



CURRICULUM 2024

Introduction

This Curriculum Guide details the curriculum offered in Years 7 – 12 at Hallett Cove School. Subject selection at the secondary level is crucial in shaping future pathways and links between school, further study and the world of work. The curriculum at Hallett Cove School is aligned with both state and national expectations for all schools. Additionally, we offer a range of specific programs and pathways which meet the particular needs of our school community.

All curriculum areas R – 10 use the Australian Curriculum, and the South Australian Certificate of Education (SACE) is reported against in the senior school. The SACE is recognised locally, nationally and internationally as quality evidence of student learning.

The South Australian Teaching for Effective Learning (TfEL) framework supports the implementation of the Australian Curriculum with a focus on pedagogy, and the Australian Institute for Teaching and School Leadership (AITSL) provide a framework informing the quality of the teaching at Hallett Cove School.

The one to one Chromebook program at Hallett Cove School allows learners to experience personalised, student-centred and digitally rich pedagogy through our broad range of curriculum offerings.

This Curriculum Guide highlights the progression of our subject offerings in each of the Areas of Study. When making decisions about your future subject choices, I advise you to read this Guide carefully and engage in conversations with family and your teachers at school. It is crucial you select a balanced curriculum, which allows for flexibility in your future pathways post-school, setting you up for success to gain entry to university or other tertiary study and employment.

Tony Hall
Principal

Course Selection

Recommendations for Course Selection

When selecting subjects throughout high school, it is crucial students and parents/caregivers give due consideration to:

Student's interests - consider the student's main interests in certain subject areas.

Student's abilities - consider the student's current abilities and achievement at school so far, including current academic progress and work ethic.

Student's career ambitions - consider the student's possible career pathways, including any university or other tertiary study and other training or experiences which might be beneficial for future employment.

Specific Recommendations for Year 10 and Year 11 Students

All Year 10 and Year 11 students and their parents/caregivers are strongly advised to be familiar with the range of SACE and flexible learning options available by:

- Understand the requirements of the South Australian Certificate of Education (SACE) and Vocational Education and Training (VET)
- Learn the terminology used to describe the senior school curriculum
- Undertake personal research into possible career ambitions, ensuring selections are as broad as possible and do not restrict future pathways

Course Counselling

Throughout Term 3 students and their parents/caregivers will receive information in relation to selecting their subjects for the following year.

For students entering Years 10 – 12 this will include a formal course counselling meeting between the student, a parent/caregiver and a member of staff.

The Australian Curriculum

The Australian Curriculum is designed to teach students what it takes to be confident and creative individuals and become active and informed citizens. It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.

From the first year of schooling to Year 10, students develop knowledge and skills in eight learning areas:

- English
- Mathematics
- Science
- Health and Physical Education (HPE)
- Humanities and Social Sciences (HASS)
- The Arts
- Technologies
- Languages

The Australian Curriculum is considered to have three dimensions: the 'learning areas' (see above), the 'general capabilities' and the 'cross-curriculum priorities'. These last two dimensions build across the curriculum and allow students to connect the content of the learning areas.

The general capabilities are included in the content of all learning areas. These are the skills and abilities intended to help prepare young Australians to learn, live and work in the 21st century. The Australian Curriculum has seven general capabilities:

- Literacy
- Numeracy
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

In a similar way, there are three cross-curriculum priorities critical to Australia's future:

- Aboriginal and Torres Strait Islanders Histories and Culture
- Asia and Australia's Engagement with Asia
- Sustainability

As students make their way from the primary years into the middle and senior years, the curriculum focuses more on the knowledge, understanding and skills of all eight learning areas. Students are also taught by an increasing number of specialist teachers and the curriculum is designed so that students develop skills for civic, social and economic participation.

As students move through their schooling they have more opportunities to make choices about their learning and to specialise in areas of interest as they approach and finish Year 10. The curriculum assists students to consider pathways for study in senior secondary schooling from a range of academic and vocational options

Every student is unique, with different needs and interests. Teachers use the curriculum to plan in ways that respond to those needs and interests. The Australian Curriculum is flexible, allowing schools and teachers to personalise student learning.

The Australian Curriculum website gives advice on using the curriculum to meet the needs of students with disability; gifted and talented students; and students for whom English is an additional language or dialect.

More information about the Australian Curriculum can be found on the 'Parents' page of the Australian Curriculum website.

SACE

THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (normally undertaken in Year 12).

Students will be able to study a wide range of subjects and courses as part of the SACE.

As part of the SACE students will:

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, vocational education and training and community service) provided they are recognised by the SACE Board
- receive A – E grades in every Stage 1 and A+ to E– for every Stage 2 SACE subject
- be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, literacy, numeracy, work and learning capabilities
- have 30% of their work in every Stage 2 subject externally assessed. This will be done in various ways, including examinations, practical performances and presentations
- have outside moderators confirm the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken.

To gain the certificate students must earn a minimum of 200 credits.

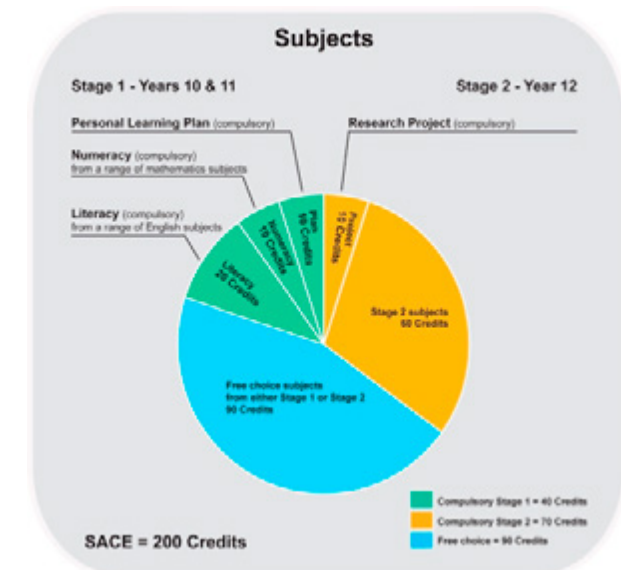
Some elements of the SACE are compulsory. These are:

- Exploring Identities and Futures (EIF) at Stage 1 (undertaken in Year 10), worth 10 credits
- at least 20 credits towards literacy from a range of English/English as an Additional Language studies
- at least 10 credits towards numeracy from a range of Mathematics studies
- Activating Identities and Futures (AIF) – an in-depth major project – accredited at Stage 2 (undertaken in Year 11), worth 10 credits
- completion of at least 60 additional credits in Stage 2 subjects and courses.

Ten credits are equivalent to one semester or six months' study in a particular subject or course.

The importance of the compulsory elements is reflected in the requirement that students must achieve a passing result of either an A, B, or C in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.



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 which are recognised across Australia. Studying a VET program while still at school can:

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

Hallett Cove School is part of the Southern Adelaide and Fleurieu Secondary Schools Alliance (SAFSSA) consortium of schools in the Southern Adelaide, Fleurieu Peninsula and Kangaroo Island regions.

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

Students also have access to two types of VET for school courses:

- Flexible Industry Program (FIP) - accessible to Year 11 and 12 students
- Stackable VET (Short Courses) - accessible to Year 10 to 12 students

These programs have been designed in partnership with industry to identify qualifications appropriate for school students and develop the skills, knowledge and competencies valued by employers. They provide an industry-endorsed pathway to entry level employment,

better preparing young people for real jobs, and providing a pipeline of young skilled workers for South Australia’s growing industry sectors.

Depending on the needs of employers, the programs may include:

- VET qualifications at Certificate II and III level that are appropriate for school students
- enterprise and employability skills training
- any specific industry requirements linked to the pathway
- compulsory SACE subjects and contextualised delivery of other school subjects so that students can complete both a VET qualification and their SACE concurrently.

The FIPs consist of Certificate II and III courses. The courses offered in the region cover a range of different occupational areas, for more information please see the current SAFSSA Course Brochure or the Student Pathways website. Students are dedicated to one day a week at their VET course which is managed alongside their other school subjects.

VET courses outside the FIPs are available to school students, known as stackable VET. These are usually short courses that attract SACE credits. They aim to provide:

- pre-vocational skills
- work preparedness
- the opportunity to try out different areas before committing to a qualification.

They’re ideal for students who want to try out different areas or develop some skills for part-time work.

Vocational Education and Training (VET)

VET Readiness Orientation (VETRO)

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

- Identified relevant interest and/or previous work experience
- Demonstrated capacity for independent learning
- Identified career pathway
- Demonstrated suitability for the course
- Meeting of any predetermined requirements (e.g. Language, Literacy and Numeracy assessment)

The VET Coordinator will meet and identify selection based on the above factors (in conjunction with the parents and Year Level Manager).

Course Fees

VET 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 or Registered Training Organisation, parents/caregivers will be required to arrange transport for their child to the training and work placements.

Structured Workplace Learning (SWL)

SWL is an opportunity for students to experience a real or simulated workplace opportunity relevant to your VET program. The benefits of SWL include: learning new skills, working as part of a team, experiencing the workplace environment and becoming better informed for further career choices. Some VET courses require some SWL to fulfil the qualification and others will recommend it.

Flexible Apprenticeships (previously Australian School Based Apprenticeships)

Flexible Apprenticeships' allow senior secondary students to combine training and work in an industry area to achieve a nationally recognised vocational qualification that contributes to their SACE completion.

Features of Flexible Apprenticeships are:

- Attendance at school and paid work (8 hours per week minimum at work, can be up to full time in some circumstances)
- A training agreement which links to an industrial award
- Attainment of 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

Vocational Education and Training (VET)

Flexible Apprenticeship - Personnel

STUDENT:

Must be committed to work and study in order to obtain qualification and must fulfil all obligations as defined in the Contract of Training. Students should also be on a SACE completion pathway.

Employer:

Needs to be flexible with working hours, provide adequate training and supervision, fulfil obligations as defined on the Contract of Training and negotiate training plans with NTO upfront.

Nominated Training Organisation (NTO):

Delivers competency-based training in accordance with the Negotiated Training Plan and supports VETRO requirements.

School Principals, Career Advisors and Teachers:

Has the duty of endorsing the Flexible 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

For more information about SAFSSA courses, courses offered by other regions and NTOs, Flexible Apprenticeships, and FIPs please contact Chris Gregory, VET Coordinator.

International Program

The Hallett Cove School International Program was implemented in 1997 when the first school exchange occurred between Kokubunji High School (Japan) and our school, as part of a sister city agreement between the City of Marion and the City of Kokubunji.

Since then, the program has grown to include visiting students from over 20 countries. The program now embraces long and short-term student stays, as well as study tours where groups of students visit for up to a term to experience Australia and school life.

International students commencing at HCS will initially be placed into their nominated year level for Homegroup. The timetable for subjects may come from this year level or from a combination of year levels making a hybrid timetable.

All International students will take two predetermined classes - Australian Studies and Recreational Studies. English as a Second Language is also offered as another subject for students who need to boost their English knowledge, comprehension and literacy skills.

Some other subjects that International students have found to be culturally enhancing include:

- Outdoor Education / Aquatics
- Food and Hospitality
- Dance
- Marine Studies
- Legal Studies
- Robotics
- Textiles
- Sustainable Hair and Beauty
- Physical Education
- Japanese Language
- Specialist Music
- Specialised Soccer Program
- Business Innovation
- Photography
- Specialised Volleyball Program
- Drama
- Journalism
- Music Performance
- Music Technology
- Child Studies
- Sports Studies
- Visual Arts
- Psychology
- Earth and Environmental Science
- Ancient Studies

**Please contact the International Programs Manager and/
or Liaison Officer if support is needed.
schriever@hcs.sa.edu.au**

Year 7 Overview

SEMESTER 1

SEMESTER 2

SELECT ONE
OF THESE

SELECT ONE
OF THESE

YEAR 7 OVERVIEW

Year 7 at Hallett Cove School is part of our Middle School and is the transition entry point into High School.

Students complete seven subjects each semester, undertaking English, Humanities, Mathematics, Science, Languages and Technology. For Health and Physical Education, students may trial for our specialist Soccer or Volleyball programs. For the Arts, students may elect to be part of our general arts, specialist music and dance programs.

Year 8 Overview

SEMESTER 1

SEMESTER 2

ELECTIVE SUBJECTS – Select 2

} SELECT ONE
OF THESE

ELECTIVE SUBJECT

ELECTIVE SUBJECT

YEAR 8 OVERVIEW

Year 8 at Hallett Cove School is part of our Middle School. Students complete seven subjects each semester, undertaking English, Humanities, Mathematics, Science, Languages, Art and Technology. For Health and Physical Education, students may trial for our specialist Soccer or Volleyball programs.

Elective options are offered across all learning areas. This provides students with the flexibility to find subjects of interest and passion including sports, languages, arts and technology options.

Year 9 Overview

SEMESTER 1

SEMESTER 2

ELECTIVE SUBJECTS – Select 6

The Soccer Program is a full year subject.
It will take the place of one elective subject.
The Volleyball Program is a full year subject.
It will take the place of one elective subject.

SELECT ONE
OF THESE

ELECTIVE SUBJECT

ELECTIVE SUBJECT

ELECTIVE SUBJECT

ELECTIVE SUBJECT

ELECTIVE SUBJECT

ELECTIVE SUBJECT

YEAR 9 OVERVIEW

Year 9 is the final year in Middle School, and students start to prepare for transition into Senior School.

Students complete seven subjects each semester, undertaking English, Humanities, Mathematics and Science. For Health and Physical Education, students may trial for our specialist Soccer or Volleyball programs.

Elective options are offered across all learning areas. This allows students to find subjects of interest and passion, including sports, languages, arts and technology options.

Year 10 Overview

SEMESTER 1

SEMESTER 2

ELECTIVE SUBJECTS – Select 4

The Soccer Program is a full year subject.
It will take the place of one elective subject.
The Volleyball Program is a full year subject.
It will take the place of one elective subject.

SELECT ONE
OF THESE

ELECTIVE SUBJECT

ELECTIVE SUBJECT

ELECTIVE SUBJECT

ELECTIVE SUBJECT

YEAR 10 OVERVIEW

Year 10 at Hallett Cove School is the first year of Senior School. Students complete seven subjects each semester, undertaking English, Humanities, Mathematics, Science and Health and Physical Education. Additionally, students complete two SACE subjects, Personal Learning Plan and Research Practices.

Elective options are offered across all learning areas allowing students to find subjects of interest and passion. There are no FIP (Flexible Industry Pathways) available at Year 10. However there will be opportunities for 'Stackable VET', White Card, First Aid, Hospitality.

Vocational Education Training (VET)
Counts As Two Electives

Year 11 (SACE Stage 1) Overview

SEMESTER 1

SEMESTER 2

ELECTIVE SUBJECTS – Select 8

SELECT
ONE OF
THESE

SELECT ONE
OF THESE

Mathematical Methods is a
full year subject.
It will take the place of one
elective subject.

ELECTIVE SUBJECT

ELECTIVE SUBJECT

ELECTIVE SUBJECT

ELECTIVE SUBJECT

ELECTIVE SUBJECT

ELECTIVE SUBJECT

ELECTIVE SUBJECT

ELECTIVE SUBJECT

Specialist Mathematics must
be studied with Mathematical
Methods

Year 11 students embark on their South Australian Certificate of Education, undertaking the literacy, numeracy and Research Project components of the SACE. Over 30 subjects are offered across all learning areas, allowing students to find subjects of interest and passion. Vocational Education and Training (VET) is available to all students with localised courses, as well as courses at alternative schools and registered training organisations.

Year 12 (SACE Stage 2) Overview

SEMESTER 1

SEMESTER 2

ELECTIVE SUBJECTS – Select 4

ELECTIVE SUBJECT
(Full Year)

ELECTIVE SUBJECT
(Full Year)

ELECTIVE SUBJECT
(Full Year)

ELECTIVE SUBJECT / OR VET CERTIFICATE III
(Full Year)

YEAR 12 OVERVIEW

Year 12 allows students to enrol in four subjects to complete their SACE, with an additional fifth subject providing greater opportunity for students wishing to pursue high university entrance scores.

Students will not have a traditional full-time load at school, and will have independent study lessons throughout the week.

Over 30 subjects are offered, allowing students to find subjects of interest, passion and expertise, and meet all tertiary requirements for further study. Vocational Education and Training (VET), is available to all students. We offer localised courses, and courses at alternative schools and registered training organisations.

Specialist Mathematics must be studied with Mathematical Methods.

Vocational Education
Training (VET)

Post School Pathways

SOME RELEVANT PUBLICATIONS AND WEBSITES

The following publications are made available to students at various times to help in the course counselling process. Information can also be found on the web sites listed.

Student Pathways - <https://studentpathways.sa.edu.au/>

Hallett Cove School Career Pathways -

www.sites.google.com/hcs.sa.edu.au/hcs-career-pathways/home

Flinders University - www.flinders.edu.au

University of Adelaide - www.adelaide.edu.au

University of South Australia - www.unisa.edu.au

TAFE SA - www.tafesa.edu.au

SACE Board - www.sace.sa.edu.au

SATAC Guide - www.satac.edu.au

Youth Allowance - www.youthallowance.centrelink.gov.au

Department for Education - www.education.sa.gov.au

CAREER GUIDANCE RESOURCES

Job Outlook - www.joboutlook.gov.au

My Future - www.myfuture.edu.au

The Good Careers Guide - www.goodcareersguide.com.au

ONLINE JOB SEARCHING

Job Active - www.jobsearch.gov.au

Job Outlook - www.joboutlook.gov.au

Career One - www.careerone.com.au

Adzuna - www.adzuna.com.au

Seek - www.seek.com.au

CAREER AND RECRUITMENT

The Australian Employment Guide -

www.employmentguide.com.au

My Future - www.myfuture.edu.au

GOVERNMENT INFORMATION

Australian Public Service Jobs - www.apsjobs.gov.au

Defence Force Recruiting - www.defencejobs.gov.au

STARTING A BUSINESS

Business Australia - www.business.gov.au

STUDYING OR TRAINING

Australian Apprenticeships -

www.australianapprenticeships.gov.au

Good Uni Guide - www.gooduniguide.com.au

Human Services - www.humanservices.gov.au/students

My University - www.myuniversity.gov.au

Study Assist - www.studyassist.gov.au

Skills Training - www.training.gov.au

VOLUNTEERING

Volunteering Australia - www.volunteeringaustralia.org

Go Volunteers - www.govolunteer.com.au

Australian Volunteers - www.australianvolunteers.com

Volunteering SA - www.volunteering.sa.gov.au

Glossary

ACARA	Australian Curriculum, Assessment and Reporting Authority
ASBA	Australian School-based Apprenticeship
ATAR	Australian Tertiary Admission Rank. The ATAR is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student participation from year to year. The ATAR is used for university entrance purposes.
Australian Curriculum CAR	The Australian Curriculum, developed by the Australian Curriculum, Assessment and Reporting Authority Course Admission Requirements used for TAFE entry purposes.
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.
Curriculum Pattern	A selection of subjects required in order to qualify for the SACE.
Credit	Ten credits are equivalent to one semester or six months study in a particular subject or course.
DfE	Department for Education
Flexible Option	Flexible option refers to the final 20 credits of study contributing to the university aggregate and the TAFE Selection Score.
IPP	Industry Pathways Program
ISEC	Intensive Secondary English Course
PLP	The Personal Learning Plan – a compulsory Stage 1 subject studied in year 10.
Precluded Combination	Two subjects are a precluded combination if they are defined by the universities and TAFE SA as having significant overlap in content.
Prerequisite	A formal requirement that is needed before proceeding to further study.
Recognised Studies	Studies such as higher education studies or Vocational Education and Training (VET) awards approved by the SACE board as counting towards the SACE and deemed by the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score.
Research Project	A compulsory Stage 2 subject.
RTO	Registered Training Organisation
SACE	The South Australian Certificate of Education
SACE Board	South Australian Certificate of Education Board
SATAC	South Australian Tertiary Admissions Centre
Semester	50 to 60 hours of programmed lesson time – subjects of one unit are a semester in length.
Stage 1	The first of two levels of the SACE – this is usually be study undertaken in Year 11
Stage 2	The second of two levels of the SACE – this is usually be study undertaken in Year 12
STAT	Special Tertiary Admissions Test
TAFE	Technical and Further Education
TGSS	Training Guarantee for SACE Students
TAS	Tertiary Admission Subject – a SACE Stage 2 subject which has been approved by TAFE SA and the universities for tertiary admission.
Unit	Half a year (50 to 60 hours of programmed time) of full-time study.
VET	Vocational Education and Training
Youth Allowance	Youth Allowance is a means tested payment made to full time students aged between 16 - 24.

The Arts - Dance

The Dance program at Hallett Cove school fosters a passion for performance and dance in all of its forms. Our students are encouraged to become technically proficient and at the same time build self-esteem, cooperation, leadership skills and have fun. Students learn to develop their skills as dancers by studying

a range of styles including contemporary, hip hop, jazz, musical theatre and elements of ballet. Students also learn to develop their skills as choreographers by focusing on their compositional skills including dance elements, choreographic devices, form and structure and undertake compositional tasks.

Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
Dance Specialisation	Dance Specialisation	Dance	Dance	Dance	Dance

YEAR 7 DANCE SPECIALISATION

LENGTH OF COURSE One Semester Compulsory (Option 1 of 3)

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Understanding Dance:

- Practical
 - Explore dance as an art form through choreography, performance and appreciation
 - Build on their awareness of the body and safe dance practice
- Theory
 - Analyse dances from a range of cultures, times and locations to explore differing viewpoints

Creating Dance:

- Practise and refine technical skills
- Develop their choreographic intent by applying the elements of dance to select and and organise movement
- Collaborating with others to create and refine dance works for performance

Responding to dance:

- Reflect on their own performance and identify areas for improvement
- Reflect on the performance and choreography of peers or industry professionals
- Refine their own practical dance skills or choreography

ASSESSMENT TYPES

Skill Development:

Practical compositional tasks and written reflection with self and peer assessment.

Creative Explorations:

In small groups students help to choreograph an original and innovative work and participate in a performance with written reflection and analysis.

Dance Contexts:

Students investigate dance practice and performance from specific cultures, or historical periods.

YEAR 8 DANCE SPECIALISATION

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Understanding Dance:

- Practical
 - Explore dance as an art form through choreography, performance and appreciation
 - Build on their awareness of the body and safe dance practice
- Theory
 - Analyse dances from a range of cultures, times and locations to explore differing viewpoints

Creating Dance:

- Practise and refine technical skills
- Develop their choreographic intent by applying the elements of dance to select and and organise movement
- Collaborating with others to create and refine dance works for performance

Responding to dance:

- Reflect on their own performance and identify areas for improvement
- Reflect on the performance and choreography of peers or industry professionals
- Refine their own practical dance skills or choreography

ASSESSMENT TYPES

Skill Development:

Practical compositional tasks and written reflection with self and peer assessment.

Creative Explorations:

In small groups students help to choreograph an original and innovative work and participate in a performance with written reflection and analysis.

Dance Contexts:

Students investigate dance practice and performance from specific cultures, or historical periods.

YEAR 9 DANCE

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Understanding Dance:

- Practical • Demonstrate an understanding of the body, dance skills, dance elements, production elements, and safe dance practices
- Theory • Analyse a range of dance from contemporary and past times to explore differing viewpoints

Creating Dance:

- Using the elements of dance to communicate ideas through movement
- Perform dances demonstrating technical and expressive skills
- Collaborating with others to create and refine dance works for performance

Responding to dance:

- Reflect on their own performance and identify areas for improvement
- Reflect on the performance and choreography of peers or industry professionals
- Refine their own practical dance skills or choreography

ASSESSMENT TYPES

Skill Development:

Practical compositional tasks and written reflection with self and peer assessment.

Creative Explorations:

Students choreograph an original and innovative work (3 ½ mins) in length maintaining a weekly process journal.

Students participate in a performance of a class routine with written reflection and analysis.

Dance Contexts:

Students investigate dance practice and performance from specific cultures, or historical periods.

YEAR 10 DANCE

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Understanding Dance:

- Practical • Demonstrate an understanding of the body, dance skills, dance elements, production elements, and safe dance practices
- Theory • Evaluate the impact of dance from different cultures, places and times on Australian dance

Creating Dance:

- Using the elements of dance to communicate ideas through movement
- Applying form and structure and manipulating movement phrases to create innovative outcomes
- Collaborating with others to create and refine dance works for performance

Responding to dance:

- Reflect on their own performance and identify areas for improvement
- Reflect on the performance and choreography of peers or industry professionals
- Refine their own practical dance skills or choreography

ASSESSMENT TYPES

Skill Development:

Practical compositional tasks and written reflection with self and peer assessment

Creative Explorations:

Students choreograph an original and innovative work (3 ½ mins) in length maintaining a weekly process journal

Students participate in a performance of a class routine with written reflection and analysis

Dance Contexts:

Students investigate dance practice and performance from specific cultures, or historical periods

STAGE 1 DANCE

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Understanding Dance:

- Demonstrate an understanding of the body, dance skills, dance elements, structural devices, production elements, and safe dance practices

Creating Dance:

- Using the elements of dance and choreographic devices to communicate ideas through movement.
- Applying form and structure and manipulating movement phrases to create innovative outcomes
- Demonstrating skills of improvisation
- Collaborating with others to create and refine dance works and performance

Responding to dance:

- Reflect on their own performance and identify areas for improvement
- Reflect on the performance and choreography of peers or industry professionals
- Refine their own practical dance skills or choreography

ASSESSMENT TYPES

Skill Development:

Practical compositional tasks and written reflection

Creative Explorations:

Students choreograph an original and innovative work and participate in a performance of a class routine

Dance Contexts:

Students investigate dance practice and performance from specific cultures, or historical periods

STAGE 2 DANCE

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Understanding Dance:

- Demonstrate an understanding of the body, dance skills, dance elements, structural devices, production elements, and safe dance practices

Creating Dance:

- Application of skills using safe dance practices and techniques in presenting and/or creating dance works.
- Communication of choreographic intent to an audience through composition or performance
- Analysis and synthesis of research findings to choreograph a dance work.

Responding to dance:

- Reflect on their own performance and identify areas for improvement
- Reflect on the performance and choreography of peers or industry professionals
- Refine their own practical dance skills or choreography

ASSESSMENT TYPES

Performance Portfolio (40%):

Students present a performance portfolio of one or more recorded full-length performance or production works for a live audience

Dance Contexts (30%):

Two dance contexts tasks - a recording and a choreographic analysis

Skill Development Portfolio (30%):

Practical compositional tasks and written reflection

The Arts - Drama

Drama at Hallett Cove School provides unique opportunities for students to strengthen group skills through ensemble work and self-development as both a person and performer. Creativity, problem solving and the ability to successfully communicate ideas are highly sought after skills in the work force.

Technical Theatre skills explored include lighting, audio, stage management, costume design and make

up design. Directing and acting is developed within a plethora of theatrical genres and acting styles. Innovative theatre practitioners are used as a basis of creative experimentation. Drama students may be involved in the School Theatre Company, CTheatre. Students have multiple performance opportunities during the year, ranging from in house presentations to show cases and musicals at outside venues.

Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
Drama and Visual Arts	Drama	Drama	Drama	Drama	Drama

YEAR 7 DRAMA

LENGTH OF COURSE One Term Compulsory (Option 1 of 3) - combined with one term of Visual Arts and Design

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Understanding and responding to drama:

- Through experimentation students identify the elements of drama
- Students analyse drama from a range of cultures, times and locations to explore differing viewpoints.
- Students reflect on their own work and the work of others.

Performance and Stagecraft:

- Through ensemble work students develop their performance, rehearsal and stagecraft skills.

Drama and technology:

- Students investigate Technical Theatre and how technology is being used in the theatre

ASSESSMENT TYPES

Understanding and responding to drama:

Students use correct drama terminology

Students view and discuss dramatic art from differing cultures and times

Students are able to reflect on own work and on the work of others (peers)

Performance & Stagecraft:

Students work in small groups on movement, acting, design and improvisation tasks

Students present their work in 2 to 3 minute performance in front of an audience

Drama and Technology:

Students investigate Technical Theatre roles

YEAR 8 DRAMA

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Understanding and responding to drama:

- Through experimentation students identify the elements of drama
- Students analyse drama from a range of cultures, times and locations to explore differing viewpoints.
- Students reflect on their own work and the work of others.

Performance and Stagecraft:

- Through ensemble work students develop their performance, rehearsal and stagecraft skills.

Drama and technology:

- Students investigate Technical Theatre and how technology is being used in the theatre

ASSESSMENT TYPES

Understanding and responding to drama:

Students use correct drama terminology

Students view and discuss dramatic art from differing cultures and times

Students are able to reflect on own work and on the work of others (peers)

Performance & Stagecraft:

Students experience theatrical genres and techniques and improvise around this

Students present their production in a 3 to 5 minute performance in front of an audience

Drama and Technology :

Students investigate Technical Theatre roles

YEAR 9 DRAMA

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Year 7 or 8 Drama

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Understanding and responding to drama:

- Through experimentation students identify the elements of drama
- Students analyse drama from a range of cultures, times and locations to explore differing viewpoints.

Performance and Stagecraft:

- Through ensemble work students develop their performance, rehearsal and stagecraft skills.

Drama and technology:

- Students investigate Technical Theatre and how technology is being used in the theatre

ASSESSMENT TYPES

Understanding and responding to drama:

Students utilise correct drama terminology and apply their theory knowledge accordingly

Students complete project based research and investigation

Students are able to reflect on own work and on the work of others (peers)

Performance, Stagecraft and Technology:

Students continue to add to their genre repertoire interpreting set texts and producing their own pieces

Students present their production in a 3 to 5 minute performance in front of an audience

YEAR 10 DRAMA

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Year 8 or 9 Drama

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Understanding and responding to drama:

- Develop an understanding of contemporary dramatic practice, conventions, and traditions

Performance and Stagecraft:

- Through ensemble work students develop their performance, rehearsal and stagecraft skills

Drama and technology:

- Creatively use technology to enhance performance

ASSESSMENT TYPES

Theory:

Students will respond to presented techniques and genres of theatre

Practical:

Students will be involved in group production and various performance experiences

STAGE 1 DRAMA

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Year 9 or 10 Drama

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Company and performance:

- With teacher guidance students form a dramatic company and experience the processes involved in creating and presenting performance

Understanding and responding to drama:

- Students develop an understanding of dramatic practice, conventions, traditions and ways of communicating ideas and observations

Drama and technology:

- Creatively integrate theatre technology for dramatic purposes

ASSESSMENT TYPES

Theory:

Students will respond to presented techniques and genres of theatre

Practical:

Students will be involved in group production and various performance experiences

STAGE 2 DRAMA

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Year 10 or 11 Drama

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Company and performance:

- With teacher guidance students form a dramatic company and experience the processes involved in being part of a Theatre Company

Exploration and Vision:

- Students are responding to and exploring drama mediums

ASSESSMENT TYPES

Group Performance (40%):

Students will be part of a class production in an acting or off stage role

Evaluation and Creativity (30%):

Students study texts and/or innovators and creatively apply their knowledge

Creative Presentation (30%):

Working in small groups, presentations will be devised around relevant dramatic themes and mediums

The Arts – Music

MUSIC

Hallett Cove school is widely recognised for its innovative and applied approach in the delivery of a specialised music program for all children from Early Learning through to Year 12, with staff actively involved in the field of performance and the music industry. Notably, some of our students have had the opportunity to be mentored and perform at the Adelaide Cabaret Festival, continue their development at TAFE and University, and successfully work in the entertainment industry.

Hallett Cove School also has a state of the art music lab with the latest software and technology to cater for students wishing to explore the technical side of music making and production. There is a state of the art recording studio and a variety of practice rooms for solo or small ensemble work.

Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
Music Specialisation	Music Specialisation	Music Performance	Music Performance	Music	Solo or Ensemble Performance
		Music Technology	Music Technology		Music Explorations
					Music Studies

YEAR 7 MUSIC SPECIALISATION

LENGTH OF COURSE One Semester Compulsory (Option 2 of 3)

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Explore and Express Ideas:

- Experiment with texture and timbre in sound sources using aural skills
- Develop musical ideas by improvising, combining and manipulating the elements of music.
- Structure compositions by combining and manipulating the elements of music using notation

Rehearse and Perform:

- Practise, rehearse and perform a range of music, including Australian music to develop technical and expressive skills

Respond and Interpret

- Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music
- Identify and connect specific features and purposes of music from various eras to explore different viewpoints and enrich their music making

ASSESSMENT TYPES

Knowledge and Understanding:

Students develop their music theory skills using Musition and participate in small music composition activities in class.

Research task and musical analysis of their favourite artist and a live performance

Music Performance & Composition:

Students work in class ensembles and individually developing basic skills on their Instrument of choice

Rehearsal observation and final performances at the end of each term

Music composition using Mixcraft (Music Technology)

YEAR 8 MUSIC SPECIALISATION

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Explore and Express Ideas:

- Experiment with texture and timbre in sound sources using aural skills
- Develop musical ideas by improvising, combining and manipulating the elements of music.
- Structure compositions by combining and manipulating the elements of music using notation

Music Practices

- Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills

Present and Perform

- Perform and present a range of music, using techniques and expression appropriate to style

Respond and Interpret

- Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music
- Identify and connect specific features and purposes of music from various eras to explore different viewpoints

ASSESSMENT TYPES

Knowledge and Understanding:

Students develop their music theory skills using Musition and participate in small music composition activities in class.

Research task and musical analysis of an Australian Composer and a live performance

Music Performance & Composition:

Students work in class ensembles and individually developing their skills further on their instrument of choice

Rehearsal observation and final performances at the end of each term

Music composition using Mixcraft (Music Technology)

YEAR 9 MUSIC PERFORMANCE

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Knowledge and Understanding:

- Plan and organise compositions with an understanding of style and convention
- Analyse a range of music from contemporary and past times

Music Practices:

- Improvise and arrange music to explore personal style in composition and performance
- Manipulate combinations of the elements of music in a range of styles using technology
- Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill

Present and Perform:

- Perform and present music applying techniques and expression stylistically correct

Respond and Interpret:

- Evaluate a range of music and compositions to inform and refine their own compositions and performances

ASSESSMENT TYPES

Knowledge and Understanding:

Students develop their music theory skills using Musition and in-class forum activities

Research task and musical analysis (Australian Rock Unit and Indigenous Rock Unit)

Music Review of a performance

Music Performance & Composition:

Students work in small groups and individually developing their skills further on instrument of choice

Rehearsal observation and final performance at the end of the course

Music composition using Mixcraft and Sibelius (Music Technology)

YEAR 9 MUSIC TECHNOLOGY

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Knowledge and Understanding:

- Plan and organise compositions with an understanding of style and convention
- Analyse a range of music from contemporary and past times

Music Practices:

- Improvise and arrange music to explore personal style in composition and performance
- Manipulate combinations of the elements of music in a range of styles using technology

Present and Perform:

- Perform and present music applying techniques and expression stylistically correct

Respond and Interpret:

- Evaluate a range of music and compositions to inform and refine their own compositions and performances

ASSESSMENT TYPES

Skill development:

Editing Audio, Develop ideas, Managing electronic media, Basic DAW skills

Major project:

Students undertake a major project involving the production of a music track that follows the appropriate stylistic features and submit work using an online music distribution site such as Soundcloud

YEAR 10 MUSIC PERFORMANCE

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Knowledge and Understanding:

- Plan and organise compositions with an understanding of style and convention
- Analyse a range of music from contemporary and past times

Music Practices:

- Improvise and arrange music to explore personal style in composition and performance
- Manipulate combinations of the elements of music in a range of styles using technology
- Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill

Present and Perform:

- Perform and present music applying techniques and expression stylistically correct

Respond and Interpret:

- Evaluate and analyse a range of music to inform and refine their own compositions and performances, and enrich their music making

ASSESSMENT TYPES

Knowledge and Understanding:

Students develop their music theory skills using Musition and in-class forum activities

Music technology research

Music review of a performance

Research and deliver a series of instrumental lesson

Music Performance and Composition:

Students work in small groups and individually developing their skills further on instrument of choice

Music composition using Noteflight and or Mixcraft

Rehearsal observation and final performance at the end of the course

YEAR 10 MUSIC TECHNOLOGY

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Knowledge and Understanding:

- Plan and organise compositions with an understanding of style and convention
- Analyse a range of music from contemporary and past times

Music Practices:

- Improvise and arrange music to explore personal style in composition and performance
- Manipulate combinations of the elements of music in a range of styles using technology

Present and Perform:

- Perform and present music applying techniques and expression stylistically correct

Respond and Interpret:

- Evaluate a range of music and compositions to inform and refine their own compositions and performances

ASSESSMENT TYPES

Skill development:

Editing Audio, Develop ideas, Managing electronic media, Basic DAW skills

Major project:

Students undertake a major project involving the production of a music track that follows the appropriate stylistic features and submit work using an online music distribution site such as Soundcloud

STAGE 1 MUSIC

LENGTH OF COURSE

Semester or Full Year

ASSUMED BACKGROUND

Performance skills as an instrumentalist or vocalist in music and a willingness to continue tuition on that instrument. Some understanding of music production (For those students wishing to take the Music Production side of the course)

CURRICULUM CHARGES

Nil

CONTENT

Course content will be a selection of the following:

- Understanding Music:** Develop and extend their music literacy and understanding of the musical elements that underpin the creation of music through the exploration of musical works.
- Creating Music:** Explore and develop practical music making skills through performing, arranging or composing works for instruments and or voice. Students create and present music for a range of purposes, including the use digital audio and MIDI recordings.
- Responding to Music:** Develop musical understanding and musical skills and techniques through engagement with and interpretation of the works of others. Identify, analyse and discuss musical elements, structural and stylistic features by making connections between theoretical concepts and music performances.

ASSESSMENT TYPES

- Assessment Type 1:** Creative Works (Solo/Ensemble Performances and Arrangements or Compositions of their own). For a 10-credit subject at least two creative works (At least one performance). For a 20-credit subject at least three creative works (At least one performance).
- Assessment Type 2:** Music Literacy (Analysis and discussions of works. Reflections on the development and refinement of their own work). For 10-credit subject, at least one musical literacy task. For 20-credit subject, at least two musical literacy tasks.

Students are required to undertake continuous assessments including several public performances as solo and ensemble players, theory and aural tests, and assignments as determined by the teacher.

STAGE 2 SOLO OR ENSEMBLE PERFORMANCE

LENGTH OF COURSE Full Year (10 credits)

ASSUMED BACKGROUND Performance skills as an instrumentalist or vocalist in music and a willingness to continue tuition on that instrument. Successful completion of Stage 1 Music.

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

- Understanding Music:** Students understand and apply key musical elements of the repertoire. Think critically and creatively and express their musical ideas.
- Creating Music:** Students develop and extend their practical music-making skills through performing works. They apply their musical understanding, skills and techniques in refining and performing music.
- Responding to Music:** Students engage critically and creatively with music, and strengthen their musical literacy, through critiquing and evaluating their own performances, interpreting the creative works they perform and expressing their musical ideas.

ASSESSMENT TYPES

- School assessment (70%):**
 - Assessment Type 1:** Performance – Public performance of 6 to 8 minutes and a 2-minute individual part testing.
 - Assessment Type 2:** Performance and Discussion – Public performance of 6 to 8 minutes and a 2-minute individual part testing. A 4-minute oral discussion or 800 words if written of key musical elements of the chosen repertoire, with a critique of strategies to improve and refine their performance.
- External Assessment (30%):**
 - Assessment Type 3:** Performance Portfolio - Public performance of 6 to 8 minutes and a 2-minute individual part testing. A 3-minute oral evaluation or 500 words of their learning journey.

STAGE 2 MUSIC EXPLORATIONS

LENGTH OF COURSE	Full Year (20 credits)
ASSUMED BACKGROUND	Performance skills as an instrumentalist or vocalist in music and a willingness to continue tuition on that instrument. Some understanding of music production (For those students wishing to take the Music Production side of the course). Successful completion of Stage 1 Music.
CURRICULUM CHARGES	Nil
CONTENT	<p>Course content will be a selection of the following:</p> <p>Understanding Music: Develop and extend their music literacy and understanding of the musical elements that underpin the creation of music through the exploration of musical works.</p> <p>Creating Music: Explore and develop practical music making skills through performing, arranging or composing works for instruments and or voice. Students create and present music for a range of purposes, including the use digital audio and MIDI recordings.</p> <p>Responding to Music: Develop musical understanding and musical skills and techniques through engagement with and interpretation of the works of others. Identify, analyse and discuss musical elements, structural and stylistic features by making connections between theoretical concepts and music performances.</p>
ASSESSMENT TYPES	
School assessment	(70%):
Assessment Type 1:	Music Literacy – Three Musical Literacy Tasks. Composition (including notation) and composer's statement, analysis of a work and a concert review.
Assessment Type 2:	Explorations – One portfolio of explorations. A set of short performances or series of small compositions with included commentary.
External Assessment	(30%):
Assessment Type 3:	Creative Connections – One creative connection task. A performance of 6-8 minutes or composition/arrangement of 3-4 minutes, including a discussion to a maximum of 7 minutes or equivalent.

STAGE 2 MUSIC STUDIES

LENGTH OF COURSE	Full Year (20 credits)
ASSUMED BACKGROUND	Performance skills as an instrumentalist or vocalist in music and a willingness to continue tuition on that instrument. Successful completion of Stage 1 Music and a good understanding of music theory and analysis.
CURRICULUM CHARGES	Nil
CONTENT	<p>Course content will be a selection of the following:</p> <p>Understanding Music: Students understand and apply musical elements and reflect on musical influences. Think creatively and critically about musicianship and musicology and express musical ideas.</p> <p>Creating Music: Students understand the characteristics of musical styles, structures, and techniques to inform the process of creating their performance and/or composition. They apply their musical literacy skills, in developing and refining their own works. Interpret musical works and manipulate musical elements. They also reflect on the appropriateness of a performance, composition, and/or arrangement.</p> <p>Responding to Music: Students analyse style, structure, and musical elements of two or more musical works. They reflect on live music performances and or compositions/arrangements. Students also apply their musical literacy skills, including aural perception and notation, when responding to music.</p>
ASSESSMENT TYPES	
School assessment	(70%):
Assessment Type 1:	Creative Works – One portfolio of creative works (performances or compositions/arrangements) with creator statement reflecting on their work.
Assessment Type 2:	Music Literacy – Three music literacy tasks (As a set they should be 15 minute orally or 2400 words)
External Assessment	(30%):
Assessment Type 3:	Examination – Students complete a 130-minute examination in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways.

Curriculum

The Arts

The Arts - Visual Arts

In Visual Art and Design, you will:

- create works in two and three dimensions across a range of materials, techniques and processes.
- learn to apply visual language and artistic conventions in your own design and production process.
- make personal responses to ideas and concepts of your own and of others.
- develop an understanding of the elements and principles of design and how and why they are integral to your aesthetic understanding.
- be introduced to artworks across cultural, social and historical contexts.
- learn how to connect your own production to a given context.
- analyse and use arts terminology when responding to works.
- learn to operate safe (and sustainable) visual arts practices.
- present your works for display.

Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
Visual Art & Design	Visual Art & Design	Visual Art & Design	Visual Art & Design	Visual Arts - Art	Visual Arts - Art
				Visual Arts - Design	Visual Arts - Design
	Creative Arts				

YEAR 7 VISUAL ART & DESIGN

LENGTH OF COURSE One Term Compulsory (Option 3 of 3) - combined with one term of Drama

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Art in Context:

A picture is worth a thousand words. You will explore artists and their artworks, looking deeply into the ideas within these works and how you can make connections between your ideas and the artworks you make.

Visual Art Process:

I wish I could... You will learn how artists plan and design artworks. You will also practice and develop a range of practical skills.

Practical Resolution:

I could do that! You will learn how to communicate your artistic intentions in artworks. You will explain on how the display of your artwork enhances its meaning.

ASSESSMENT TYPES

Skills Development:

You will develop skills experimenting with a range of art mediums and styles, leading to the creation of your own artworks.

Practical Application and Evaluation:

You will produce planned artworks and a self-evaluation of your practical learning.

YEAR 8 VISUAL ART & DESIGN

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Art in Context:

A picture is worth a thousand words. You will explore artists and their artworks, looking deeply into the ideas within these works and how you can make connections between your ideas and the artworks you make.

Visual Art Process:

I wish I could... You will learn how artists plan and design artworks. You will also practice and develop a range of practical skills.

Practical Resolution:

I could do that! You will learn how to communicate your artistic intentions in artworks. You will explain on how the display of your artwork enhances its meaning.

ASSESSMENT TYPES

Skills Development:

You will develop skills experimenting with a range of art mediums and styles, leading to the creation of your own artworks.

Practical Application and Evaluation:

You will produce planned artworks and a self-evaluation of your practical learning.

YEAR 8 CREATIVE ARTS

LENGTH OF COURSE One Term Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Creative Arts Processes: Through investigation, development, production and reflection students undertake the Creative Arts process.

Development and Production: Students work productively to plan, design, develop, create, make and present Creative Arts products and skills.

Creative Arts Concepts: Students explore the core concepts / key ideas and language specific to a discipline of Creative Arts (for example: Drama-mime; improvisation and Performance Skills; Music- Composition; Practise and Performance; or Visual Arts- Graffiti and Street Art;)

Creative Arts in Practice: Students explore discipline specific art practitioners' work and practices.

ASSESSMENT TYPES

Knowledge and Understanding:

Students show folio evidence of:

- using correct terminology relevant to their creative arts subject.
- the core concepts /key ideas of their Creative arts discipline.
- developing skills experimenting with a range of art mediums and styles, leading to the creation of own artworks.

Practical Application and Evaluation: Students produce planned artworks and a self-evaluation and/or peer evaluation of practical learning.

YEAR 9 VISUAL ART & DESIGN

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Art in Context:

You will explore artists and their works, make connections between own ideas and artworks and those of artists, reflecting on style, and use this knowledge to inform the development of an individual style.

Visual Art Process:

You will plan and design artworks that represent artistic ideas and intentions. You will also practice and develop a range of practical skills.

Practical Resolution:

You will learn how artists communicate intentions in artworks they make. You will explain on how the display of your artwork enhances its meaning. You will use this to inform your own practical art and design.

ASSESSMENT TYPES

Skills Development:

You will identify one or more skills to explore, and maintain a record of the development and refinement of these skills. You will reflect in the refinement of these skills

Practical Application and Evaluation:

You will produce planned artworks and a self-evaluation of practical learning.

Folio:

You will follow the design process to address a brief and problem-solve a solution. You will focus on exploring concepts and analyse artists and their works.

YEAR 10 VISUAL ART & DESIGN

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Art in Context:

You will explore artists and their works, make connections between own ideas and artworks and those of artists, reflecting on style, and use this knowledge to inform the development of an individual style.

Visual Art Process:

You will plan and design artworks that represent artistic ideas and intentions. You will also practice and develop a range of practical skills.

Practical Resolution:

You will learn how artists communicate intentions in artworks they make. You will explain on how the display of your artwork enhances its meaning. You will use this to inform your own practical art and design.

ASSESSMENT TYPES

Skills Development:

You will identify one or more skills to explore, and maintain a record of the development and refinement of these skills. You will reflect in the refinement of these skills

Practical Application and Evaluation:

You will produce planned artworks and a self-evaluation of practical learning.

Folio:

You will follow the design process to address a brief and problem-solve a solution. You will focus on exploring concepts and analyse artists and their works.

STAGE 1 VISUAL ARTS - ART

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Successful completion of Visual Art & Design at Year 10

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Creative Arts Processes:

Through investigation, development, production and reflection you will independently undertake the Creative Arts process.

Development and Production:

You will work productively to plan, design, develop, create, make and present Creative Arts products and skills.

Creative Arts Concepts:

You will explore the core concepts / key ideas and language specific to a discipline of the Visual Arts (for example: Drawing, Printmaking, Sculpture / Installation and New Media).

Creative Arts in Practice:

You will explore discipline specific art practitioners' work and practices.

ASSESSMENT TYPES

Product:

You will develop and produce a resolved work of art with accompanying written reflection and record of development.

Inquiry:

You will produce a written investigation study.

Skills Development:

You will maintain a skills record presenting pieces of practical skills evidence with a skills reflection.

STAGE 1 VISUAL ARTS - DESIGN

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Successful completion of Visual Arts & Design at Year 10

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Creative Arts Processes:

Through investigation, development, production and reflection you will independently undertake the Creative Arts process.

Development and Production:

You will work productively to plan, design, develop, create, make and present Creative Arts products and skills.

Creative Arts Concepts:

You will explore the core concepts / key ideas and language specific to a discipline of the Visual Design (for example: Architecture, Character, Fashion, Graphic, Illustration, and Logo Design).

Creative Arts in Practice:

You will explore discipline specific art practitioners' work and practices.

ASSESSMENT TYPES

Product:

You will develop and produce a resolved work of art with accompanying written reflection and record of development.

Inquiry:

You will produce a written investigation study.

Skills Development:

You will maintain a skills record presenting pieces of practical skills evidence with a skills reflection.

STAGE 2 VISUAL ARTS - ART

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful completion of Visual Arts - Art and/or Visual Arts - Design at Stage 1

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Creative Arts Processes:

Through investigation, development, production and reflection you will independently undertake the Creative Arts process.

Development and Production:

You will work productively to plan, design, develop, create, make and present Creative Arts products and skills.

Creative Arts Concepts:

You will explore the core concepts / key ideas and language specific to a discipline of the Visual Arts (for example: Drawing, Printmaking, Sculpture / Installation and New Media).

Creative Arts in Practice:

You will explore discipline specific art practitioners' work and practices.

ASSESSMENT TYPES

Product (50%):

You will develop and produce 2 resolved works of art with accompanying written reflections and records of development.

Inquiry (20%):

You will produce 1 to 2 written investigative studies.

Skills Development (30%):

You will maintain a skills record presenting pieces of practical skills evidence with a skills reflection.

STAGE 2 VISUAL ARTS - DESIGN

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful completion of Visual Arts - Art and/or Visual Arts - Design at Stage 1

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Creative Arts Processes:

Through investigation, development, production and reflection students independently undertake the Creative Arts process.

Development and Production:

You will work productively to plan, design, develop, create, make and present Creative Arts products and skills.

Creative Arts Concepts:

You will explore the core concepts / key ideas and language specific to a discipline of the Visual Design (for example: Architecture, Character, Fashion, Graphic, Illustration, and Logo Design).

Creative Arts in Practice:

You will explore discipline specific art practitioners' work and practices.

ASSESSMENT TYPES

Product (50%):

You will develop and produce 2 resolved works of art with accompanying written reflections and records of development.

Inquiry (20%):

Students produce 1 to 2 written investigative studies.

Skills Development (30%):

Students maintain a skills record presenting pieces of practical skills evidence with a skills reflection.

Curriculum

The
Arts

Music

English

In English, students will develop their understanding of the world and themselves through the study of a range of texts, including film, media and literature. They will develop their ability to read, speak, listen and view with increasing depth of understanding and analysis.

Students will produce texts of increasing complexity such as narratives, persuasives and essays.

Students in the senior years can further develop their writing and understanding with a choice of English, and Journalism and film study electives.

English as an Additional Language or Dialect is offered to eligible EALD students, with a strong focus on the function and expression of language.

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
English	English	English	English	English	English
		Journalism / Media	Journalism / Media	Essential English	Essential English
				English Pre-Literary Studies	English Literary Studies
			English as an Additional Language	English as an Additional Language	English as an Additional Language

YEAR 7 ENGLISH

LENGTH OF COURSE	Full Year
ASSUMED BACKGROUND	Nil
CURRICULUM CHARGES	Nil (Possible excursion charge of approximatley \$20)

CONTENT

The Year 7 English course assists students to develop their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students use a variety of texts and media to listen, read, view, interpret, evaluate and perform a range of spoken and written tasks that are designed to inform and persuade. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and will begin to develop skills in analysing texts.

ASSESSMENT TYPES

Receptive Modes (listening, reading and viewing):

Students explore a range of texts including feature film, poetry, novels and biographies.

Productive Modes (speaking, writing and creating):

Students compose written and spoken texts in various genres including letters, advertisements, procedures and presentations.

YEAR 8 ENGLISH

LENGTH OF COURSE	Full Year
ASSUMED BACKGROUND	Nil
CURRICULUM CHARGES	Nil (Possible excursion charge of approximatley \$20)

CONTENT

In the Year 8 English course students build on knowledge, understanding and skills from Year 7 in listening, reading, viewing, speaking, writing and creating. They use a variety of texts and media to listen, read, view, interpret, evaluate and perform a range of spoken and written tasks that are designed to inform and persuade. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to develop skills in analysing text.

ASSESSMENT TYPES

Receptive Modes (listening, reading and viewing):

Students explore a range of texts including novels, short stories, feature film and poetry.

Productive Modes (speaking, writing and creating):

Students compose written and spoken texts in various genres including poetry, narrative, feature articles and podcasts.

YEAR 9 ENGLISH

LENGTH OF COURSE	Full Year
ASSUMED BACKGROUND	Nil
CURRICULUM CHARGES	Nil (Possible excursion charge of approximatley \$20)

CONTENT

The Year 9 English course sees students build on knowledge, understanding and skills from Year 8 in listening, reading, viewing, speaking, writing and creating. Students draw on multimodal texts, with more complex themes and challenging issues involving levels of abstraction and higher order thinking. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses and reviews. There is a greater emphasis on refining essential skills in spelling, grammar, punctuation and vocabulary in preparation for senior school.

ASSESSMENT TYPES

Receptive Modes (listening, reading and viewing):

Students explore a range of texts including novels, short films and poetry.

Productive Modes (speaking, writing and creating):

Students compose written and spoken texts in various genres including transformations, expositions and podcasts.

YEAR 9 JOURNALISM / MEDIA

LENGTH OF COURSE

Semester Only

ASSUMED BACKGROUND

English (at previous year level)

CURRICULUM CHARGES

Nil (Possible excursion charge of approximately \$20)

CONTENT

Course content will be a selection of the following:

Students will develop their knowledge and skills within the field of journalism. This will be accomplished through a focus on:

- Print Journalism
- Digital Media
- Broadcasting

Students will consider the future of journalism and how this will continue to evolve and face new challenges.

ASSESSMENT TYPES

Opinion Column (20%):

Students will construct their own opinion column looking at current affairs and politics

Digital Media Platform (30%):

Student will construct their own digital media platform where they post and create content for the broader Hallett Cove School Community (social media posts, articles & podcasts).

Broadcasting Task (20%):

Students will look to build on their presenting skills through recording and publishing their own News Channel

Investigation (30%):

Students will review a controversial issue facing journalism and present their findings in the form of an essay, poster or presentation

YEAR 10 ENGLISH

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil (Possible excursion charge of approximately \$20)

CONTENT

In the Year 10 English course students learn how to listen, explain and evaluate text structures and language features across a range of texts. Students justify their own interpretations of texts; applying skills in analysis and evaluating texts using evidence. Students create a wide range of texts to articulate complex ideas. They engage with others to solve problems, justify opinions and develop and expand arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. There is a strong emphasis on preparing students for the knowledge and content of SACE Stage One English.

ASSESSMENT TYPES

Receptive Modes (listening, reading and viewing):

Students explore a range of texts including graphic novels, film, poetry and play scripts.

Productive Modes (speaking, writing and creating):

Students compose written and spoken texts in various genres including transformations, expositions and podcasts.

YEAR 10 JOURNALISM / MEDIA

LENGTH OF COURSE

Semester Only

ASSUMED BACKGROUND

English (at previous year level)

CURRICULUM CHARGES

Nil (Possible excursion charge of approximately \$20)

CONTENT

Course content will be a selection of the following:

Students will continue to develop knowledge and skills within the field of journalism. This will be accomplished through a focus on:

- Print Journalism
- Digital Media
- Broadcasting

Students will consider the future of journalism and how this will continue to evolve and face new challenges.

ASSESSMENT TYPES

Opinion Column (20%):

Students will construct their own opinion column looking at current affairs and politics

Digital Media Platform (30%):

Student will construct their own digital media platform where they post and create content for the broader Hallett Cove School Community (social media posts, articles & podcasts).

Broadcasting Task (20%):

Students will look to build on their presenting skills through recording and publishing their own News Channel

Investigation (30%):

Students will review a controversial issue facing journalism and present their findings in the form of an essay, poster or presentation

YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE

LENGTH OF COURSE

Full Year

ASSUMED BACKGROUND

Eligibility as an EALD student

CURRICULUM CHARGES

Nil (Possible excursion charge of approximately \$20)

CONTENT

In the Year 10 English as an Additional Language course students learn how to listen, explain and evaluate text structures and language features across a range of texts. Students justify their own interpretations of texts; applying skills in analysis and evaluating texts using evidence. Students create a wide range of texts to articulate meaningful ideas. They engage with others to solve problems, justify opinions and develop and expand arguments, while supporting their experiences, values and beliefs. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. There is a strong emphasis on the function and expression of language.

ASSESSMENT TYPES

Receptive Modes (listening, reading and viewing):

Students explore a range of texts including articles, vlogs, short stories, short films and poetry.

Productive Modes (speaking, writing and creating):

Students compose written and spoken texts in various genres including interviews, speeches, expositions and recounts.

STAGE 1 ENGLISH A

LENGTH OF COURSE One Semester

ASSUMED BACKGROUND Year 10 English

CURRICULUM CHARGES Nil (Possible excursion charge of approximately \$20)

CONTENT

In Stage 1 English students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students complete a range of tasks from the following categories:

Responding to texts:

Students explore a range of texts including novels, films, short stories and speeches.

Creating texts:

Students compose written and spoken texts in various genres including expositions, narratives and persuasive speeches.

Intertextual study:

Students will complete a study of two connected texts.

ASSESSMENT TYPES

Students will be required to undertake written and verbal tasks, and maintain a folio of these tasks, which they will submit at the end of the semester. The folio will include four pieces of work, with evidence of at least one oral presentation. The weighting for each Assessment Type is:

- Responding to Texts 50%
- Creating Texts 25%
- Intertextual Study 25%

STUDY PATHWAYS

Stage 1 English B or Stage 1 Essential English B

STAGE 1 ENGLISH B

LENGTH OF COURSE One Semester

ASSUMED BACKGROUND Year 10 English

CURRICULUM CHARGES Nil (Possible excursion charge of approximately \$20)

CONTENT

In Stage 1 English students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students complete a range of tasks from the following categories:

Responding to texts:

Students explore a range of texts including novellas, short films, and plays.

Creating texts:

Students compose written and spoken texts in various genres including expositions, narratives and advertisements.

Intertextual study:

Students will complete a study of two connected texts.

ASSESSMENT TYPES

Students will be required to undertake written and verbal tasks, and maintain a folio of these tasks, which they will submit at the end of the semester. The folio will include four pieces of work, with evidence of at least one oral presentation. The weighting for each Assessment Type is:

- Responding to Texts 50%
- Creating Texts 25%
- Intertextual Study 25%

STUDY PATHWAYS

Stage 2 English or Stage 2 Essential English

STAGE 1 ESSENTIAL ENGLISH A

LENGTH OF COURSE One Semester

ASSUMED BACKGROUND Year 10 English

CURRICULUM CHARGES Nil (Possible excursion charge of approximately \$20)

CONTENT

Stage 1 Essential English is designed for a range of students, including those seeking 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. There is an emphasis in Stage 1 Essential English on communication, comprehension, analysis and text creation.

Students complete a range of tasks from the following categories:

Responding to texts:

Students explore a range of texts including feature films, documentaries and TED Talks.

Creating texts:

Students compose written and spoken texts in various genres including expositions, persuasive speeches and multimodal texts.

ASSESSMENT TYPES

Students will be required to undertake written and verbal tasks, and maintain a folio of these tasks, which they will submit at the end of the semester. The folio will include four pieces of work, with evidence of at least one oral presentation. The weighting for each Assessment Type is:

- Responding to texts 50%
- Creating Texts 50%

STUDY PATHWAYS

Stage 1 Essential English B

STAGE 1 ESSENTIAL ENGLISH B

LENGTH OF COURSE One Semester

ASSUMED BACKGROUND Year 10 English

CURRICULUM CHARGES Nil (Possible excursion charge of approximately \$20)

CONTENT

In Stage 1 Essential English 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.

Students complete a range of tasks from the following categories:

Responding to texts:

Students explore a range of texts including short films, film trailers and speeches.

Creating texts:

Students compose written and spoken texts in various genres including expositions, reviews and multimodal texts.

ASSESSMENT TYPES

Students will be required to undertake written and verbal tasks, and maintain a folio of these tasks, which they will submit at the end of the semester. The folio will include four pieces of work, with evidence of at least one oral presentation. The weighting for each Assessment Type is:

- Responding to texts 50%
- Creating Texts 50%

STUDY PATHWAYS

Stage 2 Essential English

STAGE 1 ENGLISH PRE-LITERARY STUDIES

LENGTH OF COURSE

Full Year

ASSUMED BACKGROUND

Year 10 English - Students are required to achieve a B Grade or higher in course and exam, or on recommendation from subject teacher

CURRICULUM CHARGES

Nil (Possible excursion charge of approximately \$20)

CONTENT

The Stage 1 English Pre-Literary Studies course is designed for students wishing to partake in Stage 2 English Literary Studies. The content focuses on the skills and strategies of critical thinking needed to interpret more complex texts. Through shared and individual study of texts, students will encounter different opinions, have opportunities to exchange and develop ideas and find evidence to support their personal views. Students will learn to construct logical and convincing arguments, and consider a range of critical perspectives of texts.

Students complete a range of tasks from the following categories:

Responding to texts:

Students explore a range of texts including novels, films, poetry and contemporary texts. The emphasis is on in-depth analysis of texts and developing logical and convincing responses in written and oral forms

Creating texts:

Students compose written and spoken texts in various genres including expositions, narratives and transformations.

Intertextual study:

Students will complete a study of two connected texts.

ASSESSMENT TYPES

Students will be required to undertake written and verbal tasks, and maintain a folio of these tasks, which they will submit at the end of the semester. The folio will include four pieces of work, with evidence of at least one oral presentation. The weighting for each Assessment Type is:

- Responding to texts 50%
- Creating Texts 25%
- Intertextual Study 25%

STUDY PATHWAYS

Stage 2 English Literary Studies, Stage 2 English or Stage 2 Essential English

STAGE 1 ENGLISH AS AN ADDITIONAL LANGUAGE

LENGTH OF COURSE

Full Year

ASSUMED BACKGROUND

Year 10 English as an Additional Language

PREREQUISITE:

A brief application process of Form 6 (SACE Board) to confirm eligibility

CURRICULUM CHARGES

Nil (Possible excursion charge of approximately \$20)

CONTENT

In Stage 1 English as an Additional Language students respond to and create texts in and for a range of personal, social, cultural and community contexts. Students understand and interpret information, experiences, opinions and perspectives in texts and consider ways in which language choices are used to create meaning.

Students complete a range of tasks from the following categories:

Responding to texts:

Students explore a range of texts including short stories, articles, short films, film trailers and speeches. Students respond to texts in a variety of modes including narratives, essays, reviews and expositions.

Interactive Study:

Students conduct an interview or a discussion which explores aspects of a cultural experience, issue, perspective or opinion and presents their findings in a report or multimodal format.

Language Study:

Students identify and analyse aspects of language used in one or more texts. Students may present their language study in written, oral, or multimodal form.

ASSESSMENT TYPES

Students will be required to undertake written and verbal tasks, and maintain a folio of these tasks, which they will submit at the end of the semester. The folio will include four pieces of work, with evidence of at least one oral presentation. The weighting for each Assessment Type is:

- Responding to texts 40%
- Interactive Study 30%
- Language Study 30%

STUDY PATHWAYS

Stage 2 English as an Additional Language

STAGE 2 ENGLISH

LENGTH OF COURSE

Full Year

ASSUMED BACKGROUND

Stage 1 English or Stage 1 Pre-Literary Studies (2 semesters)

CURRICULUM CHARGES

Nil (Possible excursion charge of approximately \$20)

CONTENT

In Stage 2 English students read and view a range of texts, including texts created by Australian authors. In comparing texts students analyse the relationships between language and stylistic features, text types, and contexts. Students recognise and analyse the language and stylistic features and conventions of text types in literary and everyday texts, and how these influence interpretation. Through close study of texts, students explore relationships between content and perspectives and the text and its context.

Students complete a range of tasks from the following categories:

Responding to texts:

Students demonstrate a critical understanding of the language features, stylistic features, and conventions of particular text types and identify the ideas and perspectives conveyed by texts.

Creating texts:

Students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language features, stylistic features, and text conventions, students develop their personal voice and perspectives.

Comparative analysis:

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audiences.

ASSESSMENT TYPES

Students demonstrate evidence of their learning through the following assessment types

School-based Assessment:

- Responding to Texts 40%
- Creating Texts 30%

External Assessment:

- Comparative analysis 30%

STAGE 2 ESSENTIAL ENGLISH

LENGTH OF COURSE

Full Year

ASSUMED BACKGROUND

Stage 1 English or Stage 1 Essential English (2 semesters)

CURRICULUM CHARGES

Nil (Possible excursion charge of approximately \$20)

CONTENT

In Stage 2 Essential English students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students will understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students will respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts. Students will create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a context.

Students complete a range of tasks from the following categories:

Responding to texts:

Students will explore a range of shared texts which have a connection with people and experiences in a range of vocational, social or cultural situations, and respond to them in writing, orally or in the multimodal form.

Creating texts:

Students will study the construction of a range of written and oral texts. There will be an emphasis on planning, drafting and self-editing of student developed texts.

Language study:

Students will undertake an independent study that has a focus on the use of language by a group of people in a chosen situation or context.

ASSESSMENT TYPES

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

School-based Assessment:

- Responding to Texts 30%
- Creating Texts 40%

External Assessment:

- Language Study 30%

STAGE 2 ENGLISH LITERARY STUDIES

LENGTH OF COURSE

Full Year

ASSUMED BACKGROUND

Stage 1 English (1 or 2 semesters) and/or Stage 1 Pre-Literary Studies (1 or 2 semesters) - students are required to achieve a B Grade or higher to enrol in this course.

CURRICULUM CHARGES

Nil (Possible excursion charge of approximately \$20)

CONTENT

Stage 2 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. Students produce responses that show the depth and clarity of their understanding. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

Students complete a range of tasks from the following categories:

Responding to texts: Through their study of literary texts, students understand how readers are influenced to respond to their own and others' cultural experiences, and how the expectations of audiences shape perceptions of texts and their significance.

Creating texts: Students create texts that enable them to apply the knowledge, skills, and understanding developed through their study of literary texts in a range of forms. Students experiment with and adapt content, medium, form, style, point of view, and language to create their own texts.

Comparative text study: This study involves the comparative study of two texts: one from the shared studies and the other independently chosen by the student.

Examination: A critical reading of one or more short texts. The short texts may be in a variety of forms (e.g. prose, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks). The critical reading is a 100-minute examination developed by the SACE Board.

ASSESSMENT TYPESS

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

School-based Assessment:

- Responding to Texts 50%
- Creating Texts 20%

External Assessment:

The external assessment is divided into two parts

- Examination - Critical Reading (100 minutes - online) 15%
- Comparative Text Study - comparing one of the texts studied with a text of student choice 15%

STAGE 2 ENGLISH AS AN ADDITIONAL LANGUAGE

LENGTH OF COURSE	Full Year
ASSUMED BACKGROUND	Stage 1 English as an Additional Language
PREREQUISITE:	If Stage 1 EALD is not completed, a brief application process of Form 6 (SACE Board) to confirm eligibility may apply.
CURRICULUM CHARGES	Nil (Possible excursion charge of approximately \$20)

CONTENT

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and evaluated. Personal, social, and cultural perspectives in texts are analysed and evaluated. Students develop confidence in creating texts for different purposes in both real and imagined contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

Students complete a range of tasks from the following categories:

Academic Literacy Study: Students investigate a topic or a question and present their findings in an academic style in two ways: written report and oral interaction.

Responses to texts: Students respond to a range of literacy texts in a variety of ways including a response to an issue, creative response and an analysis of an aspect of a certain text.

Examination: The examination is divided in two sections: comprehending multimodal texts and a written paper. Section 1 requires students to respond to a multimodal text by answering questions, and respond to an aspect of one or more visual or oral texts. Section 2 requires students to write an essay or report in response to a text. The exam is a 160-minute examination developed by the SACE Board.

ASSESSMENT TYPES

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

School assessment

- Academic Literacy Study 30%
- Responses to Texts 40%

External assessment

- Examination 30%

Curriculum

The Arts

Flexible Learning

The Flexible Learning Pathway covers a range of subjects engaging students in future directions, understanding workplace practices and exploring business perspectives. This Pathway assists students in preparing and achieving skills related to “real world” problems. Exploring Identities and Futures, and Activating Identities and Futures are compulsory SACE subjects required for successful completion. Two of the main focuses in Flexible Learning are Workplace Practices and Business Innovation.

These pathways are aimed to build and support students in working to solve issues in the workplace or business as well as think innovatively about how these problems can be solved in a creative way.

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Core Skills			Business Innovation	Business Innovation	
			Workplace Practices	Workplace Practices	Workplace Practices
			Exploring Perspectives and Processes (EPP)	Activating Identities and Futures (AIF)	
			Exploring Identities and Futures (EIF)		
		Hair and Beauty	Hair and Beauty	Hair and Beauty	

YEAR 7 CORE SKILLS

LENGTH OF COURSE One Semester Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Core Skills is a compulsory Year 7 subject designed to support students in their successful transition from Primary School to High School. This subject focuses on developing essential knowledge, skills, and abilities that are crucial for academic and personal growth. The curriculum integrates the concepts of sustainability, critical and creative thinking, and digital technologies to provide a comprehensive foundation for students' future learning. The subject culminates with a student-driven Legacy Project, allowing students to apply their skills and make a positive impact in their community.

ASSESSMENT TYPES:

Students will be assessed on their folio of learning and Legacy Project (documentation, reflections, presentation and outcome).

YEAR 9 HAIR AND BEAUTY

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Students will work on other students' hair and faces and act as models for others

CURRICULUM CHARGES \$45 excursions/consumables

CONTENT

Course content will be a selection of the following:

Industry Awareness:

Students will look into the hair and beauty industry focusing the trends and challenges that are current and upcoming, including fashion and industrial issues. They will explore the possible career pathways and growth opportunities for working within the industry.

Skill development:

Students will learn how practical skills play a large role in the beauty industry, including developing personal practical skills. These skills may include, professional salon services, hair care and styling, and basic makeup application.

ASSESSMENT TYPES

Folio:

Students will engage with a range of assessments around the beauty industry, including by not limited, to magazine creation, fictional job applications, product reviews, and beauty advertisements.

Performance:

Students will engage in a range of practical skill sessions and a collaborative skill showcase to display their learned skills

Reflections:

Students will create a portfolio of all skills, excursions, incursions, events and personal developments.

YEAR 10 (STAGE 1) BUSINESS INNOVATION

Successful completion of this course will award students 10 Stage 1 credits towards their SACE completion.

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following studied through two key ideas (start up and existing business):

Finding and solving problems:

Explore problems and generate possible solutions to meet customer problems or needs using a customer-focused approach

Financial awareness and decision making:

Develop and apply financial awareness and decision-making skills using assumption based planning tools

Business information and communication:

Apply communication and collaborative skills in business contexts

Global, local, and digital connections:

Analyse the responsibilities and impact of business models on local and global communities explore and analyse opportunities presented by digital and emerging technologies in business contexts.

Successful completion of this course will award students 10 Stage 1 credits towards their SACE completion.

ASSESSMENT TYPES

Business Skills:

Creation of a business model summary, a presentation of solving customer problems and written evaluation on the use of customer feedback.

Business Pitch:

To present a pitch of select elements of their business model summary that will influence customers, investors, or stakeholders to buy into their business proposal.

YEAR 10 (STAGE 1) WORKPLACE PRACTICES

Successful completion of this course will award students 10 Stage 1 credits towards their SACE completion.

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Industry and Work Knowledge:

This area of study enables students to develop knowledge and understanding of the nature, type, and structure of the workplace. It consists of the following five topics; Future Trends in the World of Work, The Value of Unpaid Work to Society, Workers' Rights and Responsibilities, Career Planning and Negotiated Topics (For a 10 credit subject, students undertake two or more topics).

Vocational Learning (and/or):

Vocational learning includes any formal learning in a work-related context outside AQF qualifications and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning.

ASSESSMENT TYPES

Folio:

Assessments related to their study of selected Industry and Work Knowledge topics. Students may undertake these assessments individually or in collaboration with other students. Assessments may be in a variety of forms.

Performance:

Assessment pieces which provide evidence of the student's Vocational learning. Students will need to organise and complete 25-30 hours of work placement (can be work experience or part-time work or VET course work).

Reflection:

Critical reflection on learning to demonstrate understanding of workplace practices, conditions and cultures. This may be written and/or oral reflection.

YEAR 10 (STAGE 1) EXPLORING IDENTITIES AND FUTURES

LENGTH OF COURSE One Semester Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Exploring Identities and Futures (EIF) is an exciting flagship subject that responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future.

EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

EIF is a compulsory SACE subject, which must be completed at 'C' grade or better to achieve SACE.

Course content will be a selection of the following:

- Capabilities:** Student develop an understanding of the seven SACE capabilities and determine their strengths and weaknesses in these areas.
- Goal Setting:** Students will identify goals and plans for improvement. These goals will range from short term to long term and will consider educational, career and personal goals for the future. Students will identify strategies to assist in achieving these goals.
- Career Development:** Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future.

ASSESSMENT TYPES

Exploring me and who I want to be (50%):

Written or multimodal evidence of their understanding of the capabilities, goal setting and future career exploration.

Taking action and showcasing my capabilities (50%):

Students will reflect on their educational, career and personal learning goals and their own capabilities. Students will present their findings in a multimodal format.

YEAR 10 (STAGE 1) EXPLORING PERSPECTIVES AND PROCESSES

LENGTH OF COURSE One Semester Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Exploring Research Approaches:

Students develop research approaches through four topics including; The Purpose of Research, Research Methods, Research and Twenty-first Century Skills and Researchers in Society.

Exploring Research Skills:

Students learn about and develop specific research skills in the following phases of research: planning, development, synthesis, and review and evaluation.

ASSESSMENT TYPES

Folio (50%):

Written assessment with a focus on 'Exploring Research Approaches' and 'Exploring Research Skills' (maximum 1000 words/3 minutes each focus).

Sources Analysis (50%):

Two sources analysis assessments, considering the appropriateness, uses, and limitations of sources in a written or multimodal format (maximum 1000 words/3 minutes per analysis).

YEAR 10 HAIR AND BEAUTY

LENGTH OF COURSE	Semester Only
ASSUMED BACKGROUND	Students will work on other students' hair and faces and act as models for others
CURRICULUM CHARGES	\$60 consumables

CONTENT

Course content will be a selection of the following:

Industry Awareness:

Students will continue to look into the hair beauty industry and the career and growth opportunities and gain an understanding into the changing nature of the beauty industry, its workers, brands and products.

Skill development:

Students will learn how practical skills play a large role in the beauty industry, including developing their own practical skills, such as hair styling, basic hair colouring application and more advanced makeup application, as well as the role that social media and people play in the evolving industry.

ASSESSMENT TYPES

Personal Venture:

Students will investigate an area of interest to them within the industry, including a practical exploration and reflection of their topic

Practical Exploration:

Students will participate in advanced practical skill sessions to culminate in a Skill showcase. They will be encouraged to seek work experience within the beauty industry.

Connections:

Students will create a portfolio of all skills, excursions, incursions, events and personal developments. Students will also work collaboratively to create a group project around the industry.

STAGE 1 BUSINESS INNOVATION

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following studied through two key ideas (start up and existing business):

Finding and solving problems:

Explore problems and generate possible solutions to meet customer problems or needs using a customer-focused approach

Financial awareness and decision making:

Develop and apply financial awareness and decision-making skills using assumption based planning tools

Business information and communication:

Apply communication and collaborative skills in business contexts

Global, local, and digital connections:

Analyse the responsibilities and impact of business models on local and global communities explore and analyse opportunities presented by digital and emerging technologies in business contexts.

ASSESSMENT TYPES

Business Skills:

Creation of a business model summary, a presentation of solving customer problems and written evaluation on the use of customer feedback.

Business Pitch:

Present a pitch of select elements of the business model summary that will influence customers, investors, or stakeholders to buy into the business proposal.

STAGE 1 WORKPLACE PRACTICES

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Industry and Work Knowledge:

This area of study enables students to develop knowledge and understanding of the nature, type, and structure of the workplace. It consists of the following five topics; Future Trends in the World of Work, The Value of Unpaid Work to Society, Workers' Rights and Responsibilities, Career Planning and Negotiated Topics (For a 10 credit subject, students undertake two or more topics).

Vocational Learning:

Vocational learning includes any formal learning in a work-related context outside AQF qualifications and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning.

VET:

VET includes any accredited training provided under the AQF by an RTO. VET can contribute to students' evidence of learning for Performance.

ASSESSMENT TYPES

Folio:

Assessments related to their study of selected Industry and Work Knowledge topics. Students may undertake these assessments individually or in collaboration with other students. Assessments may be in a variety of forms.

Performance:

Assessment pieces which provide evidence of the student's Vocational learning. Students will need to organise and complete 25-30 hours of work placement (can be work experience, part-time work or VET course work).

Reflection:

Critical reflection on learning to demonstrate understanding of workplace practices, conditions and cultures. This may be written and/or oral reflection.

YEAR 11 (STAGE 2) ACTIVATING IDENTITIES AND FUTURES

LENGTH OF COURSE One Semester

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil (may depend on an individual's choice of Learning Goal)

CONTENT

Activating Identities and Futures aims to foster independent learning and the skills of lifelong learning in students. The belief that students have the ability and the will to positively influence their own lives and the world around them, is integral to the course. This subject supports students to be more proactive and reflective in their learning and to develop and use a broad set of transferable learning strategies.

Activating Identities and Futures requires students to take greater ownership and agency over their learning as they select, test and explore relevant strategies and perspectives in the pursuit of a Learning Goal of their choice. They seek feedback on their learning processes, become metacognitive about their thinking and make informed decisions to enhance their learning. Activating Identities and Futures is a compulsory 10-credit subject that students need to complete with a 'C-' grade or better to complete their SACE.

Refer to SACE Online for up to date information.

ASSESSMENT TYPES

Portfolio (30%):

Students explore ideas related to a Learning Goal of personal interest. The content of each student's Portfolio will be as diverse as the student's choice of Learning Goal (no restrictions)

Progress Checks (40%):

Students discuss the progress of their learning in relation to their intended Learning Goal. (1500 words or 10 minutes multimodal)

Appraisal (30%):

Externally assessed, students evidence their Output of Learning that showcases the progress to or attainment of their Learning Goal, appraising the value and purpose of the learning for themselves (1000 words or 6 minutes multimodal)

STAGE 1 HAIR AND BEAUTY

LENGTH OF COURSE

Semester Only

ASSUMED BACKGROUND

Students will work on other students' hair and faces and act as models for others

CURRICULUM CHARGES

\$60 consumables

CONTENT

Course content will be a selection of the following:

Industry Awareness:

Students will continue to look into the hair beauty industry and the career and growth opportunities and gain an understanding into the changing nature of the beauty industry, its workers, brands and products. Students will narrow their focus to a particular industry and the challenges associated with it.

Skill development:

Students will continue learning how practical skills play a large role in the beauty industry, including continuing to develop their own practical skills, including more advanced hands on learning around hair colouring, styling and makeup application, as well as the role that social media and people play in the evolving industry.

ASSESSMENT TYPES

Personal Venture:

Students will investigate their chosen industry, with specific focus on the development, impact and challenges, as well as looking to the future of the industry. Students will also look at how Social Media has impacted the industry by analysing, creating and evaluating Social Media Beauty personalities.

Practical Exploration:

Students will participate in advanced practical skill sessions to culminate in a Skill showcase. They will be encouraged to seek work experience within the beauty industry.

Connections:

Students will create a portfolio of all skills, excursions, incursions, events and personal developments.

STAGE 2 WORKPLACE PRACTICES

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Industry and Work Knowledge:

This area of study enables students to develop knowledge and understanding of the nature, type, and structure of the workplace, including local, national, and global workplaces. It consists of the following five topics; Work in Australian Society, The Changing Nature of Work, Industrial Relations, Finding Employment and Negotiated Topics (For a full year, students undertake three or more topics, selected topics).

Vocational Learning (and/or):

Vocational learning includes any formal learning in a work-related context outside AQF qualifications and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning.

VET:

VET includes any accredited training provided under the AQF by an RTO. VET can contribute to students' evidence of learning for Assessment Type 2: Performance.

ASSESSMENT TYPES

Folio (25%):

Students undertake three assessments related to their study of selected Industry and Work Knowledge topics. Students may undertake these assessments individually or in collaboration with other students. Assessments may be in a variety of forms.

Performance (25%):

Assessment pieces which provide evidence of the student's Vocational learning. Students will need to organise and complete 50-60 hours of work placement (can be work experience, part-time work or VET course work).

Reflection (20%)

Students critically reflect on their learning to demonstrate their understanding of workplace practices, conditions and cultures. This may be written and/or oral reflection.

Investigation (30%)

The investigation may be either a practical investigation or an issues investigation in written, oral, or the equivalent in multimodal form (externally assessed).

Curriculum

The Arts

Health and Physical Education

In Health and Physical Education, students use physical activity and experiential learning to develop their understandings. Health and Physical Education has two contexts and two specialist programs:

- Child Studies
- Food and Hospitality
- Health & Physical Education
- Outdoor Education
- Soccer Program
- Volleyball Program

This provides a flexible framework that encourages students to develop leadership, resilience, complex movement sequences, and understandings in their chosen context. Health and Physical Education subjects are exciting as they offer students opportunities to immerse themselves in the natural environment, their local communities and topics that are of interest to them. Health and Physical Education are diverse and can be combined to enrich the learning experience for students.

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education		
Soccer Program	Soccer Program	Soccer Program	Soccer Program		
Volleyball Program	Volleyball Program	Volleyball Program	Volleyball Program		
		Physical Education	Physical Education	Physical Education	Physical Education
			Health	Health and Wellbeing	Health and Wellbeing
			Outdoor Education	Outdoor Education	Sports & Outdoor Studies
				Sports Studies	
	Food and Hospitality	Food and Hospitality	Food and Hospitality	Food and Hospitality	Food and Hospitality
				Child Studies	Child Studies

YEAR 7 HEALTH AND PHYSICAL EDUCATION

LENGTH OF COURSE Full Year Compulsory Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

The content explores personal identities and emotions and factors that influence students' health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

Movement and Physical Activity:

Students refine movement skills and understand the benefits of fitness and physical activity. Students participate in sports and leisure activities that promote teamwork, leadership and thinking in movement.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

Movement and Physical Activity:

Participation in sport and leisure activities while developing strategies, applying feedback and self and peer assessment.

YEAR 7 SOCCER PROGRAM

LENGTH OF COURSE Full Year Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$200

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

With a focus on Soccer, the content explores personal identities and emotions and factors that influence students' health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

Movement and Physical Activity:

Students refine Soccer movement skills and understand the benefits of fitness and physical activity. Students participate in Soccer coaching sessions that promote strategy and technical development, teamwork and leadership.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

Movement and Physical Activity:

Participation in sport and leisure activities while developing strategies, applying feedback and self and peer assessment.

YEAR 7 VOLLEYBALL PROGRAM

LENGTH OF COURSE Full Year Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$200

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

With a focus on Volleyball, the content explores personal identities and emotions and factors that influence students’ health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

Movement and Physical Activity:

Students refine Volleyball movement skills and understand the benefits of fitness and physical activity. Students participate in Volleyball coaching sessions that promote strategy and technical development, teamwork and leadership.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

Movement and Physical Activity:

Participation in Volleyball activities while developing strategies, applying feedback and self and peer assessment.

YEAR 8 HEALTH AND PHYSICAL EDUCATION

LENGTH OF COURSE Full Year Compulsory Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

The content explores personal identities and emotions and factors that influence students' health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

Movement and Physical Activity:

Students refine movement skills and understand the benefits of fitness and physical activity. Students participate in sports and leisure activities that promote teamwork, leadership and thinking in movement.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

Movement and Physical Activity:

Participation in sport and leisure activities while developing strategies, applying feedback and self and peer assessment.

YEAR 8 SOCCER PROGRAM

LENGTH OF COURSE Full Year Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$200

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

With a focus on Soccer, the content explores personal identities and emotions and factors that influence students' health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

Movement and Physical Activity:

Students refine Soccer movement skills and understand the benefits of fitness and physical activity. Students participate in Volleyball coaching sessions that promote strategy and technical development, teamwork and leadership.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

Movement and Physical Activity:

Participation in Soccer activities while developing strategies, applying feedback and self and peer assessment.

YEAR 8 VOLLEYBALL PROGRAM

LENGTH OF COURSE Full Year Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$200

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

With a focus on Volleyball, the content explores personal identities and emotions and factors that influence students' health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

Movement and Physical Activity:

Students refine Volleyball movement skills and understand the benefits of fitness and physical activity. Students participate in Volleyball coaching sessions that promote strategy and technical development, teamwork and leadership.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

Movement and Physical Activity:

Participation in Volleyball activities while developing strategies, applying feedback and self and peer assessment.

YEAR 8 FOOD AND HOSPITALITY

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Safety, Hygiene and Preparation:

Learn about the Food and Hospitality Industry, including café and restaurant style foods, beverages, service and presentation. Topics include Food for Individuals and Family, Local and Global Issues in Food and Hospitality, Trends in Food and Culture, Food and Safety, Food and Hospitality Careers .

ASSESSMENT TYPES

Food Preparation:

Practical assessment of food safety, hygiene and preparation skills.

Design and Analysis:

Written justification of decisions and reflection on desired outcomes.

YEAR 9 HEALTH AND PHYSICAL EDUCATION

LENGTH OF COURSE Semester Compulsory Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

The content explores personal identities and emotions and factors that influence students' health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

Movement and Physical Activity:

Students refine movement skills and understand the benefits of fitness and physical activity. Students participate in sports and leisure activities that promote teamwork, leadership and thinking in movement.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

Movement and Physical Activity:

Participation in sport and leisure activities while developing strategies, applying feedback and self and peer assessment.

YEAR 9 SOCCER PROGRAM

LENGTH OF COURSE Full Year Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$200

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

With a focus on Soccer, the content explores personal identities and emotions and factors that influence students' health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

Movement and Physical Activity:

Students refine Soccer movement skills and understand the benefits of fitness and physical activity. Students participate in Volleyball coaching sessions that promote strategy and technical development, teamwork and leadership.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

Movement and Physical Activity:

Participation in Soccer activities while developing strategies, applying feedback and self and peer assessment.

YEAR 9 VOLLEYBALL PROGRAM

LENGTH OF COURSE Full Year Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$200

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

With a focus on Volleyball, the content explores personal identities and emotions and factors that influence students' health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

Movement and Physical Activity:

Students refine Volleyball movement skills and understand the benefits of fitness and physical activity. Students participate in Volleyball coaching sessions that promote strategy and technical development, teamwork and leadership.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

Movement and Physical Activity:

Participation in Volleyball activities while developing strategies, applying feedback and self and peer assessment.

YEAR 9 PHYSICAL EDUCATION

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

In movement:

how to apply skill learning, training principles, energy systems and movement strategies to physical activity

Through movement:

explore barriers and enablers to physical activity and devise strategies to enhance participation in groups and individuals

About movement:

understand the body's response to physical activity and the impact of training and refining skills

ASSESSMENT TYPES

Performance Improvement:

Analyse personal performance in various sports and provide written strategies and reflection on improvement

Physical Activity Investigation:

Data collection through participation in various sports with written analysis, including use of apps, video analysis and/or self-assessment and peer assessment

YEAR 9 FOOD AND HOSPITALITY

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Food Safety, Hygiene and Preparation:

Learn about the Food and Hospitality Industry, including café and restaurant style foods, beverages, service and presentation. Topics include Food for Individuals and Family, Local and Global Issues in Food and Hospitality, Trends in Food and Culture, Food and Safety, Food and Hospitality Careers.

ASSESSMENT TYPES

Food Preparation:

Practical assessment of food safety, hygiene and preparation skills

Design and Analysis:

Written justification of decisions and reflection on desired outcomes

YEAR 10 HEALTH AND PHYSICAL EDUCATION

LENGTH OF COURSE Semester Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

The content explores personal identities and emotions and factors that influence students' health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

Movement and Physical Activity:

Students refine movement skills and understand the benefits of fitness and physical activity. Students participate in sports and leisure activities that promote teamwork, leadership and thinking in movement.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

Movement and Physical Activity:

Participation in sport and leisure activities while developing strategies, applying feedback and self and peer assessment.

YEAR 10 SOCCER PROGRAM

LENGTH OF COURSE Full Year Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$200

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

With a focus on Soccer, the content explores personal identities and emotions and factors that influence students' health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

Movement and Physical Activity:

Students refine Soccer movement skills and understand the benefits of fitness and physical activity. Students participate in Volleyball coaching sessions that promote strategy and technical development, teamwork and leadership.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

Movement and Physical Activity:

Participation in Soccer activities while developing strategies, applying feedback and self and peer assessment.

YEAR 10 VOLLEYBALL PROGRAM

LENGTH OF COURSE Full Year Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$200

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

With a focus on Volleyball, the content explores personal identities and emotions and factors that influence students' health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

Movement and Physical Activity:

Students refine Volleyball movement skills and understand the benefits of fitness and physical activity. Students participate in Volleyball coaching sessions that promote strategy and technical development, teamwork and leadership.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

Movement and Physical Activity:

Participation in Volleyball activities while developing strategies, applying feedback and self and peer assessment.

YEAR 10 PHYSICAL EDUCATION

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

In movement:

how to apply skill learning, training principles, energy systems and movement strategies to physical activity

Through movement:

explore barriers and enablers to physical activity and devise strategies to enhance participation in groups and individuals

About movement:

understand the body's response to physical activity and the impact of training and refining skills

ASSESSMENT TYPES

Performance Improvement:

analyse personal performance in various sports and provide written strategies and reflection on improvement

Physical Activity Investigation:

data collection through participation in various sports with written analysis, including use of apps, video analysis and/or self-assessment and peer assessment

YEAR 10 HEALTH

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Personal, Social and Community Health:

The content explores personal identities and emotions and factors that influence students' health, safety and wellbeing. Focus areas include Food and Nutrition, Alcohol and Drugs, Mental Health and Wellbeing, Relationships and Sexuality and Safety.

ASSESSMENT TYPES

Personal, Social and Community Health:

Investigation of focus content to apply of Health literacy skills in written and practical modes, including class discussion, production of health promotion materials and analysis and personal reflection tasks.

YEAR 10 OUTDOOR EDUCATION

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$300

CONTENT

Course content will be a selection of the following:

Environment & Conservation:

study of the natural environment to understand ecosystems and the impacts of human actions on the environment

Planning & Management:

learning through outdoor activities and journeys (camping, bushwalking) in natural environments

Personal & Social Growth:

develop meaning and appreciation of the role of natural environments to reflect on personal learning and skill progression in outdoor and/or First Aid activities

ASSESSMENT TYPES

Environments Investigation:

Practical and written investigation of the local environment and outdoor activities

Environments Experience:

Plan and undertake outdoor activities in a group, using peer and self-assessment to analyse and reflect on performance

YEAR 10 FOOD AND HOSPITALITY

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$60 per semester for specialty ingredients

CONTENT

Course content will be a selection of the following:

Food and Hospitality Skills:

Students learn and apply practical skills in food safety, food presentation, hosting guests and menu planning. They explore current trends in the food industry and explore content relating to pastry, fair trade Food, café beverages, café style foods and high tea.

ASSESSMENT TYPES

Practical Activity:

Written and practical tasks including research, design creation, practical application and evaluation

Group Activity:

Students collaborate to plan and implement a group practical application including a group design plan, group practical application and an individual evaluation

Investigation:

Written task where students investigate a contemporary issue related to the Food and Hospitality industry

STAGE 1 PHYSICAL EDUCATION

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

In movement:

how to apply skill learning, training principles, energy systems and movement strategies to physical activity

Through movement:

explore barriers and enablers to physical activity and devise strategies to enhance participation in groups and individuals

About movement: understand the body's response to physical activity and the impact of training and refining skills

ASSESSMENT TYPES

Performance Improvement:

Analyse personal performance in various sports and provide written strategies and reflection on improvement

Physical Activity Investigation:

Data collection through participation in various sports with written analysis, including use of apps, video analysis and/or self-assessment and peer assessment

STAGE 1 HEALTH AND WELLBEING

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Health Determinants:

develop an understanding of the factors that determine health and wellbeing outcomes for individuals

Social Equity:

investigate and analyse health and wellbeing organisations and suggest ways in which they can be more accessible for groups and individuals

Health Promotion:

investigate what makes an effective health campaign and create a health promoting activity that addresses a health issue of your choice

ASSESSMENT TYPES

Practical Action:

Creation of a practical health promoting campaign and written reflection

Inquiry:

Research of a health and wellbeing trend with a written analysis

STAGE 1 OUTDOOR EDUCATION

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$300 per semester

CONTENT

Course content will be a selection of the following:

Environment & Conservation:

Study of the natural environment to understand ecosystems and the impacts of human actions on the environment

Planning & Management:

Learning through outdoor activities and journeys (camping, bushwalking) in natural environments

Personal & Social Growth:

Develop meaning and appreciation of the role of natural environments to reflect on personal learning and skill progression in outdoor activities

ASSESSMENT TYPES

Environments Investigation:

Practical and written investigation of the local environment and outdoor activities

Environments Experience:

Plan and undertake outdoor activities in a group, using peer and self-assessment to analyse and reflect on performance

STAGE 1 SPORTS STUDIES

LENGTH OF COURSE	Semester Only
ASSUMED BACKGROUND	Nil
CURRICULUM CHARGES	\$150 per semester

CONTENT

Course content will be a selection of the following:

Recreational Activities:

Learn about and participate in local and community physical activities that enable active lifestyles and social interaction

Coaching Principles:

Learn what makes an effective coach and implement these skills to coach a group of Junior School students

Fitness and Nutrition:

Learn about fitness and nutritional needs of individuals and how to maintain a healthy lifestyle

ASSESSMENT TYPES

Practical Exploration:

Demonstrate application and development of knowledge through practical participation and written analysis

Connections:

Students collaborate in small groups to plan and implement and evaluate a coaching unit in a chosen sport/activity

Personal Venture:

Investigate, design and evaluate a nutrition and fitness program for a chosen individual

STAGE 1 FOOD AND HOSPITALITY

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$70 per semester for specialty ingredients

CONTENT

Course content will be a selection of the following:

Food and Hospitality Skills:

Students learn and apply practical skills and investigate current trends in food presentation techniques for restaurant kitchens. They explore areas of study in the Food and Hospitality industry, including; special dietary needs, local seasonal foods, food sustainability, food safety, children's menus and plant based diets.

ASSESSMENT TYPES

Practical Activity:

Written and practical tasks including an action plan, research, practical application and evaluation report

Group Activity:

Students collaborate to plan and implement a group practical application including a collaborative action plan, group practical application and an individual evaluation report

Investigation:

Written task where students investigate and reflect on a contemporary issue related to the Food and Hospitality industry

STAGE 1 CHILD STUDIES

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Child Studies Skills:

Students examine the period of childhood from conception to 8 years and issues related to growth, health and wellbeing of children. The three areas of study in this course are the Nature of Childhood and the Socialisation and Development of Children, Children in Wider Society, and Children, Rights and Safety.

ASSESSMENT TYPES

Practical Activity:

Written and practical assessment including an action plan, research, practical application and individual evaluation report

Group Activity:

Students collaborate to plan, implement and evaluate a group practical application including, a collaborative action plan, group practical application and individual evaluation report

Investigation:

Written investigation and reflection on a contemporary issues related to child development in the community

STAGE 2 PHYSICAL EDUCATION

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$100

CONTENT

Course content will be a selection of the following:

In movement:

How to apply skill learning, training principles, energy systems and movement strategies to physical activity

Through movement:

Explore barriers and enablers to physical activity and devise strategies to enhance participation in groups and individuals

About movement:

Understand the body's response to physical activity and the impact of training and refining skills

ASSESSMENT TYPES

Diagnostics (30%):

Practical and written tasks to collect, analyse and evaluate data in physical activities (sports, games, fitness and recreational activities)

Improvement Analysis (40%):

Written and practical task to participate in a school or community-based activity to reflect on personal performance and identify an aspect (skill, movement, physiological, biomechanical) for improvement.

Group Dynamics (30%):

Students work collaboratively to prepare for and participate in a competition in a selected sport. Individual written evaluation and analysis of the impact of their role and performance of team members.

STAGE 2 HEALTH AND WELLBEING

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Health Determinants:

Develop an understanding of the factors that determine health and wellbeing outcomes for individuals

Social Equity:

Investigate and analyse health and wellbeing organisations and suggest ways in which they can be more accessible for groups and individuals

Health Promotion:

Investigate what makes an effective health campaign and create a health promoting activity that addresses a health issue of your choice

ASSESSMENT TYPES

Initiative (40%):

Individual and collaborative written and practical application to plan, research and implement an initiative to achieve specific health and wellbeing outcomes.

Folio (30%):

Written critical analysis of health and wellbeing issues, including evaluation of health campaigns and analysing the effectiveness of health agencies.

Inquiry (30%):

Independent research of a contemporary health and wellbeing issue, developing a question to investigate, analyse and make recommendations.

STAGE 2 SPORTS & OUTDOOR STUDIES

This subject is assessed SACE Stage 2 Integrated Learning

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$300

CONTENT

Course content will be a selection of the following:

Practical Activities:

Learn about and participate in camping and outdoor experiences that enable active lifestyles and social interaction

Group Activity:

Worked collaboratively with local community members to learn about and implement sustainable practices

Personal Endeavour:

Topic and capability chosen by the student in an area of interest

ASSESSMENT TYPES

Practical Exploration (40%):

Demonstrate application and development of knowledge through practical participation and written analysis

Connections (30%):

Students collaborate in small groups and with local community members to plan action and implement sustainable practices

Personal Endeavour (30%):

Individual research-based investigation to develop a chosen capability

STAGE 2 FOOD AND HOSPITALITY

LENGTH OF COURSE	Full Year
ASSUMED BACKGROUND	Nil
CURRICULUM CHARGES	\$70 for specialty ingredients

CONTENT

Course content will be a selection of the following:

Food and Hospitality Skills:

Students learn and apply practical skills and explore contemporary trends and issues relevant to the Food and Hospitality industry. They study topics in the following areas; patisserie, food safety, healthy meal production, food waste, Indigenous ingredients and burger bars.

ASSESSMENT TYPES

Practical Activity (50%):

Multiple written and practical tasks including an action plan, research report, practical application and evaluation report

Group Activity (20%):

Students collaborate to plan and implement multiple group practical applications including collaborative action plan, group practical application and individual evaluation report

Investigation (30% External):

Written task to investigate and reflect on a contemporary issue related to the Food and Hospitality industry

STAGE 2 CHILD STUDIES

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$30 for specialty materials

CONTENT

Course content will be a selection of the following:

Child Studies Skills:

Students examine the period of childhood from conception to 8 years and issues related to growth, health and wellbeing of children. The areas of study in this course include Contemporary and Future Issues, Economic and Environmental Influences, Political and Legal Influence, Sociocultural Influences and Technological Influences.

ASSESSMENT TYPES

Practical Activity: [50%]

Written and practical assessment including an action plan, research, practical application and individual evaluation report

Group Activity: [20%]

Students collaborate to plan, implement and evaluate a group practical application including, group decision making, group practical application and individual evaluation report

Investigation: [50% External]

Written investigation and reflection on a contemporary issue related to child development in the community

Curriculum

The Arts

Humanities & Social Sciences (HASS)

The HASS curriculum focusses on History and Geography and is organised into two interrelated strands: knowledge and understanding including inquiry and skills.

History is made up of the strands knowledge and understanding, which focuses on developing personal, family, local, state and national historical knowledge, to having an awareness of regional and world history by Year 10.

The Historical inquiry and skills strand promotes:

- chronology
- terms and concepts
- historical questions and research;
- the analysis and use of sources; perspectives and interpretations
- explanation and communication
- use of evidence for historical interpretation.

Students studying Geography build on their understanding of:

- place
- space
- environment
- interconnection
- sustainability
- scale
- change.

The Geographical inquiry and skills strand involves individual or group investigations that start with geographical questions and proceed through the collection and evaluation of data, analysis and interpretation of a range of information types, to the development of conclusions and proposals for actions

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
HASS	HASS	History	History	Women's Studies	Women's Studies
		Horrible History		Society and Culture	Society and Culture
		Legal Studies	Legal Studies	Legal Studies	Legal Studies
		Biomes & Food Security	Tourism	Ancient Studies	Ancient Studies
				Modern History	Modern History

YEAR 7 HASS

LENGTH OF COURSE Full Year Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will come from the following:

Knowledge and Understanding:

Students will explore the Ancient World and examine reasons for change and continuity between 60 000 BC (BCE) – c.650 AD (CE). With a focus on 'Investigating the Ancient Past' and a depth study of ancient Greece, Egypt, Rome, China, or India. In second semester learners study Geography through a focus on 'Water and the World' and 'Places and Liveability'.

Inquiry Skills:

Students learn how to identify and select a range of sources, as well as locate, compare, and use information to answer inquiry questions. They examine sources and data to explain points of view as well as identify their origin and purpose. Students develop maps, descriptions, case studies and explanations to share their findings. Students use historical/geographical terms and concepts, incorporating relevant sources using digital technologies. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and then describe the expected results of their proposal.

ASSESSMENT TYPES

Inquiry/comparative study:

Students will develop and conduct an inquiry question/comparative study in using both Historical and Geographical skills

Skills Folio:

May include source analysis, explanations, a timeline, timed test, historical recounts, artefact statement, proposals, mapping task or a data interpretation task.

YEAR 8 HASS

LENGTH OF COURSE Full Year Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will come from the following:

Knowledge and Understanding:

Students study history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations (Medieval Europe, Khmer Empire, Vikings, Mongol Empire and Japanese Shoguns etc.) around the world encountered each other. For Geography, students explain geographical processes that influence the characteristics of places and clarify how places are perceived and valued differently. Students then compare alternative strategies within a geographical challenge, taking into account environmental, economic and social factors. Focus topics come from 'Landforms and Landscapes' as well as 'Changing Nations'.

Inquiry and Skills:

Students find and select primary and secondary sources and use these as evidence to answer an inquiry question. Students identify and explain different points of view in sources and take into account their origin and purpose, as well as fact versus opinion. Students also identify geographically significant questions and evaluate a range of sources to locate information and data and draw reasoned conclusions. Students present findings in a range of appropriate communication forms.

ASSESSMENT TYPES

Inquiry/Challenge:

Students develop a question/challenge to frame an investigation and then analyse, select and organise information/data to present findings or propose an action.

Skills Folio:

This may include a timeline, field excursion, timed test, mapping task, descriptive journal, artefact statement, source analysis, explanation or a data interpretation task.

YEAR 9 HISTORY

LENGTH OF COURSE One Semester Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will come from the following:

Knowledge and Understanding:

Learners explore the making of the modern world from 1750 to 1918. Through 'Movements of people' are introduced to periods of industrialisation and rapid change in the way people lived, worked, and thought. In 'Making a Nation' learners focus on our nation's early history and journey to self-governance, through the experiences of first nations, European and non-European Australians. Finally, learners complete a depth study of World War I, 1914–1918 and its Impacts on Australians.

Inquiry and Skills:

Students sequence events, develop an inquiry question, gain information from sources and develop texts that use historical terms, evidence and referenced sources

ASSESSMENT TYPES

Historical Inquiry:

Develop an inquiry where information is organised and presented as a conclusion. Historical terms and concepts, evidence identified in sources, and referenced sources are included

Historical Skills:

May include a timeline, timed test, descriptive journal, artefact statement, source, analysis or explanation

YEAR 9 LEGAL STUDIES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Rebuilding a Dystopian Society:

Students will be challenged to create their own political society, forming party's representative of a range of opinions and exploring the structure of government and the role of political parties in making change.

Crime & Justice:

Students will inspect tales of crime and justice in Australia, involving stories of criminal behaviour, law enforcement, and the pursuit of justice Down Under. Students will gain an understanding of the justice system and be challenged to create their own rules and laws, while exploring the roles of victims, witnesses, accused criminals and the judiciary.

Law & Order:

Students will delve into the world of legal issues and police practices within Australia's law enforcement system and reflect on major legal issues in society, selecting topics of personal interest. They will investigate the role of the South Australian Police (SAPOL) and make authentic links to the local council.

ASSESSMENT TYPES

Creative Tasks:

Developing political Parties within a Dystopian Society with Role Play

Reflection Tasks:

Investigating an Australian Criminal Case and looking into the role of SAPOL

Inquiry Task:

Students inquire into a Legal Issue of personal interest

YEAR 9 HORRIBLE HISTORIES

LENGTH OF COURSE

Semester Only

ASSUMED BACKGROUND

Nil... but a love of history and comedy would help!

CURRICULUM CHARGES

Nil (Possible excursion charge of approximately \$20)

CONTENT

Course content will involve investigating and creating from the following:

Historical events and people:

Students will use their creativity and humour as well as random and gruesome facts, they will look at the Terrifying Tutors, Rotten Romans, Incredible Incas or the Awesome Egyptians

Hands-on activities:

Playing with old stuff like an archaeologist and delving into virtual worlds that are too far for us to go and visit in person

What is evidence?

Are primary sources better than secondary sources? Is all evidence created equally? Are all versions of the past biased, valid, reliable and useful?

ASSESSMENT TYPES

Investigation:

Self-directed exploration (with some hints) of historical events using planning tools, primary (touchable) & secondary history sources, old data, equally old maps, not so old digital sources like virtual museums, Google Earth etc.

Folio of evidence:

A Folio might include a timeline of your Horrible Histories era with gruesome explanations or an excursion report or a timed quiz – see if you can beat your neighbour's score! No one knows until all is revealed. It may be a task that involves guessing the archaeological object – when was it made, what is it, what is it made of, who made it?

YEAR 9 BIOMES AND FOOD SECURITY

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil (Possible excursion charge of approximately \$20)

CONTENT

Course content will be a selection of the following:

Biomes of the World:

Students will explore what Biomes make up the world and look at the elements of local Biomes around Hallett Cove, including the similar characteristics of flora and fauna, geographical features, human impact and how Biomes are altered, including their importance as a source of food and sustainability.

Food Security:

Students will identify challenges and constraints on expanding food production into the future and determining how is food security managed in Australian and across the world.

ASSESSMENT TYPES

Individual inquiry:

An investigation of biomes around Hallett Cove, looking at the features, challenges and future of local biomes.

Folio of Evidence:

A Folio may include investigations of local and international biomes, a report based on data and observations, and an evaluation of main events related to global food security or a promotional activity.

Food Investigation:

Investigation into food security which may include practical creation and maintenance of edible planting, research, data analysis and evaluation

YEAR 10 HISTORY

LENGTH OF COURSE One Semester Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will come from the following:

Knowledge and Understanding:

Students study the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context, focusing on the involvement in global conflicts such as World War Two. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time 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

Inquiry and skills:

Students sequence events and identify relationships, develop and modify an inquiry question, synthesise information and data from sources and develop text that use historical argument, evidence and referenced source.s

ASSESSMENT TYPES

Historical Inquiry:

Develop an inquiry where information is organised and presented as a discussion and /or explanation. Historical terms and concepts, evidence from identified sources, and referenced sources are also included.

Historical Skills:

Identified sources, and referenced sources are also included.

Acutely analyse a wide range of sources and engage with a range of learning tasks, including but not limited to timeline, timed test, descriptive journal, artefact statement, source, analysis, explanation or historical argument

YEAR 10 LEGAL STUDIES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil (Possible excursion charge of approximately \$20)

CONTENT

Course content will be a selection of the following:

Youth & The Law

Students explore the legal rights of young people, the criminal age of responsibility and the role of the juvenile justice system. We will review the youth justice system and investigate underlying causes of behaviour.

Crime & Justice

Australia's criminal justice system is built on principles of fairness. Students will explore the processes of the judicial system and review criminal case studies, making unique judgements on our system of justice.

Prevalent Legal Issues

Students will investigate legal issues in Australia that are of personal interest. This may involve human rights, politics, international law, cybercrime, environmental law etc.

Australian Legal System & International Comparison

We will explore a variety of legal systems across the globe, investigating limits on democracy, dictatorships and alternative political ideologies. Students will craft a comparison of one country's political system to Australia's, forming opinions and evaluations.

ASSESSMENT TYPES

Folio of work:

Consisting of at least two assessments which may include a media study, mind map or a timed test.

Issues Study:

Students inquire into a current legal issue. It should be an issue that students can follow over a two-week period.

Presentation:

Students prepare an individual or group presentation. Presentations can take a variety of forms and occur in a variety of situations. A presentation could be for example a slides presentation, mock trial or website.

YEAR 10 TOURISM

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil (Possible excursion charge of approximately \$20)

CONTENT

Course content could be selected from the following:

Understanding Tourism:

Students will build and understanding of the Tourism industry, looking at employment opportunities and growth within. They will look at the role of Tourism and the economic, social, environmental and cultural impact that the industry has around the world.

Creating ethical tourism:

Students will examine the motivations and drivers towards creating ethical tourism ventures, and what does the tourist expect from the initial marketing through to the end product of this venture. Also examine what thoughtful planning and management looks like to make a venture reflect ethical standards.

ASSESSMENT TYPES

Folio of evidence:

A folio may include a group presentation or a comparison study of the nature of tourism at a local, state, national and global levels. There could also be a source analysis where the student learns to determine and identify a reliable, useful, non-biased and valid source when trying to prove a point.

Issues Investigation:

Investigate a topic like international travel, tourism markets, sustainable tourism, dark tourism, working in the industry, the role of government, tourism and technological change or ecotourism and present findings.

STAGE 1 WOMEN'S STUDIES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be from the following:

Understanding Gender:

Students will look at Women, Gender, and Social Identity. Students will enable students to understand and analyse femininity and masculinity and the relationship between women's identity and men's identity and their sense of self and others.

This course examines the experiences of women throughout history and across cultures. It looks at the ways in which gender has been shaped by society, and how it affects the lives of women.

Topics:

Women's Studies draws on knowledge from a variety of disciplines, such as history, sociology, and literature in order to understand the complex nature of gender. Some of the topics that are studied in Women's Studies include: the history of women's rights; women in the workforce and in the home; beauty and body image; violence against women; and gender representation in the media. There will be opportunity to negotiate topics and assignment types to develop critical thinking skills, how to analyse information, understand arguments and form opinions.

ASSESSMENT TYPES

Text:

Students identify and analyse diversity in gender representations of women in cultural text(s), such as films, television shows, magazines, a series of advertisements, video games, multimedia texts, books that explore gender issues, or government reports. This analysis includes aspects of empowerment and/or disempowerment

Group Presentation:

Students provide evidence of knowledge and understanding of gender, gender relations, and the diversity of women's experiences in a collaborative activity followed by a negotiated form of group presentation. Examples of presentations include a debate on a particular key issue to be determined by the teacher and class, a scripted role play, or a gender audit of television news or sport

Issues Analysis:

Students will investigate an issue relating to Women in Society.

STAGE 1 SOCIETY AND CULTURE

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Successful completion of Year 10 HASS

CURRICULUM CHARGES Nil

CONTENT

Course content will be from the following:

Australian content topic:

Possible topics include a current social or cultural issue, the media, popular culture, prejudice and discrimination, wealth/work/status, societies in rural and urban Australia, relationships between societies and natural environments, power and authority in society etc.

Global content topic:

Possible topics include peace and conflict, Australians as global citizens, refugee and migrant experiences and contributions, Australia's relationships with the Asia-Pacific region, the diversity of the Asia-Pacific region, world-shaping phenomena, lobby/advocacy groups and social change etc.

ASSESSMENT TYPES

Group activity:

Students work collaboratively in a group to define and investigate different perspectives on a contemporary social or cultural issue that is relevant to one or more of the topics studied.

Source Analysis:

Students gather information from primary and/or secondary sources. Primary sources may include observations and recordings from field trips to cultural or social events or centres, a study of cultural artefacts, or interactions with guest speakers and other people in the school or the local community, including other students. Students may undertake activities as individuals, in groups, or as members of a whole class. They record qualitative or quantitative data, using surveys, journals, photographs, spreadsheets or other means.

Inquiry-based Investigation:

Students choose a contemporary social or cultural issue to investigate. They identify and refine guiding questions and investigate, analyse and use relevant information from different sources, which may include primary sources. Students support their conclusions with evidence from their investigations.

STAGE 1 LEGAL STUDIES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Successful completion of 10 English and 10 HASS or 10 HaSS Elective

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

A Law & Communities:

Students will investigate how law effects local and national communities. They study the power, influence, and perspectives of those who have constructed Australia's laws and make judgments on the needs of communities. Students will respond to a case study.

Law-making:

Students will study the law-making process and influence of democracy, societal attitudes and change. This will focus on Parliament and Judge-made law, reviewing significant court cases and protests for topical issues. Students will pick one legal issue of personal interest to research further.

Justice & Society:

This topic investigates the Australian Justice System, focusing on the civil and criminal systems. We will identify civil wrongdoings and categories of crimes, reviewing whether Australia serves "justice" to the people. An excursion to the Adelaide Courts will allow students to see our Justice System up close, inspiring a mock trial presentation.

ASSESSMENT TYPES

Analytical response:

Open-book test on Law and Communities. Students will be required to analyse a legal scenario with the respect to the sources and purpose of the law, factors that influence legal changes, how the law balances competing tensions and if they achieve a just outcome.

Inquiry:

An inquiry into a recent legal issue in Australia. Students will choose a topic of interest and research the opposing viewpoints on the issue.

Presentation:

In groups, students present a 'mock trial' on a real or imagined Australian civil or criminal case. In doing so, they will present the roles of the judge, jury, accused, victim, witness, prosecution/defence lawyer and/or plaintiff.

STAGE 1 ANCIENT STUDIES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Successful completion of Year 10 HASS

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Compulsory topic:

Understanding Ancient History – includes historical authentication and reliability, preservation, conservation, and/or reconstruction of ancient sites and artefacts, cultural heritage, ownership, and/or the role of museums.

Additional topics:

Students may study from: art, architecture and technology, warfare and conquest, social structures, slavery, and everyday life, beliefs, rituals and mythology, creative representations which includes one or more texts from or about an ancient culture.

ASSESSMENT TYPES

Folio of work:

A Folio might consist of a variety of tasks, which include researching into and understanding the ideas and innovations from the ancient world, as well as reflecting on the diversity of beliefs, attitudes, and values throughout the ancient world.

Source Analysis:

A source analysis using a variety of primary and secondary sources, which could include literature, pottery, inscriptions, architecture, painting, sculpture, archaeological sites or documents.

Inquiry-based Investigation:

The focus of an inquiry may be chosen by the teacher or negotiated by the student. The inquiry could be an extension of the material covered in class, or a study of an aspect of a different ancient society or culture. Students demonstrate their inquiry skills and research selected ideas, individuals, groups, institutions, social systems, events, and/or artefacts of the ancient world.

STAGE 1 MODERN HISTORY

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Successful completion of Year 10 HASS and English

CURRICULUM CHARGES Nil

CONTENT

Course content will be from the following:

Two or more topics:

Topics will be from imperialism, decolonisation, indigenous peoples, social movements, revolution or an elective topic.

ASSESSMENT TYPES

Historical Skills:

Students undertake and complete three historical skills assessments, which may include an essay, source analysis, oral presentation etc. Students apply their skills of historical inquiry to research, explore, interpret and communicate their understanding of ideas, people and events in history. They develop their historical literacy skills, by exploring short-term and long-term impacts of ideas, people, groups and events; analysing and evaluating historical sources; interpreting historical texts; and developing their own perspectives on historical questions.

Historical Study:

Students undertake one historical study and this will be based on an aspect of the world since 1750. Students inquire into, explore, interpret and research a historical idea, event, person or group in depth. The focus of the historical study may be chosen by the teacher or negotiated by the student.

STAGE 2 WOMEN'S STUDIES

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be from the following:

Gender analysis framework:

Provides the key concepts and analytical tools that students use in an examination of key issues in Women's Studies.

Topics:

Students will have the opportunity to examine the experiences of women throughout history and across cultures. Students will look at the ways gender has been shaped by society, and how it affects the lives of women. Women's Studies draws on knowledge from a variety of disciplines, such as history, sociology, and literature in order to understand the complex nature of gender. Some of the topics that are studied in Women's Studies include: the history of women's rights; women in the workforce and in the home; beauty and body image; violence against women; and gender representation in the media. There will be opportunity to negotiate topics and assignment types and students will develop their critical thinking skills, how to analyse information, understand arguments and form their own opinions.

ASSESSMENT TYPES

School Assessed

Text Analysis:

Students will look at the portrayal of women in films, music videos, song lyrics, advertisements, advertisements and other forms of media

Essay:

Students will produce a persuasive written essay looking at a topic impacting Women

Folio:

Students will engage with a range of tasks to allow them to demonstrate their learning

Externally Assessed

Issue Analysis:

Students will conduct an individual investigation about a negotiated topic.

STAGE 2 SOCIETY AND CULTURE

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful Completion of Stage 1 HASS subject/s and Stage 1 English

CURRICULUM CHARGES Nil

CONTENT

Course content will be from the following:

Cultural Perspectives:

Students will investigate how people live and interact with each other, how they form groups and communities and the different factors that shape societies, such as history, politics, economics and how these things change over time. It also looks at the different social issues that are facing our world and how students can make a difference.

Real World Connections:

Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

ASSESSMENT TYPES

Folio:

A Folio will comprise a range of tasks which allows students to demonstrate their learning

Interaction:

Students undertake at least one group activity. A group activity consists of three equally important parts: group inquiry, planning, and evaluation followed by collaborative social action and then an evaluation of each student's contribution.

Investigation:

Students undertake one independent, focused investigation of a negotiated contemporary social or cultural issue in a local and/or global context and present their findings in a written report.

STAGE 2 LEGAL STUDIES

LENGTH OF COURSE

Full Year

ASSUMED BACKGROUND

Successful Completion of Stage 1 Legal Studies and Stage 1 English. Non-compulsory, related subjects in year 10

CURRICULUM CHARGES

Nil

CONTENT

Course content will be a selection of the following:

Focus Area 1: Sources of Law

Students will explore and question the key principles and institutions that form the foundation of the legal system. This includes principles of equality and democracy, under the foundation of Australia's rule of law and separation of powers.

Focus Area 2: Dispute Resolution

The topic investigates Australia's Justice System and asks students to reflect upon whether justice and communities are supported in our civil and criminal systems. This includes the rules and procedure of the Adversary system, as well as the roles of the judge, prosecution/plaintiff, defence and accused.

Focus Area 3: The Australian Constitution

Students will review the origins and fundamental principles of Australia's Constitutional system. In doing so, we will investigate issues of human rights, changing societal values and the role of a monarch.

ASSESSMENT TYPES

Type 1: Folio Assessment

The folio will be a selection of four tasks, including a letter, essay, debate and supervised test

Type 2: Inquiry

Students undertake an Inquiry into a contemporary legal issue of personal interest in Australia. This will involve investigating opposing arguments and completing sufficient research

Type 3: Examination [30%]:

Students complete a 130-minute Electronic Examination as their external assessment task. The exam is in two parts, Part A: Responding to Sources on Focus Areas 1 & 2; Part B: Extended Response, an essay in response to a prompting statement..

STAGE 2 ANCIENT STUDIES

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful Completion of Stage 1 HASS subject/s and Stage 1 English

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Three choice topics:

From daily life, military conflict, political power and authority, religion, material culture, literature - prose, narrative, or epic, Literature - drama and poetry.

Conduct an inquiry:

Explore an area of specialisation of individual interest, extend your skills (including skills in research and acknowledgment of sources and enrich your understanding of the significance of an idea, a value, a belief, a practice, an innovation, a person, or an event, from the ancient world to its own culture or to another culture/s, or to another time or to another time and culture.

ASSESSMENT TYPES

School Assessed:

Assessment Type 1: Skills and Applications (50%)

Assessment Type 2: Connections (20%)

Externally Assessed:

Assessment Type 3: Inquiry task (30%)

STAGE 2 MODERN HISTORY

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful Completion of Stage 1 HASS subject/s and Stage 1 English

CURRICULUM CHARGES Nil

CONTENT

Course content will be from the following:

Modern Nations:

Students study one of the following topics:

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

The World since 1945:

Students study one of the following topics: The changing world order (1945–), Australia's relationship with Asia and the South Pacific Region (1945–), National self-determination in South-East Asia (1945–), the struggle for peace in the Middle East (1945–), Challenges to peace and security (1945–) or The United Nations and establishment of a global perspective (1945–)

ASSESSMENT TYPES

Assessment Type 1:	Historical Skills	(50%) School Assessed
Assessment Type 2:	Historical Study	(20%) School Assessed
Assessment Type 3:	Examination	(30%) Externally Assessed

Languages

Students in the languages pathway at Hallett Cove School become culturally literate individuals, empowered with the pre-requisite skills and knowledge for developing connections within a globalised world. There are far-reaching benefits for students learning an additional language, some of which include enhanced cognitive development, strengthened literacy skills and deep intercultural understanding. Wide and varied opportunities are provided for students to connect authentically with culture and language in this pathway.

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Japanese	Japanese	Japanese	Japanese	Japanese	Japanese
	Japanese B				

YEAR 7 JAPANESE

LENGTH OF COURSE One Semester Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Language Conventions:

Students explore the conventions of the Japanese language through explicit teaching, exploration of text, games and digital resources. They will learn about Japanese writing systems and will learn to communicate using both Written and Oral forms of language.

Cultural Differences:

Students explore the notion of what it is to be a global citizen. They research the similarities and differences in cultures and reflect on the importance of cultural difference and understanding.

ASSESSMENT TYPES

Visual Text Production:

Students create posters , powerpoints , slideshows and brochures to display knowledge and understanding for language and cultural learning.

Written Text Production:

Students produce a body of written work using a myriad of genre incorporating the four writing systems to create text types about self, family and friends.

Vocabulary and Language Tests:

Students create small scripts and present using multi modal resources to support their language development. They use classroom specific language to ask questions and respond to questions asked. They learn specific vocabulary to support the topics being covered.

YEAR 8 JAPANESE

LENGTH OF COURSE One Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Language Conventions:

Students learn the conventions of Japanese language through multimodal resources, games, and interactions with peers. Students are supported to develop competency in reading and writing the three Japanese scripts (hiragana, katakana and kanji)) and understanding of how to make wide and varied sentences involving adjectives, nouns and verbs

Cultural Differences:

Learning experiences are carefully selected to provide students with the opportunity to develop deep understanding of concepts underpinning Japanese society and culture. It is through this lens that students are empowered to understand and reflect on the differences between Japanese and their home cultures

ASSESSMENT TYPES

Text analysis:

Students identify and explain knowledge of from texts, using particle train structures.

Text production:

Student create texts to display knowledge of Japanese verbs and nouns, using particle train structures.

Vocabulary and Language Tests:

Display your knowledge of language conventions of Hiragana and vocabulary.

YEAR 9 JAPANESE

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Year 8 Japanese

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Expanding Language:

Learners at this level are able to read and write using hiragana, katakana and an increasing number of kanji in all texts.

Contexts of Interaction:

Learners interact with peers, the teacher and other Japanese speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments.

Features of Language:

Learners use more complex language in oral, written and multimodal forms. They expand their knowledge and control of grammatical elements. Students language production includes elements of interpreting, creating and performing.

ASSESSMENT TYPES

Oral Components:

Students will present knowledge of various features of Japanese society through displaying understanding of language. These presentations can take the format of individual or group conversations.

Cultural Investigation:

Research differences of Japanese and Western cultures from the perspective of High School students.

Text Production:

Construct a text in Japanese displaying understandings of language and tenses.

Vocabulary and Language Tests:

Display your knowledge of language conventions of Hiragana, Kanji, Katakana and vocabulary.

YEAR 10 JAPANESE

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Year 9 Japanese

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Expanding Language:

Students build on prior language learning, and further understand the use of connectives and conjunctions, and they engage with more complex language structures.

Contexts of Interaction:

Students interact with peers and teachers in Japanese, and also expose themselves to interacting with cultural opportunities authentic to Japanese culture.

Features of Language:

Students identify the differences in process of interpreting different languages, and reflect on the nature of intercultural communication.

ASSESSMENT TYPES

Oral Components:

Present knowledge of various features of Japanese society through displaying understanding of language. Students also interview credible sources using correct language functions.

Text analysis:

Students listen, interpret and comprehend instructions and perspectives from speech. Students might also identify differences in culture, language, and customs through analysing a Japanese texts.

Vocabulary and Language Tests:

Display your knowledge of language conventions of Hiragana, Kanji, Katakana and vocabulary.

STAGE 1 JAPANESE

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Year 10 Japanese

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Language:

This course focuses on developing communication skills in Japanese (speaking, listening, reading & writing), developing understanding of language as a system and enhancing intercultural understanding. Students develop understandings of Hiragana and Katakana languages, and a prescribed number of kanji, in both written and spoken forms. Students also become familiar with informal and formal levels of language.

Japanese Society:

Investigate cultural differences and develop understandings of the individual, Japanese speaking communities, and the changing world.

Grammar and Vocabulary:

Students understand and organise the relationship of all grammatical elements that constitute the Japanese language as it functions, to incorporate different nouns, verbs, and other vocabulary to convey meaning.

ASSESSMENT TYPES

Text Analysis and Production:

Students might read and respond to a Japanese Text. Students might then demonstrate their ability to structure and sequence their ideas and use appropriate register through responding and producing texts.

Interaction:

Students use a range of language to express their ideas and justify their opinions, and maintain the interaction through using a variety of communication strategies.

Cultural Investigation:

Students extensively investigate aspects of Japanese culture, and provide in-depth reflection on similarities and differences using both Japanese and English elaborations.

STAGE 2 JAPANESE

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Stage 1 Japanese

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Language:

This course further develops and builds student understanding of the language and culture of Japan while refining communication skills in writing, speaking, listening and reading in Japanese. The three SACE themes, the individual, the Japanese-speaking communities and the changing world will be the focus. Research into an area of Japanese interest, the In-Depth Study, is a key component of the course. Students develop understandings of Hiragana and Katakana languages, and a prescribed number of kanji, in both written and spoken forms. Students also become familiar with informal and formal levels of language.

Japanese Society:

Investigate cultural differences and develop understandings of the individual, Japanese speaking communities, and the changing world.

Grammar and Vocabulary:

Students understand and organise the relationship of all grammatical elements that constitute the Japanese language as it functions, to incorporate different nouns, verbs, and other vocabulary to convey meaning.

ASSESSMENT TYPES

Folio:

Students might read and respond to texts in a variety of formats. Students also produce a letter in Japanese, in combination to creating an article addressing a range of Japanese concepts.

In-Depth Study:

Students extensively investigate aspects of Japanese culture, and provide an oral and written investigation, and reflect on their own understandings in English.

External Examination:

15 Minute Oral Examination.

3 Hour Written Examination.

Mathematics

Mathematics is a compulsory subject for students from Year 7 to 11. In Years 7 – 10 students are supported to develop their understanding of mathematical concepts, building on previous learning, under the following topics;

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and

unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Students explore these concepts in real-life situations and use their understanding to solve problems. Students develop the numeracy capabilities that they need for personal and civil life, and provides the fundamental understandings that underpin Mathematical specialties and professional applications.

In Stage 1 and 2, students choose the Mathematics subject that best suits their pathway.

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Mathematics	Mathematics	Mathematics	Mathematics	Essential Mathematics	Essential Mathematics
				General Mathematics	General Mathematics
				Mathematical Methods	Mathematical Methods
				Specialist Mathematics	Specialist Mathematics

YEAR 7 MATHEMATICS

LENGTH OF COURSE Full Year Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Number and Algebra:

Index notation, square roots, integers, fractions and decimals, calculating 'best buys,' algebraic expressions and linear and non-linear relationships

Measurement and Geometry:

Area of rectangles, triangles and parallelograms, volume of prisms, transformations and Cartesian planes, geometric reasoning and angles

Statistics and Probability:

Determine likely outcomes and probabilities of events, data collection, data displays and graphs, calculating mean, mode and range

ASSESSMENT TYPES

Skills and Application tasks: Supervised assessment (test) to demonstrate student learning

Investigations: Students investigate a topic mathematically to make informed decisions/recommendations

Students will require the use of a scientific calculator

YEAR 8 MATHEMATICS

LENGTH OF COURSE Full Year Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Number and Algebra:

Index notation, operations with rational numbers, decimals, irrational numbers, percentages, rates and ratios, profit and loss, algebraic equations and plotting linear relationships on a Cartesian plane

Measurement and Geometry:

Units of measurement for area and volume, area of parallelograms, trapeziums, rhombus, kites and circles, volume of prisms, duration, congruent triangles and quadrilaterals

Statistics and Probability:

Calculate the sum of probabilities, two way tables, data collection, random samples, data values and outliers

ASSESSMENT TYPES

Skills and Application tasks: Supervised assessment (test) to demonstrate student learning

Investigations: Students investigate a topic mathematically to make informed decisions/recommendations

Students will require the use of a scientific calculator

YEAR 9 MATHEMATICS

LENGTH OF COURSE Full Year Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Number and Algebra:

Explore real numbers, indices and scientific notation, and simple interest. Expand algebraic expressions and explore linear and non-linear relationships

Measurement and Geometry:

Calculate area of composite shapes, and the surface area and volume of cylinders and prisms. Utilise ratios and explore similar triangles. Apply trigonometry and Pythagoras' Theorem to right-angled triangles

Statistics and Probability:

Determine possibilities for an event, relative frequencies, estimate mean and mode and create data displays

ASSESSMENT TYPES

Skills and Application tasks: Supervised assessment (test) to demonstrate student learning

Investigations: Students investigate a topic mathematically to make informed decisions/recommendations

Students will require the use of a scientific calculator

YEAR 10 MATHEMATICS

LENGTH OF COURSE Full Year Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Number and Algebra:

Simple and compound interest, linear and quadratic functions, solving simultaneous equations, and the algebra of quadratics

Measurement and Geometry:

Solve problems involving surface area and volume of prisms, cylinders and composite shapes, right angle triangles and congruent triangles and angles

Statistics and Probability:

Two and three step chance experiments, probabilities, box and scatter plots

ASSESSMENT TYPES

Skills and Application tasks: Supervised assessment (test) to demonstrate student learning

Investigations: Students investigate a topic mathematically to make informed decisions/recommendations

Students will require the use of a scientific calculator or a TI-84+CE, TI-84 or TI-84+ graphing calculator.

STAGE 1 ESSENTIAL MATHEMATICS

LENGTH OF COURSE One Semester Compulsory Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Topic 1: Calculations and Ratio including arithmetic of whole numbers and fractions

Topic 2: Earning and spending including calculation of wages, taxation and budgeting

Topic 3: Geometry including properties of angles and polygons, construction processes and compasses

ASSESSMENT TYPES

Skills and Application tasks: Supervised assessment (test) to demonstrate student learning

Investigations: Students investigate a topic mathematically to make informed decisions/recommendations

Students will require the use of a scientific calculator.

STAGE 1 GENERAL MATHEMATICS

LENGTH OF COURSE One Semester Compulsory Option or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Topic 1: Investing and borrowing including investing for interest, shares and the cost of borrowing

Topic 2: Measurement including units and conversions, scales and rates, volume and surface area

Topic 3: Statistics including statistical measures, organising, representing and interpreting data and data sampling

Topic 5: Linear and exponential functions, solving simultaneous equations

Topic 6: Matrices and networks including matrix arithmetic, networks and flow rates

Topic 7: Applied mensuration: scale, percentage error, volume and surface area, non right-angled trigonometry.

ASSESSMENT

Skills and Application tasks: Supervised assessment (test) to demonstrate student learning

Investigations: Students investigate a topic mathematically to make informed decisions/recommendations

Includes Semester examination

Students will require the use of a TI-84+CE, TI-84 or TI-84+ graphing calculator.

STAGE 1 MATHEMATICAL METHODS

LENGTH OF COURSE Full Year Compulsory Option

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

In this subject, students are expected to:

- Understand mathematical concepts and relationships, making use of electronic technology.
- Recognise and apply the mathematical techniques.
- Communicate mathematical reasoning and ideas.

Course content will be a selection of the following:

Topic 1: Functions and graphs including linear relationships and functions

Topic 2: Polynomials including quadratic, cubic and quartic functions

Topic 3: Trigonometry including the unit circle, and trigonometric functions

Topic 4: Counting and statistics including sampling, normal distributions and statistical measures.

Topic 5: Growth and decay including indices, exponential and logarithmic functions

Topic 6: Introduction to differential calculus including rates of change and derivatives

ASSESSMENT TYPES

Skills and Application tasks: Supervised assessment (test) to demonstrate student learning

Investigations: Students investigate a topic mathematically to make informed decisions/recommendations

Includes semester examination

Students will require the use of a TI-84+CE, TI-84 or TI-84+ graphing calculator.

STAGE 1 SPECIALIST MATHEMATICS

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Stage 1 Mathematical Methods

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Topic 1: Arithmetic and geometric series including number sequences and their applications

Topic 2: Vectors including vector geometry, vector algebra and vector projections and proofs

Topic 3: Geometry including circle properties, circle theorems and proofs

Topic 4: Further trigonometry including trigonometric functions and identities

Topic 5: Matrices including matrix arithmetic and transformation in the plane

Topic 6: Real and complex numbers including the number line, roots of equations and mathematical induction

ASSESSMENT TYPES

Skills and Application tasks: Supervised assessment (test) to demonstrate student learning

Investigations: Students investigate a topic mathematically to make informed decisions/recommendations

Includes semester examination

Students will require the use of a TI-84+CE, TI-84 or TI-84+ graphing calculator.

STAGE 2 ESSENTIAL MATHEMATICS

LENGTH OF COURSE	Full Year
ASSUMED BACKGROUND	Stage 1 General Mathematics, Mathematical Methods and/or Specialist Mathematics
CURRICULUM CHARGES	Nil

CONTENT

Course content will be a selection of the following:

Topic 1: Scales, plans and models - construct nets of three-dimensional shapes and use scaled representations to determine full-scale measurements in practical contexts. Develop practical skills in measuring and scaling down to create maps, scaled plans, or models.

Topic 2: Measurement - Solve practical problems involving circles, polygons, composite shapes, cones, cylinders, pyramids, and spheres. Solve for unknown sides and angles in right and non-right triangle problems posed in everyday and workplace contexts using Pythagoras' Theorem and trigonometry. Solve problems involving volume, mass, and density posed in practical contexts.

Topic 3: Business applications - Investigate physical and financial planning aspects of a small business. Through break-even analysis a comparison can be made of the profit that can be obtained through changing fixed and variable costs or different sale prices for a particular product.

Topic 4: Statistics - Two or more sets of data examining a single variable are compared using calculated statistics and graphical representations. Data is analysed critically to form and support reasonable predictions. Linear regression techniques are used to investigate the relationship between two variable characteristics.

Topic 5: Investments and loans - Investigate a range of ways of investing and borrowing money. Simple and compound interest calculations are extended by seeking the best return on a lump-sum investment. The effects of taxation and inflation on the investment return are considered.

Topic 6: Open topic - Schools may choose to develop a topic that is relevant to their own local context. When this option is undertaken, the open topic developed replaces either Topic 1: Scales, plans, and models or Topic 3: Business applications.

ASSESSMENT TYPES

Skills and Application tasks [30%]:

Supervised assessment (test) to demonstrate student learning

Investigations [40%]:

Students investigate a topic mathematically to make informed decisions/recommendations

Examination [30%]:

Externally assessed

Students will require the use of a TI-84+CE, TI-84 or TI-84+ graphing calculator.

STAGE 2 GENERAL MATHEMATICS

LENGTH OF COURSE	Full Year
ASSUMED BACKGROUND	Stage 1 General Mathematics, Mathematical Methods and/or Specialist Mathematics
CURRICULUM CHARGES	Nil

CONTENT

Course content will be a selection of the following:

- Topic 1:** Linear relationship models including simultaneous equations and linear programming
- Topic 2:** Matrix models including applications of matrices to network problems and transition problems
- Topic 3:** Statistical models including making predictions utilising bivariate statistics, graphical techniques, linear and exponential regression and normal distribution
- Topic 4:** Financial models including investing and borrowing using diverse financial strategies with a focus on superannuation and annuity.
- Topic 5:** Discrete models including critical path analysis (network problems) and assignment problems to maximise profit

ASSESSMENT TYPES

Skills and Application tasks [40%]:

Supervised assessment (test) to demonstrate student learning

Investigations [30%]:

Students investigate a topic mathematically to make informed decisions/recommendations

Examination [30%]:

Externally assessed

Students will require the use of a TI-84+CE, TI-84 or TI-84+ graphing calculator.

STAGE 2 MATHEMATICAL METHODS

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Stage 1 Mathematical Methods and/or Specialist Mathematics

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Topic 1: Further differentiation and applications (including calculus)

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

ASSESSMENT TYPES

Skills and Application tasks [50%]:

Supervised assessment (test) to demonstrate student learning

Investigations [20%]:

Students investigate a topic mathematically to make informed decisions/recommendations

Examination [30%]:

Externally assessed

Students will require the use of a TI-84+CE, TI-84 or TI-84+ graphing calculator.

STAGE 2 SPECIALIST MATHEMATICS

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Stage 1 Specialist Mathematics

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Topic 1: Mathematical induction

Topic 2: Complex numbers including cartesian & polar forms, argand plane, roots and factorisation

Topic 3: Functions and sketching graphs including composition, 1:1 functions and sketching graphs

Topic 4: Vectors in 3D including algebra in 3D, vector and cartesian equations and Linear equation systems

Topic 5: Integration and its applications including techniques and applications of integral calculus

Topic 6: Rates of change and differential equations.

ASSESSMENT TYPES

Skills and Application tasks [50%]:

Supervised assessment (test) to demonstrate student learning

Investigations [20%]:

Students investigate a topic mathematically to make informed decisions/recommendations

Examination [30%]:

Externally assessed

Students will require the use of a TI-84+CE, TI-84 or TI-84+ graphing calculator.

Curriculum

The Arts

Sciences

In Science, students use the investigation and inquiry processes to discover the physical world through observation and experimentation. Science has eight contexts:

- Biology
- Chemistry
- Earth & Environmental Science
- Physics
- Psychology
- Marine Studies
- Nutrition

These subjects provide a flexible framework that encourages students to be curious, innovative and critical in their chosen context. They apply critical problem-solving skills and incorporate investigative techniques to address real-world problems and challenges. This subject area incorporates the transfer of disciplinary skills and knowledge to individualised contexts.

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Science	Science	Science	Science	Biology	Biology
				Chemistry	Chemistry
				Nutrition	
				Physics	Physics
			Psychology	Psychology	Psychology
			Marine Studies	Marine Studies	
				Earth and Enviro Science	Marine and Enviro Studies
			Advanced Science		

YEAR 7 SCIENCE

LENGTH OF COURSE Full Year Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

1. Biology – understanding of the classification of organisms
2. Chemistry – understanding of the separation of mixtures
3. Physics – understanding of forces and the way they act on different objects
4. Earth and Environmental Science – understanding of the solar system and the ways this impacts upon phenomena on Earth, and the cycle of renewable resources on Earth

ASSESSMENT TYPES

Investigations Folio:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills Tasks:

Includes supervised tasks and activities

YEAR 8 SCIENCE

LENGTH OF COURSE Full Year Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

1. Biology – understanding of cell structures and functions
2. Chemistry – understanding of matter, elements, compounds, mixtures and chemical change
3. Physics – understanding of energy types and transfers
4. Earth and Environmental Science – understanding of rock types, the processes which form them and plate tectonics

ASSESSMENT TYPES

Investigations Folio:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills Tasks:

Includes supervised tasks and activities

YEAR 9 SCIENCE

LENGTH OF COURSE	Full Year Compulsory
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ASSUMED BACKGROUND	Nil
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CURRICULUM CHARGES	Nil
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CONTENT

1. Biology – understanding of ecosystems, the way matter and energy flow, and the organisms within
 2. Chemistry – understanding of subatomic particles and radioactivity, chemical reactions and energy transfer in reactions
 3. Physics – understanding of energy transfers in waves
 4. Earth and Environmental Science – understanding the origin of the universe
-

ASSESSMENT TYPES

Investigations Folio:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills Tasks:

Includes supervised tasks and activities

YEAR 10 SCIENCE

LENGTH OF COURSE Full Year Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

1. Biology – understanding of heritable characteristics, genetics, and evolution and natural selection
2. Chemistry – understanding of atoms, the Periodic Table, the nature of metals and non-metals, and factors affecting the rates of chemical reactions
3. Physics – understanding of the Law of Conservation of Energy and the motion of objects
4. Earth and Environmental Science – understanding of earth systems and the movement of elements between them including the carbon cycle.

ASSESSMENT TYPES

Investigations Folio:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills Tasks:

Includes supervised tasks and activities with a written examination

YEAR 10 PSYCHOLOGY

Successful completion of this course will award students 10 Stage 1 credits towards their SACE completion.

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Successful completion of Year 9 Science and English

CURRICULUM CHARGES Nil

CONTENT

1. Introduction to Psychology - develop an understanding of the science of Psychology and analyse some of its most famous (though sometimes unethical!) studies.
2. Positive Psychology - understand the connections between one's thoughts, behaviour and actions for psychological disorders and the use of principles of Positive Psychology to improve your own wellbeing and resilience.
3. Psychology topics including neuroscience and magic, lying, attraction and/sleep.

ASSESSMENT TYPES

Assessment Type 1: Practical Exploration:

Students undertake a happiness experiment involving improving their own wellbeing through the use of Positive Psychology principals. They create a presentation.

Assessment Type 2: Connections:

Students deconstruct and design an investigation on their choice of topic on sleep or lying. Involves collaboration with others.

YEAR 10 MARINE STUDIES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Successful Completion of Year 9 Science, with a C grade or better

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

1. Captive and natural marine environments – understanding the relationships between plant, animal and microbial life, and the non-living and biological factors that affect them.
2. Organisms – understanding the cellular and overall structures and functions of a range of organisms.
3. Field activities – understanding the work of biologists, and to joining and initiating debates about how biology impacts on their lives, on society, and on the environment.
4. Science in Society – understanding the relationships between marine studies, medical research, biodiversity, recreation, tourism and environmental health.

ASSESSMENT TYPES

Investigations Folio:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills Tasks:

Includes supervised tasks and activities

YEAR 10 ADVANCED SCIENCE

Successful completion of this course will award students 10 Stage 1 credits towards their SACE completion.

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Successful Completion of Year 9 Science, with a B grade or better

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

1. Subatomic particles – understanding of the nature and energy of subatomic particles
2. Nuclear Medicine – understanding of the medical application of radiation and radioactive substances
3. Magnetic Resonance Imaging – understanding the science and engineering underpinning magnetic field medical imaging.
4. Thermodynamics – understanding of the transfer of energy between systems and the nature of entropy
5. Choice Challenge – an individual scientific research project on a physics or chemistry topic of choice.
6. Negotiated Topic – a class negotiated physics or chemistry topic of choice.

ASSESSMENT TYPES

Investigations Folio:

Includes practical and experimental activities, with written reports

Skills Tasks:

Includes supervised tasks and activities with a written examination

This subject will prepare students for the rigour of Stage 1 Chemistry and/or Physics and is recommended for students who wish to continue study in either of these areas. There is also a focus on Stage 1 subject assessment types of investigation reports and Science as a Human Endeavour, which will be beneficial for any student planning to undertake any examinable Stage 2 Science subjects.

STAGE 1 BIOLOGY

LENGTH OF COURSE

Semester or Full Year (Full year recommended for students wishing to undertake Stage 2 Biology)

ASSUMED BACKGROUND

Successful Completion of Year 10 Science, with a C grade or better

CURRICULUM CHARGES

Nil

CONTENT

Course content will be a selection of the following:

Biology A – Semester 1

1. Biodiversity and Ecosystem dynamics – Understanding of the diversity of life on earth at an ecosystem and genetic level. Understanding adaptations and interactions of organisms, including human impacts.
2. Multicellular Organisms – Understanding of tissues, organs, systems and the exchange of nutrients through these systems.

Biology B – Semester 2 (Recommended if planning to undertake stage 2 Biology)

1. Infectious Diseases – Understanding of the nature of disease, bacteria, viruses and infection control.
2. Cells and Micro-organisms – Understanding of cell structure and function

ASSESSMENT TYPES

Investigations Folio:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills Tasks:

Includes supervised tasks and activities with a written examination

STAGE 1 CHEMISTRY

LENGTH OF COURSE

Full Year

ASSUMED BACKGROUND

Successful Completion of Year 10 Science and/or Advanced Science, with a B grade or better

CURRICULUM CHARGES

Nil

CONTENT

Course content will be a selection of the following:

1. Materials and their Atoms – understanding of the properties and uses of materials, atoms, elements, Periodic Table and metals/non-metals
2. Combining Atoms – understanding of the different types of materials, bonding, molecule polarity and interactions between molecules
3. Acids and Bases – understanding the reactions of acids and bases and the pH scale
4. Redox reactions – understanding of metal reactivity, concepts of oxidation and reduction and electrochemistry
5. Chemical quantities – calculation and analysis of quantities of atoms, quantities of molecules and ions, chemical equations and formulae
6. Energy of reactions – understanding of exothermic and endothermic reactions, and the Law of Conservation of Energy
7. Mixtures and solutions – understanding of miscibility, solvents and ionic substances
8. Organic chemistry & Polymers – understanding of different functional groups, naming and properties

ASSESSMENT TYPES

Investigations Folio:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills Tasks:

Includes supervised tasks and activities with a written examination

STAGE 1 EARTH AND ENVIRONMENTAL SCIENCE

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Successful Completion of Year 10 Science, with a C grade or better

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

1. The Atmosphere – Understanding and analysing the earth's atmosphere, including how it has evolved over time, current atmospheric conditions and modelling.
2. The Hydrosphere – Understanding the role of water, including its effects on living and non-living environments, the role of ocean circulation systems and the interconnections with world climate patterns.
3. The Biosphere – Understanding how the Earth's ecosystems are impacted by the interactions between the atmosphere, geology and oceans.
4. The Geosphere – Understanding the composition of the Earth in terms of mineralogy and rock types, and how it relates to the physical landscape, including soil development and surface water.
5. Processes in the Geosphere – Understanding how energy transformation in the Earth's interior drives movements of tectonic plates in the geosphere, which causes volcanic and earthquake activity.
6. Turbulent Earth – Understanding how Earth hazards, such as earthquakes, tsunamis and volcanic eruptions, impact both the human and physical landscape.

ASSESSMENT TYPES

Investigations Folio:

Includes practical and field activities, with written reports

Skills Tasks:

Includes supervised tasks and activities

STAGE 1 PHYSICS

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful Completion of Year 10 Science and/or Advanced Science, with a B grade or better

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

1. Linear motion and forces – Understanding the relationship between force, velocity and acceleration, and mathematical analysis of constant acceleration systems.
2. Electric circuits – Understanding of potential difference, voltage and current, and the relationship between electric and magnetic fields
3. Heat – Understanding the transfer of heat through different materials, the relationship with energy and temperature
4. Energy and momentum – Understanding of motion and the relationship with energy, and the analysis of dynamic systems
5. Waves – Understanding of the wave model of light and the relationship to particle models of waves
6. Nuclear models and radioactivity – Understanding of the Standard model of the atom and the nature of radioactive decay

ASSESSMENT TYPES

Investigations Folio:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills Tasks:

Includes supervised tasks and activities and a written examination

STAGE 1 PSYCHOLOGY

LENGTH OF COURSE Semester or Full Year (Full year recommended for students wishing to undertake Stage 2 Psychology)

ASSUMED BACKGROUND Successful Completion of Year 10 Science, with a B grade or better

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Psychology A – Semester 1

1. Neuropsychology – Understanding of the brain and nervous system.
2. Criminal Psychology- Understanding the biopsychosocial factors involved in committing crimes.
3. Cognitive Psychology – Understanding the process involved in storing, retrieving and using knowledge.

Psychology B – Semester 2

1. Emotion – Understanding of the relationship between emotions and behaviours, including in psychological disorders.
2. Wellbeing – Understanding the impact of positive psychology and how to build resilience.
3. Psychology of Performance – Understanding biopsychosocial factors that would underpin successful performance in sport, the arts, school and daily life.

ASSESSMENT TYPES

Investigations Folio:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills Tasks:

Includes supervised tasks and activities and a written examination

STAGE 1 MARINE STUDIES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Successful Completion of Year 10 Science, with a C grade or better

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

1. Captive and natural marine environments – understanding the relationships between plant, animal and microbial life, and the non-living and biological factors that affect them.
2. Organisms – understanding the cellular and overall structures and functions of a range of organisms.
3. Field activities – understanding the work of biologists, and to joining and initiating debates about how biology impacts on their lives, on society, and on the environment.
4. Science in Society – understanding the relationships between marine studies, medical research, biodiversity, recreation, tourism and environmental health.

ASSESSMENT TYPES

Investigations Folio:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills Tasks:

Includes supervised tasks and activities

STAGE 1 NUTRITION

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Successful Completion of Year 10 Science, with a C grade or better

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

1. Fundamentals of Nutrition – understanding of human nutritional requirements and human physiology
2. Food trends – understanding of nutritional value, future food development and harvest to plate processes
3. Food processing – understanding of safe food handling, contamination, macronutrient change and preservation methods
4. Sustainability – understanding of the relationship between water and food, famine and waste management
5. Marketing – understanding of the psychology of food marketing, the Australian dietary guidelines and health promotion

ASSESSMENT TYPES

Investigations Folio:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills Tasks:

Includes supervised tasks and activities and a written examination

STAGE 2 BIOLOGY

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful Completion of Stage 1 Biology A and B, or B, with a B grade or better, AND / OR
Successful Completion of any other Stage 1 Science subject with a B grade or better

CURRICULUM CHARGES Nil

CONTENT

Course content will be the following topics:

1. DNA and Proteins – understanding of the structure of DNA, the processes involved in the transmission of genetic material, and the influence of environmental conditions on an organisms characteristics
2. Cells as the Basis of Life – understanding of the structure and function of cells as the basis of life, the processes required for cell survival, and the biochemical processes of plant and animal life.
3. Homeostasis – understanding of human body systems as regulators of body processes such as temperature, blood glucose level, carbon dioxide level and water balance.
4. Evolution – understanding of changes in species as described by the theory of evolution by natural selection, selection pressure, isolation effects and the technologies used to investigate these.

ASSESSMENT TYPES

Investigations Folio [30%]:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills and Applications Tasks [40%]:

Includes supervised tasks and activities, both written and electronic

External Examination [30%]

Electronic examination

STAGE 2 CHEMISTRY

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful Completion of Stage 1 Chemistry Semester 1 and 2, with B grades or better

CURRICULUM CHARGES Nil

CONTENT

Course content will be the following topics:

1. Monitoring the Environment – understanding of atmosphere as an earth system, the sources of anthropogenic change, and the means by which the environment can be monitored
2. Managing Chemical Processes – understanding of the production of important chemicals, the manipulation of processes to achieve specific objectives, and considerations of scale when working industrially
3. Organic and Biological Chemistry – understanding of the structure and function of organic molecules and functional groups, and the means by which organic molecules can be synthesised
4. Managing Resources – understanding of human use of earth resources, the means by which resources can be changes and utilised, and problems arising from these human activities

ASSESSMENT TYPES

Investigations Folio [30%]:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills and Applications Tasks [40%]:

Includes supervised tasks and activities

External Examination [30%]

Written examination

STAGE 2 PHYSICS

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful Completion of Stage 1 Physics Semester 1 and 2, with B grades or better

CURRICULUM CHARGES Nil

CONTENT

Course content will be the following topics:

1. Motion and Relativity – understanding of acceleration on the motion of objects, the energy involved, and the relativistic effects when velocity approaches the speed of light.
2. Electricity and Magnetism – understanding of fields, analysis of the motion of charged particles in electric and magnetic fields, and the application of these in modern medical and diagnostic equipment.
3. Light and Atoms – understanding of electromagnetic radiation, the dual wave and particle behaviour of light and the analytical applications of this

ASSESSMENT TYPES

Investigations Folio [30%]:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills and Applications Tasks [40%]:

Includes supervised tasks and activities

External Examination [30%]:

Written examination

STAGE 2 PSYCHOLOGY

LENGTH OF COURSE

Full Year

ASSUMED BACKGROUND

Successful Completion of Year 11 Psychology A or B, with a B grade or better, AND / OR
Successful Completion of any other Year 11 Science subject with a B grade or better, with
teacher recommendation.

CURRICULUM CHARGES

Nil

CONTENT

The stage 2 psychology course includes three examinable and three non-examinable topics.

Examinable Content

1. Science Inquiry skills – understanding of research procedures including ethics, research design and data types.
2. Social Interaction – understanding of conformity, obedience and the formation and change of attitudes including prejudice.
3. Psychology of Learning – Understanding of types of learning including:
Classical Conditions, Operant Conditioning and Observational Learning.

Non – Examinable Content

4. Psychology of the Individual – Understanding theories of personality, how these may be applied to fictional characters and personality assessment.
5. Organisational Psychology – Understanding how organisations function at the individual team and organisation level, with a focus on leadership styles. Students evaluate how organisations can be improved.
6. Wellbeing – Understanding the positive and negative factors that affect psychological health and wellbeing, with a focus on the impact of social media.

ASSESSMENT TYPES

Investigations Folio

[30%]:

Includes practical and Science as a Human Endeavour activities, with written reports

Skills and Applications Tasks

[40%]:

Includes supervised tasks and assignments in written, electronic and negotiated formats

External Examination

[30%]:

Electronic examination

STAGE 2 MARINE AND ENVIRONMENTAL SCIENCE

***This subject is assessed as SACE Stage 2 Integrated Learning**

LENGTH OF COURSE

Full Year

ASSUMED BACKGROUND

Either Stage 1 Marine Studies or Stage 1 Earth and Environmental Science

CURRICULUM CHARGES

\$30 for specialty materials

CONTENT

Course content will include the following topics:

- The human causes and effect of climate change on ecosystems
- Renewable Energy options and their comparison to non-renewable sources
- Marine Ecosystems and Human Impact
- Types of conservation efforts in South Australia and how effective they are
- Types of pollution and the impact this has on ecosystems

ASSESSMENT TYPES:

- **Connections (30%)**
Students will collaborate with their peers and local organisations to demonstrate their learning about climate change and sustainable energy resources.
- **Practical Inquiry (40%)**
Students will undertake field explorations at key local environments such as: Glenithorne National Park, Field River, Port Noarlunga Reef, Monarto Zoo, Botanic Gardens where they obtain data and write a formal response.
- **EXTERNAL: Personal Endeavour (30%)**
Students undertake an individual practical inquiry or research inquiry to explore an issue relating to pollution in depth.

Curriculum

The Arts

Technologies

In Technologies, students use the design and realisation process to engineer solutions for the development of products or systems. Technologies has four contexts:

- Digital communication solutions
- Industry and entrepreneurial solutions
- Material solutions
- Robotic and electronic systems.

The subject provides a flexible framework that encourages students to be creative, innovative and enterprising in their chosen context. They apply critical problem-solving skills and incorporate technologies to address design problems and challenges. This subject area incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Technologies provides opportunities for students to apply engineering processes and use new and evolving production techniques.

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Material & Digital Technologies	Material & Digital Technologies	Material Technologies	Timber Solutions	Timber Solutions	Timber Solutions
	Material Technologies		Metal Solutions	Metal Solutions	Metal Solutions
Textiles	Textiles	Textiles	Textiles	Textiles	Textiles
			Architecture	Architecture	Architecture
		Photography	Photography	Photography	Photography
			Advanced Manufacturing	Advanced Manufacturing	Advanced Manufacturing
	Digital Futures	Digital Futures	Digital Futures	Digital Futures	Digital Futures
			Pre-trades	Pre-trades	

YEAR 7 MATERIAL & DIGITAL TECHNOLOGIES

LENGTH OF COURSE One Term Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Students complete a rotation of both Materials and Digital Technologies during the term length course.

Materials Focus:

Develop knowledge and skills in using hand tools and machinery safely in a workshop environment. Develop design concepts and prepare them for production, using a range of technologies. Evaluation skills, enabling designed products to be analysed informing good design. Develop plans to manage design tasks, including safe and responsible use of materials and tools. Students learn how to work independently within a collaborative workshop environment.

Digital Focus:

Developing understanding and skills in robot design such as movable mechanical systems and programming using the Lego Mindstorm platform. How code can be used to program robots and evaluate the advantages and disadvantages of designed products. Plan and manage individual and team projects with some autonomy.

ASSESSMENT TYPES

Production and process skills:

Ability to independently and safely manufacture products. Ability to both solve complex problem based design tasks by combining designed elements.

Knowledge and Understanding:

Design Portfolio and Evaluation

YEAR 7 TEXTILES

LENGTH OF COURSE One Term Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Materials and Technology:

Learn how to design and use specialist equipment make a range of textile articles and garments using commercial and self-designed patterns. Students will use the design process to gather, analyse and apply information to solve problems.

ASSESSMENT TYPES

Design Cycle:

Students will use and be assessed on the four stages of the design process, to develop their ideas, solve problems, manufacture their product and assess their outcomes.

YEAR 8 MATERIAL & DIGITAL TECHNOLOGIES

LENGTH OF COURSE One Term Compulsory

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Students complete a rotation of both Materials and Digital Technologies during the term length course.

Materials Focus:

Develop knowledge and skills in using hand tools and machinery safely in a workshop environment. Develop design concepts and prepare them for production, using a range of technologies. Evaluation skills, enabling designed products to be analysed informing good design. Develop plans to manage design tasks, including safe and responsible use of materials and tools. Students learn how to work independently within a collaborative workshop environment.

Digital Focus:

Developing understanding and skills in robot design such as movable mechanical systems and programming using the Lego Mindstorm platform. How code can be used to program robots and evaluate the advantages and disadvantages of designed products. Plan and manage individual and team projects with some autonomy.

ASSESSMENT TYPES

Production and process skills:

Ability to independently and safely manufacture products. Ability to both solve complex problem based design tasks by combining designed elements.

Knowledge and Understanding:

Design Portfolio and Evaluation

YEAR 8 MATERIAL TECHNOLOGIES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Process and production skills: develop knowledge and skills in using hand tools and machinery safely in a workshop environment. Students are introduced to new production techniques and machinery.

Investigating and designing: knowledge on how to develop design concepts and prepare them for production, using a range of technologies.

Evaluating: evaluation skills, enabling designed products to be analysed informing good design.

Collaborating and managing: develop plans to manage design tasks, including safe and responsible use of materials and tools. Students learn how to work independently within a collaborative workshop environment.

ASSESSMENT TYPES

Production and process skills:

Ability to independently and safely manufacture products.

Knowledge and Understanding:

Design, produce and evaluate your own product. The product to develop can be chosen by the student in collaboration with their teacher as cost, space, time and capacity need to be considered.

YEAR 8 DIGITAL FUTURES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Process and production skills: Developing understanding and skills in a range of Digital Technologies including Graphics Programs such as Photoshop, LEGO Robotics, Game and App Design for Mobile Devices and 3D Printing.

Investigating and designing: How Software, File Types, Mechanical Systems and Programming can be used to create Digital Products.

Evaluating: Evaluate the advantages and disadvantages of designed products.

Collaborating and managing: Plan and manage individual and team projects with some autonomy.

ASSESSMENT TYPES

Production and process skills:

Ability to create digital products by combining learned technologies and techniques.

Knowledge and Understanding:

Design portfolio and evaluation.

YEAR 8 TEXTILES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Materials and Technology:

Learn how to design textile products and use specialist equipment to make a range of textile articles using commercial and self-designed patterns. Students will use the design process to gather, analyse and apply information to solve problems.

Fashion Sketching:

Sketch and design solutions to design challenges

Textile construction:

Investigate weaving techniques to create fabric

ASSESSMENT TYPES

Materials application and skills tasks:

Students will be assessed on application of key skills and knowledge.

Design Folio:

Students will use the design process to develop their ideas, solve problems, manufacture a product and evaluate the outcome.

YEAR 9 MATERIAL TECHNOLOGIES

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Process and production skills: Develop knowledge and skills in using hand tools and machinery safely in a workshop environment. Students are introduced to new production techniques and machinery.

Investigating and designing: Knowledge on how to develop design concepts and prepare them for production, using a range of technologies.

Evaluating: Evaluation skills, enabling designed products to be analysed informing good design.

Collaborating and managing: Develop plans to manage design tasks, including safe and responsible use of materials and tools. Students learn how to work independently within a collaborative workshop environment.

ASSESSMENT TYPES

Production and process skills:

Ability to independently and safely manufacture products.

Knowledge and Understanding:

Design, produce and evaluate your own product. The product to develop can be chosen by the student in collaboration with their teacher as cost, space, time and capacity need to be considered.

YEAR 9 PHOTOGRAPHY

LENGTH OF COURSE Semester

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Camera craft: Students will study Photography as a communication tool. The course includes the fundamentals of photography, using a digital camera, basic and photo-studio shooting techniques, rules of composition and designing images for a specific purpose. In addition, we will examine the use of computer control for a Photo-booth. The course is based around a student's knowledge, understanding and ability to produce photographic products using a digital camera and Adobe Photoshop.

Photo-editing: Students will learn how to batch process what they shoot using Adobe Bridge and the essentials of correcting and cropping images using Adobe Photoshop. The course includes the rudiments of graphic design (combining text and images). Students will also learn artistic and creative techniques to produce surreal images.

ASSESSMENT TYPES

Practical skills:

The course consists of a variety of short practical based tasks. Topics include portraiture, still life, black & white, creative imagery and graphic design.

Design, Knowledge and Understanding:

Investigation into the properties of light, cameras operations, the impacts of lenses, file types and the rules of composition. Students will design photographic solutions to given problems.

YEAR 9 DIGITAL FUTURES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Process and production skills: Developing understanding and skills in a range of Digital Technologies including Graphics Programs such as Photoshop, LEGO Robotics, Game and App Design, Arduino microcontrollers and 3D Printing.

Investigating and designing: How Software, File Types, Mechanical Systems and Programming can be used to create Digital Products.

Evaluating: Evaluate the advantages and disadvantages of designed products.

Collaborating and managing: Plan and manage individual and team projects with some autonomy.

ASSESSMENT TYPES

Production and process skills:

Ability to create digital products by combining learned technologies and techniques.

Knowledge and Understanding:

Design portfolio and evaluation.

YEAR 9 TEXTILES

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$40 for specialty materials

CONTENT

Course content will be a selection of the following:

Textile Product Creation:

Learn how to design textile products and use specialist equipment to make a range of textile articles using commercial and self-designed patterns.

Fashion Sketching:

Sketch and design solutions to design challenges

Textile construction and use:

Investigate fabric types and their uses

ASSESSMENT TYPES

Materials application and skills tasks:

Students will be assessed on application of key skills and knowledge

Design Folio:

Students will use the design process to develop their ideas, solve problems, manufacture a product and evaluate the outcome.

YEAR 10 TIMBER SOLUTIONS

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$75

CONTENT

Course content will be a selection of the following:

Process and production skills: Develop knowledge and skills in using hand tools and machinery safely in a workshop environment. Students are introduced to new production techniques and machinery.

Investigating and designing: Knowledge on how to develop design concepts and prepare them for production, using a range of technologies.

Evaluating: Evaluation skills, enabling designed products to be analysed informing good design.

Collaborating and managing: Develop plans to manage design tasks, including safe and responsible use of materials and tools. Students learn how to work independently within a collaborative workshop environment.

ASSESSMENT TYPES

Production and process skills:

Ability to independently and safely manufacture products.

Knowledge and Understanding:

Design, produce and evaluate your own product. The product to develop can be chosen by the student in collaboration with their teacher as cost, space, time and capacity need to be considered.

YEAR 10 METAL SOLUTIONS

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$75

CONTENT

Course content will be a selection of the following:

Process and production skills: Develop knowledge and skills in using hand tools and machinery safely in a workshop environment. Students are introduced to production techniques including electric welding, gas welding, sheet metal power tools and hand tools.

Investigating and designing: Knowledge on how to develop design concepts and prepare them for production, using a range of technologies.

Evaluating: Evaluation skills, enabling designed products to be analysed informing good design.

Collaborating and managing: Develop plans to manage design tasks, including safe and responsible use of materials and tools. Students learn how to work independently within a collaborative workshop environment.

ASSESSMENT TYPES

Production and process skills:

Ability to independently and safely manufacture products.

Knowledge and Understanding:

Design, produce and evaluate your own product. The product to develop can be chosen by the student in collaboration with their teacher as cost, space, time and capacity need to be considered.

YEAR 10 ARCHITECTURE

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Process and production skills: Develop knowledge and skills in using industry standard Architectural software.
How to make physical models to communicate design.

Investigating and designing: Knowledge on how to develop design concepts to architectural themes.

Evaluating: How to evaluate architectural design, creating both functional and aesthetical spaces.
How to use rendering, lighting and digital assets to create lifelike scenes.

Collaborating and managing: Develop skills to manage design tasks that use large asset library's including bump maps for textures.

ASSESSMENT TYPES

Production and process skills:

Ability to create designed products using architectural software.

Knowledge and Understanding:

Investigation into architectural concepts and application of these into designed solutions.

Ability to design solutions to given criteria, using specialised production or design skills.

YEAR 10 PHOTOGRAPHY

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$20

CONTENT

Course content will be a selection of the following:

Camera craft: Students will study both commercial and hobby based photography. The course will include the digital SLR camera, shooting techniques (eg sports, portraiture and still life), using a professional studio, multiple-image creation and designing images for a purpose/theme. In addition, we will examine the use of computer control to make a commercial Photo-booth. The course is based around a student's knowledge, understanding and ability to produce a variety of photographic products using a professional digital camera and Adobe Photoshop.

Photo-editing: Students will learn how to batch process images using Adobe Bridge and advanced image correcting and cropping using Adobe Photoshop. The course includes commercial graphic design principles. Students will also learn artistic and creative techniques to produce surreal images.

ASSESSMENT TYPES

Practical skills:

The course consists of a variety of tasks. Students will produce photographs using outdoor, available, and studio lighting. Topics include portraiture, still life, sports, multiple-image, sets of photographs and graphic design (eg poster).

Design, Knowledge and Understanding :

Investigation into RAW files, advanced image correction, graphic design and multiple-image photography. Students will design solutions to given problems.

YEAR 10 ADVANCED MANUFACTURING

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$50

CONTENT

Course content will be a selection of the following:

Process and production skills: Develop knowledge and skills in using advanced manufacturing processes such as laser cutting, 3D printing, CNC routing and vinyl cutting to produce designed products.
Develop an understanding of the characteristics and properties of advanced technologies and how they can be combined to produce sustainable designed solutions.
Development of creativity, innovation and enterprise skills in individual and collaborative tasks.

Investigating and designing: Develop capacity to design products with function and form.
Prepare products for production, using a range of digital technologies.
Integrate microprocessors and electronics to produce products with increasingly complex functionality.

ASSESSMENT TYPES

Production and process skills:
Ability to independently and safely manufacture projects using Advanced Manufacturing processes.

Knowledge and Understanding:
Design Portfolio and Evaluation.

YEAR 10 DIGITAL FUTURES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Process and production skills: Developing understanding and skills in game and application design including complex environment design, user experience development and basic data analysis using Microcontrollers and the Unity Game Engine.

Investigating and designing: How Software, File Types, Mechanical Systems and Programming can be used to create Digital Products.

Evaluating: Evaluate the advantages and disadvantages of designed products.

Collaborating and managing: Plan and manage individual and team projects with some autonomy.

ASSESSMENT TYPES

Production and process skills:

Ability to create digital products by combining learned technologies and techniques.

Knowledge and Understanding:

Design portfolio and evaluation.

YEAR 10 PRE-TRADES

LENGTH OF COURSE Semester Only

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$100

CONTENT

Course content will be a selection of the following:

This course is designed to help students transition into Vocational Education Courses and is modelled on this style of teaching and learning. Some learning will be outdoors whilst others will be in a workshop.

Process and production skills:

Develop knowledge and skills that are from a range of trades including tiling, framing, concreting, bricking, plumbing and general construction techniques. Students will at times take on projects around the school to gather real world experiences.

Collaborating and managing:

develop understandings of how to safely manage projects and use materials responsibly. Students learn how to work independently and on collaborative projects.

ASSESSMENT TYPES

Production and process skills:

Ability to independently and safely construct products using trade techniques.

Knowledge and Understanding:

Design, produce and evaluate your own product. The product developed can be chosen by the student in collaboration with their teacher as cost, space, time and capacity need to be considered.

YEAR 10 TEXTILES

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$50 for specialty materials

CONTENT

Course content will be a selection of the following:

Textile Product Creation:

Learn how to design textile products and use specialist equipment to make a range of textile articles using commercial and self-designed patterns.

Fashion Sketching:

Sketch and design solutions to design challenges

Textile construction and use:

Investigate fabric types and their uses

ASSESSMENT TYPES

Materials application and skills tasks:

Students will be assessed on application of key skills and knowledge

Design Folio:

Students will use the design process to develop their ideas, solve problems, manufacture a product and evaluate the outcome.

STAGE 1 TIMBER SOLUTIONS

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Successful completion of a Year 10 Timber Solutions course is an advantage.

CURRICULUM CHARGES \$100

CONTENT

Course content will be a selection of the following:

Process and production skills: Develop knowledge and skills in using hand tools and large machinery safely in a workshop environment. Students are introduced to production techniques used in contemporary furniture design.

Investigating and designing: Knowledge on how to develop design concepts and prepare them for production, using a range of technologies.

Evaluating: Evaluation skills, enabling designed products to be analysed informing good design.

Collaborating and managing: Develop plans to manage design tasks, including safe and responsible use of materials and tools. Students learn how to work independently within a collaborative workshop environment.

ASSESSMENT TYPES

Production and process skills:

Ability to design and produce solutions to given criteria using specialised production or design skills.

Knowledge and Understanding:

Design, produce and evaluate your own product. The product to develop can be chosen by the student in collaboration with their teacher as cost, space, time and capacity need to be considered.

STAGE 1 METAL SOLUTIONS

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Successful completion of a Year 10 Metal Solutions course is an advantage.

CURRICULUM CHARGES \$100

CONTENT

Course content will be a selection of the following:

Process and production skills: Develop knowledge and skills in using tools and machinery safely in a workshop environment. Students develop their knowledge of processes applicable to their designed product.

Investigating and designing: Knowledge on how to develop design concepts and prepare them for production, using a range of technologies.

Evaluating: Evaluation skills, enabling designed products to be analysed informing good design.

Collaborating and managing: Develop plans to manage design tasks, including safe and responsible use of materials and tools. Students learn how to work independently within a collaborative workshop environment.

ASSESSMENT TYPES

Specialist Skills Tasks:

Ability to design and produce solutions to given criteria using specialised production or design skills.

Design Portfolio and Product:

Design, produce and evaluate your own product. The product to develop can be chosen by the student in collaboration with their teacher as cost, space, time and capacity need to be considered.

Resource Study:

Evaluation of two materials or components.

Investigation of an ethical, social, economic, legal or environmental issue their product presents.

STAGE 1 ARCHITECTURE

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Successful completion of a Year 10 Architecture course is an advantage.

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Process and production skills: Develop knowledge and skills in using industry standard Architectural software.
How to make physical models to communicate design.

Investigating and designing: Knowledge on how to develop comprehensive design portfolios and ideations for clients.

Evaluating: How to evaluate architectural design, creating both functional and aesthetical spaces.
Develop skills in managing design tasks that need to consider existing buildings, features and regulations.

Collaborating and managing: Develop skills in managing design tasks that need to consider existing buildings, features and regulations.

ASSESSMENT TYPES

Specialist Skills Tasks:

Ability to design and produce solutions to given criteria using specialised production or design skills.

Design Portfolio and Product:

Design, produce and evaluate your own architectural design. The theme, functionality and requirements can be chosen by the student in collaboration with their teacher allowing them to tailor the course to their interests.

STAGE 1 PHOTOGRAPHY

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Successful completion of a Year 10 Photography course is an advantage.

CURRICULUM CHARGES \$20

CONTENT

Course content will be a selection of the following:

- Camera craft:** Students will study both commercial and hobby photography. The course includes a variety of shooting techniques (eg sports, night, astro-photography, aerial (drone), special effects (eg light-painting), landscape, portraiture, still life and videography). The course is based around a student's knowledge, understanding and ability to produce photographic products using professional camera and studio equipment.
- Photo-editing:** Students will learn advanced correction techniques (eg HDR) and image creation (eg multiple image, masking & collage) using Adobe Photoshop.
- Designing:** Students will use the design process to produce images for their selected technique, purpose or theme.
- Excursion:** We offer a 4-day trip to the Flinders Ranges.
NB - this trip is not guaranteed to run and is not a requirement of the course.

ASSESSMENT TYPES

Specialist Skills Tasks:

Students will produce various creative photographs and graphic designs. Topics include sport, night, astro-photography, aerial, special effects, landscape, portraiture, still life and videography.

Design Portfolio and Product:

Students will design and produce their own photographic topics, themes or techniques. Personal selection allows students to tailor the course to their interests. A design portfolio is required.

STAGE 1 ADVANCED MANUFACTURING

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Successful completion of a Year 10 Advanced Manufacturing course is an advantage.

CURRICULUM CHARGES \$100

CONTENT

Course content will be a selection of the following:

Process and production skills: Develop knowledge and skills in using advanced manufacturing processes such as laser cutting, 3D printing, CNC routing and vinyl cutting to produce designed products.
Develop an understanding of the characteristics and properties of advanced technologies and how they can be combined to produce sustainable designed solutions..

Investigating and designing: Develop capacity to design and communicate intent.
Develop understandings of ethical, legal, social, economic, environmental and sustainability factors in product design.
Prepare products for production, using a range of digital technologies.
Integrate microprocessors and electronics to produce products with increasingly complex functionality.

ASSESSMENT TYPES

Specialist Skills Tasks:

Ability to design and produce solutions to given criteria using specialised production or design skills.

Design Portfolio and Product:

Design, produce and evaluate your own product. The product to develop can be chosen by the student in collaboration with their teacher as cost, space, time and capacity need to be considered.

STAGE 1 DIGITAL FUTURES

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Process and production skills: Developing knowledge and skills for creating games and applications including game environment design, game testing, and programming, using the Unity Game Engine software. Develop an understanding of complex game and app structures and how data can be recorded and managed to create functional and engaging interactive applications.

Investigating and designing: Develop capacity to communicate intent and design a prototype to meet a Design Brief. Integrate graphics, game engine software and programming to produce applications with increasingly complex functionality. Understand stakeholder requirements in order to refine and redevelop products. Develop understandings of ethical, legal, social, economic, environmental and sustainability factors in game and app design.

ASSESSMENT TYPES

Project Skills:

Produce individual and collaborative skills tasks that interpret data, demonstrate programming skills and analyse digital technology ethics, as they relate to students' project of interest.

Individual Digital Solution:

Independently identify, deconstruct, and solve a project of interest by creating, demonstrating and evaluating a game or application.

STAGE 1 PRE-TRADES

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$100

CONTENT

Students learn skills in the trades of roof plumbing, carpentry, tiling, bricklaying and maintenance plumbing. They work both outdoors and indoors, learning transferable skills that support them in gaining an apprenticeship, VET entry or employment in the trades.

Process and production skills:

Students learn in a hands-on environment, completing tasks that could include framing, roofing, bricking, plumbing or ARC welding. At times this student will be involved with large school projects, completing real-world tasks that contribute to their understanding of how trades work together to complete tasks for clients.

ASSESSMENT TYPES

Production and process skills:

Ability to independently and safely construct products using trade techniques.

Knowledge and Understanding:

Work as part of a team to deliver project goals. Knowledge of specific trade skills and safety requirements.

STAGE 1 TEXTILES

LENGTH OF COURSE Semester or Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$50 per semester for specialty materials

CONTENT

Course content will be a selection of the following:

Textile Product Creation:

Design textile products and use specialist equipment to make textile articles using commercial and self-designed patterns.

Fashion Sketching:

Sketch and design solutions to design challenges

Textile Skill and knowledge:

Investigate and develop specialised textile skills in relation to producing your designed product

ASSESSMENT TYPES

Specialised skills task:

Develop specialised skills that will be needed to create your textile product design

Design Folio:

Students will use the design process to develop their ideas, solve problems, manufacture a product and evaluate the outcome.

STAGE 2 TIMBER SOLUTIONS

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful completion of a Stage 1 Timber Solutions course is an advantage.

CURRICULUM CHARGES \$150

CONTENT

Course content will be a selection of the following:

Process and production skills: Develop knowledge and skills in using tools and machinery safely in a workshop environment. Students develop their knowledge of processes applicable to their designed product.

Investigating and designing: Knowledge on how to develop design concepts and prepare them for production, using a range of technologies.

Evaluating: Investigate material options and perform tests to inform design.

Collaborating and managing: Develop plans to manage design tasks, including safe and responsible use of materials and tools. Students learn how to work independently within a collaborative workshop environment.

ASSESSMENT TYPES

Specialist Skills Tasks (20%):

Ability to design and produce solutions to given criteria using specialised production or design skills.

Design Portfolio & Product (50%):

Design, produce and evaluate your own product. The product to develop can be chosen by the student in collaboration with their teacher as cost, space, time and capacity need to be considered.

Resource Study (30%):

Evaluation of two materials or components.

Investigation of an ethical, social, economic, legal or environmental issue their product presents.

STAGE 2 METAL SOLUTIONS

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful completion of a Stage 1 Metal Solutions course is an advantage.

CURRICULUM CHARGES \$150

CONTENT

Course content will be a selection of the following:

Process and production skills: Develop knowledge and skills in using tools and machinery safely in a workshop environment. Students develop their knowledge of processes applicable to their designed product.

Investigating and designing: Knowledge on how to develop design concepts and prepare them for production, using a range of technologies.

Evaluating: Investigate material options and perform tests to inform design.

Collaborating and managing: Develop plans to manage design tasks, including safe and responsible use of materials and tools. Students learn how to work independently within a collaborative workshop environment.

ASSESSMENT TYPES

Specialist Skills Tasks (20%):

Ability to design and produce solutions to given criteria using specialised production or design skills.

Design Portfolio & Product (50%):

Design, produce and evaluate your own product. The product to develop can be chosen by the student in collaboration with their teacher as cost, space, time and capacity need to be considered.

Resource Study (30%):

Evaluation of two materials or components.

Investigation of an ethical, social, economic, legal or environmental issue their product presents.

STAGE 2 ARCHITECTURE

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful completion of a Stage 1 Architecture course is an advantage.

CURRICULUM CHARGES NIL

CONTENT

Course content will be a selection of the following:

- Process and production skills:** Develop knowledge and skills in using industry standard Architectural software.
How to make physical models to communicate design.
- Investigating and designing:** Knowledge on how to develop comprehensive design portfolios and ideations for clients.
- Evaluating:** How to evaluate architectural design, creating both functional and aesthetical spaces.
How to use topography, layering and advanced features to increase the realism of renders and design in different architectural spaces.
- Collaborating and managing:** Develop skills in managing long term design tasks, meeting client expectations and regulations.

ASSESSMENT TYPES

Specialist Skills Tasks (20%):

Ability to design and produce solutions to given criteria using specialised production or design skills.

Design Portfolio & Product (50%):

Design, produce and evaluate your own architectural design. The theme, functionality and requirements can be chosen by the student in collaboration with their teacher allowing them to tailor the course to their interests.

Resource Study (30%):

Evaluation of two materials or components.

Investigation of an ethical, social, economic, legal or environmental issue their product presents.

STAGE 2 PHOTOGRAPHY

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful completion of a Stage 1 Photography course is an advantage.

CURRICULUM CHARGES \$100

CONTENT

Course content will be a selection of the following:

Skills and Techniques: The course involves the study of various camera and lighting techniques. Students will learn the technical aspects of photography and will be required to develop high levels of skill. Although the course has a commercial photography bias, it's designed for those seeking either a career or a hobby involving photography. In this subject, students are expected to investigate the production techniques of photographing objects (still life), action (sports), places (landscapes/cityscapes/seascapes) and people (portraiture). They will also investigate a variety of digital imaging graphic techniques

Designing: Students will learn how to use the design process to produce collections of images for their selected techniques and/or themes. Students will develop expertise in using the design process to gather and analyse information, generate solutions, produce photographic products and solve their problems.

ASSESSMENT TYPES

Specialist Skills Tasks (20%):

Students must produce a variety of specialised photographs.

Design Portfolio & Product (50%):

Students must design and produce an exhibition that demonstrates a high standard of photographic skills and techniques. A design portfolio is required.

Resource Study (30%):

Students must design and produce an exhibition that demonstrates a high standard of photographic skills and techniques. A design portfolio is required.

STAGE 2 ADVANCED MANUFACTURING

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Successful completion of a Stage 1 Advanced Manufacturing course is an advantage.

CURRICULUM CHARGES \$100

CONTENT

Course content will be a selection of the following:

Process and production skills: Develop knowledge and skills in using advanced manufacturing processes such as laser cutting, 3D printing, CNC routing and vinyl cutting to produce designed products.
Integrate microprocessors and electronics to produce products with increasingly complex functionality.

Develop an understanding of the characteristics and properties of advanced technologies and how they can be combined to produce sustainable designed solutions with increasing complexity

Investigating and designing: Develop capacity to design and communicate intent, addressing aesthetics, ergonomics, functionality, and usability in design.
Develop understandings of ethical, legal, social, economic, environmental and sustainability factors in product design.

Prepare products for production, using a range of digital technologies.

ASSESSMENT TYPES

Specialist Skills Tasks (20%):

Ability to design and produce solutions to given criteria using specialised production or design skills.

Design Portfolio & Product (50%):

Design, produce and evaluate your own product. The product to develop can be chosen by the student in collaboration with their teacher as cost, space, time and capacity need to be considered.

Resource Study (30%):

Evaluation of two materials or components.

Investigation of an ethical, social, economic, legal or environmental issue their product presents.

STAGE 2 DIGITAL FUTURES

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES Nil

CONTENT

Course content will be a selection of the following:

Process and production skills: Developing knowledge and skills for creating games and applications including game environment design, game testing, and programming, using the Unity Game Engine software. Develop an understanding of complex game and app structures and how data can be recorded and managed to create functional and engaging interactive applications. Collaborate with other designers and clients to refine digital products, and present your solutions to stakeholders.

Investigating and designing: Develop capacity to communicate intent and design a prototype to meet a Design Brief. Integrate graphics, game engine software and programming to produce applications with increasingly complex functionality. Understand stakeholder requirements in order to refine and redevelop products. Develop understandings of ethical, legal, social, economic, environmental and sustainability factors in game and app design.

ASSESSMENT TYPES

Project Skills (50%):

Produce skills tasks that interpret data, demonstrate programming skills and analyse digital technology ethics, as they relate to students' project of interest.

Collaborative Project (20%):

Collaboratively produce, demonstrate and evaluate a digital project of interest.

Individual Digital Solution (30%):

Independently identify, deconstruct, and solve a project of interest by creating, demonstrating and evaluating a game or application.

STAGE 2 TEXTILES

***This subject is assessed as SACE Stage 2 Integrated Learning**

LENGTH OF COURSE Full Year

ASSUMED BACKGROUND Nil

CURRICULUM CHARGES \$100 for specialty materials

CONTENT

Course content will be a selection of the following:

Textile Product Creation:

Design textile products and use specialist equipment to make textile articles using commercial and self-designed patterns.

Fashion Sketching:

Sketch and design solutions to design challenges

Textile Skill and knowledge:

Investigate and develop specialised textile skills in relation to producing your designed product

ASSESSMENT TYPES

Specialised skills task:

Develop specialised skills that will be needed to create your textile product design

Design Folio:

Students will use the design process to develop their ideas, solve problems, manufacture a product and evaluate the outcome.
