



# 2021 CURRICULUM HANDBOOK

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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 8 - 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

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*"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education."* Martin Luther King, Jr

## PRINCIPAL'S PERSPECTIVE

Choosing subjects for the following academic year is an important process and one which should not be taken lightly. This handbook is designed to supplement any subject information a student and/or family have received from teachers or leaders in the school. The descriptors in this publication are designed to be read and questioned before attending a course counselling meeting.

If this approach is followed then the selection of subjects for the following year will align well with a student's aspirations for their post schooling future.

At Victor Harbor High School we are working towards a vision that involves young people leaving 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. Creative, adaptable timetabling enables students to individually access the range of learning opportunities in line with their aspirations, passion and learning readiness.

Students and staff belong to one of 4 Houses (Murray, Inman, Hindmarsh and Finniss) and this structure promotes and nurtures belonging and connections to others in a healthy 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.

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).

Warm Wishes,  
Amanda O'Shea  
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 Counsellors who you can talk to if you feel you need someone to discuss anything with. We have a VET SACE Coordinator who is an expert in the area of work including apprenticeships, traineeships and generally any information you need about your future pathways. Student Services also provides support for the more simple 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.

## DOC ON CAMPUS

The school has an innovative Doctor on Campus Program (DOC). Students with Health Care Plans can access a qualified and experienced Psychologist at the school for support on a wide range of issues related to their mental health.

Student Services also accommodates other service providers including a Child Wellbeing Practitioner and an Attendance Counsellor who both work closely with our Student Wellbeing leaders to support our staff and students on a regular basis.

## 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 Teacher (AET). 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.





# LEARNING SUPPORT 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.

Some students require additional support with their learning. All our teachers monitor students' achievement, attendance and their behaviour. This assists us to make decisions around how best to support students and their progress at school.

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 LSP (Learning Support Programs) support student individualised learning with additional programs:

- LSP Literacy - MaqLit, Literacy 1 & 2, Project Based Learning

- LSP Numeracy - Numeracy 1 & 2, Project Based Learning

- LSP Social/ Emotional - Wellbeing, Resilience, Project Based Learning, Meet your Amygdala, LSP House Time

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. Staff in this space use diagnostic evidence (i.e. OnePlans, Specialist reports, NAPLAN & PAT testing data) to implement specific and focused teaching and learning to develop the student's functional skills. 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. This includes students on the Autism Spectrum accessing programs to develop self-regulation in a supported environment.

Student Support Teams refer students to access this program.



# WELLBEING & TRANSITION HUB

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Victor Harbor High School offers an Wellbeing & Transition Hub (previously FLO) 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 engagement in learning. Students are still able to access mainstream subjects, through support of case manager 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 & 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 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)
- WRAP (Work Ready Accelerator Program): Full Day Program
- Community Studies 1
- Community Studies 2
- Pathways in House Time
- Make Build Fly
- Sport and Recreation
- Visual and Creative Arts
- GET REAL (Get Empowered Through Re Engaging in Active Living): movement and creative arts : Full Day program
- Outdoor Adventure (Victor Harbor Survivor) : Full Day Program
- Construction – Community Based Project : Full Day Program

If you or your student would like more information regarding how to access subject and courses, please contact your students specific House Leader or Hub Leader - Abbie-Lea Verco.



# INTERNATIONAL EDUCATION

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

## Regional Study Abroad Program

Students can come as fee paying students, usually for 6 or 12 months and live in government organised and approved home stay accommodation. Study Abroad students can choose from academic or experiential programs suitable for their interests and needs. For further information, please visit International Education Services at [www.internationalstudents.sa.edu.au](http://www.internationalstudents.sa.edu.au) and express a preference for Victor Harbor High School.

Victor Harbor High School manages its own home stay program for International students. Host families are carefully screened and selected by our International Student Program Manager who ensures that the best quality of care and safety is provided at all times. Host families organise transportation for International students to and from the school and other venues and provide packed lunches and drinks during the school week. Weekend activities are left to the discretion of the host families and these often include family picnics and barbecues, trips to the beach (weather permitting) or trips into the hills or country areas or to entertainment and shopping complexes.

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

Department for Education - International Education Services  
[www.internationalstudents.sa.edu.au](http://www.internationalstudents.sa.edu.au)

# TECHNOLOGY

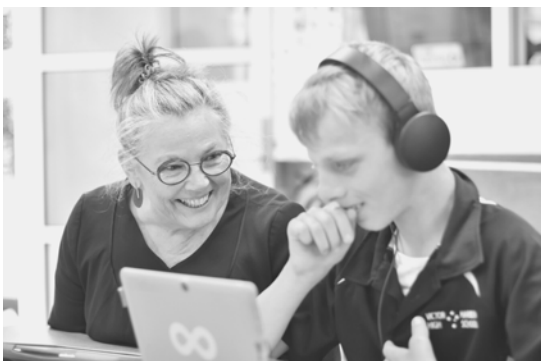
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The use of Technology as a tool for learning is a vital skill that all students need to develop whilst they are at school. Government's predict that 75% of new jobs will require students to be innovative and use entrepreneur skills which requires them 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.

## 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.





# 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)

## HOUSE LEADERS

|           |                  |                       |
|-----------|------------------|-----------------------|
| FINNISS   | Angie Prime      | Backup: Jude Boyle    |
| HINDMARSH | Phil Boyle       | Backup: Jody Peterson |
| INMAN     | Ian Milne        | Backup: Ashley Foote  |
| MURRAY    | Rebecca Morrison | Backup: Travis Roach  |

|                            |                 |                       |
|----------------------------|-----------------|-----------------------|
| YEAR 12                    | Jen Leske       | Backup: Nicole Muller |
| Special Education          | Jess Bhatia     |                       |
| Wellbeing & Transition Hub | Abbie-Lea Verco |                       |

## LEARNING AREA KEY CONTACTS & LEAD TEACHERS

|                              |                         |
|------------------------------|-------------------------|
| The Arts                     | Maggie Savage           |
| Languages                    | Emma Brown              |
| English                      | Rebequa Aitken          |
| Mathematics                  | Ryan Shaughnessy        |
| Health & Physical Education  | Paul Loughhead          |
| Science                      | Ryan Shaughnessy        |
| Humanities & Social Sciences | Rebequa Aitken          |
| Design and Technology        | Heather Morriss         |
| Vocational Learning VET      | Jen Leske               |
| PLP, IPP and RP              | Travis Roach/Jude Boyle |

## EXECUTIVE LEADERSHIP

|                                             |                 |
|---------------------------------------------|-----------------|
| PRINCIPAL                                   | Amanda O'Shea   |
| DEPUTY PRINCIPAL                            | Adrienne Conley |
| ASSISTANT PRINCIPAL -Learning Improvement   | David Bennett   |
| ASSISTANT PRINCIPAL -Learning Inclusion     | Lindsey Cowper  |
| ASSISTANT PRINCIPAL -Continuity of Learning | Simon Harris    |
| BUSINESS MANAGER                            | Kate Burdett    |



# 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.



**VICTOR HARBOR**  
HIGH SCHOOL

**YEAR 8**

# YEAR 8 COURSE STRUCTURE

## ENGLISH



## MATHEMATICS



## SCIENCE



## GLOBAL STUDIES



## HEALTH & PHYSICAL ED



## THE ARTS



## TECHNOLOGY



## LANGUAGES - INDONESIAN



## HOUSE PROGRAM







VICTOR HARBOR  
HIGH SCHOOL

# YEAR 9



# YEAR 9 COURSE STRUCTURE

## ENGLISH



## GLOBAL STUDIES



## SCIENCE



## LANGUAGES (Choice)

- Indonesian
- Ngarrindjeri



## HEALTH & PHYSICAL ED



## Choice Line 1 (Semester x 2)



## MATHEMATICS



## Choice Line 2 (Semester x 2)



## HOUSE PROGRAM





# ART

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## SEMESTER 1 OR SEMESTER 2

Students study a range of artists and materials, techniques and processes. They also learn to look critically at art work, use arts written and spoken language. Students create artworks based on themes that are personally relevant which have been inspired by both contemporary and historic artistic styles from local, national and international contexts. The projects include the use of clay to hand build sculptures that celebrate 'surf culture', exploring representations of the human face inspired by the work of Picasso, and creating a triptych using pastels that consider different points of view including Australian First Nation Peoples. Students will review an exhibition and plan and produce a resolved work to display.

### Specialist Arts Focus - Visual Arts and Design

This is suitable for students who have a special interest or passion in one or more of the Arts subjects. Students with a Visual Arts and Design focus will become involved in Special Arts Projects such as school murals. Peer Tutoring opportunities give students an understanding of the skills and knowledge needed to be successful in the field.





# 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 singly and as a group in the laboratory and in the field. Public reporting will be a major part of assessment and may be shared with local groups and the community. Comparison will be made between the way media / television portrays fictional Forensics (e.g. CSI) and real Forensics.

### Course content – Crime Scene Investigation:

- 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

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## 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:

- Plastics - Using machines to shape, mould and finish surfaces until highly polished.
- 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.

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 within theory books.



# 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 practise 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 Focus- Performing Arts (Drama)

Students wishing to extend their involvement in Drama 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-curricula activities.





# ENVIRONMENTAL STUDIES

## THE BILLABONG

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### SEMESTER 1 OR SEMESTER 2

In Environmental Studies we undergo an intensive investigation on the Inman River and the Billabong located next to the school. This involves many practical skills such as water quality testing, finding macro-invertebrates, pollution indicators and identifying flora and fauna. We also investigate ongoing environmental issues both locally and around the world and work out ways in which we can help the environment and undertake practical tasks around our school. The course involves a range of practical and theoretical skills, where we try to get out in nature as much as possible.

Course content:

- Collecting and classifying plant species in the Billabong
- Extensive study of water quality along the Inman River and Billabong
- Collecting seed and propagating native species
- Experiments with physical factors affecting germination rates
- Photographic essay of seasonal changes to the Billabong
- A study of food chains and food webs in the Billabong
- A study of invertebrates in the Inman River catchment zone



# HEALTH & PHYSICAL EDUCATION

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## 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, 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, sun 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 pastry preparation techniques with a focus on healthy recipes that could be served in a cafe setting, bush-foods, and/or a food product based on a vegetable that would be appropriate for a market stall. 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 explore and investigate a range of practical skills on the sewing machine with the aim of designing and creating a fabric product that could be used by a teenager in a developing country. There will be one summative assessment task where students will focus on the design process of Investigate, Design, Produce and Evaluate.

Students will also complete a summative assessment task researching a career related to Fabric or Food Technology to be presented as a brochure.

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 school life in Indonesian, and then design their own ideal school, 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 house and home, 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.





# IT AND CREATIVE MEDIA

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## SEMESTER 1 OR SEMESTER 2

IT and Creative Media is a course designed for technologically savvy students who are interested in learning more about the different forms of multimedia, and in gaining a basic graphic design skillset. Students will use a range of computer and internet based software programs including Adobe Creative Suite, Dreamweaver, Audacity, Photoshop, InDesign, Flash, Fireworks and Soundbooth to create websites, animations, videos and audio files.

Creative Media Production is an exciting and challenging course which encourages you to critically engage with and evaluate a broad range of moving image products. The course is designed to provide an educational foundation for a range of careers in the media industry and allied sectors.

This Course leads to Stage 1 Creative Media and Stage 1 Photography.



# INFORMATION TECHNOLOGY

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## SEMESTER 1 OR SEMESTER 2

This course is designed for students:

Who are interested in game/software development. No prior knowledge necessary. Students need to bring their own laptop to class, or at least have access to a PC at home.

Course content:

- Complete a set of challenges to learn the basics of computer programming.
- Write code to develop your very own 2-D computer game in a team environment.
- Learn about general purpose input-output (GPIO) control using a Raspberry Pi (microcomputer).
- Includes some basic electronics concepts.



# MEDIA ARTS

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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





# MUSIC EXPERIENCE

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## SEMESTER 1 OR FULL YEAR

This course is designed for students who have an interest in developing their musical talents and abilities. Students do not need to be currently learning an instrument but they will be required to take one up (this can include vocal lessons). Students who have successfully completed Music in Semester 1 may also enrol in Semester 2. Students will be expected to continue with their tuition of their chosen instrument (including vocal lessons).

Course content:

- Performance – each student will learn an instrument. Instrument choices are – flute, clarinet, saxophone, trumpet, horn, trombone, tuba, percussion, modern guitar, bass, voice, piano, other (by approval of the VHHS Music Department).
- History – students will learn a brief overview of the history of Western Music including composer projects and analysis.
- Musicianship – students will begin their Grade 2 AMEB theory of music and will have related aural exercises during the semester relevant to their individual progress.
- Composition – students will undertake simple exercises and basic compositions in form, timbre and creativity of music.
- Ensemble – each student will participate in school ensembles appropriate to the instrument learnt and also participate in class ensemble activities. Students may be involved in concerts and performances during school time. Some out of school hours commitment will be required.

Specialist Arts Focus - Performing Arts (Music)

Students can enrol in Instrumental Music lessons and choose from Percussion: Drums or Guitar; Woodwind: Flute, Saxophone or Clarinet; or Brass: Trumpet or Trombone. Instrumental lessons are available free of charge on the school grounds during school time. Instruments can be hired from the school for a small charge.





# 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, 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 Aboriginal Perspectives across the curriculum.

In Semester 2, students learn to discuss themselves and everyday life. They build their ability to use intransitive and transitive verbs, prepositions of place and noun classifiers to enrich their communication in topics including house and home, and travel. Their spoken language is built through a connection to real world scenarios, places, objects and artworks, encouraged to refine their listening and speaking skills through regular practice with members of the wider community, supported by elders.

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 team at annual Volleyball Championships.

### 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
- Communication in the public forum
- Developing training drills





VICTOR HARBOR  
HIGH SCHOOL



# YEAR 10-12 CURRICULUM

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## 10 -12 CURRICULUM AT VICTOR HARBOR HIGH SCHOOL

- 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 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.

## CURRICULUM STRUCTURE AT VICTOR HARBOR HIGH SCHOOL

### 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 enabling greater subject choice and exposure at Year 10.
- 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).

### What is the Personal Learning Plan?

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.

### Year 11

- Students in Year 11 typically choose 11 subjects, 6 subjects in one semester and 5 subjects in the other semester.
- Compulsory subjects are 1 semester of Individual Personal Project (IPP) followed by a semester of Stage 2 Research Project, another SACE compulsory which must be achieved at a 'C' grade or better, 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 offerings. 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)

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

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

#### 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 studies. 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.

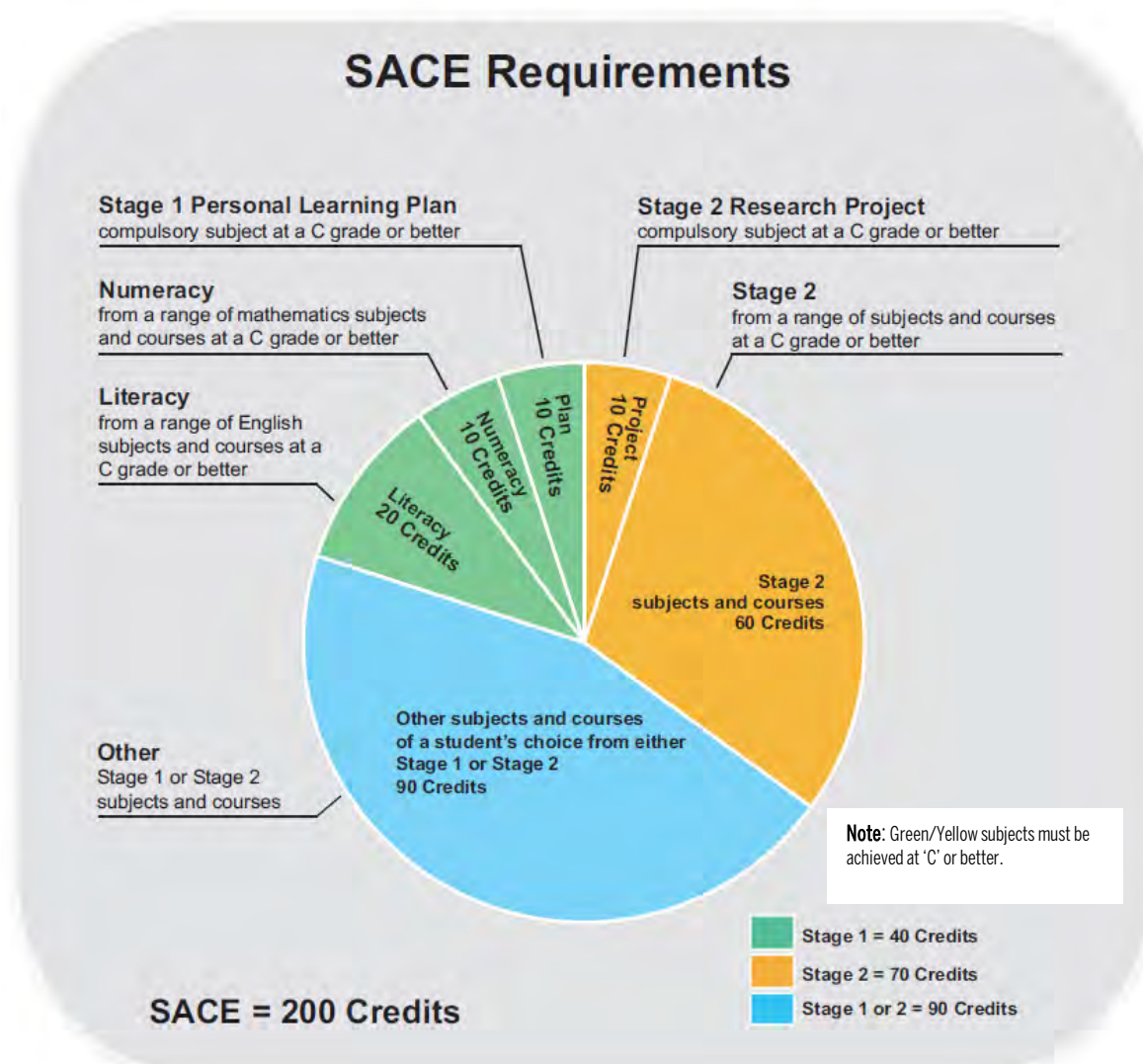
Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

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<sup>+</sup> to E<sup>-</sup>.

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.





## Year 10

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

|            |                        |                                |                       |                       |                       |                       |            |
|------------|------------------------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| Semester 1 | Literacy<br>10 credits | Numeracy<br>10 credits         | IPP<br>10 Credits     | Choice*<br>10 credits | Choice*<br>10 credits | Choice*<br>10 credits | Study Line |
| Semester 2 | Literacy<br>10 credits | Research Project<br>10 credits | Choice*<br>10 credits | Choice*<br>10 credits | Choice*<br>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

|            |            |            |            |                                       |            |            |            |
|------------|------------|------------|------------|---------------------------------------|------------|------------|------------|
| Semester 1 | Choice 1   | Choice 2   | Choice 3   | Choice 4<br>(required for ATAR score) | Study Line | Study Line | Study Line |
| Semester 2 | 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.

In the new SACE students will be able to study more VET than ever before. They 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 new 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.

### **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 new SACE will continue to cater for students with special needs. The existing special provisions will continue. In addition, the new SACE offers a range of Modified Subjects as options for students with significant disabilities. The Personal Learning Plan 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.

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-  
Parndana, Kingscote, Penneshaw  
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.

'School to Work' Apprenticeship Brokers help connect students with local industry and employers via education and support with setting up apprenticeships and traineeships. The Apprenticeship Brokers ensure that contracts of training for young people are fair and reasonable for everyone involved. 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 about the Southern Adelaide and Fleurieu Secondary School Alliance contact the VET coordinator in your school or you can visit [www.safssa.sa.edu.au](http://www.safssa.sa.edu.au).

### 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. Studying a VET program while still at school can:

- Provide you with 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
- Provide 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

### Training Guarantee for SACE Students (TGSS)

The Training Guarantee for SACE Students (TGSS) is for students who know they want to start a planned vocational pathway whilst still at school as part of their SACE and then continue after they leave school. Students must be 16 years of age or older and undertaking substantive VET within the SACE and have relevant work experience or VET training.

### What is an Australian School Based Apprenticeship (ASBA)?

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

### 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/Guardians:

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

## Southern Adelaide and Fleurieu Secondary School Alliance – 2020 VET Courses

The following courses are offered by the Southern Adelaide and Fleurieu Secondary School Alliance, for more information please see the course brochure, visit the Trade School website – [www.safssa.sa.edu.au](http://www.safssa.sa.edu.au) or your school VET Coordinator.

Please note, courses are subject to change at any time - information is current at the time of printing.

| Industry                                                                        | Program Name                                                           | Delivery School         |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------|
| <b>AUTOMOTIVE</b>                                                               | Certificate II Automotive Servicing Technology                         | Christies Beach HS      |
|                                                                                 | Certificate I Automotive Vocational Preparation                        | Eastern Fleurieu School |
|                                                                                 | Certificate II Automotive Vocational Preparation                       | Reynella East College   |
| <b>BUSINESS</b>                                                                 | Certificate II Micro Business                                          | Aberfoyle Park HS       |
| <b>COMMUNITY SERVICES</b>                                                       | Certificate II Community Services – Children's Services                | Aberfoyle Park HS       |
|                                                                                 | Certificate II Community Services – Children's Services                | Christies Beach HS      |
|                                                                                 | Certificate III Early Childhood Education and Care                     | Wirreanda SS            |
| <b>DIGITAL MEDIA</b>                                                            | Certificate II Information, Digital Media and Technology (Game Design) | Reynella East College   |
|                                                                                 | Certificate III Screen and Media (Game Art Foundations)                | Reynella East College   |
|                                                                                 | Certificate II Creative Industries (3D Animation Foundation Media)     | Wirreanda SS            |
| <b>DOORWAYS 2<br/>CONSTRUCTION, Inc.<br/>FURNISHING, PLUMBING<br/>and CIVIL</b> | Certificate I Construction                                             | Aberfoyle Park HS       |
|                                                                                 | Certificate II Construction                                            | Christies Beach HS      |
|                                                                                 | Certificate I Construction - Plumbing                                  | Hallett Cove School     |
|                                                                                 | Part Certificate III Doorways 2 Construction PLUS – Roof Plumbing      | Hallett Cove School     |
|                                                                                 | Certificate I Construction                                             | Reynella East College   |
|                                                                                 | Certificate I Construction                                             | Willunga HS             |
|                                                                                 | Certificate I Construction                                             | Wirreanda SS            |
|                                                                                 | Part Certificate III Doorways 2 Construction PLUS – Carpentry          | Wirreanda SS            |
|                                                                                 | Certificate I Resources and Infrastructure Work Preparation            | Yankalilla Area School  |
| <b>ELECTROTECHNOLOGY</b>                                                        | Certificate II Electrotechnology Career Start                          | Hallett Cove School     |
| <b>ENGINEERING</b>                                                              | Certificate II Engineering Pathways                                    | Wirreanda SS            |
| <b>HAIR &amp; FASHION</b>                                                       | Certificate II Salon Assistant                                         | Reynella East College   |
|                                                                                 | Certificate II Salon Assistant                                         | Yankalilla Area School  |
| <b>HEALTH</b>                                                                   | Certificate III Health Services Assistance                             | Eastern Fleurieu School |
| <b>HOSPITALITY and<br/>TOURISM</b>                                              | Certificate II Hospitality – Kitchen Operations                        | Christies Beach HS      |
|                                                                                 | Certificate II Hospitality – Kitchen Operations                        | Reynella East College   |
|                                                                                 | Certificate II Hospitality – Service                                   | Reynella East College   |
|                                                                                 | Certificate I Hospitality                                              | Willunga HS             |
|                                                                                 | Certificate II Hospitality – Kitchen Operations                        | Willunga HS             |
|                                                                                 | Certificate II Hospitality – Service                                   | Willunga HS             |
|                                                                                 | Certificate II Hospitality – Kitchen Operations                        | Wirreanda SS            |
| <b>MULTI TRADES</b>                                                             | Part Certificate III Carpentry                                         | TAFE SA Noarlunga       |
|                                                                                 | Part Certificate III Engineering – Fabrication Trade                   | TAFE SA Noarlunga       |
| <b>PERFORMING ARTS</b>                                                          | Certificate II Dance                                                   | Reynella East College   |
|                                                                                 | Certificate III Music Industry - Performance                           | Wirreanda SS            |
| <b>PRIMARY INDUSTRIES</b>                                                       | Certificate I, II and III (part) Conservation and Land Management      | Christies Beach HS      |
|                                                                                 | Certificate II Equine Studies                                          | Eastern Fleurieu School |
|                                                                                 | Certificate II Agriculture                                             | Mount Compass AS        |
|                                                                                 | Certificate III Agriculture                                            | Mount Compass AS        |
|                                                                                 | Certificate II Wine Industry Operations – Grape Growing                | Willunga HS             |
| <b>SPORT and RECREATION</b>                                                     | Certificate III in Fitness                                             | Victor Harbor HS        |
|                                                                                 | Certificate II Sport and Recreation                                    | Wirreanda HS            |
|                                                                                 | Certificate III Sport and Recreation                                   | Wirreanda HS            |
|                                                                                 | Certificate II Outdoor Recreation                                      | Yankalilla AS           |



## SKILLS FOR ALL

**Skills for All** is a government initiative to increase skills in young South Australians. Students who are very clear about their pathway can apply for Skills for All courses (at a range of TAFE's and other training providers). These may occur on any day of the week and are not timetabled as easily as the Southern Adelaide and Fleurieu Trade School. Students must be very clear about their future pathway as they commit to continuing in the training area post school. Certificate II course fees are fully funded by the government and Certificate III course fees are heavily subsidised by the government. For information visit: [www.skills.sa.gov.au/](http://www.skills.sa.gov.au/)

## AUSTRALIAN SCHOOL BASED APPRENTICESHIPS (ASBA)

ASBA's allow senior secondary 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/Guardians:

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

## STAGE 2 – PREPARING FOR FURTHER EDUCATION

If you are in Year 12 in 2021, in order to be eligible for entry in 2022 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 2021 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.

## University Entry Requirements

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

TAFE Course and Admissions Guide – Schools Edition

SATAC University Guide – Schools Edition

SATAC Tertiary Entrance Booklet

Flinders University – Undergraduate Course Guide

The University of Adelaide – Undergraduate Prospectus

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)

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

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

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

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

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

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

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

## YEAR 10 - CURRICULUM STRUCTURE

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

#### 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

| Learning Area                                         | Subject Name                                                  |       | SACE Status | Length       | Page Number |
|-------------------------------------------------------|---------------------------------------------------------------|-------|-------------|--------------|-------------|
| Cross Disciplinary Subjects                           | Personal Learning Plan (SACE)                                 |       | Yes         | Semester     | 14          |
| The Arts                                              | Art Access A                                                  |       | No          | Semester 1   | 14          |
|                                                       | Art Access B                                                  |       | No          | Semester 2   | 14          |
|                                                       | Drama A                                                       |       | No          | Semester 1   | 14          |
|                                                       | Drama B                                                       |       | No          | Semester 2   | 14          |
|                                                       | Media Arts                                                    |       | No          | Sem 1 or 2   | 14          |
|                                                       | Music A                                                       |       | No          | Semester 1   | 15          |
|                                                       | Music B                                                       |       | No          | Semester 2   | 15          |
| Business, Enterprise and Technology                   | Shark Tank eSchool                                            |       | Yes         | Sem 1 or 2   | 15          |
| English<br>(students must complete two semesters)     | Responding to the Creative World<br>(English General A and B) |       | No          | Sem 1 & 2    | 15          |
|                                                       | English for the Working World<br>(Essential English A and B)  |       | No          | Sem 1 & 2    | 16          |
| Health & Physical Education                           | Health and Physical Education A                               | and B | No          | Sem 1 &/or 2 | 16          |
|                                                       | Health and Physical Education – Healthy Lifestyles            |       | No          | Semester 1   | 16          |
|                                                       | Outdoor and Environmental Education                           |       | No          | Sem 1 or 2   | 16          |
| Humanities and Social Sciences                        | Geography                                                     |       | No          | Sem 1 or 2   | 17          |
|                                                       | The Turmoil of the Twentieth Century (History)                |       | No          | Sem 1 or 2   | 17          |
| Languages                                             | Indonesian Language and Culture                               |       | No          | Full Year    | 17          |
|                                                       | Ngarrindjeri                                                  |       | No          | Full Year    | 17          |
| Mathematics<br>(students must complete two semesters) | Mathematics A                                                 |       | No          | Semester 1   | 17          |
|                                                       | Mathematics B                                                 |       | No          | Semester 2   | 18          |
|                                                       | Essential Mathematics A                                       |       | No          | Semester 1   | 18          |
|                                                       | Essential Mathematics B                                       |       | No          | Semester 2   | 18          |
| Science                                               | Science A                                                     |       | No          | Semester 1   | 18          |
|                                                       | Science B                                                     |       | No          | Semester 2   | 18          |
| Technology, including Home Economics                  | Design and Textiles                                           |       | No          | Sem 1 or 2   | 19          |
|                                                       | Food Preparation Skills                                       |       | No          | Sem 1 or 2   | 19          |
|                                                       | Metalwork A                                                   |       | No          | Semester 1   | 19          |
|                                                       | Metalwork B                                                   |       | No          | Semester 2   | 19          |
|                                                       | Woodwork A                                                    |       | No          | Semester 1   | 20          |
|                                                       | Woodwork B                                                    |       | No          | Semester 2   | 20          |

NB: Shading indicates compulsory units of study

## Cross Disciplinary Studies

|                   |                                                                           |                                                                                            |
|-------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Compulsory</b> | <b>Subject:</b><br><b>Pathway:</b><br><b>Level:</b><br><b>Offered in:</b> | <b>Personal Learning Plan</b><br><b>Compulsory</b><br>Stage 1<br>Intensive Learning Format |
|-------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|

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.

## The Arts

|               |                                                                           |                                                                                          |
|---------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>Choice</b> | <b>Subject:</b><br><b>Pathway:</b><br><b>Level:</b><br><b>Offered in:</b> | <b>Art Access A</b><br>University Arts, Humanities and Business<br>Year 10<br>Semester 1 |
|---------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|

### 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 art work 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
- Sculpture – assemblage and construction
- 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.

|               |                                                                           |                                                                                          |
|---------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>Choice</b> | <b>Subject:</b><br><b>Pathway:</b><br><b>Level:</b><br><b>Offered in:</b> | <b>Art Access B</b><br>University Arts, Humanities and Business<br>Year 10<br>Semester 2 |
|---------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|

### This course is designed for:

Students to develop and refine their drawing, printmaking and clay hand building 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 art work 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
- Ceramics – craft/art
- 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.

|               |                                                                           |                                                                                       |
|---------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Choice</b> | <b>Subject:</b><br><b>Pathway:</b><br><b>Level:</b><br><b>Offered in:</b> | <b>Drama A</b><br>University – Arts, Humanities and Business<br>Year 10<br>Semester 1 |
|---------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

### 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
- Involvement in a group production
- Study of one specific style of theatre

### Expected prior knowledge:

Nil

### Assessment:

- Performance (60%)
- Workshops (20%)
- Portfolio (20%)

### This course leads to:

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

|               |                                                                           |                                                                                       |
|---------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Choice</b> | <b>Subject:</b><br><b>Pathway:</b><br><b>Level:</b><br><b>Offered in:</b> | <b>Drama B</b><br>University – Arts, Humanities and Business<br>Year 10<br>Semester 2 |
|---------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

### 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

|               |                                                                           |                                                                                                        |
|---------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Choice</b> | <b>Subject:</b><br><b>Pathway:</b><br><b>Level:</b><br><b>Offered in:</b> | <b>Media Arts</b><br>University – Arts, Humanities and Business<br>Year 10<br>Semester 1 or Semester 2 |
|---------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|

### 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 with a focus on:

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

Community contacts with local radio and TV groups will be an integral part of this course.

**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

|        |                    |                              |
|--------|--------------------|------------------------------|
| Choice | <b>Subject:</b>    | <b>Music A</b>               |
|        | <b>Pathway:</b>    | University, TAFE, Employment |
|        | <b>Level:</b>      | Year 10                      |
|        | <b>Offered in:</b> | Semester 1                   |

**This course is designed for:**

Students who want to develop musical skills and pursue the possibility of working in the music industry. Students will also have the option to learn a musical instrument. The school is able to provide tuition in some instruments through the Departments Instrumental Music program. Please check with the music teacher to identify which instruments are currently available.

**Course content:**

- Listening to and talking about music.
- Involvement in solo and group ensembles.
- Study and analysis of various musical genres.
- Writing music for film, dance and Rock using electronic and acoustic instruments.

**Expected prior knowledge:**

An enjoyment and appreciation of music

**Assessment:**

- Performance (25%)
- Composition (25%)
- Listening and Analysis (25%)
- Theory (25%)

**This course leads to:**

Year 10 Music B, Stage 1 and Stage 2 Music.

|        |                    |                              |
|--------|--------------------|------------------------------|
| Choice | <b>Subject:</b>    | <b>Music B</b>               |
|        | <b>Pathway:</b>    | University, TAFE, Employment |
|        | <b>Level:</b>      | Year 10                      |
|        | <b>Offered in:</b> | Semester 2                   |

**This course is designed for:**

Students who want to further develop musical skills and pursue the possibility of working in the music industry. Students will also have the option to learn a musical instrument. The school is able to provide tuition in some instruments through the Departments Instrumental Music program. Please check with the music teacher to identify which instruments are currently available.

**Course content:**

- Listening to and talking about music.
- Involvement in solo and group ensembles.
- Study and analysis of various musical genres.
- Writing music for film, dance and Rock using electronic and acoustic instruments.

**Expected prior knowledge:**

An enjoyment and appreciation of music

**Assessment:**

- Performance (25%)
- Composition (25%)
- Listening and Analysis (25%)
- Theory (25%)

**This course leads to:**

Stage 1 and Stage 2 Music.

**Business, Enterprise and Technology**

|        |                    |                                       |
|--------|--------------------|---------------------------------------|
| Choice | <b>Subject:</b>    | <b>Shark Tank eSchool</b>             |
|        | <b>Pathway:</b>    | University – Entrepreneurial Studies  |
|        | <b>Level:</b>      | Year 10                               |
|        | <b>Offered in:</b> | Semester 1 or Semester 2 (10 credits) |

**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

In addition to the availability of SACE credits the Shark Tank eSchool program carries tertiary course credit opportunities for students. One undergraduate course credit is available towards a University of Adelaide graduate course.

**This course leads to:**

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

**English**

In Year 10, all students are required to complete a full year of English. There are three different English subjects that students may study. The student's year nine 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>    | <b>Responding to the Creative World (English A and B)</b> |
|                   | <b>Pathway:</b>    | Compulsory: Australian Curriculum                         |
|                   | <b>Level:</b>      | Year 10                                                   |
|                   | <b>Offered in:</b> | Semester 1 and Semester 2                                 |

**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:**

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<br>Choice | Subject:    | <b>English for the Working World (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:

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 through to 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 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<br>- 1 semester | 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 at least one semester of Health and Physical Education; H&PE - A or H&PE – Healthy Lifestyles.

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
- Safety
- Nutrition for Performance
- Analysing Performance Improvement
- Applied Exercise Physiology

#### Movement and physical activity:

- Fundamental movement activities
- Biomechanics
- Motor Learning and Skill Acquisition
- Fitness Components and Energy Systems
- Competitive games and sport
- Rhythmic and expressive movement
- 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<br>- 1 semester | Subject:    | <b>Health and Physical Education – Healthy Lifestyles</b> |
|                            | Pathway:    | Compulsory - Australian Curriculum                        |
|                            | Level:      | Year 10                                                   |
|                            | Offered in: | Semester 1                                                |

#### This course is designed:

As an alternative for the compulsory year 10 Health and Physical Education requirement.

#### 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.

They will study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students will also continue to develop and refine communication techniques to enhance interactions with others and apply analytical skills to recreational activities rather than competitive physical activities leading to healthier individual strategies as they develop towards adulthood.

The course is designed for the student who wants an in-depth study into health and be involved in research, case studies, listening to guest speakers, and group discussion. Students may also access health services within the community to help improve understanding and appreciation of health.

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, tramping 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

#### 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: \$75**



## Humanities and Social Sciences

|        |                    |                                                                 |
|--------|--------------------|-----------------------------------------------------------------|
| 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>The Turmoil of the Twentieth Century (History)</b> |
|            | <b>Pathway:</b>    | Compulsory – Australian Curriculum                    |
|            | <b>Level:</b>      | Year 10                                               |
|            | <b>Offered in:</b> | Semester 1 or Semester 2                              |

### 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 (8-10)</b>                   |
|        | <b>Pathway:</b>    | University – Arts, Humanities & Business     |
|        | <b>Level:</b>      | Stage 1 Integrated Learning – 2 x 10 credits |
|        | <b>Offered in:</b> | Full Year                                    |

### 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:

The course is delivered under SACE Stage 1 Integrated Learning – Cultural Awareness

Students participate in a range of Ngarrindjeri language and cultural activities.

### Expected prior knowledge: Nil

### Assessment:

Students will be assessed as per Stage 1 Integrated Learning – Cultural Studies learning and assessment plan.

Assessment tasks include:

- Harmony Day organisation and discussion – students work together to coordinate and run one or several lunchtime activities for Harmony Day.
- Cultural Awareness video – students design a 3-5-minute video that details cultural diversity within the school community.
- Exploration of a cultural area of interest – students choose a specific cultural area of interest that they wish to explore.

### This course leads to:

Certificate III Teaching Endangered Languages

## Mathematics

|                   |                    |                                    |
|-------------------|--------------------|------------------------------------|
| Compulsory 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:

- Algebra: terminology, substitution
- Pythagoras and Surds
- Measurement

- Coordinate Geometry and equations of lines.
- Trigonometry
- Probability
- Statistics

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<br>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 or needing to do Maths Studies at Stage 1, and Maths Studies and/or Specialist Maths at Stage 2.

#### Course content:

This second semester course will contain the following topics:

- Algebra: Expansion and Factorisation, solving equations
- Coordinate Geometry
- Euclidean Geometry
- Quadratic Functions

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<br>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:

#### 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<br>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.

#### 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>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
- Motion
- Chemistry of the Elements
- Genetics

#### 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:

- Energy
- Global systems
- Chemical Reactions
- 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</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>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. They will learn how ingredients react with each other and how temperature is used to create different results in food preparation.

**Course Content:**

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

- Basic Food Preparation Skills
- Asian meals
- Native Australian Desserts
- Preservation

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>    | <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.

**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>    | <b>Woodwork A</b>                       |
|        | <b>Pathway:</b>    | School based Certificate pathways, TAFE |
|        | <b>Level:</b>      | Year 10                                 |
|        | <b>Offered In:</b> | Semester 1                              |

**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>    | <b>Woodwork B</b>                       |
|        | <b>Pathway:</b>    | School based Certificate pathways, TAFE |
|        | <b>Level:</b>      | Year 10                                 |
|        | <b>Offered in:</b> | Semester 2                              |

**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 carcase construction methods. Students must be able to work in a workshop environment safely.

**Course content:**

Students complete the following topics:

- A variety of carcase joint exercises using hand tools
- Small decorative box
- Individually designed carcase (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.

### Pathway Subjects:

Select any recommended pathway subjects.

### 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.

### Study 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                                                        | Outdoor Recreation / Aquatics Cert II                        | Full year       | 23          |
|                                                                                | SAASTA - South Australian Sports Training Academy            | Full year       | 23          |
| Cross Disciplinary Subjects                                                    | Individual Personal Project - Stage 1                        | Semester 1      | 23          |
|                                                                                | Research Project - Stage 2                                   | Semester 2      | 23          |
| The Arts                                                                       | Creative Arts ( <i>School Musical</i> )                      | Semester 1 or 2 | 23          |
|                                                                                | Visual Arts - Design A                                       | Semester 1      | 23          |
|                                                                                | Visual Arts - Design B                                       | Semester 2      | 24          |
|                                                                                | Drama A                                                      | Semester 1      | 24          |
|                                                                                | Drama B                                                      | Semester 2      | 24          |
|                                                                                | Music Experience                                             | Semester 1      | 24          |
|                                                                                | Music Advanced                                               | Semester 2      | 24          |
|                                                                                | Visual Arts A                                                | Semester 1      | 25          |
|                                                                                | Visual Arts B                                                | Semester 2      | 25          |
| Business, Enterprise and Technology:<br><br>Design, Technology and Engineering | Business Innovation                                          | Semester 1 or 2 | 25          |
|                                                                                | Creative Media                                               | Semester 1 or 2 | 25          |
|                                                                                | Design and Textiles                                          | Semester 1 or 2 | 26          |
|                                                                                | Furniture Traditional                                        | Semester 1      | 26          |
|                                                                                | Furniture Contemporary                                       | Semester 2      | 26          |
|                                                                                | Information Technology                                       | Semester 1 or 2 | 26          |
|                                                                                | <i>Integrated Learning</i> – Building & Construction         | Full year       | 27          |
|                                                                                | <i>Integrated Learning</i> – Furnishing & Carpentry Industry | Full year       | 27          |
|                                                                                | Photography                                                  | Semester 1 or 2 | 27          |
|                                                                                | Metal Engineering A                                          | Semester 1      | 27          |

|                                                                   |                                                                                    |                     |    |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------|----|
|                                                                   | Metal Engineering A B                                                              | Semester 2          | 27 |
| English<br>(students must complete two semesters)                 | An Analysis of our Creative World<br>(Pre English Literature Studies A and B)      | Full year           | 28 |
|                                                                   | English A and B                                                                    | Semester 1 & 2      | 28 |
|                                                                   | Essential English                                                                  | Semester 1 & 2      | 28 |
|                                                                   | Film & Media - <i>Community Studies</i>                                            | Semester 1 or 2     | 28 |
| Health and Physical Education                                     | Child Studies                                                                      | Semester 1 or 2     | 28 |
|                                                                   | Food and Hospitality                                                               | Semester 1 or 2     | 29 |
|                                                                   | Health & Wellbeing                                                                 | Semester 1 or 2     | 29 |
|                                                                   | <i>Integrated Learning</i> – Understanding Children                                | Semester 1          | 29 |
|                                                                   | <i>Integrated Learning</i> – Kitchen Operations                                    | Full year           | 29 |
|                                                                   | <i>Integrated Learning</i> – Sport and Recreation – Fitness                        | Full year           | 29 |
|                                                                   | <i>Integrated Learning</i> – Sport and Recreation – Year 10 Specialist Sport - AFL | Full year           | 30 |
|                                                                   | <i>Integrated Learning</i> – Specialist Sports                                     | Semester 1 or 2     | 30 |
|                                                                   | Outdoor and Environmental Education                                                | Semester 1 or 2     | 30 |
|                                                                   | Physical Education A                                                               | Semester 1          | 30 |
|                                                                   | Physical Education B                                                               | Semester 2          | 30 |
| Humanities and Social Sciences                                    | Tourism                                                                            | Semester 1 or 2     | 31 |
|                                                                   | Geography                                                                          | Semester 1 or 2     | 31 |
|                                                                   | The Mad Modern World (Modern History)                                              | Semester 1 or 2     | 31 |
|                                                                   | Who's got the power? (Society and Culture A)                                       | Semester 1          | 31 |
|                                                                   | Waiting for the world to change (Society and Culture B)                            | Semester 2          | 32 |
| Languages                                                         | Indonesian Continuers                                                              | Full Year           | 32 |
|                                                                   | Ngarrindjeri Language / Cert III Learning an Endangered Language                   | Full Year           | 32 |
| Mathematics<br>(students must complete a minimum of one semester) | Mathematics A                                                                      | Semester 1          | 32 |
|                                                                   | Mathematics B                                                                      | Semester 2          | 33 |
|                                                                   | Mathematics C                                                                      | Semester 2          | 33 |
|                                                                   | General Mathematics A                                                              | Semester 1          | 33 |
|                                                                   | General Mathematics B                                                              | Semester 2          | 33 |
|                                                                   | Essential Mathematics A                                                            | Semester 1          | 33 |
|                                                                   | Essential Mathematics B                                                            | Semester 2          | 34 |
| Science                                                           | Biology A                                                                          | Semester 1          | 34 |
|                                                                   | Biology B                                                                          | Semester 2          | 34 |
|                                                                   | Chemistry A                                                                        | Semester 1          | 34 |
|                                                                   | Chemistry B                                                                        | Semester 2          | 35 |
|                                                                   | Physics A                                                                          | Semester 1          | 35 |
|                                                                   | Physics B                                                                          | Semester 2          | 35 |
|                                                                   | Psyched up! (Psychology) A / B                                                     | Semester 1 and/or 2 | 35 |

## VET Recognised Learning

|                    |                    |                                      |
|--------------------|--------------------|--------------------------------------|
| VET<br>Stand Alone | <b>Subject:</b>    | <b>Outdoor Recreation / Aquatics</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, the environment.

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

### Course content:

Surfing, sailing, bushwalking, cycling, organising recreational activities, looking after recreational equipment.

### Expected prior knowledge:

Basic water competency.

### 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 2020)**

|                    |                    |                                                          |
|--------------------|--------------------|----------------------------------------------------------|
| VET<br>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:

Indigenous students selected to be part of this program.

For further information please see: Aboriginal Education Coordinator

## Cross Disciplinary Studies

|            |                    |                                    |
|------------|--------------------|------------------------------------|
| Compulsory | <b>Subject:</b>    | <b>Individual Personal Project</b> |
|            | <b>Pathway:</b>    | <b>Compulsory for VHHS</b>         |
|            | <b>Level:</b>      | Stage 1                            |
|            | <b>Offered in:</b> | Semester 1 (10 Credits)            |

### This course is designed for:

All students in Stage 1. Students achieve 10 credits towards their SACE. This subject is a compulsory precursor to the Research Project at Stage 2.

### 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:

### Assessment:

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

### This course leads to:

IPP is one of the four foundations of Stage 1 at Victor Harbor High School. The course prepares students for the compulsory Research Project.

|            |                    |                                 |
|------------|--------------------|---------------------------------|
| Compulsory | <b>Subject:</b>    | <b>Research Project A and 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 completed an Individual Personal Project.

**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 (<i>School Musical</i>)</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, 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 designers, analysing artworks form a variety of contexts, develop alternative ideas, exploring media, 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:

- Practical Skills Study (20%)
- Investigation (20%)
- Folio- Analysis and creative thinking (30%)
- 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:

- Practical Skills Study (20%)
- Investigation (20%)
- Folio- Analysis and creative thinking (30%)
- 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.

#### 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.

#### 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:

- Performance (group production, individual study presentation 40%)
- Folio (essay, group production report, individual study report 30%)
- Investigation and presentation (individual study presentation and report 30%).

#### 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 (10 credits) |

#### This course is designed for:

Students who wish to develop their skills and knowledge in music and follow their interests. Students will also have the option to learn a musical instrument. The school can provide tuition in some instruments through the Departments Instrumental Music program. Please check with the music teacher to identify which instruments are currently available.

#### Course content:

The subject consists of the following strands which are taught concurrently:

- Understanding Music - including music theory and developing listening skills.
- Creating Music (playing an instrument as a soloist and as a member of a group. Writing music using Ableton and FL Studio.)
- Responding to Music (analysing and reflecting on a variety of musical pieces)

#### Expected prior knowledge:

An enjoyment and appreciation of music

#### 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 Advanced</b>   |
|        | <b>Pathway:</b>    | University – Arts/TAFE  |
|        | <b>Level:</b>      | Stage 1                 |
|        | <b>Offered in:</b> | Semester 2 (10 Credits) |

#### This course is designed for:

Students who wish to progress their skills and knowledge in music and follow their interests. Students will have the option to learn a musical instrument. The school can provide tuition in some instruments through the Departments Instrumental Music program, but please check with the music teacher to identify which instruments are currently available.

#### Course content:

The subject consists of the following strands which are taught concurrently:

- Understanding Music - including music theory and developing listening skills.
- Creating Music (playing an instrument as a soloist and as a member of a group. Writing music using Ableton and FL Studio.)
- Responding to Music (analysing and reflecting on a variety of musical pieces)

#### Expected prior knowledge:

An enjoyment and appreciation of music

#### Assessment:

- Musical Literacy – Listening to and describing music.
- Musical Literacy – Analysing pieces of music.
- Creative Works– ensemble and solo performances or recordings.
- Creative Works– a composition journal of works in chosen styles.

#### This course leads to:

Stage 2 Music Performance - Ensemble, Performance - Solo, and/or Music Explorations



|        |                    |                                  |
|--------|--------------------|----------------------------------|
| 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 processes
- Practical (30%)– two minor artworks, one major and written reflection statement (250 words)
- Visual Study (30%)– 8 A4 practical studies 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:**

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, 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 processes
- Practical (30%)– 2 minor artworks, 1 major and written reflection statement (250 words)
- Visual Study (30%)– 8 A4 practical studies 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:**

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 two contexts:

- Start-up business
- Existing 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, audio editing and video production. The software that will be used will include Photoshop, Audacity, 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</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.

#### 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: \$50 (cost 2020)**

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

|        |                    |                                |
|--------|--------------------|--------------------------------|
| Choice | <b>Subject:</b>    | <b>Furniture Contemporary</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 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: \$50 (cost 2020)

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

|        |                    |                                         |
|--------|--------------------|-----------------------------------------|
| Choice | <b>Subject:</b>    | <b>Information Technology</b>           |
|        | <b>Pathway:</b>    | University – Maths, Science, Technology |
|        | <b>Level:</b>      | Stage 1                                 |
|        | <b>Offered in:</b> | Semester 1 or Semester 2 (10 credits)   |

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> <i>Integrated Learning - Building &amp; Construction Pathway</i><br><b>Pathway:</b> Building & Construction Industry<br><b>Level:</b> Year 11 students only<br><b>Offered in:</b> Full Year (20 credits) + White Card Qualification |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### This course is designed for students:

who have a genuine interest in career opportunities and the skills necessary to work in the industry. Areas include bricklaying, concreting, carpentry, scaffolding, tiling and dry wall fixing.

**NB:** Students must be Year 11 to apply

#### Course Content:

Students will take part in a range of practical activities both on and off site, work placement, team tasks, white card and written reflective journal skills register.

**Expected Prior Knowledge:** Successful completion of the Furnishing Pathway at Year 10 is recommended. Must be committed, have met attendance criteria in previous years, able to travel and organise their own work placement.

#### Assessment:

Students will be assessed in both written and practical tasks. Students will be required to complete a minimum of 10 days in the workplace.

#### This course leads to:

Certificate I – Building Apprenticeships

#### Additional Costs: \$300

Supplied: High visibility shirt, white card training costs, all personal safety equipment and materials.

|        |                                                                                                                                                                                                           |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Choice | <b>Subject:</b> <i>Integrated Learning – Furnishing &amp; Carpentry Industry</i><br><b>Pathway:</b> Furnishing & Carpentry Industry<br><b>Level:</b> Stage 1<br><b>Offered in:</b> Full Year (20 credits) |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### This course is designed for students:

Interested in seeking a career in the furnishing /wood trades' areas. e.g. Cabinet Making, upholstery, floor covering and furniture polisher. Much of the course is relevant to a general construction (building) pathway as well.

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

#### Course content:

Students complete:

- Safe use of hand and portable power tools.
- Setting and safe use of static machines.
- Basic furniture/building techniques.
- Related theory and research.
- Mathematical applications.

#### Expected prior knowledge:

Previous experience in furniture is desirable but not essential.

#### Assessment:

- Demonstrating practical skills
- Safe use of machines
- Correct setting of machines
- Related theory and research.
- Mathematic applications.

#### This course leads to:

Successful completion of this course leads to possible employment (Cert 1) and is a recommended pre-requisite for the Construction Pathway course.

#### Additional Costs: \$100

- Course booklets and basic project materials.
  - Major project choices are available although a further cost may be incurred.
- Major project choices are available although a further cost may be incurred.

|        |                                                                                                                                                                       |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Choice | <b>Subject:</b> Photography<br><b>Pathway:</b> University – Maths, Science, Tech<br><b>Level:</b> Stage 1<br><b>Offered in:</b> Semester 1 or Semester 2 (10 credits) |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### 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 the elements of photography, composition and creating technically correct photographs using digital cameras. They will explore the functions of the digital camera and Adobe Photoshop and develop a sensibility of photographic aesthetics.

**Design Process Folio:** Students understand and apply the design process define, plan, produce and evaluate a Major Photographic Project. The 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 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 to produce a 12-month photographic calendar.

**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, Stage 2 Visual Art - Art

|        |                                                                                                                                                              |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Choice | <b>Subject:</b> Metal Engineering A<br><b>Pathway:</b> TAFE / University – Technology<br><b>Level:</b> Stage 1<br><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
- Construct small welding project - Chair
- Design brief – sack truck
- 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: \$50 (cost 2020)

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

|        |                                                                                                                                                              |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Choice | <b>Subject:</b> Metal Engineering B<br><b>Pathway:</b> TAFE / University – Technology<br><b>Level:</b> Stage 1<br><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
- Critique an item of furniture made from metal
- Design brief small item of metal furniture and construct - mirror frame
- 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: \$50 (cost 2020)**

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<br>Choice | <b>Subject:</b>    | <b>An Analysis of our Creative World<br/>(Pre-English Literature 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 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<br>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<br>Choice | <b>Subject:</b>    | <b>Essential English</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.

#### 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

#### 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> Food and Hospitality<br><b>Pathway:</b> Hospitality<br><b>Level:</b> Stage 1<br><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 and Safety
- Food & Hospitality Industry
- 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 work report (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: \$50 (cost 2020)**

|        |                                                                                                                                                              |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Choice | <b>Subject:</b> Health & Wellbeing<br><b>Pathways:</b> University, TAFE<br><b>Level:</b> Stage 1<br><b>Offered in:</b> Semester 1 or Semester 2 (10 credits) |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### This course is designed for:

Who have a keen interest in health related issues and willingness to participate in discussions, group and community activities. This course assists students to make informed choices about health issues and to develop an understanding of the complexity of factors which affect their health.

#### Course Content

Students complete the study of Health and Wellbeing through exploration and understanding of health and wellbeing trends and issues. Health and wellbeing topics may include:

- The Effects of Alcohol, Tobacco, and Other Drugs on Health
- Health and Relationships – Sexual Health topics
- Mental and Emotional Health

#### 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 50%
  - collaborating to develop a health and wellbeing event
  - showcase developing an educational resource at a target audience
  - creating a local activity to address a current and/or emerging health issue
- **Assessment Type 2:** Issue Inquiry (a) 25%  
Issues Inquiry (b) 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

|        |                                                                                                                                                                                          |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Choice | <b>Subject:</b> <i>Integrated Learning – Understanding Children</i><br><b>Pathway:</b> TAFE, University<br><b>Level:</b> Year 10 / Stage 1<br><b>Offered in:</b> Semester 1 (10 credits) |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### 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 as 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>Integrated Learning – Kitchen Operations</i><br><b>Pathway:</b> Hospitality studies and industry employment<br><b>Level:</b> Stage 1<br><b>Offered in:</b> Full Year 2 x 10 SACE credits |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### This course is designed for students:

This course is designed for students: Interested in the Food and Hospitality industry. Skills based training. Students may be involved in catering activities for community groups and may need to work after school hours.

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

#### Course Content:

- Participate in safe work practices
- Provide information and assistance
- Use hygienic work practices for food and safety
- Work effectively with others
- Prepare simple dishes
- Use food preparation equipment
- Operate a baking process
- Use numerical applications in the workplace
  - Barista

#### Expected prior knowledge: Nil

#### Assessment:

This course is 40% theory and 60% practical. Students will be assessed through class activities, food practicals, written assessments, catering for community groups.

#### This course leads to:

General employment in the food industry, TAFE courses

#### Additional Costs: \$100

|        |                                                                                                                                                                                             |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Choice | <b>Subject:</b> <i>Integrated Learning – Sport and Recreation: Fitness</i><br><b>Pathway:</b> TAFE, University<br><b>Level:</b> Stage 1<br><b>Offered in:</b> Full Year 2 x 10 SACE credits |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### 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 (cost 2020)**

|        |                    |                                                                                                                   |
|--------|--------------------|-------------------------------------------------------------------------------------------------------------------|
| Choice | <b>Subject:</b>    | <b><i>Integrated Learning – Sport and Recreation – Specialist Sport Pathway – AFL focus (to be confirmed)</i></b> |
|        | <b>Pathway:</b>    | Community Activities                                                                                              |
|        | <b>Level:</b>      | Stage 1                                                                                                           |
|        | <b>Offered in:</b> | Full Year 2 x 10 SACE credits                                                                                     |

**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 practical and theory in sport and fitness. 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 will receive a range of sports industry certificates upon completion of courses throughout the year e.g. sports taping, basic umpires Level 0 coaching.

**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 (cost 2020)**

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

**This course is designed to:**

Allowing Year 11 students to expand on the Year 8-10 Specialist Sports Program.

**Course content:**

Under development for 2021 - To be advised

**Expected prior knowledge:**

Students should have completed Stage 1 Sport Rec Fitness- Specialist Sport - AFL.

**This course leads to:**

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

|        |                    |                                       |
|--------|--------------------|---------------------------------------|
| Choice | <b>Subject:</b>    | <b>Outdoor Education.</b>             |
|        | <b>Pathways:</b>   | TAFE - Sport, Recreation and Fitness  |
|        | <b>Level:</b>      | Stage 1                               |
|        | <b>Offered in:</b> | Semester 1 or Semester 2 (10 credits) |

**Please note this subject is currently being reviewed by the SAGE Board so there may be some minor changes in the program outlined here.**

**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 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: \$100 (cost 2020)**

|        |                    |                                           |
|--------|--------------------|-------------------------------------------|
| 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.

### 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>Tourism</b>                           |
|        | <b>Pathway:</b>    | University – Hospitality/Tourism, Retail |
|        | <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 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:

A range of courses at University and TAFE and business/enterprise opportunities.

|        |                    |                                                                |
|--------|--------------------|----------------------------------------------------------------|
| 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>The Mad Modern World (Modern History)</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:

Student 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:

Consists of the following topics:

- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 3: Indigenous Peoples
- Topic 4: Social Movements
- Topic 5: Revolution
- Topic 6: Elective.

Each topic includes key ideas and concepts that provide a focus for study. For a 10-credit subject, students study two or more topics, one of which may be an elective topic.

### 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>Who's Got the Power? (Society and Culture 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:

Students who are interested in exploring issues related to racism and discrimination, including examining songs, gender issues, American and Australian civil rights movements and asylum seekers. You get to investigate in depth an Australian issue of your choice.

Students learn valuable skills such as researching, essay writing for university, referencing, working with others, tolerance and respect of other cultures. The course works for students interested in examining the past to develop skills that contribute to the future. 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: social change, belief systems, power structures, authority and influence: For example, media and governments
- Referencing
- Investigation: students will ask their own questions seeking satisfactory answers by conducting an inquiry into an Australian issues, finding and evaluating various sources of information, developing understandings and points of view and taking action where appropriate).

#### Expected Prior knowledge: Nil

#### 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 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>    | <b>Waiting for the World to Change (Society and Culture 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 are interested in exploring issues related to power and authority in society, social change, environmentally sustainable practices, culture and subcultures in Australia. Plus, you get to investigate an Australian issue of your choice. Students learn valuable skills such as researching, essay writing, referencing, working with others, tolerance and respect of other cultures. The course works for students interested in examining the past to develop skills that contribute to the future. 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:

- Concepts: social change, belief systems, power structures, e.g. media and governments
- Referencing, essay writing and other literacy skills
- Investigation: students will ask their own questions seeking satisfactory answers by conducting an inquiry into an Australian issues, finding and evaluating various sources of information, developing understandings and points of view and taking action where appropriate.

#### Expected Prior knowledge: Nil

#### 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 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.

## Languages

|        |                    |                                  |
|--------|--------------------|----------------------------------|
| Choice | <b>Subject:</b>    | <b>Indonesian Continuers</b>     |
|        | <b>Pathway:</b>    | University – Arts and Humanities |
|        | <b>Level:</b>      | Stage 1                          |
|        | <b>Offered In:</b> | Full Year (10-20 credits)        |

#### 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 - either 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>    | <b>Ngarrindjeri Language / Cert III Learning an Endangered Language</b> |
|        | <b>Pathway:</b>    | University – Arts and Humanities                                        |
|        | <b>Level:</b>      | Stage 1                                                                 |
|        | <b>Offered in:</b> | Full Year (20 credits)                                                  |

#### This course is designed for students:

Students who have little or no previous knowledge and/or experience of Ngarrindjeri before undertaking Stage 1.

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. It involves the development of intercultural knowledge, understanding, and skills.

#### Course Content:

Through the perspective of cultural understanding students will use Ngarrindjeri to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context. They will be taken from the basics of everyday interactions, to being able to interact successfully with visitors or for their own exciting exploration of culture.

#### Expected Prior knowledge: Year 10 Ngarrindjeri

#### Assessment:

There are two assessment pathways for year 11 students

- ATSI students are eligible to enrol in a Cert III in Learning an Endangered Aboriginal language
- Non-ATSI students are able to achieve 2 x 10 Stage 1 credits in Community Studies.

## 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> Mathematics B<br><b>Pathway:</b> University – Maths, Science, Tech<br><b>Level:</b> Stage 1<br><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> Mathematics C<br><b>Pathway:</b> University – Maths, Science, Tech<br><b>Level:</b> Stage 1<br><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, Geometry and Vectors in the Plane.

#### 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> General Mathematics A<br><b>Pathway:</b> University – Maths, Science, Tech<br><b>Level:</b> Stage 1<br><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

#### 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> General Mathematics B<br><b>Pathway:</b> University – Maths, Science, Tech<br><b>Level:</b> Stage 1<br><b>Offered in:</b> Semester 2 (10 credits) |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### This course is designed for students:

Who have successfully completed Maths Applications 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

#### 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 Maths Applications A in first semester is an advantage

#### 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> Essential Mathematics A<br><b>Pathway:</b> University – Maths, Science, Tech<br><b>Level:</b> Stage 1<br><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 Essential Mathematics B in second semester prepares students for Stage 2 Integrated Learning - Mathematical Pathways

#### 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<br>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, together with Essential Mathematics A in first semester prepares students for Stage 2 Integrated Learning - Mathematical Pathways

#### 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:

Essential Mathematics in Stage 2

## 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 (topic test and semester exam) 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.

#### 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 (topic test and semester exam) 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</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:**

- Medical Physics
- Waves
- Nuclear Models
- Electrical Circuits
- 

**Expected prior knowledge:**

Successful completion of a full year of Science in Year 10 and successful completion of Year 10 Mathematics would be an advantage.

**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</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:**

- Rocket Science
- Linear Motion and Forces
- Energy and Momentum
- Heat

**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>Psychd Up! (Psychology) A and/or B</b>      |
|        | <b>Pathway:</b>    | University – Maths, Science and Technology.    |
|        | <b>Level:</b>      | Stage 1                                        |
|        | <b>Offered in:</b> | Semester 1 and/or Semester 2 (10 credits each) |

**This course is designed for:**

Students who wish to investigate and understand the formation of behaviours. Psychological knowledge can be applied to improve outcomes and the quality of experience in various contexts of life, such as; education, intimate relationships, child rearing, employment and leisure.

This subject sits between the life sciences and the humanities, with two consequences.

First, psychology can, as a discipline, emphasise connections to either the sciences or the humanities. Second, it draws teachers and students whose backgrounds and interests lie both in the humanities and in the sciences. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

**Course content:**

The following eight topics are offered in Stage 1 Psychology:

**Compulsory Topic**

- Introduction to Psychology

**Option Topics (Choice of 2)**

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

**Expected prior knowledge:**

Successful completion of a full year of Science in Year 10.

**Assessment:**

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

- Assessment Type 1: Investigations Folio - at least one group investigation and at least one issues investigation for the folio
- Assessment Type 2: Skills and Applications Tasks - at least two skills and applications tasks.

**This course leads to:**

Stage 1 Biology B, Stage 2 Biology, Stage 2 Studies of Society, Stage 2 Child Studies, Stage 2 PE, University, 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                                                   | Sport and Recreation – Fitness Cert III                                | Full Year  | 38          |
|                                                                           | Stage 2 SAASTA – South Australian Aboriginal Sports Academy            | Full Year  | 38          |
| Cross Disciplinary Subjects                                               | Research Project                                                       | 1 semester | 38          |
|                                                                           | Integrated Learning - Marine Studies                                   | Full Year  | 38          |
|                                                                           | Integrated Learning - Mathematical Pathways                            | Full Year  | 38          |
|                                                                           | Integrated Learning - Sport Studies                                    | Full Year  | 39          |
| The Arts                                                                  | Drama                                                                  | Full Year  | 39          |
|                                                                           | Creative Arts                                                          | Full Year  | 39          |
|                                                                           | Music (eight 10 credit options available, students can choose up to 4) | Full Year  | 39          |
|                                                                           | Visual Arts - Art                                                      | Full Year  | 40          |
|                                                                           | Visual Arts - Design                                                   | Full Year  | 40          |
| Business, Enterprise and Technology<br>[Design, Technology & Engineering] | Material Solutions - Metal                                             | Full Year  | 40          |
|                                                                           | Photography                                                            | Full Year  | 40          |
|                                                                           | Wood Products - Industry and Entrepreneurial Solutions                 | Full Year  | 41          |
|                                                                           | Workplace Practices                                                    | Full Year  | 41          |
| English                                                                   | English Literature Studies                                             | Full Year  | 41          |
|                                                                           | English                                                                | Full Year  | 41          |
|                                                                           | Essential English                                                      | Full Year  | 41          |
| Health and Physical Education                                             | Child Studies                                                          | Full Year  | 42          |
|                                                                           | Food and Hospitality                                                   | Full Year  | 42          |
|                                                                           | Health & Wellbeing                                                     | Full Year  | 42          |
|                                                                           | Outdoor Education                                                      | Full Year  | 42          |
|                                                                           | Physical Education                                                     | Full Year  | 43          |
| Humanities and Social Sciences                                            | Modern History                                                         | Full Year  | 43          |
|                                                                           | Super SOC me! [Society and Culture]                                    | Full Year  | 43          |
| Languages                                                                 | Indonesian Continuers                                                  | Full Year  | 44          |
| Mathematics                                                               | Specialist Mathematics                                                 | Full Year  | 44          |
|                                                                           | Mathematical Methods                                                   | Full Year  | 44          |
|                                                                           | General Mathematical                                                   | Full Year  | 44          |
| Science                                                                   | Biology                                                                | Full Year  | 45          |
|                                                                           | Chemistry                                                              | Full Year  | 45          |
|                                                                           | Physics                                                                | Full Year  | 45          |
|                                                                           | Super Psych me! [Psychology]                                           | Full Year  | 45          |

## VET Recognised Learning

|                    |                                         |
|--------------------|-----------------------------------------|
| <b>Subject:</b>    | <b>Certificate III in Fitness - VET</b> |
| <b>Pathway:</b>    | Community Activities                    |
| <b>Level:</b>      | Stage 2                                 |
| <b>Status:</b>     | TAS                                     |
| <b>Offered in:</b> | Full Year (100 credits)                 |

### This course is designed for students:

Students who wish to seek employment in the health and fitness industry as a Group Fitness Leader or gym floor supervisor.  
Students wishing to complete a Certificate IV in Fitness in order to seek employment as a Personal Trainer.

### Course Content:

Students will undertake a range of VET competencies for successful completion of the Certificate:

- Provide first aid
- Incorporate anatomy and physiology principles into fitness programming
- Provide health screening and fitness orientation
- Provide healthy eating information
- Provide quality service
- Conduct fitness appraisals
- Maintain equipment for activities
- Work effectively in sport, fitness and recreation environments
- Instruct fitness programs
- Recognize and apply exercise considerations for specific populations
- Instruct exercise to older clients
- Instruct movement programs to children aged 5 to 12 years
- Participate in workplace health and safety
- Identify risk and apply risk management processes
- Instruct group exercise sessions
- Instruct approved community fitness programs

The course requires 30 hours of supervised structured work placement in a fitness environment.

### Expected prior knowledge:

Successful completion of Sport Recreation and Fitness Stage 1 Strong grades for one semester in one or more of the following Stage 1 subjects: Specialist Maths, Chemistry, Physics or Biology.

### Assessment:

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

### This course leads to:

- Certificate IV in Fitness
- Diploma of Fitness
- Bachelor of Exercise/Health Science

**Additional Costs: \$TBA**

## 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 Plants and Animals:** Students get up close and personal with a wide variety of sea creatures including sponges, sea anemones, jellyfish, sea stars, cockles, squid and octopus, crabs, crayfish and sea squirts. They also learn about green, brown and red algae and sea grasses.

**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. Students investigate the marine issue of Whaling. They learn about whaling throughout history, and in Australia and Japan and then consider the current Japanese whaling situation and make a recommendation; Should Japan be allowed to hunt Minke Whales?

**Marine Issue Project:** Students choose a local, national or worldwide contemporary marine issue and research its background, describe the issue and the arguments on both sides (for and against) then make a recommendation. Suitable contemporary marine issues include Fur Seals in the Coorong, Victor Harbor Tuna Pen, Drilling in the Bight, Plastic Pollution, Deep-Sea Trawling and Climate Change

**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:

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 – Mathematical Pathways</b> |
| <b>Pathway:</b>    | TAFE, general employment                           |
| <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 learning about useful real world practical applications (buying a car, investing in shares, buying a house, getting a loan, renting a house) of Mathematics. The course gives students the chance to improve their basic numeracy skills, complete common mathematical calculations accurately, research, analyse and interpret information, and communicate clearly and effectively in written form.

### Course content:

#### Buying a Car:

Students research a suitable car to buy then consider the costs and steps involved in purchasing that car including price, registration, insurance, running costs, repair and maintenance costs.

#### Investing in Shares

Students work individually, and in a team to research, analyse and decide which shares to buy considering share value, yield values, dividend payments and capital gain using appropriate mathematical calculations and processes.

#### Buying a House

Students research a suitable house to buy then consider the costs and steps involved in purchasing that house including price, government fees, inspection and report costs, legal fees and rate adjustments using appropriate mathematical calculations and processes. Much of the course content will be by negotiation with student interest and what are essential mathematics life skills.

#### Renting a House

Students work individually, and in a team to investigate the SA rental market and find a suitable house to rent, and then communicate and collaborate with their housemates to decide which House to Rent, how to furnish it, organise chores, pay the bills, maintain the property then work out how the tenancy ends.

#### Major Project (Loan Application)

Students research the best loans to buy the car, purchase the house and invest in the shares they decided to buy in the first three units of this course by considering the loan amount, interest rate, time of the loan and total loan cost. An analysis of the pros and cons of each loan is required to decide on the Best Loan with detailed reasons.

### Expected prior knowledge:

Successful completion of Year 11 including passing grades in compulsory Stage 1 English and Maths.



**Assessment:**

- Two practical inquiry (research) topics
- Two connections (group) tasks
- One major research 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:**

In creative arts students 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:**

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.

|                    |                                          |
|--------------------|------------------------------------------|
| <b>Subject:</b>    | <b>Drama</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:**

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.

**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>    | <b>Music</b>                                  |
| <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%)

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 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>    | <b>Visual Arts – Art &amp; Visual Arts - Design</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:

Both art and design, students conceive, develop, and make work(s) of art or design that reflect individuality and the development and communication of a personal visual aesthetic. They demonstrate visual thinking and apply technical skills in using media, materials, technologies, and processes to solve problems and resolve work(s) of art or design. They communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art or design and analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts. Students develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

#### Course content:

**Visual Study:** Students will explore and/or experiment with, one or more styles, ideas, concepts, media, materials, methods, techniques, technologies, or processes. Students base their exploration and/or experimentation on critical analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics.

#### Art/Design Process Folio:

Design: Students 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.

Art: 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 artwork.

**Resolved Artwork:** Students will produce two resolved artworks. These may be an artwork or design work for public exhibition.

**Artwork:** The Artwork will communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

**Design Work:** The Product will meet the requirements of the Design Brief and be 'Fit for Purpose'. Products may include: digital graphs, models or design projects

#### Assessment Type 3- Visual Study

Students will research a Visual Art topic that includes art in context and art analysis. The research will be presented as a written report of their learning (2,000 words or equivalent oral/DVD). In addition, students will produce 20 X A3 pages of practical art studies (or equivalent) that is linked to their written presentation.

#### 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 (40%)
  - Resolved Artwork & Artists Statement (30%)
- External Assessment (30%)
  - Visual Study (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:

School Based Assessment (70%)

Assessment Type 1

- Skills and Application Task (20%)
- Assessment Type 2
- Design Process & Product (50%)
- Assessment Type 3 ( External) (30%)
- Resource Study (30%)

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:

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

**Additional costs: \$95.** 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 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:** Student 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.

|                    |                                                                 |
|--------------------|-----------------------------------------------------------------|
| <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:**

- School Based Assessment (70%)
  - Skills and Application Task (20%)
  - Product (50%)
- External Assessment (30%)
  - Folio (30%)

Four Summative assessment items

- Skills
- Manufacturing
- Design portfolio
- Product evaluation.

**This course leads to:**

General employment, trades, TAFE, construction industry.

**Additional costs: \$95 (cost 2020)**

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:
    - o Work in Australian Society
    - o The changing nature of work
    - o Industrial Relations
    - o Finding Employment
    - o Negotiated Topic
- Vocational Learning and/or
- Vocational Education and Training (VET)

**Expected prior knowledge:** Nil**Assessment:**

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

- School Based:
  - o Folio (25%)
  - o Performance (25%)
  - o Reflection (20%)
- External Assessment
  - o 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 Literature 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 are planning to specialise in English through to specialised tertiary studies

**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, Creating Texts, Intertextual Study and Oral presentations.

**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 and 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:**

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.

**Course Content:**

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

**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%)

### This course leads to:

General employment, University, TAFE.

**Additional Costs: \$95 (cost 2020)**

Costs involve students supplying some ingredients for practical food tasks and an excursion to Adelaide.

|                    |                                    |
|--------------------|------------------------------------|
| <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:

Who have a keen interest in health related issues and willingness to participate in discussions, group and community activities. This course assists students to make

informed choices about health issues and to develop an understanding of the complexity of factors which affect their health.

### 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
- Sexuality
- 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 40%

Collaboration Initiative

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)             |

**Please note this subject is currently being reviewed by the SACE Board so there may be some minor changes to the program.**

### 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 the following six topics:

#### Topic 1: Environmental Studies

This topic focuses on developing knowledge regarding the value and nature of natural environments.

#### Topic 2: Planning and Management Practices

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

#### Topic 3: Outdoor Journeys

This topic focuses on developing basic outdoor activity skills for safe and effective participation in outdoor journeys. Students will put these skills into practice when they participate in a kayaking expedition to the Glenelg River and a bushwalking expedition to the Flinders Ranges.

#### Topic 4: Sustainable Environmental Practices

Students explore various practices and evaluate their effectiveness in terms of sustainability and effect on the environment.

#### Topic 5: Leadership and Planning

Students will analyse ways of reducing risk when organising and conducting light weight journeys and will study the importance of leadership skills in relation to safe planning and conduct of these journeys.

#### Topic 6: Self-reliant Expedition

Students will plan, organise and participate in a light weight bushwalking journey in the Deep Creek Conservation Park.

**Assessment:**

School Based Assessment (70%)

- Folio (20%)
- Group Practical (Outdoor Journeys) (30%)
- Individual Practical (Self-reliant Expedition) (20%)

External Assessment (30%)

- Investigation (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: \$375 (cost 2020)**

|                    |                                           |
|--------------------|-------------------------------------------|
| <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

**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>The Manic Modern World AND The Crazy Contemporary World (Modern History)</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.

In their study of a nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. 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%)

Students provide evidence of their learning through 7 assessments, including the external assessment component. Students undertake:

- Five historical skills assessments
- One historical study (student choice)
- One examination

**Expected Prior Knowledge:**

A pass at Stage 1 English and it is preferred that students have completed at least one semester of either Stage 1 Modern History or Stage 1 Society and Culture.

**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>Super SOC Me! (Society and Culture)</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 to explore current societal issues and topics presented in a problematic form rather than as information to be digested. Students are encouraged to ask their own questions and to seek satisfactory answers to them by researching.

**Course Content:**

- Key skills of investigation and research, source analysis, referencing
- Learning Requirements – Power and Authority, Local and Global Focus, how societies are connected and interdependent, social change.
- Three topics studied – one from each area below:

**Topic group 1: Culture**

- Youth Culture
- The Impact of Technology
- Indigenous Youth



### Topic group 2: Contemporary Challenges

- Social Ethics
- Issue of Choice

### Topic group 3: Global Issues

- A Question of Rights
- Asylum Seekers
- Gay Rights
- Other Issues

#### Assessment:

School Based Assessment (70%)

- Folio (50%); 4 Essay Tasks
- Interaction (20%); Group work and Oral Presentation

External Assessment (30%)

- Investigation on topic of choice (30%)

#### Expected Prior Knowledge:

Stage 1 Society & Culture/History and or 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.

## 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.

## Mathematics

|                    |                                           |
|--------------------|-------------------------------------------|
| <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 tertiary study.

#### 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 and C 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 and C or Mathematical Applications A and Mathematical Applications B successfully at Stage 1B

**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.

**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

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. Physics is a pre requisite for some university courses.

|                    |                                           |
|--------------------|-------------------------------------------|
| <b>Subject:</b>    | <b>Super Psych me! (Psychology)</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 wish to investigate and understand the formation of behaviours. Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds. Psychological knowledge can be applied to improve outcomes and the quality of experience in various contexts of life. This subject sits between the life sciences and the humanities, with two consequences. First, psychology can, as a discipline, emphasise connections to either the sciences or the humanities. Second, it draws teachers and students whose backgrounds and interests lie both in the humanities and in the sciences. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

**Course Content:**

The following six topics are offered in Stage 2 Psychology:

- Introduction to Psychology (compulsory)
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

**Expected prior knowledge:**

Successful completion of Stage 1 Psychology.

**Assessment:**

School Assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)

- Assessment Type 3: Examination (30%).

**This course leads to:**

A range of courses at University and TAFE. Psychology is a very popular course and can be studied as part of a double degree.


**VICTOR HARBOR**  
HIGH SCHOOL

# Application to Study at a Higher Level

## Application to Complete a Pathway/Subject at a Higher Year Level.

Student Name: \_\_\_\_\_ Mentoring Group: \_\_\_\_\_

Subject and reasons for application: \_\_\_\_\_

To be completed by Mentor / Teacher / Student Services / Leadership Team Member \*

| Readiness criteria                                                                                    | Satisfactory | Unsatisfactory | N/A | Signature |
|-------------------------------------------------------------------------------------------------------|--------------|----------------|-----|-----------|
| 1. Possession of a Portfolio demonstrating success in relevant learning                               |              |                |     |           |
| 2. Piece of work from subject area <b>attached</b> – including a theory piece from practical subjects |              |                |     |           |
| 3. Demonstrated independent learning and organisational skills relevant to the accelerated subject    |              |                |     |           |
| 4. Strong passing grades (ie A or B grade) in any courses                                             |              |                |     |           |
| 5. Discussion with Learning Area Leader / Pathway Teacher                                             |              |                |     |           |

\* The student will need to collect the information above. The student may need to see more than one teacher e.g. the Mentor may sign off on criteria 3 but the student may need to see a specialist teacher to sign off on other criteria. Note all relevant criteria needs to be signed off before application will be processed.

Comments:

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Student Signature: \_\_\_\_\_

Parent / Caregiver Signature: \_\_\_\_\_

Subschool Leader Name: \_\_\_\_\_

Subschool Leader Signature: \_\_\_\_\_

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Timetabler use only:

**APPROVED**
**NOT APPROVED**



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