



PLAYFORD INTERNATIONAL COLLEGE

2023 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 2023 school year, selected by student late term 3, 2022.

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 2023 school year, or even no longer exist.

However all the relevant information about subjects and faculties in the 2023 school year is present.



2023 – CURRICULUM HOME PAGE

Home > 2023 - Curriculum Home Page

SHARE   



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.



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.

Edit

In 2023 we have 10 faculties offering 190 subjects.

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

Subject Selection for 2023 will occur during week 5 of term 3 as shown below.

Current year 9, 10 and 11 students –

Course counselling / Subject selection for 2023 will occur on separate days for each current year level during week 5 of term 3 on the dates shown below –

Year 11 – Monday 22 August 2022

Year 10 – Tuesday 23 August 2022

Year 9 – Wednesday 24 August 2022

For the year level involved on each of these separate days normal scheduled classes will NOT happen, however it is COMPULSORY for students to meet with a member of the course confirmation team on their scheduled day.

Current Year 7 and 8 students –

will complete their selections during care group time. Please ask your child for their selection receipt.

The Arts

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

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.

H P E

HEALTH AND PHYSICAL EDUCATION

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

Science

- Subjects as diverse as Wildlife Centre, Robotics and STEM Academy to Physics, Chemistry and Biology.

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
- **VET** = Vocational Education and Training

Like 0

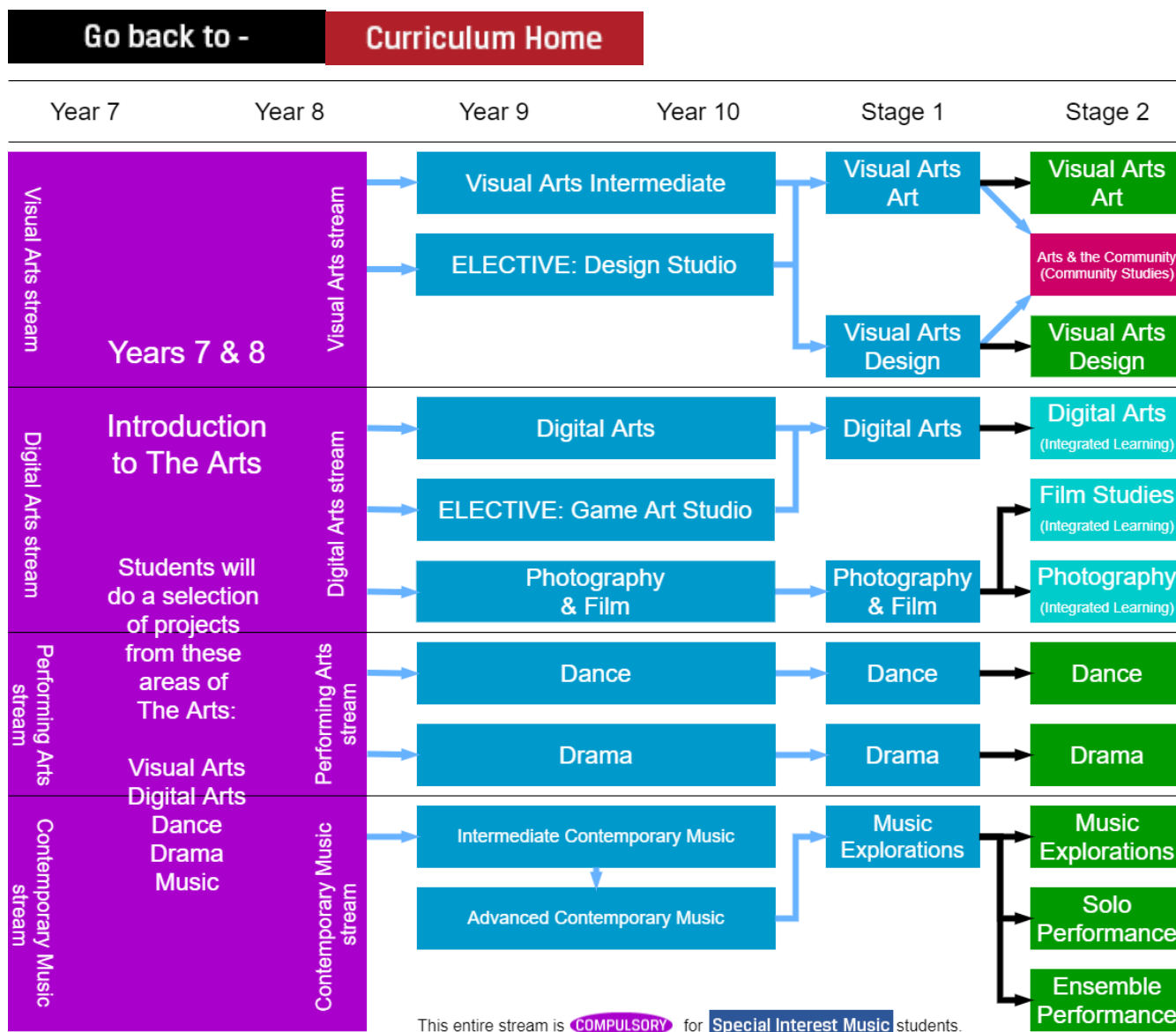


All Visual and Creative Arts, the Performing Arts (Dance and Drama) as well as Contemporary Music (as opposed to Special Interest Music).

Head of Arts – Haley McGill – Hayley.McGill714@schools.sa.edu.au

Co-ordinator of Music – Chip Diamond – Chip.Diamond149@schools.sa.edu.au

The subjects below are clickable



Go back to - Curriculum Home



THE ARTS – JUNIOR SECONDARY – INTRODUCTION TO THE ARTS

Home > The Arts - Junior Secondary - Introduction to the Arts

SHARE



Go back to -

Curriculum Home

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

CHOICE

Middle Secondary – Visual Arts Intermediate

CHOICE

Middle Secondary – Design Studio

CHOICE

Middle Secondary – Digital Arts

CHOICE

Middle Secondary – Game Art Studio

CHOICE

Middle Secondary – Photography & Film

CHOICE

Middle Secondary – Dance

CHOICE

Middle Secondary – Drama

CHOICE

Middle Secondary – Intermediate Contemporary Music

CHOICE

Middle Secondary – Advanced Contemporary Music

Go back to -

Curriculum Home

The Arts

Special Interest Music

Like 0



THE ARTS – MIDDLE SECONDARY – VISUAL ARTS INTERMEDIATE

Home > The Arts - Middle Secondary - Visual Arts Intermediate

SHARE   

Go back to -

Curriculum Home

The Arts

CHOICE

Middle Secondary – Visual Arts Intermediate

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

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – MIDDLE SECONDARY – DESIGN STUDIO

Home > The Arts - Middle Secondary - Design Studio

SHARE   

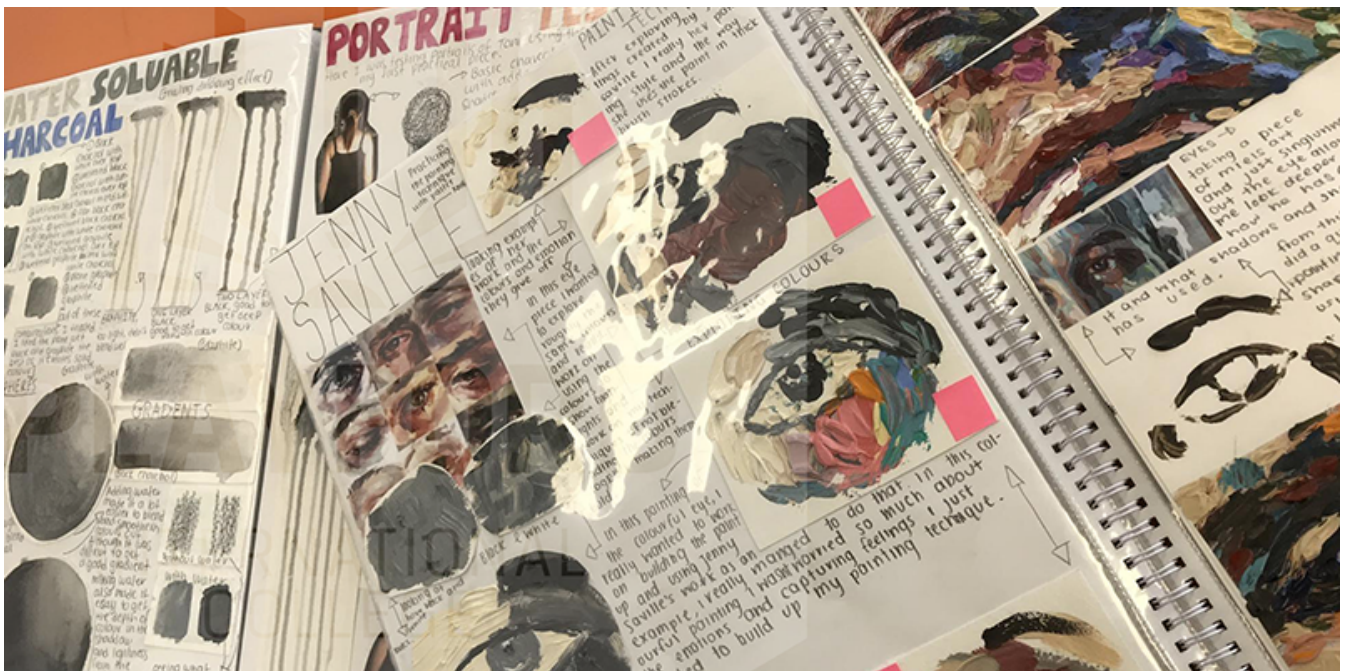
Go back to -

Curriculum Home

The Arts

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

Like 0



THE ARTS – MIDDLE SECONDARY – DIGITAL ARTS

Home > The Arts - Middle Secondary - Digital Arts

SHARE   

Go back to -

Curriculum Home

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

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – MIDDLE SECONDARY – GAME ART STUDIO

Home > The Arts - Middle Secondary - Game Art Studio

SHARE   

Go back to -

Curriculum Home

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.

Edit

LEADS TO

CHOICE

Stage 1 - Digital Arts

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – MIDDLE SECONDARY – PHOTOGRAPHY & FILM

Home > The Arts - Middle Secondary - Photography & Film

SHARE   

Go back to -

Curriculum Home

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

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – MIDDLE SECONDARY – DANCE

Home > The Arts - Middle Secondary - Dance

SHARE



Go back to -

Curriculum Home

The Arts

CHOICE

Middle Secondary – Dance

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

NOTES

Successful students are encouraged to move into SACE dance.

Edit

LEADS TO

CHOICE

Stage 1 – Dance

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – MIDDLE SECONDARY – DRAMA

Home > The Arts - Middle Secondary - Drama

SHARE   

Go back to -

Curriculum Home

The Arts

CHOICE

Middle Secondary – Drama

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 OWSH 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

Edit

LEADS TO

CHOICE

Stage 1 - Drama

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – MIDDLE SECONDARY – INTERMEDIATE CONTEMPORARY MUSIC

Home > The Arts - Middle Secondary - Intermediate Contemporary Music

SHARE



Go back to -

Curriculum Home

The Arts

CHOICE

Middle Secondary – Intermediate Contemporary Music

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

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

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – MIDDLE SECONDARY – ADVANCED CONTEMPORARY MUSIC

Home > The Arts - Middle Secondary - Advanced Contemporary Music

SHARE   

Go back to -

Curriculum Home

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)

Edit

LEADS TO

CHOICE

Stage 1 – Music Explorations

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – STAGE 1 – VISUAL ARTS – ART

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

SHARE   

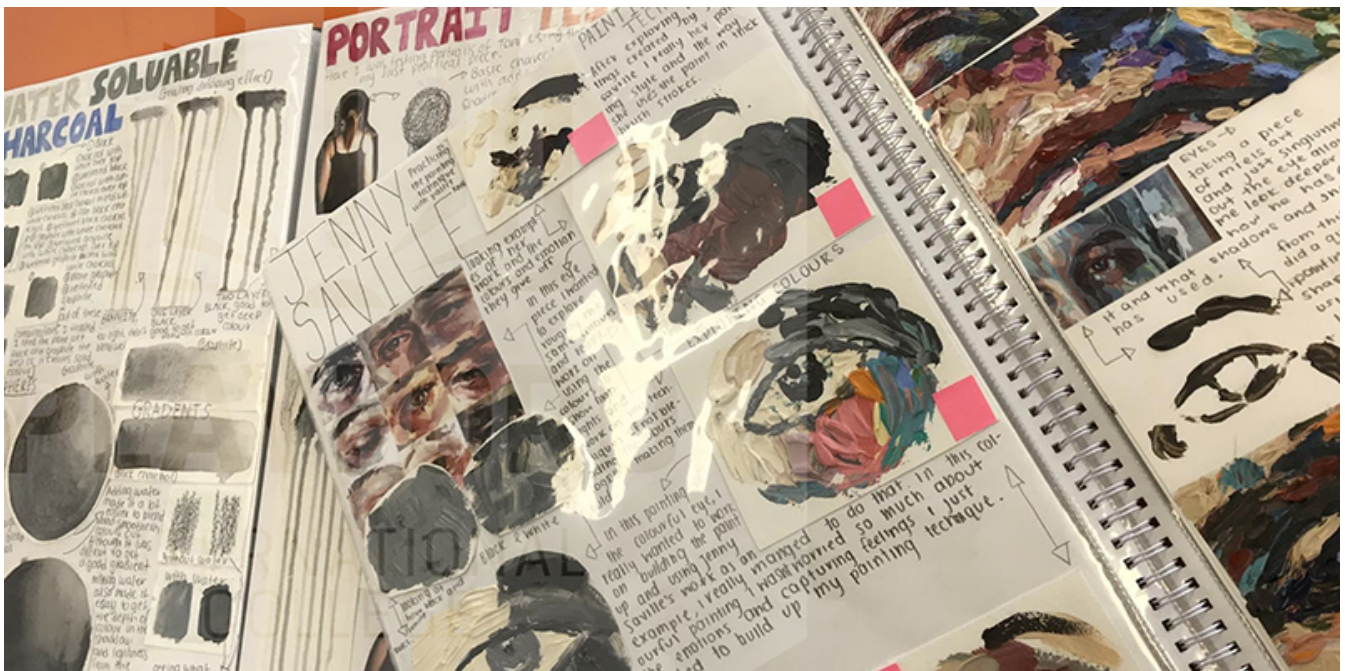
Go back to -

Curriculum Home

The Arts

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)*

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 1 – VISUAL ARTS – DESIGN

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

SHARE   

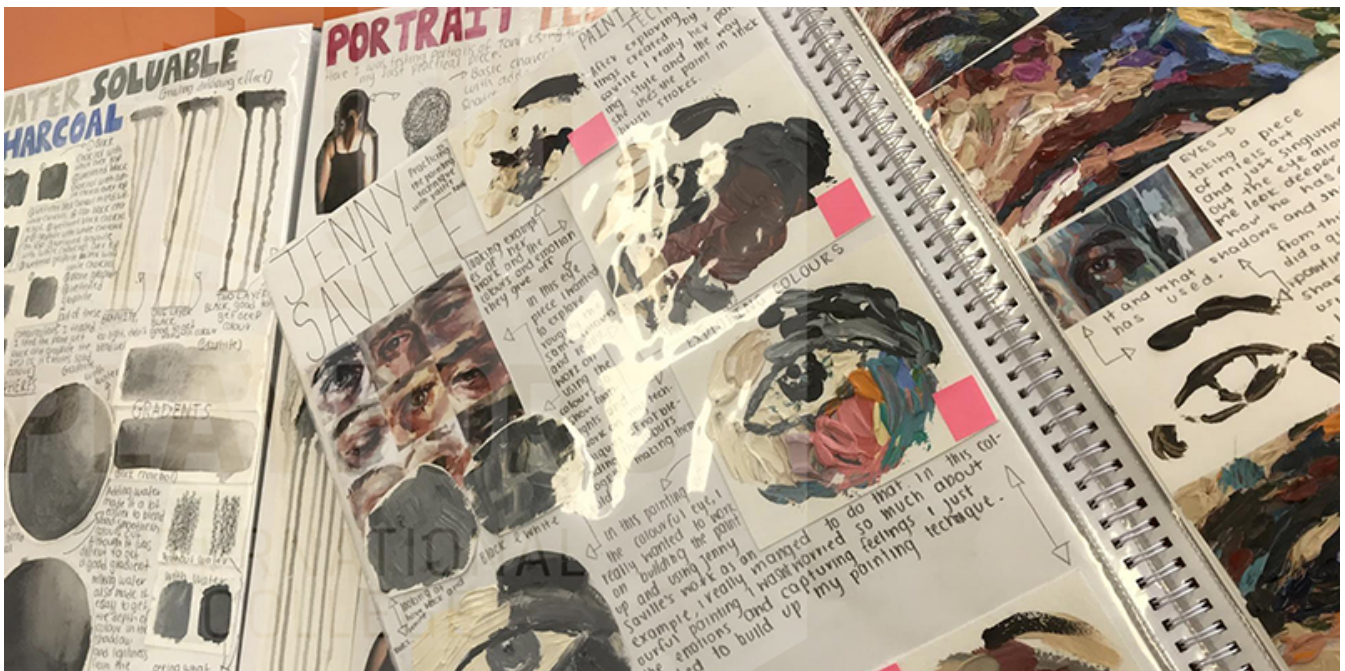
Go back to -

Curriculum Home

The Arts

CHOICE

Stage 1 – Visual Arts – Design



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)*

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 1 – DIGITAL ARTS

Home > The Arts - Stage 1 - Digital Arts

SHARE



Go back to -

Curriculum Home

The Arts

CHOICE

Stage 1 – Digital Arts

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



[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 1 – PHOTOGRAPHY & FILM

Home > The Arts - Stage 1 - Photography & Film

SHARE



Go back to -

Curriculum Home

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.

LEADS TO



Stage 2 – Film Studies



Stage 2 – Photography

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – STAGE 1 – DANCE

Home > The Arts - Stage 1 - Dance

SHARE



Go back to -

Curriculum Home

The Arts

CHOICE

Stage 1 – Dance

The Arts - 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

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 1 – DRAMA

Home > The Arts - Stage 1 - Drama

SHARE   

Go back to -

Curriculum Home

The Arts

CHOICE

Stage 1 – Drama

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 1 – MUSIC EXPLORATIONS

Home > The Arts - Stage 1 - Music Explorations

SHARE



Go back to -

Curriculum Home

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

ATAR *Stage 2 – Music Explorations (Contemporary Music)*

ATAR *Stage 2 – Solo Performance (Contemporary Music)*

ATAR *Stage 2 – Ensemble – Performance (Contemporary Music)*

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – STAGE 2 – VISUAL ARTS – ART

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

SHARE   

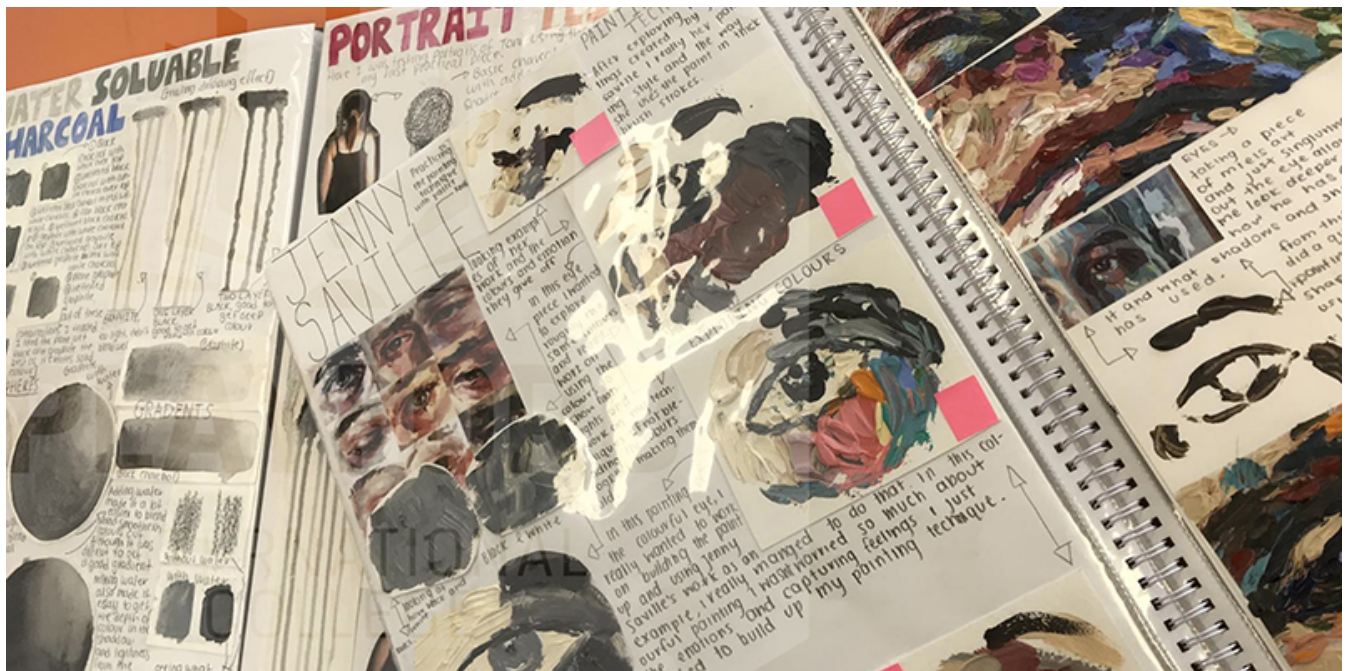
Go back to -

Curriculum Home

The Arts

ATAR

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.

Edit

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



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

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

SHARE   

Go back to -

Curriculum Home

The Arts

NO ATAR

Stage 2 – Arts and the Community (Community Studies)

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

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 2 – VISUAL ARTS – DESIGN

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

SHARE   

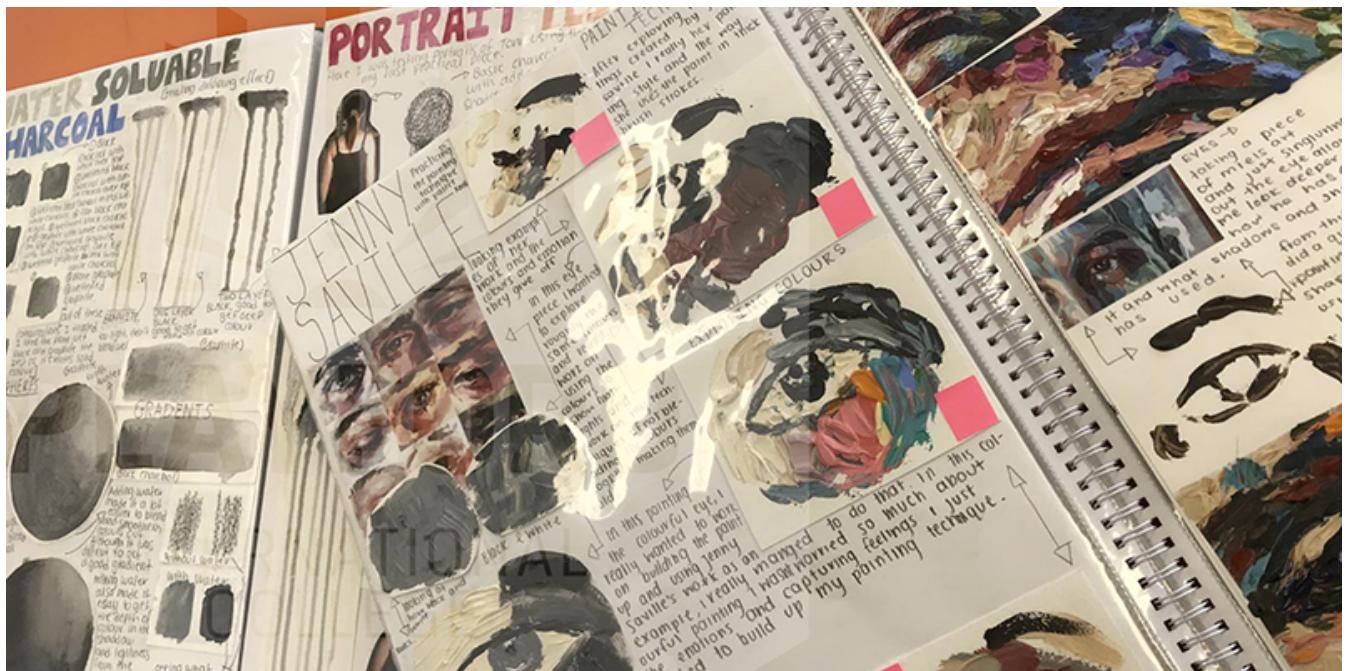
Go back to -

Curriculum Home

The Arts

ATAR

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

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 2 – DIGITAL ARTS

Home > The Arts - Stage 2 - Digital Arts

SHARE   

Go back to -

Curriculum Home

The Arts



Stage 2 – Digital Arts (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.

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – STAGE 2 – FILM STUDIES

Home > The Arts - Stage 2 - Film Studies

SHARE   

Go back to -

Curriculum Home

The Arts



Stage 2 – Film Studies (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

Edit

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – STAGE 2 – PHOTOGRAPHY

Home > The Arts - Stage 2 - Photography

SHARE   

Go back to -

Curriculum Home

The Arts



Stage 2 – Photography (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

Go back to -

Curriculum Home

The Arts

Like 0



THE ARTS – STAGE 2 – DANCE

Home > The Arts - Stage 2 - Dance

SHARE



Go back to -

Curriculum Home

The Arts

ATAR

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

Edit

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 2 – DRAMA

Home > The Arts - Stage 2 - Drama

SHARE   

Go back to -

Curriculum Home

The Arts

ATAR

Stage 2 – Drama

PREREQUISITE

CHOICE

Stage 1 – Drama

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

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

TOPICS

Students 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

Edit

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



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

Home > The Arts - Stage 2 - Music Explorations (Contemporary Music)

SHARE   

Go back to -

Curriculum Home

The Arts

ATAR

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

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 2 – SOLO PERFORMANCE

Home > The Arts - Stage 2 - Solo Performance

SHARE   

Go back to -

Curriculum Home

The Arts

ATAR

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

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 2 – ENSEMBLE PERFORMANCE

Home > The Arts - Stage 2 - Ensemble Performance

SHARE   

Go back to -

Curriculum Home

The Arts

ATAR

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](#)

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



2023 – ENGLISH

Home > 2023 - English

SHARE



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

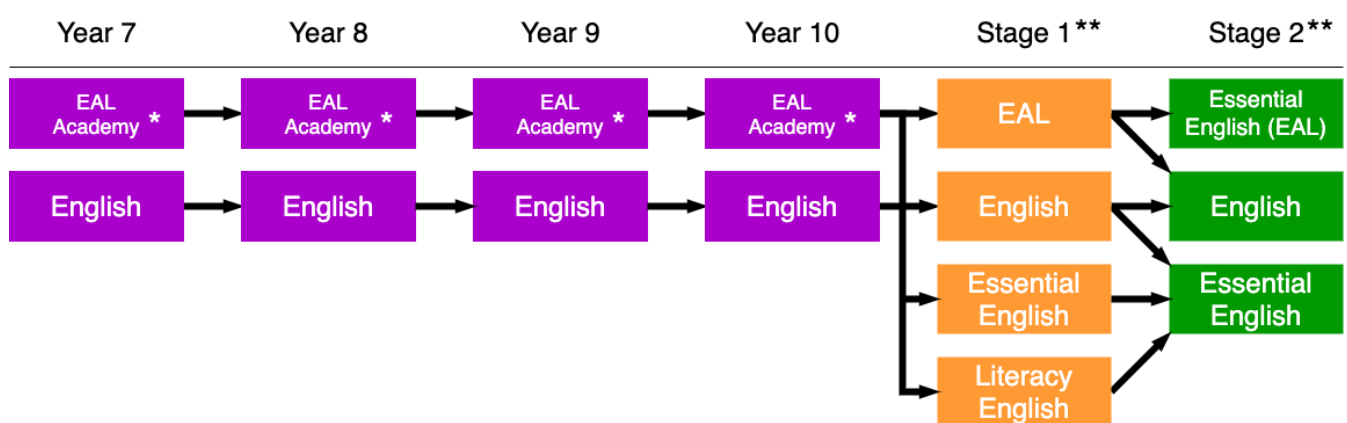
Head of English – Rose Hampel – Rose.Hampel63@schools.sa.edu.au

Head of English as an Additional Language (EAL) – Lisa Train – Lisa.Train866@schools.sa.edu.au

The subjects below are clickable

[Go back to -](#)

[Curriculum Home](#)



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

[Go back to -](#)

[Curriculum Home](#)

Like 0



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

Home > English - Year 7 - English as an Additional Language (EAL)

SHARE   

Go back to -

Curriculum Home

Communications

COMPULSORY

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 level

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

COMPULSORY Year 8 – EAL

[Go back to -](#)

[Curriculum Home](#)

[Communications](#)

Like 0



ENGLISH – YEAR 7 – ENGLISH

Home > English - Year 7 - English

SHARE   

Go back to -

Curriculum Home

English

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*

[Go back to -](#)

[Curriculum Home](#)

[English](#)

Like 0



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

Home > English - Year 8 - English as an Additional Language (EAL)

SHARE   

Go back to -

Curriculum Home

English

COMPULSORY

Year 8 – English as an Additional Language

FOLLOWS FROM

COMPULSORY Year 7 – 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 level

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

COMPULSORY *Year 9 – EAL*

[Go back to -](#)

[Curriculum Home](#)

[English](#)

Like 0



ENGLISH – YEAR 8 – ENGLISH

Home > English - Year 8 - English

SHARE   

Go back to -

Curriculum Home

English

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*

[Go back to -](#)

[Curriculum Home](#)

[English](#)

Like 0



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

Home > English - Year 9 - English as an Additional Language (EAL)

SHARE   

Go back to -

Curriculum Home

English

COMPULSORY

Year 9 – English as an Additional Language

FOLLOWS FROM

COMPULSORY Year 8 – 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 level

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

COMPULSORY *Year 10 – EAL*

[Go back to -](#)

[Curriculum Home](#)

[English](#)

Like 0



ENGLISH – YEAR 9 – ENGLISH

Home > English - Year 9 - English

SHARE   

Go back to -

Curriculum Home

English

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*

[Go back to -](#)

[Curriculum Home](#)

[English](#)

Like 0



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

Home > English - Year 10 - English as an Additional Language (EAL)

SHARE   

Go back to -

Curriculum Home

English

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 level

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*

[Go back to -](#)

[Curriculum Home](#)

[English](#)

Like 0



ENGLISH – YEAR 10 – ENGLISH

Home > English - Year 10 - English

SHARE   

Go back to -

Curriculum Home

English

COMPULSORY

Year 10 – English

FOLLOWS FROM

COMPULSORY *Year 9 – English*

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 –

 *Stage 1 – EAL*

 *Stage 1 – English*

 *Stage 1 – Essential English*

 *Stage 1 – Literacy English*

[Go back to -](#)

[Curriculum Home](#)

[English](#)

Like 0



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

Home > English - Stage 1 - English as an Additional Language (EAL)

SHARE   

Go back to -

Curriculum Home

English

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.

[Edit](#)

LEADS TO

ATAR

Stage 2 - Essential English (EAL)

ATAR

Stage 2 - English

[Go back to -](#)

[Curriculum Home](#)

[English](#)

Like 0



ENGLISH – STAGE 1 – ENGLISH

Home > English - Stage 1 - English

SHARE   

Go back to -

Curriculum Home

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.

[Edit](#)

LEADS TO

ATAR

Stage 2 - English

ATAR

Stage 2 - Essential English

[Go back to -](#)

[Curriculum Home](#)

[English](#)



ENGLISH – STAGE 1 – ESSENTIAL ENGLISH

Home > English - Stage 1 - Essential English

SHARE   

Go back to -

Curriculum Home

English

**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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[English](#)

Like 0



ENGLISH – STAGE 1 – LITERACY ENGLISH

Home > English - Stage 1 - Literacy English

SHARE   

Go back to -

Curriculum Home

English

COMPULSORY
CHOICE

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[English](#)

Like 0



ENGLISH – STAGE 2 – ESSENTIAL ENGLISH (EAL)

Home > English - Stage 2 - Essential English (EAL)

SHARE   

Go back to -

Curriculum Home

English



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.

Edit

Like 0



ENGLISH – STAGE 2 – ENGLISH

Home > English - Stage 2 - English

SHARE



Go back to -

Curriculum Home

English



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.

Edit

[Go back to -](#)

[Curriculum Home](#)

[English](#)



ENGLISH – STAGE 2 – ESSENTIAL ENGLISH

Home > English - Stage 2 - Essential English

SHARE   

Go back to -

Curriculum Home

English



Stage 2 – Essential English

FOLLOWS FROM

COMPULSORY CHOICE *Stage 1 – English*

COMPULSORY CHOICE *Stage 1 – Essential English*

COMPULSORY CHOICE *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.

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[English](#)

Like 0



2023 – FOOD & HOSPITALITY

Home > 2023 - Food & Hospitality

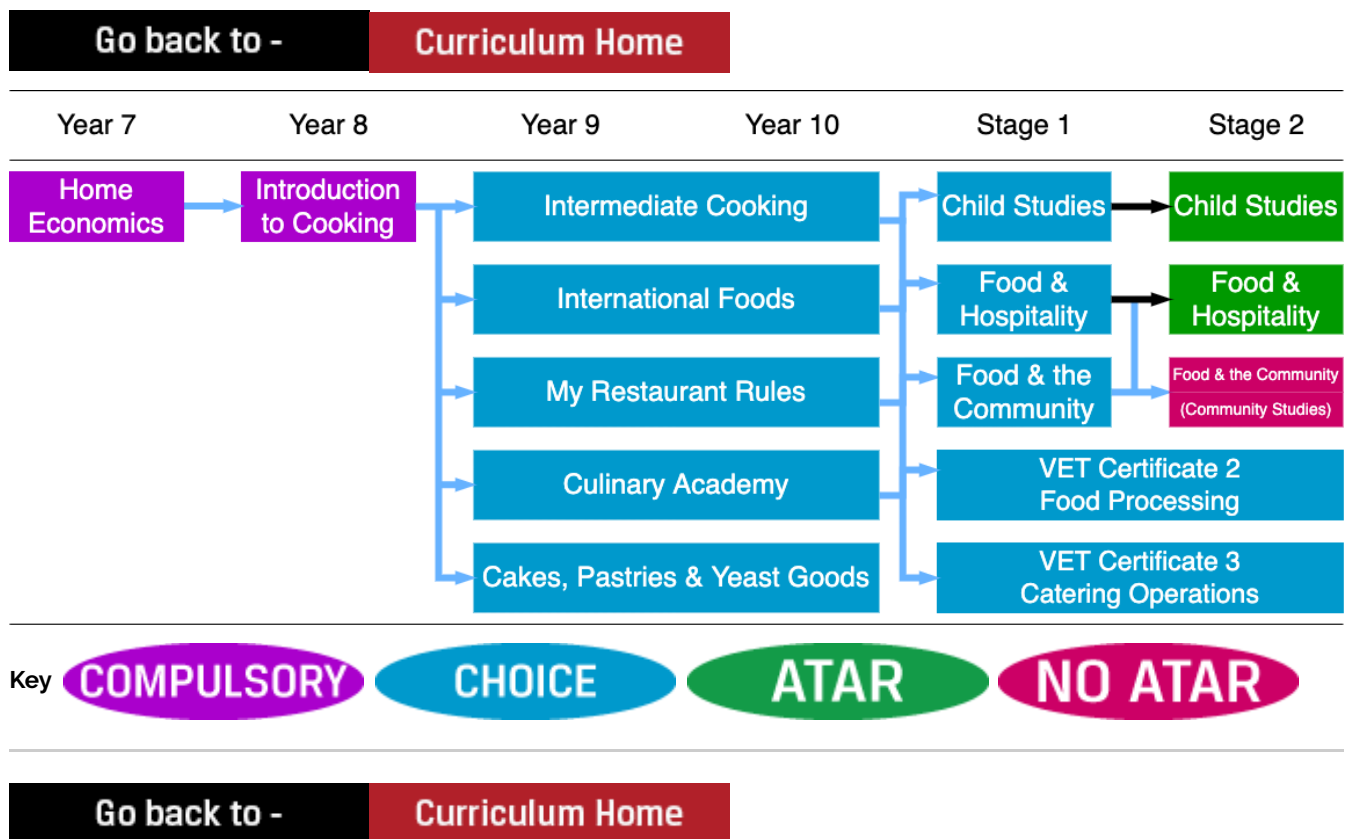
SHARE



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



Like 0



FOOD & HOSPITALITY – YEAR 7 – HOME ECONOMICS

Home > Food & Hospitality - Year 7 - Home Economics

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

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

Theory Books - 25%

Practical Ability - 25%

Research Task - 25%

Action Plan and Evaluation - 25%

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

n/a

Edit

LEADS TO

COMPULSORY *Year 8 – Introduction to Cooking*

[Go back to -](#)

[Curriculum Home](#)

[Food & Hospitality](#)

Like 0



FOOD & HOSPITALITY – YEAR 8 – INTRODUCTION TO COOKING

Home > Food & Hospitality - Year 8 - Introduction to Cooking

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

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

CHOICE

Middle Secondary – Intermediate Cooking

CHOICE

Middle Secondary – International Foods

CHOICE

Middle Secondary – My Restaurant Rules

CHOICE

Middle Secondary – Culinary Academy

CHOICE

Middle Secondary – Cakes, Pastries & Yeast Goods

Go back to -

Curriculum Home

Food & Hospitality

Like 0



FOOD & HOSPITALITY – MIDDLE SECONDARY – INTERMEDIATE COOKING

Home > Food & Hospitality - Middle Secondary - Intermediate Cooking

SHARE



Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Middle Secondary – Intermediate Cooking

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

Go back to -

Curriculum Home

Food & Hospitality

Like 0



FOOD & HOSPITALITY – MIDDLE SECONDARY – INTERNATIONAL FOODS

Home > Food & Hospitality - Middle Secondary - International Foods

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Middle Secondary – International Foods

FOLLOWS FROM

COMPULSORY Year 8 – Introduction to Cooking

SUBJECT LENGTH

1 Semester

DESCRIPTION

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

TOPICS

Topics may include:

Multicultural Fast Food

Asian Festivals

French Precision Cuts

Mediterranean Munchies

ASSESSMENT

- 60% Practical
 - 40% Theoretical
-

RECOMMENDATION

Students with a passion for cooking

Students looking to undertake Stage 1 & 2 Food and Hospitality in senior school

Students looking to undertake a VET pathway in food & hospitality

PREREQUISITES

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

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

Go back to -

Curriculum Home

Food & Hospitality

Like 0



FOOD & HOSPITALITY – MIDDLE SECONDARY – MY RESTAURANT RULES

Home > Food & Hospitality - Middle Secondary - My Restaurant Rules

SHARE



Go back to -

Curriculum Home

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

CHOICE

Senior – VET Cert.3 – Catering Operations

Go back to -

Curriculum Home

Food & Hospitality

Like 0



FOOD & HOSPITALITY – MIDDLE SECONDARY – CULINARY ACADEMY

Home > Food & Hospitality - Middle Secondary - Culinary Academy

SHARE



Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Middle Secondary – Culinary Academy

FOLLOWS FROM

COMPULSORY

Junior Secondary – Introduction to Cooking

SUBJECT LENGTH

1 Semester

DESCRIPTION

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

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

TOPICS

n/a

ASSESSMENT

Practical 80%

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

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

Theory 20%

Learning Folio - Students work through core content which reflects the VET Kitchen

Operations curriculum. This covers the following -

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

Signature Dish - Students prepare, produce and present a signature dish which includes the following - • 3 precision cuts

- 1 turned vegetable
- 2 methods of cookery
- 1 high risk ingredient

RECOMMENDATION

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

PREREQUISITES

n/a

NOTES

n/a

Edit

LEADS TO

CHOICE

Stage 1 – Child Studies

CHOICE

Stage 1 – Food & Hospitality

NO ATAR *Stage 1 – Food & the Community*

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

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

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

Like 0



FOOD & HOSPITALITY – MIDDLE SECONDARY – CAKES, PASTRIES & YEAST GOODS

SHARE   

Home > Food & Hospitality - Middle Secondary - Cakes, Pastries & Yeast Goods

Go back to -

Curriculum Home

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

Go back to -

Curriculum Home

Food & Hospitality



FOOD & HOSPITALITY – STAGE 1 – CHILD STUDIES

Home > Food & Hospitality - Stage 1 - Child Studies

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Stage 1 – Child Studies

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Food & Hospitality](#)

Like 0



FOOD & HOSPITALITY – STAGE 1 – FOOD & HOSPITALITY

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

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

CHOICE

Stage 1 – Food & Hospitality

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Food & Hospitality](#)

Like 0



FOOD & HOSPITALITY – STAGE 1 – FOOD & THE COMMUNITY

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

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

NO ATAR

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

[Go back to -](#)

[Curriculum Home](#)

[Food & Hospitality](#)

Like 0



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

SHARE   

Home > Food & Hospitality - Senior Secondary - Food Processing (VET Certificate 2)

Go back to -

Curriculum Home

Food & Hospitality

CHOICE

VET Certificate 2

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.

Like 0



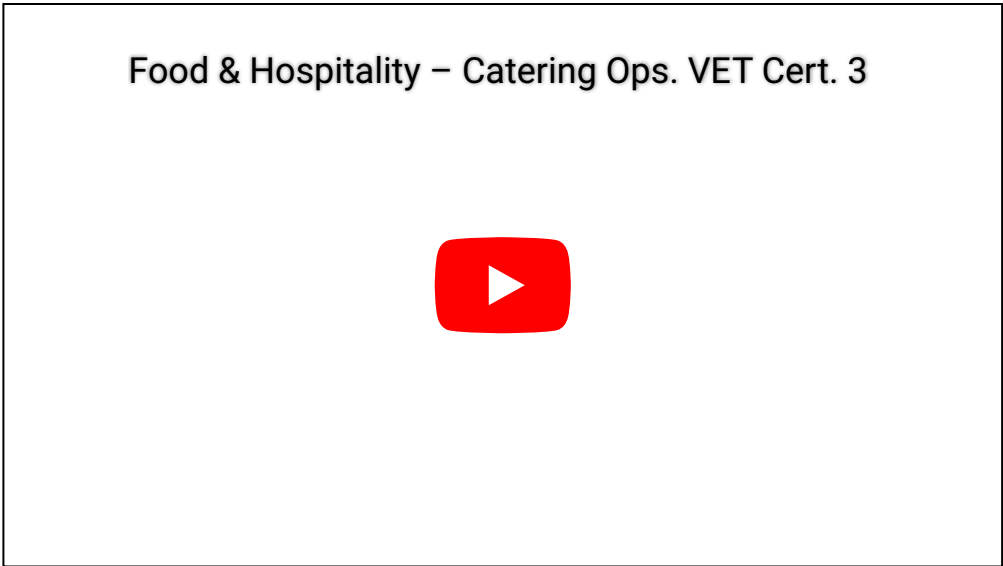
FOOD & HOSPITALITY – SENIOR SECONDARY – CATERING OPERATIONS (VET CERTIFICATE 3)

SHARE

Home > Food & Hospitality - Senior Secondary - Catering Operations (VET Certificate 3)

Go back to - Curriculum Home Food & Hospitality

CHOICE VET Certificate 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.

Edit

Go back to -

Curriculum Home

Food & Hospitality

Like 0



FOOD & HOSPITALITY – STAGE 2 – CHILD STUDIES

Home > Food & Hospitality - Stage 2 - Child Studies

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

ATAR

Stage 2 – Child Studies

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

Edit

[Go back to -](#)

[Curriculum Home](#)

[Food & Hospitality](#)

Like 0



FOOD & HOSPITALITY – STAGE 2 – FOOD & HOSPITALITY

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

SHARE   

Go back to -

Curriculum Home

Food & Hospitality

ATAR

Stage 2 – Food & Hospitality

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

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[Food & Hospitality](#)

Like 0



FOOD & HOSPITALITY – STAGE 2 – FOOD & THE COMMUNITY

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

SHARE



Go back to -

Curriculum Home

Food & Hospitality

NO ATAR

Stage 2 – Food & the Community

FOLLOWS FROM

ATAR

Stage 2 – Food & Hospitality

NO ATAR

Stage 2 – Food & the Community

SUBJECT LENGTH

2 Semesters

DESCRIPTION

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

TOPICS

Topics/activities covered may include -

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

ASSESSMENT

External task: Community Project; Planning Report & Reflection (1000 words) 30%

Folio: combination of both practical and theory tasks 70%

RECOMMENDATION

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

NOTES

This course does NOT contribute to an ATAR score, students need to be aware that choosing this subject omits the from being able to apply for university in year 12.

Edit

Go back to -

Curriculum Home

Food & Hospitality

Like 0



2023 – HUMANITIES & SOCIAL SCIENCES (HASS)

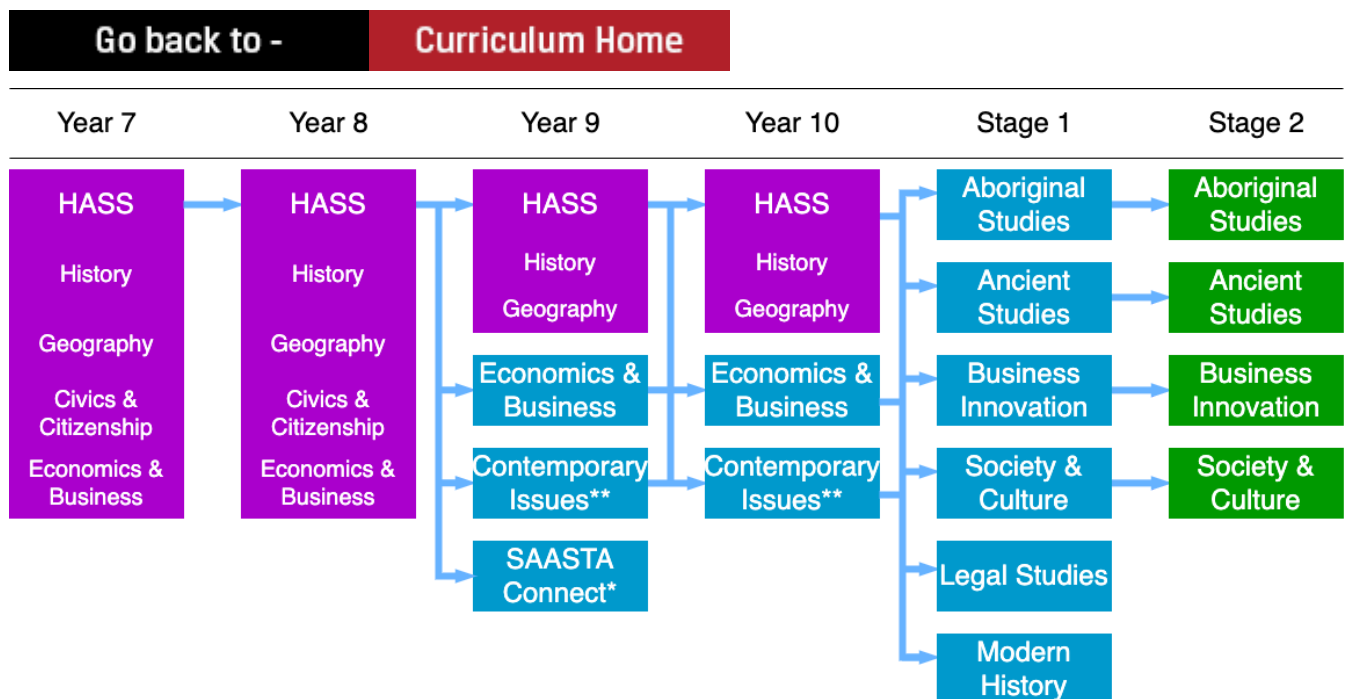
Home > 2023 - Humanities & Social Sciences (HASS)

SHARE

Varied subjects including Legal Studies, History, Aboriginal Studies, Geography and Economics & Business

Head of Humanities & Social Sciences – Elisa Resce – Elisa.Resce346@schools.sa.edu.au

The subjects below are clickable



* for Aboriginal & Torres straight islander students only - Semester 2 only - aligned to HASS achievement standards

** aligned to Civics & Citizenship achievement standards

Key

COMPULSORY

CHOICE

ATAR

Go back to -

Curriculum Home

Like 0



HASS – YEAR 7 – HUMANITIES & SOCIAL SCIENCES

Home > HASS - Year 7 - Humanities & Social Sciences

SHARE   

Go back to -

Curriculum Home

H A S S

COMPULSORY

Year 7 – Humanities & Social Sciences

SUBJECT LENGTH

2 Semesters

DESCRIPTION

HASS covers the Australian Curriculum subjects of History, Geography, Civics & Citizenship and Economics & Business.

In Year 7 History, students study the ancient past, learning how historians investigate and understand what happened even before photos, videos, and books. They look at ancient societies of the East and West, their social, political and economic systems, and how these have contributed to modern life today.

In Geography, students also learn about water as a natural resource, and investigate the 'livability' of different places (cities and communities) around the world.

In Civics & Citizenship, students learn about Australia's political systems and how our democracy works. They will also stay up to date with current events by watching BTN and exploring other news sources. In Economics & Business they will look at markets work, and how we are all consumers who purchase goods and services.

TOPICS

- History - Investigating the Ancient Past, Ancient Egypt, Ancient India
- Geography - Water in the World, Place and Liveability
- Civics and Citizenship - The Australian Government, separation of powers, our electoral system
- Economics and Business - markets, the production of goods and services, and how to sell to customers and consumers

ASSESSMENT

Class activities including bookwork, mapping, timelines, discussion

Assignments including source analysis, posters and projects.

RECOMMENDATION

n/a

NOTES

EALD students will only complete the first semester of HASS, and then go to an EALD class where HASS topics will be covered with an English language-learning focus.

Edit

LEADS TO

COMPULSORY *Year 8 – Humanities & Social Sciences*

Go back to -

Curriculum Home

H A S S

Like 0



HASS – YEAR 8 – HUMANITIES & SOCIAL SCIENCES

Home > HASS - Year 8 - Humanities & Social Sciences

SHARE   

Go back to -

Curriculum Home

H A S S

COMPULSORY

Year 8 – Humanities & Social Sciences

FOLLOWS FROM

COMPULSORY *Year 7 – Humanities & Social Sciences*

SUBJECT LENGTH

2 Semesters

DESCRIPTION

HASS covers the Australian Curriculum subjects of History, Geography, Civics & Citizenship and Economics & Business.

In Year 8 History, students focus on the middle ages (c.650-1750AD/CE). They look at invasions and expansions, and significant events such as the Black Plague, and how these changed societies and beliefs.

In Geography, students look at landforms and landscapes, and how nations have changed over time. In Civics & Citizenship they learn how different laws are made, and what it means to have an Australian identity. They also stay up to date with current events by watching BTN and exploring other news sources.

In Economics & Business, students continue to explore the ways markets work within Australia, and the rights, responsibilities and opportunities for businesses, consumers and governments.

TOPICS

- History - Vikings, Polynesian Expansion, The Black Death
- Geography - Landforms and Landscapes, Changing Nations
- Civics and Citizenship - The Australian Government, separation of powers, our electoral system
- Economics and Business - rights, responsibilities and opportunities for businesses, consumers and governments

ASSESSMENT

Class activities including bookwork, mapping, timelines, discussion.
Assignments including source analysis, posters, reports and projects.

RECOMMENDATION

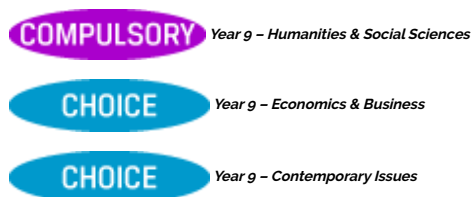
n/a

NOTES

EALD students will only complete the first semester of HASS, and then go to an EALD class where HASS topics will be covered with an English language-learning focus.

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – YEAR 9 – HUMANITIES & SOCIAL SCIENCES

Home > HASS - Year 9 - Humanities & Social Sciences

SHARE   

Go back to -

Curriculum Home

H A S S

COMPULSORY

Year 9 – Humanities & Social Sciences

FOLLOWS FROM

COMPULSORY *Year 8 – Humanities & Social Sciences*

SUBJECT LENGTH

1 Semester

DESCRIPTION

This HASS course covers the Australian Curriculum subjects of History and Geography. Students can select the other two HASS disciplines (Civics & Citizenship and Economics & Business) as an optional elective.

In Year 9 History, students look at the period between 1750 to 1918. They learn about the Industrial Revolution, colonisation, the movement of peoples, and World War 1.

In Geography, students explore biomes and food security, and understand global interconnections to do with environment and ecosystems, food production and more.

TOPICS

- History - Movement of Peoples, Australia, Asia and the world: China, The first World War.
- Geography - Biomes and Food Security, Geography of Interconnections.

ASSESSMENT

Class activities including bookwork, mapping, timelines, discussion
Assignments including source analysis, posters, reports and essays

RECOMMENDATION

n/a

NOTES

Where possible we try to give students experiences such as excursions and running group projects. We will always try to keep costs to a minimum.

Edit

LEADS TO

COMPULSORY *Year 10 – Humanities & Social Sciences*

CHOICE *Year 10 – Economics & Business*

CHOICE *Year 10 – Contemporary Issues*

[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – YEAR 9 – BUSINESS & ECONOMICS

Home > HASS - Year 9 - Business & Economics

SHARE   

Go back to -

Curriculum Home

H A S S

CHOICE

Year 9 – Economics & Business

FOLLOWS FROM

COMPULSORY Year 8 – Humanities & Social Sciences

SUBJECT LENGTH

1 Semester

SACE CREDITS

n/a

DESCRIPTION

This HASS course covers the Australian Curriculum subject of Economics & Business.

Students learn about the concept of 'the economy' and the different sectors - household, business, government, overseas and financial. They learn about how each sector interacts with each other, and how, in our global economy, events overseas can impact local markets, supply chains and prices.

For the business focus, students learn about the different types of businesses and what it's like to work in different settings, including rights and responsibilities. They learn how to manage financial risk both personally and when making business decisions.

TOPICS

- What is the Economy
- Managing Financial Risk
- Participants in the Changing Work Environment

ASSESSMENT

Class activities and assignments including case studies, comparison reports, infographics.

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

Where possible we try to give students experiences such as excursions and running group projects. We will always try to keep costs to a minimum.

[Edit](#)

LEADS TO

COMPULSORY *Year 10 – Humanities & Social Sciences*

CHOICE *Year 10 – Economics & Business*

CHOICE *Year 10 – Contemporary Issues*

[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – YEAR 9 – CONTEMPORARY ISSUES

Home > HASS - Year 9 - Contemporary Issues

SHARE   

Go back to -

Curriculum Home

H A S S

CHOICE

Year 9 – Contemporary Issues

FOLLOWS FROM

COMPULSORY Year 8 – Humanities & Social Sciences

SUBJECT LENGTH

1 Semester

DESCRIPTION

This HASS course is aligned with the Australian Curriculum subject of Civics & Citizenship.

This subject is an opportunity to understand Australian and global social issues, by keeping up to date with what is in the news. In order to understand these issues students will learn about our political and legal systems, and issues such as equality, the independence of the courts, and different systems of governance.

Students will learn about these issues through case studies and viewing sources such as BTN and other news sources. In doing this, students will gain media literacy and how to tell which sources are reliable.

TOPICS

- Australian court and political systems - how they work
- Media Literacy - which news sources are there?
- Case studies as per current issues

ASSESSMENT

Class activities and assignments including case studies, comparison reports, infographics

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

Where possible we try to give students experiences such as excursions and running group projects. We will always try to keep costs to a minimum.

[Edit](#)

LEADS TO

COMPULSORY *Year 10 – Humanities & Social Sciences*

CHOICE *Year 10 – Economics & Business*

CHOICE *Year 10 – Contemporary Issues*

[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – YEAR 9 – SAASTA CONNECT

Home > HASS - Year 9 - SAASTA connect

SHARE   

Go back to -

Curriculum Home

H A S S

CHOICE

for Aboriginal students ONLY

Year 9 – SAASTA connect

SUBJECT LENGTH

1 Semester

DESCRIPTION

SAASTA Connect is a curriculum-based program for Indigenous students in years 7, 8 and 9 that are aiming to do SAASTA in years 10, 11 and 12. We're also combining this with HASS, covering Australian Curriculum subjects of History, Geography, Civics and Citizenship, Economics and Business. Students will develop the skills and dispositions needed to be successful in the SAASTA Stage 1 and Stage 2 programs at senior level.

Students will cover the skills and topics from mainstream HASS, with extra focus on First Nations resources, voices and experiences. They will explore their own identity and culture, with support from the Aboriginal Education

TOPICS

- History: Making a Nation, including The Frontier Wars and consequences of colonisation for Aboriginal peoples
 - Geography: Biomes and food security and traditional food sources as they relate to Aboriginal and Torres Strait Islander communities.
 - Civics and Citizenship: Native Title and Early Activism
 - Economics and Business: Starting your own business with links to culture and traditional practices aiming to becoming young entrepreneurs
-

ASSESSMENT

Classroom activities including: discussion, quote wall, engagement with community, videos, class debate, mapping

Assignment activities including: historical perspective, reflection, research, comparative analysis, timeline, creative task, practical activity

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

This is an optional course for Aboriginal students in addition to compulsory HASS for one semester.

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – YEAR 10 – HUMANITIES & SOCIAL SCIENCES

Home > HASS - Year 10 - Humanities & Social Sciences

SHARE   

Go back to -

Curriculum Home

H A S S

COMPULSORY

Year 10 – Humanities & Social Sciences

FOLLOWS FROM

COMPULSORY *Year 9 – Humanities & Social Sciences*

CHOICE *Year 9 – Economics & Business*

CHOICE *Year 9 – Contemporary Issues*

SUBJECT LENGTH

1 Semester

DESCRIPTION

This HASS course covers the Australian Curriculum subjects of History and Geography. Students can select the other two HASS disciplines (Civics & Citizenship and Economics & Business) as an optional elective.

In Year 10 History, students look at events in the 20th Century, including World War 2, the struggles for civil rights in Australia and in other countries, and migration experiences. In Geography, students learn about environmental changes and management, and the modern environment activism movements fighting to save our climate and planet. They also explore the geographies of human wellbeing.

TOPICS

History:

- History - World War 2, Rights and Freedoms, Migration Experiences
- Geography - Environmental Change and Management, The Geographies of Human Wellbeing

ASSESSMENT

Class activities including bookwork, mapping, timelines, discussion.

Assignments including source analysis, oral presentations, reports and essays.

RECOMMENDATION

n/a

NOTES

Where possible we try to give students experiences such as excursions and running group projects. We will always try to keep costs to a minimum.

[Edit](#)

LEADS TO

CHOICE

Stage 1 – Aboriginal Studies

CHOICE

Stage 1 – Ancient Studies

CHOICE

Stage 1 – Business Innovation

CHOICE

Stage 1 – Legal Studies

CHOICE

Stage 1 – Modern History

CHOICE

Stage 1 – Society & Culture

[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – YEAR 10 – ECONOMICS & BUSINESS

Home > HASS - Year 10 - Economics & Business

SHARE   

Go back to -

Curriculum Home

H A S S

CHOICE

Year 10 – Economics & Business

FOLLOWS FROM

COMPULSORY *Year 9 – Humanities & Social Sciences*

CHOICE *Year 9 – Economics & Business*

CHOICE *Year 9 – Contemporary Issues*

SUBJECT LENGTH

1 Semester

DESCRIPTION

This HASS course covers the Australian Curriculum subject of Economics & Business.

Students learn about the Australian economy, and how this fares in comparison to other countries by measuring GDP and living conditions. They will learn about factors that impact the economy including politics, inflation and recession.

For the business focus, students look at how businesses gain a competitive advantage. They also look at the effect of management on business performance, and learn about the design process to innovate new business ideas.

TOPICS

- Measuring Economic Performance
- The Economy and Living Conditions
- Competition in the Marketplace
- Using the Design Process for Innovation

ASSESSMENT

Class activities and assignments including case studies, comparison reports, infographics, presentations.

RECOMMENDATION

n/a

NOTES

Where possible we try to give students experiences such as excursions and running group projects. We will always try to keep costs to a minimum.

[Edit](#)

LEADS TO

CHOICE

Stage 1 – Aboriginal Studies

CHOICE

Stage 1 – Ancient Studies

CHOICE

Stage 1 – Business Innovation

CHOICE

Stage 1 – Legal Studies

CHOICE

Stage 1 – Modern History

CHOICE

Stage 1 – Society & Culture

[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – YEAR 10 – CONTEMPORARY ISSUES

Home > HASS - Year 10 - Contemporary Issues

SHARE   

Go back to -

Curriculum Home

H A S S

CHOICE

Year 10 – Contemporary Issues

FOLLOWS FROM

COMPULSORY *Year 9 – Humanities & Social Sciences*

CHOICE *Year 9 – Economics & Business*

CHOICE *Year 9 – Contemporary Issues*

SUBJECT LENGTH

1 Semester

DESCRIPTION

This HASS course is aligned with the Australian Curriculum subject of Civics & Citizenship.

This subject is an opportunity to understand Australian and global social issues, by keeping up to date with what is in the news. In order to understand these issues students will learn about our political and legal systems, and issues such as equality, the independence of the courts, and different systems of governance.

Students will learn about these issues through case studies and viewing sources such as BTN and other news sources. In doing this, students will gain media literacy and how to tell which sources are reliable.

TOPICS

- Australian and global political systems - political parties and ideologies
- Media Literacy - how can we spot bias/perspective in the news?
- Case studies as per current issues

ASSESSMENT

Class activities and assignments including case studies, comparison reports, infographics.

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

Where possible we try to give students experiences such as excursions and running group projects. We will always try to keep costs to a minimum.

[Edit](#)

LEADS TO

CHOICE

Stage 1 – Aboriginal Studies

CHOICE

Stage 1 – Ancient Studies

CHOICE

Stage 1 – Business Innovation

CHOICE

Stage 1 – Legal Studies

CHOICE

Stage 1 – Modern History

CHOICE

Stage 1 – Society & Culture

[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – STAGE 1 – ABORIGINAL STUDIES

Home > HASS - Stage 1 - Aboriginal Studies

SHARE   

Go back to -

Curriculum Home

H A S S

CHOICE

Stage 1 – Aboriginal Studies

Global Studies - Aboriginal Studies



FOLLOWS FROM

COMPULSORY *Year 10 – Humanities & Social Sciences*

CHOICE *Year 10 – Economics & Business*

CHOICE *Year 10 – Contemporary Issues*

SUBJECT LENGTH

1 Semester

SACE CREDITS

10 Credits

DESCRIPTION

Aboriginal Studies is a HASS subject that covers history, geography and contemporary issues as they relate to Aboriginal cultures.

Students have the opportunity to:

- Learn from and with Aboriginal peoples (either in person or through Aboriginal sources)
- Learn about the diversity of Aboriginal nations, communities, identities and experiences
- Extend their understanding of Australian history, and how this relates to modern issues
- Experience a range of Aboriginal sources including art, music, film and television, business, land management, technology
- Gain skills in intercultural understanding, respectful communication, and engaging with / promoting social justice

The skills and community connections from Aboriginal Studies can be applied to many career paths.

TOPICS

- Community Experiences - what are modern issues concerning Aboriginal peoples?
- Community Enterprise - what are Aboriginal individuals, groups and organisations doing in the community, to make a difference?

For each modern issue, students are expected to learn about the history that has led to the present.

ASSESSMENT

- Assessment Type 1: Learning Journey (3 tasks)

Reports, brochures, reflections, articles reflecting on learning

- Assessment Type 2: Creative Presentation (1 task)

A movie/music clip, performance, artwork, short story, photographs with commentary

RECOMMENDATION

This subject is recommended to both Aboriginal and non-Aboriginal students.

PREREQUISITES

n/a

NOTES

Students who want to continue studying contemporary issues and Aboriginal perspectives in Stage 1 should select Society and Culture for the other semester.

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – STAGE 1 – ANCIENT STUDIES

Home > HASS - Stage 1 - Ancient Studies

SHARE



Go back to -

Curriculum Home

H A S S

CHOICE

Stage 1 – Ancient Studies



FOLLOWS FROM

COMPULSORY

Year 10 – Humanities & Social Sciences

CHOICE

Year 10 – Economics & Business

CHOICE

Year 10 – Contemporary Issues

SUBJECT LENGTH

1 Semester

SACE CREDITS

10 Credits

DESCRIPTION

Ancient Studies is a HASS subject that covers the history, literature, society and culture of ancient civilizations. The class will focus on at least 2 ancient civilizations which may include Asia-Australia, the Americas, Europe, Western Asia, and the classical civilizations of Greece and Rome.

Students will learn the skills of source analysis, and consider the environment, social, economic, religious, cultural and artistic/design aspects of societies. They will also explore the ideas and innovations from these civilizations that have influenced us today.

TOPICS

- Understanding Ancient History (compulsory)
 - Possible other topics - Art, architecture and technology; warfare and conquest; social structures, slavery, and everyday life; beliefs, rituals and mythology
-

ASSESSMENT

- Assessment Type 1: Skills and Applications (2-3 tasks)
Applying history skills to ideas, individuals, events etc of the ancient world
 - Assessment Type 2: Inquiry (1 task)
Investigating an aspect of an ancient society or culture
-

RECOMMENDATION

Students who want to continue studying history in Stage 1 should select Modern History for the other semester.

PREREQUISITES

n/a

NOTES

Where possible we try to give students experiences such as excursions and guest speakers. We will always try to keep costs to a minimum.

[Edit](#)

LEADS TO

Like 0



HASS – STAGE 1 – BUSINESS INNOVATION

Home > HASS - Stage 1 - Business Innovation

SHARE   

Go back to -

Curriculum Home

H A S S

CHOICE

Stage 1 – Business Innovation

Global Studies - Business Innovation



FOLLOWS FROM

COMPULSORY Year 10 – Humanities & Social Sciences

CHOICE Year 10 – Economics & Business

CHOICE Year 10 – Contemporary Issues

SUBJECT LENGTH

1 Semester

SACE CREDITS

10 Credits

DESCRIPTION

Business Innovation is a HASS subject where students begin to develop the knowledge, skills and understandings to engage in business in a variety of contexts. Students learn how to find and solve customer problems or needs through the Design Thinking Process. They also consider the opportunities and challenges of businesses, and how digital and emerging technologies can be used to enhance business models.

TOPICS

- Finding and solving customer problems
 - Financial awareness - making informed financial decision
 - Business information and communication - collecting, managing and analysing information to make business decisions
 - Global, local and digital connections
-

ASSESSMENT

Assessment Type 1: Business Skills (3 tasks)

- Developing a customer-focused Value Proposition
- Creating a 1 page Business Model Canvas
- Using the Business Model Canvas and Value Proposition to produce several Infographics

Assessment Type 2: Business Pitch and Evaluation (1 task)

Using the information they have gained from the Business Skills tasks, students will create and present a pitch to solve a customer problem. They will pitch this to a panel of potential customers, investors or stakeholders.

RECOMMENDATION

Students who have completed Year 10 Economics and Business will have an advantage in this subject.

PREREQUISITES

n/a

NOTES

Students will be expected to work in groups for some activities and assignments.

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)



HASS – STAGE 1 – SOCIETY AND CULTURE

Home > HASS - Stage 1 - Society and Culture

SHARE   

Go back to -

Curriculum Home

H A S S

CHOICE

Stage 1 – Society & Culture

FOLLOWS FROM

COMPULSORY Year 10 – Humanities & Social Sciences

CHOICE Year 10 – Economics & Business &

CHOICE Year 10 – Contemporary Issues

SUBJECT LENGTH

1 Semester

SACE CREDITS

10 Credits

DESCRIPTION

Society and Culture is a HASS subject where students explore current social movements and issues. They analyse how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.

Through this course, students develop skills, values and understanding that enable them to participate effectively in contemporary society and our democracy.

TOPICS

The topics of this course will reflect current social issues so change from year to year. The class will cover at least 1 topic each for Australian context, and global contexts. Examples of topics might include the media, prejudice and discrimination, peace and conflict, environmental activism, and work, wealth and status.

ASSESSMENT

Assessment Type 1: Source Analysis (1-2 tasks)

Assessment Type 2: Group Activity (1 task)

Assessment Type 3: Investigation (1 task)

RECOMMENDATION

Students who have completed Year 10 Contemporary Issues will have an advantage in this subject.

PREREQUISITES

n/a

NOTES

Students who want to continue studying contemporary social issues in Stage 1 should select Aboriginal Studies for the other semester.

Students will be required to work in groups for Assessment Type 2.

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – STAGE 1 – LEGAL STUDIES

Home > HASS - Stage 1 - Legal Studies

SHARE   

Go back to -

Curriculum Home

H A S S

CHOICE

Stage 1 – Legal Studies

FOLLOWS FROM

COMPULSORY *Year 10 – Humanities & Social Sciences*

CHOICE *Year 10 – Economics & Business*

CHOICE *Year 10 – Contemporary Issues*

SUBJECT LENGTH

1 Semester

SACE CREDITS

10 Credits

DESCRIPTION

Legal Studies is a HASS subject that explores law-making, dispute resolution and administration of justice. Students develop their understanding of civics and citizenship, investigate legal perspectives on contemporary issues in Australian society, and understand rights, responsibilities and values of individuals and groups in society

TOPICS

- Law and Society - how Australia's laws have developed from rules, customs, creeds, codes and customary law; how power and influence have determined how our laws were constructed
- Government - where the Australian legal system fits in with government in terms of Separation of Powers, the Federal structure, Australia's Constitutional Monarchy and general governance
- Law Making - the legislative process, the making of regulations, and the processes use by judges to develop case law, including the interpretation of statutes
- Crime, Law and Punishment - SA's criminal justice system, including key laws used in criminal justice, the nature of criminal offenses, the jury system and adversarial systems of justice

ASSESSMENT

- Assessment Type 1: Analytical Response (1-2 tasks)
Source Analysis, Case Studies or Written Responses
- Assessment Type 2: Inquiry (1 task)
1 major research task on contemporary legal issues, as a Written Report or Oral Presentation
- Assessment Type 3: Presentation (1 task)
A mock trial, multimodal presentation or debate

RECOMMENDATION

This subject requires strong literacy skills of reading, writing and interpreting difficult texts.

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 with literacy difficulties must be prepared to seek teacher and tutoring support.

Edit

[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – STAGE 1 – MODERN HISTORY

Home > HASS - Stage 1 - Modern History

SHARE   

Go back to -

Curriculum Home

H A S S

CHOICE

Stage 1 – Modern History

FOLLOWS FROM

COMPULSORY *Year 10 – Humanities & Social Sciences*

CHOICE *Year 10 – Economics & Business*

CHOICE *Year 10 – Contemporary Issues*

SUBJECT LENGTH

1 Semester

SACE CREDITS

10 Credits

DESCRIPTION

Modern History is a HASS subject where students explore the changes within the world since 1750. They examine developments and movements, the ideas that inspired them, and the short- and long-term impacts. Students analyse the way in which modern societies have been shaped by internal and external forces, and apply the skills of historical inquiry to examine sources / interpretations, and develop their own views and arguments.

TOPICS

This course will cover at least 2 of these possible topics:

- Social Movements
 - Revolutions
 - Imperialism
 - Decolonisation
 - Indigenous peoples
-

ASSESSMENT

- Assessment Type 1: Historical Skills (3 tasks)

Applying history skills to ideas, individuals, events etc of the modern world

- Assessment Type 2: Historical Study (1 task)

Creating an in-depth inquiry to explore, interpret and research a historical idea, event, person or group in depth

RECOMMENDATION

Where possible we try to give students experiences such as excursions and guest speakers. We will always try to keep costs to a minimum.

PREREQUISITES

n/a

NOTES

Students who want to continue studying history in Stage 1 should select Ancient History for the other semester.

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – STAGE 2 – ABORIGINAL STUDIES

Home > HASS - Stage 2 - Aboriginal Studies

SHARE   

Go back to -

Curriculum Home

H A S S

ATAR

Stage 2 – Aboriginal Studies

Global Studies - Aboriginal Studies



PREREQUISITE

CHOICE

Stage 1 – Aboriginal Studies

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Aboriginal Studies is a HASS subject that covers history, geography and contemporary issues as they relate to Aboriginal cultures.

Students have the opportunity to:

- Learn from and with Aboriginal peoples (either in person or through Aboriginal sources)
- Learn about the diversity of Aboriginal nations, communities, identities and experiences
- Extend their understanding of Australian history, and how this relates to modern issues
- Experience a range of Aboriginal sources including art, music, film and television, business, land management, technology
- Gain skills in intercultural understanding, respectful communication, and engaging with / promoting social justice

The skills and community connections from Aboriginal Studies can be applied to many career paths.

TOPICS

- Diversity and Identities - recognising there are many Aboriginal nations and within each, different personalities, experiences and perspectives
- Cultural Expressions - Aboriginal art, literature, film, music, performance, and language revival
- Contemporary Experiences - modern issues facing Aboriginal communities, and the ongoing resistance, resilience and survival of Aboriginal peoples

For each modern issue, students are expected to learn about the history that has led to the present.

ASSESSMENT

SCHOOL ASSESSMENT (70%)

Assessment Type 1: Learning Journey (3 tasks)

Assessment Type 2: Social Action (1 task)

EXTERNAL ASSESSMENT (30%)

Assessment Type 3: Acknowledgement (1 task)

RECOMMENDATION

This subject is recommended to both Aboriginal and non-Aboriginal students.

PREREQUISITES

n/a

NOTES

Students are expected to interact with others for their assessment task. This could mean working in groups, conducting interviews, or connecting with family members. Students can do this online using email if necessary.

Like 0



HASS – STAGE 2 – ANCIENT STUDIES

Home > HASS - Stage 2 - Ancient Studies

SHARE   

Go back to -

Curriculum Home

H A S S

ATAR

Stage 2 – Ancient Studies

PREREQUISITE

CHOICE

Stage 1 – Ancient Studies

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Ancient Studies is a HASS subject that covers the history, literature, society and culture of ancient civilizations, which may include Asia-Australia, the Americas, Europe, Western Asia, and the classical civilizations of Greece and Rome.

Students will learn the skills of source analysis, and consider the environment, social, economic, religious, cultural and artistic/design aspects of societies. They will also explore the ideas and innovations from these civilizations that have influenced us today.

Our modern societies have a long heritage based on civilisations of the past. Studying ancient cultures enables students to explore the universality, and diversity, of human experience, and helps students enhance their own cultural and intercultural understanding.

TOPICS

The class will cover at least 3 from this list of 7 topics:

Daily Life; Military Conflict; Political Power and Authority; Religion; Material Culture; Literature - prose, narrative or epic; Literature - drama and poetry

ASSESSMENT

SCHOOL ASSESSMENT (70%)

Assessment Type 1: Skills and Applications (4 tasks)

Assessment Type 2: Connections (2 tasks)

EXTERNAL ASSESSMENT (30%)

Assessment Type 3: Inquiry (1 task)

RECOMMENDATION

This is an exam subject, and requires strong literacy skills of reading, writing and interpreting difficult texts.

PREREQUISITES

n/a

NOTES

Students with literacy difficulties must have a strong work ethic and be prepared to seek teacher and tutoring support.

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – STAGE 2 – BUSINESS INNOVATION

Home > HASS - Stage 2 - Business Innovation

SHARE



Go back to -

Curriculum Home

H A S S

ATAR

Stage 2 – Business Innovation

Global Studies - Business Innovation



PREREQUISITE

CHOICE

Stage 1 – Business Innovation

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Business Innovation is a HASS subject where students explore how to design, sustain and transform business in the modern world, at a time when digital technologies, a volatile marketplace and complex global issues affect everyday business. Students engage with complex and dynamic real world issues, using Design Thinking and a human-centred approach to identify problems and find solutions.

TOPICS

- Designing business
- Sustaining business
- Transforming business

For each of these contexts, students will explore innovation, decision-making and project management, financial literacy, information management, and global, local and digital perspectives.

ASSESSMENT

SCHOOL ASSESSMENT (70%)

Assessment Type 1: Business Skills (3 tasks)

Assessment Type 2: Business Model (1 task)

EXTERNAL ASSESSMENT (30%)

Assessment Type 3: Business Plan and Pitch (1 task)

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

Students are expected to work in groups for some of the activities and assessments in this course. This requires consistent attendance and communication.

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



HASS – STAGE 2 – SOCIETY AND CULTURE

Home > HASS - Stage 2 - Society and Culture

SHARE   

Go back to -

Curriculum Home

H A S S



Stage 2 – Society & Culture

FOLLOWS FROM



SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Society and Culture is a HASS subject where students explore current social movements and issues. They analyse how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.

Through this course, students develop skills, values and understanding that enable them to participate effectively in contemporary society and our democracy.

TOPICS

This class will cover one topic from each of the following groups:

- Culture (Cultural Diversity, Youth Culture, Work and Leisure, or The Material World)
 - Contemporary Challenges (Social Ethics, Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples, Technological Revolutions, or People and the Environment)
 - Global Issues (Globalisation, A Question of Rights, People and Power)
-

ASSESSMENT

SCHOOL ASSESSMENT (70%)

Assessment Type 1: Folio (at least 3, one per topic)

Assessment Type 2: Interaction (2 tasks, one group and one oral presentation)

EXTERNAL ASSESSMENT (30%)

Assessment Type 3: Investigation

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

Students will be required to work in groups for Assessment Type 2. This requires regular attendance and consistent communication.

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[H A S S](#)

Like 0



2023 – LANGUAGES

Home > 2023 - Languages

SHARE



All Languages other than English

Head of Languages – Imtiazali Bughio – Imtiazali.Bughio470@schools.sa.edu.au

EAL (English as an additional language) is part of the

English

faculty

The subjects below are clickable

Go back to -

Curriculum Home

Year 7

Year 8

Year 9

Year 10

Stage 1

Stage 2

Chinese

Chinese

Chinese

Chinese

Cultural
Studies

French

French

French

French

Japanese

Japanese

Japanese

Japanese

Key

COMPULSORY
CHOICE

CHOICE

EAL (English as an additional language) is part of the

English

faculty

Go back to -

Curriculum Home

Like 0



LANGUAGES – YEAR 7 – CHINESE

Home > Languages - Year 7 - Chinese

SHARE   

Go back to -

Curriculum Home

Languages

COMPULSORY
CHOICE

Year 7 – Chinese

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students are introduced to the study of Chinese through the development of:

- Their ability to communicate in Chinese using Pinyin and the Chinese script.
- Knowledge and understanding of Chinese culture and society.
- Capability to switch between Chinese and English and to make comparisons.
- Language learning skills.

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

Topics studied include:

- Introduction to China, the country/language/writing
 - Numbers and Greetings
 - Names and Nationality
 - Family and Pets
 - Celebrations and Food
 - Projects and language games
-

ASSESSMENT

Formative assessment is ongoing.

Summative assessment is based on a variety of tasks and is guided by the requirements of the Australian Curriculum.

RECOMMENDATION

Any Junior Secondary Student is welcome to join this class.

PREREQUISITE

none

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.

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Languages](#)

Like 0



LANGUAGES – YEAR 7 – FRENCH

Home > Languages - Year 7 - French

SHARE



Go back to -

Curriculum Home

Languages

**COMPULSORY
CHOICE**

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, the people and the other countries that speak French. There will be emphasis on learning the basics of the language – greetings, self introduction, etc.

TOPICS

- Greetings
- Self-introduction/Identity
- Numbers
- Family
- Prepositions
- Shopping
- Other countries that speak French
- Grammar & sentence structure
- Understanding French culture

ASSESSMENT

- Oral assessments
 - Audio comprehensions
 - Written tasks
-

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Languages](#)

Like 0



LANGUAGES – YEAR 7 – JAPANESE

Home > Languages - Year 7 - Japanese

SHARE   

Go back to -

Curriculum Home

Languages

**COMPULSORY
CHOICE**

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 classroom communication, games, songs, online media and role plays. In class, you will be encouraged to speak in Japanese, collaborate with others, and participate in an inquiry project.

TOPICS

- Greetings
- Numbers
- Hiragana
- Self introductions
- Likes and dislikes
- Friends and family
- Pets

ASSESSMENT

- Reading and writing in hiragana
 - Participating in classroom communication
 - Presenting a self-introduction
 - Listening for information about friends and family
 - Writing about a pet
-

RECOMMENDATION

Students who choose to study Japanese in Year 7 will continue their study in Year 8.

PREREQUISITE

No prior language knowledge is necessary.

NOTES

n/a

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Languages](#)

Like 0



LANGUAGES – YEAR 8 – CHINESE

Home > Languages - Year 8 - Chinese

SHARE



Go back to -

Curriculum Home

Languages

**COMPULSORY
CHOICE**

Year 8 – Chinese

PREREQUISITE

**COMPULSORY
CHOICE**

Year 7 – Chinese

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students are introduced to the study of Chinese through the development of:

- Their ability to communicate in Chinese using Pinyin and the Chinese script.
- Knowledge and understanding of Chinese culture and society.
- Capability to switch between Chinese and English and to make comparisons.
- Language learning skills.

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

Topics studied include:

- Introduction to China, the country/language/writing
 - Numbers and Greetings
 - Names and Nationality
 - Family and Pets
 - Celebrations and Food
 - Projects and language games
-

ASSESSMENT

Formative assessment is ongoing.

Summative assessment is based on a variety of tasks and is guided by the requirements of the Australian Curriculum.

RECOMMENDATION

Any Junior Secondary Student is welcome to join this class.

PREREQUISITE

none

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.

[Edit](#)

LEADS TO

CHOICE

Year 9 – Chinese

Go back to -

Curriculum Home

Languages

Like 0



LANGUAGES – YEAR 8 – FRENCH

Home > Languages - Year 8 - French

SHARE   

Go back to -

Curriculum Home

Languages

**COMPULSORY
CHOICE**

Year 8 – French

PREREQUISITE

**COMPULSORY
CHOICE**

Year 7 – French

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students will study the French language, at beginner's level in semester 1. They will continue to be exposed to the culture of France and continue to expand their vocabulary and their ability to create more complex sentences.

TOPICS

Re-bonjour (revising things learned last year – numbers, greetings, etc.)

School life in France

Telling time

My dream home

Weather

Sentence structure - creating complex sentences, using conjunctions and adjectives

Understanding French culture

ASSESSMENT

Oral assessments

Audio comprehensions

Written tasks

RECOMMENDATION

Any Junior Secondary student is welcome to join this class, however, this course will continue from Year 7 French, students wanting to enroll in this from another language will need catch up in their own time. Students cannot enroll in both semesters.

PREREQUISITE

Any Junior Secondary student is welcome to join this class, however, this course will continue from Year 7 French, students wanting to enroll in this from another language will need catch up in their own time. Students cannot enroll in both semesters.

NOTES

n/a

Edit

LEADS TO

CHOICE

Year 9 – French

[Go back to -](#)

[Curriculum Home](#)

[Languages](#)

Like 0



LANGUAGES – YEAR 8 – JAPANESE

Home > Languages - Year 8 - Japanese

SHARE   

Go back to -

Curriculum Home

Languages

**COMPULSORY
CHOICE**

Year 8 – Japanese

PREREQUISITE

**COMPULSORY
CHOICE**

Year 7 – Japanese

SUBJECT LENGTH

1 Semester

DESCRIPTION

This course builds on Japanese language skills learned in Year 7. 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 classroom communication, games, songs, online media and role plays. In class, you will be encouraged to speak in Japanese, collaborate with others, and participate in an inquiry project.

TOPICS

- My town
- My hobbies
- Japanese food
- Japanese mascots

ASSESSMENT

- Presenting information about where you live
 - Asking and answering about your hobbies
 - Reading and writing a menu
 - Presenting a dialogue at a cafe
 - Creating and describing a personal mascot
-

RECOMMENDATION

Students who have studied Japanese in Year 7 are recommended to continue their study into Year 8.

PREREQUISITE

Recognition of most hiragana is expected.

NOTES

n/a

Edit

LEADS TO

CHOICE

Year 9 – Japanese

[Go back to -](#)

[Curriculum Home](#)

[Languages](#)

Like 0



LANGUAGES – YEAR 9 – CHINESE

Home > Languages - Year 9 - Chinese

SHARE   

Go back to -

Curriculum Home

Languages

CHOICE

Year 9 – Chinese

FOLLOWS FROM



SUBJECT LENGTH

1 Semester

DESCRIPTION

Students are introduced to the study of Chinese through the development of:

- Their ability to communicate in Chinese using Pinyin and the Chinese script.
- Knowledge and understanding of Chinese culture and society.
- Capability to switch between Chinese and English and to make comparisons.
- Language learning skills.

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

Topics studied include:

- Introductions
- Self and Family
- School life
- Time and Weather
- Likes and dislikes
- Shopping
- Customs and Legends
- Projects and language games

ASSESSMENT

Formative assessment is ongoing.

Summative assessment is based on a variety of tasks and is guided by the requirements of the Australian Curriculum.

RECOMMENDATION

n/a

PREREQUISITE

This subject is suitable for who have limited or no pre-knowledge of Chinese.

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.

[Edit](#)

LEADS TO

CHOICE

Year 10 – Chinese

[Go back to -](#)

[Curriculum Home](#)

[Languages](#)

Like 0



LANGUAGES – YEAR 9 – FRENCH

Home > Languages - Year 9 - French

SHARE   

Go back to -

Curriculum Home

Languages

CHOICE

Year 9 – French

PREREQUISITE



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

Edit

LEADS TO

CHOICE

Year 10 – French

Go back to -

Curriculum Home

Languages

Like 0



LANGUAGES – YEAR 9 – JAPANESE

Home > Languages - Year 9 - Japanese

SHARE   

Go back to -

Curriculum Home

Languages

CHOICE

Year 9 – Japanese

PREREQUISITE

COMPULSORY
CHOICE

Year 8 – Japanese

SUBJECT LENGTH

2 Semesters

DESCRIPTION

This course builds on Japanese language skills learned in Year 8. You will practice all four communication skills: reading, writing, listening and speaking. You will be introduced to a new script: katakana, lots of new vocabulary and a range of grammar structures to allow you to communicate with increasing clarity and detail. Aspects of environment, lifestyle and social practices associated with Japanese culture will be explored, discussed and compared with Australian lifestyles. You will learn with a variety of resources, including books, audio recordings, songs, flashcards, online resources, advertisements, language games and films. This course also includes an excursion to Adelaide Himeji Gardens.

TOPICS

- School Life
 - Daily Routines
 - School Trip
 - Seasons, Weather and Fashion
-

ASSESSMENT

- Presenting information about your school life
- Creating a photo or video diary of your daily routines
- Discussing a school excursion
- Listening to the weather forecast
- Writing a magazine article about Japanese fashion

RECOMMENDATION

The ability to read and write in hiragana (or a willingness to learn this independently).

NOTES

n/a

[Edit](#)

LEADS TO

CHOICE

Year 10 – Japanese

[Go back to -](#)

[Curriculum Home](#)

[Languages](#)

Like 0



LANGUAGES – YEAR 10 – CHINESE

Home > Languages - Year 10 - Chinese

SHARE



Go back to -

Curriculum Home

Languages

CHOICE

Year 10 – Chinese

FOLLOWS FROM

CHOICE

Year 9 – Chinese

SUBJECT LENGTH

1 Semester

DESCRIPTION

Students are introduced to the study of Chinese through the development of:

- Their ability to communicate in Chinese using Pinyin and the Chinese script.
- Knowledge and understanding of Chinese culture and society.
- Capability to switch between Chinese and English and to make comparisons.
- Language learning skills.

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

Topics studied include:

- Introductions
 - Self and Family
 - School life
 - Time and Weather
 - Likes and dislikes
 - Shopping
 - Customs and Legends
 - Projects and language games
-

ASSESSMENT

Formative assessment is ongoing.

Summative assessment is based on a variety of tasks and is guided by the requirements of the Australian Curriculum.

RECOMMENDATION

n/a

PREREQUISITE

This subject is suitable for who have limited or no pre-knowledge of Chinese.

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.

[Edit](#)

LEADS TO

CHOICE

Stage 1 – Cultural Studies

[Go back to -](#)

[Curriculum Home](#)

[Languages](#)

Like 0



LANGUAGES – YEAR 10 – FRENCH

Home > Languages - Year 10 - French

SHARE   

Go back to -

Curriculum Home

Languages

CHOICE

Year 10 – French

PREREQUISITE

CHOICE

Year 9 – 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

[Edit](#)

LEADS TO

CHOICE

Stage 1 – Cultural Studies

[Go back to -](#)

[Curriculum Home](#)

[Languages](#)

Like 0



LANGUAGES – YEAR 10 – JAPANESE

Home > Languages - Year 10 - Japanese

SHARE   

Go back to -

Curriculum Home

Languages

CHOICE

Year 10 – Japanese

PREREQUISITE

CHOICE

Year 9 – Japanese

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.

Edit

LEADS TO

CHOICE

Stage 1 – Cultural Studies

Go back to -

Curriculum Home

Languages

Like 0



LANGUAGES – STAGE 1 – CULTURAL STUDIES

Home > Languages - Stage 1 - Cultural Studies

SHARE   

Go back to -

Curriculum Home

Languages

CHOICE

Stage 1 – Cultural Studies

FOLLOWS FROM

CHOICE

Year 10 – Chinese

CHOICE

Year 10 – French

CHOICE

Year 10 – Japanese

SUBJECT LENGTH

XXXXXXXXXX

SACE CREDITS

XXXXXXXXXX

DESCRIPTION

XXXXXXXXXX

TOPICS

XXXXXXXXXX

ASSESSMENT

XXXXXXXXXX

RECOMMENDATION

XXXXXXXXXX

PREREQUISITES

XXXXXXXXXX

NOTES

XXXXXXXXXX

Edit

Go back to -

Curriculum Home

Languages

Like 0



2023 – MATHEMATICS

Home > 2023 - 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

[Go back to -](#)

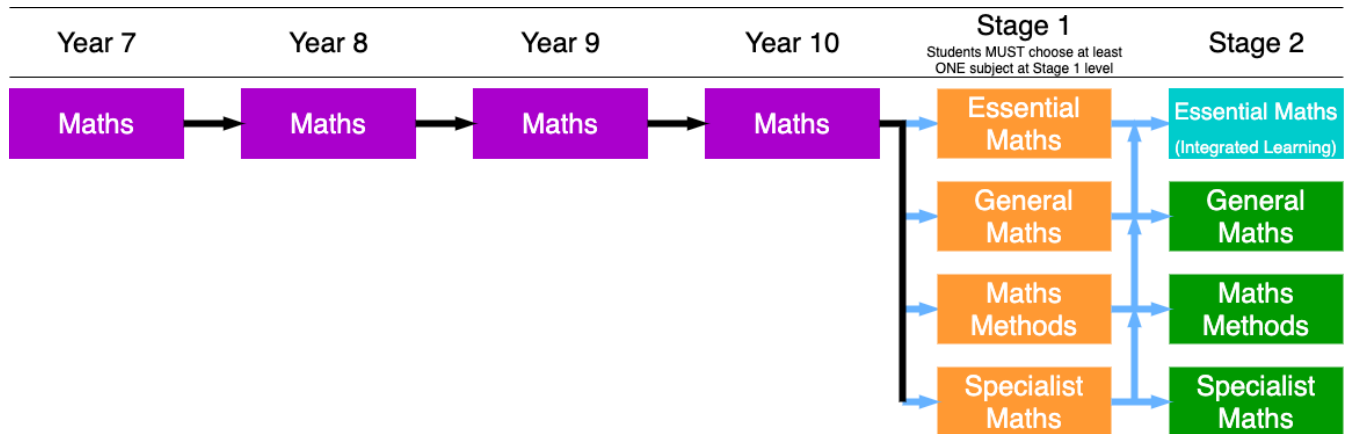
[Curriculum Home](#)

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).



[Go back to -](#)

[Curriculum Home](#)

Like 0



MATHS – YEAR 7 – MATHS

Home > Maths - Year 7 - Maths

SHARE   

Go back to -

Curriculum Home

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*

Go back to -

Curriculum Home

Maths

Like 0



MATHS – YEAR 8 – MATHS

Home > Maths - Year 8 - Maths

SHARE   

Go back to -

Curriculum Home

Maths

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 - Measurement

Term 3 - Real Number & Patterns and Algebra

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.

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Maths](#)

Like 0



MATHS – YEAR 9 – MATHS

Home > Maths - Year 9 - Maths

SHARE   

Go back to -

Curriculum Home

Maths

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.

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Maths](#)

Like 0



MATHS – YEAR 10 – MATHS

Home > Maths - Year 10 - Maths

SHARE   

Go back to -

Curriculum Home

Maths

COMPULSORY

Year 10 – Maths

FOLLOWS FROM

COMPULSORY *Year 9 – Maths*

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 - Financial Mathematics

Term 2 - Statistics

Term 3 - Algebra and Linear Relationships

Term 4 - Measurement

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.

Edit

LEADS TO

-  *Stage 1 – Essential Maths*
 -  *Stage 1 – Maths*
 -  *Stage 1 – Maths Methods*
 -  *Stage 1 – Specialist Maths*
-

Go back to -

Curriculum Home

Maths

Like 0



MATHS – STAGE 1 – ESSENTIAL MATHS

Home > Maths - Stage 1 - Essential Maths

SHARE   

Go back to -

Curriculum Home

Maths

**COMPULSORY
CHOICE**

Stage 1 – Essential Maths

FOLLOWS FROM

COMPULSORY *Year 10 – Maths*

Maths Pathway - Level 5 or higher

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

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

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

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

TOPICS

Semester 1 - Financial Mathematics

Semester 2 - Measurement and Statistics

ASSESSMENT

3 Skills and Application Tasks and one Folio (per semester)

RECOMMENDATION

Recommended for any students who need to develop key numeracy skills for everyday life.

NOTES

Laptop is needed for every lesson.

Edit

LEADS TO



Go back to -

Curriculum Home

Maths

Like 0



MATHS – STAGE 1 – GENERAL MATHS

Home > Maths - Stage 1 - General Maths

SHARE   

Go back to -

Curriculum Home

Maths

COMPULSORY
CHOICE

Stage 1 – General Maths

FOLLOWS FROM

COMPULSORY *Year 10 – Maths*

Maths Pathway - Level 7 or higher

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

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

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

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

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

Laptop is needed for every lesson.

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Maths](#)

Like 0



MATHS – STAGE 1 – MATHS METHODS

Home > Maths - Stage 1 - Maths Methods

SHARE   

Go back to -

Curriculum Home

Maths

COMPULSORY
CHOICE

Stage 1 – Maths Methods

FOLLOWS FROM

COMPULSORY *Year 10 – Maths*

Maths Pathway - Level 9 or higher

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.

Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

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

Successful completion of a full year of Stage 1 Mathematical Methods will lead to Stage 2 Mathematical Methods.

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

Graphics Calculator (CASIO COLOUR GRAPHICS CALCULATOR - fx-CG50 AU \$259)

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

[Edit](#)

LEADS TO



Go back to -

Curriculum Home

Maths

Like 0



MATHS – STAGE 1 – SPECIALIST MATHS

Home > Maths - Stage 1 - Specialist Maths

SHARE   

Go back to -

Curriculum Home

Maths

COMPULSORY
CHOICE

Stage 1 – Specialist Maths

FOLLOWS FROM

COMPULSORY *Year 10 – Maths*

Maths Pathway - Level 9 or higher

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

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

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

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

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

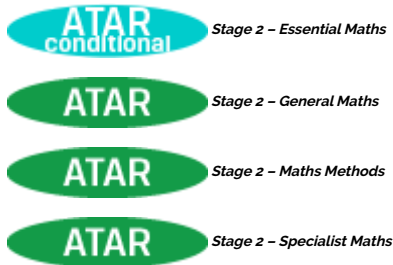
NOTES

Graphics Calculator (CASIO COLOUR GRAPHICS CALCULATOR - fx-CG50 AU \$259)

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

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Maths](#)

Like 0



MATHS – STAGE 2 – ESSENTIAL MATHS

Home > Maths - Stage 2 - Essential Maths

SHARE   

Go back to -

Curriculum Home

Maths



Stage 2 – Essential Maths (Integrated Learning)

PREREQUISITE

At least



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.

Edit

Go back to -

Curriculum Home

Maths

Like 0



MATHS – STAGE 2 – GENERAL MATHS

Home > Maths - Stage 2 - General Maths

SHARE   

Go back to -

Curriculum Home

Maths



Stage 2 – General Maths

PREREQUISITE

At least



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.

Edit

Go back to -

Curriculum Home

Maths

Like 0



MATHS – STAGE 2 – MATHS METHODS

Home > Maths - Stage 2 - Maths Methods

SHARE   

Go back to -

Curriculum Home

Maths

ATAR

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.

Go back to -

Curriculum Home

Maths

Like 0



MATHS – STAGE 2 – SPECIALIST MATHS

Home > Maths - Stage 2 - Specialist Maths

SHARE   

Go back to -

Curriculum Home

Maths



Stage 2 – Specialist Maths

PREREQUISITE

CHOICE

Stage 1 – Specialist Maths

SUBJECT LENGTH

2 Semesters

DESCRIPTION

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

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

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

Go back to -

Curriculum Home

Maths

Like 0



2023 – HEALTH AND PHYSICAL EDUCATION (HPE)

Home > 2023 - Health and Physical Education (HPE)

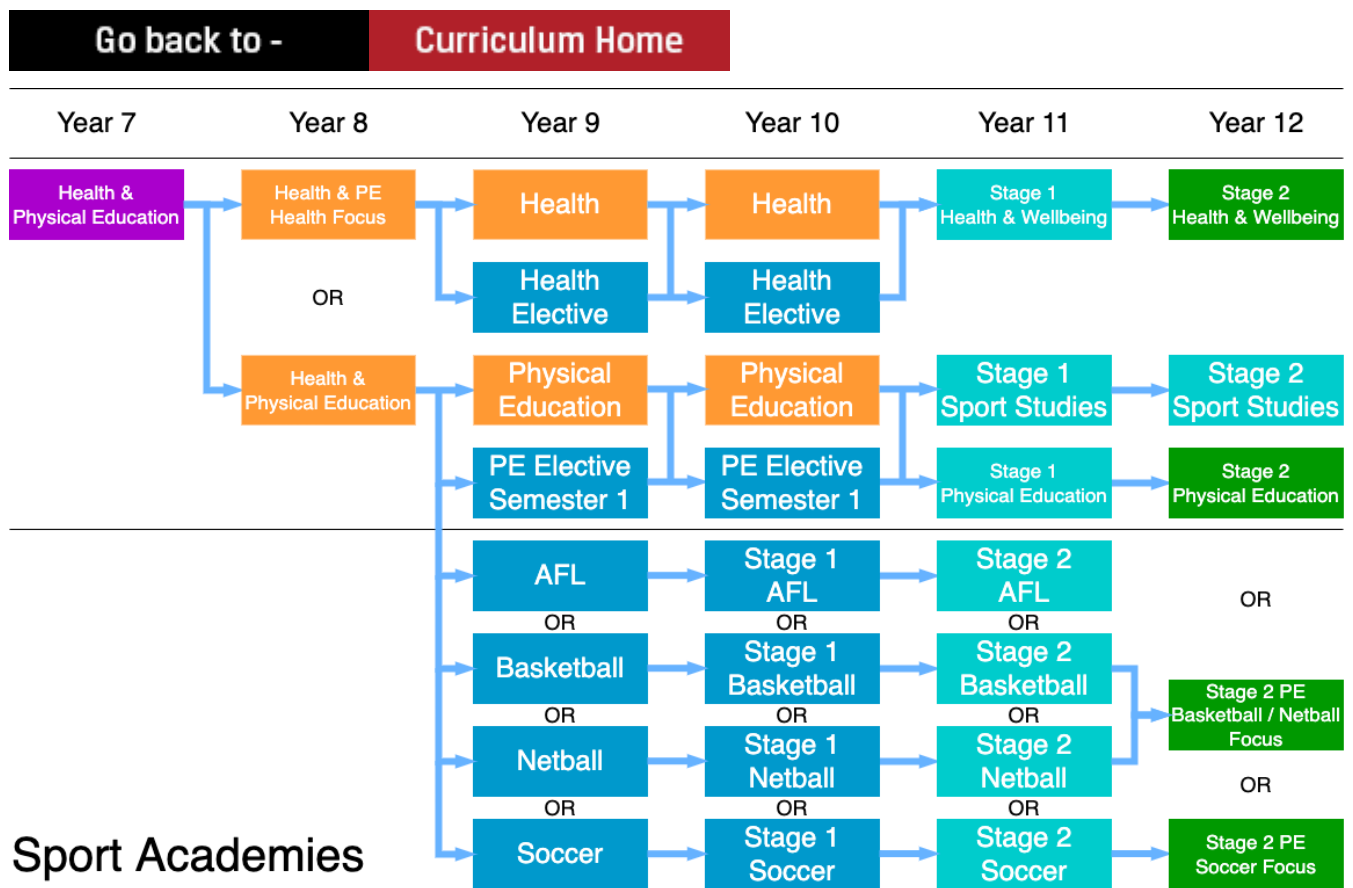
SHARE



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

Head of HPE – Paul Eckermann – Paul.Eckermann131@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

COMPULSORY CHOICE

CHOICE

ATAR conditional

ATAR

Go back to -

Curriculum Home

Like 0



HPE – YEAR 7 – HEALTH & PHYSICAL EDUCATION

Home > HPE - Year 7 - Health & Physical Education

SHARE   

Go back to -

Curriculum Home

H P E

COMPULSORY

Year 7 – Health & Physical Education

SUBJECT LENGTH

3 terms

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.

TOPICS

Health Focus

Common Assessment Task

^a Shine SA Sexual Health and Relationships

Physical Education Focus

Common Assessment Task

¹ Invasion Games - Team Parntu

Choice Assessment Tasks (2 units to be decided by teacher and students)

^a Fair Play: Challenge and Initiative Games

^a Refining Movement Skills - On the Right Track

^a Bend and Flex - Health and Fitness

^a Physical Activity and Nutrition - Healthy Choices

^a Decisions I Can Make

ASSESSMENT

Students will be assessed on the Australian Curriculum achievement standards and will consist of evidence collected through all assessment pieces. Through their learning students will have a large focus on developing the Australian Curriculum capabilities, with a large focus on developing their personal and social capability.

Students will be assessed on their practical and theory work. The amount of theory and practical work will be based on the choice subjects selected collaboratively by the class and teacher.

50% of the assessment will be made up of the common units (Shine SA - Sexual Health and Relationships and Invasion Games - Team Parntu)

The second 50% of the assessment will be made up of the choice units.

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

COMPULSORY CHOICE *Year 8 – Health & Physical Education – Health focus*

COMPULSORY CHOICE *Year 8 – Health & Physical Education*

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – YEAR 8 – HEALTH & PE – HEALTH

Home > HPE - Year 8 - Health & PE - Health

SHARE   

Go back to -

Curriculum Home

H P E

**COMPULSORY
CHOICE**

Year 8 – Health & Physical Education – Health focus

FOLLOWS FROM

COMPULSORY *Year 7 – Health & Physical Education*

SUBJECT LENGTH

3 terms

DESCRIPTION

Year 8 health and physical education: health focus continues to develop student learning about how to live a healthy and active life. Students in this class will continue to develop the core concepts, knowledge, and skills that will lead to an understanding of the importance of physical activity has for health as well as developing a holistic view of health that increases understanding of physical, social, mental and spiritual wellbeing.

TOPICS

Health Focus

Common Assessment Tasks

- Shine SA Sexual Health and Relationships
- Adolescent Nutrition and Physical Activity

Choice Assessment Tasks (2 units to be decided by teacher and students)

- Adolescent Relationships: Support and Respect
 - Risk and Safety: Looking After Each Other
 - Culture and Community Connection
-

ASSESSMENT

Students will be assessed on the Australian Curriculum achievement standards and will consist of evidence collected through all assessment pieces. Through their learning students will have a large focus on developing the Australian Curriculum capabilities, with a large focus on developing their personal and social capability.

Students will be assessed on their practical and theory work. The amount of theory and practical work will be based on the choice subjects selected collaboratively by the class and teacher.

50% of the assessment will be made up of the common units (Shine SA - Sexual Health and Relationships and Invasion Games - Team Parntu)

The second 50% of the assessment will be made up of the choice units.

RECOMMENDATION

This course is recommended for students that are not interested in participating in competitive sports activity and regularly do not participate in practical PE lessons.

PREREQUISITES

XXXXXXXXXX

NOTES

This course will have minimal sport participation, but at times will require physical activity.

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE- YEAR 8 – HEALTH & PE

Home > HPE- Year 8 - Health & PE

SHARE   

Go back to -

Curriculum Home

H P E

**COMPULSORY
CHOICE**

Year 8 – Health & Physical Education

FOLLOWS FROM

COMPULSORY *Year 7 – Health & Physical Education*

SUBJECT LENGTH

3 terms

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 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.

TOPICS

Health Focus

Common Assessment Task

- Shine SA Sexual Health and Relationships

Physical Education Focus

Common Assessment Task

- Games Making

Choice Assessment Tasks (2 units to be decided by teacher and students)

- Net/Wall Concepts and Strategies: Over and In
- Hit and Run: Striking and Fielding
- Dodge and Go: Improvement in Invasion Games
- Adolescent Nutrition and Physical Activity
- Risk and Safety: Looking After Each Other
- Culture and Community Connection

ASSESSMENT

Students will be assessed on the Australian Curriculum achievement standards and will consist of evidence collected through all assessment pieces. Through their learning students will have a large focus on developing the Australian Curriculum capabilities, with a large focus on developing their personal and social capability.

Students will be assessed on their practical and theory work. The amount of theory and practical work will be based on the choice subjects selected collaboratively by the class and teacher.

50% of the assessment will be made up of the common units (Shine SA - Sexual Health and Relationships and Invasion Games - Team Parntu)

The second 50% of the assessment will be made up of the choice units.

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

 *Year 9 – Physical Education*

 *Year 9 – Physical Education Elective*

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – YEAR 9 – HEALTH

Home > HPE - Year 9 - Health

SHARE   

Go back to -

Curriculum Home

H P E

**COMPULSORY
CHOICE**

Year 9 – Health

FOLLOWS FROM

**COMPULSORY
CHOICE**

Year 8 – Health & Physical Education – Health focus

SUBJECT LENGTH

1 Semester

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.

Students will complete 2 common assessment tasks 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

- Body Image
- Shine SA - Sexual Health and Relationships

Choice topics - Semester 1

- Investigation - Local Fast Food
- Benefits of Being Active

Common Assessment Task

- Influences on Healthy Behaviour
- Shine SA - Sexual Health and Relationships

Choice topics - Semester 2

- Understanding Emotions
- Smoking

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

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – YEAR 9 – HEALTH ELECTIVE

Home > HPE - Year 9 - Health Elective

SHARE   

Go back to -

Curriculum Home

H P E

CHOICE

Year 9 – Health Elective

FOLLOWS FROM



Year 8 – Health & Physical Education – Health focus

SUBJECT LENGTH

1 or 2 Semesters

DESCRIPTION

Year 9 health elective is designed to allow students to extend their knowledge, concepts and skills learned through the core year 9 health course. Students will be encouraged to think deeply and critically beyond their own health and wellbeing to significant others and their local community.

Students will complete 1 common assessment task based around mental health in semester 1 and first aid 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

Common Assessment Task

- Mental Health

Choice topics - Semester 1

- Healthy Eating
- Risk Taking
- Bullying

Common Assessment Task

- First Aid

Choice topics - Semester 2

- Obesity
 - Adolescent Relationships
 - Digital Health
-

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 wish to increase their knowledge of health and wellbeing and/or pursue a career pathway in health and personal development.

PREREQUISITES

n/a

NOTES

n/a

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – YEAR 9 – PHYSICAL EDUCATION

Home > HPE - Year 9 - Physical Education

SHARE   

Go back to -

Curriculum Home

H P E

**COMPULSORY
CHOICE**

Year 9 – Physical Education

FOLLOWS FROM

**COMPULSORY
CHOICE**

Year 8 – Health & Physical Education

SUBJECT LENGTH

1 Semester

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.

TOPICS

Common Assessment Task

- Skill Transfer

Choice topics - Semester 1

- Practical Skills Checklist
- Inclusivity in Sport
- Training Principles

Common Assessment Task

- Feedback in Sport

Choice topics - Semester 2

- 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 Australian Curriculum achievement standards and will consist of evidence collected through all assessment pieces. Through their learning students will have a large focus on developing the Australian Curriculum capabilities, with a specific focus on developing their personal and social capability.

Students will be assessed on their practical and theory work. The amount of theory and practical work will be based on the choice subjects selected collaboratively by the class and teacher.

50% of the assessment will be made up of the common units (transfer of skills in semester 1 and feedback in sport in semester 2).

The second 50% of the assessment will be made up of the choice units.

RECOMMENDATION

n/a

NOTES

n/a

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – YEAR 9 – PE ELECTIVE

Home > HPE - Year 9 - PE Elective

SHARE



Go back to -

Curriculum Home

H P E

CHOICE

Year 9 – Physical Education Elective

FOLLOWS FROM



Year 8 – Health & Physical Education

SUBJECT LENGTH

1 Semester or 2 Semesters

DESCRIPTION

Year 9 physical education elective is designed to allow students to extend their 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.

TOPICS

Common Assessment Task

- Group Dynamics (team building)

Choice topics - Semester 1

- Practical Skills Checklist
- Game Analysis
- Modified Games

Common Assessment Task

- SEPEP

Choice topics - Semester 2

- Practical Skills Checklist
 - Skill Acquisition (learning new skills)
 - Human Anatomy
-

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

PREREQUISITES

n/a

NOTES

n/a

[Edit](#)

LEADS TO

 *Year 10 – Physical Education*

 *Year 10 – Physical Education Elective*

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – YEAR 9 – AFL ACADEMY

Home > HPE - Year 9 - AFL Academy

SHARE   

Go back to -

Curriculum Home

H P E

CHOICE

Year 9 – AFL Academy

FOLLOWS FROM



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.

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.

ASSESSMENT

Practical Assessment - 60%

Theory Assessment - 40%

RECOMMENDATION

n/a

NOTES

n/a

[Edit](#)

LEADS TO

CHOICE

Stage 1 – AFL Academy

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – YEAR 9 – BASKETBALL ACADEMY

Home > HPE - Year 9 - Basketball Academy

SHARE   

Go back to -

Curriculum Home

H P E

CHOICE

Year 9 – Basketball Academy

FOLLOWS FROM



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.

TOPICS

Basketball Specific Focus

- 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.

ASSESSMENT

Practical Assessment - 60%

Theory Assessment - 40%

RECOMMENDATION

n/a

NOTES

n/a

[Edit](#)

LEADS TO

CHOICE

Stage 1 - Basketball Academy

Go back to -

Curriculum Home

H P E

Like 0



HPE – YEAR 9 – NETBALL ACADEMY

Home > HPE - Year 9 - Netball Academy

SHARE   

Go back to -

Curriculum Home

H P E

CHOICE

Year 9 – Netball Academy

FOLLOWS FROM



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.

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.

ASSESSMENT

Practical Assessment - 60%

Theory Assessment - 40%

RECOMMENDATION

n/a

NOTES

n/a

[Edit](#)

LEADS TO

CHOICE

Stage 1 – Netball Academy

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – YEAR 9 – SOCCER ACADEMY

Home > HPE - Year 9 - Soccer Academy

SHARE   

Go back to -

Curriculum Home

H P E

CHOICE

Year 9 – Soccer Academy

FOLLOWS FROM



SUBJECT LENGTH

2 Semesters

DESCRIPTION

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

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

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

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

TOPICS

Soccer Specific Focus

- Technique Development and Application
- Refereeing
- Coaching
- Fitness

Physical Education Focus

Biomechanics

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

Fitness Components

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

Health Focus

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

ASSESSMENT

Practical Assessment - 60%

Theory Assessment - 40%

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

CHOICE

Stage 1 - Soccer Academy

Go back to -

Curriculum Home

H P E

Like 0



HPE – YEAR 10 – HEALTH

Home > HPE - Year 10 - Health

SHARE   

Go back to -

Curriculum Home

H P E

COMPULSORY
CHOICE

Year 10 – Health

FOLLOWS FROM

COMPULSORY
CHOICE

Year 9 – Health

CHOICE

Year 9 – Health Elective

SUBJECT LENGTH

1 Semester

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

TOPICS

Common Assessment Task

- First Aid
- Shine SA - Sexual Health and Relationships

Choice topics - Semester 1

- Mental Health
- Issue Analysis

Common Assessment Task

- Stress
- Shine SA - Sexual Health and Relationships

Choice topics - Semester 2

- Respectful Relationships
- Impact of Media on Health

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – YEAR 10 – HEALTH ELECTIVE

Home > HPE - Year 10 - Health Elective

SHARE   

Go back to -

Curriculum Home

H P E

CHOICE

Year 10 – Health Elective

FOLLOWS FROM

**COMPULSORY
CHOICE**

Year 9 – Health

CHOICE

Year 9 – Health Elective

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 alcohol in semester 1 and the effects of energy drinks 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

Common Assessment Task

- Alcohol

Choice topics - Semester 1

- Obesity
- Issue Analysis
- Healthy Homes

Common Assessment Task

- Effects of Energy Drinks

Choice topics - Semester 2

- Fit for Life
 - School Wellbeing Project
 - Healthy Schools
-

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.

PREREQUISITES

n/a

NOTES

n/a

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – YEAR 10 – PHYSICAL EDUCATION

Home > HPE - Year 10 - Physical Education

SHARE   

Go back to -

Curriculum Home

H P E

COMPULSORY
CHOICE

Year 10 – Physical Education

FOLLOWS FROM

COMPULSORY
CHOICE

Year 9 – Physical Education

CHOICE

Year 9 – Physical Education Elective

SUBJECT LENGTH

1 Semester or Full Year

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.

TOPICS

Common Assessment Task

- Group Dynamics (team building)

Choice topics - Semester 1

- Practical Skills Checklist
- Feedback
- Coaching

Common Assessment Task

- SEPEP

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – YEAR 10 – PE ELECTIVE

Home > HPE - Year 10 - PE Elective

SHARE   

Go back to -

Curriculum Home

H P E

CHOICE

Year 10 – Physical Education Elective

FOLLOWS FROM

**COMPULSORY
CHOICE**

Year 9 – Physical Education

CHOICE

Year 9 – Physical Education Elective

SUBJECT LENGTH

1 Semester or Full Year

DESCRIPTION

Year 10 physical education elective is designed to allow students to extend the knowledge, concepts and skills focused around sport and physical activity. Students will be encouraged to think deeply and critically about their own and others' 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.

TOPICS

Common Assessment Task

- Coaching

Choice topics - Semester 1

- Practical Skills Checklist
- Games Making
- Individual Sports

Common Assessment Task

- Technique Analysis

Choice topics - Semester 2

- Practical Skills Checklist
- Performance Analysis
- Fitness

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

PREREQUISITES

n/a

NOTES

n/a

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 1 – AFL ACADEMY

Home > HPE - Stage 1 - AFL Academy

SHARE   

Go back to -

Curriculum Home

H P E

CHOICE

Stage 1 – AFL Academy

FOLLOWS FROM

CHOICE

Year 9 – AFL Academy

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

n/a

DESCRIPTION

Students selecting to be a part of the Senior AFL Academy will need to demonstrate a passion for the game of AFL. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components.

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

TOPICS

Practical Exploration

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

Connection

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

Personal Venture

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

ASSESSMENT

School Based Assessment

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

RECOMMENDATION

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

NOTES

n/a

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 1 – BASKETBALL ACADEMY

Home > HPE - Stage 1 - Basketball Academy

SHARE   

Go back to -

Curriculum Home

H P E

CHOICE

Stage 1 – Basketball Academy

FOLLOWS FROM

CHOICE

Year 9 – Basketball Academy

SUBJECT LENGTH

1 or 2 Semesters

SACE CREDITS

n/a

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)

Connections

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

Personal Venture

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

ASSESSMENT

School Based Assessment

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

RECOMMENDATION

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

NOTES

n/a

[Edit](#)

LEADS TO



Stage 2 – Basketball Academy

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 1 – NETBALL ACADEMY

Home > HPE - Stage 1 - Netball Academy

SHARE   

Go back to -

Curriculum Home

H P E

CHOICE

Stage 1 – Netball Academy

FOLLOWS FROM

CHOICE

Year 9 – Netball Academy

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

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)

Connections

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

Personal Venture

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

ASSESSMENT

School Based Assessment

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

RECOMMENDATION

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

NOTES

n/a

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 1 – SOCCER ACADEMY

Home > HPE - Stage 1 - Soccer Academy

SHARE   

Go back to -

Curriculum Home

H P E

CHOICE

Stage 1 – Soccer Academy

FOLLOWS FROM

ONE of the following

CHOICE

Year 9 – Soccer Academy

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

Students selecting to be a part of the Senior Soccer Academy will need to demonstrate a passion for the game of soccer. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components.

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

TOPICS

Practical Exploration

- Outdoor Soccer
- Indoor Soccer
- Futsal

Connections

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

Personal Venture

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

ASSESSMENT

School Based Assessment

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

RECOMMENDATION

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

NOTES

n/a

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 1 – HEALTH & WELLBEING

Home > HPE - Stage 1 - Health & Wellbeing

SHARE   

Go back to -

Curriculum Home

H P E



Stage 1 – Health & Wellbeing

FOLLOWS FROM



SUBJECT LENGTH

1 Semester or Full Year

SACE CREDITS

n/a

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 1 – SPORT STUDIES

Home > HPE - Stage 1 - Sport Studies

SHARE   

Go back to -

Curriculum Home

H P E



Stage 1 – Sport Studies

FOLLOWS FROM



SUBJECT LENGTH

1 Semester or Full Year

SACE CREDITS

n/a

DESCRIPTION

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

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

TOPICS

Practical Exploration

- Badminton (semester 1)
- Volleyball (semester 2)

Connections

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

Personal Venture

- Basic First Aid Course (semester 1)
- Coaching (semester 2)

ASSESSMENT

School Based Assessment

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

RECOMMENDATION

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

PREREQUISITES

n/a

NOTES

n/a

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 1 – PHYSICAL EDUCATION

Home > HPE - Stage 1 - Physical Education

SHARE   

Go back to -

Curriculum Home

H P E



Stage 1 – Physical Education

FOLLOWS FROM



SUBJECT LENGTH

1 Semester or Full Year

SACE CREDITS

n/a

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 (Volleyball)

Physical Activity Investigation (50%)

- Modified Games Participation Analysis Task
- Korfbal - 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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 2 – AFL ACADEMY

Home > HPE - Stage 2 - AFL Academy

SHARE   

Go back to -

Curriculum Home

H P E



Stage 2 – AFL Academy (Integrated Learning)

FOLLOWS FROM

CHOICE

Stage 1 – AFL Academy

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

Students selecting to be a part of the Senior AFL Academy will need to demonstrate a passion for the game of AFL. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components.

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

TOPICS

Practical Inquiry

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

Connections

- Organising a 9-a-side AFL Competition

Personal Endeavour

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

ASSESSMENT

School Based Assessment

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

External Assessment

- AT3 - Personal Endeavour (30%)

RECOMMENDATION

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

NOTES

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

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 2 – BASKETBALL ACADEMY

Home > HPE - Stage 2 - Basketball Academy

SHARE   

Go back to -

Curriculum Home

H P E



Stage 2 – Basketball Academy (Integrated Learning)

FOLLOWS FROM

CHOICE

Stage 1 – Basketball Academy

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

Students selecting to be a part of the Senior Basketball Academy will need to demonstrate a passion for the game of Basketball. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components.

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

TOPICS

Practical Inquiry

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

Connections

- Organising a 3 x 3 Competition

Personal Endeavour

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

ASSESSMENT

School Based Assessment

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

External Assessment

- AT3 - Personal Endeavour (30%)

RECOMMENDATION

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

NOTES

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

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 2 – NETBALL ACADEMY

Home > HPE - Stage 2 - Netball Academy

SHARE   

Go back to -

Curriculum Home

H P E



Stage 2 – Netball Academy (Integrated Learning)

FOLLOWS FROM

CHOICE

Stage 1 – Netball Academy

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

Students selecting to be a part of the Senior Netball Academy will need to demonstrate a passion for the game of Netball. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components.

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

TOPICS

Practical Inquiry

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

Connections

- Leadership and Coaching Course

Personal Endeavour

- 6 week fitness plan

or

- Investigation of a significant area related to netball

ASSESSMENT

School Based Assessment

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

External Assessment

- AT3 - Personal Endeavour (30%)

RECOMMENDATION

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

NOTES

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

Edit

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 2 – SOCCER ACADEMY

Home > HPE - Stage 2 - Soccer Academy

SHARE   

Go back to -

Curriculum Home

H P E



Stage 2 – Soccer Academy (Integrated Learning)

FOLLOWS FROM

CHOICE

Stage 1 – Soccer Academy

SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

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 Fitness Program

ASSESSMENT

School Based Assessment

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

External Assessment

- AT3 - Personal Endeavour (30%)

RECOMMENDATION

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

NOTES

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

Edit

Go back to -

Curriculum Home

H P E

Like 0



HPE – STAGE 2 – HEALTH & WELLBEING

Home > HPE - Stage 2 - Health & Wellbeing

SHARE   

Go back to -

Curriculum Home

H P E



Stage 2 – Health & Wellbeing

FOLLOWS FROM



SUBJECT LENGTH

Full Year

SACE CREDITS

n/a

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 Health

Folio

- Platforms for Change
- PARTY Program

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

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 2 – SPORT STUDIES

Home > HPE - Stage 2 - Sport Studies

SHARE   

Go back to -

Curriculum Home

H P E



Stage 2 – Sport Studies

FOLLOWS FROM



SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

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

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

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.

Edit

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 2 – PHYSICAL EDUCATION

Home > HPE - Stage 2 - Physical Education

SHARE   

Go back to -

Curriculum Home

H P E



Stage 2 – Physical Education

FOLLOWS FROM



SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

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 specific sporting skill or their choice. They analyse an area of improvement and develop a detailed plan of improvement, considering factors such as technique, fitness, biomechanics and sport psychology.

Group Dynamics

- Participating and organising a school sporting competition, students will develop their skills through completing 1 or more coaching roles from the following options: Tactical Coach, Technical Coach, Fitness Coach, or Motivational Coach. Students will aim to improve the performance of their team through their coaching role.

ASSESSMENT

School Assessment (70%)

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

External Assessment (30%)

- AT3: Group Dynamics (30%).

RECOMMENDATION

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

NOTES

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

Edit

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



HPE – STAGE 2 – PE – BASKETBALL / NETBALL FOCUS

Home > HPE - Stage 2 - PE - Basketball / Netball Focus

SHARE



Go back to -

Curriculum Home

H P E



Stage 2 – Physical Education – Basketball / Netball Focus

FOLLOWS FROM



SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

Students in Stage 2 Physical Education - Basketball/Netball Focus will investigate the factors that influence their performance in basketball and/or netball 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 basketball or netball movement and analyse their own technique to improve performance.
- Performance Data Analysis - students identify skill related data from a match which will allow them to compare strategy to an opposing player 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 specific basketball or netball skill. They analyse an area of improvement and develop a detailed plan of improvement, considering factors such as technique, fitness, biomechanics and sport psychology.

Group Dynamics

- Participating and organising a school basketball or netball competition, students will develop their skills through completing 1 or more coaching roles from the following options: Tactical Coach, Technical Coach, Fitness Coach, or Motivational Coach. Students will aim to improve the performance of their team through their coaching role.

ASSESSMENT

School Assessment (70%)

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

External Assessment (30%)

- AT3: Group Dynamics (30%).

RECOMMENDATION

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

PREREQUISITES

n/a

NOTES

Students who enrol in Stage 2 Physical Education - Basketball/Netball Focus are eligible for an ATAR.

Edit

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)



HPE – STAGE 2 – PE – SOCCER FOCUS

Home > HPE - Stage 2 - PE - Soccer Focus

SHARE   

Go back to -

Curriculum Home

H P E



Stage 2 – Physical Education – Soccer Focus

FOLLOWS FROM



SUBJECT LENGTH

2 Semesters

SACE CREDITS

n/a

DESCRIPTION

Students in Stage 2 Physical Education - Soccer Focus will investigate the factors that influence their performance in soccer 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 soccer movement and analyse their own technique to improve performance.
- Performance Data Analysis - students identify skill related data from a match which will allow them to compare strategy to an opposing player 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 specific soccer skill. They analyse an area of improvement and develop a detailed plan of improvement, considering factors such as technique, fitness, biomechanics and sport psychology.

Group Dynamics

- Participating and organising a school soccer competition, students will develop their skills through completing 1 or more coaching roles from the following options: Tactical Coach, Technical Coach, Fitness Coach, or Motivational Coach. Students will aim to improve the performance of their team through their coaching role.

ASSESSMENT

School Assessment (70%)

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

External Assessment (30%)

- AT3: Group Dynamics (30%).

RECOMMENDATION

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

PREREQUISITES

n/a

NOTES

Students who enrol in Stage 2 Physical Education - Soccer Focus are eligible for an ATAR.

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[H P E](#)

Like 0



2023 – SCIENCE

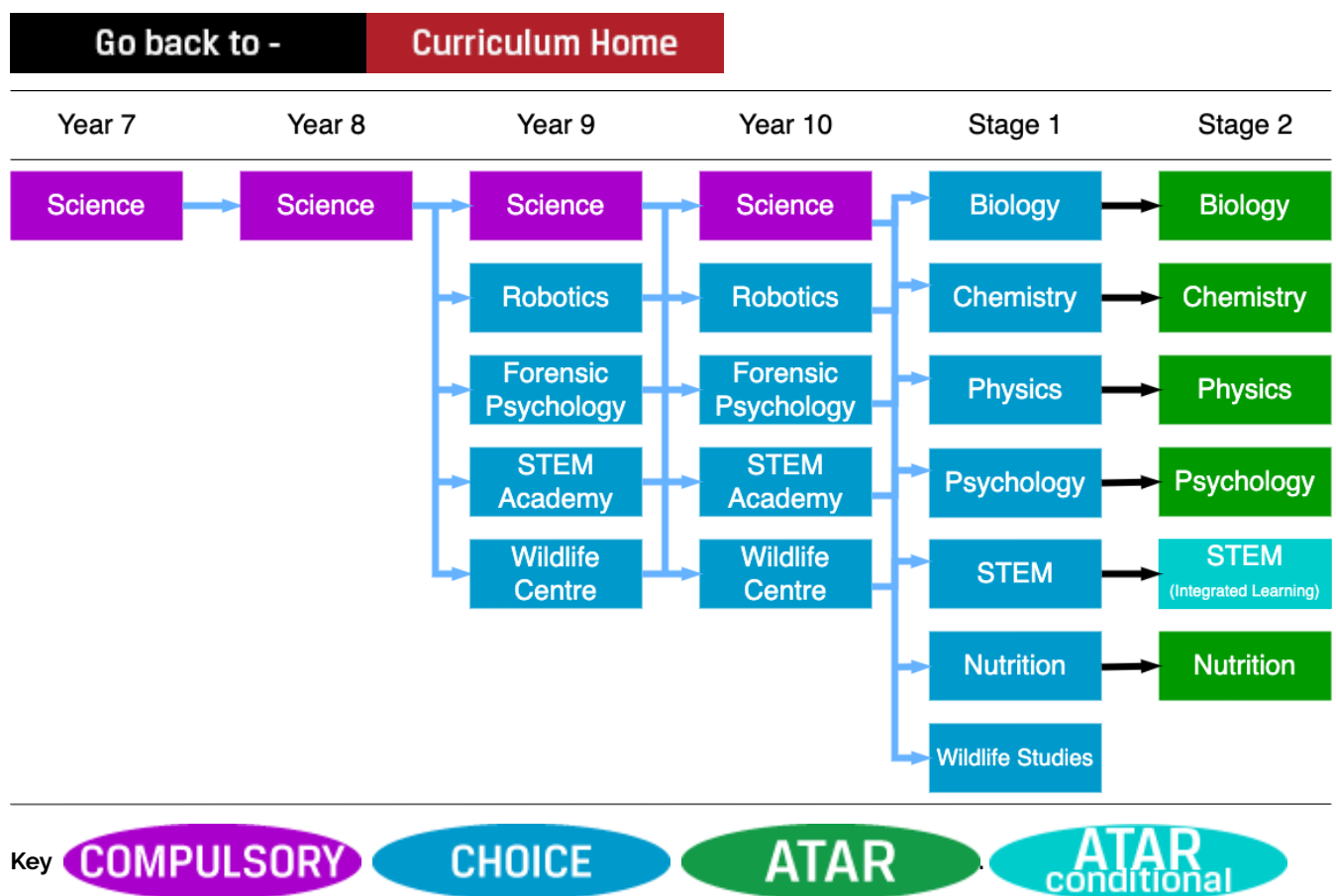
Home > 2023 - Science

SHARE   

Subjects as diverse as Wildlife Centre, Robotics and STEM Academy to Physics, Chemistry and Biology

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

The subjects below are clickable



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

Like 0



2023 – SCIENCE

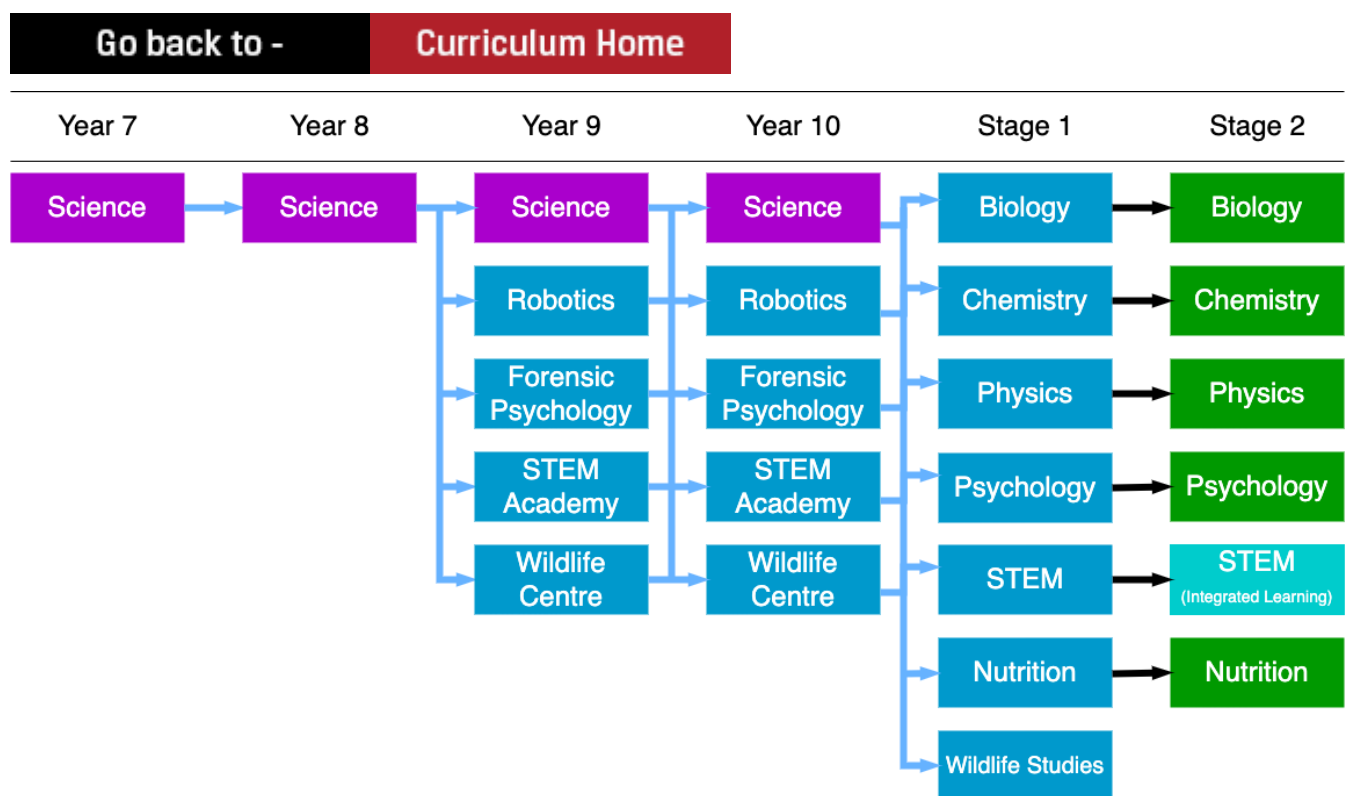
Home > 2023 - Science

SHARE   

Subjects as diverse as Wildlife Centre, Robotics and STEM Academy to Physics, Chemistry and Biology

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

The subjects below are clickable



Like 0



SCIENCE – YEAR 7 – SCIENCE

Home > Science - Year 7 - Science

SHARE   

Go back to -

Curriculum Home

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.

[Edit](#)

LEADS TO

COMPULSORY *Year 8 – Science*

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – YEAR 8 – SCIENCE

Home > Science - Year 8 - Science

SHARE   

Go back to -

Curriculum Home

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

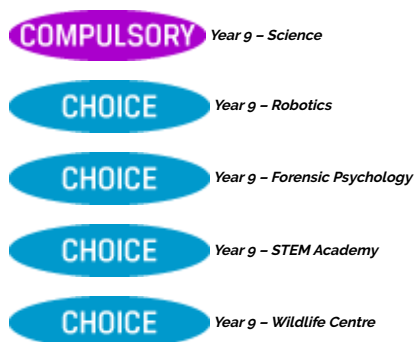
Compulsory subject

NOTES

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – YEAR 9 – SCIENCE

Home > Science - Year 9 - Science

SHARE   

Go back to -

Curriculum Home

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

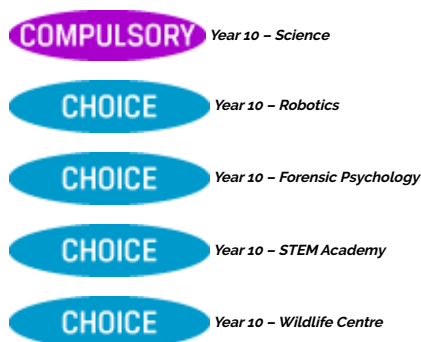
Compulsory subject

NOTES

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – YEAR 9 – ROBOTICS

Home > Science - Year 9 - Robotics

SHARE



Go back to -

Curriculum Home

Science

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

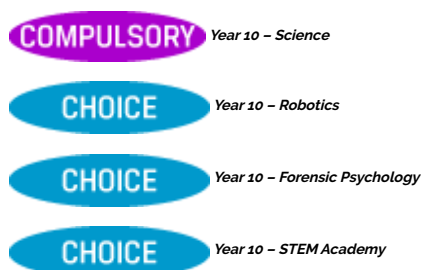
Compulsory subject

NOTES

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

Edit

LEADS TO



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

Like 0



SCIENCE – YEAR 9 – FORENSIC PSYCHOLOGY

Home > Science - Year 9 - Forensic Psychology

SHARE   

Go back to -

Curriculum Home

Science

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

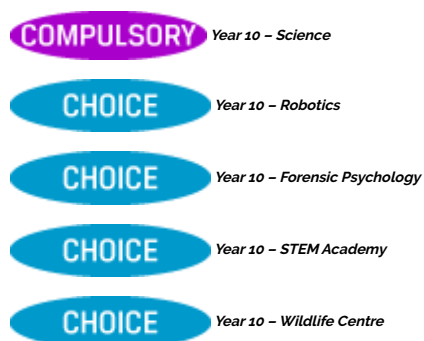
n/a

NOTES

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – YEAR 9 – STEM ACADEMY

Home > Science - Year 9 - STEM Academy

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

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

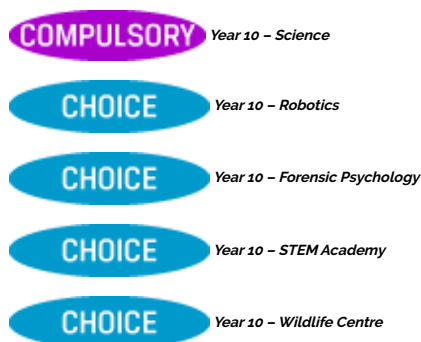
Compulsory subject

NOTES

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – YEAR 9 – WILDLIFE CENTRE

Home > Science - Year 9 - Wildlife Centre

SHARE



Go back to -

Curriculum Home

Science

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

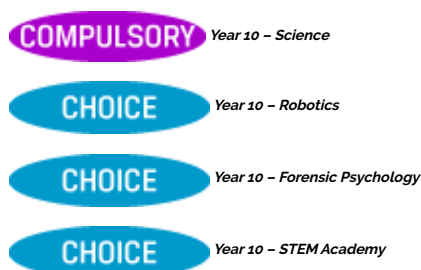
Compulsory subject

NOTES

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

Edit

LEADS TO



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

Like 0



SCIENCE – YEAR 10 – SCIENCE

Home > Science - Year 10 - Science

SHARE



Go back to -

Curriculum Home

Science

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.

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

Go back to -

Curriculum Home

Science

Like 0



SCIENCE – YEAR 10 – ROBOTICS

Home > Science - Year 10 - Robotics

SHARE



Go back to -

Curriculum Home

Science

CHOICE

Year 10 – Robotics

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



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

Go back to -

Curriculum Home

Science

Like 0



SCIENCE – YEAR 10 – FORENSIC PSYCHOLOGY

Home > Science - Year 10 - Forensic Psychology

SHARE   

Go back to -

Curriculum Home

Science

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

Go back to -

Curriculum Home

Science

Like 0



SCIENCE – YEAR 10 – STEM ACADEMY

Home > Science - Year 10 - STEM Academy

SHARE   

Go back to -

Curriculum Home

Science

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

CHOICE

Stage 1 – Nutrition

CHOICE

Stage 1 – Wildlife Studies

Go back to -

Curriculum Home

Science

Like 0



SCIENCE – YEAR 10 – WILDLIFE CENTRE

Home > Science - Year 10 - Wildlife Centre

SHARE



Go back to -

Curriculum Home

Science

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 free choice)

Semester 2

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

Successful completion of Middle Secondary Animal Studies will lead to:
Stage 1 Biology (in conjunction with MS Science)
Animal Studies Vocational Education Training (offsite)

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

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

NOTES

n/a

[Edit](#)

LEADS TO

CHOICE

Stage 1 – Biology

CHOICE

Stage 1 – Chemistry

CHOICE

Stage 1 – Physics

CHOICE

Stage 1 – Psychology

CHOICE

Stage 1 – STEM

CHOICE

Stage 1 – Nutrition

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

Like 0



SCIENCE – STAGE 1 – BIOLOGY

Home > Science - Stage 1 - Biology

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – Biology

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

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 1 – CHEMISTRY

Home > Science - Stage 1 - Chemistry

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – Chemistry

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

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 1 – PHYSICS

Home > Science - Stage 1 - Physics

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – Physics

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.

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 1 – PSYCHOLOGY

Home > Science - Stage 1 - Psychology

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – Psychology

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.

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 1 – STEM

Home > Science - Stage 1 - STEM

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – STEM

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 1 – NUTRITION

Home > Science - Stage 1 - Nutrition

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

Stage 1 – Nutrition

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.

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 1 – WILDLIFE STUDIES

Home > Science - Stage 1 - Wildlife Studies

SHARE   

Go back to -

Curriculum Home

Science

CHOICE

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.

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 2 – BIOLOGY

Home > Science - Stage 2 - Biology

SHARE   

Go back to -

Curriculum Home

Science

ATAR

Stage 2 – Biology

PREREQUISITE

CHOICE

Stage 1 – Biology

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Biology is a language-rich subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into the four themes of Macromolecules, Cells, Organisms and Ecosystems. Each theme is further divided into six strands of Organisation, Selectivity, Energy Flow, Perpetuation, Evolution and Human Awareness.

TOPICS

- Cellular Biology
- Physiology
- Ecology

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:
School Assessed and Externally Moderated Folio (70%)
External Exam (30%)

RECOMMENDATION

Good Passes in Stage 1 Biology or Chemistry or Physics

PREREQUISITES

Stage 1 Biology or Chemistry or Physics

NOTES

Biological knowledge is an advantage in a wide range of careers, including nursing, midwifery, veterinary science, physiotherapy, animal science, general science courses and many more post-school options.

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 2 – CHEMISTRY

Home > Science - Stage 2 - Chemistry

SHARE   

Go back to -

Curriculum Home

Science

ATAR

Stage 2 – Chemistry

PREREQUISITE

CHOICE

Stage 1 – Chemistry

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Chemistry is a language-rich subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into the five themes of Elemental and Environmental Chemistry, Analytical Techniques, Using and Controlling Reactions, Organic and Biological Chemistry, and Materials.

TOPICS

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

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:
School Assessed and Externally Moderated Folio (70%)
External Exam (30%)

RECOMMENDATION

Good Passes in Stage 1 Chemistry.

NOTES

Chemical knowledge is an advantage in a wide range of careers, including nursing, pathology, radiology, oceanography, ecology, hairdressing, photography, health, engineering, forensic science, general science courses and many more post-school options

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 2 – PHYSICS

Home > Science - Stage 2 - Physics

SHARE   

Go back to -

Curriculum Home

Science

ATAR

Stage 2 – Physics

PREREQUISITE

CHOICE

Stage 1 – Physics

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Physics is a numeracy-rich subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into a total of sixteen topics, which are grouped into the four sections of Motion in Two Dimensions, Electricity and Magnetism, Light and Matter, and Atoms and Nuclei. There are a further fifteen types of skills that are embedded within the course.

TOPICS

- Motion in Two Dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:
Schools Assessed and Externally Moderated Folio (70%)
External 3 Hour Exam (30%)

RECOMMENDATION

Must have successfully completed Stage 1 Physics

PREREQUISITES

Stage 1 Physics

NOTES

Successful completion of Stage 2 Physics can help students to enter a range of university courses including engineering, flight mechanics, architecture and industrial design. A good knowledge of Physics is also useful to students undertaking TAFE courses or apprenticeships in motor mechanics, electronics and building trade work.

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 2 – PSYCHOLOGY

Home > Science - Stage 2 - Psychology

SHARE   

Go back to -

Curriculum Home

Science

ATAR

Stage 2 – Psychology

PREREQUISITE

CHOICE

Stage 1 – Psychology

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Psychology is a language-rich science subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into these six topics: Introduction to Psychology, Social Cognition, Learning, Personality, Psychobiology of Altered States of Awareness and Healthy Minds.

TOPICS

Compulsory Topic

- Introduction to Psychology

Option Topics

- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion
- Negotiated Topic (this may expand an existing topic or introduce a new area of study).

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:
School Assessed and Externally Moderated Folio (70%)
External Exam (30%)

RECOMMENDATION

Successful completion of Stage 1 Psychology

PREREQUISITES

n/a

NOTES

Mention should be made for students considering Psychology at Stage 2 that there is an externally moderated end of year exam.

Successful completion of this subject leads to Stage 2 Psychology. Psychological knowledge is an advantage in a wide range of careers, including nursing.

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 2 – STEM

Home > Science - Stage 2 - STEM

SHARE   

Go back to -

Curriculum Home

Science



Stage 2 – STEM

PREREQUISITE

CHOICE

Stage 1 – STEM

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

People working in STEM careers take an inquiry-based approach to their work, gathering information, evaluating evidence, synthesizing new knowledge, and applying their learning to related ideas and issues. Students undertaking STEM take the same approach in developing their knowledge, skills, and understanding. Students will have the opportunity to develop a solution to a real world problem using Science, Technology, Engineering and Mathematics. This local program will be student driven and has been written to provide the flexibility for students to work independently or in groups to solve a problem of their choosing using advanced technologies.

Can include but are not limited to: Climate change, Food technologies, Water conservation, Recycling, Transport, Air quality, Sustainability, Resources, Carbon trading, Pollution, Wind farms

Students will self-select a topic or problem and assessment will be individually written to meet requirements.

TOPICS

n/a

ASSESSMENT

Student learning is assessed against the SACE performance Standards and tasks may include:

School Assessment (70%)

Assessment Type 1: Investigations Folio (40%)

Assessment Type 2: Skills and Applications Tasks (30%)

External Assessment (30%)

Assessment Type 3: Practical Investigation (30%).

RECOMMENDATION

Good passes in Middle School Science or Design and Technology.

PREREQUISITES

n/a

NOTES

Would be an advantage to have been involved in the Middle School STEM Academy

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[Science](#)

Like 0



SCIENCE – STAGE 2 – NUTRITION

Home > Science - Stage 2 - Nutrition

SHARE   

Go back to -

Curriculum Home

Science

ATAR

Stage 2 – Nutrition

FOLLOWS FROM

CHOICE

Stage 1 – Nutrition

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

Edit

Go back to -

Curriculum Home

Science

Like 0



2023 – SPECIAL INTEREST MUSIC (SIM)

Home > 2023 - Special Interest Music (SIM)

SHARE   


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

Head of Music – Jenna Miltenoff – Jenna.Miltenoff513@schools.sa.edu.au

ENTRY INTO THIS COURSE IS BY **AUDITION ONLY** – SELECTION PROCESS APPLIES

- Round 1 of auditions take place in May of the previous year.
- Round 2 of auditions take place in November of the previous year.

[CLICK HERE](#) for more information on our website.

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

All students in this course are required to study at least two instruments (including voice) through the instrumental music program.

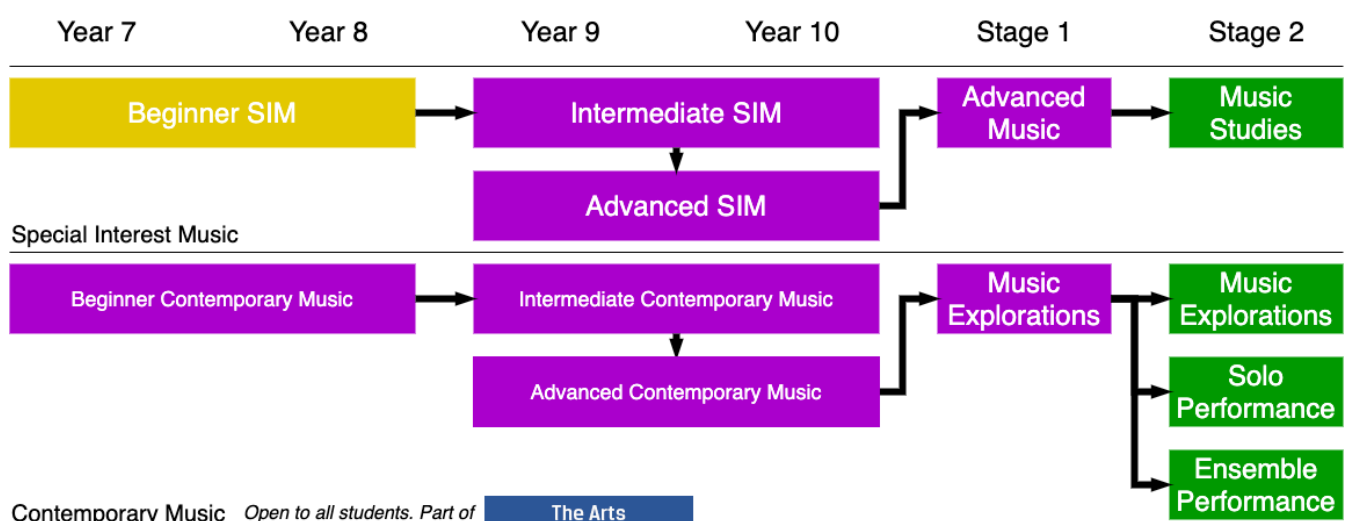
Students will also study the **Contemporary Music** course, which is open to ALL students and is part of

The Arts

The subjects below are clickable

[Go back to -](#)

[Curriculum Home](#)



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

[Go back to -](#)

[Curriculum Home](#)



SPECIAL INTEREST MUSIC – JUNIOR SECONDARY – BEGINNER SPECIAL INTEREST MUSIC

SHARE   

Home > Special Interest Music - Junior Secondary - Beginner Special Interest Music

Go back to -

Curriculum Home

Special Interest Music

AUDITION ONLY

Junior Secondary – Beginner Special Interest Music

ENTRY INTO THIS COURSE IS BY **AUDITION ONLY** – SELECTION PROCESS APPLIES

CLICK HERE for more information about the audition process.

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Students learn their first study instrument or voice in an individual instrumental lesson. Students then have the opportunity to learn a second study instrument in a group lesson. Students perform as a member in one or more of the Special Music Ensembles and as a Soloist on their first study instrument or voice. Students develop stage presence, learn the art of performing to an audience and develop their skills on their instruments. All SIMC students will develop improvisational skills playing a range of jazz styles throughout the course. Students will complete theory and aural work for AMEB Musicianship Grades 1 standard. Students will study music from a range of 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 the fundamentals of blues music and learn to improvise. Students attend weekly SIMC ensemble rehearsals for all instruments being studied. Students are assessed on their contribution to the ensemble and performance on their instruments
- Musicianship – Students complete AMEB examinations from Grade 1 to develop theoretical knowledge understanding
- Composing and Arranging – Students demonstrate knowledge and understanding of music theory through practical applications
- Musical Styles and Analysis – Students analyse styles of music and demonstrate an understanding of music history and genres

ASSESSMENT

- Performance - 50%
- Music Theory - 25%
- Music Styles and Analysis - 25%

RECOMMENDATION

n/a

NOTES

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

Edit

LEADS TO

COMPULSORY *Middle Secondary – Intermediate Special Interest Music*

[Go back to -](#)

[Curriculum Home](#)

[Special Interest Music](#)

Like 0



THE ARTS – JUNIOR SECONDARY – INTRODUCTION TO THE ARTS

Home > The Arts - Junior Secondary - Introduction to the Arts

SHARE



Go back to -

Curriculum Home

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

CHOICE

Middle Secondary – Visual Arts Intermediate

CHOICE

Middle Secondary – Design Studio

CHOICE

Middle Secondary – Digital Arts

CHOICE

Middle Secondary – Game Art Studio

CHOICE

Middle Secondary – Photography & Film

CHOICE

Middle Secondary – Dance

CHOICE

Middle Secondary – Drama

CHOICE

Middle Secondary – Intermediate Contemporary Music

CHOICE

Middle Secondary – Advanced Contemporary Music

Go back to -

Curriculum Home

The Arts

Special Interest Music

Like 0



SPECIAL INTEREST MUSIC – MIDDLE SECONDARY – INTERMEDIATE SPECIAL INTEREST MUSIC

SHARE   

Home > Special Interest Music - Middle Secondary - Intermediate Special Interest Music

Go back to -

Curriculum Home

Special Interest Music

COMPULSORY

Middle Secondary – Intermediate Special Interest Music

ENTRY INTO THIS COURSE IS BY **AUDITION ONLY** – SELECTION PROCESS APPLIES

[CLICK HERE](#) for more information about the audition process.

PREREQUISITE

AUDITION ONLY Junior Secondary – Beginner Special Interest Music

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Students learn their first study instrument or voice in an individual instrumental lesson. Students then have the opportunity to learn a second study instrument in a group lesson. Students perform as a member in one or more of the Special Music Ensembles and as a Soloist on their first study instrument or voice. Students develop stage presence, learn the art of performing to an audience and develop their skills on their instruments. All SIMC students will develop improvisational skills playing a range of jazz styles throughout the course. Students will complete theory and aural work for AMEB Musicianship Grades 2 -3 standard. Students will study music from a range of emusic eras and will investigate the historical context and analyse musical works. Students may perform music in this style to gain a further understanding of the context.

TOPICS

Solo Performance

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

Jazz Improvisation/Ensemble Performance

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

Musicianship

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

Composing and Arranging

Students demonstrate knowledge and understanding of music theory through practical applications

Musical Styles and Analysis

Students analyse styles of music and demonstrate an understanding of music history and genres

ASSESSMENT

- Performance - 50%
- Music Theory - 25%
- Music Styles and Analysis - 25%

RECOMMENDATION

n/a

PREREQUISITES

Entry into this course is by audition only - selection process applies. Application forms available in the Special Interest Music Centre. All students in this course are required to be studying at least two instruments or voice through the instrumental music program.

NOTES

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

[Edit](#)

LEADS TO

COMPULSORY Middle Secondary – Advanced Special Interest Music

[Go back to -](#)

[Curriculum Home](#)

[Special Interest Music](#)

Like 0



SPECIAL INTEREST MUSIC – MIDDLE SECONDARY – ADVANCED SPECIAL INTEREST MUSIC

SHARE   

Home > Special Interest Music - Middle Secondary - Advanced Special Interest Music

Go back to -

Curriculum Home

Special Interest Music

COMPULSORY

Middle Secondary – Advanced Special Interest Music

ENTRY INTO THIS COURSE IS BY **AUDITION ONLY** – SELECTION PROCESS APPLIES

[CLICK HERE](#) for more information about the audition process.

PREREQUISITE

COMPULSORY Middle Secondary – Intermediate Special Interest Music

SUBJECT LENGTH

2 Semesters

DESCRIPTION

Students learn their first study instrument or voice in an individual instrumental lesson. Students then have the opportunity to learn a second study instrument in a group lesson. Students perform as a member in one or more of the Special Music Ensembles and as a Soloist on their first study instrument or voice. Students develop stage presence, learn the art of performing to an audience and develop their skills on their instruments. All SIMC students will develop improvisational skills playing a range of jazz styles throughout the course. Students will complete theory and aural work for AMEB Musicianship Grades 2 -3 standard. Students will study music from a range of emusic eras and will investigate the historical context and analyse musical works. Students may perform music in this style to gain a further understanding of the context.

TOPICS

Solo Performance

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

Jazz Improvisation/Ensemble Performance

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

Musicianship

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

Composing and Arranging

Students demonstrate knowledge and understanding of music theory through practical applications

Musical Styles and Analysis

Students analyse styles of music and demonstrate an understanding of music history and genres

ASSESSMENT

- Performance - 50%
- Music Theory - 25%
- Music Styles and Analysis - 25%

RECOMMENDATION

n/a

PREREQUISITES

Entry into this course is by audition only - selection process applies. Application forms available in the Special Interest Music Centre. All students in this course are required to be studying at least two instruments or voice through the instrumental music program.

NOTES

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

[Edit](#)

LEADS TO

COMPULSORY Stage 1 – Advanced Music

[Go back to -](#)

[Curriculum Home](#)

[Special Interest Music](#)

Like 0



THE ARTS – MIDDLE SECONDARY – INTERMEDIATE CONTEMPORARY MUSIC

Home > The Arts - Middle Secondary - Intermediate Contemporary Music

SHARE



Go back to -

Curriculum Home

The Arts

CHOICE

Middle Secondary – Intermediate Contemporary Music

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

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

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – MIDDLE SECONDARY – ADVANCED CONTEMPORARY MUSIC

Home > The Arts - Middle Secondary - Advanced Contemporary Music

SHARE   

Go back to -

Curriculum Home

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)

Edit

LEADS TO

CHOICE

Stage 1 – Music Explorations

Go back to -

Curriculum Home

The Arts

Like 0



SPECIAL INTEREST MUSIC – STAGE 1 – ADVANCED MUSIC

Home > Special Interest Music - Stage 1 - Advanced Music

SHARE   

Go back to -

Curriculum Home

Special Interest Music

COMPULSORY

Stage 1 – Advanced Music

ENTRY INTO THIS COURSE IS BY **AUDITION ONLY** – SELECTION PROCESS APPLIES

[CLICK HERE](#) for more information about the audition process.

PREREQUISITE

COMPULSORY Middle Secondary – Advanced Special Interest Music

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

This course is for students who have a focused interest in performance, extended repertoire as a soloist and the development of musicianship and analytical skills; preparing students for Tertiary Education.

- *Understanding Music* – Development of knowledge and understanding of musical elements, Communication of musical ideas.
 - *Creating Music* – Application of knowledge and understanding of musical elements, Exploration and application of musical skills and techniques in developing, refining, and presenting creative works, Interpretation of musical works.
 - *Responding to Music* – Development of musical literacy skills, Analysis and discussion of musical works and styles, Reflection on own learning in music.
-

TOPICS

- *Performance Special Study* – Students present an extended solo performance based on a theme, such as a single work, composer/artist or era.
 - *Musical Styles and Analysis* – Students develop their knowledge of analytical skills and terminology.
 - *Composition/Arranging* – Students develop their knowledge of compositional techniques and use professional music software to create their own work.
 - *Musicianship* – Students develop their knowledge of harmony, aural and applied theory.
-

ASSESSMENT

Assessment Type 1 - Creative Works 60%

- Performance Special Study – Public Performances
- Composition /Arranging

Assessment Type 2 - Musical Literacy 40%

- Musicianship Tests / Exam
 - Score Analysis
 - Musical Styles Analysis
-

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Special Interest Music](#)

Like 0



THE ARTS – STAGE 1 – MUSIC EXPLORATIONS

Home > The Arts - Stage 1 - Music Explorations

SHARE   

Go back to -

Curriculum Home

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

ATAR *Stage 2 – Music Explorations (Contemporary Music)*

ATAR *Stage 2 – Solo Performance (Contemporary Music)*

ATAR *Stage 2 – Ensemble – Performance (Contemporary Music)*

Go back to -

Curriculum Home

The Arts

Like 0



SPECIAL INTEREST MUSIC – STAGE 2 – MUSIC STUDIES

Home > Special Interest Music - Stage 2 - Music Studies

SHARE



Go back to -

Curriculum Home

Special Interest Music

ATAR

Stage 2 – Music Studies

ENTRY INTO THIS COURSE IS BY **AUDITION ONLY** – SELECTION PROCESS APPLIES

[CLICK HERE](#) for more information about the audition process.

PREREQUISITE

COMPULSORY

Stage 1 – Advanced Music

SUBJECT LENGTH

2 Semesters

SACE CREDITS

20 Credits

DESCRIPTION

Students demonstrate an understanding of the relationship between theoretical notation and sound through the following -

- *Understanding Music* - Reflection on musical influences on own original creations. Synthesis of findings and expression of musical ideas.
- *Creating Music* - Application of knowledge and understanding of musical elements. Application of musical skills and techniques in developing, refining, and presenting creative works. Interpretation of musical works. Manipulation of musical elements.
- *Responding to Music* - Application of a range of musical literacy skills, including aural perception and notation. Deconstruction and analysis of musical works and/or styles.

TOPICS

n/a

ASSESSMENT

SCHOOL ASSESSMENT - 70%

Assessment Type 1 - Creative Works (40%)

- Students present a portfolio consisting of: their own creative works, which may be a performance or performances, a composition or compositions, or an arrangement or arrangements as well as a creator's statement in which they reflect on their creative works.

Assessment Type 2 - Musical Literacy (30%)

- Students complete three musical literacy tasks that demonstrate high level analytical skills and includes at least one composition or arrangement of approximately 2 minutes.

EXTERNAL ASSESSMENT - 30%

Assessment Type 3 - Examination (30%)

- 2-hour examination of applied knowledge and understanding of musical elements and musicianship skills.

RECOMMENDATION

A or B standard music theory units in Stage 1 Music Advanced

NOTES

n/a

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[Special Interest Music](#)

Like 0



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

Home > The Arts - Stage 2 - Music Explorations (Contemporary Music)

SHARE   

Go back to -

Curriculum Home

The Arts

ATAR

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

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 2 – SOLO PERFORMANCE

Home > The Arts - Stage 2 - Solo Performance

SHARE   

Go back to -

Curriculum Home

The Arts

ATAR

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

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



THE ARTS – STAGE 2 – ENSEMBLE PERFORMANCE

Home > The Arts - Stage 2 - Ensemble Performance

SHARE   

Go back to -

Curriculum Home

The Arts

ATAR

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

[Go back to -](#)

[Curriculum Home](#)

[The Arts](#)

Like 0



2023 – TECHNOLOGY

Home > 2023 - Technology

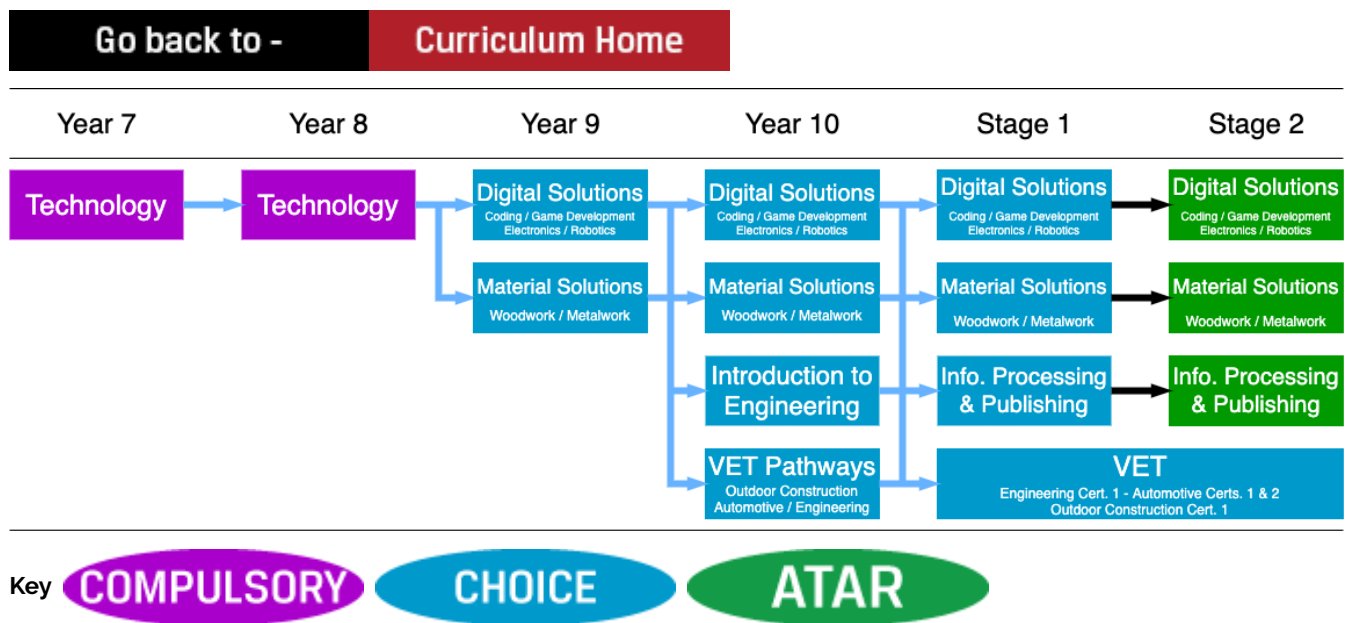
SHARE



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

Head of Technology – Kate Bayly – Kate.Bayly682@schools.sa.edu.au

The subjects below are clickable



Go back to - Curriculum Home

Like 0



TECHNOLOGY – YEAR 7 – FOUNDATION TECHNOLOGIES

Home > Technology - Year 7 – Foundation Technologies

SHARE   

Go back to -

Curriculum Home

Technology

COMPULSORY

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

Edit

LEADS TO

Go back to -

Curriculum Home

Technology

Like 0



TECHNOLOGY – YEAR 8 – FOUNDATION TECHNOLOGIES

Home > Technology - Year 8 – Foundation Technologies

SHARE



Go back to -

Curriculum Home

Technology

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

Edit

LEADS TO

CHOICE

Year 9 – Digital Solutions

CHOICE

Year 9 – Material Solutions

Go back to -

Curriculum Home

Technology

Like 0



TECHNOLOGY – YEAR 9 – DIGITAL SOLUTIONS

Home > Technology - Year 9 – Digital Solutions

SHARE



Go back to -

Curriculum Home

Technology

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 Homestyler

Generating floor plans

Interior design - furniture, flooring, and wall coverings

Game Development - Online gaming

Kudo Gamelab

Intro into gaming

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

NOTES

n/a

Edit

LEADS TO

CHOICE

Year 10 – Digital Solutions

CHOICE

Year 10 – Material Solutions

CHOICE

Year 10 – Intro. to Engineering

CHOICE

Year 10 – VET Pathways

Like 0



TECHNOLOGY – YEAR 9 – MATERIAL SOLUTIONS

Home > Technology - Year 9 – Material Solutions

SHARE



Go back to -

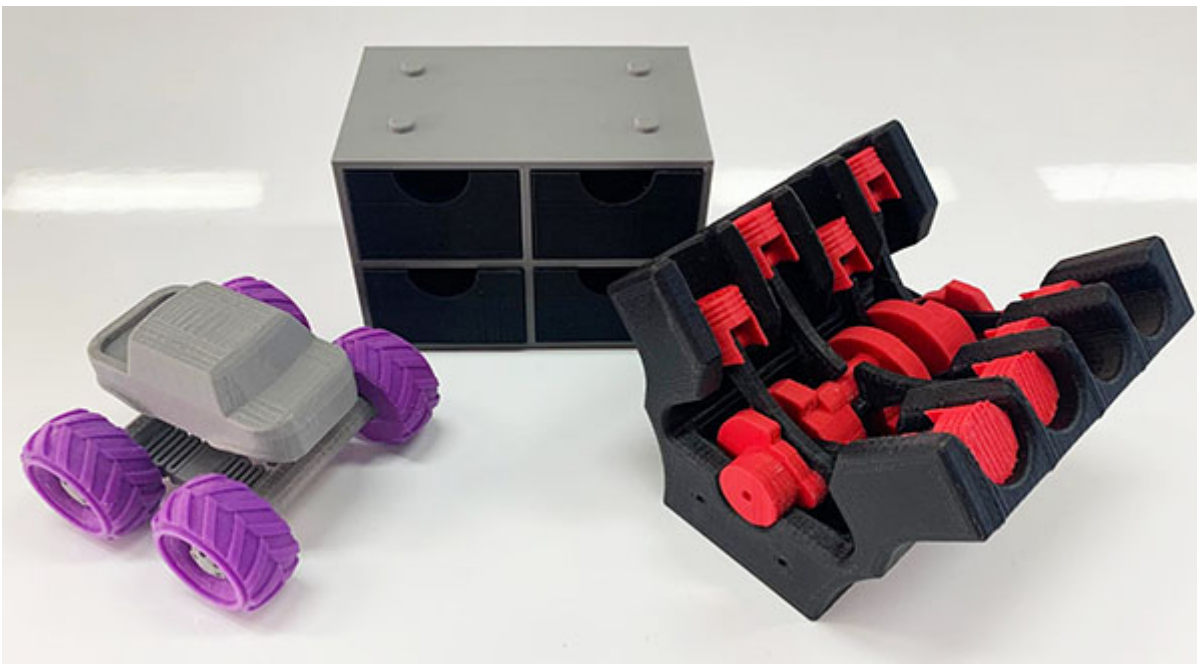
Curriculum Home

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

[Edit](#)

LEADS TO

CHOICE

Year 10 – Digital Solutions

CHOICE

Year 10 – Material Solutions

CHOICE

Year 10 – Intro. to Engineering

CHOICE

Year 10 – VET Pathways

Like 0



TECHNOLOGY – YEAR 10 – DIGITAL SOLUTIONS

Home > Technology - Year 10 – Digital Solutions

SHARE



Go back to -

Curriculum Home

Technology

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

[Edit](#)

LEADS TO

CHOICE

Stage 1 - Digital Solutions

CHOICE

Stage 1 - Material Solutions

CHOICE

Stage 1 - Info. Processing & Publishing

CHOICE

Senior Secondary - VET

Like 0



TECHNOLOGY – YEAR 10 – MATERIAL SOLUTIONS

Home > Technology - Year 10 – Material Solutions

SHARE



Go back to -

Curriculum Home

Technology

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

[Edit](#)

LEADS TO

CHOICE

Stage 1 – Digital Solutions

CHOICE

Stage 1- Material Solutions

CHOICE

Stage 1 – Info. Processing & Publishing

CHOICE

Senior Secondary – VET

Like 0



TECHNOLOGY – YEAR 10 – INTRODUCTION TO ENGINEERING

Home > Technology - Year 10 – Introduction to Engineering

SHARE   

Go back to -

Curriculum Home

Technology

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 Bevelling

TOPICS

n/a

ASSESSMENT

n/a

RECOMMENDATION

n/a

PREREQUISITES

n/a

NOTES

n/a

[Edit](#)

LEADS TO

CHOICE

Stage 1 - Digital Solutions

CHOICE

Stage 1- Material Solutions

CHOICE

Stage 1 - Info. Processing & Publishing

CHOICE

Senior Secondary - VET

[Go back to -](#)

[Curriculum Home](#)

[Technology](#)

Like 0



TECHNOLOGY – YEAR 10 – VET PATHWAYS

Home > Technology - Year 10 – VET Pathways

SHARE



Go back to -

Curriculum Home

Technology

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

LEADS TO

CHOICE

Stage 1 – Digital Solutions

CHOICE

Stage 1- Material Solutions

CHOICE

Stage 1 – Info. Processing & Publishing

CHOICE

Senior Secondary – VET

[Go back to -](#)

[Curriculum Home](#)

[Technology](#)

Like 0



TECHNOLOGY – STAGE 1 – DIGITAL SOLUTIONS

Home > Technology - Stage 1 – Digital Solutions

SHARE   

Go back to -

Curriculum Home

Technology

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

Edit

LEADS TO

[Go back to -](#)

[Curriculum Home](#)

[Technology](#)

Like 0



TECHNOLOGY – STAGE 1 – MATERIAL SOLUTIONS

Home > Technology - Stage 1 - Material Solutions

SHARE   

Go back to -

Curriculum Home

Technology

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Technology](#)

Like 0



TECHNOLOGY – STAGE 1 – INFORMATION PROCESSING & PUBLISHING

Home > Technology - Stage 1 – Information Processing & Publishing

SHARE



Go back to -

Curriculum Home

Technology

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

[Edit](#)

LEADS TO



[Go back to -](#)

[Curriculum Home](#)

[Technology](#)

Like 0



TECHNOLOGY – SENIOR SECONDARY – VET

Home > Technology - Senior Secondary - VET

SHARE



Go back to -

Curriculum Home

Technology

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.
Please check back later. Sorry for the inconvenience.*

Edit

Go back to -

Curriculum Home

Technology

Like 0



TECHNOLOGY – STAGE 2 – DIGITAL SOLUTIONS

Home > Technology - Stage 2 – Digital Solutions

SHARE   

Go back to -

Curriculum Home

Technology

ATAR

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

Edit

[Go back to -](#)

[Curriculum Home](#)

[Technology](#)

Like 0



TECHNOLOGY – STAGE 2 – MATERIAL SOLUTIONS

Home > Technology - Stage 2 – Material Solutions

SHARE



Go back to -

Curriculum Home

Technology



ATAR

Stage 2 – Material Solutions

Woodwork / Metalwork

FOLLOWS FROM



CHOICE

Stage 1 – Material Solutions

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

[Edit](#)

[Go back to -](#)

[Curriculum Home](#)

[Technology](#)

Like 0



TECHNOLOGY – STAGE 2 – INFORMATION PROCESSING & PUBLISHING

Home > Technology - Stage 2 – Information Processing & Publishing

SHARE   

Go back to -

Curriculum Home

Technology

ATAR

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

Edit

Go back to -

Curriculum Home

Technology

Like 0