is a self-directed course which involves detailed exploration and research into several areas of Visual Art and Design. Students develop designs and products and undertake comprehensive studies of designers and design ideas. They will develop their personal aesthetic, exploring and documenting a range of materials, techniques and processes to develop a series of products.

TOPICS

Architecture, Fashion Design, Furniture Design, Advertising

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 Middle Secondary Visual Arts or Digital Art at a C grade or higher is recommended

PREREQUISITES

Successful completion of Stage 1 Visual Arts or Stage 1 Design at a C grade or higher is recommended

NOTES

n/a

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THE ARTS – STAGE 2 – DIGITAL ARTS

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Stage 2 – Digital Arts (Integrated Learning)

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. 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

Inquiry

Skills Folio

Product

RECOMMENDATION

Successful completion of Stage 1 Digital Art

NOTES

This course is aimed to lead students towards Stage 2 SACE Digital Art courses.

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THE ARTS – STAGE 2 – FILM STUDIES

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The Arts



Stage 2 – Film Studies (Integrated Learning)

PREREQUISITE

CHOICE

Stage 1 – Photography & Film

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

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 post production 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

n/a

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THE ARTS – STAGE 2 – PHOTOGRAPHY

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Stage 2 – Photography (Integrated Learning)

PREREQUISITE

CHOICE *Stage 1 – Photography & Film*

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

n/a

PREREQUISITES

Successful completion of Stage 1 Photography & Film at a C grade or higher.

NOTES

n/a

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THE ARTS – STAGE 2 – DANCE

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ATAR

Stage 2 – Dance

The Arts - 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

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THE ARTS – STAGE 2 – DRAMA

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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 immerse themselves in the making and creating of Theatre and can incorporate a variety of roles including actor, director, scriptwriter, publicity and promotions, lighting and sound design, film and technology, ICT, costume and makeup, props and set design and will create a folio of evidence documenting their work.

Students will have the opportunity to work with industry professionals to help produce, plan and create their own original works and will perform for a variety of audiences.

ASSESSMENT

Assessment Type 1: Group Production 40%

Students develop either an on-stage role as actor or an off-stage role as part of a 'Theatre Company' and must take on multiple roles as either a director, scriptwriter, publicity and promotions, lighting and sound design, theatre and technology, ICT, 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.

Assessment Type 2: Evaluation and Creativity Task 1 and 2 30%

Task 1: Students investigate a variety of theatre practitioners, through theatre workshops, viewing live productions, watching on-line tutorial or participating in extracurricular lessons in the performing arts and create a response to this work

Task 2: Using this stimulus students develop a creative response to the workshops or productions and develop their own original product

Assessment Type 3: Creative Presentation 30%

In small groups students create a 'Theatre Company' and research practitioners and/ or participate in professional workshops resulting in a small self directed performance and presentation using their creative skills. Students demonstrate literacy skills in relation to the arts through a multimedia reflection and analysis of process.

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

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THE ARTS – STAGE 2 – MUSIC EXPLORATIONS (CONTEMPORARY MUSIC)

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Stage 2 – Music Explorations (Contemporary Music)

COMPULSORY for **Special Interest Music** students.

CHOICE for **The Arts** students of who have chosen the Contemporary Music stream.

PREREQUISITE

CHOICE *Stage 1 – Music Explorations*

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 Explorations or demonstration of prior learning (folio of works required)

NOTES

n/a

Edit



THE ARTS – STAGE 2 – SOLO PERFORMANCE

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Stage 2 – Solo Performance (Contemporary Music)

COMPULSORY

for

Special Interest Music

students.

CHOICE

for

The Arts

students of who have chosen the Contemporary Music stream.

PREREQUISITE

CHOICE

Stage 1 – Music Explorations

SUBJECT LENGTH

1 Semester

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 Explorations 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



THE ARTS – STAGE 2 – ENSEMBLE PERFORMANCE

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The Arts



Stage 2 – Ensemble Performance (Contemporary Music)

COMPULSORY for **Special Interest Music** students.

CHOICE for **The Arts** students of who have chosen the Contemporary Music stream.

PREREQUISITE

CHOICE *Stage 1 – Music Explorations*

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 Explorations 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



2022 – CROSS CURRICULAR

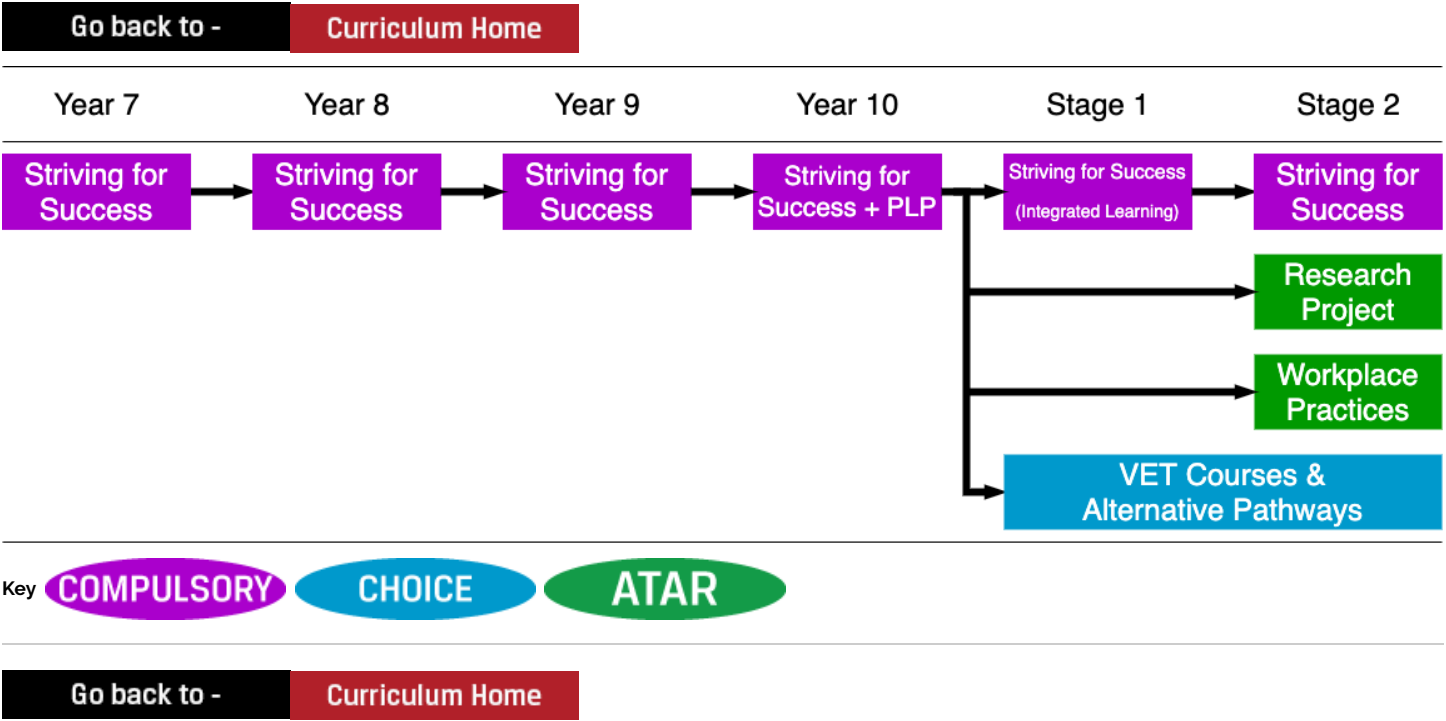
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A range of subjects that prepare students for learning, appropriate pathways beyond school, and development of themselves as people

Head of Cross Curricular – Shannon Dissinger – Shannon.Dissinger581@schools.sa.edu.au

The subjects below are clickable



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CROSS CURRICULAR – YEAR 7 – STRIVING FOR SUCCESS

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Cross Curricular

COMPULSORY

Year 7 – Striving For Success

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

This program is designed to support students to be better learners and to develop students from a holistic approach. The course is based on four of the Australian Curriculum Capabilities: Personal & Social, Intercultural Understanding, Ethical Understanding and Critical & Creative Thinking. This subject covers the core requirements of SACE Personal Learning Plan (PLP), Child Protection Curriculum, Sexual Health Education, Positive Education and the Career Learning Framework.

TOPICS

n/a

ASSESSMENT

This subject does not use an A to E grading system. Students are assessed through a 'Growth Based' assessment process. Students engage in Self assessment, and 'Think, Pair, Share' presentations at the end of each term to demonstrate their growth and development of the focus capabilities.

At the end of each term students receive a growth rating from their teacher based on the following ratings:

- Flourishing
- Accelerating
- Capable
- Emerging
- Limited

Through PLP and the senior years, students access their Stage 1 PLP credits, and additional Stage 1 integrated learning SACE credits through the Striving for Success program.

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

n/a

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COMPULSORY

Year 8 – Striving For Success

FOLLOWS FROM

COMPULSORY *Year 7 – Striving For Success*

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

This program is designed to support students to be better learners and to develop students from a holistic approach. The course is based on four of the Australian Curriculum Capabilities: Personal & Social, Intercultural Understanding, Ethical Understanding and Critical & Creative Thinking. This subject covers the core requirements of SACE Personal Learning Plan (PLP), Child Protection Curriculum, Sexual Health Education, Positive Education and the Career Learning Framework.

TOPICS

n/a

ASSESSMENT

This subject does not use an A to E grading system. Students are assessed through a 'Growth Based' assessment process. Students engage in Self assessment, and 'Think, Pair, Share' presentations at the end of each term to demonstrate their growth and development of the focus capabilities.

At the end of each term students receive a growth rating from their teacher based on the following ratings:

- Flourishing
- Accelerating
- Capable
- Emerging
- Limited

Through PLP and the senior years, students access their Stage 1 PLP credits, and additional Stage 1 integrated learning SACE credits through the Striving for Success program.

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

n/a

LEADS TO

COMPULSORY Year 9 – Striving For Success

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CROSS CURRICULAR – YEAR 9 – STRIVING FOR SUCCESS

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COMPULSORY

Year 9 – Striving For Success

FOLLOWS FROM

COMPULSORY Year 8 – Striving For Success

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

This program is designed to support students to be better learners and to develop students from a holistic approach. The course is based on four of the Australian Curriculum Capabilities: Personal & Social, Intercultural Understanding, Ethical Understanding and Critical & Creative Thinking. This subject covers the core requirements of SACE Personal Learning Plan (PLP), Child Protection Curriculum, Sexual Health Education, Positive Education and the Career Learning Framework.

TOPICS

n/a

ASSESSMENT

This subject does not use an A to E grading system. Students are assessed through a 'Growth Based' assessment process. Students engage in Self assessment, and 'Think, Pair, Share' presentations at the end of each term to demonstrate their growth and development of the focus capabilities.

At the end of each term students receive a growth rating from their teacher based on the following ratings:

- Flourishing
- Accelerating
- Capable
- Emerging
- Limited

Through PLP and the senior years, students access their Stage 1 PLP credits, and additional Stage 1 integrated learning SACE credits through the Striving for Success program.

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

n/a

LEADS TO

COMPULSORY Year 10 – Striving for Success • PLP

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LEADS TO

COMPULSORY *Stage 1 – Striving for Success*

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COMPULSORY

Stage 1 – Striving For Success

PREREQUISITE

COMPULSORY Year 10 – Striving for Success • PLP

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

This program is designed to support students to be better learners and to develop students from a holistic approach. The course is based on four of the Australian Curriculum Capabilities: Personal & Social, Intercultural Understanding, Ethical Understanding and Critical & Creative Thinking. This subject covers the core requirements of SACE Personal Learning Plan (PLP), Child Protection Curriculum, Sexual Health Education, Positive Education and the Career Learning Framework.

TOPICS

n/a

ASSESSMENT

This subject does not use an A to E grading system. Students are assessed through a 'Growth Based' assessment process. Students engage in Self assessment, and 'Think, Pair, Share' presentations at the end of each term to demonstrate their growth and development of the focus capabilities.

At the end of each term students receive a growth rating from their teacher based on the following ratings:

- Flourishing
- Accelerating
- Capable
- Emerging
- Limited

Through PLP and the senior years, students access their Stage 1 PLP credits, and additional Stage 1 integrated learning SACE credits through the Striving for Success program.

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

n/a

LEADS TO

COMPULSORY *Stage 2 – Striving For Success*

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CROSS CURRICULAR – SENIOR SECONDARY – VET COURSES & ALTERNATIVE PATHWAYS

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CHOICE

Senior Secondary – VET Courses & Alternative Pathways

VET Course Counselling for the 2022 school year



*We have no more specific information for this subject at this time.
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Stage 2 – Striving For Success

follows from



SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

This program is designed to support students to be better learners and to develop students from a holistic approach. The course is based on four of the Australian Curriculum Capabilities: Personal & Social, Intercultural Understanding, Ethical Understanding and Critical & Creative Thinking. This subject covers the core requirements of SACE Personal Learning Plan (PLP), Child Protection Curriculum, Sexual Health Education, Positive Education and the Career Learning Framework.

TOPICS

n/a

ASSESSMENT

This subject does not use an A to E grading system. Students are assessed through a 'Growth Based' assessment process. Students engage in Self assessment, and 'Think, Pair, Share' presentations at the end of each term to demonstrate their growth and development of the focus capabilities.

At the end of each term students receive a growth rating from their teacher based on the following ratings:

- Flourishing
- Accelerating
- Capable
- Emerging
- Limited

Through PLP and the senior years, students access their Stage 1 PLP credits, and additional Stage 1 integrated learning SACE credits through the Striving for Success program.

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

n/a



CROSS CURRICULAR – STAGE 2 – RESEARCH PROJECT

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ATAR

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

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CROSS CURRICULAR – STAGE 2 – WORKPLACE PRACTICES

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Stage 2 – Workplace Practices

Cross Curricular - Workplace Practices



SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

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 workforce.

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.



2022 – ENGLISH

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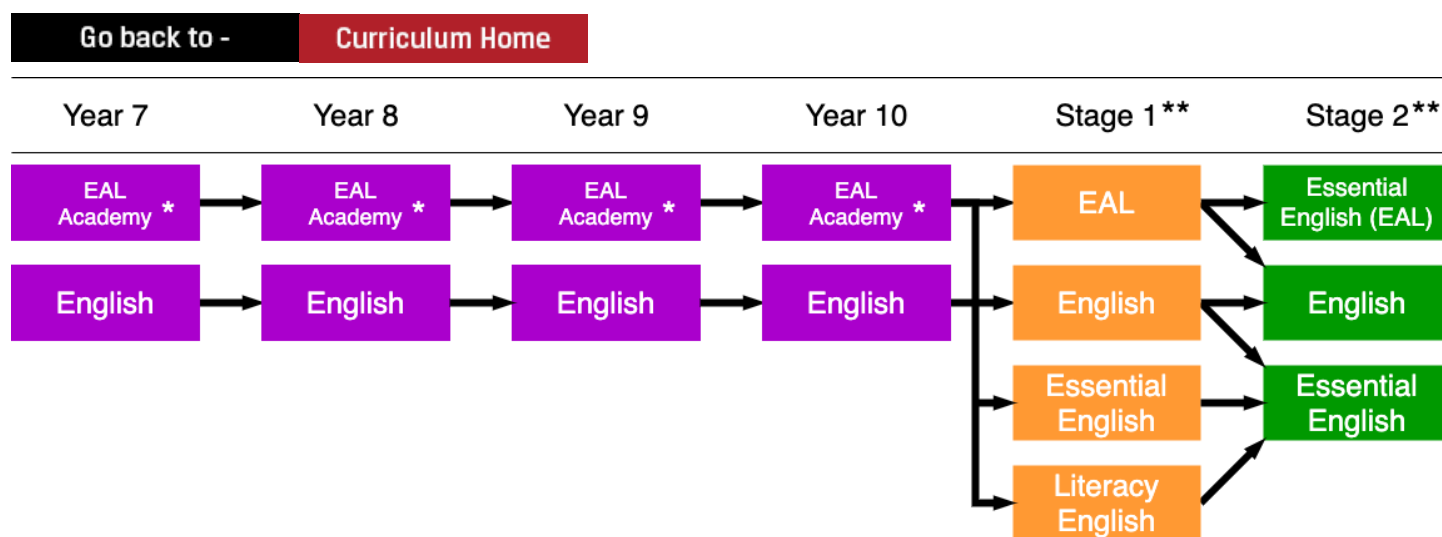
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All aspects of the English language AND English as an Additional Language (EAL)

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

Head of English as an Additional Language (EAL) – Lisa Train – Lisa.Train@schools.sa.edu.au

The subjects below are clickable



EAL means "English as an Additional Language"

* Year 7 to 10 EAL Academy is compulsory for non-English speaking background (NESB) students ONLY

** All Stage 1 & 2 subjects are conditional on English / EAL Academy Teacher recommendations

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

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ENGLISH – YEAR 7 – ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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Year 7 – English as an Additional Language

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Students develop their English language skills for everyday and academic life. This course is a language class developing student's English vocabulary, grammar, and text comprehension and creation.

TOPICS

- Term 1: Identity and Change
- Term 2: Resilience
- Term 3: Classic Texts: Myths, Legends and Fairy Tales
- Term 4: Humour

ASSESSMENT

Students will complete mostly short skill based tasks with some larger application tasks. Students are assessed according to the Playford International College EAL Rubric, following the site-based EAL Scope and Sequence.

RECOMMENDATION

This is a compulsory subject for students with NESB eligibility with a LEAP level below curriculum year yevel

PREREQUISITE

n/a

NOTES

LEAP levels are assessed annually, and evidence of students reaching their curriculum standard of writing will be removed from EAL from semester 2 and beyond.

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LEADS TO



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COMPULSORY

Year 7 – English

SUBJECT LENGTH

2 Semesters

DESCRIPTION

In Year 7 English, students will extend their foundation skills in sentence structure, paragraphing, spelling, grammar and punctuation. There is a strong focus on reading and the levels of comprehension (basic recall to inferencing). Students will be introduced to the study of different text types used in a secondary school context, including: film, novel, short stories, poetry and media texts. Students will begin to build their foundational skills in responding to texts and text production.

TOPICS

- Term 1 - Persuasive Texts
- Term 2 - Biographies and Autobiographies
- Term 3 - Novels and short stories
- Term 4 - Poetry and song

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:

English skills: 20%. Students continue to develop foundation skills.

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.

RECOMMENDATION

n/a

PREREQUISITE

n/a

NOTES

n/a

Edit

LEADS TO

COMPULSORY Year 8 – English



ENGLISH – YEAR 8 – ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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Year 8 – English as an Additional Language

FOLLOWS FROM



SUBJECT LENGTH

2 Semesters

DESCRIPTION

Students develop their English language skills for everyday and academic life. This course is a language class developing student's English vocabulary, grammar, and text comprehension and creation.

TOPICS

- Term 1: Identity and Change
- Term 2: Resilience
- Term 3: Classic Texts: Myths, Legends and Fairy Tales
- Term 4: Humour

ASSESSMENT

Students will complete mostly short skill based tasks with some larger application tasks. Students are assessed according to the Playford International College EAL Rubric, following the site-based EAL Scope and Sequence.

RECOMMENDATION

This is a compulsory subject for students with NESB eligibility with a LEAP level below curriculum year yevel

PREREQUISITE

n/a

NOTES

LEAP levels are assessed annually, and evidence of students reaching their curriculum standard of writing will be removed from EAL from semester 2 and beyond.

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COMPULSORY

Year 8 – English

FOLLOWS FROM

COMPULSORY *Year 7 – English*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

In Year 8 English, students will extend their foundation skills in sentence structure, paragraphing, spelling, grammar and punctuation. There is a strong focus on reading and the levels of comprehension (basic recall to inferencing). Students will develop their understanding of different text types, including: film, novel, short stories, poetry and media texts. Students will develop their skills in responding to texts and text production.

TOPICS

- Term 1 - Identity and change
- Term 2 - Resilience
- Term 3 - Literature: 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:

English skills: 20%. Students continue to develop foundation skills.

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.

RECOMMENDATION

n/a

PREREQUISITE

n/a

NOTES

n/a

Edit

LEADS TO

COMPULSORY *Year 9 – English*



ENGLISH – YEAR 9 – ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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Year 9 – English as an Additional Language

FOLLOWS FROM



SUBJECT LENGTH

2 Semesters

DESCRIPTION

Students develop their English language skills for everyday and academic life. This course is a language class developing student's English vocabulary, grammar, and text comprehension and creation.

TOPICS

- Term 1: Identity and Change
- Term 2: Resilience
- Term 3: Classic Texts: Myths, Legends and Fairy Tales
- Term 4: Humour

ASSESSMENT

Students will complete mostly short skill based tasks with some larger application tasks. Students are assessed according to the Playford International College EAL Rubric, following the site-based EAL Scope and Sequence.

RECOMMENDATION

This is a compulsory subject for students with NESB eligibility with a LEAP level below curriculum year yevel

PREREQUISITE

n/a

NOTES

LEAP levels are assessed annually, and evidence of students reaching their curriculum standard of writing will be removed from EAL from semester 2 and beyond.

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ENGLISH – YEAR 9 – ENGLISH

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COMPULSORY

Year 9 – English

FOLLOWS FROM

COMPULSORY *Year 8 – English*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Year 9 English aims to review and build on the skills from Junior Secondary courses. Students build on their comprehension skills in the form of text analysis and applying their knowledge from previous years. 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. There is also a strong focus on writing and creating texts, building on their skills and application.

TOPICS

- Term 1 - Bullying and relationships
- Term 2 - Survivor stories
- 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

n/a

PREREQUISITE

n/a

NOTES

n/a

Edit

LEADS TO

COMPULSORY *Year 10 – English*



ENGLISH – YEAR 10 – ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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COMPULSORY

Year 10 – English as an Additional Language

FOLLOWS FROM

COMPULSORY Year 9 – EAL

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Students develop their English language skills for everyday and academic life. This course is a language class developing student's English vocabulary, grammar, and text comprehension and creation.

TOPICS

- Term 1: Identity and Change
- Term 2: Resilience
- Term 3: Classic Texts: Myths, Legends and Fairy Tales
- Term 4: Humour

ASSESSMENT

Students will complete mostly short skill based tasks with some larger application tasks. Students are assessed according to the Playford International College EAL Rubric, following the site-based EAL Scope and Sequence.

RECOMMENDATION

This is a compulsory subject for students with NESB eligibility with a LEAP level below curriculum year yevel

PREREQUISITE

n/a

NOTES

LEAP levels are assessed annually, and evidence of students reaching their curriculum standard of writing will be removed from EAL from semester 2 and beyond.

Edit

LEADS TO

ONE of the following -

- COMPULSORY CHOICE** Stage 1 – EAL
- COMPULSORY CHOICE** Stage 1 – English
- COMPULSORY CHOICE** Stage 1 – Essential English
- COMPULSORY CHOICE** Stage 1 – Literacy English



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Year 10 – English

FOLLOWS FROM



SUBJECT LENGTH

2 Semesters

DESCRIPTION

Year 10 English aims to prepare students for Stage 1 SACE English. Students build on their comprehension skills in the form of text analysis and applying their knowledge from previous years. 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. There is also a strong focus on writing and creating texts, building on their skills and application.

TOPICS

- Term 1 - Adversity
- Term 2 - Dystopian fiction
- Term 3 - Love and romance
- Term 4 - Stereotypes

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

n/a

PREREQUISITE

n/a

NOTES

n/a

[Edit](#)

LEADS TO

ONE of the following -

COMPULSORY
CHOICE

Stage 1 – EAL

COMPULSORY
CHOICE

Stage 1 – English

COMPULSORY
CHOICE

Stage 1 – Essential English

COMPULSORY
CHOICE

Stage 1 – Literacy English

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ENGLISH – STAGE 1 – ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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COMPULSORY
CHOICE

Stage 1 – English as an Additional Language (EAL)

FOLLOWS FROM

COMPULSORY Year 10 – EAL

COMPULSORY Year 10 – English

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

TOPICS

Language Study
Interactive Study
Responding to Texts

ASSESSMENT

Each semester includes:

Responding to Texts (2 x assignments) 50%

View a text (e.g. picture book, music video) and create a response to the ideas/information presented - 600 words

Interactive Study 25%

Either (a) Interview a person and create a report on the findings, or (b) have a discussion with the teacher about a set topic - 600 words / 5 min

Language Study 25%

Analyse how language is used in a particular context e.g. how language is used in advertisements to persuade the audience - 800 words

RECOMMENDATION

Teacher recommendations required.

PREREQUISITES

n/a

NOTES

Only EAL students who were born outside of Australia or have a non-English speaking background are eligible to enroll.

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- ATAR Stage 2 – Essential English (EAL)
- ATAR Stage 2 – English

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English

COMPULSORY
CHOICE

Stage 1 – English

FOLLOWS FROM

COMPULSORY Year 10 – EAL

COMPULSORY Year 10 – English

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 relationship 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

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.

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LEADS TO





ENGLISH – STAGE 1 – ESSENTIAL ENGLISH

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COMPULSORY
CHOICE

Stage 1 – Essential English

FOLLOWS FROM

COMPULSORY Year 10 – EAL

COMPULSORY Year 10 – English

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

PREREQUISITE

n/a

NOTES

n/a

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LEADS TO

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Stage 2 – Essential English

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ENGLISH – STAGE 1 – LITERACY ENGLISH

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Stage 1 – Literacy English

FOLLOWS FROM

COMPULSORY Year 10 – EAL

COMPULSORY Year 10 – English

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This class is intended for students who did not complete Year 10 English successfully and/or require a high level of support to be successful in the completion of the SACE compulsory literacy requirement. Students will complete the Stage 1 Essential English course in a highly scaffolded way. This course is intended to be undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. Additional support will be provided to students if needed.

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

n/a

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

each recommendation required. Students will be recommended for this class if they did NOT achieve a C grade in Year 10 English.

NOTES

n/a

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Stage 2 – Essential English

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ENGLISH – STAGE 2 – ESSENTIAL ENGLISH (EAL)

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Stage 2 – Essential English (EAL)

FOLLOWS FROM



SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

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 must have achieved a C grade or higher in Stage 1 English or Essential English.

NOTES

Please be aware this subject involves:

- extended writing tasks of up to 1500 words;
- independent reading skills;
- oral responses of up to 6 minutes.

An EAL version of Essential English is available for eligible students and caters to the unique language and cultural needs of the students. Based on student numbers.

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Stage 2 – English

FOLLOWS FROM



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 should total a maximum of 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%)

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 must have achieved a C grade or higher in Stage 1 English.

NOTES

- Please be aware this subject involves:
- A significant amount of writing, mostly in the form of essays;
 - Independent reading skills;
 - Oral responses of up to 6 minutes.

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ENGLISH – STAGE 2 – ESSENTIAL ENGLISH

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Stage 2 – Essential English

FOLLOWS FROM

-  *Stage 1 – English*
-  *Stage 1 – Essential English*
-  *Stage 1 – Literacy 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

Please be aware this subject involves:

- Extended writing tasks of up to 1500 words;
- Independent reading skills;
- Oral responses of up to 6 minutes.

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2022 – FOOD & HOSPITALITY

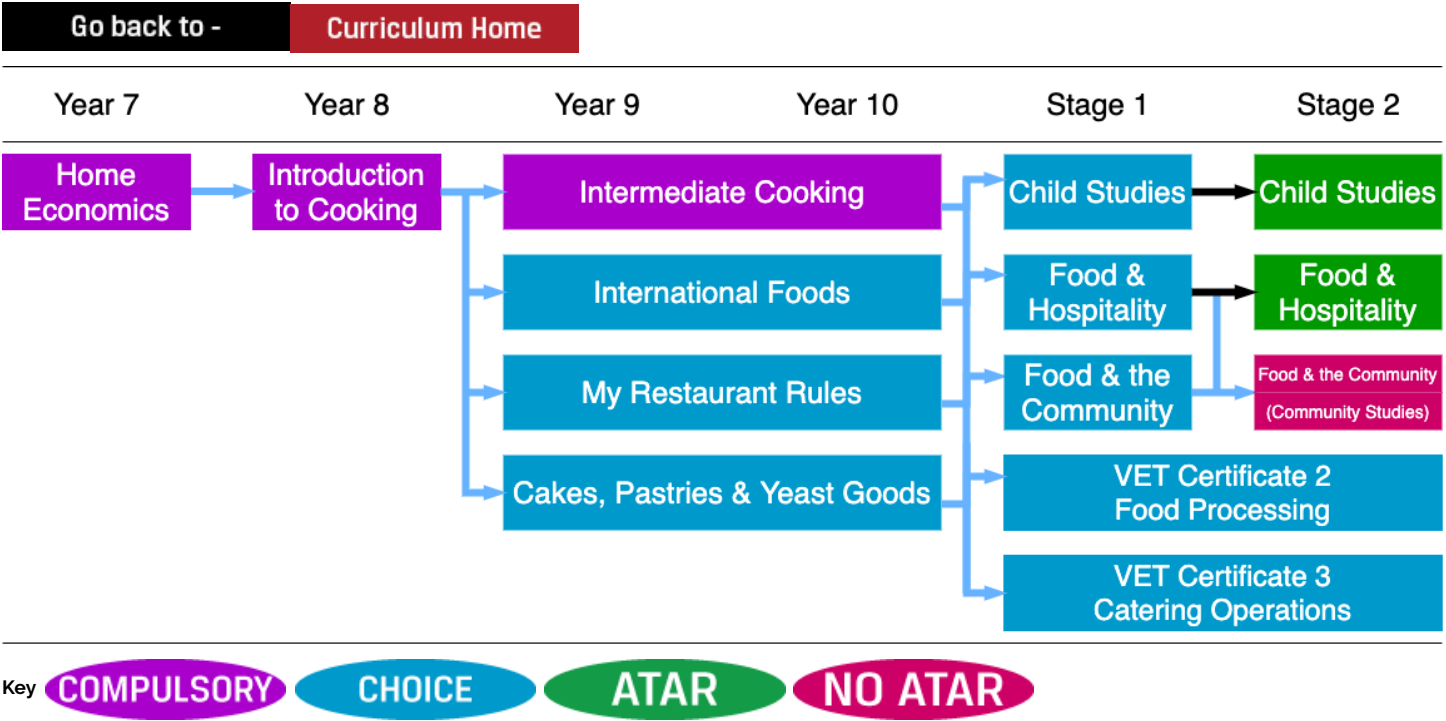
Home > 2022 - Food & Hospitality

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

Head of Food & Hospitality – Simon Deguet – Simon.Deguet67@schools.sa.edu.au

The subjects below are clickable





FOOD & HOSPITALITY – YEAR 7 – HOME ECONOMICS

Home > Food & Hospitality - Year 7 - Home Economics

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Year 7 – Home Economics

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

- Theory Books - 25%
- Practical Ability - 25%
- Research Task - 25%
- Action Plan and Evaluation - 25%

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

n/a

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LEADS TO



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FOOD & HOSPITALITY – YEAR 8 – INTRODUCTION TO COOKING

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COMPULSORY

Year 8 – Introduction to Cooking

FOLLOWS FROM

COMPULSORY *Year 7 – Home Economics*

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

COMPULSORY *Middle Secondary – Intermediate Cooking*

CHOICE *Middle Secondary – International Foods*

CHOICE *Middle Secondary – My Restaurant Rules*

CHOICE *Middle Secondary – Cakes, Pastries & Yeast Goods*

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FOOD & HOSPITALITY – MIDDLE SECONDARY – INTERMEDIATE COOKING

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COMPULSORY

Middle Secondary – Intermediate Cooking

FOLLOWS FROM

COMPULSORY *Year 8 – 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 – Food & the Community*

CHOICE *Senior – VET Cert.2 – Food Processing*

CHOICE *Senior – VET Cert.3 – Catering Operations*

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FOOD & HOSPITALITY – MIDDLE SECONDARY – INTERNATIONAL FOODS

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Middle Secondary – International Foods

FOLLOWS FROM



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 is recommended

NOTES

n/a

Edit

LEADS TO



- CHOICE** *Stage 1 – Food & the Community*
 - CHOICE** *Senior – VET Cert.2 – Food Processing*
 - CHOICE** *Senior – VET Cert.3 – Catering Operations*
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FOOD & HOSPITALITY – MIDDLE SECONDARY – MY RESTAURANT RULES

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Food & Hospitality

CHOICE

Middle Secondary – My Restaurant Rules

FOLLOWS FROM

COMPULSORY Year 8 – Introduction to Cooking

SUBJECT LENGTH

1 Semester

DESCRIPTION

This subject is designed to suit those students who have an interest in Home Economics or Food and Hospitality, and are keen to develop their practical ability and understanding of the hospitality industry. 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. The course is designed to provide students with an understanding of how all aspects of a restaurant function together to create a successful business.

TOPICS

Topics covered may include:

Back of house – Learning how to work in a commercial kitchen, how to run a successful service period and developing cooking skills.

Front of house – Learning waiting, and table service skills.

Bar service – Learning about soft drinks and espresso coffee service.

Hospitality management – Learning how to coordinate a successful restaurant operation

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

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

Edit

LEADS TO

CHOICE

Stage 1 – Child Studies

CHOICE

Stage 1 – Food & Hospitality

- CHOICE** *Stage 1 – Food & the Community*
 - CHOICE** *Senior – VET Cert.2 – Food Processing*
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FOOD & HOSPITALITY – MIDDLE SECONDARY – CAKES, PASTRIES & YEAST GOODS

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Food & Hospitality

CHOICE

Middle Secondary – Cakes, Pastries & Yeast Goods

FOLLOWS FROM

COMPULSORY Year 8 – Introduction to Cooking

SUBJECT LENGTH

1 Semester

DESCRIPTION

A largely practical course which focuses on the many areas of cake, pastry and bread making. Students will engage in a range of practical tasks to better develop their skills across the key technical proficiencies necessary in cake, pastry and bread production. Upon completion, students will have developed a foundation for preparing, producing and presenting a variety of foods 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 food 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* - 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)* - tudents 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* - 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

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

Edit

LEADS TO

- CHOICE Stage 1 – Child Studies
- CHOICE Stage 1 – Food & Hospitality
- CHOICE Stage 1 – Food & the Community
- CHOICE Senior – VET Cert.2 – Food Processing
- CHOICE Senior – VET Cert.3 – Catering Operations



FOOD & HOSPITALITY – STAGE 1 – CHILD STUDIES

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CHOICE

Stage 1 – Child Studies

FOLLOWS FROM

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

COMPULSORY *Middle Secondary – Intermediate Cooking*

CHOICE *Middle Secondary – International Foods*

CHOICE *Middle Secondary – My Restaurant Rules*

CHOICE *Middle Secondary – Cakes, Pastries & Yeast Goods*

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

An interest in children is desirable.

NOTES

n/a

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LEADS TO

ATAR

Stage 2 – Child Studies

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FOOD & HOSPITALITY – STAGE 1 – FOOD & HOSPITALITY

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CHOICE

Stage 1 – Food & Hospitality

FOLLOWS FROM

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

COMPULSORY *Middle Secondary – Intermediate Cooking*

CHOICE *Middle Secondary – International Foods*

CHOICE *Middle Secondary – My Restaurant Rules*

CHOICE *Middle Secondary – Cakes, Pastries & Yeast Goods*

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

LEADS TO

ATAR

Stage 2 – Food & Hospitality

NO ATAR

Stage 2 – Food & the Community

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FOOD & HOSPITALITY – STAGE 1 – FOOD & THE COMMUNITY

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CHOICE

Stage 1 – Food & the Community

FOLLOWS FROM

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

COMPULSORY *Middle Secondary – Intermediate Cooking*

CHOICE *Middle Secondary – International Foods*

CHOICE *Middle Secondary – My Restaurant Rules*

CHOICE *Middle Secondary – Cakes, Pastries & Yeast Goods*

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 (500 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 the from being able to apply for university in year 12.

Edit

LEADS TO

ATAR

Stage 2 – Food & Hospitality

NO ATAR

Stage 2 – Food & the Community

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FOOD & HOSPITALITY – SENIOR SECONDARY – FOOD PROCESSING (VET CERTIFICATE 2)

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CHOICE

VET Certificate 2



Food Processing

NASSA

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Senior Secondary – Food Processing

FOLLOWS FROM

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

COMPULSORY

Middle Secondary – Intermediate Cooking

CHOICE

Middle Secondary – International Foods

CHOICE

Middle Secondary – My Restaurant Rules

CHOICE

Middle Secondary – Cakes, Pastries & Yeast Goods

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.

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FOOD & HOSPITALITY – SENIOR SECONDARY – CATERING OPERATIONS (VET CERTIFICATE 3)

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CHOICE

VET Certificate 3

Food & Hospitality – Catering Ops. VET Cert. 3



Senior Secondary – Catering Operations

FOLLOWS FROM

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

COMPULSORY

Middle Secondary – Intermediate Cooking

CHOICE

Middle Secondary – International Foods

CHOICE

Middle Secondary – My Restaurant Rules

CHOICE

Middle Secondary – Cakes, Pastries & Yeast Goods

SUBJECT LENGTH

n/a

SACE CREDITS

n/a

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

The qualification does not require work placement. Opportunity will be given to students demonstrating a genuine interest in gaining casual employment in industry where available. Students will participate in school in-venue events/ functions as organised by the facilitator.

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FOOD & HOSPITALITY – STAGE 2 – CHILD STUDIES

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ATAR

Stage 2 – Child Studies

PRE-REQUISITE

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

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FOOD & HOSPITALITY – STAGE 2 – FOOD & HOSPITALITY

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ATAR

Stage 2 – Food & Hospitality

PRE-REQUISITE

ATAR

Stage 2 – Food & Hospitality

FOLLOWS FROM

NO ATAR

Stage 2 – Food & the Community

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

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HASS – YEAR 7 – HUMANITIES & SOCIAL SCIENCES

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H A S S

COMPULSORY

Year 7 – Humanities & Social Sciences

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This course covers the requirements of the Australian Curriculum in the subjects of History, Geography and Civics & Citizenship.

In HASS, Students study the Ancient societies of the East and West, how they are investigated, and what investigations show of their contribution to modern social, political and economic systems. Students investigate the nature of water as a natural resource in different global places and times, and the effects, issues and solutions of its use, management and value by different people, past and present. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present. Students examine work, consumers, producers and markets and their role in economic sustainability, across time and place. They investigate Australia's commercial, social, legal and political institutions, processes and values and their role in enabling a stable, secular, multi-faith society, whereby organisations and individuals may operate effectively and individuals and groups may express their diverse identities.

TOPICS

In History, Students study key elements of one The Mediterranean world in depth: Egypt Greece Rome.
In Geography, students look at the impact of Water in the World and concepts of place and what makes a place liveable.
Civics and Citizenship explores Australian Government, separation of powers and our electoral system.
The curriculum will be delivered by a combination of inquiry, use of ICT, fieldwork, explicit teaching, individual and group work.

ASSESSMENT

Assessment involves analysing sources and inquiry work where students develop their historical knowledge, understanding and skills

RECOMMENDATION

An inquiring mind.

NOTES

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

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COMPULSORY Year 8 – Humanities & Social Sciences

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HASS – YEAR 8 – HUMANITIES & SOCIAL SCIENCES

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H A S S

COMPULSORY

Year 8 – Humanities & Social Sciences

FOLLOWS FROM

COMPULSORY Year 7 – Humanities & Social Sciences

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This course covers the requirements of the Australian Curriculum in the subjects of History, Geography, Civics & Citizenship and Economics and Business works.

In HASS, students study history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Students will cover 'Landforms and landscapes' and 'Changing nations' and investigate the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

Students are given the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future.

TOPICS

Historical topics include a study of social, political, economic and religious beliefs of the Medieval Period in Europe and Feudal Japan.

Students will undertake a Geographical exploration of landscapes and landforms and how nations are continuing to change over time as a result of urbanisation.

Students will increase their understanding of different historical perspectives, and develop their historical inquiry skills. They will examine key geographical issues and develop proposals and solutions in response to them.

Students will explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. Students will examine why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market.

ASSESSMENT

Assessment involves analysing sources and inquiry work. Knowledge and skills will be assessed in relevant areas.

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 *Year 9 – Humanities & Social Sciences*

CHOICE *Year 9 – Business & Economics*

CHOICE *Year 9 – Geography*

CHOICE *Year 9 – History*



HASS – YEAR 9 – HUMANITIES & SOCIAL SCIENCES

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COMPULSORY

Year 9 – Humanities & Social Sciences

FOLLOWS FROM

COMPULSORY *Year 8 – Humanities & Social Sciences*

SUBJECT LENGTH

n/a

DESCRIPTION

n/a

TOPICS

History:

This course covers the Making of the Modern World and Australia from 1750 to 1918. This period involved the transformation of an 'Old World' and creation of "New World" settler societies.

Geography:

The Geography component of the course explores many topics including environmental issues and challenges, population and sustainability and strategies to manage environmental threats.

ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: investigative tasks, reports, source analysis, case studies, reflection, research assignments, oral presentations using a variety of ICT tools, Fieldwork reports and essay writing.

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 *Year 10 – Humanities & Social Sciences*

CHOICE *Year 10 – Business & Economics*

CHOICE *Year 10 – Geography*

CHOICE *Year 10 – History*

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HASS – YEAR 9 – BUSINESS & ECONOMICS

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H A S S

CHOICE

Year 9 – Business & Economics

FOLLOWS FROM

COMPULSORY Year 8 – Humanities & Social Sciences

SUBJECT LENGTH

1 Semester

SACE CREDITS

n/a

DESCRIPTION

Students are given the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global) and meet the needs of their students.

TOPICS

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- What are the responsibilities of participants in the workplace and why are these important?

ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: investigative tasks, reports, source analysis, case studies, reflection, research assignments, oral presentations using a variety of ICT tools and essay writing.

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

Students will 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."

Edit

LEADS TO

COMPULSORY Year 10 – Humanities & Social Sciences

CHOICE Year 10 – Business & Economics

CHOICE Year 10 – Geography

CHOICE Year 10 – History



HASS – YEAR 9 – GEOGRAPHY

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CHOICE

Year 9 – Geography

Global Studies - Geography



FOLLOWS FROM

COMPULSORY Year 8 – Humanities & Social Sciences

SUBJECT LENGTH

1 Semester

SACE CREDITS

n/a

DESCRIPTION

Geography provides scope for students to generate deeper understandings of their place in the world, gain a better knowledge of relationships past and present and relate to the environment both now and in the future. Through their study, students deal with significant matters such as ethics in decision making, social justice, respect for the past, respect for the environment and ecologically sustainable development. This foundation will promote the knowledge, skills, attitudes and values which enable students to participate as active and informed citizens in a democratic society within a global community

TOPICS

Biomes

Identifying and describing the biomes in Australia and throughout the world in terms of location, characteristics and the foods they produce

Globalisation

Social, environmental and economic

ASSESSMENT

Students are assessed using the Australian Curriculum Standards for History. Students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: source analysis, case studies, reflection, research assignments, oral presentations using a variety of ICT tools and essay writing.

RECOMMENDATION

n/a

NOTES

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

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CHOICE Year 10 – Business & Economics

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CHOICE Year 10 – History



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Year 9 – History

FOLLOWS FROM

COMPULSORY Year 8 – Humanities & Social Sciences

SUBJECT LENGTH

2 Semesters

DESCRIPTION

History is organised into two strands – Historical Knowledge and Understanding, and Historical Skills. It recognises the importance of the process of historical inquiry and integrates concepts of historical understanding, including evidence, continuity and change, cause and effect, empathy, significance, perspectives and contestability. The focus of Year 9 History is 'The Making of the Modern World'.

Content Overview:

- The nature and significance of the Industrial Revolution.
- The extent of European Imperialism and different responses.
- The emergence and nature of significant economic, social and political ideas in the period.

TOPICS

Depth Studies

There are three depth studies for this period

The Industrial Revolution (1750-1914)

- The technological developments that led to the Industrial Revolution.
- Population movements and changing settlement patterns during this period.
- The experiences of men, women and children and their changing way of life.
- Short and long term impacts of the Industrial Revolution.

Making a Nation

- The extension of settlement.
- The experience of Indigenous Australians from 1788-1900.
- Key ideas and events in the development of Australian democracy and self-governance.

World War One

- An overview of the causes of World War I and the reasons men chose to fight in the war.
- The locations Australians served during the war and nature of warfare in World War I.
- The impact of World War I, with particular emphasis on Australia and the significance of the ANZAC legend.

ASSESSMENT

Students are assessed using the Australian Curriculum Standards for History. Students are assessed through a range of assessment types, including source analysis, research tasks involving note taking and analysis, case studies, oral presentations, essay writing and multimedia platforms.

RECOMMENDATION

n/a

PREREQUISITES

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 *Year 10 – Humanities & Social Sciences*

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COMPULSORY

Year 10 – Humanities & Social Sciences

FOLLOWS FROM

COMPULSORY Year 9 – Humanities & Social Sciences

CHOICE Year 9 – Business & Economics

CHOICE Year 9 – Geography

CHOICE Year 9 – History

SUBJECT LENGTH

1 Semester

DESCRIPTION

Year 10 HASS provides the study of history of the modern world and Australia from 1918 to the present, and studies in Geography.

History:

Students ascertain via inquiry-based learning that the twentieth century became a critical period in Australia's social, cultural, economic and political development. The content also provides opportunities to develop historical understanding through key concepts including evidence, continuity and change cause and effect, perspectives, empathy, significance and contestability.

Geography:

Students will explore, analyse and understand the characteristics of places that make up our world, using concepts of place, space, environment, interconnection, sustainability, scale and change.

TOPICS

History:

- Overview content that includes the inter-war years and the Cold War
- Aspects of World War II including the Holocaust, significance of Kokoda and the Dropping of the Atomic Bomb
- Struggles for the Rights and Freedoms: Struggles for Rights for Aboriginal and Toerres Strait Islander People in Australia and How this was influenced by Global Events
- Migration Experiences: 1945 to the present in Australia

History:

- Mapping skills
- Weather and Climate
- Climate and Environmental Change
- Human Wellbeing

ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: investigative tasks, reports, source analysis, case studies, reflection, research assignments, oral presentations using a variety of ICT tools, Fieldwork reports and essay writing.

RECOMMENDATION

n/a

NOTES

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

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- CHOICE Stage 1 – Aboriginal Studies
- CHOICE Stage 1 – Ancient Studies
- CHOICE Stage 1 – Business Innovation
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Year 10 – Business & Economics

FOLLOWS FROM

COMPULSORY Year 9 – Humanities & Social Sciences

CHOICE Year 9 – Business & Economics

CHOICE Year 9 – Geography

CHOICE Year 9 – History

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students will further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global) and meet the needs of their students.

TOPICS

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- How is the performance of an economy measured?
- Why do variations in economic performance in different economies exist?
- What strategies do governments use to manage economic performance?
- How do governments, businesses and individuals respond to changing economic conditions?

ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: investigative tasks, reports, source analysis, case studies, reflection, research assignments, oral presentations using a variety of ICT tools and essay writing.

RECOMMENDATION

n/a

NOTES

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

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Year 10 – Geography

Global Studies - Geography



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CHOICE *Year 9 – Business & Economics*

CHOICE *Year 9 – Geography*

CHOICE *Year 9 – History*

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students have the opportunity to deepen their understanding of the natural and human environments. They will develop an understanding of ethical behaviours when considering both the natural and built environment. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The Geography course at Year 10 is organised into two strands:

- Geographical Knowledge and Understanding and
- Geographical Inquiry and Skills. These strands are interrelated and taught in an integrated manner, and are appropriate to specific local contexts.

TOPICS

There are two units of study:

Environmental Change

- This unit draws on the concepts of environment, change, interconnection and sustainability to investigate the type and extent of change and the management strategies used in response to the effects of the changes for a chosen environment in one or more countries of the world, selected as appropriate.

Global Geographies of Human Wellbeing

- This unit draws on the concepts of change, interconnection and sustainability to explore the measures and differences of wellbeing for populations within a country and between countries. Strategies implemented to improve wellbeing and promote a sustainable future are also studied.

ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: class based tests, oral presentations, assignments, research projects, map work and analysis, and field work.

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

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

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Year 10 – History

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CHOICE Year 9 – Geography

CHOICE Year 9 – History

SUBJECT LENGTH

1 Semester

DESCRIPTION

History is organised into two strands – Historical Knowledge and Understanding, and Historical Skills. It recognises the importance of the process of historical inquiry and integrates concepts of historical understanding, including evidence, continuity and change, cause and effect, empathy, significance, perspectives and contestability. The focus of Year 10 History is 'The Modern World', with particular emphasis on World War II and the Civil Rights Movements in both Australia and abroad.

TOPICS

Overview:

- The inter-war years between World War I and World War II.
- Continuing efforts post-World War II to achieve lasting peace and security in the world.
- The major movements for civil rights and freedoms in the world.

Depth Studies There are two main depth studies for this period:

World War Two (1939-1945)

- An overview of the causes and course of World War II.
- Examination of significant events of the war, including the Holocaust and use of the atomic bomb.
- Experiences of Australians during the war, including the changing roles of women and use of wartime government controls.
- The significance of World War II to Australia's international relationships in the 20th Century.

Rights and Freedoms

- The origins and significance of the Universal Declaration of Human Rights.
- How rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.
- The movement for change for Aboriginal and Torres Strait Islander Peoples in Australia.
- The US civil rights movement and its influence on Australia.

ASSESSMENT

Students are assessed using the Australian Curriculum Standards for History. Students are assessed through a range of assessment types, including source analysis, research tasks involving note taking and analysis, case studies, oral presentations, essay writing and multimedia platforms.

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

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

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Stage 1 – Aboriginal Studies

Global Studies - Aboriginal Studies



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CHOICE *Year 10 – Business & Economics*

CHOICE *Year 10 – Geography*

CHOICE *Year 10 – History*

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

Aboriginal Studies is a subject for everyone!

Aboriginal Studies is an opportunity to learn the true history of Australia, while celebrating the Aboriginal / Torres Strait heroes who have made a difference.

This course is a mix of history and modern culture, with a chance to:

learn from and with Aboriginal people and understand respectful ways of thinking and communicating across cultures

learn about the diversity of the Aboriginal communities, identities and experiences

extend understanding of historical, social and political issues from Aboriginal perspectives

learn from a range of sources including Aboriginal art, music, community members and social and popular media

gain skills to engage in the community and promote social justice

The knowledge and community connections learned in Aboriginal Studies are transferable skills that can be applied to all future career paths.

TOPICS

Community Experiences

Community Enterprise

ASSESSMENT

1 Semester:

Learning Journey (x3)

Creative Presentation

2 Semesters:

Learning Journey (x6)

Creative Presentation (x2)

RECOMMENDATION

n/a

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

Students who select this course for 1 semester, must do the course in Semester One.

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

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CHOICE Year 10 – Geography

CHOICE Year 10 – History

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia-Australia, the Americans, Europe, and Weteren Asia, and the classical civilisations of Greece and Rome.

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

This subject has one compulsory topic and five additional topics:

Compulsory topic:

Understanding ancient history

Additional Topics

- Art, architecture, and technology
- Warfare and conquest
- Social structures, slavery, and everyday life
- beliefs, rituals and mythology
- Creative presentations

ASSESSMENT

Assessment at Stage 1 is school-based. Students may be able to demonstrate their learning by:

- Skills and Applications - Weighting 80%
- Inquiry - Weighting 20%

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

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

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Global Studies - Business Innovation



FOLLOWS FROM

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CHOICE Year 10 – Business & Economics

CHOICE Year 10 – Geography

CHOICE Year 10 – History

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. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. They also consider the opportunities and challenges associated with businesses and how digital and emerging technologies may present opportunities to enhance business models.

In this subject, students are expected to:

1. Explore problems and generate possible solutions to meet customer problems or needs
2. Develop and apply financial awareness and decision-making skills
3. Respond to and apply business and financial information to develop and communicate business models

TOPICS

Stage 1 Business Innovation is a 10-credit subject and is studied through the context of a start-up business. Students develop and apply their understanding of the following learning strands:

- Finding and solving problems - students develop and apply their skills in finding and solving problems that matter to customers.
- Students develop and apply their financial awareness and ability to make informed decisions
- Business information and communication - students develop their ability to collect, manage, and analyse business information in order to inform decisions in relation to their business model development.
- Global, local, and digital connections - students develop their knowledge and understanding of the opportunities and challenges associated with designing businesses in the modern, connected world.

ASSESSMENT

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

Business Skills (70%)

- Developing a customer focused Value Proposition for a product they have created.
- Creating a 1 page Business Model Canvas for their product.
- Using the Business Model Canvas and Value Proposition to produce several Infographics.

Business Pitch and Evaluation (30%)

- Students create, and present a pitch to a panel of potential customers, investors, or stakeholders.

RECOMMENDATION

C or Higher in Rewards and Ripoffs

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

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

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CHOICE

Stage 1 – Legal Studies

FOLLOWS FROM

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CHOICE *Year 10 – Business & Economics*

CHOICE *Year 10 – Geography*

CHOICE *Year 10 – History*

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

Legal Studies provides insight into law-making and the processes of dispute resolution and administration of justice. Students develop their civic literacy and awareness of how active citizenship can improve society by investigating legal perspectives on contemporary issues in Australian society.

The course aims to provide students with the opportunity to:

- Understand rights, responsibilities and values of individuals and groups in society.
 - Understand and evaluate the Australian legal system.
 - Compare sources of law, and the methods of law-making in Australia.
 - Become critically aware of legal issues by using skills of inquiry
-

TOPICS

10-Credit Legal Studies consists of three focus areas from the following topics:

Topic 1: Law and Society

Through inquiry, students build their understanding of how Australia's laws have developed from rules, customs, creeds, codes, customary law (such as Australian Aboriginal customary law), and common law. They study the power, influence, and perspectives of those who have constructed Australia's laws through analysis and judgment.

Topic 2: Government

Through the development and discussion of 'big questions', students understand, analyse and evaluate the Australian legal system's approach to Government in areas such as the Separation of Powers, the Federal structure, Australia's Constitutional Monarchy and processes of governance.

Topic 3: Law Making

Students develop a critical understanding of the legislative process, the making of regulations, and the processes used by judges to develop case law, including the interpretation of statutes.

Topic 4: Crime, Law & Punishment

Students examine the criminal justice system in South Australia, including the key laws used in criminal justice, the nature of criminal offences, as well as evaluations of the jury system and adversarial system of justice.

ASSESSMENT

Assessment at Stage 1 is school-based. Students may be able to demonstrate their learning by:

Assessment Type 1: Analytical Response

- 1-2 tasks, including Source Analysis, Case Studies or Written Responses.

Assessment Type 2: Inquiry

- 1 major research task on contemporary legal issues. Written Report or Oral Presentation

Assessment Type 3: Presentation

- 1 presentation from a Mock Trial, Multimodal Presentation or Debate

RECOMMENDATION

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

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

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

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CHOICE Year 10 – Business & Economics

CHOICE Year 10 – Geography

CHOICE Year 10 – History

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

10 or 20 Credits

DESCRIPTION

Students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems and individuals. They analyse developments and/or movements in the modern world and both their short and long-term impacts. Students analyse the way in which societies in the modern world have been shaped by both internal and external forces and apply the skills of historical inquiry to examine sources and interpretations to develop and support their own views and arguments.

TOPICS

Content Stage 1 Modern History consists of four topics over the course of the year, with a Historical Study also conducted in each semester.

Semester One:

Social Movements: Students undertake a study of one or more significant movements for social change. They investigate ways in which people, groups, and institutions challenge and adapt civil and political structures, social and cultural organisation, and economic models.

Revolutions: Students undertake a study of one revolution from 1750 onwards. They investigate the ways in which people, groups, and institutions have challenged and/or then adapted to existing political structures, social organisation, and economic models before, during, and in the aftermath of a revolution.

Semester Two:

Imperialism: Students undertake a study of one or more examples of imperial expansion from 1750 onwards. They investigate the process of imperialism and its impacts on political, social, and economic structures, peoples, and groups.

Decolonisation: Students undertake a study of one or more examples of decolonisation. They investigate, from multiple perspectives, the methods of decolonisation and the consequences for both colonised and colonising peoples.

ASSESSMENT

Assessment is divided into two types for Stage 1 History.

Assessment Type 1: Historical Skills - Weighting 80%

Students apply their skills of historical inquiry to research, explore, interpret, and communicate their understanding of ideas, people, and events in history. Tasks can include source analysis, essays and presentations.

Assessment Type 2: Historical Study - Weighting 20%

Students inquire into, explore, interpret, and research a historical idea, event, person, or group in depth. The historical study may be presented in written, oral, or multimodal form. In each Semester, students conduct three Historical Skills tasks, plus one Historical Study.

RECOMMENDATION

n/a

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

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

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Global Studies - Aboriginal Studies



PREREQUISITE

CHOICE

Stage 1 – Aboriginal Studies

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Aboriginal Studies is a subject for everyone!

Aboriginal Studies is an opportunity to learn the true history of Australia, while celebrating the Aboriginal / Torres Strait heroes who have made a difference.

This course is a mix of history and modern culture, with a chance to:

learn from and with Aboriginal people and understand respectful ways of thinking and communicating across cultures

learn about the diversity of the Aboriginal communities, identities and experiences

extend understanding of historical, social and political issues from Aboriginal perspectives

learn from a range of sources including Aboriginal art, music, community members and social and popular media

gain skills to engage in the community and promote social justice

learn about and pay respects to local Aboriginal heroes (including family members)

The knowledge and community connections learned in Aboriginal Studies are transferable skills that can be applied to all future career paths.

TOPICS

Diversity and Identity
Cultural Expressions
Contemporary Experiences

ASSESSMENT

School Based Assessment

Learning Journey - 40%
Social Action - 30%
External Assessment - 30%
Acknowledgement - 30%

RECOMMENDATION

n/a

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

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

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PREREQUISITE

CHOICE

Stage 1 – Ancient Studies

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

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

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

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

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.

TOPICS

Students study three topics from the list of seven topics:

Daily life

Military conflict

Political power and authority

Religion

Material culture

Literature - prose, narrative or epic

Literature - drama and poetry

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Ancient Studies:

- School Assessment (70%)
- Assessment Type 1: Skills and Applications (50%)
- Assessment Type 2: Connections (20%)

External Assessment (30%)

Assessment Type 3: Inquiry (30%)

Students provide evidence of their learning through seven or eight assessments, including the external assessment component. Students produce:

- At least four skills and applications tasks
- At least two connections tasks
- One inquiry.

RECOMMENDATION

n/a

PREREQUISITES

Students need to have achieved a C grade or higher in Stage 1 Ancient Studies

NOTES

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

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Stage 2 – Business Innovation

Global Studies - Business Innovation

PREREQUISITE

CHOICE

Stage 1 – Business Innovation

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining or transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services, and processes.

Students engage with complex, dynamic real world problems, to identify and design, test, iterate, and communicate viable business solutions . They will develop, understand and apply their critical and creative thinking skills to anticipate, find, and solve problems that matter to specific people in a business environment.

TOPICS

Stage 2 Business Innovation is a 20-credit subject structured around three key contexts:

- Designing business
- Sustaining business
- Transforming business

Students explore two of these contexts. Through these contexts, students develop and apply their understanding of the following underpinning learning strands:

Innovation

- Decision-making and project management
- Financial literacy and information management
- Global, local, and digital perspectives

Students gain an understanding of fundamental business concepts and ideas, including:

The nature and structure of business

- Sources of finance
- Forms of ownership
- Legal responsibilities and requirements

ASSESSMENT

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

School Assessment (70%)

- Assessment Type 1: Business Skills (40%)
- Assessment Type 2: Business Model (30%)

External Assessment (30%)

- Assessment Type 3: Business Plan and Pitch (30%)

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

Students undertake:

- Three business skills tasks
- One business model
- One business plan and pitch.

RECOMMENDATION

n/a

PREREQUISITES

Students need to have achieved a C grade or higher in Stage 1 Business Innovation.

NOTES

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

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Stage 2 – Legal Studies

PREREQUISITE

CHOICE

Stage 1 – Legal Studies

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

The study of Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes and prepares students to be informed and articulate in matters of the Law and society.

Legal Studies is an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and the disempowered, and certainty and flexibility. Laws must constantly evolve in order to resolve these tensions whilst also responding to changes in community values and circumstances.

Legal Studies is explored through 'big questions'. Big questions are a useful mechanism to stimulate deep thinking and engagement, and for the consideration of a range of perspectives. In providing a response to the questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence and cases to demonstrate their arguments. Students consider a range of perspectives to make recommendations for reforms to the legal system and laws.

TOPICS

Focus Area 1: Sources of Law – Parliament Students investigate and analyse some key principles and institutions that form the foundation, and guide the operation of the legislative arm of government.

Focus Area 2: Sources of Law - Courts Students use inquiry questions to investigate and analyse the courts as a source of law in Australia. In particular, students examine the process by which Case Law is created and evaluate strengths and weaknesses of judicial law making.

Focus Area 3: Dispute Resolution Students investigate and analyse adversarial and inquisitorial justice systems, with a particular focus on the criminal justice system in South Australia and the manner in which criminal disputes are resolved.

Focus Area 4: Rights and Obligations Students investigate and analyse how rights are protected in Australia and limitations of that protection, with particular focus on the treaty making processes and Australia's obligations to international law.

ASSESSMENT

- School Assessment (70%)
- Assessment Type 1: Folio (40%)
- 4-6 tasks including Source Analysis, Case Studies, Tests and Essays
- Assessment Type 2: Inquiry (30%)
- 2000 word written research report

- External Assessment (30%)
- Assessment Type 3: 2-Hour Online Examination (30%).
- Part A – Source Analysis
 - Part B – Essay Response

RECOMMENDATION

Students need to have achieved a C grade or higher in Stage 1 English

PREREQUISITES

Students need to have achieved a C grade or higher in Stage 1 Legal Studies

NOTES

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

Edit



HASS – STAGE 2 – MODERN HISTORY

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ATAR

Stage 2 – Modern History

PREREQUISITE

CHOICE

Stage 1 – Modern History

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

In this subject, students are expected to:

- Understand and explore historical concepts
- Understand and explore the role of ideas, people, and events in history
- Analyse ways in which the development of the modern world has been shaped by both internal and external forces
- Analyse interactions and relationships in the modern world, and their short-term and long-term impacts on national, regional, and/or international development
- Apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
- Draw conclusions and communicate reasoned historical arguments

TOPICS

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

Historical Skills:

Students apply their skills of historical inquiry to research, explore, interpret, and communicate their understanding of ideas, people, and events in history. They apply their historical literacy skills, using historical sources, interpreting historical texts, and analysing and synthesising evidence to support and develop a reasoned argument on historical questions.

Two assessments must be based on the topic from 'Modern Nations' and three assessments must be based on the topic from 'The World since 1945'.

Modern Nations

Possible topics:

Australia (1901–56), United States of America (1914–45),
Germany (1918–48), The Soviet Union and Russia (1945–c. 2004),
Indonesia (1942–2005), China (1949–c.2012)

The World Since 1994

The Changing World Order (1945–), Australia's Relationship with Asia and the South Pacific Region, National Self-determination in South-East Asia (1945–), The Struggle for Peace in the Middle East (1945–), Challenges to Peace and Security (1945–), The United Nations and Establishment of a Global Perspective (1945–)

ASSESSMENT

The following Assessment Types enable students to demonstrate their learning in Stage 2 Modern History:

School Based Assessment Assessment

Type 1: Folio 50%
Assessment Type 2:
Essay 20% and Examination
External Assessment
Examination 30%

RECOMMENDATION

n/a

PREREQUISITES

Students need to have achieved a C grade or higher in Stage 1 Modern History

NOTES

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

Edit



2022 – LANGUAGES

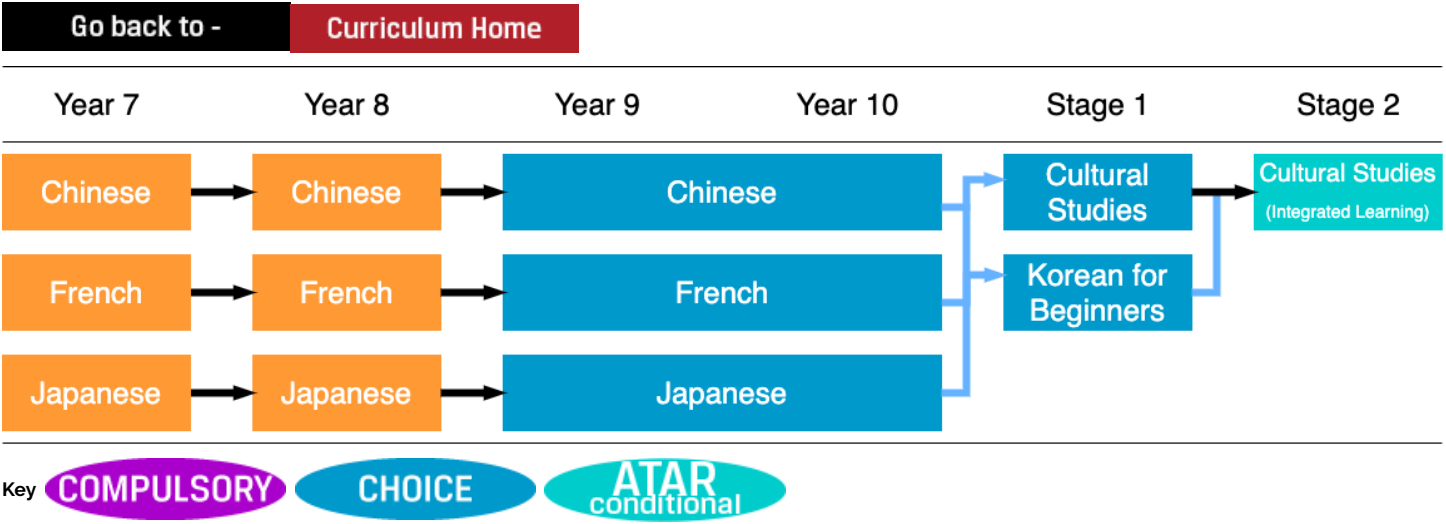
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SHARE

All Languages other than English

Head of Languages – Chevonne Craker – Chevonne.Craker126@schools.sa.edu.au

The subjects below are clickable



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

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



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Languages



Year 7 – Chinese

SUBJECT LENGTH

1 Semester

DESCRIPTION

This is a second-language course and is not designed for those students with a background in Chinese. This course takes an intercultural 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

TOPICS

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

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

ASSESSMENT

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

RECOMMENDATION

n/a

PREREQUISITE

To be successful in this subject, study of vocabulary is required outside of the classroom.

NOTES

n/a

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LANGUAGES – YEAR 7 – FRENCH

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Year 7 – French

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students will study the French language, at beginner’s level in semester 1. They will be exposed to the culture of France - the way of life, the foods and the people. There will be emphasis on learning the basics of the language.

TOPICS

- Communicating:
 - Vocabulary (greetings, numbers, alphabet, etc)
 - Sentence structure (verb conjugation).
- Understanding: French culture (food, history, geography, music, film).

ASSESSMENT

n/a

RECOMMENDATION

Any Junior Secondary student is welcome to join this class, however, please be aware that this is an introductory course and content will be repeated in Semester 2. Students cannot enroll in both semesters.

PREREQUISITE

n/a

NOTES

n/a

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LANGUAGES – YEAR 7 – JAPANESE

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Year 7 – Japanese

SUBJECT LENGTH

1 Semester

DESCRIPTION

This course offers an introduction to Japanese language and culture. You will practice all four communication skills: reading, writing, listening and speaking. The course is highly interactive and you can expect to learn Japanese through games, songs, online media, role plays as well as a visit from a guest speaker. In class, you will collaborate with others, participate in an inquiry project and be encouraged to speak in Japanese.

TOPICS

- By the end of the course, you should be able to
- Greet someone in Japanese
 - Count 1 - 100 in Japanese
 - Recognise some hiragana (Japanese script)
 - Give a simple self introduction in Japanese
 - Talk about your likes and dislikes in Japanese
 - Describe a significant Japanese cultural event / object / belief in English

ASSESSMENT

n/a

RECOMMENDATION

n/a

PREREQUISITE

n/a

NOTES

n/a

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LANGUAGES – YEAR 8 – CHINESE

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Languages

COMPULSORY
CHOICE

Year 8 – Chinese

PREREQUISITE

COMPULSORY
CHOICE

Year 7 – Chinese

SUBJECT LENGTH

1 Semester

DESCRIPTION

This is a second-language course and is not designed for those students with a background in Chinese. This course takes an intercultural 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

TOPICS

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

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

ASSESSMENT

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

RECOMMENDATION

n/a

PREREQUISITE

To be successful in this subject, study of vocabulary is required outside of the classroom.

NOTES

n/a



LANGUAGES – YEAR 8 – FRENCH

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Year 8 – French

PREREQUISITE



SUBJECT LENGTH

1 Semester

DESCRIPTION

Students will study the French language, at beginner’s level in semester 1. They will be exposed to the culture of France - the way of life, the foods and the people. There will be emphasis on learning the basics of the language.

TOPICS

- Communicating:
 - Vocabulary (greetings, numbers, alphabet, etc)
 - Sentence structure (verb conjugation).
- Understanding: French culture (food, history, geography, music, film).

ASSESSMENT

n/a

RECOMMENDATION

Any Junior Secondary student is welcome to join this class, however, please be aware that this is an introductory course and content will be repeated in Semester 2. Students cannot enroll in both semesters.

PREREQUISITE

n/a

NOTES

n/a

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Year 8 – Japanese

PREREQUISITE



SUBJECT LENGTH

1 Semester

DESCRIPTION

This course offers an introduction to Japanese language and culture. You will practice all four communication skills: reading, writing, listening and speaking. The course is highly interactive and you can expect to learn Japanese through games, songs, online media, role plays as well as a visit from a guest speaker. In class, you will collaborate with others, participate in an inquiry project and be encouraged to speak in Japanese.

TOPICS

- By the end of the course, you should be able to
- Greet someone in Japanese
 - Count 1 - 100 in Japanese
 - Recognise some hiragana (Japanese script)
 - Give a simple self introduction in Japanese
 - Talk about your likes and dislikes in Japanese
 - Describe a significant Japanese cultural event / object / belief in English

ASSESSMENT

n/a

RECOMMENDATION

n/a

PREREQUISITE

n/a

NOTES

n/a

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LANGUAGES – MIDDLE SECONDARY – CHINESE

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Languages

CHOICE

Middle Secondary – Chinese

PREREQUISITE



SUBJECT LENGTH

1 Semester

DESCRIPTION

你好！Chinese 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, reading cartoon stories, watching 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

- Communicating 50%
- Understanding language and culture 50%

RECOMMENDATION

n/a

NOTES

Cultural experience: 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.

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LANGUAGES – MIDDLE SECONDARY – FRENCH

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Languages

CHOICE

Middle Secondary – French

PREREQUISITE

COMPULSORY CHOICE *Year 8 – French*

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).

TOPICS

n/a

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

List any extra information or costs associated with course.
Depending on student input, there will be an excursion at the end of the course to a French restaurant. Costs may apply

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LEADS TO

CHOICE *Stage 1 – Cultural Studies*

CHOICE *Stage 1 – Korean for Beginners*

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CHOICE

Middle Secondary – Japanese

PREREQUISITE



SUBJECT LENGTH

2 Semesters

DESCRIPTION

Japanese is an interactive course designed to help students develop Japanese language skills and their awareness of Japan and Japanese 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. 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

Listening 25%

Speaking 25%

Reading 25%

Writing 25%

RECOMMENDATION

n/a

NOTES

There is an excursion planned to Adelaide Himeji garden and /or a Japanese restaurant at minimal cost to students.

LEADS TO

CHOICE *Stage 1 – Cultural Studies*

CHOICE *Stage 1 – Korean for Beginners*

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LANGUAGES – STAGE 1 – CULTURAL STUDIES

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CHOICE

Stage 1 – Cultural Studies

FOLLOWS FROM

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*We have no more specific information for this subject at this time.
Please check back later. Sorry for the inconvenience.*

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Stage 1 – Korean for Beginners

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*We have no more specific information for this subject at this time.
Please check back later. Sorry for the inconvenience.*

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Stage 2 – Cultural Studies

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*We have no more specific information for this subject at this time.
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2022 – MATHEMATICS

Home > 2022 - Mathematics

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

The subjects below are clickable

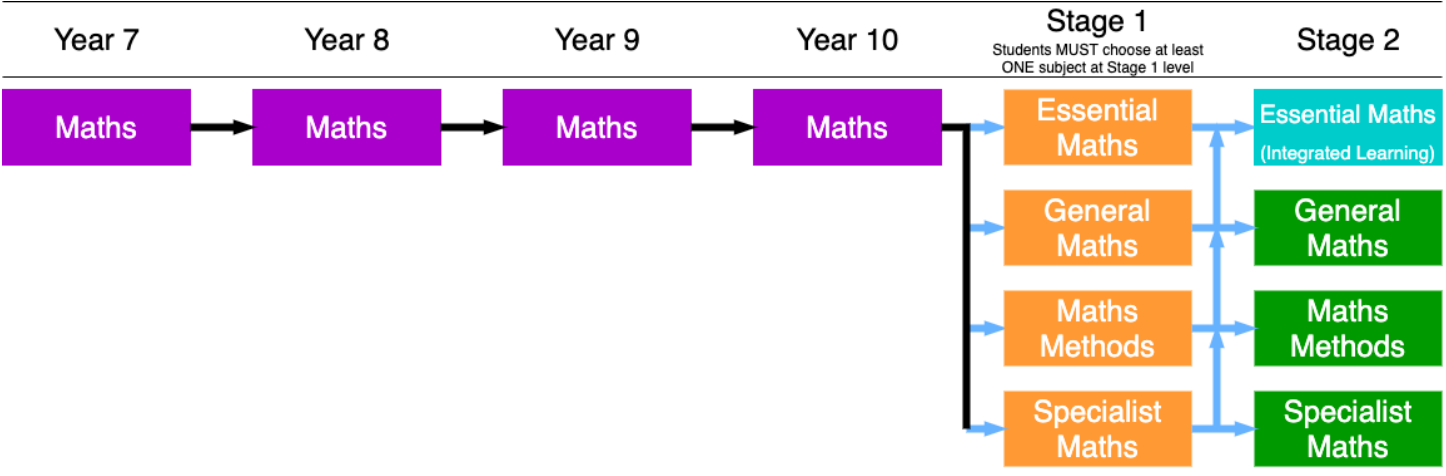
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Students will need their laptop for every lesson.

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).



Key COMPULSORY COMPULSORY CHOICE ATAR

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MATHS – YEAR 7 – MATHS

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Maths

COMPULSORY

Year 7 – 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 combine collaborative learning with an independent and individualised online learning platform - Maths Pathway. This approach allows 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

- Term 1 - Number and Place-value & Fractions and Decimals
- Term 2 - Real Number & Patterns and Algebra
- Term 3 - Measurement
- Term 4 - Statistics

ASSESSMENT

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

RECOMMENDATION

This subject is compulsory for all Year 7 students.

NOTES

Laptop is needed for every lesson.

Edit

LEADS TO

COMPULSORY *Year 8 Maths*

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MATHS – YEAR 8 – MATHS

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COMPULSORY

Year 8 – Maths

FOLLOWS FROM

COMPULSORY Year 7 – 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 combine collaborative learning with an independent and individualised online learning platform - Maths Pathway. This approach allows 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

- Term 1 - Number and Place-value & Fractions and Decimals
- Term 2 - Real Number & Patterns and Algebra
- Term 3 - Measurement
- Term 4 - Statistics

ASSESSMENT

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

RECOMMENDATION

This subject is compulsory for all Year 8 students.

NOTES

Laptop is needed for every lesson.

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LEADS TO

COMPULSORY Year 9 Maths

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COMPULSORY

Year 9 – Maths

FOLLOWS FROM

COMPULSORY [Year 8 – 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 combine collaborative learning with an independent and individualised online learning platform - Maths Pathway. This approach allows 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

- Term 1 - Geometry
- Term 2 - Linear Relationships
- Term 3 - Statistics
- Term 4 - Measurement

ASSESSMENT

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

RECOMMENDATION

This subject is compulsory for all Year 9 students.

NOTES

Laptop is needed for every lesson.

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LEADS TO

COMPULSORY [Year 10 – Maths](#)

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Year 10 – Maths

FOLLOWS FROM



SUBJECT LENGTH

2 Semesters

DESCRIPTION

In Semester 1, students will participate in a variety of activities to develop understanding about a range of mathematical concepts.

At Playford International College we combine collaborative learning with an independent and individualised online learning platform - Maths Pathway.

This approach allows 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.

In Semester 2 students begin their Pre-SACE mathematics course.

TOPICS

- Term 1 - Statistics
- Term 2 - Measurement
- Term 3 - Pre-SACE
- Term 4 - Pre-SACE

ASSESSMENT

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

RECOMMENDATION





This subject is compulsory for all Year 10 students.

NOTES

Laptop is needed for every lesson.

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LEADS TO

-  [Stage 1 – Essential Maths](#)
-  [Stage 1 – Maths](#)
-  [Stage 1 – Maths Methods](#)
-  [Stage 1 – Specialist Maths](#)



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Stage 1 – Essential Maths

FOLLOWS FROM



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

Laptop is needed for every lesson.

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LEADS TO



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MATHS – STAGE 1 – GENERAL MATHS

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Stage 1 – General Maths

FOLLOWS FROM



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

Laptop is needed for every lesson.

Edit

LEADS TO



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MATHS – STAGE 1 – MATHS METHODS

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Stage 1 – Maths Methods

FOLLOWS FROM



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. Laptop is also needed for every lesson.

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MATHS – STAGE 1 – SPECIALIST MATHS

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Stage 1 – Specialist Maths

FOLLOWS FROM



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. Laptop is also needed for every lesson.

Edit

LEADS TO

- Stage 2 – Essential Maths
- Stage 2 – General Maths
- Stage 2 – Maths Methods
- Stage 2 – Specialist Maths

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MATHS – STAGE 2 – ESSENTIAL MATHS

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Maths



Stage 2 – Essential Maths (Integrated Learning)

PREREQUISITE

At least

CHOICE *Stage 1 – Essential Maths*

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Essential Mathematics is designed for a range of students, including those 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

Stage 2 Essential Mathematics consists of the following five topics:

- Scales, Plans and Models
- Measurement
- Business Applications
- Investments and Loans

ASSESSMENT

3x Practical Inquiries
1x Connections Folio
1 x Individual Investigation - Externally Assessed.

RECOMMENDATION

n/a

NOTES

Laptop is needed for every lesson.

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MATHS – STAGE 2 – GENERAL MATHS

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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

Laptop is needed for every lesson.

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MATHS – STAGE 2 – MATHS METHODS

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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)
Borrow options are available. Laptop is also needed for every lesson.

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MATHS – STAGE 2 – SPECIALIST MATHS

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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

Graphics Calculator (CASIO COLOUR GRAPHICS CALCULATOR - fx-CG50 AU \$259)
Borrow options are available. Laptop is also needed for every lesson.

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2022 – PERSONAL DEVELOPMENT

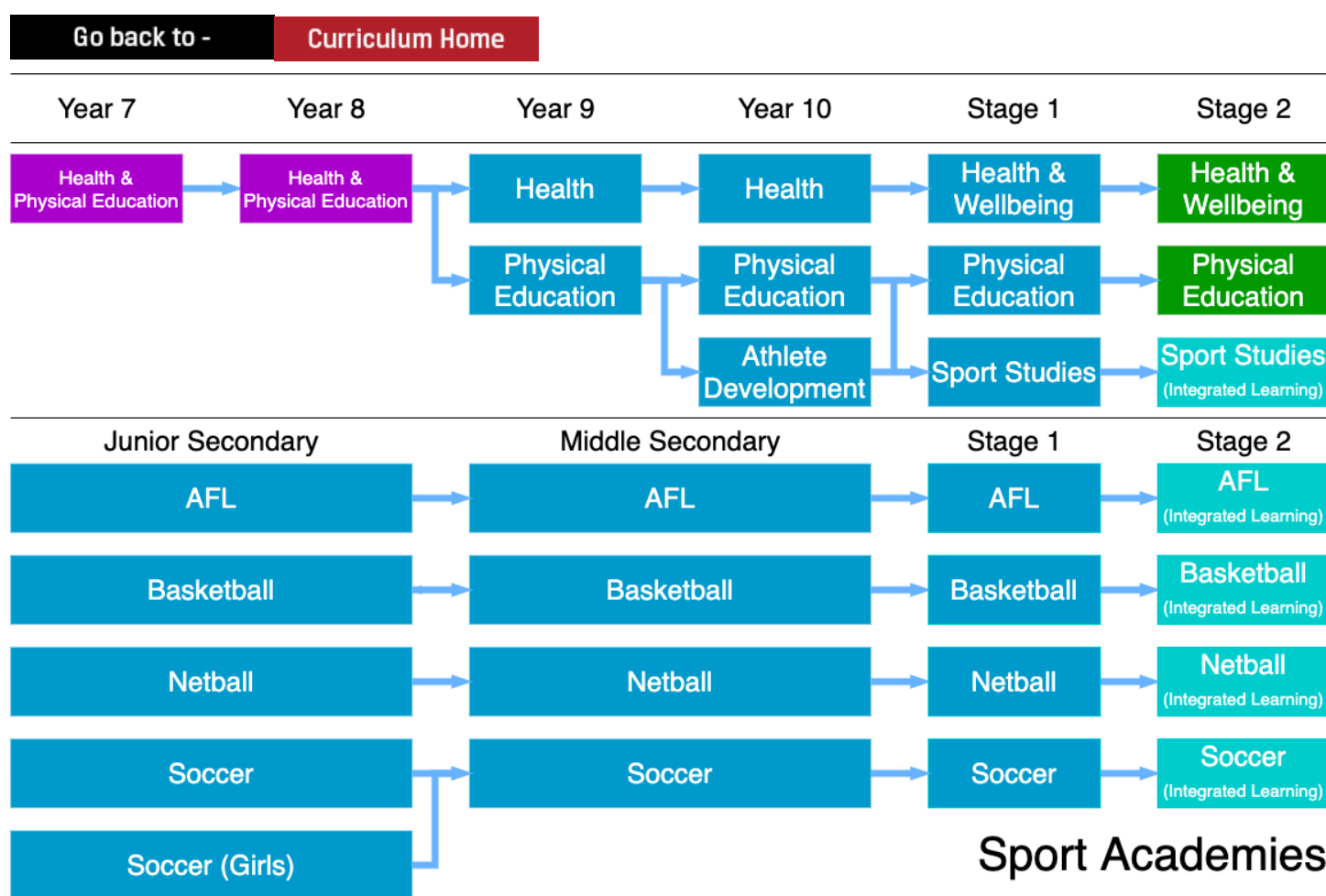
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SHARE

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

Head of Personal Development – Paul Eckermann – Paul.Eckermann31@schools.sa.edu.au

The subjects below are clickable



Career Pathways

Allied Health Professional
Exercise Physiologist
HPE Teacher
Massage Therapist

Nutritionist
Personal Trainer
Physiotherapist
Recreation Officer

Registered Nurse
Sport Analyst
Sport Coaching
Sport Marketing

Sport Official
Sport Scientist
Strength & Conditioning Coach

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

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PERSONAL DEVELOPMENT – YEAR 7 – HEALTH & PHYSICAL EDUCATION

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Personal Development

COMPULSORY

Year 7 – Health & Physical Education

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Year 7 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 spend 1 semester focusing on health and 1 semester focusing on physical education.

TOPICS

Health Focus

Common Assessment Task

- Teenage Issues: students investigate the health issues facing teenagers and the support available to them while aiming to improve an aspect of their health.

Choice Assessment Tasks

- Benefits of physical activity
- Mental Health
- Effects of Drugs and Alcohol
- Healthy Eating
- Bullying

Physical Education Focus

Common Assessment Task

- Teenage Issues: students investigate the health issues facing teenagers and the support available to them while aiming to improve an aspect of their health.

Choice Assessment Tasks

- SEPEP
- Skill Transfer
- Fitness Components
- Skill Transfer
- Group Dynamics

ASSESSMENT

Health - 50%
Physical Education - 50%
Students will be assessed using the personal and social capability. Students will receive feedback on their ability to work collaboratively and independently, communicate effectively, develop leadership skills, reflect accurately on their work and many other aspects to develop their personal and social capability.

RECOMMENDATION

n/a

NOTES

n/a

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COMPULSORY Year 8 – Health & Physical Education

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PERSONAL DEVELOPMENT – YEAR 8 – HEALTH & PHYSICAL EDUCATION

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COMPULSORY

Year 8 – Health & Physical Education

FOLLOWS FROM

COMPULSORY

Year 7 – Health & Physical Education

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Year 8 health and physical education continues to develop student learning about how to live a healthy and active life. Students in this class will continue to develop their 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 spend 1 semester focusing on health and 1 semester focusing on physical education or an equivalent of this.

TOPICS

Health Focus

Common Assessment Task

• Mental Health: students investigate the causes of the most common mental health issues to develop their understanding of how to prevent them and help others in need.

Choice Assessment Tasks

- Bullying
- First Aid
- Healthy Eating
- Positive Body Image
- Impacts of Social Media on Health

Physical Education Focus

Common Assessment Task

• Fitness Components: students learn the different fitness components, and how to test/improve them through training. Students will apply this knowledge practically to improve their sporting performance.

Choice Assessment Tasks

- Modified Games
- Skills Checklist
- Group Dynamics
- Feedback
- SEPEP

ASSESSMENT

Health - 50%

Physical Education - 50%

Students will be assessed using the personal and social capability. Students will receive feedback on their ability to work collaboratively and independently, communicate effectively, develop leadership skills, reflect accurately on their work and many other aspects to develop their personal and social capability.

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

- CHOICE

Year 9 – Health
- CHOICE

Year 9 – Physical Education



PERSONAL DEVELOPMENT – JUNIOR SECONDARY – AFL ACADEMY

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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

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Middle Secondary – AFL Academy

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PERSONAL DEVELOPMENT – JUNIOR SECONDARY – BASKETBALL ACADEMY

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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

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Middle Secondary – Basketball Academy

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PERSONAL DEVELOPMENT – JUNIOR SECONDARY – NETBALL ACADEMY

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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.

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Middle Secondary – Netball Academy

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PERSONAL DEVELOPMENT – JUNIOR SECONDARY – SOCCER ACADEMY

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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 specific soccer positions, 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

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Middle Secondary – Soccer Academy

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PERSONAL DEVELOPMENT – JUNIOR SECONDARY – SOCCER ACADEMY (GIRLS)

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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.

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Middle Secondary – Soccer Academy (Girls)

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PERSONAL DEVELOPMENT – YEAR 9 – HEALTH

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Personal Development

CHOICE

Year 9 – Health

FOLLOWS FROM

COMPULSORY

Year 8 – Health & Physical Education

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

Year 9 health is designed to allow students to explore knowledge, concepts and skills focused around health and wellbeing. Students will be encouraged to think deeply and critically about their own health and wellbeing as well as their local community.

Students will complete 1 common assessment task based around body image in semester 1 and the influences on healthy behaviour in semester 2. Students will also complete tasks based around 2-3 of the topics listed below per semester, chosen by their teacher to maximise engagement and learning.

TOPICS

Choice topics - Semester 1

- Alcohol
- Investigation - Local Fast Food
- Benefits of Being Active
- Issue Analysis

Choice topics - Semester 2

- Understanding Emotions
- Effects of Energy Drinks
- Smoking
- School Wellbeing Project

ASSESSMENT

Students will be assessed on 2-3 tasks per semester. Students will complete 1 common assessment task and 1-2 choice assessment tasks. Students will be assessed on the quality of their work in class as well as their personal and social capability which aims at developing skills such as communication, collaboration, reflective practice, resilience and more.

RECOMMENDATION

This course is recommended for students who do not wish to participate in physical education practical lessons.

NOTES

n/a

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PERSONAL DEVELOPMENT – YEAR 9 – PHYSICAL EDUCATION

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CHOICE

Year 9 – Physical Education

FOLLOWS FROM

COMPULSORY Year 8 – Health & Physical Education

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

Year 9 physical education is designed to allow students to explore knowledge, concepts and skills focused around sport and physical activity. Students will be encouraged to think deeply and critically about their own skills and knowledge, while developing personal and social skills that allow them to be effective learners in physical education and successful learners in other subjects as well.

Students will complete 1 common assessment task based around transfer of skills in semester 1 and feedback in sport in semester 2. Students will also complete tasks based around 2-3 of the topics listed below per semester, chosen by their teacher to maximise engagement and learning.

TOPICS

Choice topics - Semester 1

- Alcohol
- Practical Skills Checklist
- Inclusivity in Sport
- Training Principles

Choice topics - Semester 2

- Understanding Emotions
- Practical Skills Checklist
- Tactical Transfer
- Dance

ASSESSMENT

Students will be assessed on 2-3 tasks per semester. Students will complete 1 common assessment task and 1-2 choice assessment tasks. Students will be assessed on the quality of their work in class as well as their personal and social capability which aims at developing skills such as communication, collaboration, reflective practice, resilience and more.

RECOMMENDATION

n/a

NOTES

n/a

LEADS TO

CHOICE *Year 10 – Physical Education*

CHOICE *Year 10 – Athlete Development*

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PERSONAL DEVELOPMENT – YEAR 10 – HEALTH

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CHOICE

Year 10 – Health

FOLLOWS FROM

CHOICE

Year 9 – Health

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

Year 10 health is designed to allow students to explore knowledge, concepts and skills focused around health and wellbeing. Students will be encouraged to think deeply and critically about their own health and wellbeing as well as their local community.

Students will complete 1 common assessment task based around first aid in semester 1 and dealing with stress in semester 2. Students will also complete tasks based around 1-2 of the topics listed below per semester, chosen by their teacher to maximise engagement and learning.

TOPICS

Choice topics - Semester 1

- Mental Health
- Obesity
- Issue Analysis
- Healthy Schools

Choice topics - Semester 2

- Respectful Relationships
- Fit for Life
- Impact of Media on Health
- Healthy Homes

ASSESSMENT

Students will be assessed on 2-3 tasks per semester. Students will complete 1 common assessment task and 1-2 choice assessment tasks. Students will be assessed on the quality of their work in class as well as their personal and social capability which aims at developing skills such as communication, collaboration, reflective practice, resilience and more.

RECOMMENDATION

This course is recommended for students who do not wish to participate in physical education practical lessons.

NOTES

n/a

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PERSONAL DEVELOPMENT – YEAR 10 – PHYSICAL EDUCATION

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Personal Development

CHOICE

Year 10 – Physical Education

FOLLOWS FROM

CHOICE

Year 9 – Physical Education

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

Year 10 physical education is designed to allow students to explore knowledge, concepts and skills focused around sport and physical activity. Students will be encouraged to think deeply and critically about their own skills and knowledge, while developing personal and social skills that allow them to be effective learners in physical education and successful learners in other subjects as well.

Students will complete 1 common assessment task based around group dynamics in semester 1 and SEPEP in semester 2. Students will also complete tasks based around 2-3 of the topics listed below per semester, chosen by their teacher to maximise engagement and learning.

TOPICS

Choice topics - Semester 1

- Practical Skills Checklist
- Feedback
- Coaching

Choice topics - Semester 2

- Practical Skills Checklist
- Energy Systems
- Game Analysis

ASSESSMENT

Students will be assessed on 2-3 tasks per semester. Students will complete 1 common assessment task and 1-2 choice assessment tasks. Students will be assessed on the quality of their work in class as well as their personal and social capability which aims at developing skills such as communication, collaboration, reflective practice, resilience and more.

RECOMMENDATION

n/a

NOTES

n/a

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PERSONAL DEVELOPMENT – YEAR 10 – ATHLETE DEVELOPMENT

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CHOICE

Year 10 – Athlete Development

FOLLOWS FROM

CHOICE

Year 9 – 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

AT1 - Practical Exploration - Improvement Analysis

The whole class takes part in a set sport for data collection to occur in initial stages. Students then select a skill to develop and work in groups to design an improvement plan - including communication, coaching, feedback, data analysis, skill acquisition, etc.

AT2 - Connections - Coaching

Students plan 2 coaching sessions in groups and working collaboratively, identify their individual role and responsibility in the task/activity, and communicate their contribution. reflect on their learning as a result of their collaboration, and consider self-assessment, feedback from others, and their development of a relevant capability.

AT3 - Personal Venture - Fitness Improvement

Students investigate the benefits of a variety of fitness activities to develop their knowledge of training methods and improve their ability as young athletes. Students will investigate traditional training methods of fitness as well as other methods such as yoga and pilates.

ASSESSMENT

AT1 - 40%

AT2 - 30%

AT3 - 30%

RECOMMENDATION

Only for students who wish to complete year 12 PE.

PREREQUISITE

Successful completion of year 9 PE (B- or higher grade).

NOTES

n/a

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conditional Stage 1 – Sport Studies

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PERSONAL DEVELOPMENT – MIDDLE SECONDARY – AFL ACADEMY

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Personal Development

CHOICE

Middle Secondary – AFL Academy

FOLLOWS FROM

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

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PERSONAL DEVELOPMENT – MIDDLE SECONDARY – BASKETBALL ACADEMY

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Personal Development

CHOICE

Middle Secondary – Basketball Academy

FOLLOWS FROM

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

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PERSONAL DEVELOPMENT – MIDDLE SECONDARY – NETBALL ACADEMY

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Personal Development

CHOICE

Middle Secondary – Netball Academy

FOLLOWS FROM

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.

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PERSONAL DEVELOPMENT – MIDDLE SECONDARY – SOCCER ACADEMY

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CHOICE

Middle Secondary – Soccer Academy

FOLLOWS FROM

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

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Personal Development

CHOICE

Stage 1 – Health & Wellbeing

FOLLOWS FROM

CHOICE

Year 10 – Health

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

Practical Application

Students undertake action on an individual or community issue, in order to improve health and wellbeing outcomes. This action may be undertaken individually or collaboratively, and within the school environment or the wider community.

Issue Inquiry

Students research a current health or wellbeing trend or issue. Students may research an aspect of a topic already identified, or an issue of their choosing.

ASSESSMENT

School Based Assessment

- AT1 - Issue Response (50%)
- AT2 - Group Activity (50%)

RECOMMENDATION

n/a

NOTES

n/a

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PERSONAL DEVELOPMENT – STAGE 1 – PHYSICAL EDUCATION

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CHOICE

Stage 1 – Physical Education

FOLLOWS FROM

CHOICE

Year 10 – Physical Education

CHOICE

Year 10 – Athlete Development

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
- Korfball - Inclusivity

ASSESSMENT

School Based Assessment

- AT1 - Performance Improvement
- AT2 - Physical Activity Investigation

RECOMMENDATION

An achievement of 'C' or better in Middle School HPE or a sports academy is highly recommended.

NOTES

n/a

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Stage 2 – Physical Education

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PERSONAL DEVELOPMENT – STAGE 1 – SPORT STUDIES

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CHOICE

Stage 1 – Sport Studies

FOLLOWS FROM

CHOICE

Year 10 – Physical Education

CHOICE

Year 10 – Athlete Development

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

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PERSONAL DEVELOPMENT – STAGE 1 – AFL ACADEMY

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Personal Development

CHOICE

Stage 1 – AFL Academy

FOLLOWS FROM

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

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PERSONAL DEVELOPMENT – STAGE 1 – BASKETBALL ACADEMY

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CHOICE

Stage 1 – Basketball Academy

FOLLOWS FROM

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

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PERSONAL DEVELOPMENT – STAGE 1 – NETBALL ACADEMY

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Personal Development

CHOICE

Stage 1 – Netball Academy

FOLLOWS FROM

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

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PERSONAL DEVELOPMENT – STAGE 1 – SOCCER ACADEMY

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Personal Development

CHOICE

Stage 1 – Soccer Academy

FOLLOWS FROM

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

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PERSONAL DEVELOPMENT – STAGE 2 – HEALTH & WELLBEING

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ATAR

Stage 2 – Health & Wellbeing

FOLLOWS FROM

CHOICE

Stage 1 – Health & Wellbeing

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

In Health and Wellbeing, 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

Initiative

- Personal Health Action
- Maintaining Positive Mental Health

Folio

- Platform for Change
- Adolescent Stress

Inquiry

- Investigation

ASSESSMENT

School Based Assessment

- Initiative (40%)
- Folio (30%)

External Assessment

- Inquiry (30%)

RECOMMENDATION

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

NOTES

n/a

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ATAR

Stage 2 – Physical Education

FOLLOWS FROM

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

Students undertake a personal journey of improvement, with a focus on a school, community-based, or individual physical activity.

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

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PERSONAL DEVELOPMENT – STAGE 2 – SPORT STUDIES

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Stage 2 – Sport Studies

FOLLOWS FROM

CHOICE

Stage 1 – Sport Studies

SUBJECT LENGTH

2 Semesters

SACE CREDITS

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 and previous experience in Stage 1 Physical Education is desirable.

TOPICS

Practical

Students will undertake three practicals throughout the course that they must fully participate in. Students will be expected to provide evidence of the ways in which they learn including a comprehensive knowledge of concepts and skills related to learning. They will also be required to reflect on their learning style and evaluate their learning via journals and digital media.

Connections

First Aid

First Aid Students are required to complete a first aid assessment task. It will consist of two components, a theory booklet made up of short answer and multiple choice questions, as well as a practical component where students will be able to demonstrate what they have learnt in the theory. Photo evidence can be used as a demonstration.

Personal Endeavour

Students complete a 2000 word report on a topic of interest for them from a select variety of available choices. This is the external component of the course and is subject to moderation.

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 Physical Education is highly recommended.

NOTES

Students who wish to receive an ATAR cannot select more than 1 integrated learning subject.

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PERSONAL DEVELOPMENT – STAGE 2 – AFL ACADEMY

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Stage 2 – AFL Academy (Integrated Learning)

FOLLOWS FROM

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.

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PERSONAL DEVELOPMENT – STAGE 2 – BASKETBALL ACADEMY

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Stage 2 – Basketball Academy (Integrated Learning)

FOLLOWS FROM

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.

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PERSONAL DEVELOPMENT – STAGE 2 – NETBALL ACADEMY

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Stage 2 – Netball Academy (Integrated Learning)

FOLLOWS FROM

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.

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PERSONAL DEVELOPMENT – STAGE 2 – SOCCER ACADEMY

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Stage 2 – Soccer Academy (Integrated Learning)

FOLLOWS FROM

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.

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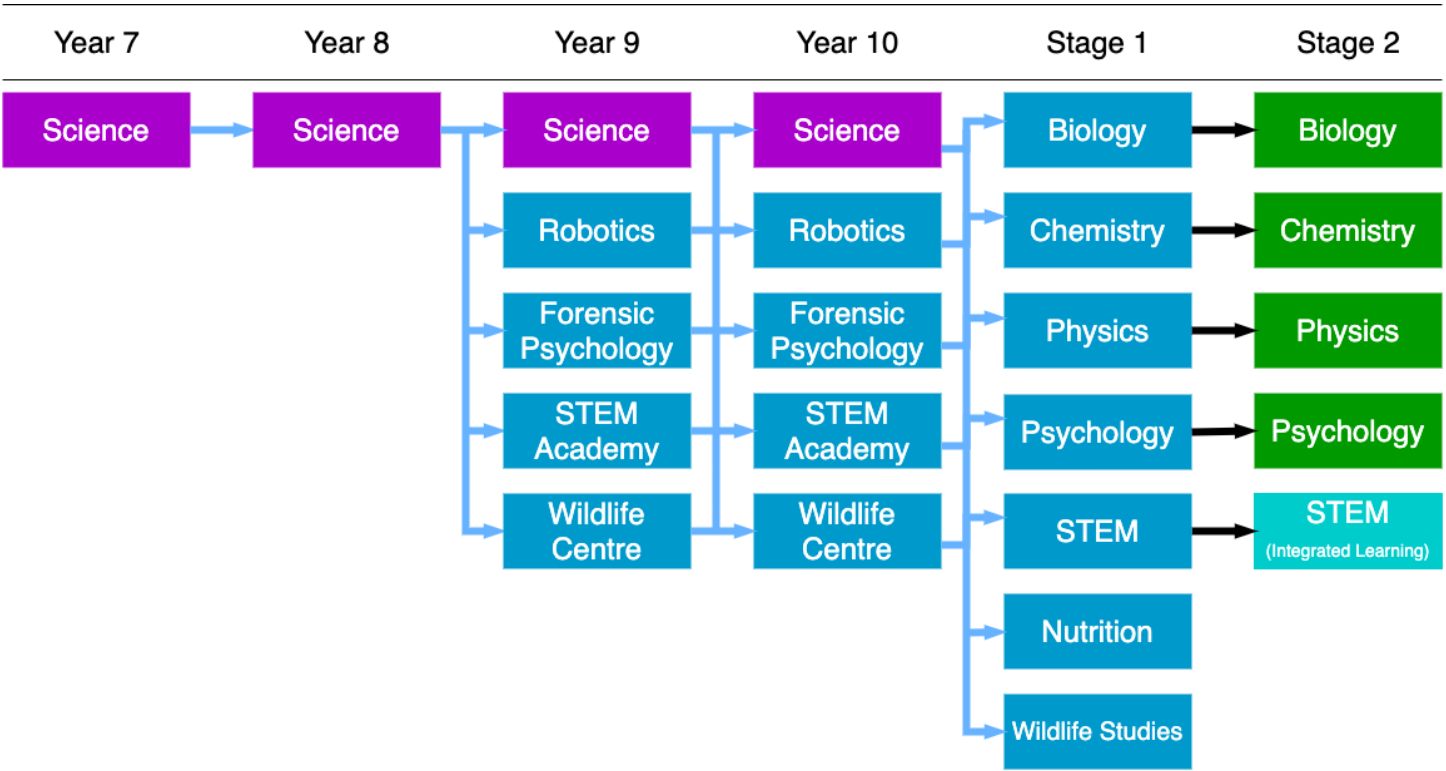
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Subjects as diverse as Agriculture, Robotics and Wildlife Studies to Psychology, Biology and Physics

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

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

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Science

COMPULSORY

Year 7 – Science

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.

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LEADS TO

COMPULSORY Year 8 – Science

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Science

COMPULSORY

Year 8 – Science

FOLLOWS FROM

COMPULSORY *Year 7 – Science*

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.

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COMPULSORY Year 9 – Science

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CHOICE Year 9 – Forensic Psychology

CHOICE Year 9 – STEM Academy

CHOICE Year 9 – Wildlife Centre

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Science

COMPULSORY

Year 9 – Science

FOLLOWS FROM

COMPULSORY *Year 8 – Science*

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.

LEADS TO

COMPULSORY *Year 10 – Science*

CHOICE *Year 10 – Robotics*

CHOICE *Year 10 – Forensic Psychology*

CHOICE *Year 10 – STEM Academy*

CHOICE *Year 10 – Wildlife Centre*

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SCIENCE – YEAR 9 – ROBOTICS

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CHOICE

Year 9 – Robotics

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



FOLLOWS FROM

COMPULSORY Year 8 – Science

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

- COMPULSORY Year 10 – Science
- CHOICE Year 10 – Robotics
- CHOICE Year 10 – Forensic Psychology
- CHOICE Year 10 – STEM Academy
- CHOICE Year 10 – Wildlife Centre



SCIENCE – YEAR 9 – FORENSIC PSYCHOLOGY

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CHOICE

Year 9 – Forensic Psychology

FOLLOWS FROM

COMPULSORY Year 8 – Science

SUBJECT LENGTH

1 Semesters

DESCRIPTION

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

- Psychology
- Sociology

School-based Assessment

- Core Skills (10%)
- Science as a Human Endeavor (40%)
- Science Understanding (40%)
- Tests (10%)

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

PREREQUISITE

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 Year 10 – Science

- [CHOICE](#) Year 10 – Robotics
 - [CHOICE](#) Year 10 – Forensic Psychology
 - [CHOICE](#) Year 10 – STEM Academy
 - [CHOICE](#) Year 10 – Wildlife Centre
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SCIENCE – YEAR 9 – STEM ACADEMY

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Year 9 – STEM Academy

FOLLOWS FROM

COMPULSORY Year 8 – Science

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.

LEADS TO

COMPULSORY *Year 10 – Science*

CHOICE *Year 10 – Robotics*

CHOICE *Year 10 – Forensic Psychology*

CHOICE *Year 10 – STEM Academy*

CHOICE *Year 10 – Wildlife Centre*

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SCIENCE – YEAR 9 – WILDLIFE CENTRE

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CHOICE

Year 9 – Wildlife Centre

Science - Animal Centre



FOLLOWS FROM

COMPULSORY Year 8 – Science

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

- COMPULSORY Year 10 – Science
- CHOICE Year 10 – Robotics
- CHOICE Year 10 – Forensic Psychology
- CHOICE Year 10 – STEM Academy
- CHOICE Year 10 – Wildlife Centre



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COMPULSORY

Year 10 – Science

FOLLOWS FROM

COMPULSORY *Year 9 – 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 - Biology
- CHOICE Stage 1 - Chemistry
- CHOICE Stage 1 - Physics
- CHOICE Stage 1 - Psychology
- CHOICE Stage 1 - STEM
- CHOICE Stage 1 - Nutrition
- CHOICE Stage 1 - Wildlife Studies



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Year 10 – Robotics

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FOLLOWS FROM

COMPULSORY Year 9 – Science

AND

CHOICE Year 9 – Robotics

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

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SCIENCE – YEAR 10 – FORENSIC PSYCHOLOGY

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CHOICE

Year 10 – Forensic Psychology

FOLLOWS FROM

COMPULSORY *Year 9 – 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 – Biology*

CHOICE *Stage 1 – Chemistry*

CHOICE *Stage 1 – Physics*

CHOICE *Stage 1 – Psychology*

CHOICE *Stage 1 – STEM*

CHOICE *Stage 1 – Nutrition*

CHOICE *Stage 1 – Wildlife Studies*

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SCIENCE – YEAR 10 – STEM ACADEMY

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CHOICE

Year 10 – STEM Academy

FOLLOWS FROM

COMPULSORY Year 9 – Science

AND

CHOICE Year 9 – STEM Academy

SUBJECT LENGTH

2 Semesters

DESCRIPTION

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

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 – Biology

CHOICE Stage 1 – Chemistry

CHOICE Stage 1 – Physics

CHOICE Stage 1 – Psychology

CHOICE Stage 1 – STEM

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SCIENCE – YEAR 10 – WILDLIFE CENTRE

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CHOICE

Year 10 – Wildlife Centre

Science - Animal Centre



FOLLOWS FROM

COMPULSORY *Year 9 – Science*

AND

CHOICE *Year 9 – Wildlife Centre*

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 fee 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

- CHOICEStage 1 – Biology
- CHOICEStage 1 – Chemistry
- CHOICEStage 1 – Physics
- CHOICEStage 1 – Psychology
- CHOICEStage 1 – STEM
- CHOICEStage 1 – Nutrition
- CHOICEStage 1 – Wildlife Studies



SCIENCE – STAGE 1 – BIOLOGY

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CHOICE

Stage 1 – Biology

FOLLOWS FROM

COMPULSORY Year 10 – 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

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LEADS TO

ATAR Stage 2 – Biology

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SCIENCE – STAGE 1 – CHEMISTRY

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CHOICE

Stage 1 – Chemistry

FOLLOWS FROM

COMPULSORY Year 10 – 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

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LEADS TO

ATAR Stage 2 – Chemistry

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SCIENCE – STAGE 1 – PHYSICS

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CHOICE

Stage 1 – Physics

FOLLOWS FROM

COMPULSORY Year 10 – 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.

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SCIENCE – STAGE 1 – PSYCHOLOGY

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CHOICE

Stage 1 – Psychology

FOLLOWS FROM

COMPULSORY *Year 10 – Science*

AND

CHOICE *Year 10 – 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.

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CHOICE

Stage 1 – STEM

FOLLOWS FROM

COMPULSORY *Year 10 – Science*

AND

CHOICE *Year 10 – 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

LEADS TO



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SCIENCE – STAGE 1 – NUTRITION

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CHOICE

Stage 1 – Nutrition

FOLLOWS FROM

COMPULSORY Year 10 – 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.

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SCIENCE – STAGE 1 – WILDLIFE STUDIES

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CHOICE

Stage 1 – Wildlife Studies

Science - Animal Centre



FOLLOWS FROM

COMPULSORY Year 10 – Science

AND

CHOICE Year 10 – Wildlife Centre

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

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.

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 Australian Wildlife Studies 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.

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SCIENCE – STAGE 2 – BIOLOGY

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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.

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SCIENCE – STAGE 2 – CHEMISTRY

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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

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SCIENCE – STAGE 2 – PHYSICS

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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.

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SCIENCE – STAGE 2 – PSYCHOLOGY

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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.

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SCIENCE – STAGE 2 – STEM

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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

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2022 – SPECIAL INTEREST MUSIC (SIM)

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Our school is one of only four Special Interest Music schools in South Australia

Head of Music – Jenna Miltenoff – Jenna.Miltenoff@t13schools.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

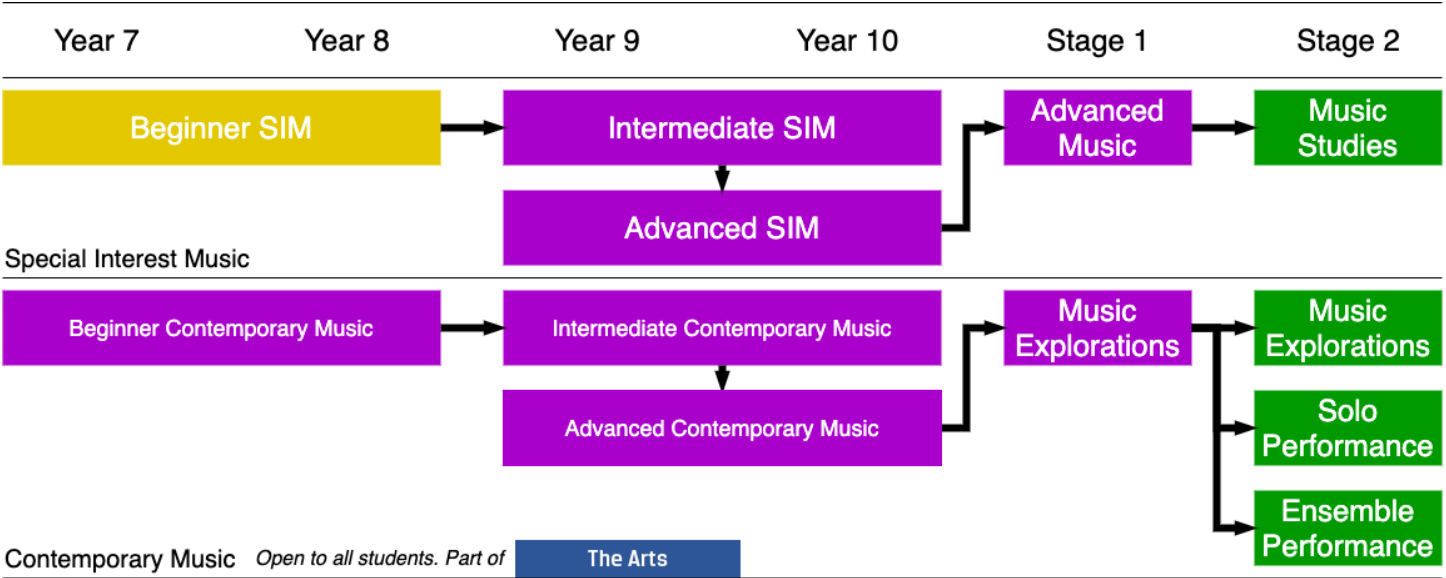
[CLICK HERE](#) to download the current application form.

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 part of **The Arts**

The subjects below are clickable

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Key **AUDITION ONLY** **COMPULSORY** **ATAR**

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SPECIAL INTEREST MUSIC – JUNIOR SECONDARY – BEGINNER SPECIAL INTEREST MUSIC

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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)

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THE ARTS – JUNIOR SECONDARY – INTRODUCTION TO THE ARTS

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COMPULSORY

Junior Secondary – Introduction to the Arts

During Years 7 and 8 all students will engage with all aspects of the Arts including Visual art, Digital art, Dance, Drama and Music.

SUBJECT LENGTH

Years 7 and 8

DESCRIPTION

Visual Arts

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.

Digital Arts

Digital Arts is all about making Art in the modern world with modern technology. Students will participate in a wide variety of computer aided design and art. Students will learn digital painting, collage, photo manipulation and design, and learn how they can be combined in different ways.

Dance

Dance 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.

Drama

Students immerse themselves in the making and creating of Theatre and can incorporate a variety of roles including actor, director, scriptwriter, publicity and promotions, lighting and sound design, film and technology, ICT, costume and makeup, props and set design.

Contemporary Music

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 and/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 developing the art of presenting a dynamic and fluent musical production.

Edit

LEADS TO

- CHOICEMiddle Secondary – Visual Arts Intermediate
- CHOICEMiddle Secondary – Design Studio
- CHOICEMiddle Secondary – Digital Arts
- CHOICEMiddle Secondary – Game Art Studio
- CHOICEMiddle Secondary – Photography & Film
- CHOICEMiddle Secondary – Dance
- CHOICEMiddle Secondary – Drama
- CHOICEMiddle Secondary – Intermediate Contemporary Music
- CHOICEMiddle Secondary – Advanced Contemporary Music



SPECIAL INTEREST MUSIC – MIDDLE SECONDARY – INTERMEDIATE SPECIAL INTEREST MUSIC

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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

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Special Interest Music

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SPECIAL INTEREST MUSIC – MIDDLE SECONDARY – ADVANCED SPECIAL INTEREST MUSIC

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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 music 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)

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LEADS TO

COMPULSORY *Stage 1 – Advanced Music*

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THE ARTS – MIDDLE SECONDARY – INTERMEDIATE CONTEMPORARY MUSIC

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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 Contemporary Music stream of

The Arts

FOLLOWS FROM

COMPULSORY *Junior Secondary – Introduction to the Arts*

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)

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LEADS TO

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Middle Secondary – Advanced Contemporary Music

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THE ARTS – MIDDLE SECONDARY – ADVANCED CONTEMPORARY MUSIC

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The Arts

Middle Secondary – Advanced Contemporary Music

COMPULSORY for **Special Interest Music** students.

CHOICE for **The Arts** students of who have chosen the Contemporary Music stream.

FOLLOWS FROM

COMPULSORY *Junior Secondary – Introduction to the Arts*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Advanced Contemporary Music has a focus on developing student skills and knowledge in music and music-related industries. This course 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. With additional training and experience, future employability pathways may include professional musician, sound or studio engineer, composer or arranger, sales and merchandising.

TOPICS

VET The following topics are covered in this course:

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

ASSESSMENT

Creative Works -

- Live Performance (in an ensemble or as a soloist)
- Composition (writing original songs)
- Arranging (arranging a cover song)

Music Industry Skills Folio -

- Sound production
- Composing using technology
- Creative arts industry knowledge

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)

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LEADS TO

CHOICE

Stage 1 - Music Explorations

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SPECIAL INTEREST MUSIC – STAGE 1 – ADVANCED MUSIC

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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

ATAR

Stage 2 – Music Studies

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THE ARTS – STAGE 1 – MUSIC EXPLORATIONS

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The Arts

Stage 1 – Music Explorations (Contemporary Music)

COMPULSORY for **Special Interest Music** students.

CHOICE for **The Arts** students of who have chosen the Contemporary Music stream.

FOLLOWS FROM

CHOICE *Middle Secondary – Advanced Contemporary Music*

SUBJECT LENGTH

2 Semesters

SACE CREDITS

60 Credits

DESCRIPTION

Stage 1 Music Explorations develops student skills and knowledge in music and music-related industries. This course allows students to make a more informed choice of vocation or career pathways and develop skills that will enhance their employability within the Music Industry.

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

Music Explorations covers the following topics:

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

ASSESSMENT

Assessment Type 1: Creative Works

- Sound production folio
- Recording a basic music demo of an original song or cover
- Live Performance (2-5mins) in an ensemble or as a soloist.

Assessment Type 2: Musical Literacy

- Songwriting skills folio
- Analysis of musical works and production elements

RECOMMENDATION

n/a

PREREQUISITES

Completion of Middle Secondary - Advanced Contemporary Music or entry via audition.

NOTES

n/a

Edit

LEADS TO

- ATARStage 2 – Music Explorations (Contemporary Music)
- ATARStage 2 – Solo Performance (Contemporary Music)
- ATARStage 2 – Ensemble – Performance (Contemporary Music)



SPECIAL INTEREST MUSIC – STAGE 2 – MUSIC STUDIES

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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

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THE ARTS – STAGE 2 – MUSIC EXPLORATIONS (CONTEMPORARY MUSIC)

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Stage 2 – Music Explorations (Contemporary Music)

COMPULSORY for **Special Interest Music** students.

CHOICE for **The Arts** students of who have chosen the Contemporary Music stream.

PREREQUISITE

CHOICE *Stage 1 – Music Explorations*

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 Explorations or demonstration of prior learning (folio of works required)

NOTES

n/a

Edit



THE ARTS – STAGE 2 – SOLO PERFORMANCE

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Stage 2 – Solo Performance (Contemporary Music)

COMPULSORY

for

Special Interest Music

students.

CHOICE

for

The Arts

students of who have chosen the Contemporary Music stream.

PREREQUISITE

CHOICE

Stage 1 – Music Explorations

SUBJECT LENGTH

1 Semester

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 Explorations 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



THE ARTS – STAGE 2 – ENSEMBLE PERFORMANCE

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Stage 2 – Ensemble Performance (Contemporary Music)

COMPULSORY

for

Special Interest Music

students.

CHOICE

for

The Arts

students of who have chosen the Contemporary Music stream.

PREREQUISITE

CHOICE

Stage 1 – Music Explorations

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 Explorations 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



2022 – TECHNOLOGY

Home > 2022 - Technology

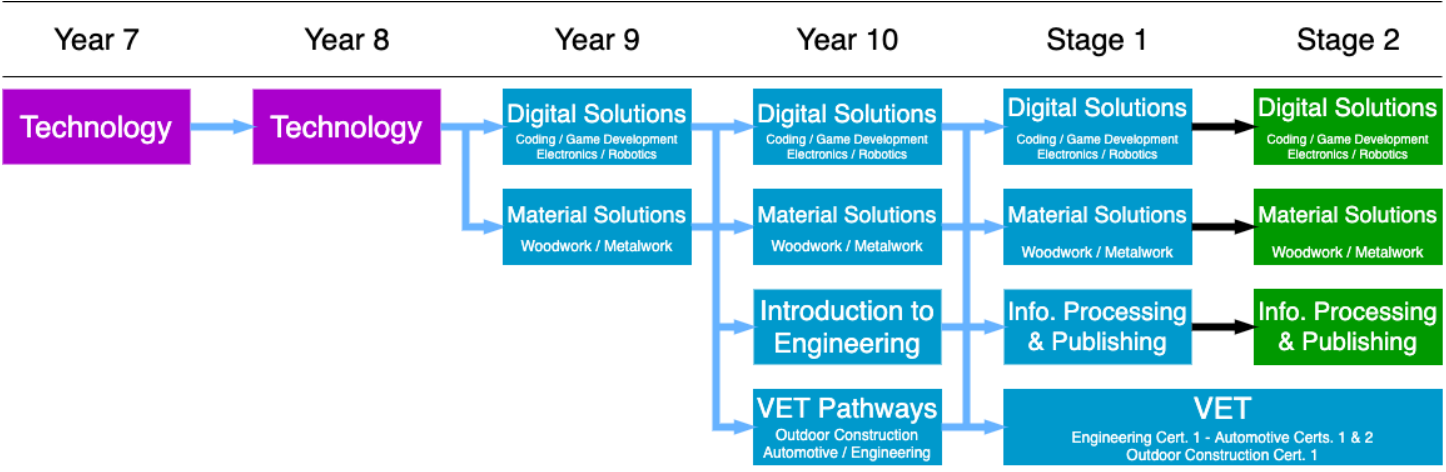
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Subjects that focus on using technologies (including digital) and use practical skills as part of learning

Head of Technology – Kate Bayly – Kate.Bayly@schools.sa.edu.au

The subjects below are clickable

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Key **COMPULSORY** **CHOICE**

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TECHNOLOGY – YEAR 7 – FOUNDATION TECHNOLOGIES

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Year 7 – Foundation Technologies

SUBJECT LENGTH

1 Semester

DESCRIPTION

Year 7 Foundation Technologies is the beginning steps of learning how to develop skills in design. Topics will be problem based and work in groups is strongly encouraged. Students will work through a variety of challenges using various materials to put their team in a winning position. Students are exposed to many aspects of Design and Technology during the Junior years.

TOPICS

Topics will be problem based and work in groups is strongly encouraged. Students will work through a variety of challenges using various materials to put their team in a winning position. Materials include timber, metal, plastic.

ASSESSMENT

Students will be assessed as per each topic.

RECOMMENDATION

n/a

NOTES

n/a

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TECHNOLOGY – YEAR 8 – FOUNDATION TECHNOLOGIES

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COMPULSORY

Year 8 – Foundation Technologies

FOLLOWS FROM

COMPULSORY [Year 7 – Foundation Technologies](#)

SUBJECT LENGTH

1 Semester

DESCRIPTION

Foundation Technologies aims to give students exposure to all of the different types of technologies available in the senior years. Students will experience, design, construction and creating I.T. solutions.

TOPICS

- Modules available to Year 8 students can include:
- Woodwork Construction
 - Metalwork
 - Advanced Technologies (Robotics, I.T, 3D Printing)

ASSESSMENT

Students will be assessed as per each module.

RECOMMENDATION

n/a

NOTES

n/a

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CHOICE [Year 9 – Material Solutions](#)

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CHOICE

Year 9 – Digital Solutions

Coding / Game Development / Electronics / Robotics

FOLLOWS FROM

COMPULSORY Year 8 – Foundation Technologies

SUBJECT LENGTH

1 Semester

DESCRIPTION

Materials Solutions will see students choose from a variety of hands-on skills across a range of modules that may include:

- Advanced Technologies - CAD and 3D Printing
 - Fusion 360 - 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 Homestylar
 - 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

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Year 10 – Digital Solutions
- CHOICE

Year 10 – Material Solutions
- CHOICE

Year 10 – Intro. to Engineering
- CHOICE

Year 10 – VET Pathways

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TECHNOLOGY – YEAR 9 – MATERIAL SOLUTIONS

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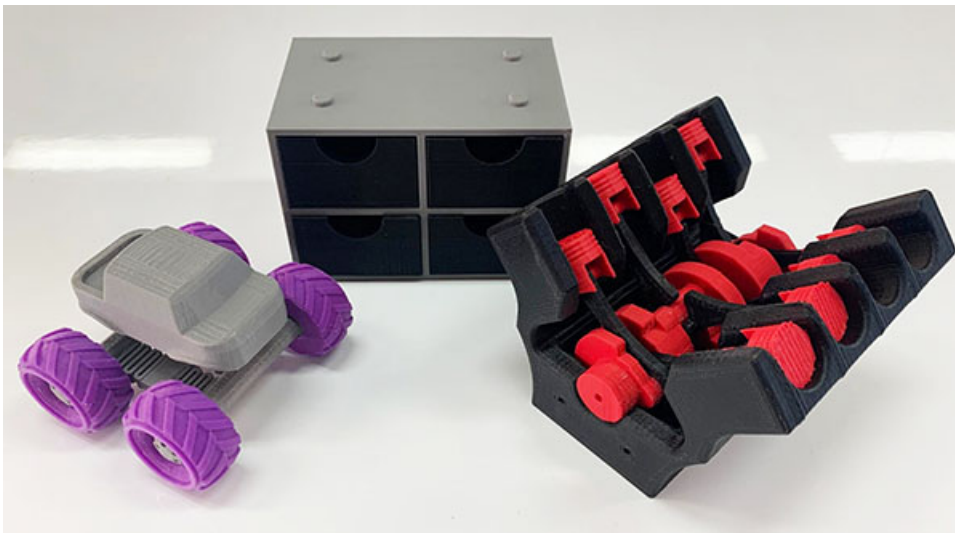
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Technology

CHOICE

Year 9 – Material Solutions

Woodwork / Metalwork



FOLLOWS FROM

COMPULSORY Year 8 – Foundation Technologies

SUBJECT LENGTH

1 Semester

DESCRIPTION

Materials Solutions will see students 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
Fusion 360 - CAD software packages

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

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- CHOICEYear 10 – Material Solutions
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CHOICE

Year 10 – Digital Solutions

Coding / Game Development / Electronics / Robotics

FOLLOWS FROM

CHOICE

Year 9 – Digital Solutions

CHOICE

Year 9 – Material Solutions

SUBJECT LENGTH

1 Semester

DESCRIPTION

Materials Solutions will see students choose from a variety of hands-on skills across a range of modules that may include:

Advanced Technologies - CAD and 3D Printing

- Fusion 360 - 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

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LEADS TO

- CHOICE** *Stage 1 – Digital Solutions*
- CHOICE** *Stage 1- Material Solutions*
- CHOICE** *Stage 1 – Info. Processing & Publishing*
- CHOICE** *Senior Secondary – VET*

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TECHNOLOGY – YEAR 10 – MATERIAL SOLUTIONS

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CHOICE

Year 10 – Material Solutions

Woodwork / Metalwork

FOLLOWS FROM

CHOICE Year 9 – Digital Solutions

CHOICE Year 9 – Material Solutions

SUBJECT LENGTH

1 Semester

DESCRIPTION

Materials Solutions will see students 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
- Fusion 360 - CAD software packages

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

LEADS TO

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Stage 1- Material Solutions
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Stage 1 - Info. Processing & Publishing
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Senior Secondary - VET

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TECHNOLOGY – YEAR 10 – INTRODUCTION TO ENGINEERING

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CHOICE

Year 10 – Introduction to Engineering



FOLLOWS FROM

CHOICE

Year 9 – Digital Solutions

CHOICE

Year 9 – Material Solutions

SUBJECT LENGTH

1 Semester

DESCRIPTION

Introduction to Engineering will see students 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

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- CHOICE Stage 1- Material Solutions
- CHOICE Stage 1 – Info. Processing & Publishing
- CHOICE Senior Secondary – VET



TECHNOLOGY – YEAR 10 – VET PATHWAYS

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CHOICE

VET Course Counselling for the 2022 school year



Year 10 – VET Pathways

Outdoor Construction / Automotive / Engineering

FOLLOWS FROM

CHOICE

Year 9 – Digital Solutions

CHOICE

Year 9 – Material Solutions

SUBJECT LENGTH

1 Semester

DESCRIPTION

Materials Solutions will see students 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

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TECHNOLOGY – STAGE 1 – DIGITAL SOLUTIONS

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CHOICE

Stage 1 – Digital Solutions

Coding / Game Development / Electronics / Robotics



FOLLOWS FROM

ONE of the following –

- CHOICE Year 10 – Digital Solutions
- CHOICE Year 10 – Material Solutions
- CHOICE Year 10 – Intro. to Engineering
- CHOICE Year 10 – VET Pathways

SUBJECT LENGTH

n/a

SACE CREDITS

n/a

DESCRIPTION

Materials Solutions will see students choose from a variety of hands-on skills across a range of self-paced modules that may include:

Advanced Technologies - CAD and 3D Printing

- Fusion 360- 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

Game Development - Online gaming

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

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TECHNOLOGY – STAGE 1 – MATERIAL SOLUTIONS

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CHOICE

Stage 1 – Material Solutions

Woodwork / Metalwork

FOLLOWS FROM

ONE of the following –

- CHOICE** Year 10 – Digital Solutions
- CHOICE** Year 10 – Material Solutions
- CHOICE** Year 10 – Intro. to Engineering
- CHOICE** Year 10 – VET Pathways

SUBJECT LENGTH

n/a

DESCRIPTION

Materials Solutions will see students 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

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Stage 2- Material Solutions

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TECHNOLOGY – STAGE 1 – INFORMATION PROCESSING & PUBLISHING

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CHOICE

Stage 1 – Information Processing & Publishing

FOLLOWS FROM

ONE of the following –

CHOICE

Year 10 – Digital Solutions

CHOICE

Year 10 – Material Solutions

CHOICE

Year 10 – Intro. to Engineering

CHOICE

Year 10 – VET Pathways

SUBJECT LENGTH

n/a

SACE CREDITS

n/a

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

n/a

RECOMMENDATION

n/a

NOTES

n/a

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TECHNOLOGY – SENIOR SECONDARY – VET

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CHOICE

Senior Secondary – Vocational Education & Training (VET)

Engineering Cert.1 – Automotive Certs.1 & 2 – Outdoor Construction Cert.1

FOLLOWS FROM

ONE of the following –

- [CHOICE](#) Year 10 – VET Pathways
- [CHOICE](#) Year 10 – Digital Solutions
- [CHOICE](#) Year 10 – Material Solutions
- [CHOICE](#) Year 10 – Intro. to Engineering

*We have no more specific information for this subject at this time.
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TECHNOLOGY – STAGE 2 – DIGITAL SOLUTIONS

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Stage 2 – Digital Solutions

Coding / Game Development / Electronics / Robotics



FOLLOWS FROM

CHOICE Stage 1 – Digital Solutions

SUBJECT LENGTH

n/a

SACE CREDITS

n/a

DESCRIPTION

Materials Solutions will see students choose from a variety of hands-on skills across a range of self-paced modules that may include:

- Advanced Technologies - CAD and 3D Printing
- Fusion 360- 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

Game Development - Online gaming

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

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TECHNOLOGY – STAGE 2 – MATERIAL SOLUTIONS

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Stage 2 – Material Solutions

Woodwork / Metalwork

FOLLOWS FROM



SUBJECT LENGTH

2 Semesters

DESCRIPTION

Materials Solutions will see students 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



TECHNOLOGY – STAGE 2 – INFORMATION PROCESSING & PUBLISHING

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Stage 2 – Information Processing & Publishing

FOLLOWS FROM

CHOICE

Stage 1 – Info. Processing & Publishing

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

n/a

PREREQUISITES

Stage 1 IPP desired, but not essential.
An interest in creative arts and/or technology would be an advantage.

NOTES

n/a

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