



# VICTOR HARBOR HIGH SCHOOL



# 2024 CURRICULUM HANDBOOK

RESPECT INTEGRITY PERSEVERANCE CREATIVITY



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We endeavor to offer students maximum choice in our curriculum offerings and while the handbook describes the full extent of possible subjects, please note subjects will only run if there are enough students to make a viable class.

Whilst we often run classes below our resource entitlement the school is resourced to accommodate class sizes of 30 at Years 7 - 10 and 26 in Years 11 and 12.

Students may wish to be considered for classes above their chronological year level. Students are invited to complete an "Application to Study at a Higher Level" - approval is based on a demonstration of readiness through evidence of prior learning.

In addition to the subjects offered at Victor Harbor High School, students are able to access a range of subjects offered in other schools through the Southern Adelaide and Fleurieu Secondary School (SAFSS). Brochures outlining the courses offered is available upon request.

# INTRODUCTION



## PRINCIPAL'S PERSPECTIVE

Choosing subjects for the following academic year is such an important process for all students to engage in. We invite families to take an active role in this process by reviewing subject information and attending individual appointments. This handbook is designed to supplement learning information a student and/or family receive from teachers or leaders within the school. The descriptors are designed to be read and questioned before attending individual counselling meetings.

This approach of personalised selection of subjects for the following year, enables future programs of learning to align with a student's interests and future goals.

At Victor Harbor High School we expect our graduates to leave us, as good writers and speakers, great leaders when they can be, good followers when they should be, creative no matter their field, and can be positive team members when required. As global citizens they are aware their behaviour makes a difference, and above all they are generous of spirit.

To achieve this vision, we focus on developing six Cs (competencies) including: collaboration, creativity, critical thinking, communication, character and citizenship supported by the school values of integrity, perseverance, respect, and creativity.

Students and staff belong to one of four Houses (Murray, Inman, Hindmarsh and Finniss) a structure which promotes belonging and connections to others in a positive and inclusive environment.

In addition, a broad range of activities are offered where students can extend their skills and connect with other like-minded students are available both in subject curriculum, and as extra-curricular opportunities. Creative and adaptable timetabling enables students to access the range of learning opportunities in line with their future aspirations, passion and learning readiness.

If you have questions about the subject selection process please contact the school 8551 1900 or message the relevant House Leader via Daymap (Learner Management System).

Regards  
Adie Conley  
Principal

# STUDENT SUPPORT

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Student wellbeing is central to learning. During your time at Victor Harbor High School we will make sure that you are feeling supported. We do this because we understand that if you are feeling good about yourself and confident about what you are doing then you will be able to concentrate more on your learning and be successful at school.



## STUDENT SERVICES

Student Services is the starting point for a lot of our support services. Here you can find people who will help you around a range of issues. We have Wellbeing and Engagement Leaders and Pastoral Support Workers who you can talk to if you feel you need someone to discuss anything with. Student Services also provides support for the simpler things in life like first aid and phoning home if you need to. You can get the information you need about things like bus passes, where to find teachers and other essential information, just to name a few things.

## MENTAL HEALTH SUPPORT

The school is part of a Department for Education initiative with a mental health practitioner to support students with mild to moderate mental health needs. This worker works closely with Student Engagement and Wellbeing leaders to support our staff and students. The wellbeing team work closely with school staff as well as other community and department services and clinicians to support students with their mental health and wellbeing.

## NUNGA ROOM

Our Indigenous students can access support and education programs related to their cultural, their heritage and their language. This support is available from our Aboriginal Secondary Education Transition Officer (ASETO) and our Aboriginal Education Coordinator (AEC). These staff are based in the Nunga Room. Ngarrindjeri Language is now embedded as a subject offered on our time table and has proven to be a popular choice with our indigenous students.

The South Australian Aboriginal Secondary Training Academy (SAASTA) is offered to senior students as a SACE completion package and transition to further training and/or employment.

# ASSISTANCE FOR LEARNING SUCCESS PROGRAMS

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All students are capable of learning when they are engaged and provided with easily accessible, appropriate learning activities. At VHHS we develop the whole child and value the diversity of our learners. Structures and services developed and refined over the years aim to support all of our students regardless of their individual, personal, social and intellectual needs. There is an understanding of the strong connection between wellbeing and learning and our interventions are aimed at ensuring our students are able to participate actively in all elements of the curriculum.

In class quality teaching practice is responsive to the differential needs of all students. All teachers are supported to make adjustments to accommodate the learning needs of individual students in their classes. This support is provided by Lead Teachers who are experienced in identifying and accommodating students' learning needs.

Individual Student Support Teams meet weekly and collaborate with Lead Teachers in Intervention and Support to ensure that concerns and referrals identified by classroom teachers about individual students are addressed and decisions made to provide appropriate support for individual students who require additional learning and wellbeing support.

Introduction of ALSP (Assistance for Learning Success Programs) support student individualised learning with additional programs:

- MaqLit focussing on phonological awareness
- What's the Buzz - Prosocial skills to develop emotional and social intelligence.
- Tenacity - Gain the software to debug their mind and live life to the fullest.
- VCAP (Vocational & Career Assistance Program) - assist with students' personalised career development.
- MacqLit - Reading and Literacy Support - MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers.
- Rock and Water - A self-development program designed to enhance student's resilience skills.
- Passport for Life - Life Skills Program - Learn independent living skills
- The Nook - Additional Support with Core Subjects and Project Based Learning
- Aboriginal Literacy/Numeracy Program - Additional Support with Core Subjects
- Targeted in-class support by staff with expertise in literacy development

A range of experienced and expert staff deliver specific programs with interventions targeted at individual students to address and help overcome their particular barriers to learning. A range of substantial adjustments are implemented to ensure that the student can access the learning at the appropriate level such as; personalised curriculum at a suitable year level, frequent individual instruction, and adapted assessment procedures. As well as teachers in this space focusing on individual student progress with Literacy and Numeracy they also provide assistance with their social and emotional wellbeing.

Student Support Teams refer students to access these programs.

# WELLBEING AND TRANSITION HUB

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Victor Harbor High School offers a Wellbeing and Transition Hub that delivers a range of alternative programs to support students. There are a diverse range of reasons why students are offered this program providing support and the opportunity to engage in a time table and program tailored to their individual needs.

The aim of these programs is to support engagement in learning. Students are still able to access mainstream subjects, through support of a Wellbeing Coach and negotiated with relevant teachers and leaders to ensure that they will be successful. This means that students remain involved in the subject counselling process with their peers, having the same access and opportunity to all suitable courses.

The Wellbeing and Transition Hub offers SACE accredited Literacy and Numeracy subjects as well as SACE compulsories; PLP (Personal Learning Plan) and Research Project. Community Studies subjects and Certificate II and III courses are available, where students meet essential criteria, and Case Management is provided to further support students with their academic and social-emotional learning.

## SUBJECT OPTIONS INCLUDE

Literacy - English

Numeracy - Maths

Personal Learning Plan (PLP)

Research Project (RP)

Photography

Community Studies 1

Community Studies 2

Pathways

Visual and Creative Arts

Music

Outdoor Adventure  
Full Day Program

Cooking

If you or your student would like more information regarding how to access subject and courses, please contact your students specific House Leader

# INTERNATIONAL EDUCATION

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Victor Harbor High School offers the following fee paying international program to overseas students:

## **Regional Study Abroad Program**

This program provides international students with an opportunity to experience the Australian lifestyle and education, and to improve their English.

International students come as fee paying students, usually for 1 to 4 terms and live in local, school approved Homestay accommodation. VHHS manages its own homestay program. Host families are carefully screened and selected by our International Program Manager who ensures that the best quality of care and safety is provided at all times.

Regional Study Abroad Program students can choose from academic and or experiential programs suitable for their interests and needs. Students choose VHHS for subjects such as Outdoor Education, Marine Studies, Photography, and Food & Hospitality.

If you would like to know how to become a Host Family, please contact:  
Reena Cavouras-Hyde (International Education Program Manager) or  
Michelle Sweet (International Education Administration)  
on 8551 1900 or email [dl.0799.info@schools.sa.edu.au](mailto:dl.0799.info@schools.sa.edu.au)





# TECHNOLOGY

The use of Technology as a tool for learning is a vital skill that all students need to develop whilst they are at school. Government's predict that 75% of new jobs will require students to be innovative and use entrepreneur skills which requires them to use technology to help solve problems and be collaborative. At Victor Harbor High School we will teach students how to explicitly use a range of technology that will help our graduates be well prepared for the new world of work.

## BRING YOUR OWN DEVICE (BYOD)

BYOD allows students to bring their own computing device to all of their classes. Students can bring a device of their choice (laptop, tablet etc) and connect to the school network and have free access to Office 365.

The advantage of a BYOD strategy is that it provides students with the flexibility of having their own device, one with which they are comfortable and familiar and suits their home requirements. All students are highly encouraged to have their own Accidental Theft and Damage Insurance.

Please refer to our school's Information and Communications Technology (ICT) brochure for more information and to ensure that your device will be suitable to use on our system.

## MICROSOFT OFFICE

Students are able to download up to four free copies of Office 365 onto their device(s). This gives them access to a 1 TByte One Drive storage account. OneNote Class Notebook will be used by teachers to collaborate and deliver teaching resources to students and provide feedback about their learning.

All students are required to sign these documents to be able to use our network and download their free copy of Office 365.

If you need any help with your login, computer issues or support in connecting to our BYOD network, please see the helpful staff in the IT office in the Heritage Building at any time throughout the school day.



## SUPPORT

*If you need any help with your login, computer issues or support in connecting to our BYOD network, please see the helpful staff in the IT office in the Heritage Building at any time throughout the school day.*



# SPECIAL EDUCATION

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At Victor Harbor High School the Special Education team supports students across their curriculum studies in a supported and flexible environment.

For students enrolling in senior secondary schooling, SACE patterns and post-school pathways are negotiated with the students and their families through the One Child One Plan (OCOP) process, undertaken annually in partnership with students and their families.

Students enrolled in Special Education, including Special Class, have their learning differentiated and when ready are eligible to undertake modified SACE courses that are tailored to meet specific student needs.

Post-school options are a major focus for senior students and work experience is negotiated with local employers and service providers.

For students who are likely to participate in a structured day option programs, opportunities for transition are negotiated and provided in consultation with the student, families and day option providers. These experiences are sought and provided before the student exits the Departmental school system.

As for all students, senior students enrolled in Special Education are able to access all the facilities enjoyed by the rest of the school. In some circumstances, students access both mainstream as well as modified courses with their peers.

# CONTACT INFORMATION

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## GENERAL CONTACT

Phone: (08) 8551 1900 | Fax: (08) 8551 1965 | Email: [dl.0799.info@schools.sa.edu.au](mailto:dl.0799.info@schools.sa.edu.au)

## EXECUTIVE LEADERSHIP

PRINCIPAL	Adrienne Conley
DEPUTY PRINCIPAL	Simon Harris
ASSISTANT PRINCIPAL - Learning Improvement	David Bennett
ASSISTANT PRINCIPAL - Learning Inclusion	Abbie-Lea Verco
ASSISTANT PRINCIPAL - Continuity of Learning	Jude Boyle
BUSINESS MANAGER	Kate Burdett

## HOUSE LEADERS

FINNISS	Lauren Dart	Support: Nicole Muller
HINDMARSH	Ryan Shaugnessy	Support: Jody Peterson
INMAN	Ian Milne	Support: Ashley Foote
MURRAY	Rebecca Morrison	Support: Hugh Bengert
YEAR 12	Jen Leske	
SPECIAL EDUCATION	Morgan Hill	
WELLBEING AND TRANSITION HUB	Abbie-Lea Verco	

## LEARNING AREA CONTACTS & LEAD TEACHERS

THE ARTS	Ellen Gillett
LANGUAGES	Mark Nethercott
ENGLISH	Annita Foote
MATHEMATICS	Ashley Foote
HEALTH AND PHYSICAL EDUCATION	Jody Peterson
SCIENCE	Ryan Shaugnessy
HUMANITIES AND SOCIAL SCIENCES	Lauren Dart
DESIGN AND TECHNOLOGY	Jody Peterson
VOCATIONAL LEARNING VET	Jody Peterson
PLP AND RP	Hugh Bengert/Bec Morrison



# YEAR 7 & YEAR 8

COURSE STRUCTURE

# YEAR 7 & 8 COURSE STRUCTURE

## ENGLISH



## MATHEMATICS



## SCIENCE



## GLOBAL STUDIES

History, Geography, Enterprise & Business,  
Civics & Citizenship



## HEALTH & PHYSICAL ED



## THE ARTS



## TECHNOLOGY



## LANGUAGES - INDONESIAN



## HOUSE PROGRAM



## LIT and NUM





# YEAR 9

COURSE STRUCTURE

# YEAR 9 COURSE STRUCTURE

## ENGLISH



## LANGUAGES (Choice)

Indonesian | Ngarrindjeri



## SCIENCE



## Choice Line 1 (Semester x 2)



## HEALTH & PHYSICAL ED



## Choice Line 2 (Semester x 2)



## MATHEMATICS



## HOUSE PROGRAM



## GLOBAL STUDIES

History, Geography, Enterprise & Business,  
Civics & Citizenship





# VISUAL ART

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## SEMESTER 1 OR SEMESTER 2

Visual Arts build on each student's prior learning and experience.

Students learn in and through visual arts practices, both individually and collaboratively and explore a range of materials/methods such as drawing, charcoal, chalk pastels, acrylic and watercolour paint, digital media, hand building clay, printmaking and construction sculpture.

Students create artwork to communicate ideas and intentions using visual conventions.

Visual Arts in local, regional, national, global, historic, and contemporary contexts will be explored, including the diversity of Visual Arts created by First Nation Australians.

The creative process, will be a focus of learning to develop skills, generate ideas and themes of their Visual Arts practice and the development of their personal aesthetic.

Critical practices of reflection, evaluation or responding to their own work or the work of others is essential learning.

Students will review an art exhibition and plan and produce a resolved artwork to display.





# CREATIVE MEDIA MARKETING

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## SEMESTER 1 OR SEMESTER 2

Creative Media Marketing is a course designed for technologically savvy students who are interested in learning how to define the needs of a client in a digital world, and then develop a tailored multimedia marketing package for them.

This course includes access to industry standard software including Adobe Creative Cloud (Photoshop, Spark, Premiere, InDesign), Audacity and various website builders. Activities include building marketing campaigns, “how to” videos and podcasts.

Creative Media Marketing is an exciting and challenging course which encourages you to critically engage with not only digital media, but also customers.

The course is designed to provide a foundation for a range of careers in the media and marketing industries and leads to Stage 1 Creative Media and Stage 1 Tourism



# CRIME SCENE INVESTIGATION

## INNOVATION - CSI

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### SEMESTER 1 OR SEMESTER 2

This course is designed for Year 9 students who are interested in Forensic Science and would like to be involved in inquiry-based projects. The Crime Scene Investigation course involves students learning about the tools, techniques and terminology related to Forensic Science. This is done through a combination of theory and practical lessons to apply biological and chemical concepts to a range of re-enacted scenarios. A component of the course will also look at the improvement in technology over time and the history of forensics. To be successful in this course students need to be able to pose questions and apply enquiry-based learning processes to carry out and evaluate experiments both individually and as groups in the laboratory. Comparison will be made between the way media/television portrays fictional forensics and real forensics.

### COURSE CONTENT

- Introduction to Forensic Science
- The Forensic Science Laboratory
- Fibres, hair, paint traces
- Fingerprinting – techniques for taking, identifying, matching
- Handwriting analysis
- Casting – shoe and tyre, taking an impression
- Toxicology – how to identify substances that might be toxic
- Blood – grouping, identifying, splatter patterns
- DNA – extraction, profiling, use of in solving crimes



# CULTURAL STUDIES

## SEMESTER 1 OR SEMESTER 2

Students develop their intercultural knowledge and awareness for different cultures within our community through the study of Indonesia, Japan, France, plus one of the student's own choice. Students will learn about places, festivals, food, movies including anime, and languages for tourism.

This is a hands-on program where students get to appreciate the different ways people speak, interact and create across selected countries. Students will experience a range of guest speakers and excursions to bring these studies alive.

Whilst fundamental skills will be taught across the class, students will have the opportunity to undertake a specialist investigation of their own choice.





# DESIGN AND CRAFT

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## SEMESTER 1 OR SEMESTER 2

Students study designers and craftspeople, along with media and methods. They also learn to look critically at art work, use arts language and the elements of art to describe what they see.

Students create original artworks based on themes that are personally relevant and have been inspired by both contemporary and historic artistic styles from local, national and international contexts, including Australian First Nation Peoples. The projects include: graphic design, product design, fabric printing and textile work.

Students will review an exhibition and plan and produce a resolved work to display.

# DESIGN AND TECHNOLOGY

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## SEMESTER 1 OR SEMESTER 2

The subject of Design and Technology enables students to develop a wide range of practical life skills. These skills include problem solving, creativity, independent learning, innovation, ICT, presentation, and making skills. All of these skills provide a sound preparation for the world of work and further study.

### COURSE CONTENT

- 3D Design - Design and printing of sustainable plastics
- Wood - Using machines and hand tools to complete basic framing and cabinet joints in construction of small projects.
- Sheet Metal - Cutting and developing sheet metal into a 3 dimensional object using various joining methods including spot welding.
- Introduction to Welding - Basic gas welding, fusion, braze and spot welding.
- Electronics - An introduction to differing components and basic circuitry through simulation.

Following the development of basic skills, students will have the opportunity to complete a number of small, practical projects with weekly written assignments to be completed online.





# DRAMA

## SEMESTER 1 OR SEMESTER 2

The aim of this course is to gain knowledge and understanding of a variety of theatre forms through performance practice and theory.

### COURSE CONTENT

Students explore elements of theatre practice, its evolution and continuing traditions, and further develop their improvisation and performance skills.

The course will cover some of the following topics:

- Improvisation
- Voice
- Analysing performance
- Tableau
- Script work
- Chorus
- History of theatre

The focus of this course is on developing skills in the areas of:

- Collaboration and team-work
- Communication – verbal and non-verbal
- Technology in the theatre
- Developing confidence on stage; Presenting to an audience · Vocal projection

### Specialist Arts Opportunities

Students wishing to extend their involvement in Drama or the Arts will have opportunities to be involved in the whole school Musical, the VH News team and viewing performances. There may also be opportunities for cross-curricular activities.



# CREATIVE ARTS - DRAMA

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## SEMESTER 1 OR SEMESTER 2

The aim of this course is to gain knowledge and understanding of a variety of theatre forms through performance practice and theory.

### COURSE CONTENT

The course will cover some of the following topics:

- Back stage
- Technology in the theatre
- Costume
- Set Design

The focus of this course is on developing skills in the areas of:

- Collaboration and team-work
- Communication – verbal and non-verbal
- Technology in the theatre
- Developing confidence on stage & presenting to an audience may also be covered.



# ENTREPRENEURIAL LEARNING FRAMEWORK

INNOVATION - ELF

## SEMESTER 1 OR SEMESTER 2

The world is changing. Young people need more than knowledge and basic skills to thrive in today's complex, global community. It has become widely accepted that capabilities like Creativity, Collaboration, Critical thinking, Problem-solving, and Perseverance are what students need for future success.

Entrepreneurial learning can help grow these capabilities that are key for lifelong success. By identifying and solving problems, communicating ideas and taking more control of their learning, students find more relevance in their education and experience impact on their learning that stretches beyond traditional assessment.

### ASSESSMENT

Students will be assessed by demonstrating a level of growth against the ACARA General Capabilities: Personal and Social; and, Critical and Creative Thinking.

This course leads to:

Year 10 - Shark Tank, Stage 1 Business Innovation, and Stage 2 Business Innovation





# ENVIRONMENTAL STUDIES

## INNOVATION - THE BILLABONG

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### SEMESTER 1 OR SEMESTER 2

In Environmental Studies, we conduct an intensive investigation of the Inman River and Billabong, focusing on practical skills like water quality testing, macro-invertebrate identification, and flora and fauna recognition. We explore local and global environmental issues, seeking ways to help the environment and engage in practical tasks at our school. The course emphasises hands-on activities, experiments, and independent investigations for a comprehensive learning experience.

### COURSE CONTENT

- Biodiversity: Identify and classify plant and animal species in the Billabong ecosystem.
- Water Quality: Study and assess water quality extensively in the Inman River and Billabong.
- Invertebrates: Explore the significance of invertebrates in the Inman River catchment zone.
- Microplastics: Test and measure microplastic pollution levels in local waterways.
- Plastic Pollution: Investigate and propose solutions to the widespread issue of plastic pollution.
- Gardening and Worm Farming: Learn basic garden management and sustainable practices, including worm farming.
- Global Environmental Issues: Examine current environmental challenges, fostering global awareness.
- Personal Inquiry: Conduct an independent investigation into an environmental issue of choice.



# FILM & MEDIA

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## SEMESTER 1 OR SEMESTER 2

Students will explore the place of media in the world. They will explore different media genres analysing and producing work for specific audience. It is an advantage for students to have an interest in, or experience with editing software and working with a camera.

### COURSE CONTENT

Students will learn the literacy of media and apply this knowledge in their own work. This may include topics such as animation, journalism, performing for the camera, editing and shooting short film.

They will develop filming techniques with a focus on:

- Storyboarding
- Presenting
- Special effects
- Animation
- Sound
- Editing
- Purpose
- Audience

### ASSESSMENT

- Folio- a record of student understanding and knowledge
- Production – students will work as a part of a production team to create a product
- Creative presentation- Individual skills assessment



# HEALTH & PHYSICAL EDUCATION

## FULL YEAR

The Health and Physical Education Course for Year 9 aims to further develop student's appreciation of living a healthy and active lifestyle.

Students will investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Through a broad range of physical activities, students will have an opportunity to develop coordination and movement skills including kicking, throwing/catching and trapping/hitting. Sports covered may include basketball, softball, netball, football, aquatics, athletics and a range of minor games that focus on cooperation and strategic team work.

The Health component covers lifestyle and the factors that affect it including diet, exercise, smoking, physiology, cultural awareness, drugs and alcohol, relationships, mental health, and sexual health education.

## Specialist Sports Focus (AFL)

This program is a mixed gender program so both boys and girls have the opportunity to pursue their interest in playing, refereeing, managing and/or officiating the sport. It offers an opportunity to pursue a comprehensive study of AFL in theoretical knowledge, technique and skills, fitness and game awareness. This program has a fee which covers uniform and association accreditation fees including coaching and refereeing courses and excursions.





# HOME ECONOMICS

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## SEMESTER 1 OR SEMESTER 2

Students will study one term of Food Technology and one term of Fabric Technology.

In Food Technology, students will explore and investigate food design, presentation and sustainability through preparation techniques with a focus on healthy recipes that could be served in a cafe setting and Asian influenced cuisine. Students will participate in a range of activities that develop their skills in the kitchen including criteria to be successful in each task and safety and hygiene, and their importance in food preparation. There will be two summative assessment tasks where students will focus on the Design Process of Investigate, Design, Produce and Evaluate.

In Fabric Technology, students will investigate sustainable practices in textiles and explore a range of practical skills on the sewing machine with the aim of designing and creating a fabric case/bag. There will be one summative assessment task where students will focus on the design process of Investigate, Design, Produce and Evaluate.

This course leads to Year 10 Food Presentation Skills and/or Year 10 Design and Textiles.



# INDONESIAN

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## SEMESTER 1 OR FULL YEAR

In Semester 1 students develop skills in reading, writing, speaking in and listening to Indonesian. They describe their own daily life (routines and household chores) in Indonesian, and then design their own house, before moving on to explore clothing and fashion. Students improve their pronunciation, memorisation and presentation skills by participating in various aural/oral activities. Fundamental literacy skills are enhanced by focusing on aspects of language such as intransitive and transitive verbs in a range of tenses and exploring rich descriptive language. Students enhance their knowledge and appreciation of Indonesian culture across the curriculum.

In Semester 2, students learn to discuss food in Indonesian, and learn how to order meals. They build their ability to use intransitive and transitive verbs, prepositions of place and noun classifiers to enrich their communication in topics including bargaining at the market, positional language and travel. Their fundamental literacy is enhanced through a close analysis of how sentences are constructed, and they are encouraged to refine their listening and speaking skills in regular dialogue practice.

This course leads to Year 10 Indonesian, if completed for a full year.



# INFORMATION TECHNOLOGY

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## SEMESTER 1 OR SEMESTER 2

This course is designed for students:

Who are interested in digital technologies used in industry. This includes working with robotics and computer aided design software.

Students will require their own laptops for this course.

## COURSE CONTENT

- Build and program a VEX VS robot to complete a real world challenge of industry
- Learn the basics of industry level CAD using Fusion 360
- Develop an understanding of Cybersecurity and how to protect a small network from attack



# MUSIC EXPERIENCE

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## SEMESTER 1

This course is designed for students who have an interest in developing their musical talents and abilities.

In addition to the 4 lessons a week of classes, students are required to participate in weekly one to one or small group instrumental lessons on their chosen instrument and maintain a regular practice routine at home. These lessons can be provided for free on select instruments, which take place during school hours onsite, or students can organise their own private tutors. Students will need to buy or hire their own instruments

## COURSE CONTENT

- Performance – students will perform on their chosen instrument in ensembles and as a solo performer
- Musicianship – students will continue to develop their aural and written skills through practical activities and assessment tasks
- History – students will delve into select periods of music, including composer projects and analysis
- Composition – students will apply their knowledge of the elements of music to compose music using notation and music technology
- Responding to music – students will analyse recorded music and live performances



# NGARRINDJERI

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## SEMESTER 1 OR FULL YEAR

In Semester 1 students develop skills in reading, writing, speaking in and listening to Ngarrindjeri. They improve their pronunciation, vocabulary memorisation and spelling skills by participating in various aural/oral activities and creation of written texts. Students also learn the context of the loss of Aboriginal languages in Australia and subsequent revival programs. Students participate in Reconciliation Week and NAIDOC activities.

In Semester 2, students learn to discuss themselves and everyday life. Their spoken language is built through a connection to real world scenarios, places, objects and artworks. Students learn more complex grammatical structures of Ngarrindjeri including use of suffixes. Students are encouraged to refine their listening and speaking skills through regular practice with members of the wider community, supported by language owners, for example local early learning centres.

This course leads to Year 10 Ngarrindjeri, if completed for a full year.







# SPECIALIST SPORT VOLLEYBALL

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## SEMESTER 1 OR SEMESTER 2

Specialist Volleyball is designed for Year 9 students who have a major interest in sports. The course will present topics on health and diet, coaching skills, training drills, group dynamics and communication skills through a focus on Volleyball. Throughout this course, students learn ball hitting and safe diving techniques. This Specialist Subject may lead to a position within the VHHS representative teams for zone and knock out sports competitions.

### COURSE CONTENT

- Health and diet in the relevant sport
- Developing skills in the relevant sport
- Training drills including specific warm up and cool down drills
- Group dynamics in team sports
- Coaching principles
- Sports specific fitness requirements and development
- Developing training drills





# YEAR 10-12

CURRICULUM

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- Year 10
- Stage 1: Year 11
- Stage 2: Year 12/13

Senior school prepares and supports students to make their transition from school to the next stage of their lives. Each student entering the senior school needs to know their strengths, interests and possible career paths post school, in order to prepare them for the achievement of their goals.

At Victor Harbor High School, we build the curriculum around the following foundations:

- Academic learning
- Vocational learning
- Personal learning
- House Program

Victor Harbor High School's innovative approach to secondary education, allows students entering the Senior School in Year 10 to be able to access SACE subjects through our vertically integrated timetable structure. This means that students are able to select subjects from the offerings at any year level. The subjects that a student selects will be determined by their chosen curriculum pathway, any pre-requisites that exist and their **personal readiness** for particular subjects. The timetable structure has been designed to provide the flexibility to tailor programs of study around the particular needs of individual students. For example, some students may choose to accelerate into a Stage 2 subject whilst they are in Year 11. Another student may choose to complete a Year 10 unit that they have a real interest in when they are in Year 11.

Students wanting to accelerate are required to complete the "**Application to Study at a Higher Level**" form (available from House Leaders).

In line with the Australian Curriculum guidelines all year 10 students study a compulsory semester of History, a compulsory semester of Health and Physical Education and a compulsory year of English, Mathematics and Science.

## CURRICULUM PLANNING OVERVIEW

### **What is a curriculum plan?**

Students selecting their subjects should be thinking about career choices and future pathways. A curriculum plan involves a set of subjects that leads to a specific after-school option. This option may be further education, training or employment. Setting a curriculum plan does not lock students into one career direction for the next three years of their life. The plan provides guidance and structure assisting students to choose appropriate subjects. Students may alter their plan if their interests and preferences change part way through their education.

We have designed curriculum to include subjects that are relevant, interesting and can lead to employment opportunities both within the Fleurieu Peninsula and the wider area.

Vocational Education and Training (VET) subjects are accredited at Stage 1 level but students can begin the pathway in Year 10.

Some students may not yet have decided on a future pathway. Students in this situation should speak with a member of the subject counselling team. Together we can design a course of study that will best meet the student's needs or suggest the adoption of an interim pathway.

## Year 10

- Students in Year 10 must choose 14 subjects, 7 subjects in each semester
- Compulsory subjects are English (full year), Mathematics (full year), Science (full year), Humanities and Social Sciences - History (1 semester), Health and Physical Education (at least 1 semester) and any relevant curriculum pathway subjects
- The compulsory SACE subject Personal Learning Plan (PLP), is delivered to students as a two week intensive.
- Individual Personal Project (IPP) studied in semester 2, is a free choice project of interest which builds up skills towards the SACE compulsory Research Project
- Year 10 students typically choose their subjects from the Year 10 offerings, however they may choose subjects from the Stage 1: Year 11 offerings if they can demonstrate their readiness (students must complete an "Application to Study at a Higher Level" form, available from House Leaders).

**Personal Learning Plan (compulsory 10 SACE credits)**

The Personal Learning Plan is a compulsory SACE subject, undertaken in Year 10 at Victor Harbor High School. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement
- review and adjust their plans to achieve their goals

The Personal Learning Plan contributes 10 credits towards the SACE.

It is compulsory, that students achieve a C grade or higher in this subject to be considered ready to progress to Year 11.

**Individual Personal Project (compulsory 10 SACE credits)**

Individual Personal Project is a compulsory subject (1 semester) that must be completed in semester 2 of Year 10 and leads into Research Project completed in Year 11. Each student completes a passion project focusing on a topic or area of interest. Students develop a research question or produce a product that enables them to focus specifically on their chosen area of interest. They are expected to work independently and keep evidence of their research. Students create a folio of research that is presented to a panel (including community members) for assessment. They are also required to reflect on completing their research processes and development of capabilities.

## Year 11

- Students in Year 11 typically choose 11 subjects, 6 subjects in one semester and 5 subjects in the other semester.
- Compulsory SACE subjects which must be achieved at a 'C' grade or better are; a semester of Stage 2 Research Project (10 credits – 1 semester), Literacy (20 credits - full year), Numeracy (10 credits – 1 semester) and any relevant curriculum pathway subjects.
- Year 11 students typically choose their subjects from the Stage 1 offerings, but may supplement their study from the Year 10. Some students may be ready to accelerate into a Stage 2 subject (Students must complete an "Application to Study at a Higher Level" form – available from House Leaders)

### **Research Project (compulsory 10 SACE credits)**

The Research Project is a compulsory SACE subject. Students undertake an extended project developing research and evaluation skills. They are expected to work independently and also be self-motivated.

The Research Project is accredited 10 credits at a Stage 2 level and as a compulsory subject must be achieved at a 'C' grade or better for students to complete the SACE.

## Year 12

Students typically choose 4 full year subjects (80 credits) and the Research Project (completed in Year 11).

### **Compulsory Subjects (SACE requirements)**

- 60 credits from Stage 2 subjects, compulsory and must be achieved at a 'C' grade or better
- 10 credits Research Project is compulsory and must be achieved at a 'C' grade or better (if not achieved in Year 11)
- NOTE: 80 Stage 2 credits + the Research Project are required for the ATAR (Australian Tertiary Admissions Rank)

**NOTE: under the new calculations for the University Aggregate (and then ATAR) most students will count the Research Project for their ATAR.**

### **Other subjects:**

Choose subjects that you are good at, that interest you and build towards your chosen future pathway. During Year 12 students will typically choose their subjects from the Stage 2 offerings, but may also supplement their study from the Stage 1 offerings.

### **Post school options:**

Students need to ensure they have an idea of what they want to do after they complete secondary school. Conduct research to determine if there are any pre requisites and/or assumed knowledge subjects that must/should be studied. If they are unsure they should ask someone who can help (see: Who to Contact for Assistance and Preparing for Further Education) so that they make sensible and informed subject choices.

**What is the SACE?**

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The SACE was recently updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The new SACE built upon the achievements of the old SACE and will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

**How do students get the SACE?**

To gain the SACE, students complete about two years of full-time study which most students will spread over three years. There are two stages:

- Stage 1, which most students begin in Year 10 and complete in Year 11.
- Stage 2, which most students complete in Year 12.

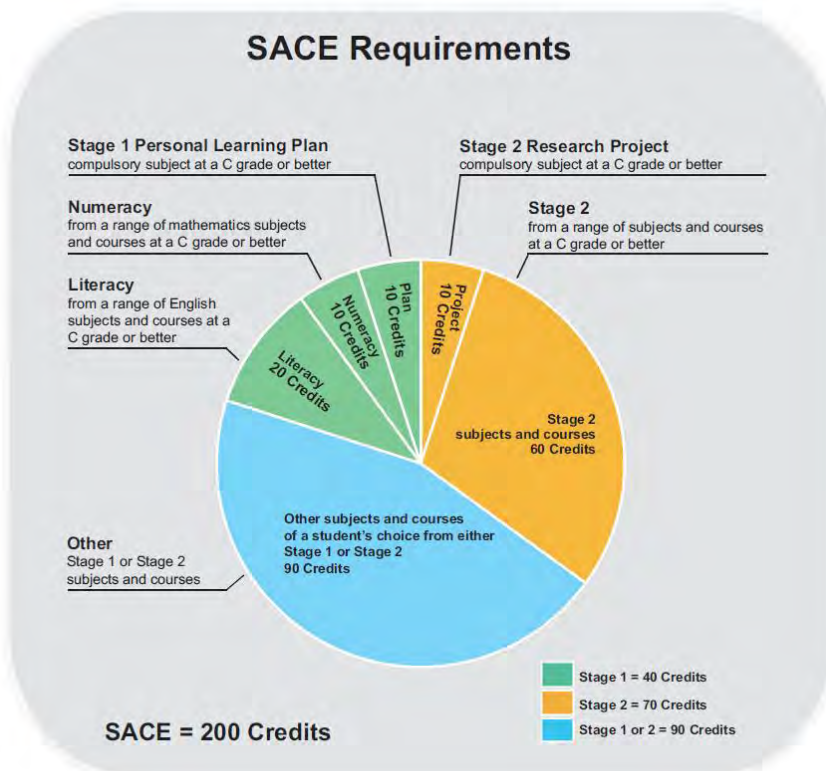
Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

In Stage 1 students will receive a grade from A to E for each subject. In Stage 2 students will receive a grade of A + to E - .

For compulsory subjects, they will need to achieve a C grade or better.

**The compulsory subjects are:**

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.
- The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board-recognised courses of a student’s choice.



**Note:** Green/Yellow subjects must be achieved at ‘C’ or better.



### Year 10

<b>Semester 1</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>History</b>	<b>Health and Physical Education</b>	Choice*	Choice*	<b>Personal Learning Plan (PLP) Stage 1: 10 credits</b>
<b>Semester 2</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>IPP Stage 1: 10 credits</b>	Choice*	Choice*	Choice*	

Choice subjects – select any subject from the Year 10 or Year 11 offerings (Stage 1 subjects through an Application to Study at a Higher Level)

### Year 11

<b>Semester 1</b>	<b>Literacy 10 credits</b>	<b>Numeracy 10 credits</b>	Choice* 10 credits	Choice* 10 credits	Choice* 10 credits	Choice* 10 credits	Study Line
<b>Semester 2</b>	<b>Literacy 10 credits</b>	<b>Research Project 10 credits</b>	Choice* 10 credits	Choice* 10 credits	Choice* 10 credits	Study Line	Study Line

Choice subjects – select any subject from the Stage 1 or Stage 2 offerings (Stage 2 subjects through an Application to Study at a Higher Level)

### Year 12

<b>Semester 1</b>	Choice 1	Choice 2	Choice 3	Choice 4 (required for ATAR score)	Study Line	Study Line	Study Line
<b>Semester 2</b>	20 credits	20 credits	20 credits	20 credits			

NB: Shading indicates compulsory units of study

### **What is VET and how can I be involved?**

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other registered training organisations.

Students can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses. The remaining 50 credits can be completed through subjects with a VET focus. This means the 200 SACE credits required to complete the certificate can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the Stage 1 literacy and numeracy requirements are also satisfied.

The VET procedures will encourage students to plan their VET pathways and work towards higher levels of VET.

NOTE: Students need to be Year 11 and turning 16 in order to access any VET courses.

### **What is community learning?**

Students are able to earn SACE credits for learning undertaken in the community. Information on community-based courses can be found at <https://www.sace.sa.edu.au/learning/community-learning>

These details are updated as new course information becomes available.

Students can count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

### **Students with disabilities**

The SACE will continue to cater for students with special needs. The existing special provisions will continue. In addition, the SACE offers a range of Modified Subjects as options for students with significant disabilities. The Personal Learning Plan, Research Project and each Learning Area has a Modified Subject outline which is accredited by the SACE board.

### **Course planner**

You can download a course planner for the new SACE at the SACE Board website. Follow the link below and scroll down to the 'For schools' section to find it.

<https://www.sace.sa.edu.au/documents/652891/3177536/SACE+Planner+2014.pdf/adaae454-5f5a-468b-a8ac-0e10298c7294>

### **Further information**

Visit the SACE Board website at <https://www.sace.sa.edu.au/> for more information about SACE.

**VCAP (Vocational Career Assistance Program):**

VCAP provides specialised career services to assist with a student's personalised career development. We provide a structured course that offers a tailored **Career Assistance Program** suited for their unique career aspirations. Our Career Assistance Program uses a set of highly regarded tools and assessments coupled with counselling that identifies a student's interests, personality and values and works towards designing a career path that is most suited to them.

Skills will include:

- Discovery their career options
- Developing their professional confidence
- Interview and resume preparation
- Fine Tuning their professional communication skills
- Planning for the future – The steps to their ultimate success
- Workplace Etiquette

Outcomes:

Through VCAP we aim to bring about initiating change along with:

- A clear and concise understanding of a student's career options.
- Acknowledgement and awareness of their individual strengths and values.
- An open and supportive environment to facilitate positive change.

**Rock and Water:**

Rock and Water is a self-development program designed to enhance student's resilience skills; monitor and identify their reactive behaviour patterns when placed in times of stress; develop their capacity to work effectively in a group situation by analysing how relationships are strengthened and to stand with focus and determination as an individual. It strengthens a child's inner motivation and drive and can be taken as a stand-alone program or complement our Tenacity and/or life skills program.

Rock and Water is unique in its delivery because of its emphasis on kinaesthetic learning patterns. The program is a series of physical exercises that evoke a physical and psychological response. Students learn to feel how their body reacts to situations and develop skills to control how their body responds by recognising the cues. They are made aware of how others respond and have opportunity to discuss how their social competency can be enhanced by following a series of steps to promote open and honest communication in the playground, classroom and wider community.

Specific topics include: Confidence, being a member of a group, emotional control, body awareness, working together, body language, intuition and listening, non-verbal cues, boundaries and mastering your emotions

**Tenacity:**

To start any journey students, need tools and strategies to clearly understand how they work and how to overcome obstacles that slow or hinder their progress.

Tenacity focuses on:

- Finding barriers to communication and breaking through them.
- Working on values and strength-based coaching to re-create positive thought processes.
- Create a pathway forward based on new beliefs and values.
- Creating a culture of excellence that inspires students to gain and sustain better results.
- Helping students identify and use their individual learning style.
- Identify individual learning, studying and performance strategies.
- Refining tools to improve emotional state management.

Students will learn:

- How they learn and connect that to their passion
- Discover the code to effectively communicate with anyone
- Create their own blueprint for success
- Learn the source of their personal genius
- Gain the software to de bug their mind and live life to the fullest

**Passport For Life:**

Our Passport For Life program is designed to support young people to actively engage in life.

During the program, they'll learn independent living skills to assist them in engaging more actively in the world around them. Specifically, they will develop a core set of life skills including how to open and manage a bank account and budget, safely catch public transport, maintain a healthy lifestyle including cooking skills, as well as personal presentation, and many other topics to support them in becoming more independent.

We offer a person-centred, practical approach in supporting students to engage with our local community. They will learn how to successfully interact with service providers as part of their everyday life,

Our holistic approach to learning life skills will provide students with the opportunity to hear from speakers, participate in interactive workshops and venture out on exciting field trips – all tailored to support their individual goals.

There are many benefits of joining this program, not the least of which are:

- Preparation for independent living
- Increases employability
- Interpersonal skills assist with maintaining healthy relationships

### **Macqlit:**

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Who is it for?

- Ideal for students who fall in the bottom 25% of a standardised reading test or curriculum-based measure, and who have particular difficulties in the area of word recognition.
- Specifically aimed at struggling readers in Year 3 through to high school.

Key benefits

- A systematic and explicit reading intervention program for older low-progress readers.
- Small group program only for use in accredited primary and secondary schools.
- Comprehensive sequence of lessons including all the components necessary for effective reading instruction.
- Allows students to generalise component skills through connected text reading.

### **Assistance for Learning Success:**

In our ALS program, the learning support teacher works closely with classroom teachers, providing extra assistance, providing support that enables students to meet their individual needs. Support takes a variety of forms:

- Teacher support. Identifying specific learning and support needs for individual students, assisting in implementing these strategies and programs.
- Giving extra time to complete classroom support in a safe space to allow a student to feel more comfortable to engage in their learning.
- Working with the students support network, often consisting of educational experts, teachers, parents and the student, to ensure facilitation of processes and strategies to maximise learning opportunities for the students.

### **What's the Buzz:**

*What's the Buzz?* is part of a global response stimulated by the positive psychology and positive education movements. The program precisely guides educators to teach young people new prosocial skills to develop emotional and social intelligence. How to;

- optimistically interpret human differences
- improve social connections; greetings, exiting, social feedback and social referencing
- begin and maintain relationships and friendships
- identify and work with one's own emotions
- identify and constructively respond to behaviours; put-downs, trash talk and bullying
- self-regulate emotions more productively, while appreciating self awareness and self identity
- navigate tricky social situations more positively and resiliently

And while absorbed in this skill-building, we give children the chance to grow steadier emotions and better behaviours.

Teaching social and emotional literacy, continuously, is a highly effective way to benefit our relationship with, and between, students. All human beings, no matter their age or circumstance, profit from being methodically taught social and emotional literacy skills and being in an environment where these are nurtured.

The Southern Adelaide and Fleurieu Secondary School Alliance (SAFSSA) is a consortium of schools in the Southern Adelaide, Fleurieu Peninsula and Kangaroo Island regions, consisting of the following schools:

Aberfoyle Park High School  
Christies Beach High School  
Hallett Cove School  
Eastern Fleurieu School

Kangaroo Island Community  
Education  
Mount Compass Area School  
Reynella East College  
Seaford Secondary College

Victor Harbor High School  
Willunga High School  
Wirreanda Secondary School  
Yankalilla Area School

Students access a range of vocational courses across the region hosted by local schools working with the local community and industry. At the same time, young people will be able to achieve their South Australian Certificate of Education (SACE) while learning skills and working toward industry-accredited qualifications. They will be better prepared to take on apprenticeships and skilled jobs in areas that have identified skill shortages.

Students can do an apprenticeship or training while still at school, spending their week days involved in a combination of school, working at a business and skills training at a TAFE or other training provider.

For more information on the courses that are offered to Year 11 & 12 students by the Southern Adelaide and Fleurieu Secondary School Alliance, please see the course brochure, or visit the alliance website – [www.safssa.eschoolsolutions.com.au](http://www.safssa.eschoolsolutions.com.au) or your school VET Coordinator.

### **What is Vocational Education and Training (VET)?**

VET refers to national vocational qualifications that are endorsed by industry. VET courses deliver industry-endorsed units of competency from nationally endorsed training packages. VET qualifications are recognised across Australia. Year 11 students studying a VET program at school can:

- Obtain a head start in your chosen career
- Make your senior school studies more relevant and interesting
- Enable you to work towards completing your SACE as well as gaining a training qualification
- Obtain opportunities to learn “on the job” while undertaking work placement

### **Structured workplace learning (SWL)**

SWL is an opportunity for you to experience a real or simulated workplace opportunity relevant to your VET program. The benefits of SWL includes: learning new skills, working as part of a team, experiencing the workplace environment and becoming better informed for further career choices.

### **Course Fees**

SAFSSA courses comply with Industry Training Packages. Many of the courses include an additional financial fee. There is a variation of costs between similar courses due to differences in agreements with Registered Training Organisations and host schools. This may be due to training, assessment or the competencies selected.

### **Travel Arrangements**

If students have chosen to participate in a course at another SAFSSA school, parents / caregivers will be required to arrange transport for their child to the training and work placements.

### **Selection Guidelines**

Selection for entry to regional courses will be based on the following guidelines:

- Identified relevant interest and/or previous work experience
- Demonstrated capacity for independent learning
- Identified career pathway

ASBA's allow Year 11 & 12 students to combine training and work in an industry area to achieve a nationally recognised vocational qualification that contributes to their final secondary qualification.

### **Features of ASBA's are:**

- Attendance at school and work (8 hours minimum at work)
- A training agreement which links to an industrial award
- Attainment of a senior secondary qualification (i.e. SACE) and a vocational education and training qualification
- Access to a wide variety of vocations provided applicable awards have been varied to accommodate part-time hours

### **Who is involved in an ASBA?**

#### **Student:**

- Must be committed to work and study in order to obtain a qualification
- Must fulfil all obligations as defined on the contract of training
- Must meet with the regional Apprenticeship Broker and complete an Australian School Based Apprenticeship enrolment form with the school (Must be obtained from the VET Coordinator)

#### **Employer:**

- Needs to be flexible with work hours, provide adequate training and supervision, fulfil obligations as defined on the Contract and negotiate Training Plan with RTO upfront

#### **Registered Training Organisation (RTO)**

- Delivers competency based training in accordance with the Negotiated Training Plan

#### **School Principals, Careers Advisors & Teachers:**

- Must endorse the Australian School Based Apprenticeship and make the student aware of all the implications of signing the contract of training

#### **Parents/Caregivers:**

- Must agree to terms and conditions and co-sign the Contract of Training if the student is less than 18 years' old

If you are in Year 12 in 2022, in order to be eligible for entry in 2023 to any one of the three universities in South Australia or Charles Darwin University in the Northern Territory, you must qualify for the South Australian Certificate of Education (SACE). SACE completion is also required for entry to many courses offered by TAFE SA.

To be awarded the SACE, students completing Stage 2 in 2022 must:

- complete 200 credits of subjects
- achieve a grade of 'C' or better in the Personal Learning Plan, 20 credits of literacy, 10 credits of numeracy and the Research Project at Stage 2
- achieve a grade of C or better in an additional 60 credits at Stage 2
- For full details about the SACE, talk to your teachers or refer to the SACE website <https://www.sace.sa.edu.au/>

The entry requirements for TAFE SA and the universities refer to the following terms:

### **Tertiary Admissions Subjects (TAS)**

These are SACE Stage 2 subjects which have been approved by TAFE SA and the universities as providing appropriate preparation for tertiary studies. Community Studies is **not** a TAS subject. Generally, all other Stage 2 subjects are TAS subjects and have a 30% external assessment component (either an examination or moderated task). Both TAFE SA and the universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

### **Recognised Subjects**

Recognised subjects are those International Baccalaureate, interstate Year 12, higher education studies or VET awards deemed by the SACE Board, the universities and TAFE SA as being eligible to be included in the calculation of the ATAR (Australian Tertiary Admissions Rank) and TAFE SA Selection Score. For recognised subjects, scores approved by the Scaling and Tertiary Monitoring Committee will be used in calculations.

### **Precluded Combinations**

Two subjects are a Precluded Combination if they are defined by TAFE SA and the universities as having significant overlap in terms of content. They cannot both count towards your ATAR or TAFE SA Selection Score therefore cannot be studied if students wish to achieve an ATAR score.

### **Counting Restrictions**

Counting restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area. This is to ensure students study a broad range of subjects. For example, a subject area might have eight 10 credit subjects available but the universities might set a counting restriction of 40 credits meaning only four can ever count towards the calculation of an ATAR.

### **Completion and Successful Completion of Subjects**

In the terminology of the SACE, subject completion means achieving a grade of e or better, while successful completion of a subject means achieving a grade of 'C' or better.

### TAFE SA Course Admission Requirements (CAR)

**Non- competitive Certificate I, II & III courses** (without limited placements) No CAR – see individual courses for entry requirements.

**Competitive Courses** (limited places) and higher level courses– entry requirements vary and most SACE students use the **TAFE Selection Score** calculated by:

- Scaled scores of the best 40 Stage 2 credits of TAS subjects plus the best outcome from either:
- The score of a third 20 credit TAS or recognised studies subject Or any two of the following:
- Half the score of another 20 credit TAS or recognised studies
- The score of a 10 credit TAS or recognised studies subject
- The score of another 10 credit TAS or recognised studies subject.

**Higher level qualifications** (Certificate IV, Diploma and Advanced Diploma will have specified entry requirements. These will vary and will be either:

- Satisfactory completion of SACE Stage 2 using the TAFE Selection Score (most students use this)
- Any completed tertiary award at Certificate III or higher
- Satisfactory achievement in the TAFE SA Assessment of Basic Skills (TABS)
- Specific prerequisite subjects or related study.

Selection into university courses/programs is based on both eligibility and rank. Eligibility allows you to be considered for selection; rank determines whether you are competitive enough to be selected.

**To be eligible for selection into a university course/program you must:**

- qualify for the SACE
- obtain an Australian Tertiary Admissions Rank (ATAR)
- meet any prerequisite subject requirements for the course/program

### **The university aggregate and the Australian Tertiary Admissions Rank (ATAR)**

Your competitiveness in relation to other applicants is based on your ATAR which is a rank given to students on a range from 0 to 99.95. Your ATAR is calculated from your university aggregate. To obtain a university aggregate and an Australian Tertiary Admissions Rank (ATAR) you must:

- comply with the rules regarding Precluded Combinations
- comply with the rules regarding Counting Restrictions
- complete at least **90 credits of study at Stage 2** of which 60 credits of study must be 20 credit Tertiary Admissions Subjects (TAS) from a maximum of three attempts which need not be in consecutive years

### **Calculating the university aggregate**

The university aggregate is **calculated out of 90** from the best scaled scores from three 20 credit TAS plus the best scaled scores for 30 credits:

- the score of a fourth 20 credit TAS or Recognised Subject or any two of the following:
- half the score of a fifth 20 credit TAS or Recognised Subject
- the score of two 10 credit TAS or Recognised Subject
- the score of another 10 credit TAS or Recognised Subject
- the score of the subject 2RPB10 - Research Project (which includes the common written assessment component)

### **Prerequisites**

Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard in order to be eligible for selection into the course/program. These subjects are known as prerequisites.

In order to fulfil a prerequisite subject requirement, you must obtain a minimum grade of C or better. The grade is used (rather than the scaled score) because the course/program administrators are interested in how well you performed in the subject itself as measured against the learning requirements of the Subject Outline. Since prerequisites are used to determine eligibility, not rank, they do not have to contribute to the university aggregate.

### **Assumed knowledge**

Many university courses/programs recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects or have an identified skill which will enhance the student's understanding of the course/program content. This is known as assumed knowledge.

Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses/programs. Statements of assumed knowledge are intended purely to assist students in understanding course/program content and to allow them to make subject choices which may be of benefit to them in their future tertiary studies. **NOTE: if you do not do an assumed knowledge course you may be required to do an introductory course at university, this may extend your degree and will attract HECS-HELP (approx. \$800-\$2000 for a semester subject).**

For further information on further education requirements visit the South Australian Tertiary Admissions Centre (SATAC) or visit [www.satac.edu.au](http://www.satac.edu.au)



## Useful Resources

Job Guide	Flinders University – Undergraduate Course Guide
TAFE Course and Admissions Guide – Schools Edition	The University of Adelaide – Undergraduate Prospectus
SATAC University Guide – Schools Edition	
SATAC Tertiary Entrance Booklet	University of South Australia – Guide to UniSA for School Leavers

## Bonus Points (refer SATAC FACT SHEETS)

### 1. SA Universities Equity Scheme

- a) Students in schools identified as disadvantaged will be awarded up to 5 bonus points for students applying. Victor Harbor High School does not automatically attract this.
- b) If a student is in a school that is not identified they can apply for the 5 bonus points as an individual if they are a holder of School Card, parents are in receipt of Centrelink means-tested income support payment or if they are holders of a Health Care Card

### 2. SA Language, Literacy and Mathematics Bonus Scheme

Student can receive a maximum of four bonus points for successfully completing a subject in any one of these four categories: LOTE (Language other than English), English Studies, English, Mathematical Methods, Specialist Mathematics. (NOTE: Medicine, Surgery and Veterinary Bioscience will not attract bonus points)

## Useful Websites

My Future – Australia’s Career Information Centre  
[www.myfuture.edu.au](http://www.myfuture.edu.au)

SATAC – South Australian Tertiary Admissions Centre  
[www.satac.edu.au](http://www.satac.edu.au)

SACE Board of South Australia  
[www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Charles Darwin  
[www.cdu.edu.au](http://www.cdu.edu.au)

Flinders University  
[www.flinders.edu.au](http://www.flinders.edu.au)

The University of Adelaide  
[www.adelaide.edu.au](http://www.adelaide.edu.au)

University of South Australia  
[www.unisa.edu.au](http://www.unisa.edu.au)

TAFE SA Information  
[www.tafesa.edu.au](http://www.tafesa.edu.au)

All students must choose seven subjects in Semester 1 and seven subjects in Semester 2.

**Compulsory Subjects:**

- English (full year) – choose two semester subjects
- Maths (full year) – choose two semester subjects
- Science (full year) – two semesters
- History – one semester
- Health & Physical Education – one semester
- Personal Learning Plan (PLP) 10 SACE credits – undertaken as a mid-year intensive
- Individual Personal Project (IPP) 10 SACE credits – one semester

**Vocational Subjects:**

If required students may select any recommended vocational subjects.

**Other Subjects:**

Choose subjects that you are good at, that interest you and build towards your chosen future pathway.

**Study at a Higher level:**

Students wishing to complete a pathway/subject at a level higher than their current enrolment year must fully complete an Application to Study at a Higher Level – available at the end of this booklet.

**YEAR 10 CURRICULUM OVERVIEW**

<b>LEARNING AREA</b>	<b>SUBJECT NAME</b>	<b>SACE STATUS</b>	<b>LENGTH</b>	<b>PAGE NUMBER</b>
<b>Cross Disciplinary Subjects</b>	Personal Learning Plan - PLP (SACE)	Yes	Intensive format	18
	Individual Personal Project - IPP (Stage 1)	Yes	Semester 2	18
<b>The Arts</b>	Art Access A	No	Semester 1	17
	Art Access B	No	Semester 2	17
	Drama A	No	Semester 1	17
	Drama B	No	Semester 2	17
	Film & Media	No	Semester 1 or 2	17
	Music	No	Full Year	17
<b>Business, Enterprise and Technology</b>	Shark Tank eSchool	Yes	Semester 1 or 2	18
<b>English (students must complete two semesters)</b>	Responding to the Creative World (English A and B)	No	Semester 1 & 2	18
	English for the Working World (Essential English A and B)	No	Semester 1 & 2	19
<b>Health &amp; Physical Education</b>	Health and Physical Education A and B	No	Semester 1 &/or 2	19
	Health and PE – Mind, Body & Soul	No	Semester 2	19
	Outdoor and Environmental Education	No	Semester 1 or 2	19
<b>Humanities and Social Sciences</b>	SAASTA - South Australian Sports Training Academy	Yes	Full Year	20
	Geography	No	Semester 1 or 2	20
	History - The Turmoil of the Twentieth Century	No	Semester 1	20
<b>Languages</b>	Indonesian Language and Culture	No	Full Year	20
	Ngarrindjeri	Yes	Full Year	20
<b>Mathematics (students must complete two semesters)</b>	Mathematics A	No	Semester 1	21
	Mathematics B	No	Semester 2	21
	Mathematics C – Pre-Mathematical Methods	No	Semester 2	21
	Essential Mathematics A	No	Semester 1	21
	Essential Mathematics B	No	Semester 2	21
<b>Science</b>	Aviation and Space Science	No	Semester 1 or 2	22
	Science A	No	Semester 1	22
	Science B	No	Semester 2	22
<b>Technology, including Home Economics</b>	Design and Textiles / Sustainability in Textiles	No	Semester 1 &/or 2	22
	<i>Integrated Learning</i> - Exploring Construction	Yes	Semester 1 or 2	23
	Food Preparation Skills	No	Semester 1 or 2	23
	Jewellery and Small object design	No	Semester 1 or 2	23
	Metalwork A	No	Semester 1	23
	Metalwork B	No	Semester 2	23
	Photography	No	Semester 1 or 2	24
	<i>Integrated Learning</i> – Understanding Children	Yes	Semester 1 or 2	24
	Woodwork A	No	Semester 1	24
Woodwork B	No	Semester 2	24	
NB: Shading indicates compulsory units of study				

## The Arts

Choice	<b>Subject:</b> Art Access A <b>Pathway:</b> University Arts, Humanities and Business <b>Level:</b> Year 10 <b>Offered in:</b> Semester 1
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### This course is designed for:

Students to develop and refine their drawing, painting and sculpture skills through a series of explorations of media inspired by contemporary, historic, international and local artists, including the arts of Australian First Nation Peoples. They complete a range of exploratory tasks to develop their writing skills, formal analysis, and use of arts' language. Students will create a Folio using the art process to showcase their personally relevant idea development, emerging personal aesthetic and planning of a resolved artwork that show how Arts can take action on an issue. During the semester students will visit and review an art exhibition and plan and produce resolved artwork for public exhibition.

### Course content:

Students will have time to complete work and develop a personal style:

- Drawing – tonal pencil, blended pastels.
- Painting – water-colour and acrylic
- Ceramics – hand building
- Arts Language – terms and meanings, discussions, research, writing, analysis and reflections.

**Expected prior knowledge:** Art in Year 8 and Year 9

### This course leads to:

Stage 1 Visual Art, Stage 1 Visual Arts - Design, General employment, TAFE, University.

Choice	<b>Subject:</b> Art Access B <b>Pathway:</b> University Arts, Humanities and Business <b>Level:</b> Year 10 <b>Offered in:</b> Semester 2
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### This course is designed for:

Students to develop and refine their drawing, printmaking and watercolour skills through a series of explorations of media inspired by contemporary, historic, international and local artists, including the arts of Australian First Nation Peoples. They will continue to develop their writing skills and use of arts' language through formal art analysis and reflection on their practical work. Students will create a Folio using the art process to showcase their personally relevant idea development, emerging personal aesthetic and planning of a resolved artwork that communicates an idea. During the semester students will visit and review an art exhibition and produce resolved artwork for public exhibition.

### Course content:

Students will have more time to complete work and develop a personal style:

- Drawing – tonal pencil, blended pastels.
- Printmaking – Lino cuts, Stencils, Mono Prints
- Painting – Watercolour techniques
- Arts Language – terms and meanings, discussion, research, writing, analysis and reflections.

**Expected prior knowledge:** Art in Year 8 and Year 9

### This course leads to:

Stage 1 Visual Art, Stage 1 Visual Arts - Design, General employment, TAFE, University.

Choice	<b>Subject:</b> Drama A <b>Pathway:</b> University – Arts, Humanities and Business <b>Level:</b> Year 10 <b>Offered in:</b> Semester 1
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### This course is designed for:

Students who want to develop confidence in public speaking, performance and stagecraft skills with the possibility to pursuing drama in the future.

### Course content:

- Exploration of performance experimenting with a variety of styles of theatre
- Involvement in a group production on or off stage
- Study at least one specific style of theatre

**Expected prior knowledge:** Nil

### Assessment:

- Performance (50%)
- Workshops & Investigation (30%)
- Portfolio (20%)

### This course leads to:

Stage 1 and 2 Drama, General employment, TAFE, University

Choice	<b>Subject:</b> Drama B <b>Pathway:</b> University – Arts, Humanities and Business <b>Level:</b> Year 10 <b>Offered in:</b> Semester 2
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### This course is designed for:

Students who want to develop performance and stagecraft skills. Students who wish to improve their understanding of the place of theatre in history. The focus this semester is more on understanding and interpreting Drama using specific language.

### Course content:

- Exploration of scripted drama with analysis of key ideas
- Performance of excerpts of script to demonstrate understanding
- Analysis of offstage roles and responsibilities.
- Reflection on performance

**Expected prior knowledge:** Nil

### Assessment:

- Performance (40%)
- Investigation/workshops (30%)
- Folio (30%)

### This course leads to:

Stage 1 and 2 Drama, General employment, TAFE, University

Choice	<b>Subject:</b> Film & Media <b>Pathway:</b> University – Arts, Humanities and Business <b>Level:</b> Year 10 <b>Offered in:</b> Semester 1 or Semester 2
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### This course is designed for:

Students who want to explore the place of media in the world. They will explore different media genres analysing and producing work for specific audience.

### Course content:

Students will develop filming techniques that may focus on some of the following:

- Storyboarding
- Presenting
- Special effects
- Animation
- Sound
- Editing
- Purpose
- Audience

Showcasing of skills will be presented on VHHS News

**Expected prior knowledge:** It is an advantage for students to have an interest in, or experience with editing software and working with a camera.

### Assessment:

Folio - a record of student understanding and knowledge  
 Production – students will work as a part of a production team to create a product  
 Creative presentation - Individual skills assessment

### This course leads to:

Stage 1 Media Studies – Film

choice	<b>Subject:</b> Music <b>Pathway:</b> University, TAFE, Employment <b>Level:</b> Year 10 <b>Offered in:</b> Full Year
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### This course is designed for:

Students who have an interest in developing their musical talents and abilities. In addition to the 4 lessons a week of classes, students are required to participate in

## The Arts (cont.)

weekly one to one or small group instrumental lessons on their chosen instruments and maintain a regular practice routine at home. These lessons can be provided for free on select instruments, which take place during school hours onsite. Alternatively, students can organise their own private tutors. Students will need to buy or hire their own instrument.

**This course is a prerequisite for Stage 1 Music.**

### Course content:

- Performance – students will perform on their chosen instrument in ensembles and as a solo act.
- Musicianship – students will continue to develop their aural and written skills through practical activities and assessment tasks.
- History – students will delve into select periods of music, including composer projects and analysis.
- Composition – students will apply their knowledge of the elements of music to compose music using notation and music technology.
- Responding to music – students will analyse recorded music and live performances.

**Expected prior knowledge:** A pass in Year 9 music is highly desirable

### Assessment:

- Musicianship
- Composition
- Listening and Analysis
- Performance

### This course leads to:

Stage 1 and Stage 2 Music.

## Cross Disciplinary Studies

Compulsory	<b>Subject:</b> Personal Learning Plan <b>Pathway:</b> Compulsory <b>Level:</b> Year 10 (Stage 1) <b>Offered In:</b> Intensive Learning Format (10 Credits)
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Students normally begin the PLP in year 10. The Personal Learning Plan (PLP) is a compulsory 10 credit subject. The PLP helps students plan for their future by helping them to make informed decisions about:

- subjects they will study in Years 10, 11 & 12, and any courses at other training organisations.
- possible career choices and ideas for community service
- how best to prepare for their career options and other goals

### This course is designed for students:

To plan for successful SACE learning in Years 10, 11 and 12 students must achieve a C grade or better to successfully complete the PLP.

### Course content:

#### 1. Capabilities

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the PLP and are incorporated in the assessment of the subject.

#### 2. Specific Content (suggested topics)

Teachers, together with their students, choose areas for detailed study to support the development, implementation, review, and adjustment of each student's plan based on his or her particular needs and interests. Examples include: Learning Skills, Thinking Skills & Techniques, Research Skills, Planning & Decision Making Skills, Communication, Work Skills, Social Living & Responsibility, Culture & Knowledge, Personal Characteristics, Interpersonal & Relationship Skills, and Health & Wellbeing.

**Expected prior knowledge:** Nil

### Assessment:

Students provide evidence of their learning through a set of 4-5 assessments. These may be presented in an integrated format, such as a portfolio and discussion, or in a number of formats, for example: a plan (chart, table or map format) and discussion, a portfolio (may be electronic), a discussion of evidence, a personal webpage, a resume, a round table presentation, an interview, an oral presentation, a diary, a multimedia presentation.

**This course leads to:** Further SACE studies.

Compulsory	<b>Subject:</b> Individual Personal Project <b>Pathway:</b> Compulsory for VHHS <b>Level:</b> Year 10 (Stage 1) <b>Offered in:</b> Semester 2 (10 Credits)
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### This course is designed for:

All students in Year 10. Students achieve 10 credits towards their SACE. This subject is a compulsory precursor to the Stage 2 Research Project at Year 11.

### Course content:

Each student completes an in-depth project focussing on a topic or area of self-interest. During the course of their studies students engage deeply with their chosen focus complete a series of activities as negotiated with their teacher and outlined on their Action Plan. At the end of the semester students present their final product to an assessment panel comprising teacher and community member(s).

**Expected prior knowledge:** Nil

### Assessment:

- Proposal
- Community Links
- Group Work
- Journals
- Reflection
- Action Plan
- Capabilities
- Evidence
- Panel Presentation

### This course leads to:

This course prepares students for the compulsory Research Project undertaken in Year 11.

## Business, Enterprise and Technology

Choice	<b>Subject:</b> Shark Tank eSchool <b>Pathway:</b> University – Entrepreneurial Studies <b>Level:</b> Year 10 <b>Offered In:</b> Semester 1 or Semester 2 (10 credits)
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### This course is designed for:

Shark tank eSchool is an educational program designed to immerse young people into “the doing” of entrepreneurship and innovation. Innovation and entrepreneurship are increasingly considered key drivers to solve real-world problems. The knowledge, skill, and application activities within the Shark Tank eSchool program, incorporates core concepts of creativity, innovation, critical thinking, teamwork, and entrepreneurial thinking skills into developing our entrepreneurial leaders of tomorrow.

### Course content:

This course consists of nine modules developed by the University of Adelaide in collaboration with MIE Lab. This course has significant online curriculum and students will need their own device, laptops preferred to iPads. The course concludes with a Venture Showcase hosted by the University of Adelaide where student teams will present to a panel of judges

**Expected prior knowledge:** Office 365

### Assessment:

There are four major assessment items:

1. Business Case Study
2. Business Innovation
3. Business Model Canvas
4. Business Pitch

### This course leads to:

Business Innovation Stage 1, Business Innovation Stage 2, self-employment, general employment, TAFE, University.

## English

All Year 10 students are required to complete a full year of English. The student's year 9 English teacher will make a recommendation as to which English subject is the most suitable for each student, based on their achievements through years eight and nine.

Compulsory Choice	<b>Subject:</b> English A and B <b>Pathway:</b> Compulsory: Australian Curriculum <b>Level:</b> Year 10 <b>Offered in:</b> Semester 1 and Semester 2
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### This course is designed for:

A range of students, including those that enjoy analysing, reflecting on and responding to a range of texts, as well as creating their own

## English (cont.)

### Course content:

English has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts. Specific text choice will be developed through student / teacher negotiation based on a range of themed approaches to study.

**Expected prior knowledge:** Satisfactory achievement in year nine English, minimum of 'C' grade semester result.

### Assessment is against the Australian Curriculum Achievement Standard for Year 10

Reading, written and oral work

### This course leads to:

Stage 1 Essential English, or English.

Compulsory Choice	Subject:	<b>Essential English, A and B</b>
	Pathway:	Compulsory: Australian Curriculum
	Level:	Year 10
	Offered in:	Semester 1 and Semester 2

### This course is designed for:

Students who are preparing to strengthen their literacy skills and abilities to prepare them to successfully meet the SACE literacy requirements at year 11

### Course Content

Students engage with a variety of text types, including film, poetry, print media, novels and short stories responding accordingly. They create different text types including advertisements, poetry, procedural texts and recounts. Assessment tasks are designed to ensure students build their written and oral communication, focusing on Australian Curriculum literacy requirements.

**Expected prior knowledge:** Year 8 and 9 English

### Assessment is against the Australian Curriculum Achievement Standard for Year 10

Reading, written and oral work

### This course leads to:

Stage 1 Essential English

## Health & Physical Education

Compulsory Y-1	Subject:	<b>Health and Physical Education A and B</b>
	Pathway:	Compulsory - Australian Curriculum
	Level:	Year 10
	Offered in:	Semester 1 and/or Semester 2

### This course design:

**Students must select semester one of Health and Physical Education;**

Students may select a further semester: H&PE - B.

### Course content:

Students develop the knowledge, understanding and skills to strengthen their sense of self, build relationships and positively influence their own and others' wellbeing by the acquisition of movement skills, concepts, and strategies in a range of competitive physical activities.

The course focuses on psychological, biomechanical, and sociological factors that influence individual and team performances. The emphasis is on doing physical activity and understanding why and how we can improve our knowledge of performance and its effect upon the body and society.

Students will undertake studies from the two interrelated strands:

### Personal, social and community health:

- Health benefits of activity
- Sexual Health & Relationships
- Safety
- Nutrition for Performance
- Analysing Performance Improvement
- Applied Exercise Physiology

### Movement and physical activity:

- Fundamental movement activities
- Biomechanics
- Motor Learning and Skill Acquisition
- Competitive games and sport
- Rhythmic and expressive movement

- Fitness Components and Energy Systems
- Analysing data to improve performance

**NB:** It is expected that students change into PE uniform and appropriate footwear for all practical lessons as directed by their PE Teacher.

### This course leads to:

Stage 1 Physical Education, fitness and sport leadership, sports management (coaching, officiating), recreation and human movement studies at TAFE/ University.

Compulsory Y-1	Subject:	<b>Health and Physical Education – Mind, Body &amp; Soul</b>
	Pathway:	University / Sport, Recreation and Fitness
	Level:	Year 10
	Offered in:	Semester 2

### This course is designed:

A semester 2 choice subject as an alternative to Health and Physical Education B.

### Course content:

Students that undertake this course will gain a greater experience in a holistic approach to one's wellbeing. The content will give students opportunities to begin to focus on issues that affect themselves within the wider community.

The course is designed for the student who want to continue to be active but not in a traditional way

Students will undertake studies from the two interrelated strands:

### Personal, social and community health:

- Benefits of community health
- Safety
- Nutrition for Lifestyle
- Improving individual strategies for one's health

### Movement and physical activity:

- Fundamental movement activities
- Health related recreational physical activities
- Non-competitive physical activities (eg. Yoga, Pilates)
- Rhythmic and expressive movement

### This course leads to:

Stage 1 Health Education or Child Studies, as well as Nutrition studies at TAFE/ University.

Choice	Subject:	<b>Outdoor and Environmental Education</b>
	Pathways:	University / Sport, Recreation and Fitness
	Level:	Year 10
	Offered in:	Semester 1 or Semester 2

### This course is designed to:

Provide students with enjoyable challenges in outdoor activities and journeys. This is both a practical and theoretical subject. It focuses on developing practical skills for safe, enjoyable, and adventurous outdoor travel. At the same time, it develops your understanding of, and attitude towards, the natural environment

### Course Content:

#### Topic 1: Environment and Conservation

This topic focuses on developing knowledge regarding the value of natural environments from a natural history as well as cultural perspectives.

#### Topic 2: Planning and Management

This topic focuses on developing foundation skills in the planning and implementation of outdoor activities and lightweight journeys.

#### Topic 3: Outdoor Activities

This topic focuses on developing basic outdoor activity skills for safe and effective participation in an outdoor activity. These skills may be lightweight expedition skills (including for example, first aid skills, tranga cooking, map and compass use, campsite selection and maintenance) or for shorter journeys, and may be taken from the following activities: orienteering, bushwalking, rock climbing, mountain biking, snorkelling.

#### Topic 4: Outdoor Journey

This topic focuses on practical activity and the successful completion of either a 3-day bushwalk or mountain biking journey in the outdoors. The emphasis is on safe travel, minimising impact to the environment, group skills, and personal growth. Students develop skills to plan and conduct and evaluate their two-day lightweight outdoor journey.

**Expected prior knowledge:** Nil

## Health & Physical Education (cont.)

### Assessment:

- An outdoor journey (30%)
- Course work (40%)
- Outdoor activities (30%)

### This course leads to:

Stage 1B Outdoor and Environmental Education, fitness and sport leadership, sports management (coaching, officiating), recreation and human movement studies at TAFE/ University.

Careers in environmental management, outdoor recreation, environmental tourism, adventure tourism, adventure therapy, teaching, or environmental science. There are certificate, diploma, and degree courses in the areas of environmental education, teaching, management, ecotourism, and recreation

**Additional Costs: \$80**

## Humanities and Social Sciences

VET Stand Alone	<b>Subject:</b>	<b>SAASTA – South Australian Sports Training Academy</b>
	<b>Pathway:</b>	
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Full Year

### This course is designed for:

Aboriginal students who wish to explore their career options whilst forming links with their culture.

### Course content:

Aboriginal Studies, history, health and wellbeing  
Aboriginal Career Exploration program (ACE)  
Aboriginal Power Cup  
SAASTA Shield

**Expected prior knowledge:** NIL

### Assessment:

SACE Stage 1 Aboriginal Studies and Stage 1 Integrated Learning Performance standards

Students are expected to adhere to KPI's as outlined by SAASTA.

Choice	<b>Subject:</b>	<b>Geography</b>
	<b>Pathway:</b>	University – Arts, Humanities, Business, Sport, Rec and Fitness
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 1 or Semester 2

### This course is designed for students:

Who have an interest in environmental change and management, and the geographies of human wellbeing. Environmental change and management draws on the concepts of environment, change, interconnection and sustainability to investigate the nature and extent of human-induced environmental changes that challenge sustainability. Geographies of human wellbeing consider the concepts of change, interconnection and sustainability to explore the wellbeing of populations within and between countries. Strategies implemented to improve wellbeing and promote a sustainable future are also studied.

### Course Content:

- Environmental change – sustainability, climate change, people, resources & development, urban growth, conservation, pollution, habitat protection, rising sea levels etc
- Issues related to the third world – over population, poverty, water, food, health, education
- Finding solutions
- Field work – managing local coastlines (excursions)
- Using and understanding statistics

**Expected prior knowledge:** Nil

### Assessment is against the Australian Curriculum Achievement Standard

- An investigation
- Research and analysis of data
- Inquiry
- Course work
- Fieldwork

### This course leads to:

Stage 1 Society and Culture, Geography, Tourism

Compulsory	<b>Subject:</b>	<b>History - The Turmoil of the Twentieth Century</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 1

### This course is designed for students:

Who are interested in examining the events that shaped Australia to develop skills that will enable them to understand the present and contribute to decisions that will benefit the future, locally, in Australia and globally.

### Course Content:

The Year 10 curriculum covers the history of Australia in the Modern World from 1918 to the present. The twentieth century was an important period in Australia's social, cultural, economic and political development. The transformation of the modern world during a period of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

Students will consider broad inquiry questions, including:

- why do nations go to war and how does war change a society?
- how do people struggle for rights and freedoms?
- how does a nation deal with its past and attempt to shape the future?

### Assessment is against the Australian Curriculum Achievement Standard

- Three depth study investigations worth 30% each (WW2, Rights and Freedoms, Popular Culture)
- Understanding of History concepts worth 10%

### This course leads to:

Stage 1 Society and Culture, Stage 1 Modern History

## Languages

Choice	<b>Subject:</b>	<b>Indonesian Language and Culture</b>
	<b>Pathway:</b>	University – Arts, Humanities and Business
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Full Year

### This course is designed for:

Students who have completed at least one semester of Year 9 Indonesian at a C grade or better.

### Course content:

Topics covered will include but are not limited to: Personality Traits; Careers; Cooking and Eating Out; Customs and Social Etiquette; The Arts Ceremonies; the Environment; Directions; Making Reservations; Travel; Describing Locations; Learning about various places in Indonesia.

**Expected prior knowledge:** Year 9 Indonesian

### Assessment:

Each semester students are required to complete the following summative tasks:

- Conversation in Indonesian
- Writing in Indonesian
- Text analysis - reading or listening for understanding
- An oral presentation on a cultural aspect
- Course work to develop the above skills

### This course leads to:

General Employment, TAFE, University

Choice	<b>Subject:</b>	<b>Ngarrindjeri (9-10)</b>
	<b>Pathway:</b>	University – Arts, Humanities & Business
	<b>Level:</b>	Yr 9 Australian Curriculum, Yr 10 Integrated Learning
	<b>Offered in:</b>	Full Year or Semester 1 or 2

### This course is designed for:

Students who identify as being of Aboriginal or Torres Strait Island background. Students who have an interest in learning about Aboriginal and Torres Strait language and culture. Students who have an interest in linguistics with an interest in learning Ngarrindjeri specifically

### Course content:

Students develop the skills of listening, speaking, reading and writing Ngarrindjeri language, to create and engage effectively with a range of spoken, written, visual and multimodal texts. Students will gain knowledge and understanding of Ngarrindjeri vocabulary and grammar, as well as be involved in a range of cultural learnings and activities.

**Expected prior knowledge:** Nil

## Languages (cont.)

### Assessment:

Year 9 – Australian Curriculum – Australian Languages – Revival Language  
 Year 10 Semester 1 – Integrated Learning – Cultural Studies  
 Year 10 Semester 2 – Community Studies

### This course leads to:

Certificate II in learning and endangered Aboriginal language, Year 11  
 Ngarrindjeri

## Mathematics

Compulsory y Choice	<b>Subject:</b>	<b>Mathematics A</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 1

### This course is designed for students:

Who are planning to proceed along a University pathway at Stage 1 and Stage 2. Maths A together with Maths B in the second semester are prerequisite subjects for students wishing or needing to do Maths Studies at Stage 1B and Maths Studies and/or Specialist Maths at Stage 2.

### Course content:

The first semester will contain the following topics:

- Unit 1: Finance & Algebra
- Unit 2: Pattern & Algebra
- Unit 3: Data Representation
- Unit 4: Linear Relationships

Topics are studied in reasonable depth.

### Expected prior knowledge:

Students starting this course should have successful achievement in Year 9 Maths and a willingness and ambition to achieve highly.

### Assessment is against the Australian Curriculum Achievement Standard

Assessment will consist of regular tests and assignments and an end of semester exam.

### This course leads to:

In combination with Maths B, this course leads to Maths Studies A, B and C at Stage 1 followed by Mathematics and/or Specialist Maths at Stage 2 and then tertiary courses.

Compulsory y Choice	<b>Subject:</b>	<b>Mathematics B</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 2

### This course is designed for students:

Planning to proceed along a University pathway at Stage 1 and Stage 2. Maths B together with Maths A from the first semester are prerequisite subjects for students wishing to do Maths Studies at Stage 1, and Maths Studies &/or Specialist Maths at Stage 2.

### Course content:

This second semester course will contain the following topics:

- Unit 5: non-Linear Relationships
- Unit 6: Pythagoras's Theorem, Trigonometry & Measurement
- Unit 7: Geometric Reading
- Unit 8: Chance

Topics are studied in reasonable depth.

### Expected prior knowledge:

Maths A

### Assessment is against the Australian Curriculum Achievement Standard

Regular tests and assignments and an end of semester exam.

### This course leads to:

In combination with Maths A from Semester 1, this course leads to Maths Studies A, B and C at Stage 1.

Compulsory Choice	<b>Subject:</b>	<b>Mathematics C – Pre-Mathematical Methods</b>
	<b>Pathway:</b>	Australian Curriculum
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 2

### This course is designed for students:

Planning to proceed along a University pathway at Stage 1 and Stage 2. Maths B together with Maths A from the first semester are prerequisite subjects for students wishing to do Maths Studies at Stage 1, and Maths Studies &/or Specialist Maths at Stage 2.

### Course content:

The year 10 Pre-Mathematical Methods course covers similar content to the year 10 General Mathematics, however greater depth is explored in each topic and some additional areas are covered.

The following areas of study are covered as per the Australian Curriculum: Number and Algebra, Measurement and Geometry, Statistics and Probability.

This includes:

- Measurement: surface area and volume of a diverse range of prisms to solve practical problems
- Number: working with numbers, rational and irrational numbers, surds, exponents, scientific problems
- Algebra: representing numbers to investigate patterns and solve problems. Linear and simultaneous equations, graphs, gradients, graphic calculator. Solving quadratic equations, drawing quadratic graphs, graphics calculator
- Space: investigating and transforming geometrical shapes and objects, finding locations and identifying positions. Trigonometric ratios and applications

### Expected prior knowledge:

Satisfactory completion of Year 9 Mathematics  
**Assessment is against the Australian Curriculum Achievement Standard**  
 Students develop skills through practice, engage in problem solving exercise and conduct investigations. Students will be assessed on:

- Tests
- Investigations
- Bookwork

### This course leads to:

Stage 1 mathematical methods and stage 1 general mathematics

Compulsory Choice	<b>Subject:</b>	<b>Essential Mathematics A</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 1

### This course is designed for:

Students who wish to study a Maths course that has a focus on the mathematics that is needed for everyday life. This course is designed for students that need time and close support to work through concepts that have real life applications.

### Course content:

This course will involve work on:

- Spending Money
- Shopping
- Credit cards
- Budgeting
- Renting a home
- Mobile Phones and expenses
- Buying a car

### Expected prior knowledge:

Nil  
**Assessment is against the Australian Curriculum Achievement Standard**

- Assignments and Tests
- Investigations
- Projects

### This course leads to:

General Mathematics and/or Essential Mathematics in Stage 1

Compulsory Choice	<b>Subject:</b>	<b>Essential Mathematics B</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 2

### This course is designed for students:

Who wish to study a Maths course that has a focus on the mathematics that is used in working life. This course is designed for students that need time and close support to work through Maths Pathways. Rich problem solving & investigation tasks will be focussed around real life applications.



## Mathematics (cont.)

### Course content:

The course involves work on:

- Earning Money
- Taxation
- Business Maths
- Measurement
- Maths in the Trades

**Expected prior knowledge:** Nil, ownership of a scientific calculator is essential.

**Assessment is against the Australian Curriculum Achievement Standard**

- Assignments and Tests
- Investigations
- Projects.

**This course leads to:**

General Mathematics and/or Essential Mathematics in Stage 1

## Science

Compulsory	<b>Subject:</b>	<b>Aviation and Space Science</b>
	<b>Pathway:</b>	University STEM Australian Curriculum
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 1 or 2

**This course is designed for:**

Students who are interested in the aviation and space industries. Students who have an interest and aptitude for STEM related subjects with a focus on Maths and Physics

**Course content:**

- Aerodynamics – Students apply relationships between force, mass and acceleration to predict changes in the motion of objects
- Energy – Students explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions
- Motion – Students explain the concept of energy conservation and represent energy transfer and transformation within systems
- Mapping and Navigation – Students use speed, distance and time to plan and problem solve linear equations.
- Geography – Students record and represent multi variable data
- Students learn about the history of aviation and space industries

Students may chose to engage with a practical flight experience with Goolwa air \$80. This is not a compulsory part of the course

**Expected prior knowledge:** Passes in year 9 Math and Science.

**Assessment is against the Australian Curriculum Achievement Standard**

- Tests
- Practical work
- Assignments

**This course leads to:**

- Stage 1: Maths, Chemistry and Physics, University.

Compulsory	<b>Subject:</b>	<b>Science A</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 1

**This course is designed for:**

All Year 10 students are required to complete a full year of Science. The course presents a range of scientific content, concepts and skills that will enable students to achieve the Australian Curriculum Achievement Standard. To be successful in this course, students need to be able to learn, recall and apply scientific material, carry out and evaluate experiments using laboratory equipment, and write scientific reports.

**Course content:**

- Astronomy
- Energy
- Chemistry of the Elements
- Chemical Reactions

**Expected prior knowledge:** Nil.

**Assessment is against the Australian Curriculum Achievement Standard**

- Tests

- Practical work
- Assignments

**This course leads to:**

- Stage 1: Biology, Chemistry and Physics, University.

Compulsory	<b>Subject:</b>	<b>Science B</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 2

**This course is designed for:**

All Year 10 students are required to complete a full year of Science. The course presents a range of scientific content, concepts and skills that will enable students to achieve Australian Curriculum Achievement Standard. To be successful in this course, students need to be able to learn, recall and apply scientific material, carry out and evaluate experiments using laboratory equipment, and write scientific reports.

**Course content:**

- Motion
- Global systems
- Genetics
- Theory of evolution and natural selection

**Expected prior knowledge:** Nil

**Assessment is against the Australian Curriculum Achievement Standard**

- Tests
- Practical work
- Assignments

**This course leads to:**

- Stage 1 Biology, Chemistry, Psychology, and Physics

## Technology including Home Economics

Choice	<b>Subject:</b>	<b>Design and Textiles / Sustainability in Textiles</b>
	<b>Pathway:</b>	TAFE/University
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 1 &/or Semester 2

**This course is designed for students:**

Who have an interest in learning about textiles and their use in society. Students will use textiles to create different items. They will learn about basic design principles and sewing skills, and techniques as they relate to textiles.

**Course Content:**

Students will complete assessment tasks in some of the following areas:

- Textiles
- Textile finishes
- Fabric construction
- Clothing construction
- Design and fashion
- Textile industry.

Students will complete a research study in one of the topics, which is negotiated between teacher and student and includes exploring an aspect of the textile industry

**Expected prior knowledge:**

Successful experience in Year 8 and 9 Home Economics is an advantage.

Students do need to know and have basic sewing skills.

**Assessment:**

Students will be required to complete a series of tasks to help improve their knowledge and skills in both design and production. This includes learning different construction sewing skills, sketching the human form and sketching clothes using the Elements and Principles of Design, constructing items/ garments in woven and knitted textiles and evaluating the process and the final product.

Students are expected to document evidence of their skills as they progress through each task.

The assessment tasks encompass the Design Process of Investigation, Design, Production and Evaluation.

**This course leads to:**

General employment, TAFE, University

Choice	<b>Subject:</b>	<b>Integrated learning – Exploring Construction</b>
	<b>Pathway:</b>	Construction
	<b>Level:</b>	Year 10 (10 SACE credits)
	<b>Offered in:</b>	Semester 1 or Semester 2

**This course is designed for students:**

This course is designed for students: who have a genuine interest in career opportunities and the skills necessary to work in the building and construction industry.

**Course Content:**

Students will explore a range of skills in the Doorways to Construction field, which may include bricklaying, concreting, carpentry, plumbing, dry wall fixing and metal fabrication. This will involve taking part in a range of practical activities, investigating the careers in these industries, work placement, team tasks and possible completion of white card.

**Expected prior knowledge:**

Must be considering Doorways to Construction field as a future pathway.

**Assessment:**

Students will be assessed in both written and practical tasks and will be assessed under the SACE Stage 1 Integrated Learning course.

**This course leads to:** Certificate 2 – Construction Pathways Or other Certificate 2 courses in the Building Industry

The successful completion of this course will cover the Pre-requisites for the Certificate 2 Construction Pathways course run at Victor Harbor High School.

**Additional Costs:** \$150

**Supplied:** High visibility shirt, white card training costs, basic PPE and materials.

Choice	<b>Subject:</b>	<b>Food Preparation Skills</b>
	<b>Pathway:</b>	Hospitality
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 1 or Semester 2

**This course is designed for students:**

Who have an interest in food and food preparation. Students will use ingredients and processes to produce and create different meals, dishes and food items.

**Course Content:**

Students will complete assessment tasks and food practicals related to the following areas:

- Basic Food Preparation Skills
- Café Culture
- Native Australian Desserts

Students will be required to complete a series of tasks to help improve their knowledge and skills in both design and production. This includes researching different skills, ingredients and cultural influences on food, designing food products based on that research, preparing and producing food products from teacher recipes and student designed recipes and evaluating the process and products.

Students are expected to document evidence of their skills as they progress through each task.

**Expected prior knowledge:**

None, however, successful experience in Year 8 and 9 Home Economics is an advantage.

**Assessment:**

The assessment tasks encompass the Design Process of Investigation, Design, Production and Evaluation.

**This course leads to:**

General employment, TAFE, University

Choice	<b>Subject:</b>	Jewellery and Small Object Design
	<b>Pathway:</b>	Design and Technology
	<b>Level:</b>	Year 10
	<b>Offered in:</b>	Semester 1 or Semester 2

**This course is designed for students:**

To explore the art of jewellery and small object design, learning the fundamental principals of design, craftsmanship, and creativity. Through hands on projects and theoretical lessons, students will develop essential skills in creating unique and aesthetically pleasing pieces of jewellery and small objects. They will be introduced to various materials, techniques and historical and cultural influences

that have shaped this craft. By the end of the course, students will have a solid foundation in design thinking and will be able to produce their own original creations.

**Course Content:**

Students will have time to compete work and develop a personal style in:

- Ceramics – hand building either pendants, earring or own design
- Metal Forming – Being able to texture and bend metals such as copper and bronze to create a piece
- Upcycling – using materials that would usually be discarded and turning them into some form of adornment.
- Wire work – being able to bend wire to form different things.

Students will also be taught skills such as soldering, patinizing, etching and how to use specific hand tools and certain machines that can assist in the creation of their designs,

**Expected prior knowledge:**

Design and Technology in year 8

**Assessment:**

The assessment tasks encompass the Design Process of Investigation, Design, Production and Evaluation.

**This course leads to:**

Stage 1 Design and Technology, Stage 1 Visual Arts, General employment, TAFE, University

Choice	<b>Subject:</b>	<b>Metalwork A</b>
	<b>Pathway:</b>	TAFE
	<b>Level:</b>	Year 10
	<b>Offered In:</b>	Semester 1

**This course is designed for students:**

Who are interested in learning about metal construction techniques or who are interested in a construction pathway in Senior School. To be successful students need to demonstrate competency in welding and the design process. They need to be able to work safely in a workshop environment.

**Course content:**

Students complete four topics each approximately four weeks in length:

- Welding exercises
- Bar Clamp construction
- Design brief small welding and fabrication item
- Related theory and research.

**Expected prior knowledge:** Nil

**Assessment:**

Summative assessment items:

- Welding joint exercises
- Bar Clamp construction
- Design brief
- Related theory and research.

**This course leads to:**

General employment, trades, TAFE, Construction Technology industry.

**Additional costs:**

Students will be required to pay for take home projects that exceed the allocated amount

Choice	<b>Subject:</b>	<b>Metalwork B</b>
	<b>Pathway:</b>	TAFE
	<b>Level:</b>	Year 10
	<b>Offered In:</b>	Semester 2

**This course is designed for students:**

Who are interested in learning about metal construction techniques or who are interested in a continuing in Stage 1. To be successful students need to demonstrate competency in welding and the design process. They need to be able to work safely in a workshop environment.

**Course content:**

Students complete four topics each approximately four weeks in length:

- Welding exercises
- Shoe rack
- Design brief small welding and fabrication item
- Related theory and research.

## Technology including Home Economics (cont.)

**Expected prior knowledge:** Nil

**Assessment:**

Summative assessment items:

- Welding joint exercises
- Shoe rack construction
- Design brief
- Related theory and research.

**This course leads to:**

General employment, trades, TAFE, Construction Technology industry.

**Additional costs:**

Students will be required to pay for take home projects that exceed the allocated amount.

Choice	<b>Subject:</b> <i>Integrated Learning – Understanding Children</i> <b>Pathway:</b> TAFE, University <b>Level:</b> Year 10 / Stage 1 <b>Offered In:</b> Semester 1 (10 SACE credits)
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**This course is designed to:**

Introduce students to biological processes such as reproduction and pregnancy while at the same time focusing on healthy relationships, nutrition, and the responsibility of caring for newborn babies. It will enable students to develop practical skills needed for food preparation and the use in fabric technologies as well as ICT programs. It aims to instigate student curiosity in career pathways such Child Care, Midwifery and Nursing by including opportunities to meet industry professionals and access other primary sources of information.

**Year 10's wishing to do this course will need to complete an "Application to Study at a Higher Level".**

**Course Content:**

This course covers:

- Healthy relationships, reproduction, and ethics
- The stages of infant (foetal) development during pregnancy
- Nutritional requirements and health risks associated with pregnancy
- Financial considerations and resources needed to prepare for a new baby
- Optional participation in the Real Baby Care program

**Expected Prior Knowledge:** Nil

**Assessment:**

Students will be assessed using the Stage 1 Integrated Learning performance standards for their practical application in food and textiles as well as their research and investigation skills. Students have opportunities to demonstrate their capability in the following contexts:

- Assessment Type 1: Practical Exploration
- Assessment Type 2: Connections
- Assessment Type 3 Personal Venture

**This course leads to:**

- Stage 1 and Stage 2 – Child Studies
- Certificate II in Community Services

General employment in the childcare industry.

Choice	<b>Subject:</b> <i>Photography</i> <b>Pathway:</b> School based Certificate pathways, TAFE <b>Level:</b> Year 10 <b>Offered In:</b> Semester 1 or 2
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**This course is designed for students:**

Who wish to learn the skills and understand the concepts behind creating great photographs and producing print media products. The course will include an introduction to the digital DSLR camera, using both the manual and semi manual settings and the development of skills and knowledge with Adobe Software including Adobe Photoshop and Illustrator. This course will allow students to improve as photographers and learn to become more creative, develop aesthetic awareness through the exploration of the elements of photography. This subject will build an understanding of the design process and enable students to design, plan, produce and evaluate a major photographic project

**Course content:**

- Skills development in Adobe Photoshop and Illustrator, skills in using the DSLR camera's manual and semi manual settings, knowledge of photographic aesthetics, knowledge of the design process, problem solving and creativity through a series of skills tasks and major project

**Expected prior knowledge:** Nil

**Assessment:**

- Practical skills and understanding
- Major project

**This course leads to:**

Stage 1 Photography or Visual Arts (Design)

**Additional Costs:**

At times depending on designs there may be a small cost for hardware and additional materials.

Choice	<b>Subject:</b> <i>Woodwork A</i> <b>Pathway:</b> School based Certificate pathways, TAFE <b>Level:</b> Year 10 <b>Offered In:</b> Semester 1
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**This course is designed for students:**

Who are interested in learning about Furniture Construction techniques with the opportunity to further pursue Senior School pathways. The major focus of the course is the introduction of portable power tools and framing construction methods. Students must be able to work in a workshop environment safely.

**Course content:**

Students complete the following topics:

- A variety of framing joint exercises using hand tools
- An individually designed laminated board or similar
- Small table construction
- Related theory and research
- Extension projects can include wood turning

**Expected prior knowledge:** Nil

**Assessment:**

- Practical skills and understanding
- Ability to read and follow working drawings
- Design folio
- Related theory and research

**This course leads to:**

General employment, trades, TAFE, Furnishing Pathway Course, School Based Traineeships

**Additional Costs:**

At times depending on designs there may be a small cost for hardware and additional materials.

Choice	<b>Subject:</b> <i>Woodwork B</i> <b>Pathway:</b> School based Certificate pathways, TAFE <b>Level:</b> Year 10 <b>Offered In:</b> Semester 2
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**This course is designed for students:**

Who are interested in learning about Furniture Construction techniques with the opportunity to further pursue Stage 1 subjects. The major focus of the course is developing machine skills using carcass construction methods. Students must be able to work in a workshop environment safely.

**Course content:**

Students complete the following topics:

- A variety of carcass joint exercises using hand tools
- Small decorative box
- Individually designed carcass (box) project
- Related theory and research
- Extension projects can include wood turning

**Expected prior knowledge:** Nil

**Assessment:**

- Practical skills and understanding
- Ability to read and follow working drawings
- Design folio
- Related theory and research

**This course leads to:**

General employment, trades, TAFE, Furnishing Pathway Course, School Based Traineeships

**Additional Costs:**

At times depending on designs there may be a small cost for hardware and additional materials.

## YEAR 11 - CURRICULUM STRUCTURE

All students typically choose six subjects in Semester 1 and five subjects in Semester 2 (11 preferences in total).

### Compulsory Subjects (SACE requirements):

- Literacy / English (full year) – choose 2 semester subjects
- Numeracy / Maths (1 semester) – choose at least 1 semester subject
- Individual Personal Project – Semester 1
- Research Project – Semester 2.

### Other Subjects

Choose subjects that you are good at, interest you and that you are likely to be successful at, or those required for your future pathway.

### Studying at a Higher level:

Students wishing to complete a subject at a level higher than their current enrolment year must fully complete an **Application to Study at a Higher Level** – available at the end of this document.

**NOTE: the selection of some subjects require pre-requisites of specific subjects or achievement.**

## CURRICULUM OVERVIEW – SACE Stage 1 Subjects

LEARNING AREA	SUBJECT NAME	LENGTH	PAGE NUMBER
VET Recognised Learning	Construction Certificate II	Full year	27
	Outdoor Recreation / Aquatics part Certificate II	Full year	26
	SAASTA - South Australian Sports Training Academy	Full year	27
Cross Disciplinary Subjects	Research Project - Stage 2	Semester 2	28
The Arts	Creative Arts ( <i>School Musical</i> )	Semester 1 or 2	28
	Visual Arts - Design A	Semester 1	28
	Visual Arts - Design B	Semester 2	28
	Drama A	Semester 1	28
	Drama B	Semester 2	29
	Music Experience	Semester 1	29
	Music Advanced	Semester 2	29
	Visual Arts A	Semester 1	29
	Visual Arts B	Semester 2	29
Business, Enterprise and Technology:  Design, Technology and Engineering	Business Innovation	Semester 1 or 2	30
	Creative Media	Semester 1 or 2	30
	Design and Textiles / Sustainability in Textiles	Semester 1 &/or 2	30
	Furniture Traditional	Semester 1	30
	Furniture Contemporary	Semester 2	31
	Information Technology	Semester 1 or 2	31
	Photography A	Semester 1	31
	Photography B	Semester 2	31
	Metal Engineering A	Semester 1	32
Metal Engineering B	Semester 2	32	

English (students must complete two semesters)	An Analysis of our Creative World (Pre English Literature Studies A and B)	Semester 1 & 2	32
	English A and B	Semester 1 & 2	32
	Essential English A and B	Semester 1 & 2	32
	Film & Media - <i>Community Studies</i>	Semester 1 or 2	33
Health and Physical Education	Child Studies	Semester 1 or 2	33
	Food and Hospitality	Semester 1 or 2	33
	Health & Wellbeing	Semester 1 or 2	33
	<i>Integrated Learning – Sport and Recreation – Fitness</i>	Full year	34
	<i>Integrated Learning – Specialist Sport A – AFL focus</i>	Full year	34
	<i>Integrated Learning – Specialist Sports B</i>	Semester 1 or 2	34
	Outdoor and Environmental Education	Semester 1 or 2	34
	Physical Education A and/or B	Semester 1 & or Semester 2	35
Humanities and Social Sciences	Ancient Studies	Semester 1 or 2	35
	Gender Studies	Semester 1 or 2	35
	Geography	Semester 1 or 2	36
	Modern History : The Mad Modern World	Semester 1 or 2	36
	Society and Culture A: Power and Discrimination	Semester 1	36
	Society and Culture B: Power and Ethical Consuming	Semester 2	37
	Tourism	Semester 1 or 2	37
Languages	Indonesian Beginners	Full Year	37
	Indonesian Continuers	Full Year	37
	Ngarrindjeri Language / Cert III Learning an Endangered Language	Full Year	37
Mathematics (students must complete a minimum of one semester)	Mathematics A	Semester 1	38
	Mathematics B	Semester 2	38
	Mathematics C	Semester 2	38
	General Mathematics A	Semester 1	38
	General Mathematics B	Semester 2	38
	Essential Mathematics A	Semester 1	39
	Essential Mathematics B	Semester 2	39
Science	Biology A	Semester 1	39
	Biology B	Semester 2	39
	Chemistry A	Semester 1	40
	Chemistry B	Semester 2	40
	Physics A	Semester 1	40
	Physics B	Semester 2	40
	Psychology A and/or B – psyched Up!	Semester 1 or 2	41

VET Recognised Learning – Year 11 or 12 students only

VET Stand Alone	<b>Subject:</b>	Construction Certificate II
	<b>Pathway:</b>	Construction
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Full Year

**This course is designed for:**

This course helps students learn and develop skills related to the building and construction industry and obtain practical experience by completing construction projects.

**Course content:**

Units of Competency Core

CPCCOM1012 Work effectively & sustainably in the construction industry (20 nominal hrs)

CPCCOM1013 Plan and organise work (20 nominal hours)

CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry (20 nominal hours)

CPCCOM1015 Carry out measurements and calculations (20 nominal hours)

CPCCVE1011 Undertake a basic construction project (40 nominal hours)

Elective

CPCCCA2002 Use carpentry tools and equipment (96 nominal hours)

CPCCCM2004 Handle construction materials (16 nominal hours)

CPCCM2006 Apply basic levelling procedures (8 nominal hours)

CPCCO2013 Carry out concreting to simple forms (20 nominal hours)

CPCCCM2009 Carry out basic demolition (32 nominal hours)

**Expected prior knowledge:** Meet VETRO requirements (LNN testing, approved industry evidence), Complete White Card Training

**Assessment:** SACE Stage 1, up to 40 SACE credits

*Nominal hours are used for SACE purposes and are not reflective of actual delivery hours*

**This course leads to:**

Certificate III Construction, trade employment

**Additional Costs:**

Training costs: \$200 TBC

Students must supply their own safety boots. Additional fee for White Card

Training if required

VET Stand Alone	<b>Subject:</b>	SAASTA – South Australian Sports Training Academy
	<b>Pathway:</b>	
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Full Year

**This course is designed for:**

Aboriginal students who wish to complete their SACE forming links with their culture. Students who wish to gain skills, knowledge and experience in their chosen vocation.

**Course content:**

Aboriginal studies, history, health and wellbeing.

Aboriginal Power Cup

SAASTA Shield

Certificate III Fitness

Certificate II Hospitality

Certificate II Community Services

Certificate II Construction

SAASTA specialist academies options - AFL, basketball, netball, soccer, STEM

**Expected prior knowledge:** NIL

**Assessment:**

SACE stage 1 Aboriginal Studies and Integrated learning performance standards

VET competencies

Students are expected to adhere to KPI's as outlined by SAASTA.

VET Recognised Learning – Year 11 or 12 students only

VET Stand Alone	<b>Subject:</b>	Community Studies <b>Outdoor Recreation(Aquatics/Outdoor Recreation Pathway)</b>
	<b>Pathway:</b>	Outdoor Recreation
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Full Year

**This course is designed for:**

Students who are interested in aquatics instructing, surf lifesaving, outdoor recreation industry, the environment.

**Year 10's wishing to do this course will need complete an "Application to Study at a Higher Level".**

**Course content:**

Surf lifesaving (Bronze Medallion/Surf Rescue Certificate), surfing, sailing, bushwalking, cycling, planning and teaching recreational activities, maintaining equipment.

**Expected prior knowledge:** Basic water competency and swimming skills.

**Assessment:**

Assessment is competency based and students are assessed in practical and theory.

**This course leads to:**

Certificate and Diploma courses in Sport and Recreation Fitness, Outdoor Recreation, Coaching and Development.

**Additional Costs: \$450 (cost 2021)**

## Cross Disciplinary Studies

Compulsory	<b>Subject:</b>	<b>Research Project A or B</b>
	<b>Pathway:</b>	Compulsory
	<b>Level:</b>	Stage 2
	<b>Offered in:</b>	Semester 1 (10 credits).

### This course is designed to:

Give students the opportunity to study an area of interest in depth. It allows students to be self-directed and develop their research, analysis and evaluation skills.

### Course content:

The Research Project enables students to develop research skills including locating and analysing the information and then summarising these findings in an outcome.

**Expected prior knowledge:** Students should have successfully completed an Individual Personal Project to a C-grade standard

**NOTE: Students requiring an ATAR will be required to complete Research Project B (In RP A final task is a review, In RP B the final task is an evaluation)**

**This course leads to:** SACE completion

## The Arts

Choice	<b>Subject:</b>	<b>Creative Arts (School Musical)</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 or 2 (10 credits)

### This course is designed for:

Students to have the opportunity for specialised study within and across the arts disciplines through their study of musical theatre and involvement in the development of the school musical.

### Course content:

Students will negotiate with staff to tailor a program to meet the needs or interest in a way that cannot be met solely through any other subject in the Arts Learning Area. Areas of study covered are

- Creative arts process
- Development and production
- Concepts in creative arts disciplines
- Creative arts in practice

**Expected prior knowledge:** Nil however, it is an advantage for students to have some interest and knowledge in the Arts.

### Assessment:

- Assessment Task 1 50%- Product
- Assessment Task 2 50%- Folio

### This course leads to:

Stage 2 Creative arts, general employment, TAFE, further study and experience in the arts industry.

Choice	<b>Subject:</b>	<b>Visual Arts - Design A</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 (10 credits)

### This course is designed for:

Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practicing of technical skills, and evaluation, before the design outcome is resolved.

### Course content:

**Visual Study:** Students will explore media and designs from a range of Australian designers. They will focus on experimenting with digital and traditional media, such as graphic design, with the aim to become attuned to their style and develop their own personal aesthetic.

**Design Process Folio:** Students will begin with a personally relevant design brief and apply creative thinking and/or problem-solving finding inspiration from

design works from a variety of contexts, develop alternative ideas, exploring media and applying practical skills and leading to a final resolved product.

**Resolved Design Work:** Students will produce a resolved design work for public exhibition that meets the design brief, communicates personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

**Expected prior knowledge:** Year 10 Art Access A and/or B

### Assessment:

- Study (30%)
- Folio- Analysis and creative thinking (40%)
- Major and Practitioner's Statement (30%)

### This course leads to:

General employment, TAFE, University.

Choice	<b>Subject:</b>	<b>Visual Arts - Design B</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 2 (10 credits)

### This course is designed for:

Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practicing of technical skills, and evaluation, before the design outcome is resolved.

### Course content:

**Visual Study:** Students will explore media and designs from a range of Australian designers. They will focus on experimenting with both digital and traditional media with the aim to become attuned to their style and develop their own personal aesthetic.

**Art Process Folio:** Students will begin with a personally relevant design brief and apply creative thinking and/or problem-solving finding inspiration from designers, analysing artworks from a variety of contexts, develop alternative ideas, exploring media, applying practical skills and leading to a final resolved design product.

**Resolved Design Work:** Students will produce a resolved design work for public exhibition that meets the design brief. Communicates personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form. Products may include: digital graphs, models or design projects.

**Expected prior knowledge:** Year 10 Art Access A and/or B

### Assessment:

- Study (30%)
- Folio- Analysis and creative thinking (40%)
- Major and Practitioner's Statement (30%)

### This course leads to:

Stage 2 Visual Arts, General employment, TAFE, University.

Choice	<b>Subject:</b>	<b>Drama A</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 (10 credits)

### This course is designed for:

Students who want to develop performance and stagecraft skills through workshops and performance. In Drama, students engage in learning as dramatic artists. The three areas of dramatic study are integrated to provide students with opportunities to learn dramatic conventions and elements, and the dramatic process of conceiving, experimenting, developing, making, presenting, analysing, and evaluating drama.

### Course content:

Semester 1 will cover different forms of theatre and performance texts to Semester 2.

- Company and performance
- Understanding and responding to Drama
- Drama and technology

**Expected Prior Knowledge:** Nil however, Year 10 Drama preferred and/or a sincere interest in the tradition and practices of drama.

## The Arts (cont.)

### Assessment:

- Assessment type 1 40%- Performance
- Assessment type 2 30%- Responding to Drama
- Assessment type 3 30%-Creative synthesis

### This course leads to:

Stage 2 Drama, general employment, TAFE, University.

Choice	<b>Subject:</b>	<b>Drama B</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 2 (10 credits)

### This course is designed for:

Students who want to develop performance and stagecraft skills through workshops and performance. In Drama, students engage in learning as dramatic artists. The three areas of dramatic study are integrated to provide students with opportunities to learn dramatic conventions and elements, and the dramatic process of conceiving, experimenting, developing, making, presenting, analysing, and evaluating drama. The content for Drama B will include different innovators and performances than Drama A.

### Course content:

Semester 2 will cover different forms of theatre and performance texts to Semester 1.

- Company and performance
- Understanding and responding to Drama
- Drama and technology

**Expected prior knowledge:** Nil however, Year 10 Drama preferred, and/or a sincere interest in the tradition and practices of drama.

### Assessment:

- Assessment type 1 40%- Performance
- Assessment type 2 30%- Responding to Drama
- Assessment type 3 30%-Creative synthesis

**This course leads to:** Stage 2 Drama, general employment, TAFE, University.

Choice	<b>Subject:</b>	<b>Music Experience</b>
	<b>Pathway:</b>	University – Arts/TAFE
	<b>Level:</b>	Stage 1
	<b>Offered In:</b>	Semester 1 and 2 (10 credits each)

### This course is designed for:

Students who wish to continue developing their skills and knowledge in music composition, analysis, and performance. In addition to the 4 lessons a week of classes, students are required to participate in weekly one to one or small group instrumental lessons on their chosen instrument and maintain a regular practice routine at home. These lessons can be provided for free on selected instruments, which take place during school hours onsite. Alternatively, students can organise their own private tutors. Students will need to buy or hire their own instruments.

### Course content:

The subject consists of four major assessment tasks related to musical literacy and creative works.

#### Musical literacy:

- A series of musicianship lessons, with aural and written tests
- Analysis of musical works

#### Creative works:

- A composition or arrangement based on a particular composer or genre
- Performance as a member of an ensemble and as a solo performer

**Expected prior knowledge:** Completion of Year 10 Music.

### Assessment:

- Composition Solo Performance
- Musicianship Tests
- Comparative Analysis

**This course leads to:** Stage 2 Music Explorations, general employment, TAFE, University.

Choice	<b>Subject:</b>	<b>Visual Arts – Arts A</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 (10 credits)

### This course is designed for:

Students to explore the works of artists through analysis and reflection. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

### Course content:

**Visual Study:** Students will explore Australian Contemporary Art and focus on experimenting with media, techniques such as printmaking, sculpture, painting and drawing. They will investigate different styles with the aim of developing their own personal aesthetic.

**Folio:** Students will begin with a personally relevant idea and apply creative thinking and/or problem-solving finding inspiration from artists, analysing artworks from a variety of contexts, develop alternative ideas, exploring media, applying practical skills and leading to a final resolved product.

**Resolved Artwork:** Students will produce a resolved artwork for public exhibition that communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

**Expected prior knowledge:** Art Access A or B in Year 10.

### Assessment:

- Folio (40%) – documentation of the art process
- Practical (30%)– one major and written practitioners statement (250 words)
- Visual Study (30%)– maximum 12 A3 pages and 1,000 word written or equivalent study

It is recommended that students who wish to do Visual Arts in Year 12 should complete two semesters of Art in year 11.

**This course leads to:** Stage 2 Visual Arts; SACE; TAFE and University.

Choice	<b>Subject:</b>	<b>Visual Arts – Art B</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 2 (10 Credits)

### This course is designed for:

Students to explore the works of artists through analysis and reflection. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

### Course content:

**Visual Study:** Students will explore Contemporary Art and mixed media. They will focus on experimenting with media using techniques such as printmaking, sculpture, painting and drawing. They will investigate different styles with the aim of developing their own personal aesthetic.

**Art Process Folio:** Students will begin with a personally relevant idea and apply creative thinking and/or problem-solving finding inspiration from artists, analysing artworks from a variety of contexts, develop alternative ideas, exploring media and applying practical skills and leading to a final resolved product

**Resolved Artwork:** Students will produce a resolved artwork for public exhibition that communicates personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

**Expected prior knowledge:** Year 10 Art Access or Stage 1 Visual Art A

### Assessment:

- Folio (40%) – documentation of the art process
- Practical (30%)– 1 major and written practitioners' statement (250 words)
- Visual Study (30%)– maximum 12 A3 pages and 1,000 word written or equivalent study

It is recommended that students who wish to do Visual Arts in Year 12 should complete two semesters of Art in Year 11.

**This course leads to:** Stage 2 Visual Arts; SACE; TAFE and University.



## Business, Enterprise and Technology – Design, Technology & Engineering

Choice	<b>Subject:</b>	<b>Business Innovation</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1
	<b>Offered In:</b>	Semester 1 or Semester 2 (10 credits)

### This course is designed for:

Students interested in innovation and business enterprise. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. Working together students are encouraged to build up ideas. They collect and analyse financial and business information that informs the process of proposing, developing, and testing solutions. Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.

### Course Content:

Business Innovation is studied through the following context:

- Start-up business

Through these contexts, students develop and apply their understanding of the following learning strands:

- finding and solving problems
- financial awareness and decision-making
- business information and communication
- global, local, and digital connections.

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

- the nature and structure of business
- key business functions
- forms of ownership and legal responsibilities.

This understanding is developed and applied through each of the learning strands.

These learning strands represent the knowledge, skills, understanding, and capabilities fundamental to the learning in the subject

**Expected prior knowledge:** Nil

### Assessment:

The assessment criteria consist of specific features that:

- students should demonstrate in their learning
- teachers look for as evidence that students have met the learning requirements.

For this subject the assessment criteria are:

- finding and solving problems
- contextual application
- analysis and evaluation.

### This course leads to:

Stage 2 Business Innovation, TAFE, University, self-employment (setting up own business)

Choice	<b>Subject:</b>	<b>Creative Media</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1
	<b>Offered In:</b>	Semester 1 (10 credits)

This subject is part of Design and Technology and is centred on the design of Communication Products – students use images, sounds, or other data to design and make products that communicate information. Contexts include computer-aided programs, graphics, multimedia, or web-design. It can be chosen by Year 10 or Year 11 students in Semester one.

### This course is designed for:

Students who are interested in exploring their creativity through the use of digital media. It will allow students to develop both their design skills and their use of digital technology and computer software.

### Course Content:

This course will cover basic web design, general design processes, digital photography, animation, audio editing and video production. The software that

will be used will include Photoshop, Audition, Animate, Premier Pro and Dreamweaver.

### Expected prior knowledge:

Essential – familiarity with Windows operating systems

Preferred – Year 9 IT / Multimedia

### Assessment consists of three main components:

Skills and Applications Tasks

Folio – including analysis and evaluation of the design process

Product

### This course leads to:

Certificate II and III at TAFE and a Bachelor of Creative Media at the University of South Australia.

Choice	<b>Subject:</b>	<b>Design and Textiles / Sustainability in Textiles</b>
	<b>Pathway:</b>	TAFE Design and Fashion, Life Skills
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 &/or Semester 2 (10 credits)

### This course is designed for students:

Who enjoy sewing, creating textile products and have an interest in learning about textiles. They will explore construction techniques and the variety of uses that textiles have in society as well as constructing a textile product from a design brief.

### Course Content:

Students will investigate, plan, produce and evaluate one major textile (garment) construction. To do this they will apply previous knowledge and skills by completing folio tasks including: sketching and researching social trends/cultural beliefs/economic issues/sustainability/fair trading/different textiles. They will also investigate different construction techniques and pattern designing/redesigning.

**Expected prior knowledge:** Competent in ability to use a sewing machine and sew basic stitches. Successful experience in Year 10 Design and Textiles, Sustainability in Textiles or Year 9 Home Economics is an advantage.

### Assessment:

There are two Assessment Types. Assessment Type 1 is Specialised Skills Task and Assessment Type 2 is Design Process and Solution.

Students will be required to complete three summative assessment items

- Task 1: Clothing Construction Skills – constructing a ruby top or similar and evaluating
- Task 2: Sewing Skills/ Techniques – planning 2-3 skills, practising on calico and evaluation
- Task 3 Part A: Design Development – investigate and analyse at least 2 materials/ textiles and design and plan major fabric product (solution)
- Task 3 Part B: Solution realisation – produce major fabric product (solution) and evaluate

**This course leads to:** General employment, TAFE, life skills

### Additional Costs:

Students may wish to buy their own fabric (textile) if they do not want to choose from the school textiles.

Choice	<b>Subject:</b>	<b>Furniture Traditional</b>
	<b>Pathway:</b>	TAFE / University – Technology
	<b>Level:</b>	Stage 1
	<b>Offered In:</b>	Semester 1 (10 credits)

### This course is designed for students:

Who are interested in learning about traditional furniture construction techniques or who are interested in a construction technologies pathway. To be successful students need to demonstrate competency in Carcase construction and the Design process. They need to be able to work safely in a workshop environment.

### Course content:

Students complete four topics each approximately four weeks in length:

- Design task.
- Traditional skills task.
- Design brief item of furniture.
- Related theory critiquing and research.

**Expected prior knowledge:** Nil, however it would be an advantage to have completed Year 10 Woodwork.

## Business, Enterprise and Technology – Design, Technology & Engineering (cont.)

### Assessment:

Summative assessment items

- Frame construction joint exercise
- Carcase construction
- Design brief
- Related theory and research.

**This course leads to:** General employment, trades, TAFE, construction industry.

### Additional costs: \$60

Students will be required to pay for take home projects above the allocated amount depending upon the design complexity.

Choice	<b>Subject:</b> Furniture Contemporary <b>Pathway:</b> TAFE / University – Technology <b>Level:</b> Stage 1 <b>Offered in:</b> Semester 2 (10 credits)
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### This course is designed for students:

Who are interested in learning about contemporary furniture construction techniques or who are interested in a construction technologies pathway. To be successful students need to demonstrate competency in using know down fittings and the design process. They need to be able to work safely in a workshop environment.

### Course content:

Students complete four topics each approximately four weeks in length:

- Designing contemporary furniture
- Construct contemporary piece of furniture.
- Critiquing a piece of furniture.
- Related theory and research.

**Expected prior knowledge:** Nil

### Assessment:

Summative assessment items

- Joint exercises
- Project construction
- Design brief
- Related theory and research

**This course leads to:** General employment, trades, TAFE, construction industry.

### Additional costs: \$60

Students will be required to pay for take home projects above the allocated amount depending upon the design complexity

Choice	<b>Subject:</b> Information Technology <b>Pathway:</b> University – Maths, Science, Technology <b>Level:</b> Stage 1 <b>Offered in:</b> Semester 1 or Semester 2 (10 credits)
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This subject can be chosen by Year 10 or Year 11 students in Semester 2.

### This course is designed for:

Students who have an interest in investigating existing information technology systems to discover their nature and components. Students develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of information technology areas.

### Course Content:

Stage 1 Information Technology is organised into the following six topics:

- Topic 1: Computer Systems
- Topic 2: Relational Databases
- Topic 3: Application Programming
- Topic 4: Multimedia Programming
- Topic 5: Website Programming
- Topic 6: Dynamic Websites
- Topic 7: Coding

**Expected prior knowledge:** Nil

### Assessment:

- Assessment Component 1: Folio
- Assessment Component 2: Skills and Applications Tasks
- Assessment Component 3: Individual Project

### This course leads to:

Further study or career opportunities in Business and Enterprise, Information Technology, Graphic Design, Web Page Design, Video and Screen Production,

Television, Print Media and Radio Advertising, TAFE and University. The study of Information Technology Systems provides the basis for a wide range of vocational pathways. It develops students' skills in using and maintaining computing hardware, using various applications and basic programming. These skills can be utilised in a very wide range of further study and vocations.

Choice	<b>Subject:</b> Photography A <b>Pathway:</b> University – Maths, Science, Technology <b>Level:</b> Stage 1 <b>Offered in:</b> Semester 1 (10 credits)
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### This course is designed for students:

Students who wish to learn the skills and theory behind creating great photographs. The aim is to improve as photographers. We will develop skills in Adobe Photoshop, critiquing and identifying photographic elements and genres.

### Course content:

**Skills:** Students will explore and demonstrate the elements of photography, composition, and creating technically correct photographs using the DSLR digital cameras. They will explore the functions of the DSLR camera and Adobe Photoshop and develop sensibility of photographic aesthetics.

**Design Process Folio:** Students understand and apply the design process: define, plan, produce and evaluate a Major Photographic Project. They will begin with a relevant design brief and apply creative thinking and/or problem-solving. Students will investigate "Like Products" and find inspiration from other photographers and analyse their work using photographic elements. They will develop alternative ideas, exploring, applying practical skills leading to a final resolved design product. The product will be evaluated against the design brief and students will produce a Product Record that documents the production.

**Major Product:** The Product will meet the Design Brief and be 'fit for purpose'. Students will take a series of photographs with a theme, genre, and target audience and edit these using Adobe Photoshop. Students will have a choice of projects for their final product: 12 Month Calendar, Poster, Book Cover, or Series of Exhibition Photographs.

**Expected prior knowledge:** Nil

### Assessment:

- Skills: Adobe Photoshop and Using the Digital Camera (50%)
- Major Product and Design Folio (Calendar) (50%)

### This course leads to:

Stage 1 Photography B, Stage 2 Photography, Stage 2 Visual Art – Design/ Visual Art - Art

Choice	<b>Subject:</b> Photography B <b>Pathway:</b> University – Maths, Science, Technology <b>Level:</b> Stage 1 <b>Offered in:</b> Semester 2 (10 credits)
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### This course is designed for students:

Students who wish to learn the skills and theory behind creating great photographs. The aim is to improve as photographers. We will develop skills in Adobe Photoshop, critiquing and identifying photographic elements and genres.

### Course content:

**Skills:** Students will explore and demonstrate the elements of photography, composition, and creating technically correct photographs using the DSLR digital cameras. They will explore the functions of the DSLR camera and Adobe Photoshop and develop sensibility of photographic aesthetics.

**Design Process Folio:** Students understand and apply the design process: define, plan, produce and evaluate a Major Photographic Project. They will begin with a relevant design brief and apply creative thinking and/or problem-solving. Students will investigate "Like Products" and find inspiration from other photographers and analyse their work using photographic elements. They will develop alternative ideas, exploring, applying practical skills and leading to a final resolved design product. The product will be evaluated against the design brief and students will produce a Product Record that documents the production.

**Major Product:** The Product will meet the Design Brief and be 'fit for purpose'. Students will take a series of photographs with a theme, genre, and target audience and edit these using Adobe Photoshop. Students will have a choice of projects for their final product: 12 Month Calendar, Poster, Book Cover, or Series of Exhibition Photographs.

## Business, Enterprise and Technology – Design, Technology & Engineering (cont.)

**Expected prior knowledge:** Nil

**Assessment:**

- Skills: Adobe Photoshop and Using the Digital Camera (50%)
- Major Product and Design Folio (Calendar) (50%)

**This course leads to:** Stage 2 Photography, Stage 2 Visual Art – Design/ Visual Art – Art

Choice	<b>Subject:</b>	<b>Metal Engineering A</b>
	<b>Pathway:</b>	TAFE / University – Technology
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 (10 credits)

**This course is designed for students:**

Who are interested in learning about welding and fabrication techniques or who are interested in a construction technologies pathway. To be successful students need to demonstrate competency in welding and fabrication techniques and the design process. They need to be able to work safely in a workshop environment.

**Course content:**

Students complete 4 topics each approximately four weeks in length:

- Welding and fabrication joint exercises – Skills Task 1
- Construct small welding project – Chair – Skills Task 2
- Design brief – sack truck or a project of their own design
- Related theory and research.
- Material Studies

**Expected prior knowledge:** None, however it would be an advantage to have completed Year 10 Metal Work.

**Assessment:**

Summative assessment types

- Skills Task
- Folio
- Product

**This course leads to:**

General employment, trades, TAFE, construction and manufacturing industries.

**Additional costs: \$60**

Students will be required to pay for take home projects that exceed the allocated amount.

Choice	<b>Subject:</b>	<b>Metal Engineering B</b>
	<b>Pathway:</b>	TAFE / University – Technology
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 2 (10 credits)

**This course is designed for students:**

Who are interested in learning about welding and fabrication techniques or who are interested in a construction technologies pathway. Metal Engineering A is a prerequisite for this course. To be successful students need to demonstrate competency in welding and fabrication techniques and the design process. They need to be able to work safely in a workshop environment.

**Course content:**

Students complete four topics each approximately four weeks in length:

- Welding and fabrication joint exercises – Skills Task 1
- Design brief small item of metal furniture and construct
- Table Skills Task 2 – a small table
- Related theory and research.

**Expected prior knowledge:** Stage 1 Metal Engineering A

**Assessment:**

Summative assessment types

- Skills Task
- Folio
- Product

**This course leads to:**

General employment, trades, TAFE, construction and manufacturing industries.

**Additional costs: \$60**

Students will be required to pay for take home projects that exceed the allocated amount.

## English

It should be noted that for successful SACE completion, students must successfully complete 20 credits (i.e. a full year) chosen from a range of English subjects at Stage 1 or Stage 2. There are three different English SACE 1 subjects that students may study. The student's year ten English teacher will make a recommendation as to which English subject is the most suitable for each student, based on their achievements.

Compulsory Choice	<b>Subject:</b>	<b>An Analysis of our Creative World (Pre-English Literary Studies A and B)</b>
	<b>Pathway:</b>	University – Arts & Humanities
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 and Semester 2 (10 – 20 credits)

**This course is designed for:**

Students with demonstrated enthusiasm and ability in the skills and strategies of critical thinking needed to interpret texts and who are planning to specialise in English through to Stage 2.

**Course content:**

Pre-English Literary Studies focuses on ways in which literary texts (including novels, films, poetry and drama texts) represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

**Prerequisite:** 'B' grade or better in Year 10 English.

**Assessment:**

Responding to texts, creating texts and intertextual study

**This course leads to:** Stage 2 Essential English, English, or English Literary Studies.

Compulsory Choice	<b>Subject:</b>	<b>English A and B</b>
	<b>Pathway:</b>	University – General
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 and Semester 2 (10 – 20 credits)

**This course is designed for:**

A range of students, including those that enjoy analysing and reflecting on, as well as creating a range of texts.

**Course content:**

English has an emphasis on responding to texts, creating texts, and an intertextual study. Students critically and creatively engage with a variety of text types including novels, film, media, poetry, and drama texts. Specific text choice will be developed through student/teacher negotiation based on a range of themed approaches to study.

**Expected prior knowledge:** 'C' grade or higher in Year 10 English.

**Assessment:**

Responding to texts, creating texts and intertextual study.

**This course leads to:**

SACE 2 Essential English, or English

Compulsory Choice	<b>Subject:</b>	<b>Essential English A and B</b>
	<b>Pathway:</b>	General Employment / TAFE
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 and/or Semester 2 (10 – 20 credits)

**This course is designed for:**

A range of students, including those who are preparing to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2.

**Course Content**

There is an emphasis on communication, comprehension, analysis, and text creation. Assessment tasks will involve written and oral communication focusing on literacy requirements of the working world.

**Expected prior knowledge:** Year 10 English or Essential English

**Assessment is against the SACE Essential English Performance Standard.**

Reading, oral and written work

**This course leads to:** Stage 2 Essential English

Choice	<b>Subject:</b>	<b>Film &amp; Media - <i>Community Studies</i></b>
	<b>Pathway:</b>	TAFE/University – Arts and Humanities
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

**This course is designed for:**

Students who are interested in developing media literacy and production skills. They will research, discuss and analyse media issues and interact with, and create media products including short film.

**Course content:**

Students will study a minimum of two topics in depth, these may include, but are not limited to: making of the news, Media and the Global community, advertising and creating multimedia texts. Students will develop their skills through investigation and production of film, animation, sound and other multimedia. They will develop their knowledge and understanding of a variety of media software including Adobe creative suite.

**Expected prior knowledge:** It is an advantage for students to have an interest in, or experience with editing software and working with a camera.

**Assessment:**

Students are required to complete 3 Assessment types working both collaboratively and individually:

- Assessment type 1: Folio
- Assessment type 2: Interaction Study
- Assessment type 3: Product

**This course leads to:** Stage 2 English, English Literature, Creative Arts, and Drama.

## Health & Physical Education

Choice	<b>Subject:</b>	<b>Child Studies</b>
	<b>Pathway:</b>	Community Services, University
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 2 (10 credits)

**This course is designed to:**

Enhance student knowledge and understanding of the development, health, and well-being of babies and children up to 8 years of age in a family and community context. It will enable students to develop practical skills needed for food preparation and the use in fabric technologies and ICT programs. It appeals to those interested in pursuing a pathway in Child Care, Early Childhood Education, Community Services, Nursing and Midwifery, or simply those who love children and/or caring for people.

**Course Content:**

Students will concentrate their research on how technology, the media, eating practices and societal rights impact children. Students will apply their understanding through food preparation and fabric technology as well as research and report writing. Students do this through exposure to primary and secondary sources of information and participating in learning activities inside and outside of class, including an excursion to a local childcare centre where they can work with young children and meet and observe industry professionals.

**Expected prior knowledge:** Preferred – Understanding Children – *Integrated Learning*

**Assessment:**

School Based Assessment (100%)

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

**This course leads to:**

Stage 2 Child Studies, Certificate II in Community Services, General Employment in related children's services

Choice	<b>Subject:</b>	<b>Food and Hospitality</b>
	<b>Pathway:</b>	Hospitality
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

**This course is designed for students:**

Who enjoy cooking food and catering activities. Students will be able to extend their skills, knowledge and competencies of the food and hospitality industry. This course is for one semester only and does not include any VET competencies.

Students interested in attaining VET qualifications need to select the Hospitality, Tourism and Retail pathway subjects.

**Course Content:**

Students study the following topics:

- Food, the Individual and the Family
- Local and Global issues in Food & Hospitality
- Food Safety & Hygiene
- Food & Hospitality Industry
- Contemporary Trends in Food Culture.

**Expected prior knowledge:** Understanding and practical ability in basic food safety and hygiene and basic food preparation skills.

**Assessment:**

Students will complete a number of formative assessment tasks to help improve their understanding of concepts covered.

Summative assessment comprises tasks that involve a practical food preparation task and either a research topic or a written action plan (as per the SACE Board subject outline).

**This course leads to:**

Stage 2 Food and Hospitality and general employment in the food and hospitality industry

**Additional Costs: \$60**

Choice	<b>Subject:</b>	<b>Health &amp; Wellbeing A</b>
	<b>Pathways:</b>	University, TAFE
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 (10 credits)

**This course is designed for students:**

Who have a keen interest in health related issues and willingness to participate in discussions, group and community activities. Unlock the secrets to a brighter, bouncier life. With a focus on mental health, impacts of social media and health and wellbeing. Become a master of mindfulness and be able to take care of your own mental health and help others do the same.

**Course Content**

- Health promotion
- Social Determinants of Health
- Mental and Emotional Health
- Impacts of social media

**Expected prior knowledge:** Year 10 HPE

**Assessment:**

Students are assessed using the SACE performance standards. Students demonstrate evidence of their learning through the following assessment types:

- **Assessment Type 1:** Practical Action 60%
  - showcase developing an educational resource at a target audience
  - students chose a SMART goal which is related to improving their own health and wellbeing
- **Assessment Type 2:** Issue Inquiry 40%

An Issue Inquiry should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

**This course leads to:** Stage 2 Health & Wellbeing

**Expected prior knowledge:** Nil

Choice	<b>Subject:</b>	<b>Health &amp; Wellbeing B</b>
	<b>Pathways:</b>	University, TAFE
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 2 (10 credits)

**This course is designed for students:**

Have an interest in investigating the realm of relations and sexual health empowering students to build healthy relationships and navigate the complexities of their changing world. In a safe environment, students explore topics like diversity, stereotypes, communication and relationship boundaries.

**Course Content**

- Health promotion
- Health literacy
- Relationships and sexual health

**Expected prior knowledge:** Year 10 HPE

## Health & Physical Education (cont.)

### Assessment:

Students are assessed using the SACE performance standards. Students demonstrate evidence of their learning through the following assessment types:

- **Assessment Type 1:** Practical Action 60%
  - collaborating to develop a health and wellbeing event
- **Assessment Type 2:** Issue Inquiry (a) 25%

An Issue Inquiry should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

**This course leads to:** Stage 2 Health & Wellbeing

**Expected prior knowledge:** Nil

Choice	<b>Subject:</b> <i>Integrated Learning – Sport and Recreation: Fitness</i> <b>Pathway:</b> TAFE, University <b>Level:</b> Stage 1 <b>Offered in:</b> Full Year 2 x 10 SACE credits
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### This course is designed for:

Students who are interested in sport, sports training and fitness industry. Students are involved in playing, coaching and officiating. Fitness is one focus area.

**Year 10's wishing to do this course will need complete an "Application to Study at a Higher Level".**

### Course content:

Students complete practical and theory in sport and fitness. Students are also involved in organising / running events e.g. Standards Day, Primary School Sports Days, sports carnivals.

**Expected prior knowledge:** Nil

### Assessment:

Assessment is competency based and students are assessed in practical and theory.

### This course leads to:

Certificate III in Fitness Leadership, other Certificate and Diploma level qualifications in sport leadership, sports management (coaching, officiating), sports, community and outdoor recreation studies at TAFE. It would also benefit students wishing to pursue a university pathway in Human Movement, Business (Recreation and Sport) and a range of Teacher Education programs.  
**Additional Costs: \$250**

Choice	<b>Subject:</b> <i>Integrated Learning – Specialist Sport A – AFL focus</i> <b>Pathway:</b> Community Activities <b>Level:</b> Stage 1 <b>Offered in:</b> Full Year 2 x 10 SACE credits
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### This course is designed for:

Students who are interested in sport, sports training and fitness industry. Students are involved in playing, coaching and officiating. Australian Rules football is one focus area.

**Year 10's wishing to do this course will need complete an "Application to Study at a Higher Level".**

### Course content:

Students complete 1x100 minute practical session and 2x50 minute theory sessions each week. The practical element has a focus on game sense, strategy, strength and conditioning and coaching. The theory element has a focus on strength and conditioning, coaching, skill development labs and community connections. Students are also involved in organising / running events e.g. SAPSASA Football, 9-a-side Crows Cup and coaching clinics.

**Expected prior knowledge:** Nil

### Assessment:

Assessment is competency based and students are assessed in practical and theory. Students engage in a series of Labs including nutrition, junior coaching and umpiring, strength and conditioning and sports science including GPS data analysis.

**This course leads to:**

Certificate 3 in Fitness Leadership, other Certificate and Diploma level qualifications in sport leadership, sports management (coaching, officiating), sports, community and outdoor recreation studies at TAFE. It would also benefit students wishing to pursue a university pathway in Human Movement, Business (Recreation and Sport) and a range of Teacher Education programs.

**Additional Costs: \$250**

Choice	<b>Subject:</b> <i>Integrated Learning – Specialist Sports B</i> <b>Pathway:</b> University/TAFE - Sport, Recreation and Fitness <b>Level:</b> Stage 1 <b>Offered in:</b> Semester 1 or 2 (10 credits).
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### This course is designed to:

Allowing Year 11 students to expand on the Year 9-10 Specialist Sports Program. Students who have a passion for Australian Rules Football, strength and conditioning, coaching and the sports training and fitness industry.

### Course content:

Students complete 1x100 minute practical session and 2x50 minute theory sessions each week. The practical element has a focus on game sense, strategy, strength and conditioning and coaching. The theory element has a focus on strength and conditioning, coaching, skill development labs and community connections.

### Expected prior knowledge:

Nil, however, involvement in Integrated Learning A Specialist Sports AFL would be of benefit.

### Assessment:

Students complete formative and summative assessment tasks to meet the requirements of Integrated Learning. These include Practical Exploration, Connections and Personal Venture.

### This course leads to:

Certificate 3 in Fitness Leadership, other Certificate and Diploma level qualifications in sport leadership, sports management (coaching, officiating), sports, community and outdoor recreation studies at TAFE. It would also benefit students wishing to pursue a university pathway in Human Movement, Business (Recreation and Sport) and a range of Teacher Education programs. SACE Stage 2 Physical Education and possibly of Stage 2 pathway for the course.  
**Additional Costs: TBC Interstate camp to explore Sports Pathway programs and experiences.**

Choice	<b>Subject:</b> <i>Outdoor Education.</i> <b>Pathways:</b> TAFE - Sport, Recreation and Fitness <b>Level:</b> Stage 1 <b>Offered in:</b> Semester 1 or Semester 2 (10 credits)
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### This course is designed to:

Provide students with enjoyable challenges in outdoor activities and journeys. This is both a practical and theoretical subject. It focuses on developing practical skills for safe, enjoyable, and adventurous outdoor travel. At the same time, it develops understanding of, and attitude towards, the natural environment.

**Course Content:** The subject consists of the following three topics:

#### Topic 1: Environment and Conservation

Learning experiences in nature shape students' understanding of environmental systems and issues and enhances their decision-making about conservation and sustainability. Through the study of a natural environment, students understand ecosystems and impacts of human actions and decisions on the natural environment.

Students develop their understanding of a range of different perspectives on the natural environment e.g. indigenous, western, scientific, economic, recreational, and aesthetic, and use this understanding to analyse human interactions with the natural environment. They investigate strategies that positively contribute to conservation and sustainability.

Students transfer their understanding and appreciation of natural environments in local areas through practical opportunities to interact with the environment, and consider appropriate actions and strategies that support conservation, sustainability and minimise human impacts.

#### Topic 2: Planning and management of outdoor activities and Journeys

Learning experiences in natural environments enable students to explore nature and develop relationships that promote conservation, sustainability, personal growth, and development. Through understanding nature, students are motivated to be environmentally engaged and promote sustainable behaviour and practices in natural environments. The development of relationships with natural environments

## Health & Physical Education (cont.)

enables students to appreciate nature for its physical and emotional health-giving properties.

Students apply planning skills to support positive outdoor experiences in nature for themselves and others, through consideration of safety and risk management practices.

### Topic 3: Personal growth and development

Learning experiences in natural environments promote students' personal growth and development of social skills. Experiential learning in nature impacts positively on students' health and well-being and fosters a lifelong connection with nature and a commitment to responsible activity in natural environments. Through learning in natural environments, students develop personal meaning, and appreciation of the role of natural environments in providing life perspective. Learning experiences in natural environments enable students to evaluate and reflect on their own learning progression and skills development, as well as their relationship with nature.

**Expected prior knowledge:** Year 10 Outdoor and Environmental Education recommended

### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Outdoor Education.

- Assessment Type 1: About Natural Environments
- Assessment Type 2: Experiences in Natural Environments

**NB:** There are subject fees involved for all Outdoor Education subjects.

### This course leads to:

Stage 2 Outdoor and Environmental Education, careers in environmental management, outdoor recreation, environmental tourism, adventure tourism, adventure therapy, teaching, or environmental science. There are certificate, diploma, and degree courses in the areas of environmental education, teaching, management, ecotourism, and recreation.

**Additional Costs: \$110**

Choice	<b>Subject:</b>	<b>Physical Education A and/or B</b>
	<b>Pathway:</b>	University
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 and/or Semester 2 (10 credits)

### These courses are designed for:

Students explore the participation in and performance of human physical activities. It is an experiential subject in which 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.

In this subject students are expected to:

- Apply knowledge and understanding of movement concepts and strategies in physical activity
- Reflect on movement concepts and strategies in physical activity
- Apply communication and collaborative skills in physical activity contexts
- Explore and analyse evidence related to physical activity
- Reflect on ways to improve participation and/or performance in physical activity
- Communicate using subject-specific terminology in a variety of modes.

**Course content:** The course has three focus areas:

#### Focus Area 1: In movement

Students explore physical activity by extending and applying their knowledge of movement concepts and strategies, and skill learning. They investigate how the body responds to physical activity and apply biophysical and psychological knowledge to improve participation and/or performance in physical activity. The key ideas and considerations below provide a guide for learning.

#### Focus Area 2: Through movement

Students explore physical activity through movement concepts and strategies with a socio-cultural lens. They explore barriers and enablers to physical activity, identifying how persona, social, and cultural factors affect participation. Students initiate and contribute to the development of strategies that promote equity and inclusivity through a range of physical activities. They reflect on the success of these strategies in building confidence and motivation, as well as the improvement in the learning environment for themselves and others. The key ideas and considerations below provide a guide for learning.

#### Focus Area 3: About movement

Students develop theoretical knowledge to understand the richness and diversity of movement experiences. Physical activity contexts enable students to apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

## Health & Physical Education (cont.)

### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education:

- Assessment Type 1: Performance Improvement
- Assessment Type 2: Physical Activity Investigation

### This course leads to:

Stage 2 Physical Education, fitness and sport leadership, sports management (coaching, officiating), recreation and human movement studies at TAFE/University.

## Humanities and Social Sciences

Choice	<b>Subject:</b>	<b>Ancient Studies</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

### This course is designed for students:

Students who have an interest in the ancient world.

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

### Course Content:

In Stage 1 Ancient Studies, students investigate how the ancient world is, and has been, represented. They apply their inquiry skills to research and analyse primary and secondary sources and perspectives.

Students explore the ancient world by examining the differing ways in which it has been interpreted and represented from ancient to modern times. They consider the authentication, preservation, ownership, and/or display of material and artefacts from the ancient world.

Students investigate how people lived in the ancient world by examining evidence of the social, political, cultural, and/or economic institutions and structures. They explore the influence of some of the ideas and innovations that emerged from the ancient world.

An individual or group task could include, for example:

- a narrative
- an analytical report on a visit to an archaeological site
- a critical review of historical fiction or a documentary film
- a script for a radio program (spoken or written)
- a multimedia presentation
- a scripted role-play
- an interview with a historical figure
- a debate
- an essay
- a virtual or constructed archaeological dig
- an analysis of a contemporary representation
- a source analysis using a variety of primary and secondary sources, which could include literature, pottery, inscriptions, architecture, painting, sculpture, archaeological sites, or documents.

**Expected Prior Knowledge:** Nil, but it is an advantage for students to have an interest in, history and the ancient world

### Assessment:

Students produce two or three skills and applications tasks and a choice inquiry study.

**This course leads to:** Stage 2 Ancient Studies/Modern History

Choice	<b>Subject:</b>	<b>Gender Studies</b>
	<b>Pathway:</b>	University – Arts & Humanities , Health Sciences
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

### This course is designed for students:

Explore the fascinating world of gender studies and dive into the complexities of gender dynamics. You'll explore everything from the history of feminism to modern day gender roles, learning to critically and think and challenge stereotypes. You will work to develop empathy and respect for all genders, but you also become equipped to make positive impacts on the world around you. So come on, lets have some fun while we create a more inclusive future.

## Humanities and Social Sciences (cont.)

### Course Content:

#### Topic 1: Representations of Women in Cultural Texts

- how are men represented in comparison with the ways in which women are represented?
- How could the representation of women be improved?

#### Topic 2: Key issues in Women's Studies

- Women's achievements, struggles and empowerment
- How the women's liberation movement came about and what it has done
- A designated period of women's political activity

#### Issues Analysis

- Women's experience of their culture or cultural expectations and the way these affect life choices
- Women's contribution to cultural life
- Implications of different cultural or religious practices

#### Assessment:

Assessment is against SACE Achievement Standards

Assessment Type 1: 2 x text analysis

Assessment Type 2: Group presentation .

Assessment Type 3: Issues Analysis

**This course leads to:** Stage 2 Gender Studies, Stage 2 Society and Culture A and B and studies at University.

Choice	<b>Subject:</b>	<b>Geography</b>
	<b>Pathway:</b>	University – Arts & Humanities / Sport, Recreation and Fitness
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

#### This course is designed for students:

Students learn about environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning. They develop an understanding of the spatial interrelationships of people, places, and environments, and of the opportunities and challenges for, and constraints on, such interactions. Students identify patterns and trends, acquiring and critically analysing field and other data using a range of field and spatial technology skills.

#### Course Content:

The course is designed to develop students' skills and understanding of geographical phenomena. Outcomes include;

- developing students' understanding and application of key geographical concepts
- developing students' understanding of the interdependence of human and physical environments
- exploring contemporary geographical issues
- developing students' skills in fieldwork using opportunities in the local area
- examining geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies.

The following topics will be negotiated;

Theme 1: Sustainable Places

- Rural and/or remote places
- Urban places
- Megacities.

Theme 2: Hazards

- Natural Hazards
- Biological and Human Induced Hazards.

Theme 3: Contemporary Issues

- Local Issues

#### Assessment:

Assessment is against SACE Achievement Standards

Assessment Type 1: Geographical Skills and Applications

Assessment Type 2: Fieldwork.

For a 10-credit subject, students should provide evidence of their learning through four or five assessments, with at least two assessments from assessment type 1.

**This course leads to:** Stage 2 Society and Culture A and B and studies at University.

Choice	<b>Subject:</b>	<b>Modern History: The Mad Modern World</b>
	<b>Pathway:</b>	University – Arts, Humanities and Business
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

#### This course is designed for:

Students who wish to explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems.

Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

#### Course Content:

Topics are chosen from a range of areas including examples such as the Russian Revolution, the Vietnam war, protests and Woodstock

Each topic includes key ideas and concepts that provide a focus for study.

Students also have the opportunity to choose a historical event to study.

#### Assessment:

The following assessment types enable students to demonstrate their learning in Modern History at Stage 1.

- Assessment Type 1: historical skills
- Assessment Type 2: historical study

Students undertake:

- 3 x historical skills assessments
- 1 x historical study

**Expected Prior Knowledge:** Nil.

#### This course leads to:

Stage 2 Modern History, Stage 2 Society and Culture and studies at a University level.

Choice	<b>Subject:</b>	<b>Society and Culture A: Power and Discrimination</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 (10 credits)

#### This course is designed for students:

Who are interested in exploring issues related to sexism, racism, discrimination, fake news, power in society and more. Ever wondered; what is the true story about asylum seekers? How come discrimination of different groups of society continues to exist? What is the gender gap? What values is your music teaching you? Do Neo Nazi's and Ku Klux Klan really exist in Australia and more? This course equips you with knowledge to decipher many current issues. And you get to investigate in depth an Australian issue of your choice. Students learn valuable skills in researching, analysis, awesome essay writing skills for university, working with others, tolerance, and respect of other cultures. It is an exploration of the society and culture in which we live, therefore current issues. This course prepares you for Stage 2 Society and Culture.

#### Course Content:

- Current issues are explored such as prejudice and discrimination, asylum seekers, youth culture and current Australian issues.
- Concepts: Power and authority in society, local and global focus, how societies are connected and interdependent, social change within societies-how does it happen.
- Investigation: Students research a topic of their choice into an Australian issue, undertaking interviews and surveys where appropriate, finding and evaluating various sources of information, developing different understandings and perspectives.

**Expected Prior knowledge:** Nil, however a good pass in HASS or English subjects will help.

#### Assessment:

- Component 1 – Source Analysis 45%
- Component 2 – Group Task 10%
- Component 3 – Investigation 45%. Students choose an individual topic or contemporary social issue of personal interest and use primary data to extend their understanding of it. The method of presentation is not restricted to a written piece.

## Humanities and Social Sciences (cont.)

### This course leads to:

Stage 1 Society and Culture B, Stage 2 Society and Culture and studies at university. Employment in areas such as humanities and social sciences including areas such as government, law and politics, the arts, education, social work, psychology, journalism, media, tourism, but is relevant to all employment areas.

Choice	<b>Subject:</b> Society and Culture B: Power and Ethical Consuming <b>Pathway:</b> University – Arts and Humanities <b>Level:</b> Stage 1 <b>Offered In:</b> Semester 2 (10 credits)
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### This course is designed for students:

Who are interested in exploring issues related to power and authority in society (including examining the unethical practices of large corporations that we often don't know exist), social change in societies, human rights and laws, environmentally and socially sustainable living practices. Learn how to become an ethical consumer in society by investigating the real information about your mobile phone, clothing sustainability and company abuse, and investigate 'What am I really buying when I'm buying...'. Plus, you get to investigate an Australian social issue of your choice. Students learn valuable skills in researching, analysis, awesome essay writing skills for university, working with others, tolerance, and respect of other cultures. The course is an exploration of the society and culture in which we live, therefore current issues.

This course prepares you for Stage 2 Society and Culture.

### Course Content:

- Current issues are explored such as prejudice and discrimination, asylum seekers, youth culture and current Australian issues.
- Concepts: Power and authority in society, local and global focus, how societies are connected and interdependent, social change within societies-how does it happen.
- Investigation: students research a topic of their choice seeking satisfactory answers by conducting an inquiry into an Australian issue, undertaking interviews and surveys where appropriate, finding and evaluating various sources of information, developing different understandings and perspectives.

**Expected Prior knowledge:** Nil, however a good pass in HASS or English subjects will help.

### Assessment:

- Component 1 – Source Analysis 45%
- Component 2 – Group Task 10%
- Component 3 – Investigation 45%. Students choose an individual topic or contemporary social issue of personal interest and use primary data to extend their understanding of it. The method of presentation is not restricted to a written piece.

**This course leads to:** Stage 2 Society and Culture and studies at university. Employment in areas such as humanities, education, law and social sciences including areas such as government, law and politics, education, social work, psychology, journalism, international relations, media, criminology, but is relevant to all employment areas.

Choice	<b>Subject:</b> Tourism <b>Pathway:</b> University – Hospitality/Tourism, Retail <b>Level:</b> Stage 1 <b>Offered In:</b> Semester 1 or Semester 2 (10 credits)
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### This course is designed for students:

Who are interested in pursuing a pathway in hospitality/tourism. It focuses on the impact of the tourism industry on Australian society (environmentally, socially, culturally and economically). Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism, and explore tourism as a business.

### Course Content:

- Understanding the tourism industry
- Identifying visitors and hosts
- Creating sustainable tourism
- Working in the tourism industry

**Expected Prior Knowledge:** Nil, but students who achieve well in HASS are recommended – suited for students also studying Outdoor Education, Marine Studies or Hospitality subjects at Stage 1.

### Assessment:

- Assessment Type 1: Case Study
- Assessment Type 2: Sources Analysis
- Assessment Type 3: Practical Activity
- Assessment Type 4: Investigation.

**This course leads to:** University/TAFE, and business/enterprise opportunities

## Languages

Choice	<b>Subject:</b> Indonesian Beginners <b>Pathway:</b> University – Arts and Humanities <b>Level:</b> Stage 1 <b>Offered In:</b> Full Year (10-20 credits)
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### This course is designed for:

Students who haven't studied Indonesian Language at year 9 or 10 and want to immerse themselves in a different culture, building strong Australian – Indonesian relationships

### Course content:

Students will develop and apply their linguistics and intercultural knowledge, understanding and skills to interact with others in interpersonal situations, create texts for specific audiences, purposes and contexts, and be able to analyse text to interpret meaning. Topics covered include:

- The personal world – Family life, home and neighbourhood, People, places and communities, future plans and aspirations.
- The Indonesian speaking community – friends, recreation and past times, holidays, travel and tourism, education and work.

**Expected prior knowledge:** Nil

### Assessment:

Each semester students are required to complete four summative tasks:

- Assessment Type 1: Interaction (50%) – part 1 oral script part 2 oral conversation
- Assessment Type 2: Text Production (25%) – written Indonesian
- Assessment Type 3: Text analysis – (25%) 80 minutes supervised

**This course leads to:** Stage 2 beginners, general employment, TAFE, University

Choice	<b>Subject:</b> Indonesian Continuers <b>Pathway:</b> University – Arts and Humanities <b>Level:</b> Stage 1 <b>Offered In:</b> Full Year (10-20 credits)
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### This course is designed for:

Students who have completed a full Year 10 Indonesian course.

### Course content:

Students further their ability to communicate orally, in writing, and to understand the written and spoken text. The topics covered include:

- The Individual – relationships, school experiences, youth leisure and interests
- Indonesian Speaking Communities – daily routines & lifestyles, the arts and entertainment, prominent people and historical influences on modern day life
- The Changing World – the world of work, technology, contemporary issues.

Students also have an opportunity to research some topics of their choice.

**Expected prior knowledge:** A pass in Year 10 Indonesian at C grade or better.

### Assessment:

Each semester students are required to complete four summative tasks:

- Assessment Type 1: Interaction (20%) – this will be an oral assignment
- Assessment Type 2: Text Production (20%) – written Indonesian
- Assessment Type 3: Text analysis - reading or listening for understanding (20%)
- Assessment Type 4: Investigation - prepare either an oral, written or multimodal presentation in Indonesian of a researched topic (3-4 mins) and present a reflective response in English -250 words (40%)

**This course leads to:** General employment, TAFE, University.

Choice	<b>Subject:</b> Ngarrindjeri Language <b>Pathway:</b> University – Arts and Humanities <b>Level:</b> Stage 1 <b>Offered In:</b> Semester 1 or Semester 2 (10 credits) or Full Year (20 credits)
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### This course is designed for students:

Students who identify as being of Aboriginal or Torres Strait Island background. Students who have an interest in learning about Aboriginal and Torres Strait language and culture. Students who have an interest in linguistics with an interest in learning Ngarrindjeri specifically



## Languages (cont.)

### Course Content:

Students develop the skills of listening, speaking, reading and writing, to create and engage effectively with a range of spoken, written, visual, and multimodal texts. Students will gain knowledge and understanding of Ngarrindjeri vocabulary and grammar as well as being involved in a range of cultural learnings and activities.

**Expected Prior knowledge:** Year 10 Ngarrindjeri preferred

### Assessment:

Stage 1 Australian Languages – Revival Language

- Speech
- Dictionary Review
- Investigation
- Inquiry

## Mathematics

Compulsory Choice	<b>Subject:</b>	<b>Mathematics A</b>
	<b>Pathway:</b>	University – Maths, Science, Technology
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 (10 credits)

### This course is designed for students:

Who have successfully completed Mathematics A and B in Year 10 and who hope to study Mathematical Methods in Stage 2.

### Course content:

Students doing this course will study the topics Functions and Graphs, Polynomials and Trigonometry.

**Expected prior knowledge:** Students must have completed successfully Mathematics A and B in Year 10.

### Assessment:

- Skills and Applications Tasks (Tests)
- Folio Tasks (investigations)
- End of semester exam.

### This course leads to:

This course, in conjunction with Mathematics B and Mathematics C, allows students to do Mathematical Methods, General Mathematical or Essential Mathematics in Stage 2.

Choice	<b>Subject:</b>	<b>Mathematics B</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 2 (10 credits)

### This course is designed for students:

Who have successfully completed Stage 1 Mathematics A and who hope to study Mathematical Methods in Stage 2.

### Course content:

Students doing this course will study the topics Counting and Statistics, Introduction to Differential Calculus, Growth and Decay.

**Expected prior knowledge:** Students must have completed successfully Mathematics A in Semester 1.

### Assessment:

- Skills and Applications Tasks (Tests)
- Folio Tasks (investigations)
- End of semester exam.

**This course leads to:** This course, in conjunction with Mathematics A, allows students to do Mathematical Methods, General Mathematics or Essential Mathematics in Stage 2.

Choice	<b>Subject:</b>	<b>Mathematics C</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 2 (10 credits)

### This course is designed for students:

Who have successfully completed Stage 1 Mathematics Studies A (enrol in Mathematics B) and who hope to study Specialist Mathematics in Stage 2.

### Course content:

Students doing this course will study the topics: Matrices, Vectors in the Plane, Real & Complex Numbers.

**Expected prior knowledge:** Students must have completed Mathematics A successfully in Semester 1.

### Assessment:

- Skills and Applications Tasks (Tests)
- Folio Tasks (investigations)
- End of semester exam.

**This course leads to:** This course, in conjunction with Mathematics A and Mathematics B, allows student to do Specialist Mathematics, Mathematical Methods or General Mathematics in Stage 2.

Compulsory Choice	<b>Subject:</b>	<b>General Mathematics A</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 (10 Credits)

### This course is designed for students:

Who want to develop their mathematical skills and then use these skills to solve problems in a wide variety of practical applications. This subject gives student's the mathematical skills required to work effectively in any employment situation and confidently carry out the calculations required in everyday life. Students learn how to approach mathematical challenges by investigating, reasoning and problem-solving and then communicate the solution to others.

This course, together with General Mathematics B in second semester prepares students for Stage 2 General Mathematics or Stage 2 Essential Mathematics

### Course Content:

**Topic 1: Investing and borrowing:** Investing money in financial institutions or share market, borrowing money, calculating simple and compound interest, analysing loans, comparing loans and making financial decisions. Look at effects of inflation and taxation.

**Topic 2: Measurement** consideration of measurement devices and their units and the calculation of perimeter, area and volume in everyday situations. Extend this to estimate area of irregular shapes.

**Topic 3: Statistical Investigation:** collecting data using sampling methods, displaying data (histograms, box and whisker plots & stem-and-leaf plots), analysing data, calculating measures of average and then presenting findings. Students need to form conjectures and test them.

**Expected Prior Knowledge:** Nil

### Assessment:

- Skills Tests
- Applications Tasks
- Folio Investigations
- End of Semester exam.

**This course leads to:** General Mathematics or Essential Mathematics 1B in Semester 2

Choice	<b>Subject:</b>	<b>General Mathematics B</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 2 (10 credits)

### This course is designed for students:

Who have successfully completed General Mathematics A and want to further develop their mathematical skills and then use these skills to solve more problems in a wide variety of practical applications.

This course, together with General Mathematics A in first semester prepares students for Stage 2 General Mathematics or Stage 2 Essential Mathematics

### Course Content:

- Applications of Trigonometry: Using the Rule of Pythagoras, Trigonometric Ratios (tangent, sine and cosine) and Trig Rules (sine and cosine rule) to solve practical problems in the context of surveying, design and navigation.
- Linear Functions and their Graphs: Explore wide variety of application of linear functions in context graphically and algebraically. Investigate piece-wise step functions such as income taxation.
- Matrices and Networks. Investigate applications of networks and matrices in the context of costing, connectivity and transition problems.

**Expected Prior Knowledge:** A passing grade in General Mathematics A in first semester is an advantage

## Mathematics (cont.)

### Assessment:

- Skills Tests
- Applications Tasks
- Folio Investigations
- End of Semester Exam.

**This course leads to:** General Mathematics or Essential Mathematics in Stage 2

Compulsory Choice	<b>Subject:</b>	<b>Essential Mathematics A</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 (10 credits)

### This course is designed for students:

Who want to develop their mathematical skills and then use these skills to solve problems in a wide variety of practical applications. This subject gives student's the mathematical skills required to work effectively in any employment situation and confidently carry out the calculations required in everyday life. Students learn how to approach mathematical challenges by investigating, reasoning and problem-solving and then communicate the solution to others.

This course is designed for students to get their compulsory Numeracy for SACE.

### Course Content:

Calculations - Revision and mastery of basic mathematical skills and calculations related to practical everyday life situations such as shopping, menus, wages and time.

Statistics - Develop mathematical knowledge, understanding and skills in the collection, display, analysis and interpretation of data before drawing a conclusion.

Money - Investigate the different ways people get paid to do a job in Australia then calculate earnings, tax, take-home pay, superannuation and the Medicare levy. Learn how to draw up a personal budget taking into account income and expenses with the aim of working out whether you can afford to purchase a special item.

**Expected Prior Knowledge:** Nil

### Assessment:

- Skills Tests
- Applications Tasks
- Folio Investigations
- End of Semester Exam

**This course leads to:** Essential Mathematics B in Semester 2

Compulsory Choice	<b>Subject:</b>	<b>Essential Mathematics B</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1
	<b>Offered In:</b>	Semester 1 (10 credits)

### This course is designed for students:

Who want to develop their mathematical skills and then use these skills to solve problems in a wide variety of practical applications. This subject gives student's the mathematical skills required to work effectively in any employment situation and confidently carry out the calculations required in everyday life. Students learn how to approach mathematical challenges by investigating, reasoning and problem-solving and then communicate the solution to others.

This course is designed for students who were unsuccessful in Essential Mathematics A or who want to complete a full year of Mathematics at stage 1.

### Course Content:

Measurement - Revision and mastery of basic mathematical measurement skills and calculations related to perimeter, area and volume in practical everyday life and trade situations.

Running a Business - An introduction to the mathematical knowledge, understanding and skills involved in running a business such as price setting, issuing invoices, paying staff including tax and superannuation and creating a Financial Statement monitoring cash flow with the aim of making money.

Money - Investigate the different ways people invest their money and learn about interest rates and the way people use their money and pay for items using cash, debit cards, credit card and loans. Learn how to draw up a personal budget taking into account income and expenses with the aim of working out whether you can afford to purchase a special item.

**Expected Prior Knowledge:** Nil

### Assessment:

- Skills Tests

- Applications Tasks
- Folio Investigations
- End of Semester Exam.

**This course leads to:** No stage 2 Mathematics

## Science

Choice	<b>Subject:</b>	<b>Biology A</b>
	<b>Pathway:</b>	University – Maths, Science, Technology
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 (10 credits)

### This course is designed for:

Students who are planning to study Biology at Stage 2 and who intend to pursue a University Pathway. The course presents a range of biological content, inquiry skills and science as a human endeavour that will provide students with a basis for successful study in Stage 2.

In Biology students learn about the structures and functions of cells and microorganisms leading into the study of infectious diseases. They have the opportunity to engage with the biological knowledge through practical activities, laboratory experiments, and explore the interaction between science and society.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues in society, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The focus capabilities for this subject are communication and learning.

### Course content:

- Topics from:
- Cells and Microorganisms
  - Infectious Disease

**Expected prior knowledge:** Satisfactory literacy and numeracy as well as successful completion of a full year of Science in Year 10.

### Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio (deconstruct and design investigation, science as a human endeavour task) 50%
- Skills and Applications Tasks (2 x topic tests) 50%

**This course leads to:** Stage 1 Biology B, Stage 2 Biology, University, TAFE.

Choice	<b>Subject:</b>	<b>Biology B</b>
	<b>Pathway:</b>	University – Maths, Science and Technology
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 2 (10 credits)

### This course is designed for:

Students who are planning to study Biology at Stage 2 and who intend to pursue a University Pathway. The course presents a range of biological content, inquiry skills and science as a human endeavour that will provide students with a basis for successful study in Stage 2.

In Biology B students learn about the structures and functions of multicellular organisms such as plants and animals with an emphasis on the systems that support multicellular life. Students also explore the relationships and interconnections within ecosystems and the importance of biodiversity within biological systems. They have the opportunity to engage with the biological knowledge through practical activities, laboratory experiments, and explore the interaction between science and society.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues in society, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

### Course content:

- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

**Expected prior knowledge:** Satisfactory literacy and numeracy as well as successful completion of a full year of Science in Year 10. Completion of Stage 1 Biology A would be an advantage.

## Science (cont.)

### Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio (deconstruct and design investigation, science as a human endeavour task) 50%
- Skills and Applications Tasks (2 x topic tests) 50%

### This course leads to:

Stage 2 Biology, University, and TAFE.

Choice	<b>Subject:</b>	<b>Chemistry A</b>
	<b>Pathway:</b>	University – Maths, Science and Technology
	<b>Level:</b>	Stage 1
	<b>Offered In:</b>	Semester 1 (10 credits)

### This course is designed for:

Students who are planning to study Chemistry at Stage 2 and who intend to pursue a university pathway. The course involves the study of content, concepts and skills related to the properties and behaviour of matter. To be successful in this course students need to be able to learn, recall and apply scientific material, carry out and evaluate experiments using laboratory equipment, and write scientific reports.

### Course content:

- Practical techniques
- Atomic structure and chemical bonding
- Metals
- Ionic compounds
- Covalent compounds
- Acids and bases
- Chemical equations

### Expected prior knowledge:

Successful completion of a full year of Science in year 10.

### Assessment:

- Investigations Folio (e.g. social relevance task, practical reports)
- Skills and Applications Tasks (e.g. tests)
- Exam covering the semester

### This course leads to:

Stage 1 Chemistry B, Stage 2 Chemistry, University, TAFE.

Choice	<b>Subject:</b>	<b>Chemistry B</b>
	<b>Pathway:</b>	University – Maths, Science and Technology
	<b>Level:</b>	Stage 1
	<b>Offered In:</b>	Semester 2 10 Credits

### This course is designed for:

Students who are planning to study Chemistry at Stage 2 and who intend to pursue a university pathway. The course involves the study of content, concepts and skills related to the properties and behaviour of matter. It continues the work studied in Chemistry A. To be successful in this course students need to be able to learn, recall and apply scientific material, carry out and evaluate experiments using laboratory equipment, and write scientific reports.

### Course content:

- Organic chemistry
- Oxidation and reduction reactions
- Numerical chemistry
- Corrosion of metals

**Expected prior knowledge:** Successful completion of Stage 1 Chemistry A is essential.

### Assessment:

- Investigations Folio (e.g. social relevance task, practical reports)
- Skills and Applications Tasks (e.g. tests)
- Exam covering the semester

### This course leads to:

Stage 2 Chemistry, University, TAFE.

Choice	<b>Subject:</b>	<b>Physics A – Rocket Science</b>
	<b>Pathway:</b>	University – Maths, Science and Technology
	<b>Level:</b>	Stage 1
	<b>Offered In:</b>	Semester 1 (10 credits)

### This course is designed for:

Students who are planning to study Physics at Stage 2 and who intend to pursue a university pathway. The course involves the study of content, concepts and skills related to the behaviour of matter and energy. To be successful in this course students need to be able to learn, recall and apply scientific material, carry out and evaluate experiments using laboratory equipment, and write scientific reports. This unit is best studied in conjunction with Stage 1 Maths Studies A, B and C.

### Course content:

- Linear Motion and Forces
- Energy and Momentum
- Heat

**Expected prior knowledge:** Successful completion of a full year of Science in Year 10 and successful completion of Year 10 Mathematics.

### Assessment:

- Investigations folio (e.g. Research, practicals)
- Skills and applications tasks (e.g. Tests, assignments)

### This course leads to:

Stage 1 Physics B, Stage 2 Physics, University, TAFE.

Choice	<b>Subject:</b>	<b>Physics B – Medical Physics</b>
	<b>Pathway:</b>	University – Maths, Science and Technology.
	<b>Level:</b>	Stage 1
	<b>Offered In:</b>	Semester 2 (10 credits)

### This course is designed for:

Students who are planning to study Physics at Stage 2 and who intend to pursue a University Pathway. The course involves the study of content, concepts and skills related to the behaviour of matter and energy. It continues the work studied in Physics A. To be successful in this course student's need to be able to learn, recall and apply scientific material, carry out and evaluate experiments using laboratory equipment, and write scientific reports. This unit is best studied in conjunction with Stage 1 Maths Studies A, B and C.

### Course content:

- Waves
- Nuclear Models and Radioactivity
- Electrical Circuits

**Expected prior knowledge:** Successful completion of Stage 1 Physics A

### This course leads to:

Stage 2 Physics, University, and TAFE

Choice	<b>Subject:</b>	<b>Psychology A and/or B - Psyched Up!</b>
	<b>Pathway:</b>	University – Psychology, Behavioural Science, Social Work, Education, Human Resources, Law, Science, Occupational Therapy etc. TAFE -Youth Work
	<b>Level:</b>	Stage 1
	<b>Offered In:</b>	Semester 1 or Semester 2 (10 credits)

### This course is designed for:

Students who want to know did Phineas Gage survive an iron rod going through his head and did his personality change? Can you beat a lie detector? Would you make a good eyewitness? Are you being controlled by the internet and your mobile telephone? Can I improve my exam skills? Was 'Little Albert' traumatised forever? How to profile a criminal? And about research skills for psychology and more!

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; including ways of intervening to advance the wellbeing of individuals, groups and societies.

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

### Course content:

The topics in Stage 1 Psychology provide the framework for developing integrated programs of learning through:

- Science inquiry skills
- Science as a human endeavour (SHE)
- Science understanding

The topics for Stage 1 Psychology are:

- Topic 1: Cognitive Psychology (Memory)
- Topic 2: Neuropsychology (Brain and behaviour)

## Science (cont.)

- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6 Psychology in Context
- Topic 7: Negotiated Topic – Cyber psychology (social media and the internet), Indigenous psychology, Forensic psychology (crime associated)
- Topic 8: Sports Psychology

NOTE: both A and B semesters of Psychology contain a mix of the above topics, without repeat.

**Expected prior knowledge:** Successful completion of a full year of Science in Year 10, or an A or B in English

### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Psychology:

- Assessment Type 1: One Psychological Investigation/Report and one Science as a Human Endeavour (SHE) task
- Assessment Type 2: One to two Skills and Applications Tasks

### This course leads to:

Stage 2 Psychology, Stage 2 Society and Culture, Stage 2 Child Studies, University (an excellent double degree), TAFE

## YEAR 12 - CURRICULUM STRUCTURE

Students typically choose 4 full year subjects, 6 with preferences (80 credits) and the Research Project.

Before undertaking Year 12, students should have achieved their SACE compulsory credits in Maths (10), English (20) and PLP (10).

### Compulsory Subjects (SACE requirements)

- 70 credits from Stage 2 subjects (10 credits must be Research Project)
  - Research Project is compulsory and must be achieved at a 'C' grade or better.
- NOTE: **90 Stage 2 credits** are required for the ATAR (Australian Tertiary Admissions Rank)

### Pathway subjects:

Select any recommended pathway subjects

### Other subjects:

Choose subjects that you are good at, that interest you and build towards your chosen future pathway.

During Stage 2 students will typically choose their subjects from the Stage 2 offerings but may supplement their study from the Stage 1 offerings, specifically if not enough credits have been successfully completed at Stage 1.

**NOTE: some subjects require pre-requisites of specific subjects or achievement; you may not be able to select some subjects.**

### Post school options:

Students should ensure they have an idea of the area they wish to enter once they complete school so that they are able to make informed subject choices. Students should conduct prior research to determine if there are any pre requisite subjects that must be studied or recommended subjects that should be studied.

Students who have not satisfactorily completed a recommended subject at Year 11 may not be able to choose this subject at Stage 2.

If students are unsure, they are encouraged to ask someone who can help them clarify their options (see who to Contact for Assistance and Preparing for Further Education).

## STAGE 2 (YEAR 12) CURRICULUM OVERVIEW

LEARNING AREA	SUBJECT NAME	LENGTH	PAGE NUMBER
VET Recognised Learning	Stage 2 SAASTA – South Australian Aboriginal Sports Academy	Full Year	43
Cross Disciplinary Subjects	Research Project	1 semester	
	Integrated Learning - Marine Studies	Full Year	43
	Integrated Learning - Sport Studies	Full Year	43
The Arts	Drama	Full Year	44
	Creative Arts	Full Year	43
	Music (eight 10 credit options available, students can choose up to 4)	Full Year	44
	Visual Arts – Art & Visual Arts - Design	Full Year	44
Business, Enterprise and Technology [Design, Technology & Engineering]	Material Solutions - Metal	Full Year	45
	Photography	Full Year	45
	Wood Products - Industry and Entrepreneurial Solutions	Full Year	45
	Workplace Practices	Full Year	45
English	English Literary Studies	Full Year	46
	English	Full Year	46
	Essential English	Full Year	46
Health and Physical Education	Child Studies	Full Year	46
	Food and Hospitality	Full Year	46
	Health & Wellbeing	Full Year	47
	Outdoor Education	Full Year	47
	Physical Education	Full Year	47
Humanities and Social Sciences	Ancient Studies	Full Year	48
	Modern History	Full Year	48
	Society and Culture	Full Year	48
Languages	Indonesian Continuers	Full Year	49
	Ngarrindjeri	Full Year	49
Mathematics	Essential Math	Full Year	49
	Specialist Mathematics	Full Year	49
	Mathematical Methods	Full Year	49
	General Mathematical	Full Year	50
Science	Biology	Full Year	50
	Chemistry	Full Year	50
	Physics	Full Year	50
	Psychology - Super Psych me!	Full Year	51

## VET Recognised Learning

VET Stand Alone	<b>Subject:</b>	<b>SAASTA – South Australian Sports Training Academy</b>
	<b>Pathway:</b>	
	<b>Level:</b>	Stage 2
	<b>Offered in:</b>	Full Year

### This course is designed for:

Aboriginal students who wish to complete their SACE and transition to tertiary education whilst forming links with their culture. Students who wish to gain skills, knowledge and experience in their chosen vocation.

### Course content:

Integrated Learning - Aboriginal Studies  
 Aboriginal Power Cup  
 SAASTA Shield  
 Certificate III Fitness  
 Certificate III Hospitality  
 Certificate III Community Services  
 Certificate III Construction  
 SAASTA specialist academies options - AFL, basketball, netball, soccer, STEM

### Expected prior knowledge:

NIL

### Assessment:

SACE Stage 2 Integrated learning performance standards  
 VET competencies  
 Students are expected to adhere to KPI's as outlined by SAASTA.

## Cross Disciplinary Subjects

<b>Subject:</b>	<b>Integrated Learning – Marine Studies</b>
<b>Pathway:</b>	TAFE, Employment, University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students who have an interest in the local marine environment and the plants and animals that live in the sea and on the beach. The course gives students the chance to learn about the ocean and its creatures and take part in contemporary marine issues about which people hold different views. It develops a range of concepts and skills to meet the SACE requirements and involves a lot of interesting practicals, several worthwhile projects, enjoyable field trips out of the school and interesting topics.

### Course Content:

**Snorkelling:** Students can obtain a Snorkelling Proficiency Certificate that involves completing a theory workbook and developing and practising basic swimming and various snorkelling skills during training and field trips all over Encounter Bay to sites such as The Bluff jetty, Oliver's Reef and Wright Island.

**Marine Aquariums:** Students work as the member of a team to build, establish and maintain a temperate marine aquarium. This involves setting up and conditioning the tank, collecting its inhabitants, and regularly testing the seawater, taking appropriate steps to ensure water quality is maintained and marine life is supported. They then feed and care for the marine creatures in their aquarium and set up an aquarium display to communicate the natural processes occurring in the aquarium.

**Whales and Whaling:** Students learn about the life history of the Southern Right Whales that visit Encounter Bay in winter. They may go whale watching and study their behaviour.

**Marine Issue Project:** Students choose to study the life of a dolphin, seal, penguin, shark or other marine animal and research its ecology, distribution and abundance, threats to survival and steps to conservation. They may go on a boat trip to track dolphins in the bay and count seals on the offshore islands

**Boat Licence:** Students learn about navigation rules, boat safety, emergency procedures and state regulations. They then apply the knowledge learned, concepts understood and skills acquired to obtain a satisfactory result in an Examination to obtain their South Australian Boat Licence.

**Expected prior knowledge:** Successful completion of Year 11 including passing grades in compulsory Stage 1 English and Maths.

### Assessment:

- 2 Practical inquiry topics
- 2 connections (group) tasks
- 1 major projects

### Assessment:

A range of tasks under the following headings:

- Two practical inquiry topics
- Two connections (group) tasks
- One major project

**This course leads to:** Some University courses, TAFE, general employment.

<b>Subject:</b>	<b>Integrated Learning – Sport Studies –</b>
<b>Pathway:</b>	TAFE, Employment, University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students who have a keen interest in sport and physical activity.

### Course content:

Students will undertake three practical activities to complete throughout the year and have the opportunity to evaluate and critically analyse their own learning.

Each student will be required to compile an individual major project negotiated task on one aspect that affects an athlete's performance eg fitness programs, nutritional plans.

Students will be required to work collaboratively with others to plan, organise, implement and evaluate an activity of their choice.

### Assessment:

School Based Assessment (70%)

- Practical (30%)
  - Group Activity (20%)
  - Folio and Discussion (20%)
- External Assessment (30%)
- Project (30%)

**Expected prior knowledge:** Nil

**This course leads to:** Some University, TAFE, general employment.

## The Arts

<b>Subject:</b>	<b>Creative Arts</b>
<b>Pathway:</b>	University Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

It is an advantage for students to have some interest and knowledge in the Arts, preferred Stage 1 arts subject completed.

### Course content:

Students will negotiate with staff to tailor a program to meet the needs or interest in a way that cannot be met solely through any other subject in the Arts Learning Area. Areas of study covered are

- Creative arts process
- Development and production
- Concepts in creative arts disciplines
- Creative arts in practice

### Expected prior knowledge:

It is an advantage for students to have some interest and knowledge in the Arts, preferred Stage 1 arts subject completed.

### Assessment

*School assessment 70%*  
 Assessment task 1 50%- Product  
 Assessment task 2 20%-inquiry

*External assessment 30%*  
 Assessment task 3 Practical skills

**This course leads to:** Stage 2 Creative arts, general employment, University, TAFE, further study and experience in the arts industry.

## The Arts (cont.)

<b>Subject:</b>	Drama
<b>Pathway:</b>	University Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

This course is designed for students that wish to develop their creativity, collaboration, critical thinking and communication. They will refine their literacy, numeracy, ethical understanding and intercultural understanding and develop self-belief and confidence.

### Course content:

Stage 2 drama consists of two areas of dramatic study

- Company and production
- Exploration and vision.

These integrate exploring, analysing, conceiving, creating, making and evaluating drama. They provide valuable collaborative learning opportunities for students to explore creative opportunities and develop as an artist.

### Expected prior knowledge:

It is highly advisable that students commencing this course have completed at least a semester of Stage 1 Drama or Creative Arts.

### Assessment:

School assessment 70%

Assessment Type 1: Group production 40%

Assessment Type 2: Evaluation and creativity 30%

External assessment 30%

Assessment type 3: Creative presentation 30%

### This course leads to:

University, TAFE, General employment.

<b>Subject:</b>	Music
<b>Pathway:</b>	University – Arts/TAFE
<b>Level:</b>	Stage 2 (10-40 Credits)
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (two 10 credit subjects from music)

### This course is designed for:

Music Exploration: Students who have an interest in music.

Solo and Ensemble performance: Students with a good grounding in music performance.

### Course content:

Students choose two 10 credits subjects or one 20 credit subject from:

#### o Music Performance – Ensemble (10 credit):

For students that have undertaken study on their instrument/voice for at least three years. Students will attend rehearsals, performances and instrumental lessons.

### Assessment:

School based assessment (70%)

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

External assessment (30%)

Assessment Type 3: Performance Portfolio (30%)

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete: one performance or set of performances, one performance or set of performances and a discussion, one performance portfolio.

#### o Music Performance – Solo (10 credit):

for students with skills as instrumentalists/ vocalists that have been developed over at least three years of formal study. Students attend instrumental/voice lessons, along with regular personal practice to develop a repertoire of at least 6-8 minutes.

### Assessment:

School assessment (70%)

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

Assessment Type 3: Performance Portfolio (30%)

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete: one performance or set of performances, one performance or set of performances and a discussion, one performance portfolio.

#### o Music Explorations (20 credit):

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

### Assessment:

School assessment (70%)

Assessment Type 1: Musical Literacy (30%)

Assessment Type 2: Explorations (40%)

External assessment (30%)

Assessment Type 3: Creative Connections (30%)

Students provide evidence of their learning through five assessments, including the external assessment component. Students complete: three musical literacy tasks, one portfolio of explorations, one creative connections task.

**This course leads to:** TAFE, University, Music industry employment.

<b>Subject:</b>	Visual Arts – Art
<b>Pathway:</b>	University Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students who are interested in developing creative and critical thinking, and problem solving while exploring art media and progressing their personal art style and aesthetic. Students will explore the techniques and styles of known artists to gain an understanding of how Visual Arts communicates ideas, values and

beliefs. Proficiency in art analysis and following the art process will ensure success in this subject.

### Course content:

**Visual Study:** This is an investigation directed by a question or topic. Exploration into different art media and styles of art making and critical analysis of a range of artworks will allow the development of a personal aesthetic

**Folio:** The documentation of the art process which leads to the production of a resolved artwork. The Folio is the exploration of an idea through analysis, experiments with media and reflection.

**Resolved Artwork:** Exhibition ready artwork/s with supporting practitioner statements

### Expected prior knowledge:

Students must have studied at least one semester of Art Access in Stage 1A and one semester of Stage 1 Visual Art or Stage 1 Visual Art - Design

### Assessment:

School Based Assessment (70%)

- Folio 20-40 pages (40%)

- Resolved Artwork & Artists Statement (30%)

External Assessment (30%)

- Visual Study 20 A3 pages and 2000 word count (30%)

**This course leads to:** General employment, TAFE, University.

<b>Subject:</b>	Visual Arts – Design
<b>Pathway:</b>	University Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students who are interested in developing creative and critical thinking, and problem solving while exploring design options and progressing their personal design style and aesthetic. Students will explore the techniques and styles of known designers to gain an understanding of how Design communicates ideas, values, and beliefs. Proficiency in design analysis and following the design process will ensure success in this subject.

### Course content:

**Visual Design Study:** This is an investigation directed by a question or topic. Exploration into different art media and styles of design and critical analysis of a range of design works will allow the development of a personal aesthetic

**Design Folio:** The documentation of the design process which leads to the production of a resolved design. The Folio is the exploration of a design brief through analysis, experiments with media and reflection.

**Resolved Design work/s:** Exhibition ready design work/s with supporting practitioner statements.

## The Arts (cont.)

### Expected prior knowledge:

Students must have studied at least one semester of Art Access in Stage 1A and one semester of Stage 1 Visual Art or Stage 1 Visual Art - Design

### Assessment:

School Based Assessment (70%)

- *Design Folio 20-40 pages (40%)*
- *Resolved design works & Practitioners Statement (30%)*

External Assessment (30%)

- *Visual Design Study 20 A3 pages and 2000 word count (30%)*

**This course leads to:** General employment, TAFE, University.

## Business, Enterprise & Technology – Design, Technology & Engineering

<b>Subject:</b>	<b>Material Solutions - Metal</b>
<b>Pathway:</b>	TAFE / University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

### This course is designed for students:

Who are interested in learning about welding construction techniques or who are interested in a construction technologies pathway or metal engineering pathway. To be successful students need to demonstrate competency in construction and the design process. They need to be able to work safely in a workshop environment.

### Course content:

Students complete four topics each approximately 4 weeks in length per semester:

- Critiquing.
- Manufacturing.
- Design brief on small items of furniture made from metal.
- Product evaluation.

**Expected prior knowledge:** Nil, however it would be an advantage to have completed Stage 1A or 1B Welding and Fabrication.

### Assessment:

- Special Skills Task 1 & 2 (20%)
- Resource Study (30%)
- Design Folio & Product (50%)

Summative assessment items: (7 in total)

- Skills & Application 1
- Skills & Application 2
- Design Brief
- Design Development & Planning
- Product realization & evaluation - free choice project.
- Resource Investigation
- Issues Exploration.

**This course leads to:** Employment/trades/construction and manufacturing industry, TAFE

**Additional costs: \$100** Students will be required to pay for take home projects.

<b>Subject:</b>	<b>Photography</b>
<b>Pathway:</b>	TAFE / University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

### This course is designed for students:

Who will explore the many purposes of Photography. They will extend their skills and knowledge of photographic practices and develop their own photographic aesthetics.

### Course content:

**Skills:** Students will undertake 2 Practical Photographic Projects produced alongside of a documented Design Process with a design brief, investigations, ideations, product record, evaluation proof sheets.

**Design Process Folio and Product:** Students will use the design process to plan and realise a major digital photographic communication product. They will begin with a design brief that defines a problem or need. Students will analyse the work of inspirational photographers and undertake several investigations. They work with a range of tools, materials, equipment, and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief.

### Resource Study:

Students will investigate, test and analyse the functional characteristics and properties of two or more materials or components that are being considered for use in the creation of the major solution. Also students investigate and analyse ethical and legal issues related to their solution and how these impact on individuals and communities.

### Assessment:

School Based Assessment (70%)

- *Skills (20%)*
  - *Product (50%)*
- External Assessment (30%)
- *Resource Study (30%)*

**This course leads to:** General employment, TAFE, & University.

**Additional costs: \$40**

<b>Subject:</b>	<b>Wood products – Industry &amp; Entrepreneurial Solutions</b>
<b>Pathway:</b>	TAFE / University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

### This course is designed for students:

Who are interested in learning about furniture construction techniques or who are interested in a construction technologies pathway. To be successful students need to demonstrate competency in construction and the design process. They need to be able to work safely in a workshop environment.

### Course content:

Students complete four topics each approximately 4 weeks in length per semester:

- Critiquing items of furniture
- Manufacturing
- Complete design brief portfolio
- Product evaluation.

### Expected prior knowledge:

Nil, however it would be an advantage to have completed Stage 1A or 1B Furniture Construction.

### Assessment:

- Special Skills Task 1 & 2 (20%)
- Resource Study (30%)
- Design Folio & Product (50%)

Four Summative assessment items

- Skills
- Manufacturing
- Design portfolio
- Product evaluation.

**This course leads to:** General employment, trades, TAFE, construction industry.

**Additional costs: \$100**

Students will be required to pay for any materials above the allocated amount.

<b>Subject:</b>	<b>Workplace Practices</b>
<b>Pathway:</b>	TAFE, Employment, University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for students:

This course is ideal for students who are engaged or wish to engage in a vocational course or work related activities that include on the job training. It enables students to gain credit for their learning outside the classroom and is directly linked to their future pathways.

Students working as a volunteer in the community or working casually can also have their work accredited through this course. It is designed to develop skills, knowledge and understanding related to the world of work.

### Course content:

There are three focus areas of study for this subject:

- Industry and work knowledge
  - Students must study three or more topics from:
    - Work in Australian Society
    - The changing nature of work
    - Industrial Relations
    - Finding Employment
    - Negotiated Topic
- Vocational Learning and/or
- Vocational Education and Training (VET)

**Expected prior knowledge:** Nil



## Business, Enterprise & Technology – Design, Technology & Engineering (cont.)

### Assessment:

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

- School Based:
  - Folio (25%)
  - Performance (25%)
  - Reflection (20%)
- External Assessment
  - Investigation: (30%). This can either be a practical or issues investigation. The report should be up to a maximum of 2000 words, if in written form, or the equivalent in other forms.

**This course leads to:** TAFE, University and general employment

## English

<b>Subject:</b>	<b>English Literary Studies</b>
<b>Pathway:</b>	University – Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered In:</b>	Full Year (20 credits)

### This course is designed for:

Students with demonstrated enthusiasm and ability in the skills and strategies of critical thinking needed to interpret texts and who enjoy reading and viewing texts.

### Course content:

English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

### Expected prior knowledge:

'B' grade or better in SACE 1 English or Pre-English Literary Studies

### Assessment:

- Responding to Texts 50%
- Creating Texts 20%
- Comparative Study 15%
- Exam %

**This course leads to:** University

<b>Subject:</b>	<b>English</b>
<b>Pathway:</b>	University – Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered In:</b>	Full Year (20 credits)

### This course is designed for:

A range of students, including those that enjoy analysing, reflecting on and responding to a range of texts.

### Course content:

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.

### Expected prior knowledge:

Satisfactory achievement in SACE 1 English or pre-English Literary Studies.

**Assessment** Responding to Texts, Creating Texts, Intertextual Study including Oral presentations.

**This course leads to:** TAFE, University

<b>Subject:</b>	<b>Essential English,</b>
<b>Pathway:</b>	General employment/ TAFE
<b>Level:</b>	Stage 2
<b>Offered In:</b>	Semester 1 and Semester 2 (10-20 credits)

### This course is designed for:

Students who enjoy analysing written and visual text for meaning as well as using their creativity to create written /multimodal texts for various purposes and audiences.

### Course Content:

In this course, students respond to and create texts for a range of context, real and imagined. They understand and interpret information, ideas, and perspectives in texts and consider ways in which language features are used to create meaning. They apply this knowledge to create innovative text for specific cultural, social, employment, personal and community contexts.

### Expected prior knowledge:

SACE 1 English or Essential English

### Assessment:

Reading, oral and written work

**This course leads to:** General life, TAFE and trades.

## Health and Physical Education

<b>Subject:</b>	<b>Child Studies</b>
<b>Pathway:</b>	Community Services, University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered In:</b>	Full Year (20 credits)

### This course is designed to:

Develop student knowledge, skills and understanding of concepts and issues related to the growth, health, and well-being of children (0- 8 years old). Enable students to develop practical skills needed for food preparation and the use in fabric technologies and ICT programs. Appeal to those interested in pursuing a pathway in Child Care, Early Childhood Education, Community Services, Nursing and Midwifery, or simply those who love children and/or caring for people.

### Course Content:

Through individual, collaborative, and practical learning, students investigate and reflect on ethical issues related to child development, the health and well-being of children, and the legal and ethical aspects of child protection. This subject enables students to apply their knowledge and understanding of development theory and nutrition through excursions with children at a local childcare centre as well as reception students and children in the Special Education Unit at a primary school.

**Expected prior knowledge:** Preferred Stage 1 Child Studies

### Assessment:

School Based Assessment (70%)

- Practical Activity (50%)
- Group Activity (20%)

External Assessment (30%)

- Investigation (30%)

### This course leads to:

- University or TAFE.
- Students could complete Certificate II in Community Services
- General Employment in related children's services.

<b>Subject:</b>	<b>Food and Hospitality</b>
<b>Pathway:</b>	TAFE - Hospitality, Tourism, Retail; University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered In:</b>	Full Year (20 credits)

### This course is designed for students:

Who may be interested in pursuing a pathway in hospitality. It focuses on the impact of the food and hospitality industry on Australian society.

### Course Content:

Covers aspects of the Australian food and hospitality industry and how it relates to socio-cultural influences, technology, economic and environmental factors, political, legal and contemporary issues.

### Expected prior knowledge:

Understanding and practical ability in basic food safety and hygiene and basic food preparation skills, and good literacy skills. Students would benefit from studying Food and Hospitality in Stage 1B.

### Assessment:

School Based Assessment (70%)

- Practical Activity (50%)
- Group Activity (20%)

External Assessment (30%)

- Investigation (30%)

## Health and Physical Education (cont.)

**This course leads to:** General employment, University, TAFE.

### Additional Costs: \$110

Costs involve students having access to quality ingredients of practicals and individual practical components of the course.

<b>Subject:</b>	<b>Health &amp; Wellbeing</b>
<b>Pathway:</b>	University – Arts, Health Sciences
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for students:

Who have a keen interest in health related issues and willingness to participate in discussions, group and community activities. Unlock a journey of self discovery and empowerment. You will collaborate with like minded individuals to create innovative solutions to current issues.

### Course Content

Students complete the study of Health and Wellbeing through a critical understanding and analysis of health and wellbeing trends and issues. Health and Wellbeing issues may include:

- Risks and challenges to health
- Healthy and unhealthy relationships
- Mental and Emotional Health

**Expected prior knowledge:** Nil

### Assessment:

Students are assessed using the SACE performance standards. Students demonstrate evidence of their learning through the following assessment types: School Assessment 70%

#### Assessment Type 1:

- Initiative 20%
- Collaboration Initiative 20%

Each initiative should be a maximum of 1500 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form

#### Assessment Type 2:

- 2 x Folio 30%

A folio should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

External Assessment 30%

#### Assessment Type 3:

- Inquiry 30%

The inquiry should be a maximum of 2000 words if written, or a maximum of 10 minutes if oral, or the equivalent in multimodal form.

**This course leads to:** University, TAFE, Employment

<b>Subject:</b>	<b>Outdoor Education</b>
<b>Pathway:</b>	University – Arts, Health Sciences
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed to:

Provide students with enjoyable challenges in outdoor activities and journeys. This is both a practical and theoretical subject. It focuses on developing practical skills for safe, enjoyable, and adventurous outdoor travel. At the same time, it develops your understanding of, and attitude towards, the natural environment.

### Course Content:

The subject consists of three interrelated focus areas

#### Focus area 1: Conservation and Sustainability

#### Focus area 2: Human connections with nature

#### Focus area 3: Personal and social growth and development

#### AT1 : About Natural Environments

Students develop an understanding of environmental systems and issues of past, current, or potential human impacts on natural environments through investigation of ecosystems and considerations of historical, cultural and personal perspectives of at least on environmental area.

#### AT2: Experiences in Natural Environments

Students undertake two tasks that include documented evidence collected and annotated with planning, experiencing and reflection on outdoor activities or journeys in natural environments.

#### AT3: Connections with Natural Environments

Students undertake one connections with natural environment task, based on their understanding of and experiences in natural environments. Students independently choose an area of interest to further explore the connections they have made.

### Assessment:

School Based Assessment (70%)

- AT 1 About Natural Environments (20 %)
- AT2 Experiences in Natural Environments (50%)

External Assessment (30%)

- AT3 Connections with Natural Environments (30%)

**Expected prior knowledge:** Stage 1A and/or Stage 1B Outdoor and Environmental Education

**This course leads to:** Community and Outdoor Recreation studies at TAFE (e.g. Certificate IV and Diploma in Community Recreation).

### Additional Costs: \$390

<b>Subject:</b>	<b>Physical Education</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students explore the participation in and performance of human physical activities. It is an experiential subject in which 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. Physical activities can include sports, theme-based games, fitness and recreational activities.

### Course content:

Students will explore their physical capacities and investigate the factors that influence performance. Students acquire an understanding of human functioning and physical activity, an awareness of community structures and practices that influence participation in physical activity, skills in investigation and communication, and the ability to apply theory to practical situations.

The course has three focus areas:

#### Focus Area 1: In movement

Education 'in' physical activity is about students making meaning of personal movement experiences. Through these movement experiences, students must engage in thoughtful participation where internal reflection and articulation of learning progress can be established.

#### Focus Area 2: Through movement

Education 'through' physical activity is about students using movement to achieve the goals of 21<sup>st</sup> century education, including personal, intellectual, and social skill development. Such skill development will allow students to engage more purposefully in physical activity. Students use physical activity contexts as the vehicle for developing the 21<sup>st</sup> century skills necessary to reflect on and critique their learning in order to enhance participation and performance outcomes.

#### Focus Area 3: About movement

Education 'about' physical activity enables students to develop theoretical knowledge to understand the richness and diversity of movement experiences. Students apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Physical Education.

School Assessment (70%)

- Assessment Type 1: Diagnostics (30%)
- Assessment Type 2: Improvement Analysis (40%)

External Assessment (30%)

- Assessment Type 3: Group Dynamics (30%)

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

- Two or three diagnostics tasks
- One improvement analysis task
- One group dynamics task

### Expected prior knowledge:

- Stage 1 Physical Education.
- Stage 1 Biology and/or Physics is recommended

## Health and Physical Education (cont.)

### This course leads to:

Outdoor and Environmental Education, careers in environmental management, outdoor recreation, environmental tourism, adventure tourism, adventure therapy, teaching, or environmental science. There are certificate, diploma, and degree courses in the areas of environmental education, teaching, management, ecotourism, and recreation.

## Humanities and Social Sciences

<b>Subject:</b>	<b>Ancient Studies</b>
<b>Pathway:</b>	University – Arts and Humanities
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

### This course is designed for:

Students who have an interest in the ancient world.

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

### Course Content:

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

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

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

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

### Assessment:

The school assessment component for Stage 2 Ancient Studies (70%) consists of two assessment types:

- Assessment Type 1: Skills and Applications
- Assessment Type 2: Connections.

The external component for Stage 2 Ancient Studies (30%) consist of an Inquiry: Students produce one literary, societal, or historical inquiry, which is presented as an informed and persuasive argument. The inquiry gives students an opportunity to explore an area of specialisation of individual interest, extend their skills (including skills in research and acknowledgment of sources), and enrich their understanding. Students propose and develop a particular point of view about an issue, as negotiated with their teacher.

### Expected Prior Knowledge:

It is an advantage for students to have an interest in history and the ancient world

**This course leads to:** The skills that you will acquire from this subject could lead to further historical study, teaching, journalism, editing, or becoming an archivist.

<b>Subject:</b>	<b>Modern History: The Manic Modern World AND The Crazy Contemporary World</b>
<b>Pathway:</b>	University – Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

### This course is designed for:

Students who wish to investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

Students will explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

### Course Content:

Students study one topic from 'Modern Nations' and one topic from 'The World since 1945', selected from the following list of topics:

#### Modern Nations

Topic 1: Australia (1901–56)

Topic 2: United States of America (1914–45) Topic 3: Germany (1918–48)

Topic 4: The Soviet Union and Russia (1945–c.2004) Topic 5: Indonesia (1942–2005)

Topic 6: China (1949–c.2012)

#### The World Since 1945

Topic 7: The Changing World Order (1945–)

Topic 8: Australia's Relationship with Asia and the South Pacific Region (1945–)

Topic 9: National Self-determination in South-East Asia (1945–) Topic 10: The

Struggle for Peace in the Middle East (1945–) Topic 11: Challenges to Peace and Security (1945–)

Topic 12: The United Nations and Establishment of a Global Perspective (1945–)

### Assessment:

School Assessment (70%)

- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

### Expected Prior Knowledge:

A pass at Stage 1 English.

**This course leads to:** University, TAFE and employment in areas of humanities and social sciences including areas such as government, law and politics, the arts, education, social work, psychology, journalism, media, tourism, but is relevant to all employment areas.

<b>Subject:</b>	<b>Society and Culture: Life beyond school</b>
<b>Pathway:</b>	University – Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

### This course is designed for students:

Keen on exploring current societal issues and topics presented in a problematic form rather than as information to be digested. Get the real information about power and politics, ethical practices, and Australia's involvement in Human Rights issues, such as same-sex marriage, asylum seekers, Indigenous Australians, and other choice research areas. You will become much more informed and ethical in your practices no matter what your career aspirations. This course equips you to be an excellent analyst and writer at University with 45-55% of students in this class receiving an A grade over the last 8 years.

### Course Content:

- Key skills of investigation and research, source analysis, writing and referencing.
- Learning Requirements – Power and authority in society, local and global focus, how societies are connected and interdependent, social change within societies- how does it happen.

Three topics studied:

Topic 1: Culture: Youth culture, the impact of technology, indigenous youth.

Topic 2: Contemporary Challenges in Societies: Social ethics, issue of choice.

Topic 3: Global Issues: A Question of Rights including asylum seekers, gay rights, other choice issues.

### Assessment:

School Based Assessment (70%)

- *Folio (50%); 4 Essay Tasks*
- *Interaction (20%); Group work and Oral Presentation (to teacher only)*

External Assessment (30%)

- *Investigation on topic of choice (30%)*

**This course leads to:** This course leads to: University, TAFE, and employment in areas of humanities, social sciences, law, and education including areas such as government, law and politics, education, social work, psychology, journalism, criminality, media, international relations, but is relevant to all employment areas.

## Languages

<b>Subject:</b>	<b>Indonesian Continuers</b>
<b>Pathway:</b>	University – Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students who have completed a full year Stage 1B Indonesian Continuers course.

### Course content:

Students further their ability to communicate orally, in writing, and to understand the written and spoken text. The topics covered include:

- The individual i.e. Future study, student exchanges
- Indonesian speaking Communities e.g. The Arts & Entertainment (film & literature), youth lifestyles and issues, custom, traditions and religion, historical perspectives.
- The Changing World e.g. the world of work, current issues & the media, the environment, equality, technology.

Students also have an opportunity to research in depth a topic of their choice related to the changing world and Indonesian speaking communities.

### Expected prior knowledge:

A full year of study at Stage 1B Indonesian Continuers at 'C' grade or better.

### Assessment:

School Based Assessment (70%)

- Folio – three to five summative tasks including interaction, text-production and text analysis (50%)
- An in-depth study (20%)

External Assessment (30%)

- A written exam (20%)
- A conversation and discussion exam (10%)

### This course leads to:

General employment, TAFE, University.

<b>Subject:</b>	<b>Ngarrindjeri</b>
<b>Pathway:</b>	University – Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students who identify as being of Aboriginal or Torres Strait Island background. Students who have an interest in learning about Aboriginal and Torres Strait language and culture.

### Course content:

Students develop the skills of listening, speaking, reading and writing Ngarrindjeri language, to create and engage effectively with a range of spoken, written, visual, and multimodal texts. Students will gain knowledge and understanding of Ngarrindjeri vocabulary and grammar as well as be involved in a range cultural learnings and activities.

### Expected prior knowledge:

Year 11 Ngarrindjeri preferred

### Assessment:

Stage 2 Australian Language

Portfolio

Collaborative project

Language Exploration Report

**This course leads to:** University – Aboriginal studies, Humanities and Languages.

## Mathematics

<b>Subject:</b>	<b>Essential Mathematics</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

### This course is designed for students:

Essential Mathematics offers senior students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace context. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social context.

In Essential Mathematics, there is an emphasis on developing students computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations

### Course content:

- Topic 1: Scales, plans and models
- Topic 2: Measurement
- Topic 3: Business applications
- Topic 4: Statistics
- Topic 5: Investments and loans
- Topic 6: Open Topic

Students study five topics from the list of six topics above. All students must study topics 2,4 and 5.

### Expected prior knowledge:

Students entering this course must have completed Mathematics A and B, or General Maths A & B.

### Assessment:

School Based Assessment (70%)

- Tests (30%)
- Portfolio tasks, projects and directed investigations (40%)

External Assessment (30%)

- Examination (30%)

**This course leads to:** General employment, TAFE and University

<b>Subject:</b>	<b>Specialist Mathematics</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

### This course is designed for students:

Who have demonstrated interest and ability in Mathematics and wish to proceed to study Mathematics and/or Science based courses at tertiary institutions (such as Engineering).

**This subject may be offered to students through Open Access.**

To be successful in this course students need to master demanding concepts and skills and be able to apply these in solving problems. Students who choose Specialist Maths find the work challenging and interesting. For this course access to a graphics calculator is essential.

### Course content:

In addition to knowing and using the knowledge and skills from Maths Studies, students study the following in depth:

- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications
- Topic 6: Rates of Change and Differential Equations.

### Expected prior knowledge:

Students entering this course must have completed Maths Studies A, B and C at Stage 1B. It is expected that students doing Specialist Maths at Stage 2 would have high levels of achievement in these Stage 1 subjects.

### Assessment:

School Based Assessment (70%)

- Tests and assignments (70%)

External Assessment (30%)

- Examination (30%)

**This course leads to:** University. Specialist Mathematics is a pre requisite for some engineering courses.

<b>Subject:</b>	<b>Mathematical Methods</b>
<b>Pathway:</b>	University -Maths, Science & Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for students:

Who have above average ability in Mathematics and wish to proceed to University

## Mathematics (cont.)

### Course content:

In addition to the knowledge and skills from Stage 1, students study the following:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals.

All topics are studied in considerable depth. Students require a graphics calculator to do this course.

### Expected prior knowledge:

Students should have 'C' grades or better from Mathematics A&B at Stage 1B before starting this course.

### Assessment:

School Based Assessment (70%)

- Tests and assignments (70%)

External Assessment (30%)

- Examination (30%)

**This course leads to:** University. Mathematical Methods is a pre requisite for a number of university courses.

<b>Subject:</b>	<b>General Mathematics</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for students:

With an interest in learning about useful real world practical applications of Mathematics. To be successful in this course students need to be able to complete detailed mathematical calculations accurately, analyse and interpret data and results and communicate clearly and logically in written form. For this course access to a graphics calculator is essential.

### Course content:

- Topic 1: Applied Geometry
- Topic 2: Investment and Loans
- Topic 3: Mathematics and Small Business
- Topic 4: Matrices
- Topic 5: Optimisation
- Topic 6: Share Investments
- Topic 7: Statistics and Working with Data.

### Expected prior knowledge:

Students are expected to have completed a full year of Mathematics A&B or General Mathematics A & B at stage 1.

### Assessment:

School Based Assessment (70%)

- Tests (30%)
- Portfolio Tasks - Projects and Directed Investigations (40%)

External Assessment (30%)

- Examination (30%)

**This course leads to:** General employment, TAFE, University

## Science

<b>Subject:</b>	<b>Biology</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students who intend to pursue a university pathway. The course presents a range of biological content, concepts and skills as described in the SACE Board Biology Subject Outline.

To be successful in this course, students need to be able to learn, apply and evaluate information of a biological nature, design, carry out and evaluate experiments using laboratory equipment, and research and write scientific reports, including science as a human endeavour.

### Course content:

- Cells as the Basis for Life
- DNA and Proteins
- Homeostasis
- Evolution

### Expected prior knowledge:

One year of Science at Stage 1 (Biology, Chemistry or Physics) or at least Biology A or B.

### Assessment:

School Based Assessment (70%)

- Investigations Folio (1x deconstruct and design investigation, 1x completion practical report and 1x science as a human endeavour report) 30%
- Skills and Applications (tests for each topic) 40%

External Assessment (30%)

- External Exam 30%

**This course leads to:** A range of courses at University and TAFE.

<b>Subject:</b>	<b>Chemistry</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students who intend to pursue a university pathway. The course presents a range of content, concepts and skills related to matter and change, as described in the SACE Chemistry Subject Outline.

To be successful in this course students need to be able to learn, apply and evaluate information of a chemical nature, design, carry out and evaluate experiments using laboratory equipment, and research and write scientific reports.

### Course content:

- Environmental Chemistry
- Analytical Techniques
- Using and controlling reactions
- Organic and Biological chemistry
- Materials

### Expected prior knowledge:

Successful completion of Stage 1 Chemistry A and B.

### Assessment:

School Based Assessment (70%)

- A range of tests, practical work

External Assessment (30%)

- Examination of the whole course at the end of the year (30%)

**This course leads to:** A range of courses at University and TAFE. Chemistry is a pre requisite for some university courses.

<b>Subject:</b>	<b>Physics</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students who intend to pursue a University Pathway. The course presents a range of content, concepts and skills, as described in the SACE Physics Subject Outline. To be successful in this course students need to be able to learn, apply and evaluate information, design, carry out and evaluate experiments using laboratory equipment, and research and write scientific reports.

### Course Content:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms

**Expected prior knowledge:** Successful completion of Stage 1 Physics A and B.

### Assessment:

School Based Assessment (70%)

- A range of tests, practical work
- Examination of the whole course at the end of the year (30%)

**This course leads to:** A range of courses at University and TAFE. Physics is a pre requisite for some university courses

External Assessment (30%)

<b>Subject:</b>	<b>Psychology – Super Psych me!</b>
<b>Pathway:</b>	University – Psychology, Behavioural Science, Social Work, Education, Human Resources, Law, Science, Occupational Therapy, TAFE -Youth Work etc.
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

**This course is designed for:**

Students who want to explore why don't bystanders' step in? Do people really turn evil quickly under power? How can I 'train' my friends/family/dog, and is it ethical to do so? Who is this Freud guy and what is he famous for? How can I be more assertive? Am I really addicted to my phone and how can I change this? How can I better protect my mental health? What are some tricks for the 'workplace'? Why is teamwork not evil? How can I persuade people to act in my favour? Why are some people nasty to others... and more?

Psychology investigates and attempts to describe and explain both the universality of human experience and individual and cultural diversity. Psychology addresses the way in which behaviour can be changed offering a means for making society more cohesive and equitable. Skills learnt include how to be a critical consumer of information: how to identify psychological processes at work in everyday experiences: how to apply knowledge to real-world situations: how to investigate psychological issues: write scientific reports and how to be an effective communicator.

Students design research using scientific approaches/data, then analyse and critique findings. Psychological knowledge can be applied to improve outcomes and the quality of experience in various contexts of life.

**Course Content:**

The topics in Stage 2 Psychology provide the framework for learning through which students extend their skills, knowledge and understanding of:

- Science inquiry skills – research skills
- Science as a human endeavour (SHE)
- Science understanding

The topics for Stage 2 Psychology are:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence (external exam)
- Topic 5: The Psychology of Learning (external exam)

**Expected prior knowledge:**

Successful completion of Stage 1 Psychology or an A or B in English

**Assessment:**

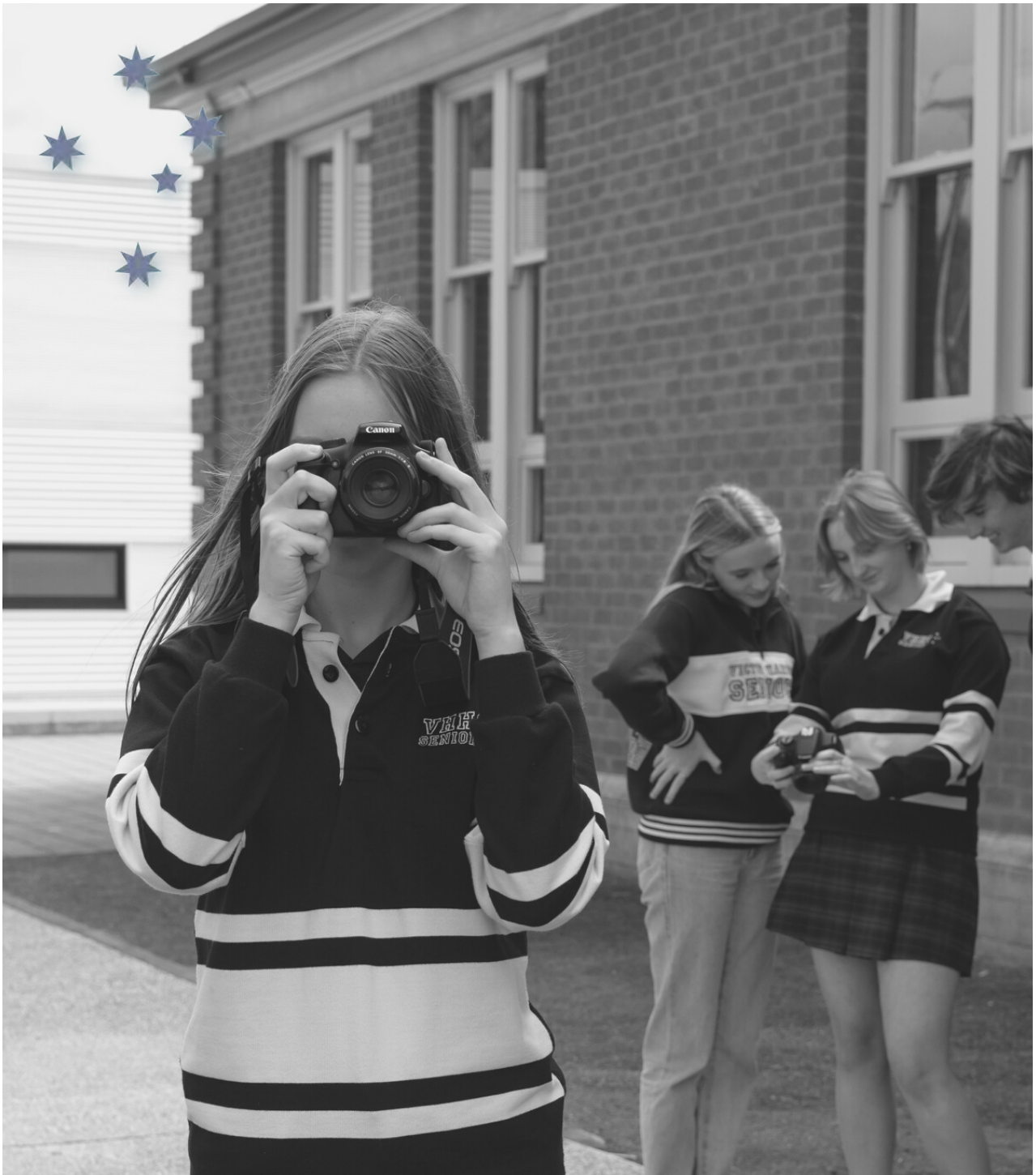
School Assessment (70%)

- Assessment Type 1: One Psychological Investigation/Report and one Science as a Human Endeavour (SHE) task (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)

- Assessment Type 3: Examination (30%).

**This course leads to:** Psychology, Behavioural Science, Social Work, Education, Human Resources, Law, Science, Occupational Therapy, TAFE -Youth Work



# VICTOR HARBOR HIGH SCHOOL

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