

INTRODUCTION

A MESSAGE FROM THE PRINCIPAL

Welcome to our 2024 Curriculum Guide. We invite you to browse the range of subject offerings we have at Modbury High School designed to cater for the diverse needs and interests of our students. This Curriculum Guide, combined with the counselling process, is designed to assist students and families in the selection of the best course of study for each year level.

Course selection is a very important process. Done wisely it can provide students with flexibility in selecting appropriate pathways to the future and enable them to fulfil their aspirations. When choosing a course of study students should select subjects that:

- recognise their strengths
- are challenging
- provide a suitable background for the future
- they enjoy studying

Home Group Teachers and Year Level Coordinators support students to make wise and appropriate subject choices. The Career Information Evening and Parent Information Evenings help families to understand the counselling process and the opportunities available to students.

Many subjects require students to obtain a good passing grade, usually C+ or better, in a foundation subject in order to gain automatic enrolment in that subject at a higher level. This increases the likelihood of the student having a successful experience in the subject at the higher level.

It is important that students seek advice and support widely. This Curriculum Guide is only one avenue of information – teachers, counsellors, information officers at tertiary institutions and employers are all able to provide valuable insights.

Please let us know if we can provide any further assistance.

Joanne Costa
Principal



YEAR LEVEL LEADERS



Year 7/8 -
Vanessa Tricker

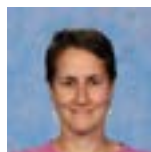


Year 9/10 -
Lauren Freeth

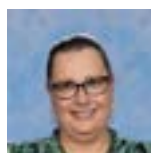


Year 11/12 -
Madelin O'Brien-Dent

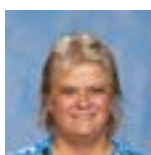
EXECUTIVE LEADERS



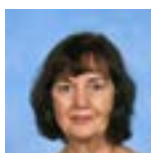
Year 7/8 - Hannah Downes
Assistant Principal



Year 9/10 - Shelly Brown
Deputy Principal



Year 11/12 - Louise Woolford
Assistant Principal



EALD - Kalliope Paraskevas
Deputy Principal

MODBURY HIGH SCHOOL

FINEM RESPICE
Consider the End

VISION

A culture of achievement in a respectful
and rigorous learning environment

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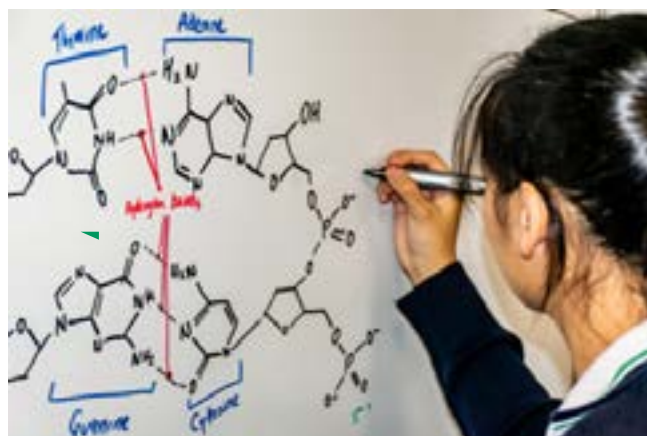
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YEAR 7

COMPULSORY SUBJECTS:

The Arts (Drama, Music and Visual Art)	1 1/2 semesters
English or EALD	full year
Humanities	full year
Mathematics	full year
Science	full year
Digital Technology	1/2 semester
Languages (Japanese or Spanish)	1 semester equivalent
Health and Physical Education	1 semester
Technology (Design, Technology and Home Economics)	1 semester
Entrepreneurship	1 semester

YEAR 8

COMPULSORY SUBJECTS:

The Arts (Drama, Music and Visual Art))	full year
English or EALD	full year
Humanities	full year
Mathematics	full year
Science	full year
Digital Technology	1/2 semester
Languages (Japanese)	1 1/2 semesters
Health and Physical Education <i>Physical Education or Physical Education - Basketball Focus</i>	1 semester
Technology (Design and Technology, Home Economics)	1 semester

YEAR 9

COMPULSORY SUBJECTS:

English or EALD	full year
Humanities	full year
Mathematics	full year
Science	full year
Physical Education	1 semester
Technologies - <i>must choose at least 1</i>	1 semester
The Arts (Music A or Art/Design A)	1 semester

ELECTIVE SUBJECTS:

Japanese/Spanish	full year
The Arts - extra	1 semester
Innovative Learning	1 Semester
Sports Specialisation	1 semester
Sports Specialisation - Basketball	1 semester
Physical Education for Girls	1 semester

Technologies (Metalwork, Woodwork, Technical Graphics, Digital Photography, Chef's Basics, Clothing Technology or Digital Technology)

1 semester

Music B*

1 Semester

**Music B must be chosen with Music A to create a full year course. To advance to year 10 music, students must complete a full year of year 9 music.*

YEAR 10

COMPULSORY SUBJECTS:

English or EALD	full year
Mathematics	full year
Science	full year
Health	1 semester
Exploring Identities and Futures	1 semester
Humanities (semester 1) - History A	1 semester
Humanities (semester 2)	1 semester

Students must select one of:

History B
Aboriginal Studies
Sustainable Living
Civics and Citizenship / Economics and Business B

ELECTIVE SUBJECTS:

Japanese/Spanish	full year
Music	full year
Digital Technology	1 or 2 semesters
Information Processing	1 semester
Art	1 or 2 semesters
Design	1 or 2 semesters
Home Economics	1 or 2 semesters
Physical Education	1 or 2 semesters
Technology Studies	1 or 2 semesters
Chef's Applications	1 semester
Fashion and Marketing	1 semester
Innovative Learning	1 semester
Child Studies	1 semester
Pre-Maths Methods	1 semester
Sport Education	1 semester
Physical Education for Girls	1 semester
Sport Education - Basketball	1 semester
Digital Photography	1 semester

PLEASE NOTE:

- There are guidelines that restrict student choice so that a broad range of curriculum areas are undertaken yet allow students to begin to focus on some preferred areas.
- It is important to use the curriculum flowcharts to ensure that pathways into Year 11 and 12 subjects are maintained and that prerequisite subjects are undertaken
- Every subject will consist of 4 lessons per week.
- Some Stage 1 subjects have prerequisite requirements which may restrict subject offerings. Please check this carefully.

SACE INFORMATION

WHAT IS SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. Students who successfully complete the SACE requirements are awarded the SACE Certificate.

YOUR SACE JOURNEY TO SUCCESSFUL COMPLETION

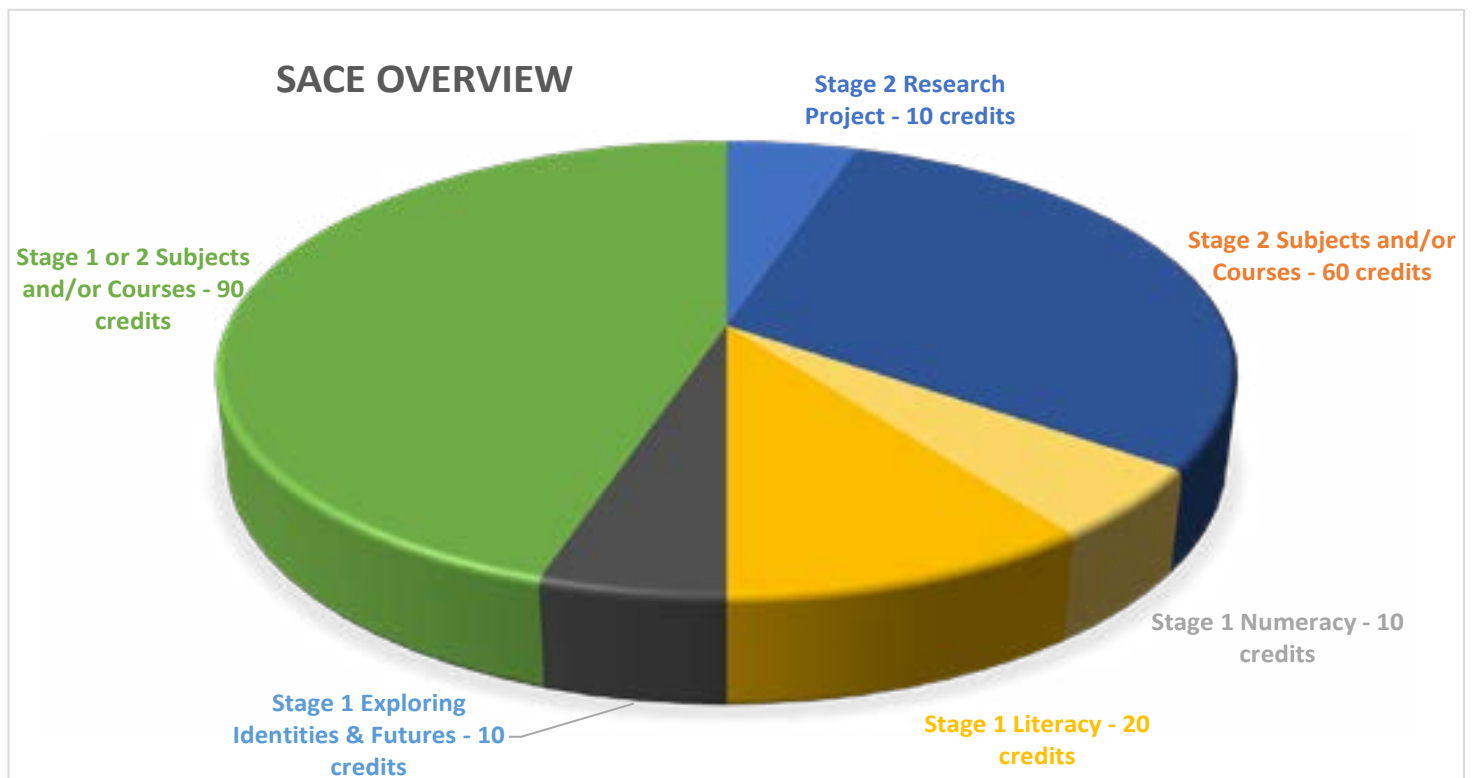
To complete the qualification, students will need to attain a minimum of 200 credits from Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, while a 20-credit subject is usually over two semesters (one year).

To achieve the SACE, students must complete the 'Compulsory Subjects' below with a 'C' grade or higher at Stage 1 and a 'C-' or higher at Stage 2.

The Compulsory Subjects (110 credits) are:

- | | |
|--|------------|
| • Exploring Identities and Futures (EIF, undertaken in Year 10) | 10 credits |
| • Literacy - at least 2 semesters from a range of English subjects (Stage 1) | 20 credits |
| • Numeracy - at least 1 semester from a range of Mathematics subjects (Stage 1) | 10 credits |
| • Research Project - an individual major research and inquiry project 1 semester (Stage 2) | 10 credits |
| • Completion of at least 3 other Stage 2 subjects or VET equivalent | 60 credits |

The remaining 90 credits can be gained through additional SACE Stage 1 or Stage 2 subjects or Board recognised courses of a student's choice, for example VET or Community Learning



SACE INFORMATION

At Modbury High School most students study towards their SACE Certificate over three years via the following pathway of study:

- The Exploring Identities and Futures (EIF), which most students are expected to complete in Year 10.
- STAGE 1 (Year 11)

SEMESTER 1	ENGLISH (10 Credits) C Grade or better	MATHEMATICS (10 Credits) C Grade or better	FREE CHOICE (10 Credits)	FREE CHOICE (10 Credits)	FREE CHOICE (10 Credits)	FREE CHOICE (10 Credits)
SEMESTER 2	ENGLISH (10 Credits) C Grade or better	FREE CHOICE (10 Credits)	FREE CHOICE (10 Credits)	FREE CHOICE (10 Credits)	FREE CHOICE (10 Credits)	FREE CHOICE (10 Credits)

- Each box represents a half-year of study (Semester) = 10-credits of study.
- The compulsory units for SACE completion are in bold print.
- Students must achieve a C Grade or better in the compulsory subjects

- STAGE 2 (Year 12)

In general, Year 12 students will study four full-year Stage 2 subjects totalling 80 credits, which must include at least three 20-credit Stage 2 Subjects and the Research Project (10 Credits). If a student wants to attend University or TAFE, the three 20-credit subjects must be Tertiary Admission Subjects (TAS) subjects.

See the sub-section titled 'Post School Pathways' page 9, for further information. 70% of subject assessments will be assessed by the student's teacher and moderated by the SACE Board. 30% of subject assessments will be assessed externally by a SACE Board assessor.

FULL YEAR STAGE 2 SUBJECT (20 Credits)	FULL YEAR STAGE 2 SUBJECT (20 Credits)	FULL YEAR STAGE 2 SUBJECT (20 Credits)	FREE CHOICE (10 Credits)	RESEARCH PROJECT (10 Credits) C- Grade or better
			FREE CHOICE (10 Credits)	STUDY / CATCH UP

- There is flexibility in the course structure at Year 12 to enable students to catch up on compulsory subjects missed in Years 10 and 11.
- Further details will be provided in the Counselling Information Evening and on the Counselling Day.

More information:

A Tertiary Admission Subject (TAS) is a SACE Stage 2 subject which has been approved by the Universities and TAFE SA as providing appropriate preparation for tertiary studies. Both the universities and TAFE SA require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

SACE INFORMATION

FLEXIBLE LEARNING OPTIONS

Flexible Learning Options are designed to provide students with the flexibility with what is studied, the range of skills that can be developed and techniques used to access learning.

Modbury High School's Flexible Learning Options include:

- Vocational Education and Training (VET)
- North-Eastern Vocational Opportunities (NEVO)
- Community Learning.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET is education and training that gives students skills and knowledge for work. VET operates through a national training system, and, is delivered, assessed and certified by Registered Training Organisations (RTOs).

The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

These arrangements help students to learn on the job through workplace learning, gain the skills and knowledge that employers are looking for and to provide pathways to apprenticeships, traineeships, further training or direct employment.

VET AT MODBURY HIGH

At Modbury High School alternative pathways to University are available to students as VET courses or school based apprenticeships. School based apprenticeships can commence at Year 10. VET courses generally commence in Year 11, with some continuing into Year 12. From 2022 onward students are only permitted to undertake government approved VET courses. The current list includes pathways such as Animal Studies, Mechanical, Carpentry, Hairdressing and Health Services.

Students will only be considered for VET courses if they have completed a weeks work experience in their chosen pathway and are in Year 11 or 12 when undertaking the course. Students must see the VET Coordinator if they wish to choose an alternative pathway.

For more VET information please follow the links below:

<https://www.education.sa.gov.au/schools-and-educators/curriculum-and-teaching/pathways-further-education-and-employment>

<https://www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register>

<https://providers.skills.sa.gov.au/Deliver/Training-school-students>

NEVO

The North-Eastern Vocational Opportunities cluster program represents the collaborative partnership and regional provision of VET across the schooling sectors in this region.

NEVO delivers a range of VET opportunities and structured workplace learning experiences for students

NEVO provides a foundation for employment, traineeships, apprenticeships and further study and is available to Year 11 Students. For details please visit <http://nevo.sa.edu.au/>

COMMUNITY LEARNING

Students are able to earn SACE Credits for Community Learning in two ways - Community Developed Programs and Self-Directed programs.

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

For more information visit

www.sace.sa.edu.au/learning/community-learning

SPECIAL PROVISIONS

Special provisions are available if a student has an illness, disability or experiences an unforeseen circumstance which significantly impacts their ability to participate in an assessment.

If a student applies for special provisions, they need to provide evidence of how this impacts their ability to access assessment conditions. Visit www.sace.sa.edu.au/web/special-provisions for more information

FURTHER INFORMATION

Visit the SACE website; www.sace.sa.edu.au, particularly the students' sections. Students are encouraged to read a copy of the "Achieve Handbook" and to talk with their teachers about their study options.

SACE PLANNER

You can download a course planner for the SACE at the SACE Board; www.sace.sa.edu.au as a pathway planning checklist to plan your courses. See page 7 for Modbury High School's version.

SACE PLANNER

SACE PLANNER TOOL

		SUBJECTS / COURSES	SCHOOL GRADE	CREDITS
STAGE 1 SUBJECTS	COMPULSORY SUBJECTS: "C" GRADE OR HIGHER	Exploring Identities & Futures		10
			SUB TOTAL	10
		Literacy = 20 credits		
		English		10
		English		10
		Numeracy = 10 credits		
		Mathematics		10
		SUB TOTAL	30	
	CHOICE SUBJECTS: STUDENTS MUST ACHIEVE A GRADE OR EQUIVALENT FOR SUBJECTS / COURSES eg. VET	Choose at least 7 other Stage 1, 10 credit subjects		
		SUB TOTAL	70	
PLUS another 20 credits from Stage 1 (SACE, VET Cert 2)				
	SUB TOTAL	20		
STAGE 2 SUBJECTS	COMPULSORY SUBJECTS: "C" GRADE OR HIGHER	Choose at least 3 Stage 2, 20 credit subjects		
		Research Project		10
		SUB TOTAL	70	
		PLUS another 20 credits from Stage 2 (to get ATAR, VET Cert 3, SACE)		
		SUB TOTAL	20	
		TOTAL	200 (minimum)	
	KEY			
		Compulsory Stage 1 (minimum "C" grade required)		
	Compulsory Stage 2 (minimum "C-" grade required)			
	Stage 1 and/or Stage 2 choice subjects / courses			

POST SCHOOL PATHWAYS

It is important to consider subject selection as part of a pathway that extends from Year 11 into Year 12 and beyond. It is essential to consider where this pathway leads. Individual students and their parents/caregivers need to research information regarding career choices. Please refer to page 10 for "Sources of Information for Career Choices"

TERTIARY ENTRANCE

Gaining the SACE is the main method used by South Australian students to gain admission into University and TAFE courses. However, there is additional information students need to know to be eligible to apply. This section outlines important information for students looking to apply for University or TAFE entry. It is also important that you check out how any changes to any course/program entry requirements might affect you.

Applications for University and TAFE Courses are handled by the South Australian Tertiary Admissions Centre (SATAC). See the SATAC Tertiary Entrance booklets for full details or visit the SATAC website www.satac.edu.au for more information.

UNIVERSITY ENTRANCE

Selection into University courses/programs

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

- Complete the SACE
- Obtain an Australian Tertiary Admission Rank (ATAR)
- Meet any prerequisite subject requirements for the course/program.

To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) you must:

Successfully complete the SACE (including all compulsory requirements)

- Successfully complete the SACE (including all compulsory requirements)
- Comply with the rules regarding precluded combinations and counting restrictions. Two (or more) subjects are a precluded combination if they are defined by the universities and TAFE SA as having significant overlap in content. At Modbury High School students completing stage 2 studies cannot choose

: Integrated Learning (Scientific Studies) and Integrated Learning (Sport and Recreation) if they wish to gain an ATAR.

: More than 40 credits (or more than 2 subjects) of Technology Studies subjects (Woodwork, Metalwork, Digital Photography, CAD) Community Studies A is also a non-ATAR subject.

: Community Studies is also a non-ATAR subject.

- Complete at least 90 credits of study in TAS and recognised studies at Stage 2.
- Of the 90 credits of study, a minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subject (TAS) at a passing standard (C- or better)

Please note:

You will need to comply with the Tertiary Entry Requirements for the year in which you seek tertiary admission.

Make sure you keep up-to-date with new information before you make choices about Stage 2 (Year 12) subjects and Tertiary Entrance.

TAFE ENTRANCE

SACE completion meets the course admission requirements for most TAFE SA courses, but there are some additional requirements for entry into particular qualification levels.

Courses are considered competitive if there are limited places available, and noncompetitive if all interested and qualified students will be accepted.

- There are no course admission requirements for non-competitive Certificate I, II, and III level courses
- For competitive Certificate I, II, and III level courses, you must gain your SACE.
- For non-competitive Certificate IV and higher level courses, you must gain your SACE.
- For competitive Certificate IV and higher level courses, you must gain your SACE and a TAFE SA Selection Score. Some courses may have specific prerequisite subjects or related study.

Information about specific course admission requirements is available on the TAFE SA website.



USEFUL WEBSITES

SOURCES OF INFORMATION FOR CAREER CHOICES

This guide as well as the Career Information Evening and Parent Information sessions are only a part of the process for selecting a course of study. Individual students and their parents/caregivers need to research additional information regarding future pathways. It is important to consider subject selections as part of a pathway that extends from Year 11 into Year 12 and beyond. It is essential to consider where this pathway leads.

SCHOOL'S CAREERS WEBSITE

www.modburyhscareers.com

Many of the following sites are also accessible via the school's own careers website:

SACE BOARD

www.sace.sa.edu.au

VET INFORMATION

<https://www.sace.sa.edu.au/web/vet>

CAREER INFORMATION

Job Predictions, Descriptions, Wages etc
<https://joboutlook.gov.au/>

My Future
www.myfuture.edu.au

Apprenticeship Information
<https://innovationandskills.sa.gov.au/>

New Apprenticeship Scheme
www.newapprenticeships.gov.au

TAFE SA

www.tafe.sa.edu.au

TERTIARY SA

Flinders University
www.flinders.edu.au

University of Adelaide
www.adelaide.edu.au

University of South Australia
www.unisa.edu.au

SATAC

www.satac.edu.au

TERTIARY COURSES AVAILABLE THROUGHOUT AUSTRALIA

<https://www.gooduniversitiesguide.com.au/course-provider>

TERTIARY ADMISSION CENTRES INTERSTATE

Victoria
www.vtac.edu.au

New South Wales
www.uac.edu.au

Queensland
www.qtac.edu.au

Western Australia
www.tisc.edu.au

Northern Territory
www.ntu.edu.au

Tasmania
<http://info.utas.edu.au>

OTHER

Centrelink
www.centrelink.gov.au

Year 12 What Next?
<http://year12whatnext.gov.au>

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** Denotes that the Learning Area has a compulsory subject that must be studied

Subject Availability

Every effort will be made to place students into the subjects of their choice. However, the availability of subjects offered in this handbook will depend on the number of students selecting the subject and changes to staffing. Support will be offered in selecting an alternative subject if required.

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** Denotes that the Learning Area has a compulsory subject that must be studied

Subject Availability

Every effort will be made to place students into the subjects of their choice. However, the availability of subjects offered in this handbook will depend on the number of students selecting the subject and changes to staffing. Support will be offered in selecting an alternative subject if required.

PERFORMING ARTS DRAMA & MUSIC



Course Coordinator: Jess Moeller

Year 7 & 8

Year 9

Year 10

Stage 1

Stage 2



PERFORMING ARTS

YEAR 7

DRAMA

SCHOOL CODE: 7DR

**YEAR LEVEL REQUIREMENTS: COMPULSORY/
TERM**

SUBJECT DESCRIPTOR:

This 1 Term course is designed as an introduction to Drama. Students are introduced to the Elements of Drama through a range of practical based activities. The develop skills in tableaux and mime sequences to form various pantomimes as an individual and with a group setting. Students will also have opportunities to develop character roles through both individual and group tasks leading towards an end of term scene or short play that will be performed to a broader audience. Students learn to develop and respond to Drama works through discussion and reflection of the elements of Drama, both viewed and performed.

ASSESSMENT:

Assessment is based on the Australian Curriculum Achievement Standards. Assessment tasks include a of variety opportunities for students to engage with both making and responding to Drama. A public performance assessment is also required as part of this course which may include an out of hours event.

SPECIAL REQUIREMENTS:

YEAR 7

MUSIC

SCHOOL CODE: 7MUS

**YEAR LEVEL REQUIREMENTS: COMPULSORY
SEMESTER WITH FULL YEAR INSTRUMENTAL
MUSIC OPTIONS**

SUBJECT DESCRIPTOR:

This 1 Term course is designed as an introduction to Music. Students also have the opportunity to continue or begin learning a musical instrument of their choice at Year 7 (Contact Gareth Budd for further details on how to join the Instrumental Music Program).

Students will develop basic skills on a range of instruments including Keyboard, Percussion and Vocals. This course provides an introduction to music theory and notation (including pitch and rhythm) and the development of basic compositional techniques. Students also investigate the Elements of Music through a range of musical styles such as Rock/Pop, Classical, Jazz, Contemporary Indigenous Music and the Music of Asia.

ASSESSMENT:

Assessment is based on the Australian Curriculum Achievement Standards. Assessment tasks include a of variety opportunities for students to engage with both making and responding to Music.

SPECIAL REQUIREMENTS:

An A4 Music book is required

ESTIMATED SUBJECT FEES:

Instrument hire (if required) up to \$200 Semester

Invoiced as a Subject fee.



PERFORMING ARTS

YEAR 8

DRAMA

SCHOOL CODE: 8DR

YEAR LEVEL REQUIREMENTS: ELECTIVE

Students must choose 2 of the 3 semester courses offered within Arts from either Drama, Music or Visual Art.

SUBJECT DESCRIPTOR:

This semester course builds upon the skills learnt in Year 7 Drama.

In year 8 Drama students continue to further engage in a variety of performance opportunities.

They experiment and improvise with specific character traits, roles, and intent in a variety of historical or contemporary dramatic styles. (Modern comedy and Melodrama). Through a variety of short skits or scenes as both individuals and in group situations, they explore ways to communicate their meaning to an audience. Students also learn to further identify and analyse how the elements of drama are used, combined, and manipulated in different styles to evaluate drama works they script and perform.

ASSESSMENT:

Assessment is based on the Australian Curriculum Standards. Assessment in units cover: Practical Application, Knowledge and Understanding and Analysis and Response. A public performance assessment is also required as part of this course which may include an out of hours event.

SPECIAL REQUIREMENTS:



YEAR 8

MUSIC

SCHOOL CODE: 8MUS

YEAR LEVEL REQUIREMENTS: ELECTIVE

SEMESTER WITH FULL YEAR INSTRUMENTAL LESSON OPTIONS

Students must choose 2 of the 3 semester courses offered within Arts from either Music, Drama or Visual Art.

SUBJECT DESCRIPTOR:

In 2024 this semester course is an introduction to Music.

Music in year 8 is based around a Band Program. Students choose from a range of instruments including Flute, Clarinet, Saxophone, Trumpet, Trombone, Euphonium, Tuba, General Percussion, Bass Guitar and Guitar. Students develop performance skills on their chosen instrument within an ensemble setting as well as being introduced to music theory/aural skills and musical cultures. Students also engage in compositional tasks using music notation software.

ASSESSMENT:

Assessment is based on the Australian Curriculum Achievement Standards. Assessment tasks include a variety of opportunities for students to engage with both making and responding to Music. One practical assessment will take the form of a public performance presented at school.

SPECIAL REQUIREMENTS:

Students do not need to have studied an instrument prior to commencing this course which is based as an introduction to Music through a Concert Band program.

There are limited positions in the program in the following instruments: Percussion (Drums), Bass Guitar, Classical/Electric Guitar. Students wishing to study these instruments are encouraged to have a secondary instrument to accommodate available resources, if first choice instrument is not available.

ESTIMATED SUBJECT FEES:

Instrument hire (if required) up to \$200 Semester

Invoiced as a Subject fee.

FURTHER INFORMATION:

As a music focus school Modbury High School has the capacity to enrol students in the Department For Education Instrumental Music Program to support their learning.

These lessons are provided free of charge to all year 8 students for a full year. Instrumental lessons will occur on a rotating timetable or as part of a workshop program within scheduled classroom lessons.

PERFORMING ARTS

YEAR 9

DRAMA

SCHOOL CODE: 9DR

YEAR LEVEL REQUIREMENTS: ELECTIVE SEMESTER

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This semester course builds upon the foundational skills developed in year 7 and 8 with an emphasis on the following:

- Character development
- Performance by Design
- Monologues

Character Development: Students will extend their knowledge of the elements of drama with a specific focus on dramatic meaning through character development. They will use their voice and body (movement) in various ways to communicate a situation incorporating tension and meaning.

Performance by Design: Students will take directorial viewpoint utilising their knowledge of stagecraft, design elements, and character development to self-direct a group performance, including contributing to a group performance.

Monologues: Students analyse and perform monologues demonstrating their performance skills, their understanding and interpretation of a script and character. Students apply dramatic techniques such as symbolism, mood and atmosphere to enhance their performance.

Performance: Students will be required to communicate their understanding of the Drama curriculum with performances in front of a live audience. Students will also have the opportunity to use multimodal ways of recording a performance where appropriate.

ASSESSMENT:

Assessment is based on the Australian Curriculum Standards. Assessment covers: Practical Application, Knowledge and Understanding and Analysis and Response. A public performance is also required as part of this course which will include an out of hours event.

ESTIMATED SUBJECT FEES:

Nil

YEAR 9

MUSIC A & B

SCHOOL CODE: 9MUA & 9MUB

YEAR LEVEL REQUIREMENTS: COMPULSORY

(Unless Art & Design is chosen)

PREREQUISITES:

- Successful completion of year 8 Music
- Must play an instrument and be receiving instrumental lessons
- Must hire or have their own instrument

SUBJECT DESCRIPTOR:

Music at Year 9 is a full year subject, students must select both 9MUA & 9MUB.

The Music course is ensemble based; therefore all students taking Music in Year 9 must be learning an instrument with a teacher. This can be done privately or through Instrumental Music (IM). Students may continue learning on their previous instrument or begin learning a new instrument through negotiation with their teacher.

Instrumental Music:

Year 9 instrumental students are given instrumental lessons on a rotating timetable so students don't miss out on the same lesson each week. It is the student's responsibility to catch up work missed and homework set when attending instrumental lessons. These lessons have no cost to the student but you are required to have your own individual instrument. These can be hired through the school. MHS does not hire drum kits or keyboards.

To achieve balanced ensembles and maximum involvement, we recommend and encourage students to select one of the wind/brass instruments.

Select one of the following: Flute, Clarinet, Alto Saxophone, Tenor Saxophone, Trumpet, Trombone, Percussion, Bass Guitar and Classical Guitar (for continuing students only).

Topics studied:

The Music course in Year 9 involves the following areas:

- Musical Theory, Aural and Analysis
- Music Performance
- Music History

ASSESSMENT:

Practical assessment: part testing, ensemble participation, instrumental lesson attendance, public performance (evening concert).

- Theory/Aural Testing
- Music Analysis
- Arranging/Composition Tasks
- History Essay

ESTIMATED SUBJECT FEES:

Instrument hire (if required) up to \$200 Semester

Invoiced as a Subject fee.

FURTHER INFORMATION:

Membership of one of the school's performance ensembles is essential for those who have reached the appropriate standard on their instrument.

PERFORMING ARTS

YEAR 10

MUSIC

SCHOOL CODE: 10MUF

**YEAR LEVEL REQUIREMENTS:
NON-COMPULSORY**

PREREQUISITES:

- Successful completion of a full year of year 9 Music
- Must play an instrument
- Must be receiving instrumental lessons on a weekly basis
- Must hire or have their own instrument

SUBJECT DESCRIPTOR:

All students taking Music in Year 10 must be able to play (specialise) on an instrument. Tuition will be available at school for flute, percussion, clarinet, saxophone, bass guitar, trumpet and trombone. The timing of instrumental lessons is on a rotation basis so that the same subject is not missed each week. Instrumental lesson attendance is compulsory as part of the music program.

The course will cover the following;

- Musical Literacy.
- Composing and Arranging
- Musical analysis
- Practical (50%) students bring their instruments to class for ensemble work
- Theory/Aural training
- Music History - 'The Blues'

As students come from a wide range of musical abilities and backgrounds, therefore the full development of student potential can only be achieved by;

- The bringing together of all Music students across the year levels in combined instrumental groups suitable to the student's level of achievement.
- Membership of one of the school's performance ensembles is compulsory for those who have reached the appropriate standard on their instrument.
- Some practical assessments will take the form of an evening concert presented at school.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Instrument hire (if required) up to \$200 Semester

Invoiced as a Subject fee.

FURTHER INFORMATION:

Students enrolling in Senior Music subjects are required to participate in the Generations In Jazz competition, ABODA Band competition, two end-of-semester Music nights and/or a Music camp as part of summative assessment. Please note that selecting this SACE subject includes a commitment to out of school hours rehearsals/performances, weekend participation in events and extra costs involved (the principal being approx. \$500).



PERFORMING ARTS - MUSIC

STAGE 1

MUSIC ADVANCED A
SCHOOL CODE: 11MUA
SACE CODE: 1MUV10
SACE CREDITS: 10

PREREQUISITES:

- Successful completion of year 10 Music
- Must play an instrument
- Must be receiving instrumental lessons on a weekly basis
- Must hire or have their own instrument

SUBJECT DESCRIPTOR:

Semester 1 of a full year subject designed for students who have a sound background in Music. This subject will provide pathways to all Stage 2 Music subjects offered at MHS.

The course will cover:

Creative Works:

- Performance (Ensemble and Solo): Students develop, refine and present a performance of a number of creative works, as a soloist, and as a member of an ensemble, or as an accompanist.
- Composition/Improvisation - Students investigate one aspect of technique or improvisation on their instrument and compose a purpose made study/etude/exercise/improvisation that helps them to improve that aspect of their performance technique.

Music Literacy:

- Theory and Analysis: Students engage in score reading and analysis of a work or set of works to identify compositional techniques. They demonstrate their understanding through reflecting on the composers use of the elements of Music using theoretical and aural perspectives.

ASSESSMENT:

Creative Works:

- Performance (Ensemble and Solo)
- Composition/Improvisation

Music Literacy:

- Reflection/Analysis of a performance

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Instrument hire (if required) up to \$200 Semester

Invoiced as a Subject fee.

FURTHER INFORMATION:

Students enrolling in Senior Music subjects are required to participate in the Generations In Jazz competition, ABODA Band competition, two end-of-semester Music nights and/or a Music camp as part of summative assessment. Please note that selecting this SACE subject includes a commitment to out of school hours rehearsals/performances, weekend participation in events and extra costs involved (the principal being approx. \$500).

STAGE 1

MUSIC ADVANCED B
SCHOOL CODE: 11MUB
SACE CODE: 1MUV10
SACE CREDITS: 10

PREREQUISITES:

- Successful completion of year 10 Music
- Must play an instrument
- Must be receiving instrumental lessons on a weekly basis
- Must hire or have their own instrument

SUBJECT DESCRIPTOR:

Semester 2 of a full year subject designed for students who have a sound background in Music. This subject will provide pathways to all Stage 2 Music subjects offered at MHS.

The course will cover:

Creative Works:

- Performance (Ensemble and Solo): Students develop and refine their ability to perform as a soloist and as a member of an ensemble.
- Composition/Arranging - Students explore a range of compositional techniques from a variety of musical genres. Through a variety of exercises they experiment and then create a composition/arrangement within a chosen style.

Music Literacy:

- Reflection on Creative Work. Students present a reflection of the development of the performance skills focusing on the development of the repertoire and reflecting upon the style, structure and elements of works they perform.

ASSESSMENT:

Creative Works:

- Performance (Ensemble and Solo)
- Composition/Arrangement

Music Literacy:

- Reflection on Creative Work

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Instrument hire (if required) up to \$200 Semester

Invoiced as a Subject fee.

FURTHER INFORMATION:

Students enrolling in Senior Music subjects are required to participate in the Generations In Jazz competition, ABODA Band competition, two end-of-semester Music nights and/or a Music camp as part of summative assessment. Please note that selecting this SACE subject includes a commitment to out of school hours rehearsals/performances, weekend participation in events and extra costs involved (the principal being approx. \$500).

PERFORMING ARTS - MUSIC

STAGE 2

SOLO PERFORMANCE
SCHOOL CODE: 12MUG
SACE CODE: 2MSP10
SACE CREDITS: 10

PREREQUISITES:

Full year of Stage 1 Music.

SUBJECT DESCRIPTOR:

Solo Performance develops students' performance skills, musical understanding, and aesthetic awareness as a soloist. Students develop and extend their musical skills and techniques through multiple performances.

They develop chosen musical works, demonstrating an understanding of style, structure, and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements involved, expressing their musical ideas through performance and self-evaluation of their performances.

ASSESSMENT:

- School Assessment (70%)

Assessment 1: (30%)

Performance Assessment 6-8 minutes

Assessment 2: (40%)

Performance and Discussion including a 6-8 minute performance and 800 word discussion or oral/multimodal equivalent

- External Assessment (30%)

Assessment 3: (30%)

Performance and Discussion including a 6-8 minute performance and 500 word discussion or oral/multimodal equivalent

ESTIMATED SUBJECT FEES:

Instrument hire (if required) up to \$200 Semester

Invoiced as a Subject fee.

FURTHER INFORMATION:

- Students may undertake this subject stand alone for 10 Credits or in conjunction with Ensemble Performance as a 20 Credit subject for aggregate/ATAR.

Students enrolling in Senior Music subjects are required to participate in the Generations In Jazz competition, ABODA Band competition, two end-of-semester Music nights and/or a Music camp as part of summative assessment. Please note that selecting this SACE subject includes a commitment to out of school hours rehearsals/performance, weekend participation in events and extra costs involved (the principal being approx. \$500).

STAGE 2

ENSEMBLE PERFORMANCE
SCHOOL CODE: 12MUG
SACE CODE: 2MBL10
SACE CREDITS: 10

PREREQUISITES:

Full year of Stage 1 Music.

SUBJECT DESCRIPTOR:

Students develop and extend their musical skills and techniques in creating performances as part of an ensemble interpreting musical works and applying to performances an understanding of style, structure, and conventions appropriate to their repertoire.

Students will participate in one or more of the following: • a small ensemble of two or more performers • an orchestra • a band • a choir, vocal ensemble, or with a soloist (accompanying).

Students extend their musical literacy through discussing key musical elements involved, expressing their musical ideas through performance, self-evaluation of their performances.

ASSESSMENT:

- School Assessment (70%)

Assessment 1: (30%)

Performance Assessment 6-8 minutes (plus part testing)

Assessment 2: (40%)

Performance and Discussion including a 6-8 minute performance (plus part testing) and 800 word discussion or oral/multimodal equivalent.

- External Assessment (30%)

Assessment 3: (30%)

Performance and Discussion including a 6-8 minute performance (plus part testing) and 500 word discussion or oral/multimodal equivalent.

*Please Note: For each of the assessments, works chosen may be an extension of, or related to works performed but must not repeat works already presented for assessment.

ESTIMATED SUBJECT FEES:

Instrument hire (if required) up to \$200 Semester

Invoiced as a Subject fee.

FURTHER INFORMATION:

- Students may undertake this subject stand alone for 10 Credits or in conjunction with Ensemble Performance as a 20 Credit subject for aggregate/ATAR.

Students enrolling in Senior Music subjects are required to participate in the Generations In Jazz competition, ABODA Band competition, two end-of-semester Music nights and/or a Music camp as part of summative assessment. Please note that selecting this SACE subject includes a commitment to out of school hours rehearsals/performance, weekend participation in events and extra costs involved (the principal being approx. \$500).

PERFORMING ARTS - MUSIC

STAGE 2

MUSIC EXPLORATIONS

SCHOOL CODE: 12MUG

SACE CODE: 2MEX20

SACE CREDITS: 20

PREREQUISITES:

Full year of Stage 1 Music.

SUBJECT DESCRIPTOR:

Music Explorations develops a student's musical understanding as they explore how others create, present and/or produce music, and experiment with their own creations while developing and extending their musical knowledge through performance and composing/arranging based activities. Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their instrument.

ASSESSMENT:

- School Assessment (70%)

Assessment 1: (30%)

Music Literacy: Students undertake three music literacy tasks including melodic composition (with chords), comparison and analysis of musical works, and critiquing musical performances.

- 2000 words written or 12 minute oral
- Composition 32-48 bars

Assessment 2: (40%)

Explorations: Students create a portfolio consisting of a presentation of short performances/compositions with written reflection.

- Performances (8-10 minutes)
- Compositions (4-6 minutes)
- 1000 words written or 6 minute oral

- External Assessment (30%)

Creative Connections: (30%)

- Performances (6-8 minutes)
- Compositions (3-4 minutes)
- Oral/Multimodal discussion (7 minutes)

ESTIMATED SUBJECT FEES:

Instrument hire (if required) up to \$200 Semester

Invoiced as a Subject fee.

FURTHER INFORMATION:

- Music Explorations is a 20 Credit subject.
- Study of additional credits for Solo and Ensemble Performance may be available for students.
- Counting Restrictions - No more than 40 Credits of Music is allowed for study.

Students enrolling in Senior Music subjects are required to participate in the Generations In Jazz competition, ABODA Band competition, two end-of-semester Music nights and/or a Music camp as part of summative assessment. Please note that selecting this SACE subject includes a commitment to out of school hours rehearsals/performances, weekend participation in events and extra costs involved (the principal being approx. \$500)

STAGE 2

MUSIC STUDIES

SCHOOL CODE: 12MUG

SACE CODE: 2MST20

SACE CREDITS: 20

PREREQUISITES:

Full year of Stage 1 Music.

SUBJECT DESCRIPTOR:

Music Studies develops a student's musical understanding of selected musical works and styles including how composers manipulate the elements of music, and apply their understanding to performances, and compositions, they create. Students develop and extend their musical literacy through applying and refining their understanding of music theory concepts and musical techniques, aural recognition, and the development of skills in harmonisation and arranging/composition tasks. Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their instrument.

ASSESSMENT:

- School Assessment (70%)

Assessment 1: (30%)

Creative Works: Students present a portfolio of creative works which may include performances, compositions, or arrangements.

- 10-12 minutes performance **or**
- Composition(s)/Arrangement(s) of 5-6 minutes

Assessment 2: (40%)

Music Literacy: Students undertake three music literacy tasks including a composition or arrangement of approximately 2 minutes. Other tasks may include comparison and analysis of musical works, core/musical style analysis, aural skills, harmonisation of a melody, or an analysis of the musical aspects of the performance of others.

- 2400 words written or 15 minute oral

Students complete a 2-hour examination in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways. Questions may include notating melody, completing a melody, decoding aural rhythms and pitch, adding extensions to harmonies, explaining harmonic structures, harmonising parts of a melody, extending melody in a new direction, analysing and comparing two unfamiliar works (similarities, differences, viewpoints of the elements)

- External Assessment (30%)

Examination: (30%)

A creator's statement of 750 words or a 5 minute oral must be submitted with one of the above tasks.

ESTIMATED SUBJECT FEES:

Instrument hire (if required) up to \$200 Semester

Invoiced as a Subject fee.

FURTHER INFORMATION:

- Music Studies is a 20 Credit subject.
- Study of additional credits for Solo and Ensemble Performance may be available for students.
- Counting Restrictions - No more than 40 Credits of Music is allowed for study.

Students enrolling in Senior Music subjects are required to participate in the Generations In Jazz competition, ABODA Band competition, two end-of-semester Music nights and/or a Music camp as part of summative assessment. Please note that selecting this SACE subject includes a commitment to out of school hours rehearsals/performances, weekend participation in events and extra costs involved (the principal being approx. \$500)

THE ARTS - VISUAL ARTS



Course Coordinator: JESS MOELLER

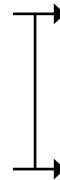
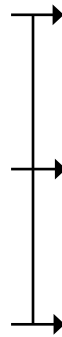
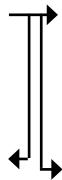
Year 7 & 8

Year 9

Year 10

Stage 1

Stage 2



THE ARTS - VISUAL ARTS

YEAR 7

VISUAL ART

SCHOOL CODE: 7AT

YEAR LEVEL REQUIREMENTS:

COMPULSORY/TERM

SUBJECT DESCRIPTOR:

Students will experience a variety of introductory tasks focussing on media and techniques during the single term Visual Art program.

Students will investigate and respond to art and artists culturally and historically and will create stylistically influenced 2d & 3d works. Topics include Traditional and Contemporary Indigenous Art. Students will explore Colour theory and acrylic paint techniques. Observational drawing will be part of the curriculum.

ASSESSMENT:

Assessment is based on the Australian Curriculum Standards. Assessment in units include making and responding to criteria. Homework is also part of summative assessment.

Making-

Practical Application
Knowledge and Understanding

Responding-

Analysis and response.

SPECIAL REQUIREMENTS:

An A4 display folder and an A4 sketchbook is required

YEAR 8

VISUAL ART

SCHOOL CODE: 8AT

YEAR LEVEL REQUIREMENTS:

COMPULSORY/TERM

Students must choose 2 of the 3 semester courses offered within Arts from either Visual Art, Music or Drama.

SUBJECT DESCRIPTOR:

In year 8 Art students engage in a range of activities covering art elements including colour, line, pattern, tone, rendering, and perspective. They experiment with a range of 2D and 3D media including pencil, acrylic paint, printmaking and clay to develop and refine their art making skills and communicate their ideas. Students evaluate how they and others are influenced by Art works from other cultures and genres which includes artists and art movements (eg Japanese Ukiyo and Edo period, Surrealism, Fauvism and Indigenous Art). Media covered is dependant on time and resources available.

ASSESSMENT:

Assessment is based on the Australian Curriculum Standards. Assessment in units cover: Practical Application, Knowledge and Understanding and Analysis and Response. Homework is also a part of summative assessment.

SPECIAL REQUIREMENTS:

An A4 display folder and an A4 sketchbook is required

THE ARTS - VISUAL ARTS

YEAR 9

ART & DESIGN

SCHOOL CODE: 9ADA

YEAR LEVEL REQUIREMENTS: COMPULSORY

(unless Music is chosen)

SUBJECT DESCRIPTOR:

This course focuses on the expansion of major skills in the following areas:

- Drawing - Observational and Two Point Perspective
- Painting
- Printmaking - Lino Printing
- Design - Packaging / Graphic Design
- Sculpture - Clay
- Visual Study- Working in the style of an Artist/Designer

Drawing - Observational

Observational Drawing is fundamental to further study in Art and Design and will be used throughout the semester.

Drawing - Two Point Perspective

Two Point Perspective images are drawn, with a focus on imaginative landscapes.

Visual Study - Australian Artist

Students investigate an artist's style then explore a range of different techniques used by that artist to create an artwork.

Printmaking - Lino Printing

Students are introduced to printmaking skills and safe work practices within this course. Students will be extended once the basic skills have been mastered, and may include reduction prints and hand colouring.

Painting

Practical application and experimentation of a variety of techniques, media & processes with documentation (annotation) on processes and evaluation of their own work.

Design - Advertising / Graphic Design

Students are introduced to the Design Process and work to produce a graphic. Different media including digital will be explored in the ideation process.

Sculpture - Clay

Students will learn how to produce a clay slab, successfully add additions and use textural elements, together with earlier learning of the Design process, create a functional clay slab work.

SPECIAL REQUIREMENTS:

An A4 display folder is required.

FURTHER INFORMATION:

Students also choosing Art B will be extended in the major Art/Design areas to develop a solid skill base for Year 10 Art/Design.

YEAR 9

ART B (Art Extra)

SCHOOL CODE: 9ATB

YEAR LEVEL REQUIREMENTS: ELECTIVE

SUBJECT DESCRIPTOR:

This course focuses on the further development of skills in the following areas:

- Drawing - Observational
- Painting
- Design - Environmental Design / Product Design
- Sculpture - Paper Based Construction

Drawing - Observational

Observational Drawing is fundamental to further study in Art and Design and will be used throughout the semester.

Painting

Students investigate an artist's painting style then explore a range of different techniques used by that artist to create an artwork.

Design - Environmental Design / Product Design

Students are introduced to the Design Process. Different media including digital applications will be explored in concept development and a range of rendering media will be investigated.

Sculpture - Paper Based Construction

Students will design and produce a 3D construction using paper and mixed media. Students will learn a range of joining methods and will apply a variety of paint techniques to the construction. Students follow the design process and work to produce illustrations/plans from different viewpoints. Media will be explored on concept development.

SPECIAL REQUIREMENTS:

An A4 display folder is required.

FURTHER INFORMATION:

This course is an extra subject of yr 9 Art. Students will be extended in the major Art/Design areas to develop a solid skill base for yr 10 Art and Design.

THE ARTS - VISUAL ARTS

YEAR 10

ART A

SCHOOL CODE: 10ATA

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

The focus of this course is Portraiture, People and Culture.

- Portraiture
- 3D Clay
- Visual Study- A visual study will be an assessed component of the 2D and 3D tasks.

Portraiture

In Portraiture, students will learn the fundamentalism of creating a portrait including the Proportions of the Face. These skills are fundamental to portrait drawing and painting in Stage 1 and Stage 2. Observational drawing will also be incorporated, ensuring further development of drawing skills. A range of media techniques will be explored.

3D Clay with Cultural influence

Students study two different cultures and utilise common features to create a sculptural piece.

SPECIAL REQUIREMENTS:

A3 display folder

FURTHER INFORMATION:

Students wishing to continue into Stage 1 Art, must achieve a minimum C+ to ensure their success at Stage 1.

YEAR 10

ART B

SCHOOL CODE: 10ATB

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

The focus of this course is interior and exterior spaces. (Still Life and Landscapes)

- Art Movement Practical Analysis
- Sculpture
- Printmaking
- Painting

Art Movement Practical Analysis - Painting - Visual Study

In Art Movement Practical Analysis students will be introduced to an influential and significant Art Movement where they will work in the style of an Artist to produce artwork consistent with the style of the movement. (eg. Cubism/Impressionism)

Sculpture - Clay and Mixed Media

Students will use recycled materials to create an artwork.

Printmaking - Etching

Students will focus on environments (interior & exterior) as print subject matter. Students will apply practical application skills in new printmaking methods.

SPECIAL REQUIREMENTS:

A3 Display Folder

FURTHER INFORMATION:

Students wishing to continue into Stage 1 Art, must achieve a minimum C+ to ensure their success at Stage 1.

YEAR 10

FASHION & MARKETING

SCHOOL CODE: 10CAF

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

A Semester course on creating, branding and marketing a business venture relating to the fashion industry.

ASSESSMENT TYPES:

50% PRODUCT:

- A final product presentation including advertising, merchandise and prototype of a product.
- Support materials showing the process during the developmental stages.

50% FOLIO:

A skills record including:

- Exploration of media and techniques.
- Evaluation and reflection of the product/s
- An enquiry and investigation of a related Creative Arts practitioner and marketing.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

This course leads into Stage 1 Creative Arts or Stage 1 Design.

THE ARTS - VISUAL ARTS

YEAR 10

DESIGN A

SCHOOL CODE: 10DEA

YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

The course focuses on three main areas:

- Communication Design (Corporate Identity)
- Product Design
- Design Analysis (Architecture)
- The main focus is 2D design throughout this semester.

Learning activities are structured to assist students to develop problem solving and creative thinking skills, using a range of techniques and materials. This unit involves further development of digital imaging, including Photoshop.

Communication Design

This area of design examines the ways in which people use visual elements and graphics to communicate idea/message. Students will learn within the following area

Typography

Student will learn how lettering can be used as an art form. Using art / design elements students will turn lettering into a graphic.

Corporate Identity

Students will design a logo, re image the logo and apply it to advertising and promotional material. Students will learn industry practices including the Design Process.

Photoshop

Students will use Photoshop as part of the final presentation.

Product Design

This area of design plans the shapes, forms, and functions of objects we use wear, use or drive.

Redesign of Existing Product

Students redesign an existing product, focusing on style and form, using the Design Process.

Design Rendering

Students use a range of different media to render surface materials used in their designs.

Technical Drawing (1)

Students learn how to draw for industry and accurately represent their designed product.

As an introduction to SACE requirements students will complete a Visual Study, Folio and Practical.

Media Explored

Digital
Rendering Markers / Pencils
Mixed media

SPECIAL REQUIREMENTS:

An A3 display folder
USB

YEAR 10

DESIGN B

SCHOOL CODE: 10DEB

YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

The course focuses on three main areas:

- Communication Design (Illustration)
- Environmental Design
- Design Analysis (Product over time)

There will be a focus on 3D design.

Learning activities are structured to assist students to develop problem solving and creative thinking skills, using a range of techniques and materials. Student's continuing from Semester 1 will further develop Design skills including extension in the use of digital media.

Communication Design (Illustration)

- Problem Solving (Mixed Media)

Students will explore creative thinking techniques and application

- Flyer/Poster (Digital)

Students will initially explore creative thinking techniques and use Photoshop to produce an advertising flyer/poster.

- Illustration

Students will investigate and create an illustration/graphic based on the work of a practicing designer

Environmental Design (Architecture)

This area of design focuses on the relation of humans beings with the built environment.

Students have an opportunity to select an area of interest to design and build a scale model of their new proposal. Interest areas include, interior, landscape and architectural.

Design Process

Students continue to develop understanding of how the Design process is used in industry.

Technical Drawing (2)

Students will learn to draw using Architectural conventions, including Plan Views and Elevations.

Model Making

Students will use model making materials to construct their design. They will learn Safe Work practices in the use of tools and construction processes.

As an introduction to SACE requirements students will complete a Visual Study, Folio and Practical.

Media Explored

Digital Tablet use
Drawing media
Model making material

SPECIAL REQUIREMENTS:

An A3 display folder
USB

THE ARTS - VISUAL ARTS

STAGE 1

CREATIVE ARTS - Public Art

SCHOOL CODE: 1ATC10

SACE CODE: 1CVA10

SACE CREDITS: 10

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

A semester course on Public Art and the making of Murals covering the following assessment types and weighting:

50% Product:

- A final piece of Public Art (mural or other) work on display - Support materials showing the process during the developmental stages

50% Folio:

- A skills record showing action and reflection
 - Investigation and Inquiry into a related practitioner

SPECIAL REQUIREMENTS:

Protective clothing for when working on mural.

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

This course does not lead to Stage 2 Art and Design as it has no prerequisites, but may be offered at Stage 2 in future years if interest levels are high.



THE ARTS - VISUAL ARTS

STAGE 1

ART A

SCHOOL CODE: 11ATA

SACE CODE: 1VAA10

SACE CREDITS: 10

SUBJECT DESCRIPTOR:

Students will have the opportunity to work in a range of 2D and 3D media. A visit to the SACE Art Show or an exhibition is part of the course. Major artworks will be supported by preliminary and preparatory backup folios. Written analysis and personal comments are also part of summative assessment. Students will develop practical skills investigating the work of artists and their styles from a variety of contexts and perspectives.

The course covers the SACE performance standards criteria of Knowledge and Understanding, Practical Application and Analysis and Response.

The aim of the course is to:

- conceive, develop and create artworks
- demonstrate individuality, creativity and presentation skills in their artworks
- show evidence of the development of ideas in a visual form
- demonstrate knowledge of artists and their works through investigation, independent research, writing, discussion and visual representations
- describe, analyse and respond to art works in a variety of contexts
- demonstrate problem solving and visual thinking skills

ASSESSMENT:

Folio 40%

Practical 30%

Visual Study 30%

SPECIAL REQUIREMENTS:

1 x A3 20 pocket display folders

(one each for the Folio and Visual Study Assessment type)

Money for a city excursion to an exhibition

ESTIMATED SUBJECT FEES:

Extra costs may be incurred depending on specialist materials required.

FURTHER INFORMATION:

Tasks set in both practical and visual study will be different in Art A and Art B. Art A is not a prerequisite for study in Art B. A keen art student can study both Art A and Art B or Design.

STAGE 1

ART B

SCHOOL CODE: 11ATB

SACE CODE: 1VAA10

SACE CREDITS: 10

SUBJECT DESCRIPTOR:

Students will have the opportunity to work in a range of 2D and 3D media. A visit to the SACE Art Show or an exhibition is part of the course. Major artworks will be supported by preliminary and preparatory backup folios. Written analysis and personal comments are also part of summative assessment. Students will develop skills in investigating artists work and their styles from a variety of contexts and perspectives.

The course covers the SACE performance standards criteria of Knowledge and Understanding, Practical Application and Analysis and Response.

The aim of the course is to:

- conceive, develop and create artworks
- demonstrate individuality, creativity and presentation skills in their artworks
- show evidence of the development of ideas in a visual form
- demonstrate knowledge of artists and their works through investigation, independent research, writing, discussion and visual representations
- describe, analyse and respond to art works in a variety of contexts
- demonstrate problem solving and visual thinking skills

ASSESSMENT:

Folio 40%

Practical 30%

Visual Study 30%

SPECIAL REQUIREMENTS:

2 x A3 20 pocket display folders

(one each for the Folio and Visual Study Assessment type)

ESTIMATED SUBJECT FEES:

Extra costs may be incurred depending on specialist materials required.

FURTHER INFORMATION:

Tasks set in both practical and visual study will be different in Art A and Art B. Art A is not a prerequisite for study in Art B. A keen art student can study both Art A and Art B or Design.

THE ARTS - VISUAL ARTS

STAGE 1

DESIGN A

SCHOOL CODE: 11DSA

SACE CODE: 1VAD10

SACE CREDITS: 10

SUBJECT DESCRIPTOR:

Students will work with the Design Process to create design works within Communication Design and Product Design. Major design pieces will be supported with research, preliminary drawings and concept ideation contained within a Folio. The Visual Study will be an analysis of practitioners who work within the Design industry, to further students understanding of Design's place within society.

The course covers the SACE performance standards criteria of Knowledge and Understanding, Practical Application and Analysis and Response.

The aim of the course is to:

- use imagination and visualization in translating ideas into two or three dimensional scaled forms.
- conceive, develop and create design works
- generate creative and diverse ideas, and evaluate these in relation to design brief or process
- present the designs using appropriate methods, media and skills
- demonstrate knowledge of designers and their works through investigation, writing, discussion and visual representations
- describe, analyse and respond to design works in their cultural context
- enable students to use computer generated output to express their concepts

ASSESSMENT:

Folio 40%

Practical 30%

Visual Study 30%

SPECIAL REQUIREMENTS:

1 x A3 display folders

ESTIMATED SUBJECT FEES:

Extra costs may be incurred depending on specialist materials required.

FURTHER INFORMATION:

Tasks set in both practical and visual study will be different in Design A and Design B. Design A is not a prerequisite for study in Design B. A keen design student can study both Design A, Design B, Digital Photography or Art.

STAGE 1

DESIGN B

SCHOOL CODE: 11DSB

SACE CODE: 1VAD10

SACE CREDITS: 10

SUBJECT DESCRIPTOR:

Students will work with the Design Process to create design works within Communication Design (advertising - informative and illustrative) and Environmental Design (interior and exterior spaces). Major design pieces will be supported with research, preliminary drawings and concept ideation contained within a Folio. The Visual Study will be an analysis of practitioners/Design eras to further students understanding of Design's place within society.

The course covers the SACE performance standards criteria of Knowledge and Understanding, Practical Application and Analysis and Response.

The aim of the course is to:

- use imagination and visualization in translating ideas into two or three dimensional scaled forms.
- conceive, develop and create design works
- generate creative and diverse ideas, and evaluate these in relation to design brief or process
- present the designs using appropriate methods, media and skills including model making and digital software
- demonstrate knowledge of designers and their works through investigation, writing, discussion and visual representations
- describe, analyse and respond to design works in their cultural context
- enable students to use computer generated output to express their concepts

ASSESSMENT:

Folio 40%

Practical 30%

Visual Study 30%

SPECIAL REQUIREMENTS:

1 x A3 display folio

1 x USB is required for saving work on

ESTIMATED SUBJECT FEES:

Extra costs may be incurred depending on specialist materials required.

FURTHER INFORMATION:

Tasks set in both practical and visual study will be different in Design A and Design B. Design A is not a prerequisite for study in Design B. A keen design student can study both Design A, Design B and Digital Photography.

THE ARTS - VISUAL ARTS

STAGE 2

VISUAL ARTS - ART
SCHOOL CODE: 12VAG
SACE CODE: 2VAA20
SACE CREDITS: 20

PREREQUISITES:

C or better in any Visual Arts subject. (Visual Art or Design)

SUBJECT DESCRIPTOR:

For both a 10 - credit subject and a 20 - credit subject, with a focus on art the following three areas of study must be covered.

Visual Thinking

Visual Thinking is about developing the skills to think visually and to record this thinking. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, concept representations, modelling, prototypes, photographs, photocopies of images, digital graphics and/or audiovisual digital recording techniques, accompanied by written or recorded annotations to document the thinking.

Practical Resolution

Practical Resolution artworks can be produced in various practical media such as; video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic or metal fabrication, sculpture, ceramics and textiles. Students learn how to write a practitioners statement.

Visual Arts in Context

Visual Arts in Context students study works of art in their historical, cultural or social context. They analyse and interpret works of art and study the works of artists and/or art movements.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in Stage 2 Visual Arts.

- School Assessment (70%)

Assessment 1: Folio (40%)

Assessment 2: Practical (30%)

- External Assessment (30%)

Assessment 3: Visual Study (30%)

ESTIMATED SUBJECT FEES:

Extra costs may be incurred depending on specialist materials required. Including 2 A3 display folders and a USB.

FURTHER INFORMATION:

For a 10 - credit subject, students should provide evidence of their learning through three or four assessments.

For a 20 - credit subject, students should provide evidence of their learning through four to six assessments. Students will produce:

- two folios
- one or two practical works (10 Credits) or two or three practical works (20 credits), including a practitioner's statement for each practical work
- one visual study

STAGE 2

VISUAL ARTS - DESIGN
SCHOOL CODE: 12DPR
SACE CODE: 2VAD20
SACE CREDITS: 20

PREREQUISITES:

C or better in any Visual Arts subject. (Visual Art or Design)

SUBJECT DESCRIPTOR:

For both a 10 - credit subject and a 20 - credit subject, with a focus on Design the following three areas of study must be covered.

Visual Thinking

Visual Thinking is about developing the skills to think visually and to record this thinking. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, concept representations, modelling, prototypes, photographs, photocopies of images, digital graphics and/or audiovisual digital recording techniques, accompanied by written or recorded annotations to document the thinking.

Practical Resolution

Practical Resolution artworks can be produced in various practical media such as:

- Product Design eg. toy, fashion, stage, furniture and engineering design
- Environmental Design eg. architectural, interior and exterior design
- Graphic and Visual Communication Design eg. branding, illustration and advertising

Visual Arts in Context

Visual Arts in Context students study works of art in their historical, cultural or social context. They analyse and interpret works of design and study the works of designers and/or design movements.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in Stage 2 Visual Arts.

- School Assessment (70%)

Assessment 1: Folio (40%)

Assessment 2: Practical (30%)

- External Assessment (30%)

Assessment 3: Visual Study (30%)

ESTIMATED SUBJECT FEES:

Extra costs may be incurred depending on specialist materials required. Including 2 A3 display folders and a USB.

FURTHER INFORMATION:

For a 10 - credit subject, students should provide evidence of their learning through three or four assessments.

For a 20 - credit subject, students should provide evidence of their learning through four to six assessments. Students will produce:

- two folios
- one or two practical works (10 Credits) or two or three practical works (20 credits), including a practitioner's statement for each practical work
- one visual study

CROSS-DISCIPLINARY STUDIES



Course Coordinator: Angela Stamati

Year 7

Year 9

Year 10

Stage 1

Stage 2



CROSS-DISCIPLINARY STUDIES

YEAR 7

ENTREPRENEURSHIP

SCHOOL CODE: 7ENT

YEAR LEVEL REQUIREMENTS:

COMPULSORY

SUBJECT DESCRIPTOR:

Entrepreneurship is an exciting subject that empowers students by providing them with the knowledge, skills and attitudes to achieve entrepreneurial success in a variety of settings. The subject provides students with a mindset that supports creativity and innovation which is needed to transform ideas into businesses that create value and wealth. It addresses fundamentals of entrepreneurial behaviour and thinking and engages students in practical experiences through idea generation, recognising opportunity, identifying, implementing, managing and harvesting a business. The unit also acquaints students with the essentials of business planning, market planning and financial planning, which are required for them to successfully compete in the marketplace. In 2024 we will endeavour to incorporate the school's community garden into this subject.⁴

FOCUS OF STUDY

Students will focus their study on:

- understanding entrepreneurship
- working collaboratively to operate a business
- working creatively to produce and sell or pitch a product prototype (real or virtual)

ASSESSMENT:

Students will:

- compile a folio demonstrating their understanding of entrepreneurship
- produce a real or virtual product prototype that may be sold on a virtual or live market day
- evaluate their learning and present their findings to their peers

SPECIAL REQUIREMENTS:

Students who choose to produce a real product will be required to purchase their own materials to make it.

FURTHER INFORMATION:

Nil

YEAR 9

INNOVATIVE LEARNING

SCHOOL CODE: 9IL

YEAR LEVEL REQUIREMENTS:

ELECTIVE

SUBJECT DESCRIPTOR:

Innovative Learning is an interdisciplinary subject that spans mainly from Science, Technology, Engineering and Mathematics (STEM). Through an investigative project-based approach, students will connect emerging technologies to real world problems or challenges. An overarching question or challenge will be used to direct the design and creation of a product. Students will work collaboratively and use a combination of engineering and design processes to create a solution to the problem. This subject encourages critical and creative thinking, inquiry based, challenge based and collaborative learning.

Possible projects may include:

- F1 in Schools
- Subs in Schools
- Drone Design
- Rockets and The Space Industry
- Robotics in Industry

ASSESSMENT:

Individual project assessment will be undertaken in line with the particular Australian Curriculum Learning Area Achievement Standard that is its main focus.

SPECIAL REQUIREMENTS:

Nil

FURTHER INFORMATION:

Although most projects typically have a Science, Mathematics and/or Technology focus, they can be derived from any learning area.

CROSS-DISCIPLINARY STUDIES

YEAR 10

INNOVATIVE LEARNING

SCHOOL CODE: 10IL

YEAR LEVEL REQUIREMENTS:
ELECTIVE

SUBJECT DESCRIPTOR:

Innovative Learning is an interdisciplinary subject that spans mainly from Science, Technology, Engineering and Mathematics (STEM). Through an investigative project-based approach, students will connect emerging technologies to real world problems or challenges. An overarching question or challenge will be used to direct the design and creation of a product. Students will work collaboratively and use a combination of engineering and design processes to create a solution to the problem. This subject encourages critical and creative thinking, inquiry based, challenge based and collaborative learning. Students who commenced F1 in schools in Year 9 are encouraged to continue on with this subject in Year 10, as at least one class will provide an opportunity for them to advance their skills in the topic.

Possible future projects may include:

- F1 in Schools
- Subs in Schools
- Drone Design
- Rockets and The Space Industry
- Robotics in industry

ASSESSMENT:

Individual project assessment will be undertaken in line with the particular Australian Curriculum Learning Area Achievement Standard that is its main focus.

SPECIAL REQUIREMENTS:

Nil

FURTHER INFORMATION:

Although most projects typically have a Science, Mathematics and/or Technology focus, they can be derived from any learning area.

YEAR 10

EXPLORING IDENTITIES AND FUTURES

SCHOOL CODE: 10EIF

SACE CODE: 1EIF10

SACE CREDITS: 10

COMPULSORY

SUBJECT DESCRIPTOR:

Exploring Identities and Futures (EIF) is replacing the Personal Learning Plan (PLP) in 2024 and is therefore a compulsory 10-credit SACE Stage 1 subject undertaken in year 10.

The EIF helps students to:

- Develop agency by exploring their identity, interests, strengths, skills, capabilities and/or values; and making choices about their learning.
- Demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations.
- Apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions.
- Develop their communication skills through interaction, collaboration, sharing evidence of their learning progress, and developing connections with others.

LEARNING:

In EIF students will lead their own learning and use a self-directed approach to move away from the old 'what do you want to do' and towards 'who do you want to be.'

ASSESSMENT:

- Evidence of learning is demonstrated through the following assessment types:
- AT1: Exploring me and who I want to be (50%)
- AT2: Taking action and showcasing my capabilities (50%)

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEE:

Nil

FURTHER INFORMATION:

As this subject will be introduced at Modbury High School for the first time in 2024, it is subject to changes.

CROSS-DISCIPLINARY STUDIES

STAGE 1

RESEARCH PRACTICES

SCHOOL CODE: 11RP

SACE CODE: 1RPP10

SACE CREDITS: 10

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

Research Practices is a 10 - credit subject where students explore a range of research approaches and skills. They learn that different approaches to research are appropriate to different context and purposes. It is designed to prepare students for Year 12 study. Students commence the Year 12 Research Project Folio in this subject.

Focus of Study

Students will focus their study on:

- at least one topic from Exploring Researching Approaches
- at least one topic from Exploring Research Skills
-

ASSESSMENT:

Students will compile a folio that demonstrates knowledge and understanding of the role of research and of research approaches. Students will also undertake at least two sources analysis assessments where they will demonstrate that they can analyse sources from different perspectives.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Nil

STAGE 1

COMMUNITY STUDIES SCHOOL CODE: 11CS

SACE CODE: 1COM10

SACE CREDITS: 10

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

Community Studies is a subject where students take control of their own learning, through community and/or work related activities. It allows students to investigate and participate in learning that will help prepare them for life after school.

Focus of Study

Community Studies enables students to:

- Find an area of study that interests them
- Incorporate their preferred method of learning
- Work at their own pace
- Achieve success

Course Outline

Students negotiate a contract of work with the teacher that must include a major community project, and keep a journal of evidence of their learning. Contracts can be built around existing commitments in a student's life or anticipated events, e.g part-time work, sport, club membership, leisure activities, career planning.

ASSESSMENT:

Assessment is work-required and based on completion of the contract by the end of the relevant semester. A grade from the A - E range is awarded.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Community Studies can be used to complete the SACE, and enter TAFE if desired. However, the Universities do not accept Community Studies as a Tertiary Admissions Subject (TAS).

CROSS-DISCIPLINARY STUDIES

STAGE 1 & 2

RESEARCH PROJECT A/B

SCHOOL CODE: 11RPAB

SACE CODE: 1RPP10 (S1) & 2RPB10 (2)

SACE CREDITS: 10 Stage 1 and 10 Stage 2

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This is a full year course 20 credit course which has a 10 - credit (Stage 1) exit point mid-year for those students who do not wish to continue the subject in Semester 2. Students who chose to undertake this full year subject will be resulted in Year 11 Research Practices (Stage 1) in semester 1 and Year 12 Research Project B (Stage 2) in Semester 2 and will not be required to complete the compulsory Year 12 Research Project the following year, as long as they pass at a satisfactory level. However, students who exit mid-year will be required to complete the compulsory Year 12 Research Project the following year.

The Research Practices (10 Stage 1 credits) component of this subject involves the students exploring a range of research approaches and skills. They learn that different approaches to research are appropriate to different context and purposes and is the entry point for the Year 12 Research Project. The Research Project (10 Stage 2 credits) involves students researching a topic based on an area of interest. The research topic may be linked to an existing SACE subject or course or to a workplace or community context. Students learn how to use their research processes and to apply knowledge and skills specific to their research topic. They keep a record of their research and evaluate what they have learnt, including their insights and ideas. Students who are experiencing difficulty completing RPB may be converted to RPA.

ASSESSMENT:

Evidence of learning is demonstrated through the following assessment types:

Stage 1 Research Practices

- Folio (70%) that demonstrates knowledge and understanding of the role of research and of research approaches.
- Sources Analysis (30%) that demonstrate the ability to analyse sources from different perspectives

Stage 2 Research Project

- Folio (30%) – (Evidence of planning & research development)
- Research Outcome (40%) – (The resolution of the research question, through the presentation of the key findings from the research)
- Evaluation (30%) - is the external assessment for this subject and is made up of a series of judgments about the research processes used, decisions made, and the Research Outcome produced

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

STAGE 2

RESEARCH PROJECT B

SCHOOL CODE: 12RPRB

SACE CODE: 2RPB10

SACE CREDITS: 10

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

A 10 - credit subject in which students research a topic based on an area of interest. The research topic may be linked to an existing SACE subject or course or to a workplace or community context. Students learn how to use research processes and to apply knowledge and skills specific to their research topic. They keep a record of their research and evaluate what they have learnt, including their insights and ideas. Students who are experiencing difficulty completing RPB may be converted to RPA.

ASSESSMENT:

Evidence of learning is demonstrated through the following assessment types:

School Assessment - Subject to change in 2024

Folio (30%)

- Planning
- Research Development

Research Outcome (40%)

- The Research Outcome is the resolution of the research question, through the presentation of the key findings from the research

External Assessment

Evaluation (30%)

The Evaluation is a series of judgments about the research processes used, decisions made, and the Research Outcome produced. Students must present their Evaluation in written form to a maximum of 1500 words (excluding a written summary of 150 words).

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Research Project is a compulsory subject. Research Project B contributes to the ATAR. Students must achieve a C- grade or better to complete the subject successfully and gain their SACE. The Research Project component is subject to change by the SACE Board in 2024.

CROSS-DISCIPLINARY STUDIES

STAGE 2

WORKPLACE PRACTICES

SCHOOL CODE:12WPC

SACE CODE: 2WPC20

SACE CREDITS: 20

PREREQUISITES:

Stage 1 EIF

SUBJECT DESCRIPTOR:

Workplace Practices is a full year (20 credits) subject. Students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn the relationships between work-related issues and practices, the changing nature of work, industrial relations influences and workplace issues that may be local, national or global, or industry specific. Students can undertake learning in the workplace and reflect on and evaluate their experiences in relation to their capabilities, interests and aspirations.

Students undertaking this subject must be willing to participate in work experience or alternatively they can be employed, participating in VET (Vocational Education and Training) or vocational learning in a formal context eg an elite sports person, primary carer, volunteer for a community organisation, event manager. To meet the requirements this commitment needs to be between 50 and 60 hours across the year.

Students complete assignments the following areas of study:

- Industry and Work Knowledge
 - Topic 1: Work in Australian Society
 - Topic 2: The Changing Nature of Work
 - Topic 3: Industrial Relations
 - Topic 4: Finding Employment
 - Topic 5: Negotiated Topic.

ASSESSMENT:

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

School Assessment (70%)

- Folio 25%
- Performance 25%
- Reflection 20%

External Assessment (30%)

- Investigation 30%

SPECIAL REQUIREMENTS:

Students must either be employed, studying a VET course or be willing to undertake work experience.

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Nil

STAGE 2

COMMUNITY CONNECTIONS

SCHOOL CODE: 12CCS

SACE CODE: VARIOUS

SACE CREDITS: 20

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

Students who struggle in a subject area can be converted to Community Connections.

This subject provides opportunities for success to students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area. The subject values the student's interests and strengths, enables curiosity, and empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning.

Community Connections:

- Encourage student agency as they decide on which ideas, concepts, or areas of interest related to the Stage 2 subject they wish to explore.
- Enhances students' sense of belonging, and encourages authentic connections to their community.

Course Outline:

Students programs are individualised and their learning will be based on the knowledge, skills, and understanding described in a field of study in a SACE Stage 2 subject (e.g. Biology, History or Physical Education). Each student will show evidence of learning against some of the learning requirements described in a selected subject, and will also demonstrate learning through a community application activity that is based on the selected subject.

ASSESSMENT:

Assessment Type 1: Folio (50%)

Assessment Type 2: Reflection (20%)

Assessment Type 3: Community Application Activity (30%)

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Community Connections can be used to complete the SACE, however, the Universities do not accept it as a Tertiary Admissions Subject (TAS).

TECHNOLOGY



Course Coordinator: Wayne Ferguson

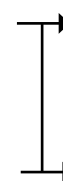
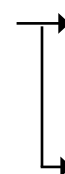
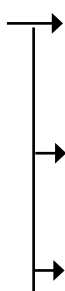
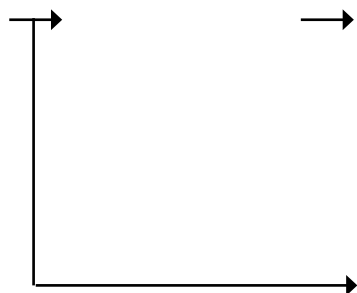
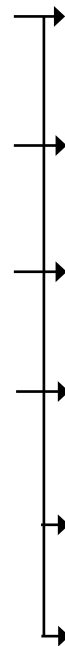
Year 7 & 8

Year 9

Year 10

Stage 1

Stage 2



DESIGN TECHNOLOGY

YEAR 7

DESIGN TECHNOLOGY

SCHOOL CODE: 7TS

YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

The year 7 Design and Technologies course is one semester in length. 1 Term Design Technology & 1 Term of Home Ec.

The course is designed to introduce students to the basic essential components that make up Design & Technologies.

Students will be introduced to Safe Work Habits which they use with a variety of materials. They will develop a sound understanding of skills and processes associated with working with hand tools, and then step onto developing proficiency in using some machinery. They will develop an understanding of the contribution of design and technology innovations and enterprise to society.

Students will be introduced to the design process and then create designed solutions based on an evaluation of needs or opportunities.

Students will create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques, beginning with hand drawing, then the use of CAD.

Students apply project management skills to document and use project plans to manage production processes.

(The second part of this course is covered in the Home Economics section)

ASSESSMENT:

Assessment will be against the Australian Curriculum and will include both theory and practical work, with tests and assignments.

SPECIAL REQUIREMENTS:

There is a special focus on safety in behaviour and work.

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

This course should help prepare students to continue with work in this area in year 8 and higher.

YEAR 8

DESIGN TECHNOLOGY

SCHOOL CODE: 8TS

YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

The Year 8 Design and Technologies course is one semester in length. 1 Term Design Technology & 1 Term of Home Ec.

The course is shaped to build on the basic essential components that were introduced in the Year 7 course. It extends students in their understanding and experience in:

- safe work habits
- a variety of materials.
- understanding of skills and processes associated with working with hand tools
- developing proficiency in using machinery
- examine factors that influence the design of products, services and environments to meet present and future needs
- develop an understanding of the contribution of design and technology innovations and enterprise to society.
- the design process
- creating designed solutions based on an evaluation of needs or opportunities.
- adapting design ideas
- making considered decisions
- communicating to different audiences using appropriate technical terms and a range of technologies
- graphical representation techniques especially through the use of CAD.
- applying project management skills to document and use project plans to manage production processes

(The second part of this course is covered in Home Economics)

ASSESSMENT:

Assessment will be against the Australian Curriculum and will include both theory and practical work, with tests and assignments.

SPECIAL REQUIREMENTS:

There is a special focus on safety in behaviour and work.

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Nil

DESIGN TECHNOLOGY

YEAR 9

DESIGN TECHNOLOGY

SCHOOL CODE: 9TS

YEAR LEVEL REQUIREMENTS:

COMPULSORY- STUDENTS MUST CHOOSE AT LEAST ONE TECHNOLOGY SUBJECT

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

Students must select one, two or three Technology electives to provide them with a more in-depth background for further study in that subject. In these elective areas students will concentrate on work in up to two different technology areas to further extend their experiences, skills and knowledge. Their work may extend into another area.

Further study in any of these areas in higher years is possible without prior knowledge, but students will gain advantage in studying them during 'Middle School years', and some requirements may need further checking. Students are required to pay for the materials they use. All Design and Technology electives include a CAD component and some written assignments to ensure the relevant parts of the Australian Curriculum are covered. Students may choose up to 3 areas.

ESTIMATED SUBJECT FEES:

Students are required to pay for the materials they use.

\$35 -Invoiced as a Subject fee.

There is a special focus on safety in behaviour and work.

FURTHER INFORMATION:

On the subject selection sheet, students will circle the code that relates to their primary choice from the subjects in the table below.

YEAR 10

METALWORK

SCHOOL CODE: 10MW

YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

All year 10 Design and Technology courses are one semester in length. Students are able to study some of these units at a higher level without prior knowledge, however, some requirements may need to be checked carefully. All Non-CAD courses include a small CAD component. (This course is aligned with the Australian Curriculum.)

To ensure equitable access to all students, the number of Design and Technology studies units studied may be limited

The Metalwork course is designed to allow students to develop a sound understanding of skills and processes associated with machine safety, the metal lathe, welding and bench work.

ESTIMATED SUBJECT FEES:

Students are required to pay for the materials they use.

\$30 Semester - **Invoiced as a Subject fee**

Additional resources used above \$30 will generate a further invoice on completion of project.

There is a special focus on safety in behaviour and work.

FURTHER INFORMATION:

Metalwork 9MW	Woodwork 9WW	Tech Graphics/CAD 9TG	Digital Photography 9DP
The metalwork course is designed to allow students to develop a sound understanding of skills and processes associated with machine safety, the metal lathe, oxy/acetylene welding and metal shaping and forming. Includes sheet metal.	This course is designed to allow students a sound understanding of the skills, knowledge, techniques and processes used when working with wood.	This course is designed to introduce students to the skills of specialised drawing for technical purposes - it may include use of CAD programs such as Sketchup, Fusion 360, Pro Desktop CREO and Onshape.	This course is based around the acquisition of digital images using digital cameras, scanners and the Internet as well as the manipulation of these images, using a variety of techniques and programs. In the second term it may include Movie making and editing.

DESIGN TECHNOLOGY

YEAR 10

WOODWORK

SCHOOL CODE: 10WW

YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

All year 10 Design and Technology courses are one semester in length. Students are able to study some of these units at a higher level without prior knowledge, however, some requirements may need to be checked carefully. All Non-CAD courses include a small CAD component. (This course is aligned with the Australian Curriculum.)

To ensure equitable access to all students, the number of Design and Technology studies units studied may be limited

The Woodwork course is designed to allow students to develop a sound understanding of the skills, knowledge, techniques and processes involved in solid timber and frame construction.

ESTIMATED SUBJECT FEES:

Students are required to pay for the materials they use.

\$50 Semester- *Invoiced as a Subject fee*

Additional resources used above \$50 will generate a further invoice on completion of project.

There is a special focus on safety in behaviour and work.

FURTHER INFORMATION:



YEAR 10

DIGITAL PHOTOGRAPHY

SCHOOL CODE: 10DP

YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES: Nil

SUBJECT DESCRIPTOR:

All year 10 Design and Technology courses are one semester in length. Students are able to study some of these units at a higher level without prior knowledge, however, some requirements may need to be checked carefully. This course is aligned with the Australian Curriculum.

To ensure equitable access to all students, the number of Design and Technology studies units studied may be limited.

The Digital Photography course is based around the acquisition of digital images using digital cameras, scanners and the Internet as well as the manipulation of these images.

SPECIAL REQUIREMENTS:

Students who wish to undertake a large amount of specialised printing will be expected to pay for it.

It is recommended that students have access to a digital camera.

FURTHER INFORMATION:

Although there are no prerequisites for Design and Technology at year 10, for students intending to continue with Design and Technology in the senior school (it is recommended they gain a C+ or better) in any of the semester units at year 10 level in Woodwork or Metalwork, in order to gain the necessary skills and knowledge for Year 11.

TECHNICAL GRAPHICS/CAD

SCHOOL CODE: 10TGA

YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES: Nil

SUBJECT DESCRIPTOR:

All year 10 Design and Technology courses are one semester in length. Students are able to study some of these units at a higher level without prior knowledge, however, some requirements may need to be checked carefully. This course is aligned with the Australian curriculum.

To ensure equitable access to all students, the number of Design and Technology studies units studied may be limited

This Technical Graphics course assists students in further developing many specialised drawing and rendering techniques and an appreciation of the vital role it plays within the general society and (as part of careers) in design.

The following is an overview of the course:

Drawing Systems

- Pictorial (perspective projections, isometric and oblique projection)
- Orthogonal (Drawing of objects in Plan, Front and Side View).

Australian Drafting Standards

- Linework, notation, titleblock and dimensioning.

Computer Aided Drawing

- 10 week CAD Drawing course
- Students will apply various drafting techniques into problem solving situations: a caravan layout, a product re-design project.

SPECIAL REQUIREMENTS: Nil

FURTHER INFORMATION:

This course is a suggested prerequisite for the Stage 1 & 2 Technical Graphics courses.

DESIGN TECHNOLOGY

STAGE 1

ENERGY TECHNOLOGY

SCHOOL CODE: 11ETT

SACE CODE: 1SSP10

SACE CREDITS: 1

PREREQUISITES:

Safe workshop practices in years 9 and 10.

SUBJECT DESCRIPTOR:

This 10 - credit course focuses on workshop design, safety and tools, the Briggs and Stratton four stroke engine, mechanical principles and machines, electrical circuits and systems and issues affecting energy technology.

ASSESSMENT:

Summative assessment tasks include: practical work on engines and electrical systems, design work and oral presentations, a 500 - 700 word analysis.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

The course requires students to carry out some field study and may attend an excursion to an Automotive Workshop. A small service charge may apply.

ASSESSMENT:

- Skills & Applications Tasks
- Folio
 - Product Design
 - Product Evaluation
- Product - Practical Project
- This may include a knowledge test

SPECIAL REQUIREMENTS:

There is a special focus on safety in behaviour and work.

ESTIMATED SUBJECT FEES:

\$35- Semester. *Invoiced as a Subject fee*
Additional resources used above \$35 will generate a further invoice on completion of project.

FURTHER INFORMATION:

This subject is desirable to prepare students for SACE/Stage 2 Technology.

A VET module may be made available to students undertaking this course.



STAGE 1

OUTDOOR CONSTRUCTION

SCHOOL CODE: 11OCA

SACE CODE: 1MRS10

SACE CREDITS: 10

PREREQUISITES:

C or better in a Design & Technology unit at year 10 is desirable.

SUBJECT DESCRIPTOR:

A 10-credit course whereby students produce outdoor projects such as pergolas, tables, benches, paved areas, concrete slabs and brickwork. They are required to design, produce working drawings and construct projects as a member of a team.

ASSESSMENT:

- Skills & Applications Tasks
- Folio
 - Product Design
 - Product Evaluation
- Product - Practical Project

SPECIAL REQUIREMENTS:

There is a special focus on safety in behaviour and work.

ESTIMATED SUBJECT FEES:

Students may be required to pay for some materials used.

FURTHER INFORMATION:

A VET module may be made available to students undertaking this course.



STAGE 1

METALWORK

SCHOOL CODE: 11MWA

SACE CODE: 1MRS10

SACE CREDITS: 10

PREREQUISITES:

Students must have developed safe work habits in year 9 and 10.

Students should have achieved a C+ or better in a Unit of Woodwork or Metalwork in Year 10.

Students outside these requirements need to be approved by the Design & Technology coordinator after faculty consultation.

SUBJECT DESCRIPTOR:

A 10-credit course. Students will be involved in the design and construction of projects in the metal area. Skills will be developed in sheetmetal, welding and basic machining.

DESIGN TECHNOLOGY

STAGE 1

TECHNICAL GRAPHICS/CAD

SCHOOL CODE: 11TGA

SACE CODE: 1DCS20

SACE CREDITS: 10

PREREQUISITES:

Nil. It is an advantage if the student has successfully completed a semester of Technical Graphics/CAD at year 10.

SUBJECT DESCRIPTOR:

A 10-credit course introducing students to the professional world of drafting covering the following areas:

1. Engineering Drawing
 - orthographic projection
 - isometric drawing
 - axonometric drawing
 - sectioning
2. Research Issues
3. Design
4. 2D and 3D Graphics

ASSESSMENT:

An Engineering Drawing, two Design projects, two written research projects and a 1 ½ hour examination.

SPECIAL REQUIREMENTS:

Students should have access to a computer that can run Fusion 360.

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Nil

STAGE 1

WOODWORK A & B

SCHOOL CODE: 11WWA /

11WWB

SACE CODE: 1MRS10

SACE CREDITS: 10

PREREQUISITES:

Development of safe workshop habits in years 9 and 10.

Students should have achieved a C+ or better in a unit of Woodwork or Metalwork in year 10.

Students outside these requirements need to be approved by the Design & Technology coordinator after faculty consultation.

SUBJECT DESCRIPTOR:

Woodwork A

A 10-credit course. Students will design and construct a framed project eg. Ladder, planter box or similar. Skills will be developed in joint construction, safe use of machines and wood finishing.

Woodwork B

A 10-credit course. Students will design and construct a small item of furniture using a carcass construction, such as a cupboard or clock. Skills will be developed in designing, joint construction, safe use of machines and wood finishing.

ASSESSMENT:

Formative and summative assessment tasks will be undertaken during the Semester. This assessment will include practical, written, graphical and oral presentations and may include a short knowledge test.

SPECIAL REQUIREMENTS:

There is a special focus on safety in behaviour and work.

ESTIMATED SUBJECT FEES:

\$40 Semester. *Invoiced as a Subject fee*
Additional resources used above \$40 will generate a further invoice on completion of project.

FURTHER INFORMATION:

This subject is desirable to prepare the student for SACE/Stage 2 Technology.

STAGE 1

DIGITAL PHOTOGRAPHY

SCHOOL CODE: 11DP

SACE CODE: 1DCS10

SACE CREDITS: 10

PREREQUISITES:

Nil

It would be an advantage to have done Digital Photography at year 9 or 10.

SUBJECT DESCRIPTOR:

A semester length course. This course covers the principles and practical processes related to:

- acquisition of digital images using a variety of sources including cameras, scanners, the Internet etc.
- image manipulation
- visual product design for a specific purpose
- image composition, setup and factors within this.

Product Investigation, design and construction
Product Evaluation

ASSESSMENT:

School Based Assessment:
Skills & Applications tasks: 20 - 40%
Products: 20 - 50%
Major Product

Designing Assessment:

Folio: 10 - 40%
Product Investigation, design and construction
Product Evaluation

SPECIAL REQUIREMENTS:

Though not compulsory, it would be an advantage if students have access to a digital camera from other than the school. The school has a limited supply for students, who do not have access to one, to use but they will need to be shared.

ESTIMATED SUBJECT FEES:

Students are expected to pay for special or excessive printing.

FURTHER INFORMATION:

Nil

DESIGN TECHNOLOGY

STAGE 2

METALWORK

SCHOOL CODE:12MWR

SACE CODE: 2IES20

SACE CREDITS: 20

PREREQUISITES:

C+ or better in a 10 - credit Stage 1 unit of Woodwork or Metalwork.

SUBJECT DESCRIPTOR:

A full year course. This unit covers the principles and practical processes relating to:

- construction technology using metals and machines as a medium
- project design
- machining, welding
- fitting will be incorporated into practical exercises, projects and related technical research.

ASSESSMENT:

-School Assessment:

Skills & Applications Tasks: 20%
Product - Practical Project: 50%

-External Assessment:

Folio: 30%
- Issues Report, in relation to project production
- Materials investigation and testing

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

\$50 - *Invoiced as a Subject fee*

Additional resources used above \$50 will generate a further invoice on completion of project.

FURTHER INFORMATION:

A possible excursion to Industry.

STAGE 2

WOODWORK

SCHOOL CODE: 12WWR

SACE CODE: 2MRS20

SACE CREDITS: 20

PREREQUISITES:

Nil.

It is an advantage to have achieved a C+ or better in a 10 - credit Stage 1 unit of Woodwork or Metalwork.

SUBJECT DESCRIPTOR:

A full year course whereby students undertake an approved program of experiences which include designing, skills, knowledge, understanding and issues in technology. Activities are based on developing designing and constructing timber items of furniture using framed and other construction methods.

ASSESSMENT:

-School Assessment:

Skills & Applications Tasks: 20%
Product - Practical Project: 50%

-External Assessment:

Folio: 30%
- Issues Report, in relation to project production
- Materials investigation and testing

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

\$80 - *Invoiced as a Subject fee*

Additional resources used above \$80 will generate a further invoice on completion of project.

FURTHER INFORMATION:

Students are required to work out accurate cutting and costing lists and pay for all materials used.

DESIGN TECHNOLOGY

STAGE 2

DIGITAL PHOTOGRAPHY

SCHOOL CODE: 12DP

SACE CODE: 2DCS20

SACE CREDITS: 20

PREREQUISITES:

Nil.

It would be an advantage to have done Digital Photography at Year 10 and 11.

SUBJECT DESCRIPTOR:

A year length course. This course provides the opportunity for students to direct their own learning. They are guided in their choices based on their photography experience. The course allows for the investigation of:

- commercial photography applications
- camera techniques
- digital imaging and creative applications of photography

Students undertake a photographic study based on a chosen theme. They construct a folio using the design process to explore possibilities within this theme. This folio is then the basis for their major product.

They look at different technical aspects of photography outlining their understanding and demonstrate their skill with some of the techniques.

ASSESSMENT:

-School Assessment:

Skills & Applications tasks: 20%

Products: 50%

Minor Product: 10%

Major Product: 40%

-External Assessment - Designing:

Folio: 30%

- Issues Report, in relation to project production

- Materials investigation and testing

SPECIAL REQUIREMENTS:

Though not compulsory, it would be an advantage if students have access to a digital camera from other than the school. The school has a limited supply for students, who do not have access to one to use, but they will need to be shared. Access to the camera and a computer out of school hours is necessary.

ESTIMATED SUBJECT FEES:

Students are expected to pay for special or excessive printing.

FURTHER INFORMATION:

Nil

STAGE 2

CAD/STEM

SCHOOL CODE: 12CAD/STEM

SACE CODE: 2IES20

SACE CREDITS: 20

PREREQUISITES:

C+ or better in CAD in Year 11 or 12

SUBJECT DESCRIPTOR:

A year length course. This course provides the opportunity for students to direct their own learning. They are guided in their choices based on their designing and fabrication experience and ability. The course allows for the investigation of:

- skill development in the use of CAD
- exploring options to identify the directions they wish to take.
- investigating the issues they identify in detail
- developing possible solutions
- implementing one or more solutions.

Students will be expected to follow the design process and use CAD programs to design their solution in detail. They will then use any 3D printers, laser cutter, plasma cutter, CNC O/A router, CNC machinery etc to produce their chosen solution(s)

ASSESSMENT:

-School Assessment:

Skills & Applications Tasks: 20%

Product(s): 50%

-External Assessment:

Folio: 30%

- Issues Report, in relation to project production

- Materials investigation and testing

SPECIAL REQUIREMENTS:

Access to a computer that can operate CAD programs and specifically Fusion 360 is essential

ESTIMATED SUBJECT FEES:

Students will be expected to pay for the materials they use. This is dependant on the size and the materials used.

DIGITAL TECHNOLOGY

YEAR 7

DIGITAL TECHNOLOGY

SCHOOL CODE: 7DT

YEAR LEVEL REQUIREMENTS: ELECTIVE

SUBJECT DESCRIPTOR:

Year 7 Digital Technology focuses on students developing their understanding and skills in computational thinking, data storage and representation and how computer networks operate. The subject explores algorithms, computational thinking and programming. It culminates in students using their new-found skills to produce a product such as a game or story app. In studying this subject students may do the following:

- learn programming and computational thinking possibly through the completion of an online programming/coding course such as Blockly, Python or Javascript
- analyse various types of computer networks such as LANs, WANs and wireless networks including the school network and printer
- learn how data is represented in binary
- produce a solution to an environmental, social or economic problem

Skills developed include:

- computational thinking
- representing images and sounds computationally
- data representation
- creating digital solutions and the design process

ASSESSMENT:

Assessment will be against the Australian Curriculum and will include both theory and practical work, with tests, and written/coded assignments.

This is a practical course that requires access to a computer on and off school grounds .

Digital Technology also incorporates Information Processing. In year 7 the focus is on starting to develop understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences. We present students with introductory opportunities to learn about coding, algorithms and computer applications to develop digital solutions to problems.

As Digital Technology is a growth area we take every opportunity to help students understand about future careers in Digital Technologies by educating them about current and emerging career opportunities in the field.

FURTHER INFORMATION:

This is a practical course that requires access to a computer off school grounds.



DIGITAL TECHNOLOGY

YEAR 8

DIGITAL TECHNOLOGY

SCHOOL CODE: 8DT

YEAR LEVEL REQUIREMENTS: ELECTIVE

SUBJECT DESCRIPTOR:

Year 8 Digital Technology focuses on students developing their understanding and skills in computational thinking, data storage and representation and how computer networks operate. The subject explores algorithms, computational thinking and programming. It culminates in students using their new-found skills to produce a product such as a game or story app. In studying this subject students may do the following:

- learn programming and computational thinking possibly through the completion of an online programming/coding course such as Blockly or Python
- analyse various types of computer networks such as LANs, WANs and wireless networks
- develop an app that relates to an environmental, social or economic problem
- produce a solution to an environmental, social or economic problem possibly utilising robotics or 3D printing

Skills developed include:

- computational thinking
- representing images and sounds computationally
- data representation
- creating digital solutions and the design process

ASSESSMENT:

Assessment will be against the Australian Curriculum and will include both theory and practical work, with tests, assignments and essays.

FURTHER INFORMATION:

This is a practical course that requires access to a computer off school grounds.

YEAR 9

DIGITAL TECHNOLOGY

SCHOOL CODE: 9DT

YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

Technologies enrich and impact on the lives of people and societies globally. Digital Technologies learning in year 9 focuses on further developing knowledge, understanding and skills related to computational thinking, problem solving, and systems thinking. Students will use a variety of programming languages, in their coding, to generate and document in digital and non-digital form, collect and interpret data, and plan, test, modify and create a range of digital solutions to meet intended designs based on proposed needs. Students will explore how social, ethical, technical and sustainability considerations impact on the design of innovative technologies, and consider solutions to meet current and future technological needs.

The Australian Curriculum: Digital Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. The practical nature of this learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. In this topic, students will develop knowledge, understanding and skills to respond creatively to current and future digital technology needs.

This course leads directly into year 10 Digital Technology.

Some of the topics covered include:

- Coding to learn computational thinking, problem solving and systems thinking
- Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases
- Implement modular programs and apps using object oriented languages
- Designing, creating and documenting interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities using Wikis and or Websites
- Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems
- Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of resources, considering privacy and security requirements

ASSESSMENT:

Assessment will be against the Australian Curriculum and will include both theory and practical work, with tests, assignments and essays.

SPECIAL REQUIREMENTS:

Nil

FURTHER INFORMATION:

This is a practical course that requires access to a computer off school grounds.

DIGITAL TECHNOLOGY

YEAR 10

DIGITAL TECHNOLOGY

SCHOOL CODE: 10ITA

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

C+ or better grade in year 9 Digital Technology is preferred.

SUBJECT DESCRIPTOR:

The world is becoming increasingly digitised and automated. Digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies provides students with practical, innovative opportunities to design solutions to problems of interest. Innovation in Digital Technologies involves students creating new ways of doing things. The subject helps students to become innovative creators and effective users of digital systems and critical consumers of information conveyed by digital systems.

Some of the topics covered may include:

- Coding to learn computational thinking, algorithms, problem solving, and systems thinking
- Analyse simple compression of data and how content data are separated from presentation
- Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data
- Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems
- Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics
- Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of resources, considering privacy and security requirements

ASSESSMENT:

Assessment will be against the Australian Curriculum and will include both theory and practical work, with tests, assignments and essays.

FURTHER INFORMATION:

This is a practical course that requires access to a computer off school grounds.

YEAR 10

IT EXTENSION

SCHOOL CODE: 10ITB

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This is a second semester course, which assumes students have completed a minimum of year 9 Digital Technology.

Students will work on advanced activities based upon VET – IT Certificate 2 such as:

- More advanced Algorithms and Coding
- Internet terminology and associated technologies / concepts
- Graphic animation / image manipulation
- Ethical computer use related to networking
- Types of software
- Writing simple programs using object oriented programming structure.
- Maintaining a healthy computer

This is a practical course that seeks to further the depth of ICT related knowledge and will give students an opportunity to practice skills learnt during the semester by putting 'best practice' work on display.

ASSESSMENT:

- 2 Practical assessments with collaborative components
- 1 Group Activity with collaborative components
- Individual Project of choice
- 1 Folio and Discussion (based around semesters work)

FURTHER INFORMATION:

Nil

YEAR 10

INFORMATION PROCESSING

SCHOOL CODE: 10IPP

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This course is designed to allow students to use word processing and desktop publishing software to create personal documents such as:

- flyers
- invitations
- essays
- letters
- sporting/social club documents.

The students will learn a range of skills and discuss social and ethical issues relating to the use of information technology.

FURTHER INFORMATION:

Nil

DIGITAL TECHNOLOGY

STAGE 1

INFORMATION PROCESSING AND PUBLISHING A

SCHOOL CODE: 11IPA

SACE CODE: 1IPR10

SACE CREDITS: 10

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

Information Processing and Publishing may be undertaken as one or two 10 - credit subjects. It may consist of any of the following five topics.

Business Publishing: involves using information to produce paper-based business publications such as letters, business reports, agendas, minutes of meetings, invitations, menus, itineraries, advertisements, business forms and brochures.

Digital Presentations: incorporate the use of information processing and publishing equipment as well as image projectors, monitors or televisions to display presentations that are either interactive or self-running.

Digital Publishing: involves the development of products to be published in a digital format. These include web-based pages or sites, CD-ROM, and other non-linear or interactive forms of publications.

Personal Publishing: involves the use of software appropriate to paper-based publications. Students follow the design process to produce, for personal use, paper-based publications such as essays, letters, reports, flyers, menus and invitations.

Data Input: involves the use of equipment to input data that can be used in information processing and publishing. Data input may include instruction in, and testing of speed and accuracy.

The topics have a practical basis and emphasise the development of skills and understanding in designing, making and critiquing publications and presentations. The subject also involves a theory component.

ASSESSMENT:

Assessment Type 1: Practical Skills 50%

Assessment Type 2: Product and Documentation 30%

Assessment Type 3: Issue Analysis 20%

This subject does not have an examination component.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

This is a practical course that requires access to a computer off school grounds.

STAGE 1

INFORMATION PROCESSING AND PUBLISHING B

SCHOOL CODE: 11IPB

SACE CODE: 1IPR10

SACE CREDITS: 10

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

Information Processing and Publishing may be undertaken as one or two 10 - credit subjects. It may consist of any of the following five topics.

Business Publishing: involves using information to produce paper-based business publications such as letters, business reports, agendas, minutes of meetings, invitations, menus, itineraries, advertisements, business forms and brochures.

Digital Presentations: incorporate the use of information processing and publishing equipment as well as image projectors, monitors or televisions to display presentations that are either interactive or self-running.

Digital Publishing: involves the development of products to be published in a digital format. These include web-based pages or sites, CD-ROM, and other non-linear or interactive forms of publications.

Personal Publishing: involves the use of software appropriate to paper-based publications. Students follow the design process to produce, for personal use, paper-based publications such as essays, letters, reports, flyers, menus and invitations.

Data Input: involves the use of equipment to input data that can be used in information processing and publishing. Data input may include instruction in, and testing of speed and accuracy.

The topics have a practical basis and emphasise the development of skills and understanding in designing, making and critiquing publications and presentations. The subject also involves a theory component.

ASSESSMENT:

Assessment Type 1: Practical Skills 50%

Assessment Type 2: Product and Documentation 30%

Assessment Type 3: Issue Analysis 20%

This subject does not have an examination component.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

This is a practical course that requires access to a computer off school grounds.

DIGITAL TECHNOLOGY

STAGE 1

DIGITAL TECHNOLOGY A

SCHOOL CODE: 11DTA

SACE CODE: 11ITA

SACE CREDITS: 10

PREREQUISITES:

Preferred C+ or better in year 10 Digital Technology, and C+ in year 10 General Mathematics or equivalent.

SUBJECT DESCRIPTOR:

This is a 10 - credit subject that consists of four focus areas. Students study both core topics and two of the optional topics. The study of information technology systems allows students to critically analyse the limitations and consequences of present technologies and to consider the implications of potential technologies.

Core Topic: Computational Thinking
Focus Area 1: Design and Programming
Focus Area 2: Data Analytics
Focus Area 3: Iterative project development

Students study Core Topic: Computational Thinking and two of the other three focus areas.

The focus areas are not taught independently and may be covered in varying length based to suit cohorts of students. Computational thinking underpins the learning in this subject. Computational thinking skills are applied in each focus area. In applying their computational thinking skills, students apply logical steps to identify and deconstruct problems that are of interest to them, recognise patterns through abstraction, design algorithms, and create innovative digital solutions.

(Note: a digital solution may be implemented by the student or may be a working prototype of proof of concept.)

The topics generally have a practical basis and emphasise the development of skills and understanding in evaluating, designing, and making systems. This is a practical course that requires access to a computer off school grounds.

ASSESSMENT:

Assessment will include both theory and practical work, with tests, assignments and essays.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

ITA and ITB are different stand alone courses. Students can do either but there is an advantage in students doing both.

This is a practical course that requires access to a computer off school grounds.

STAGE 1

DIGITAL TECHNOLOGY B

SCHOOL CODE: 11DTB

SACE CODE: 11ITB

SACE CREDITS: 10

PREREQUISITES:

Preferred C+ or better in year 10 Digital Technology, and C+ in year 10 General Mathematics or equivalent.

SUBJECT DESCRIPTOR:

This is a 10-credit subject that consists of four focus areas. Students study both core topics and two of the optional topics. The study of information technology systems allows students to critically analyse the limitations and consequences of present technologies and to consider the implications of potential technologies.

Core Topic: Computational Thinking
Focus Area 1: Design and Programming
Focus Area 2: Data Analytics
Focus Area 3: Iterative project development

Students study Core Topic: Computational Thinking and two of the other three focus areas.

The focus areas are not taught independently and may be covered in varying length based to suit cohorts of students. Computational thinking underpins the learning in this subject. Computational thinking skills are applied in each focus area. In applying their computational thinking skills, students apply logical steps to identify and deconstruct problems that are of interest to them, recognise patterns through abstraction, design algorithms, and create innovative digital solutions.

(Note: a digital solution may be implemented by the student or may be a working prototype of proof of concept.)

The topics generally have a practical basis and emphasise the development of skills and understanding in evaluating, designing, and making systems. This is a practical course that requires access to a computer off school grounds.

ASSESSMENT:

Assessment will include both theory and practical work, with tests, assignments and essays.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

ITA and ITB are different stand alone courses. Students can do either but there is an advantage in students doing both.

This is a practical course that requires access to a computer off school grounds.

DIGITAL TECHNOLOGY

STAGE 2

INFORMATION PROCESSING AND PUBLISHING

SCHOOL CODE: 12IPR

SACE CODE: 2IPR20

SACE CREDITS: 20

PREREQUISITES:

Preferred C grade or better in Stage 1 Digital Technology or Information Processing and Publishing.

SUBJECT DESCRIPTOR:

Information Processing and Publishing will be taken as a 20 - credit subject. Students will study two of the following focus areas.

Desktop Publishing: involves the use of a computer and page layout and other software to assemble text and graphics electronically for publishing on paper such as posters, magazines and booklets.

Electronic Publishing: involves the use of computer hardware and software to integrate a variety of elements for publishing products electronically such as websites.

Personal Documents: involves the use of computer hardware and software to present and display personal documents for the purpose of communication. Examples include essays, letters, reports, flyers, menus and invitations.

Business Documents: involves the use of computer hardware and software to present and display material for the purpose of communication. Examples include letters, business reports, agendas, minutes of meetings, invitations, menus and itineraries.

ASSESSMENT:

-School Assessment (70%)

Assessment Component 1: Practical Skills 40%

Assessment Component 2: Issue Analysis 30%

-External Assessment (30%)

Assessment Component 3: Design Skills 30%

This subject does not have an examination.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

This is a practical course that requires access to a computer off school grounds.

STAGE 2

DIGITAL TECHNOLOGY

SCHOOL CODE: 12ICT

SACE CODE: 2IFT20

SACE CREDITS: 20

PREREQUISITES:

Preferred C+ or better in Stage 1 Digital Technology, and C+ in Stage 1 General Mathematics or equivalent.

SUBJECT DESCRIPTOR:

This is a 20 - credit subject that consists of four focus areas. Students study both core topics and two of the optional topics. The study of information technology systems allows students to critically analyse the limitations and consequences of present technologies and to consider the implications of potential technologies.

Focus Area 1: Computational Thinking

Focus Area 2: Design and Programming

Focus Area 3: Data Analytics

Focus Area 4: Iterative project development

Students study all four focus areas.

The focus areas are not taught independently and may be covered in varying length based to suit cohorts of students. Computational thinking underpins the learning in this subject. Computational thinking skills are applied in each focus area. In applying their computational thinking skills, students apply logical steps to identify and deconstruct problems that are of interest to them, recognise patterns through abstraction, design algorithms, and create innovative digital solutions.

(Note: a digital solution may be implemented by the student or may be a working prototype or proof of concept.)

The topics generally have a practical basis and emphasise the development of skills and understanding in evaluating, designing, and making systems.

ASSESSMENT:

-School Assessment (70%)

Assessment Type 1: Project Skills

Assessment Type 2: Collaborative Project

-External Assessment (30%)

Individual Digital Solution

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

This is a practical course that requires access to a computer off school grounds.

HOME ECONOMICS

YEAR 7

HOME ECONOMICS

SCHOOL CODE: 7HEC

**YEAR LEVEL REQUIREMENTS:
COMPULSORY**

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This part of the Technologies course covers two separate strands. Both aim to teach essential life skills.

The food technology strand introduces students to healthy lifestyle options through healthy eating practices and simple meal preparation that focuses on teaching student common skills and understandings that can be used in many forms of meal preparation.

ASSESSMENT:

Assessment will be against the Australian Curriculum and will include both theory and practical work, with tests and assignments.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Nil

YEAR 8

HOME ECONOMICS

SCHOOL CODE: 8HEC

**YEAR LEVEL REQUIREMENTS:
COMPULSORY**

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This part of the Technologies course covers two separate strands. Both aim to teach essential life skills.

The food technology strand expands students knowledge to healthy lifestyle options through healthy eating practices and simple meal preparation that focuses on teaching student common skills and understandings that can be used in many forms of meal preparation.

ASSESSMENT:

Assessment will be against the Australian Curriculum and will include both theory and practical work, with tests and assignments.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Nil

YEAR 9

CHEF'S BASIC / FOOD TECHNOLOGY

SCHOOL CODE: 9HEC

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This course aims to extend skills and knowledge in healthy eating, food preparation, presentation and management acquired in year 8. It includes aspects of both the Design & Technology and the Health & Physical Education Australian Curriculum areas.

It covers:

- food preparation from the 5 food groups and consideration of dietary guidelines will be a major emphasis food chosen will focus nutrition and skills development
- simple meal planning and the use of food related computer programs will be incorporated
- cake making techniques will be taught
- successful completion of this course will help students succeed at senior secondary food subjects.

SPECIAL REQUIREMENTS:

Students will be required to pay a fee to help cover consumables used.

\$30 Semester

Invoiced as a Subject fee.

FURTHER INFORMATION:

Students are requested to use a display folder and lined paper during the semester instead of exercise books.

HOME ECONOMICS

YEAR 10

CHEF'S APPLICATIONS

SCHOOL CODE: 10HEF

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

Working through the courses of the menu, students will develop skills and knowledge in food preparation, healthy eating, presentation, table setting and food hygiene and safety. Computers will be used to facilitate this course.

The course will focus on the development of skills, related to reading and interpreting recipes, food preparation techniques and a variety of methods of cookery. Pastry making, yeast and meat cookery methods will be incorporated throughout this course.

Assignment work is an expectation and will be assessed using a variety of methodologies eg practical and written work and oral presentations. Students need to provide some ingredients for practicals and will be required to pay a fee to help cover basic consumables

Successful completion of this course will help students succeed at senior secondary cooking.

SPECIAL REQUIREMENTS:

Students will be required to pay a fee to help cover consumables used.

\$30 Semester - *Invoiced as a Subject fee.*

FURTHER INFORMATION:

Students are requested to use a display folder and lined paper during the semester instead of exercise books.

Aspects of this course cover the relevant parts of the Technology and Health and Physical Education areas of the Australian Curriculum.

YEAR 10

CHILD STUDIES

SCHOOL CODE: 10HEC

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

Topics covered are child development 0-5 years, ante-natal development during pregnancy, early childhood nutrition children's play and developmental areas and safety around the home, and a variety of associated practical activities as they relate to each topic. "Baby Think It Over", program using Reality Dolls will be offered to students participating in the program.

Practical activities will involve the making of a heat bag, learning aid or toy and two food related activities. Students will need to purchase their own fabric and haberdashery items for the sewing segment of the course.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Hire of Reality Doll \$10

(An optional extra for students who choose it)

Invoiced as a Subject fee

FURTHER INFORMATION:

Students are requested to use a display folder and lined paper during the semester instead of exercise books.

Aspects of this course also covers the relevant parts of the Health and Physical Education areas of the Australian Curriculum.

HOME ECONOMICS

STAGE 1

FOOD AND HOSPITALITY STUDIES A

SCHOOL CODE: 11HSA

SACE CODE: 1FOH10

SACE CREDITS: 10

PREREQUISITES:

- There is a high theory component to this course. Successful completion of year 9 Chef's Basic or year 10 Chef's Applications is recommended.
- General interest in food preparation, service and the hospitality industry.
- Commitment to team work.
- Willingness to use recess and/or lunchtime for food preparation and service as required.
- Readiness to undertake community research in both the local area and city.

SUBJECT DESCRIPTOR:

A 10 - credit course. The emphasis is on:

- team work and enjoyment of small and large scale food preparation
- food preparation and presentation to current commercial standards
- community research related to:
 - cuisine trends
 - career pathways
- food hygiene.
- adapting meals to suit dietary needs

ASSESSMENT:

Formative tasks proceed most of the summative assignments. Students will need to demonstrate skills in:

- food preparation/ hygiene practices
- food presentation and service
- effective research methods and writing skills

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Various - Students will be required to provide the majority of ingredients for summative assignments. The school will provide the basics only.

FURTHER INFORMATION:

Students are requested to use a display folder and lined paper during the semester instead of exercise books.

STAGE 1

FOOD AND HOSPITALITY STUDIES B

SCHOOL CODE: 11HSB

SACE CODE: 1FOH10

SACE CREDITS: 10

PREREQUISITES:

- Successful completion of Food & Hospitality A preferable.
- Students may be required to work through recess and lunch.
- Genuine interest in food preparation service and the hospitality industry.
- Commitment to teamwork.

SUBJECT DESCRIPTOR:

10 - credit course that preferably follows from Hospitality Studies A. Catering teams planning, preparing and serving dishes for small and larger scale groups within school hours. Food preparation and presentation to high quality standards. Community research.

ASSESSMENT:

Formative tasks proceed most summative assignments. Students will need to demonstrate:

- a high standard of food preparation and presentation
- effective research methods and writing skills.
- participation in a large-scale catering event e.g. Prize Giving Assembly.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Various - Students will be required to provide the majority of ingredients for summative assignments. The school will provide the basics only.

FURTHER INFORMATION:

Students are requested to use a display folder and lined paper during the semester instead of exercise books.

HOME ECONOMICS

STAGE 1

NUTRITION AND LIFESTYLE

SCHOOL CODE: 11NLA

SACE CODE: 1NUT10

SACE CREDITS: 10

PREREQUISITES:

C+ or better in year 10 Standard Science.

SUBJECT DESCRIPTOR:

This 1 Semester course investigates and applies nutritional knowledge to the selection of foods that meet individual needs at different ages and health status.

ASSESSMENT:

Summative assessment includes;

Investigations Folio

- Written assessment includes a research assignment of choice.
- Food Models, Sensory and Labelling analysis.

Practical Skills & Applications

- Dietary analysis using "Food Choice" software
- Laboratory style practical assessment

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Students are expected to purchase some additional food items of choice.

FURTHER INFORMATION:

This course may lead to further studies in Stage 2 Nutrition.

Students are requested to use a display folder and lined paper during the semester instead of exercise books.

STAGE 1

CHILD STUDIES

SCHOOL CODE: 11CS

SACE CODE: 1CSD10

SACE CREDITS: 10

PREREQUISITES:

There is a high theory component to this course. Successful completion of year 10 Chef's Applications and/or year 10 Child Studies is recommended.

- Genuine interest in children and their development
- Involvement with young children (0 - 8yrs) is required
- Commitment to teamwork

SUBJECT DESCRIPTOR:

A 10 credit course. The emphasis is on:

- Teamwork and enjoyment in working with children in a junior primary setting
- Food preparation and activities suitable to assist the learning opportunities of children
- The influence of culture, family and community on the developing child
- Community research related to parenting and child care issues
- Adapting meals to meet specific needs

ASSESSMENT:

Formative tasks precede most of the summative assignments. Students will need to demonstrate skills in:

- Food preparation/presentation/ hygiene practices
- Safety knowledge
- Effective research methods and writing skills

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Various - Students will be required to provide the majority of ingredients/items for summative assignments. The school will provide the basics only.

FURTHER INFORMATION:

Students are requested to use a display folder and lined paper during the semester instead of exercise books.

This program has been developed with an emphasis on children from babies to 8-year olds and provides learning opportunities both within and outside the classroom that enable students to develop and demonstrate their skills, understanding, and knowledge of child studies.

An excellent working relationship with the neighbouring community kindergarten, primary school, and special school enrich the learning opportunities for students. The class has access to kitchen and textile facilities as well as in-class wireless notebooks, which enable flexibility in the use of ICT as a learning tool. Students work individually and collaboratively to complete practical tasks and, where appropriate, can choose the form (written, oral, multimodal) to provide the evidence of learning.

Through research and practical activities students explore developmental trends and consider how culture, family, and community influence the growth and development of children.

Pathway: This would assist student who have interest in working child care and related industries.

HOME ECONOMICS

STAGE 2

CHILD STUDIES

SCHOOL CODE: 12CSG

SACE CODE: 2CSD20

SACE CREDITS: 20

PREREQUISITES:

C+ or better at year 10 or 11 Child Studies or Chef's Applications and a high level of demonstrated literacy. Students not meeting these, can apply to the Home Economics Coordinator for approval to be placed in this course

SUBJECT DESCRIPTOR:

A full year course.

Focus is on:

- Child development
- Cultural perspectives in child development
- Parenting strategies
- Involvement with young children is required in a Child Care setting.
- Physical and emotional health - protective practices
- Parenting and child care trends and issues including roles of women and men
- The importance of play in development
- Children's Services and Resources
- Children with special needs
- Involvement with young children 0-8 years is required.

ASSESSMENT:

Consists of the following components, weighted as shown:

• Independent Practical Investigations	30%
• Directed Practical Investigations	30%
• Collaborative Task	10%
• Special Study	30%

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Students will need to purchase materials and food to supplement practical activities. Cost varies.

FURTHER INFORMATION:

It is an advantage for students to have done year 10 Child Studies and a unit of Stage 1 Food and Hospitality.

Students are requested to use a display folder and lined paper during the semester instead of exercise books.

STAGE 2

FOOD AND HOSPITALITY

SCHOOL CODE: 12FHG

SACE CODE: 2FOH20

SACE CREDITS: 20

PREREQUISITES:

C+ or better at Stage 1 Food and Hospitality and a high level of demonstrated literacy. Students not meeting these, can apply to the Home Ec Coordinator for approval to be placed in this course.

SUBJECT DESCRIPTOR:

A full year course.

Focus is on:

- Safe food handling.
- Food selection, preparation & presentation.
- Food trends and the Food & Hospitality industry.
- Occupational Health, Safety and Welfare.
- Successful management practices.
- Employment in the Food & Hospitality industry.
- Catering will be done individually, in small groups and as a whole class.

ASSESSMENT:

Consists of the following components, weighted as shown:

• Independent Practical Investigations	30%
• Directed Practical Investigations	30%
• Collaborative Task	10%
• Special Study	30%

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Students will be required to provide ingredients for summative assignments. Cost varies.

FURTHER INFORMATION:

Students are requested to use a display folder and lined paper during the semester instead of exercise books.

ENGLISH



Course Coordinator: Kristina Palmer

Year 7 & 8

Year 9

Year 10

Stage 1

Stage 2



ENGLISH

YEAR 7

ENGLISH

SCHOOL CODE: 7EG

YEAR LEVEL REQUIREMENTS: COMPULSORY

SUBJECT DESCRIPTOR:

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. 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 create literary analyses and transformations of texts.

ASSESSMENT:

Assessment is undertaken in line with the Australian Curriculum Achievement Standards. Assessment tasks include a variety of both formal and informal writing styles, and both receptive (listening, reading and viewing) and productive (speaking, writing and creating) modes.

ESTIMATED SUBJECT FEES:

Student Electronic Resource \$20

FURTHER INFORMATION:

As part of their studies, students may be given the opportunity to view live performances, or attend relevant excursions which may incur a cost.

YEAR 7

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

SCHOOL CODE: 7EAL

YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:

To be eligible for the EAL program students must have a Non-English Speaking Background (NESB) and are assessed as requiring EALD support. This is determined by the gap between the language level required for curriculum success and a student's Learning English Achievement and Proficiency (LEAP) level at each year level of schooling.

SUBJECT DESCRIPTOR:

This subject aims to help students to develop their skills in listening, speaking reading and writing, to develop the language skills necessary for their other school subjects and to appreciate and enjoy literature. Teaching emphasises comprehension of spoken and written English, pronunciation and fluency, grammatical accuracy, study and writing skills, general communication competence and reading for pleasure.

Students will develop written and oral responses to novels, short stories, films and poems, and will regularly complete grammar and vocabulary exercises. Oral exercises may include role plays, conversations, discussions and debates.

ESTIMATED SUBJECT FEES:

Student Electronic Resource \$20

FURTHER INFORMATION:

Transition to English classes is dependent upon teacher recommendation and Learning English Achievement and Proficiency (LEAP) level.

ENGLISH

YEAR 8

ENGLISH

SCHOOL CODE: 8EG

YEAR LEVEL REQUIREMENTS: COMPULSORY

SUBJECT DESCRIPTOR:

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, nonfiction, poetry and dramatic performances. 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 create literary analyses and transformations of texts.

ASSESSMENT:

Assessment is undertaken in line with the Australian Curriculum Achievement Standards. Assessment tasks include a variety of both formal and informal writing styles, and both receptive (listening, reading and viewing) and productive (speaking, writing and creating) modes.

ESTIMATED SUBJECT FEES:

Student Electronic Resource \$20

FURTHER INFORMATION:

As part of their studies, students may be given the opportunity to view live performances, or attend relevant excursions which may incur a cost.

YEAR 8

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

SCHOOL CODE: 8EAL

YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:

To be eligible for the EAL program students must have a Non-English Speaking Background (NESB) and are assessed as requiring EALD support. This is determined by the gap between the language level required for curriculum success and a student's Learning English Achievement and Proficiency (LEAP) level at each year level of schooling.

SUBJECT DESCRIPTOR:

This subject aims to help students to develop their skills in listening, speaking reading and writing, to develop the language skills necessary for their other school subjects and to appreciate and enjoy literature. Teaching emphasises comprehension of spoken and written English, pronunciation and fluency, grammatical accuracy, study and writing skills, general communication competence and reading for pleasure.

Students will develop written and oral responses to novels, short stories, films and poems, and will regularly complete grammar and vocabulary exercises. Oral exercises may include role plays, conversations, discussions and debates.

ESTIMATED SUBJECT FEES:

Student Electronic Resource \$20

FURTHER INFORMATION:

Transition to English classes is dependent upon teacher recommendation and Learning English Achievement and Proficiency (LEAP) level.

ENGLISH

YEAR 9

ENGLISH

SCHOOL CODE: 9EG

YEAR LEVEL REQUIREMENTS: COMPULSORY

SUBJECT DESCRIPTOR:

The focus of this course is the development of sound literacy skills with a particular emphasis on reading, writing, viewing, speaking, listening and responding. The course is modelled on the Australian Curriculum and aims to provide students with a strong base for future English study. Students will study a variety of text types and will be encouraged to create their own texts by studying and putting into practice the conventions of purpose, context, genre, grammar and audience. In Term 1 in particular, students will focus on the core skills to be assessed in the Naplan tests.

Particular emphasis will be placed on practising and developing analytical skills and writing of discussion essays. A number of opportunities will be given to students to enable them to utilise IT skills to express their understandings of English texts and concepts.

ASSESSMENT:

Assessment will be undertaken in line with the Australian Curriculum Achievement Standard, and assessment tasks given will include a variety of both formal and informal writing styles and both receptive (listening, reading and viewing) and productive (speaking, writing and creating) modes.

ESTIMATED SUBJECT FEES:

Student Electronic Resource \$20

FURTHER INFORMATION:

As part of their studies, students may be given the opportunity to view relevant live performances. There may be costs involved.

YEAR 9

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

SCHOOL CODE: 9EAL

YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:

To be eligible for the EALD program students have a Non-English (NESB) background and are assessed as requiring EALD support. This is determined by the gap between the language level required for curriculum success and a student's level at each year level of schooling. Learning English: Achievement and Proficiency (LEAP)

SUBJECT DESCRIPTOR:

The English as an Additional Language or Dialect (EALD) program provides an effective pathway for students from culturally and linguistically diverse backgrounds who are learning English as an additional language/dialect. EALD teachers provide targeted intervention to improve EALD student learning outcomes. It involves developing knowledge about the English language and how it works to make meaning and knowledge about how to use language appropriately and effectively in varied contexts.

This subject aims to help students to develop their skills in listening, speaking, reading and writing, to develop the language skills necessary for their other school subjects and to appreciate and enjoy literature. Teaching emphasises comprehension of spoken and written English, pronunciation and fluency, grammatical accuracy, study and writing skills, general communication competence and reading for pleasure. Selection of students is on the recommendation of primary or secondary English as an Additional Language or Dialect teachers.

Students will develop written and oral responses to novels, short stories, films and poems, and will regularly complete grammar and vocabulary exercises. Oral exercises may include role plays, conversations, discussions and debates.

ESTIMATED SUBJECT FEES:

Student Electronic Resource \$20

FURTHER INFORMATION:

Transition to English classes is dependent upon teacher recommendation and learning English: Achievement and Proficiency (LEAP) level,

ENGLISH

YEAR 10

ENGLISH

SCHOOL CODE: 10EG

YEAR LEVEL REQUIREMENTS: COMPULSORY

SUBJECT DESCRIPTOR:

The focus of this course is the development of sound literacy skills with a particular emphasis on reading, writing, viewing, speaking, listening and responding. The course is modelled on the Australian Curriculum and aims to provide students with a strong base for SACE Stage 1 Literacy accreditation.

Students will study a variety of text types and will be encouraged to create their own texts by studying and putting into practice the conventions of purpose, context, genre, grammar and audience. Particular emphasis will be placed on practising and developing analytical skills and writing of discussion essays. Furthermore, students will put into practice their observations on individual style and effective use of literary techniques and features. A number of opportunities will be given to students to enable them to utilise IT skills to express their understandings of English texts and concepts.

ASSESSMENT:

Assessment will be undertaken in line with the Australian Curriculum Achievement Standards, and assessment tasks given will include a variety of both formal and informal writing styles and both receptive (listening, reading and viewing) and productive (speaking, writing and creating) modes.

ESTIMATED SUBJECT FEES:

Student Electronic Resource \$20

YEAR 10

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

SCHOOL CODE: 10EAL

YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:

To be eligible for the EALD program students have a Non-English (NESB) background and are assessed as requiring EALD support. This is determined by the gap between the language level required for curriculum success and a student's Learning English and Proficiency (LEAP) level at each year of schooling.

SUBJECT DESCRIPTOR:

The English as a Additional Language or Dialect (EALD) program provides an effective pathway for students from culturally and linguistically diverse backgrounds who are learning English as an additional language/dialect.

This subject aims to help students to develop their skills in listening, speaking, reading and writing, to develop the language skills necessary for their other school subjects and to appreciate and enjoy literature. Teaching emphasises comprehension of spoken and written English, pronunciation and fluency, grammatical accuracy, study and writing skills, general communication competence and reading for pleasure. Selection of students is on the recommendation of primary or secondary English as an Additional Language or Dialect teachers.

Students will develop written and oral responses to novels, short stories, films and poems, and will regularly complete grammar and vocabulary exercises. Oral exercises may include role plays, conversations, discussions and debates.

ESTIMATED SUBJECT FEES:

Student Electronic Resource \$20

FURTHER INFORMATION:

Students are able to study SACE 1, EAL at year 11, by teacher recommendations. Including SACE Board eligibility requirements.

ENGLISH

STAGE 1

ENGLISH AS AN ADDITIONAL LANGUAGE A & B

SCHOOL CODE: 11ESLA / 11ESLB

SACE CODE: 1EAL10

SACE CREDITS: 20 (10 CREDITS PER SEMESTER)

PREREQUISITES:

The Prerequisite for Stage 1 reflected the criteria on the SACE eligibility form i.e. "English as a Second Language is designed for students for whom English is an additional language or dialect and whose knowledge of English is restricted.

A student is eligible for whom English is an additional language or dialect and has had no more than 5 years of instruction in English. Students operating above "Learning English: Achievement and Proficiency" (LEAP) Level 11 are not deemed eligible to enrol in Stage 2.

SUBJECT DESCRIPTOR:

In this subject students focus on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts.

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 these structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and interpreted.

Students develop confidence in creating texts for different purposes in both real and implied 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.

ASSESSMENT:

Assessment at Stage 1 is school based.

Students demonstrate their learning through the following assessment types.

- Assessment Type 1 Responding to Texts
- Assessment Type 2 Interactive Study
- Assessment Type 3 Language Study

For a 10 - credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

For a 20 - credit subject, students should provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

All assessments will be submitted electronically.

SPECIAL REQUIREMENTS:

Students are strongly advised to have access to an approved dictionary.

ESTIMATED SUBJECT FEES:

Excursions - Possible admission and transport costs.

ENGLISH

STAGE 1

ESSENTIAL ENGLISH A & B

SCHOOL CODE: 11EPA / 11EPB

SACE CODE: 1ETE10

SACE CREDITS: 20 (10 CREDITS PER SEMESTER)

PREREQUISITES:

The Prerequisite for Stage 2 reflected the criteria on the SACE eligibility form i.e. "English as a Second Language is designed for students for whom English is an additional language or dialect and whose knowledge of English is restricted.

Eligibility for this course is the study of EAL Stage 1 or a maximum of Language and Literacy levels across Language English and Proficiency Levels (LEAP) of 12 if more than five years of instruction in English.

SUBJECT DESCRIPTOR:

This subject is designed for (1) students who are seeking to meet the SACE literacy requirement; (2) students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 Essential English.

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

In this subject, students are expected to:

1. develop communication skills through reading, viewing, writing, listening, and speaking
2. comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
3. identify and analyse how the structure and language of texts varies for different purposes, audiences, and contexts
4. express information, ideas, and perspectives using a range of textual conventions
5. create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

ASSESSMENT:

Students will complete a number of formative assignments to prepare for the summative SACE tasks.

This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating texts, through:

- Responding to Texts
- Creating Texts.

For each semester 10 - credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

Students may also sit an end-of-semester examination. All summative work is assessed using common Performance Standards developed by the SACE Board.

ESTIMATED SUBJECT FEES:

Excursions - Possible admission and transport costs.

ENGLISH

STAGE 1

ENGLISH A & B

SCHOOL CODE: 11ECA / 11ECB

SACE CODE: 1ESH10

SACE CREDITS: 20 (10 CREDITS PER SEMESTER)

PREREQUISITES:

ENGLISH A:

Year 10 English with a C+ grade or better and teacher recommendation.

SUBJECT DESCRIPTOR:

This subject leads to both English and English Literary Studies at Stage 2. There is an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts.

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

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

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

ASSESSMENT:

Students will complete a number of formative assignments, essays, creative responses and oral work to prepare for the summative SACE tasks. In accordance with SACE requirements, students will complete 4 pieces from these assessment types:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

Students will provide evidence of their learning through four assessment pieces, with at least one piece from each assessment type. At least one assessment piece will be an oral or multimodal presentation, and at least one will be in written form. Each assessment type will have a weighting of at least 20%.

Students will sit an end-of-semester examination. All summative work is assessed using common Performance Standards developed by the SACE Board.

ESTIMATED SUBJECT FEES:

Excursions - possible admission and transport costs.

FURTHER INFORMATION:

Students must gain a passing grade of C or better in 2 semesters of Stage 1 English in order to satisfy the SACE Literacy requirements.

There will possibly be excursions to drama performances and workshops with authors and poets. Students are encouraged to take advantage of these opportunities. The costs involved will be for public transport and admission.

ENGLISH

STAGE 1

ENGLISH LITERARY STUDIES A & B

SCHOOL CODE: 11ELSA / 11ELSB

SACE CODE: 1ESH10

SACE CREDITS: 20 (10 CREDITS PER SEMESTER)

PREREQUISITES:

ENGLISH LITERARY STUDIES:

Year 10 English with a B grade or better and teacher recommendation.

SUBJECT DESCRIPTOR:

In English Literary Studies, students follow a similar course to English. However, texts studied will be more demanding and a greater depth of analysis will be required. A high level of independent thought will be encouraged.

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

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

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

ASSESSMENT:

Students will complete a number of formative assignments, essays, creative responses and oral work to prepare for the summative SACE tasks. In accordance with SACE requirements, students will complete 4 pieces from these assessment types:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

Students will provide evidence of their learning through four assessment pieces, with at least one piece from each assessment type. At least one assessment piece will be an oral or multimodal presentation, and at least one will be in written form. Each assessment type will have a weighting of at least 20%.

Students will sit an end-of-semester examination. All summative work is assessed using common Performance Standards developed by the SACE Board.

ESTIMATED SUBJECT FEES:

Excursions - possible admission and transport costs.

FURTHER INFORMATION:

Students must gain a passing grade of C or better in 2 semesters of Stage 1 English Literary Studies in order to satisfy the SACE Literacy requirements.

There will possibly be excursions to drama performances and workshops with authors and poets. Students are encouraged to take advantage of these opportunities. The costs involved will be for public transport and admission.

ENGLISH

STAGE 2

ENGLISH AS AN ADDITIONAL LANGUAGE

SCHOOL CODE: 12EAL

SACE CODE: 2EAL20

SACE CREDITS: 20

PREREQUISITES:

A student is eligible for whom English is an additional language or dialect and has had no more than 5 years of instruction in English. Students operating above "Learning English: Achievement and Proficiency" (LEAP) Level 12 are not deemed eligible to enrol in Stage 2.

SUBJECT DESCRIPTOR:

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation.

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

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

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

ASSESSMENT:

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

-School Assessment: (70%)

Assessment Type 1: Academic Literacy Study (30%)

Assessment Type 2: Responses to Texts (40%)

-External Assessment (30%)

Assessment Type 3: Examination (30%)

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

- two tasks for the academic literacy study (one oral and one written)
- four tasks for the responses to texts (at least one oral and two written)
- one examination

All assessments written, oral, and multimodal will be submitted electronically.

SPECIAL REQUIREMENTS:

Students are strongly advised to have access to an approved dictionary.

ESTIMATED SUBJECT FEES:

Excursion- Possible admission and transport costs

STAGE 2

ESSENTIAL ENGLISH

SCHOOL CODE: 12EE

SACE CODE: 2ETE20

SACE CREDITS: 20

PREREQUISITES:

Stage 1 English Literary Studies, English or Essential English with a C+ grade or better in assessments and teacher recommendations.

SUBJECT DESCRIPTOR:

Essential English is a 20 - credit subject at Stage 2.

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

ASSESSMENT:

Students demonstrate evidence of their learning through a variety of written and oral tasks covering a range of text types.

-School Assessment: (70%)

Assessment Type 1: Responding to Texts (30%)

Assessment Type 2: Creating Texts (40%).

-External Assessment (30%)

Assessment Type 3: Language Study (30%)

The final 30% of the assessment comes from an externally assessed Language Study.

All summative work is assessed using common Performance Standards developed by the SACE Board.

ESTIMATED SUBJECT FEES:

Excursion Admission and Public Transport - The amount varies.

FURTHER INFORMATION:

Due to the nature of this course which focuses on social, cultural and community use of language, students may participate in a number of excursions to local cultural environments.

ENGLISH

STAGE 2

ENGLISH

SCHOOL CODE: 12ESH

SACE CODE: 2ESH20

SACE CREDITS: 20

PREREQUISITES:

Stage 1 English Literary Studies or English with a C+ grade or better and teacher recommendation.

SUBJECT DESCRIPTOR:

English is a 20 - credit subject at Stage 2.

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

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

ASSESSMENT:

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

-School Assessment: (70%)

Assessment Type 1: Responding to Texts (30%)

Assessment Type 2: Creating Texts (40%)

-External Assessment (30%)

Assessment Type 3: Comparative Text Study (30%)

Students demonstrate evidence of their learning through a variety of written and oral tasks covering a range of text types. For school-based assessment, the tasks are divided into two assessment types with associated weightings: Responding to Texts (30%) and Creating Texts (40%). The final 30% of the assessment comes from the External Assessment component, a 2000 word Comparative Text Study which is externally marked.

All summative work is assessed using common Performance Standards developed by the SACE Board.

ESTIMATED SUBJECT FEES:

Excursion Admission and Public Transport - The amount varies.

FURTHER INFORMATION:

There will possibly be excursions to drama performances and workshops with authors and poets. Students are encouraged to take advantage of these opportunities. The costs involved will be for public transport and admission.

STAGE 2

ENGLISH LITERARY STUDIES

SCHOOL CODE: 12ELS

SACE CODE: 2ELS20

SACE CREDITS: 20

PREREQUISITES:

Stage 1 English Literary Studies C+ or English with a B grade or better in assessment and teacher recommendation.

SUBJECT DESCRIPTOR:

English Literary Studies is a 20 - credit subject at Stage 2.

Stage 2 English Literary Studies focuses on the skills and strategies of the critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

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.

ASSESSMENT:

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

-School Assessment: (70%)

Assessment Type 1: Responding to Texts (50%)

Assessment Type 2: Creating Texts (20%)

-External Assessment (30%)

Assessment Type 3: Examination (15%)

Comparative Text Study (15%)

Students demonstrate evidence of their learning through a variety of written and oral tasks covering a range of text types. For school-based assessment, the tasks are divided into two assessment types with associated weightings: Responding to Texts (50%), and Creating Texts (20%). The final 30% of the assessment comes from the External Component which consists of a 1500 word Comparative Text Study and a public examination.

All summative work is assessed using common Performance Standards developed by the SACE Board.

ESTIMATED SUBJECT FEES:

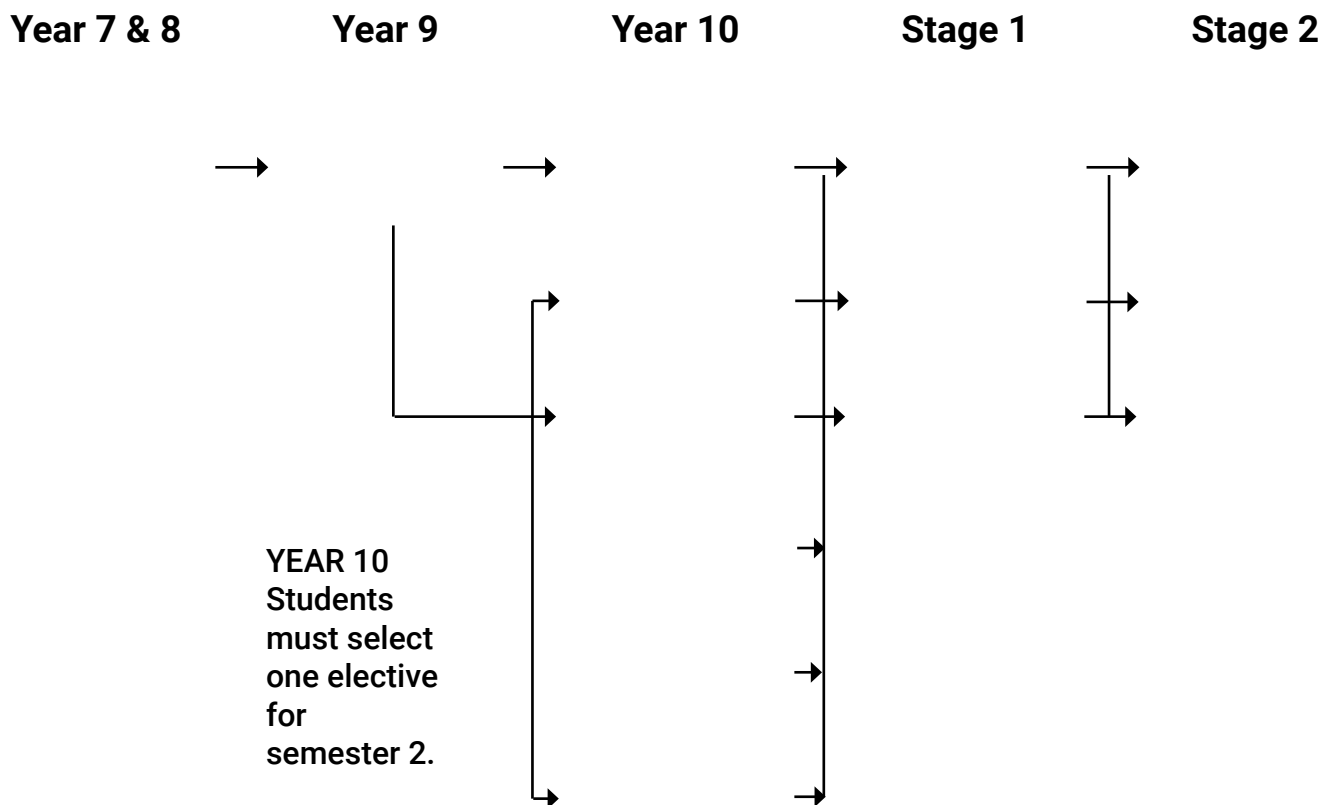
Excursion Admission and Public Transport - The amount varies.

FURTHER INFORMATION:

There will possibly be excursions to drama performances and workshops with authors and poets. Students are encouraged to take advantage of these opportunities. The costs involved will be for public transport and admission.

A marching band in white uniforms is performing in a parade. The band members are playing brass instruments, including tubas and euphoniums, and some are carrying drums. They are marching in a line on a paved street, with a crowd of spectators visible in the background. The scene is outdoors on a sunny day.

Course Coordinator: Cass Mewett



HUMANITIES AND SOCIAL SCIENCES

YEAR 7

HUMANITIES

SCHOOL CODE: 7HASS

YEAR LEVEL REQUIREMENTS: COMPULSORY

SUBJECT DESCRIPTOR:

Year 7 Humanities includes three disciplines (History, Geography, and Civics and Citizenship). In History students study the topic 'Deep time history of Australia' which investigates the history of First Nations People of Australia. They also study ancient societies of the East and West, how they are investigated, and what investigations show of their contribution to modern social, political and economic systems. In Geography, they investigate the nature of water as a natural resource in different global places and times, and the effects, issues and solutions of its use, management and value by different people, past and present. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present. Students also investigate Australia's commercial, social, legal and political institutions, processes and values and their role in enabling a stable, secular, multi-faith society, whereby organisations and individuals may operate effectively, and individuals and groups may express their diverse identities within Civics and Citizenship.

ASSESSMENT:

All year 7 students undertake Humanities as a full-year course as a compulsory unit composing of a semester of History with Civics and Citizenship and a semester of Geography. Students will be assessed against the Australian Curriculum Achievement Standards for year 7, on a range of written and multimodal tasks, which may include group work, excursions and fieldwork.

ESTIMATED SUBJECT FEES:

Nil



HUMANITIES AND SOCIAL SCIENCES

YEAR 8

HUMANITIES

SCHOOL CODE: 8HASSA

YEAR LEVEL REQUIREMENTS: COMPULSORY

SUBJECT DESCRIPTOR:

Year 8 Humanities disciplines includes

- History
- Geography
- Civics & Citizenship
- Economics & Business

History

Description:

The year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650 - 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

This course is compromised of two depth studies:

1. Medieval Europe (c.590 - 1500)
2. Japan Under the Shoguns (c.794 - 1867)

Civics and Citizenship

Description:

The year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

Topics studied:

1. Government and Democracy
2. Laws and Citizens
3. Citizenship, Diversity and Identity

Geography

Description:

The year 8 curriculum provides a study of how environmental and human processes affect the characteristics of places and environments; how the interconnections between places, people and environments affect the lives of people; and the consequences of changes to places and environments and how these changes can be managed.

This course is compromised of two units:

1. Landforms and Landscapes
2. Changing Nations

Economics and Business

Description:

The year 8 curriculum gives students the opportunity to develop their understanding of economics and business concepts by exploring the ways markets - including traditional Aboriginal and Torres Strait Islander markets - work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate. Students will be taught the content through the contemporary issues, events and/or case studies.

Topics covered:

1. The ways markets in Australia operate to enable the distribution of resources, and why they may be influenced by government.
2. The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets.
3. The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making.
4. Types of businesses and the ways that businesses respond to opportunities in Australia.
5. Influences on the ways people work and the factors that might affect work in the future.

ASSESSMENT:

All year 8 students undertake Humanities as a full-year course as a compulsory unit composing of a semester of History with Civics and Citizenship and a semester of Geography with Economics and Business.

Students will be assessed against the Australian Curriculum Achievement Standards for year 8, on a range of written and multimodal tasks, which may include group work, excursions and fieldwork.

HUMANITIES AND SOCIAL SCIENCES

YEAR 9

HUMANITIES A

SCHOOL CODE: 9HUMA

YEAR LEVEL REQUIREMENTS: COMPULSORY

SUBJECT DESCRIPTOR:

Year 9 Humanities focuses on History and Geography.

History

Beginning with an overview of the time period from 1715 - 1918, this course is comprised of 2 depth studies.

1. Making and Transforming the Australian Nation (Compulsory Unit): investigates the development of Australian society including the experiences of migrants and First Nations Peoples.
2. World War 1 (Compulsory Unit): Key aspects of World War 1 and the Australian experience of the war, including the nature and significance of the war in Australian History.

Group work and individual tasks may form part of the assessment for the course.

ASSESSMENT:

Satisfactory achievement of the Australian Curriculum History Standards for year 9.

SUBJECT DESCRIPTOR:

Geography

There are two topics in year 9 Geography:

1. Biomes and Food Security: Focuses on investigating the role of the biotic environment and its role in food and fibre productions. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre and the environmental challenges and constraints on expanding food production in the future.
2. Geographical Interconnections: Focuses on investigating how people, through their choices and actions are connected to places throughout the world in a wide variety of ways and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

ASSESSMENT:

Satisfactory achievement of the Australian Curriculum History Standards for year 9.

FURTHER INFORMATION:

This course follows the Australian Curriculum guidelines for History and Geography. All year 9 students undertake the full year course as a compulsory unit comprising of a semester of History and a semester of Geography.

YEAR 10

HISTORY A

SCHOOL CODE: 10HISA

YEAR LEVEL REQUIREMENTS: COMPULSORY

SUBJECT DESCRIPTOR:

All year 10 students undertake Humanities as a full-year course - with History as a compulsory unit in Semester One.

Two depth topics are studied:

1. World War II
 - Overview of the causes and course of the war.
 - Significant events, including the Holocaust and the use of the Atomic bomb.
 - Experience of Australians, eg: POWs, Kokoda, the Fall of Singapore.
 - Impact of the war on the Australian home front, eg: conscription, rationing, censorship.
 - Significance of the war to Australia's international relationships in the twentieth century.
2. Building Modern Australia
 - The effects of significant post-World War II events, ideas and developments on Australian society.
 - The causes and changes of perspectives, beliefs and values on migration that have influenced Australian Society since 1945.
 - The causes of First Nations campaigns for rights
 - Contributions of significant individuals in Australian society
 - Women's movements in modern Australia
 - Civil rights movements in Australia

ASSESSMENT:

Students will be assessed against Australian Curriculum Achievement Standards for year 10, on a range of written and multimodal tasks, which may include group work and excursions.

HUMANITIES AND SOCIAL SCIENCES

YEAR 10

HISTORY B

SCHOOL CODE: 10HISB

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

SUBJECT DESCRIPTOR:

In this school-developed program, students will study a specialised in-depth topic designed by the teacher and also undertake an historical investigation of their own choice.

The content of the depth-study will provide students with the opportunity to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The individual historical investigation will enable students to: be engaged in the joy of learning through history; build their understanding of the significance of the chosen topic; and apply and extend their skills of historical inquiry, including to develop a reasoned historical argument.

Topics could include (but are not limited to):

- Australian Sport and Leisure
- History Through the Arts (Literature/Theatre/Music/Film/Television)
- Ancient Studies

ASSESSMENT:

Students will be assessed against Australian Curriculum Achievement Standards for year 10, on a range of written and multimodal tasks, which may include group work and excursions.

YEAR 10

ABORIGINAL STUDIES

SCHOOL CODE: 10ABG

SACE CODE: ABG10

SACE CREDITS: 10

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

SUBJECT DESCRIPTOR:

In Aboriginal Studies, students learn from and with Aboriginal peoples, communities, and other sources of Aboriginal voice. Learning from and with Aboriginal peoples and communities is integral to students developing and extending respectful ways of thinking, communicating, understanding, and acting. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature.

Diversity is at the heart of learning in Aboriginal Studies. Students will develop their understanding of the diversity of Aboriginal peoples' identities and experiences, including cultural, political, linguistic, and contextual diversity. They acknowledge and extend their understanding of the diversity and the historical, social, and political importance of Aboriginal cultural expressions, and learn from a wide range of cultural expressions including painting, music, performance, literature, and oral traditions.

Students engage in learning from and with Aboriginal peoples and communities to develop respect for and awareness of the diversity of the experiences of Aboriginal peoples and communities. They develop and extend their respect for, and understanding of cultural protocols, and reflect on the diversity of cultures. They develop respectful ways of thinking, listening, communicating, and acting.

Assessment: This course will be assessed against Stage 1 Aboriginal Studies.

Students will need to show evidence of their learning through the following assessment types:

ASSESSMENT:

Type 1: Learning Journey

Type 2: Creative Presentation

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

YEAR 10

STAGE 1 ANCIENT STUDIES

SCHOOL CODE: 1ANT10

SACE CODE: 11ANTA

SACE CREDITS: 10

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

Ancient Studies is a 10-credit, Stage 1 subject that can be completed in the second semester of Year 10 Humanities. Credits earned here will go towards student's SACE credits in Year 11 and 12.

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia/North Africa, and the classical civilisations of Greece and Rome. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.

ASSESSMENT:

Ancient Studies is divided into two main assessment components.

- Historical Skills Folio: incorporating 3 different assignments spread across the studied topics
- Historical Inquiry: either a student negotiated topic or a teacher set topic.

HUMANITIES AND SOCIAL SCIENCES

YEAR 10

BUSINESS, LAW & SOCIETY

SCHOOL CODE: 10CCEBB

YEAR LEVEL REQUIREMENTS: ELECTIVE

SUBJECT DESCRIPTOR:

Civics and Citizenship

Students will study one or more of the following topics:

1. Government and Democracy: The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region. The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations.
2. Laws and Citizens: The role of the High Court, including interpreting the Constitution. How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples.
3. Citizenship, Diversity and Identity: The challenges to and ways of sustaining a resilient democracy and cohesive society.

Economics and Business

Students will study one or more of the following topics:

1. Indicators of economic performance and how Australia's economy is performing.
2. The links between economic performance and living standards, and how and why variations exist within and between economies.
3. The ways that governments manage economic performance to improve living standards.
4. Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions.
5. The ways businesses respond to changing economic conditions and improve productivity through organisational management and workforce management.

ASSESSMENT:

Students will be assessed against the Australian Curriculum Achievement Standards for year 10, on a range of written and multimodal tasks, which may include group work and excursions.

FURTHER INFORMATION:

Nil

YEAR 10

SUSTAINABLE LIVING

SCHOOL CODE: 10GEOG

YEAR LEVEL REQUIREMENTS: ELECTIVE

SUBJECT DESCRIPTOR:

As part of this course students would look at sustainable practices. Students will work collaboratively with community members and classmates to build knowledge on sustainable living practices and learn life skill such as gardening, cooking, ethical understanding and critical and creative thinking.

ASSESSMENT:

Students will be assessed against Stage 1 Integrated Learning. Students will demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Exploration

Assessment Type 2: Connections

Assessment Type 3: Personal Venture

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Nil

HUMANITIES AND SOCIAL SCIENCES

STAGE 1

MODERN HISTORY A
SCHOOL CODE: 11MHA
SACE CODE: 1MOD10
SACE CREDITS: 10

PREREQUISITES:

C+ or better in year 10 Humanities.

SUBJECT DESCRIPTOR:

The study of History gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

This course looks at some of the key historical events, ideas and individuals that have helped to shape our contemporary world.

The course will cover two depth studies, which focus on the modern world from 1750AD.

ASSESSMENT:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Sources Analysis
- Investigation

These could include individual presentations, analysis of primary source material or secondary, essays and debates, an individual investigation with an end of Semester exam.

This course provides students with investigative skills and a sound basis for Stage 2 History.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

- This is a language rich subject and students must be prepared to engage in significant amounts of reading and writing.
- Learning may be supported by an excursion and documentary and feature films.
- Career links include management, the public service, law, journalism, foreign affairs, research-based work etc.

STAGE 1

MODERN HISTORY B
SCHOOL CODE: 11MHB
SACE CODE: 1MOD10
SACE CREDITS: 10

PREREQUISITES:

C+ or better in year 10 Humanities.

SUBJECT DESCRIPTOR:

The study of History gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

This course looks at some of the key historical events, ideas and individuals that have helped to shape our contemporary world.

The course will cover two depth studies, which focus on the modern world from 1750AD.

ASSESSMENT:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Sources Analysis
- Investigation

These could include individual presentations, analysis of primary source material or secondary, essays and debates, an individual investigation with an end of Semester exam.

This course provides students with investigative skills and a sound basis for Stage 2 History.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

- This is a language rich subject and students must be prepared to engage in significant amounts of reading and writing.
- Learning may be supported by an excursion and documentary and feature films.
- Career links include management, the public service, law, journalism, foreign affairs, research-based work etc.

HUMANITIES AND SOCIAL SCIENCES

STAGE 1

LEGAL STUDIES A
SCHOOL CODE: 11LGA
SACE CODE: 1LEG10
SACE CREDITS: 10

PREREQUISITES:

C+ or better in year 10 Humanities.

SUBJECT DESCRIPTOR:

Stage 1 Legal Studies may be studied as a one semester (A) or a two semester (A & B) subject. It is advantageous to do Legal Studies A in the first semester and Legal Studies B in the second but not essential.

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change.

Legal Studies provides insight into law making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

A 10 - credit subject consists of:

Topics:

- Law and Communities
- Crime, law and punishment
- Government and Law-making

ASSESSMENT:

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Analytical Response Inquiry
- Presentation

FURTHER INFORMATION:

Success in this course gives students added opportunities to pursue a career in areas such as the police force or within the court system.

This is language rich subject and students must be prepared to engage in significant amounts of reading and writing.

STAGE 1

LEGAL STUDIES B
SCHOOL CODE: 11LGB
SACE CODE: 1LEG10
SACE CREDITS: 10

PREREQUISITES:

C+ or better in year 10 Humanities.

It is preferred that you have studied Legal Studies A before continuing with Legal Studies B.

SUBJECT DESCRIPTOR:

Stage 1 Legal Studies may be studied as a one semester (A) or a two semester (A & B) subject. It is advantageous to do Legal Studies A in the first semester and Legal Studies B in the second but not essential.

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change.

Legal Studies provides insight into law making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

A 10 - credit subject consists of an overview of the three topics from Legal Studies A; Law and Communities, Crime, Law and Punishment and Government and Law Making, as well as a minimum of three other topics from the following:

- Justice and Society
- Young People and the Law
- Victims and the Law
- Motorists and the Law
- Young Workers and the Law
- Relationships and the Law

Alternative topics can also be developed.

ASSESSMENT:

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Analytical Response Inquiry
- Presentation

FURTHER INFORMATION:

Success in this course gives students added opportunities to pursue a career in areas such as the police force or within the court system.

This is language rich subject and students must be prepared to engage in significant amounts of reading and writing.

HUMANITIES AND SOCIAL SCIENCES

STAGE 1

SOCIETY AND CULTURE A

SCHOOL CODE: 11SACA

SACE CODE: 1GHY10

SACE CREDITS: 10

PREREQUISITES:

C or better in year 10 Humanities.

SUBJECT DESCRIPTOR:

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individual groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

ASSESSMENT:

Students will complete four summative SACE tasks from these assessment types:

- Assessment Type 1: Sources Analysis
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

All tasks are designed and assessed using the SACE performance standards. These standards describe the quality of learning required to achieve each A-E grade.

ESTIMATED SUBJECT FEES:

Excursions. Students may also incur some personal expenses depending on their area of investigation.

FURTHER INFORMATION:

Society and Culture is recommended for those students who enjoy learning about current issues, events and affairs in the media, both local and international. This subject has links to other studies in Humanities such as History, Geography, Legal Studies, Anthropology, Politics, Philosophy, Environmental Studies, Sociology and Media Studies.

STAGE 1

SOCIETY AND CULTURE B

SCHOOL CODE: 11SACB

SACE CODE: 1SOR10

SACE CREDITS: 10

PREREQUISITES:

C or better in year 10 Humanities.

SUBJECT DESCRIPTOR:

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individual groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

ASSESSMENT:

Students will complete four summative SACE tasks from these assessment types:

- Assessment Type 1: Sources Analysis
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

All tasks are designed and assessed using the SACE performance standards. These standards describe the quality of learning required to achieve each A-E grade.

ESTIMATED SUBJECT FEES:

Excursions. Students may also incur some personal expenses depending on their area of investigation.

FURTHER INFORMATION:

Society and Culture is recommended for those students who enjoy learning about current issues, events and affairs in the media, both local and international. This subject has links to other studies in Humanities such as History, Geography, Legal Studies, Anthropology, Politics, Philosophy, Environmental Studies, Sociology and Media Studies.

HUMANITIES AND SOCIAL SCIENCES

STAGE 2

MODERN HISTORY

SCHOOL CODE: 12MHG

SACE CODE: 2MOD20

SACE CREDITS: 20

PREREQUISITES:

C+ or better in any year 11 Humanities subject and English or by negotiation with the Humanities Coordinator.

Stage 1 History is not required, but an enjoyment of reading is highly desirable.

SUBJECT DESCRIPTOR:

Modern History is a full year course. Students in studying this course will learn how important events in time have shaped the world right up to the present day. They will develop the skills of historical enquiry through comparative and in-depth responses. Students will investigate why people made decisions and the consequences of their decisions.

ASSESSMENT:

- **Folio - 70%**

Comprised of 5 summative assignments and an Individual Study

- **Final Exam - 30%**

SPECIAL REQUIREMENTS:

Ring Binder

Plastic pockets and

Loose Leaf Paper (no exercise books)

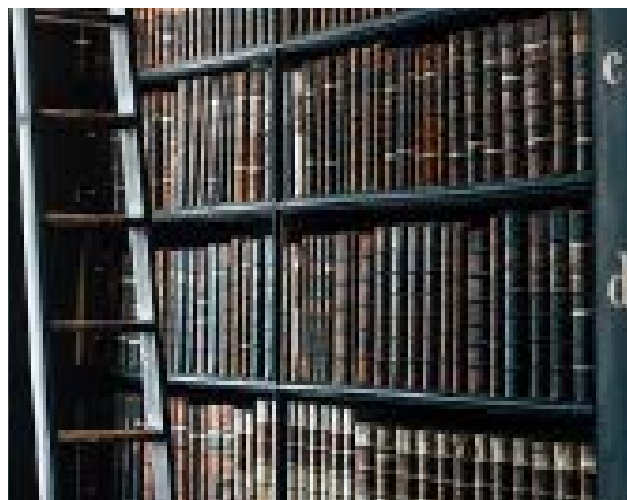
ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Modern History provides students with a wide range of research, communication and analytical skills useful for a wide range of employment areas as well as further studies at University in Arts and Law.

History is a language rich subject and students must be prepared to engage in significant amounts of reading and writing.



HUMANITIES AND SOCIAL SCIENCES

STAGE 2

LEGAL STUDIES

SCHOOL CODE: 12LSG

SACE CODE: 2LEG20

SACE CREDITS: 20

PREREQUISITES:

C+ or better in any year 11 Humanities subject and English or by negotiation with the Humanities Coordinator.

It is an advantage to have satisfactorily completed a semester of Stage 1 Legal Studies.

SUBJECT DESCRIPTOR:

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structure of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on and make informed judgements about strengths and weaknesses of the Australian legal system. Students consider how and to what degree, these weaknesses may be remedied.

The focus capabilities for this subject are citizenship, personal development and learning.

Students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government and participation.

At Stage 2 students study the following three topics:

- Focus Area 1: Sources of Law
- Focus Area 2: Dispute Resolution
- Focus Area 3: The Constitution

ASSESSMENT:

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

- School Assessment

Assessment Type 1: Folio 50%

Assessment Type 1: Inquiry 20%

-External Assessment

Assessment Type 3: Examination 30%

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Past Exam Paper Purchase.

FURTHER INFORMATION:

Legal Studies is an language rich subject and students must be prepared to engage in significant amounts of reading and writing.

STAGE 2

SOCIETY AND CULTURE

SCHOOL CODE: 12SAC

SACE CODE: 2SOR20

SACE CREDITS: 20

PREREQUISITES:

C+ or better in any year 11 Humanities subject, or by negotiation with the Humanities Coordinator.

SUBJECT DESCRIPTOR:

Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.

The social inquiry approach to learning forms the core of the study of Society and Culture. Through the study of a topic, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods, and with the ethical issues associated with them.

Students study three topics (each from a different group of topics). The key skills of social inquiry are incorporated in the study of topics. Students also undertake an investigation on a negotiated topic.

Group 1 Topics: Culture

- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World

Group 2 Topics: Contemporary Challenges

- Social Ethics
- Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment

Group 3 Topics: Global Issues

- Globalisation
- A Question of Rights
- People and Power

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in Stage 2 Society and Culture:

- School Assessment

Assessment Type 1: Folio 50%

Assessment Type 1: Inquiry 20%

- External Assessment

- Assessment Type 3: Investigation 30%

It is recommended that students provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:

- at least three assessments for the folio
- at least two assessments for the interaction
- one investigation

ESTIMATED SUBJECT FEES:

Excursions. Students may also incur some personal expenses depending on their area of investigation.

FURTHER INFORMATION:

Society and Culture is recommended for those students who enjoy learning about current issues, events and affairs in the media, both local and international. This subject has links to other studies in Humanities such as History, Geography, Legal Studies, Anthropology, Politics, Philosophy, Environmental Studies, Sociology and Media Studies.

LANGUAGES



Course Coordinator: Amanda Kampes

Year 7 & 8

Year 9

Year 10

Stage 1

Stage 2



LANGUAGES

YEAR 7

JAPANESE

SCHOOL CODE: 7JP

**YEAR LEVEL REQUIREMENTS:
COMPULSORY**

SUBJECT DESCRIPTOR:

Learning another language enhances students' abilities to:

- acquire skills and strategies to communicate in another language
- develop a positive attitude towards other cultures
- extend their knowledge and use of the structures of language, including English
- take advantage of the range of post-school options where languages can be used, including employment, education, training, travel, leisure, community and family involvement

Students engage in a range of learning and assessment activities and develop their communication and understanding through ICT, resource based learning and a variety of methodologies

The year 7 Japanese course runs for the equivalent of one semester (two terms) incorporating the language and culture of Japan. Students will learn hiragana and basic kanji. Students will begin to converse and convey information in Japanese. Students will have the opportunity to interact with visitors from Japan and experience cultural activities in class. Students may also get the opportunity to partake in an excursion or an incursion at the school.

Topics studied include:

- self-introductions
- numbers
- nationalities
- pets
- food

ESTIMATED SUBJECT FEES:

Student workbook \$35

Invoiced as a Subject fee

Will continue to be used in year 8

SPECIAL REQUIREMENTS:

FURTHER INFORMATION:

Nil

YEAR 7

SPANISH

SCHOOL CODE: 7SP

**YEAR LEVEL REQUIREMENTS:
COMPULSORY**

SUBJECT DESCRIPTOR:

Learning another language enhances students' abilities to:

- acquire skills and strategies to communicate in another language
- develop a positive attitude towards other cultures
- extend their knowledge and use of the structures of language, including English
- take advantage of the range of post-school options where languages can be used, including employment, education, training, travel, leisure, community and family involvement

Students engage in a range of learning and assessment activities and develop their communication and understanding through ICT, resource based learning and a variety of methodologies.

The year 7 Spanish course runs for the equivalent of one semester (two terms). This course develops an understanding of the language and culture of Spanish speaking countries while focusing on communication skills in writing, speaking, listening and reading in Spanish conversation. Students use a range of sources including textbooks, online music, interactive websites, quizzes and Quizlet.

Topics studied include:

- introducing self
- personal life
- school life
- family/pets
- likes/dislikes
- music (traditional and modern)
- cultural celebrations
- History and culture of Spain and 3 Spanish speaking countries.

ESTIMATED SUBJECT FEES:

Nil

SPECIAL REQUIREMENTS:

Nil

FURTHER INFORMATION:

Nil

LANGUAGES

YEAR 8

JAPANESE

SCHOOL CODE: 8JP

**YEAR LEVEL REQUIREMENTS:
COMPULSORY**

SUBJECT DESCRIPTOR:

Learning another language enhances students' abilities to:

- acquire skills and strategies to communicate in another language
- develop a positive attitude towards other cultures
- extend their knowledge and use of the structures of language, including English
- take advantage of the range of post-school options where languages can be used, including employment, education, training, travel, leisure, community and family involvement

Learning a second language enables students to communicate across cultures and enhances a student's employment and career prospects. It provides students with unexpected opportunities.

Students engage in a range of learning and assessment activities and develop their communication and understanding through ICT, resource based learning and a variety of methodologies.

The year 8 Japanese course runs for the equivalent of 3 terms incorporating both the language and culture of Japan. Students will continue to learn hiragana, katakana + some basic Kanji (Japanese alphabets) and converse in Japanese. Students will have the opportunity to interact with visitors from Japan and experience cultural activities. Students may also take part in an excursion to a Japanese restaurant and experience Japanese cultural activities.

Topics studied include:

- cities
- food
- weekly routine
- school life

ESTIMATED SUBJECT FEES:

Workbook from year 7 required. New workbook required Semester 2, \$35-used in year 9 also.

Invoiced as a Subject fee

SPECIAL REQUIREMENTS:

FURTHER INFORMATION:

Nil

YEAR 8

SPANISH

SCHOOL CODE: 8SP

**YEAR LEVEL REQUIREMENTS:
COMPULSORY**

SUBJECT DESCRIPTOR:

Learning another language enhances students' abilities to:

- acquire skills and strategies to communicate in another language
- develop a positive attitude towards other cultures
- extend their knowledge and use of the structures of language, including English
- take advantage of the range of post-school options where languages can be used, including employment, education, training, travel, leisure, community and family involvement

Year 8 Spanish builds on the skills learnt in year 7.

Students engage in a range of learning and assessment activities and develop their communication and understanding through ICT, resource based learning and a variety of methodologies.

This course develops an understanding of the language and culture of Spanish speaking countries while focusing on communication skills in writing, speaking, listening and reading in Spanish conversation. Students use a range of sources including textbooks, online music, interactive websites, quizzes and Quizlet.

Topics studied include:

- personal life
- school life
- town/directions
- family/pets
- likes/dislikes
- daily routine
- hobbies/sport
- music (traditional and modern)
- cultural celebrations
- describing words
- introducing self and others
- History and culture including 4 Spanish speaking countries.

ESTIMATED SUBJECT FEES:

Nil

SPECIAL REQUIREMENTS:

FURTHER INFORMATION:

Nil

YEAR 9

JAPANESE

SCHOOL CODE: 9JP

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

C+ or better at year 8 level.

SUBJECT DESCRIPTOR:

Learning another language enhances students' abilities to:

- acquire skills and strategies to communicate in another language
- develop a positive attitude towards other cultures
- extend their knowledge and use of the structures of language, including English
- take advantage of the range of post-school options where languages can be used, including employment, education, training, travel, leisure, community and family involvement
- participate in international exchanges. Modbury High has developed close ties with the Asakuchi district in Japan.

Year 9 Japanese builds on the skills and knowledge students have gained in Year Eight. In this full-year course, students participate in oral communication with the teacher, with a partner and in groups. Their conversation, reading and writing skills continue to improve. Students particularly enjoy films and may participate in an excursion to the Himeji Gardens, the Central Market and a Sushi Train restaurant in Adelaide. Topics include weekly and daily activities, Japanese schools, manga/anime, club activities and bullet trains.

If students study a second language in year 12, they are eligible to receive extra points towards their ATAR (university entrance) score.

Learning a second language enables students to communicate across cultures and enhances a student's employment and career prospects. It provides students with unexpected opportunities.

Students learning is assessed orally and in writing via tests and assignments. Technology is also incorporated.

SPECIAL REQUIREMENTS:

Workbook from year 8 required. New workbook required Semester 2, \$35-used in year 10 also. *Invoiced as a Subject fee*

FURTHER INFORMATION:

From year 9 onwards, students may join Modbury High's school trip to Japan. This involves first hosting a student from Japan for six days in August and then travelling to Japan for sixteen days in September/October. The trip includes a four day home-stay with the families of the students who came to Adelaide.

LANGUAGES

YEAR 9

SPANISH

SCHOOL CODE: 9SP

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

C+ or better at year 8 level.

SUBJECT DESCRIPTOR:

Learning another language enhances students' abilities to:

- acquire skills and strategies to communicate in another language
- develop a positive attitude towards other cultures
- extend their knowledge and use of the structures of language, including English
- take advantage of the range of post-school options where languages can be used, including employment, education, training, travel, leisure, community and family involvement

Year 9 Spanish builds on the skills and knowledge students have gained in Year 8. In this full-year course, students participate in oral communication with the teacher, with a partner and in groups. Their conversation, reading and writing skills continue to improve. Students will watch a variety of short films relating to our Spanish speaking focus country. We will also participate in excursions to the Central Market, Spanish Restaurants or participate in dance/music lessons.

Topics studied include:

- ser and estar
- future tenses
- travel
- school life
- History and culture of at least 4 Spanish speaking countries.

If students study a second language in year 12, they are eligible to receive extra points towards their ATAR (university entrance) score.

Learning a second language enables students to communicate across cultures and enhances a student's employment and career prospects. It provides students with unexpected opportunities.

Students learning is assessed orally and in writing via tests and assignments. Technology is also incorporated.

SPECIAL REQUIREMENTS:

Student workbook \$35 each

Invoiced as a Subject fee

FURTHER INFORMATION:

Nil

YEAR 10

JAPANESE

SCHOOL CODE: 10JP

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

C+ or better at year 9 level.

SUBJECT DESCRIPTOR:

Learning another language enhances students' abilities to:

- acquire skills and strategies to communicate in another language
- develop a positive attitude towards other cultures
- extend their knowledge and use of the structures of language, including English
- take advantage of the range of post-school options where languages can be used, including employment, education, training, travel, leisure, community and family involvement
- participate in international exchanges.

Year 10 Japanese builds on the skills and knowledge students have gained in year nine. In this full-year course, students participate in oral communication with the teacher, with a partner and in groups. Their conversation, reading and writing skills continue to improve. Students particularly enjoy cooking, calligraphy, films and excursions.

Topics studied include family, school life, leisure time, theme parks and cities.

Students learn to start and maintain discussions, to be able to make decisions and solve problems, to present information using a variety of text types, to express opinions and to write stories - in Japanese.

Student learning is assessed orally and in writing via tests, assignments, conversations and oral presentations.

Students may join Modbury High's school trip to Japan. This involves first hosting a student from Japan for six days in August and then travelling to Japan for sixteen days in September/October. The trip finishes with a four day home-stay with the families of the students who came to Adelaide.

SPECIAL REQUIREMENTS:

Workbook from year 9 required.

Student workbook \$35 each

Invoiced as a Subject fee

FURTHER INFORMATION:

Students who study a language in year 12 are eligible to receive two extra points towards their ATAR (university entrance) score.

YEAR 10

SPANISH

SCHOOL CODE: 10SP

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

C+ or better at year 9 level.

SUBJECT DESCRIPTOR:

Learning another language enhances students' abilities to:

- acquire skills and strategies to communicate in another language
- develop a positive attitude towards other cultures
- extend their knowledge and use of the structures of language, including English
- take advantage of the range of post-school options where languages can be used, including employment, education, training, travel, leisure, community and family involvement
- participate in international exchanges

Year 10 Spanish builds on the skills and knowledge students have gained in year nine. In this full-year course, students participate in oral communication with the teacher, with a partner and in groups. Their conversation, reading and writing, skills continue to improve. Student will focus on learning past tenses. Students particularly enjoy cooking or eating food from that term's focus country, learning about the culture and traditions of different Spanish-speaking countries, short films (cortometrajes) and excursions.

Topics studied include:

- school life
- healthy eating
- weekend or holiday activities
- animals
- telling anecdotes or creative stories

Students learn to expand on answers and maintain discussions. Students will learn past tenses to expand their ability to write creatively in Spanish. Student learning is assessed orally and in writing via tests, assignments, conversations, and oral presentations. Assignments will vary from written, aural and oral activities in expressing opinions or presenting information or writing creatively. Students may join Modbury High's school trip to Spain in 2024. More information will be released later in 2023.

SPECIAL REQUIREMENTS:

Workbook for "Instantes book 2".

Approximate cost \$35

Invoiced as a Subject fee

FURTHER INFORMATION:

Students who study a language in year 12 are eligible to receive two extra points towards their ATAR (university entrance) score.

LANGUAGES

STAGE 1

JAPANESE (A & B)

SCHOOL CODE: 11JPA / 11JPB

SACE CODE: 1JAC10

SACE CREDITS: 10

PREREQUISITES:

C+ or better at year 10 level.

SUBJECT DESCRIPTOR:

SACE Stage 1 Japanese is a full year course which aims to consolidate language skills acquired in previous years. Students will work with the litomo Senior textbook. Students will be familiar with the structured format of the text and should have little difficulty in adapting to the slightly more complex nature of Japanese at Stage 1 level.

Students will be encouraged to engage in oral, aural and written exchange, developing a greater understanding of how to express themselves in personal pieces of writing. Students will be particularly encouraged to develop Japanese speaking and listening skills, with the aim being to reduce to a minimum the amount of English spoken within the classroom.

A variety of activities will be undertaken and may include drama presentations, a Japanese barbeque, calligraphy and shared activities with Japanese exchange students.

ASSESSMENT:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

-Interaction

Text Production
Text Analysis
Investigation

Students who successfully complete a full year of Japanese may continue on to Japanese at Stage 2.

SPECIAL REQUIREMENTS:

Workbook used for Stage 1 and Stage 2

ESTIMATED SUBJECT FEES:

Own dictionary would be advisable
Textbook/Workbook - additional estimated cost \$60
Invoiced as a Subject fee

FURTHER INFORMATION:

Students may wish to join the Modbury High School excursion to Japan departing in September, greatly enhancing their capacity to communicate in Japanese. The itinerary and relevant charges will be published early next year.

Students who study a language in year 12 are eligible to receive two extra points towards their ATAR (university entrance) score.

STAGE 2

JAPANESE CONTINUERS

SCHOOL CODE: 12JPG

SACE CODE: 2JAC20

SACE CREDITS: 20

PREREQUISITES:

C+ or better at Stage 1 Japanese.

SUBJECT DESCRIPTOR:

A full year course which aims to consolidate language skills. Students will continue working with the litomo Senior textbook purchased in Stage 1. The course work draws extensively on what has been previously learnt, in preparation for the end of the year exam.

Students will be encouraged to engage in oral, aural and written exchange, developing a greater understanding of how to express themselves in personal pieces of writing and in spoken Japanese.

Students will be particularly encouraged to develop Japanese speaking and listening skills, with the aim being to reduce to a minimum the amount of English spoken within the classroom.

ASSESSMENT:

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

-School Based Assessment

- Folio 50% which includes:
 - Text Production
 - Text Analysis
 - Interaction
- In-depth Study 20%

-External Assessment

- Examination 30%, which includes a 10 minute oral.

SPECIAL REQUIREMENTS:

Workbook from Stage 1

ESTIMATED SUBJECT FEES:

Own dictionary would be advisable

FURTHER INFORMATION:

Students who study a language in year 12 are eligible to receive two extra points towards their ATAR (university entrance) score.

HEALTH AND PHYSICAL EDUCATION



Course Coordinator: Tom Bartlett

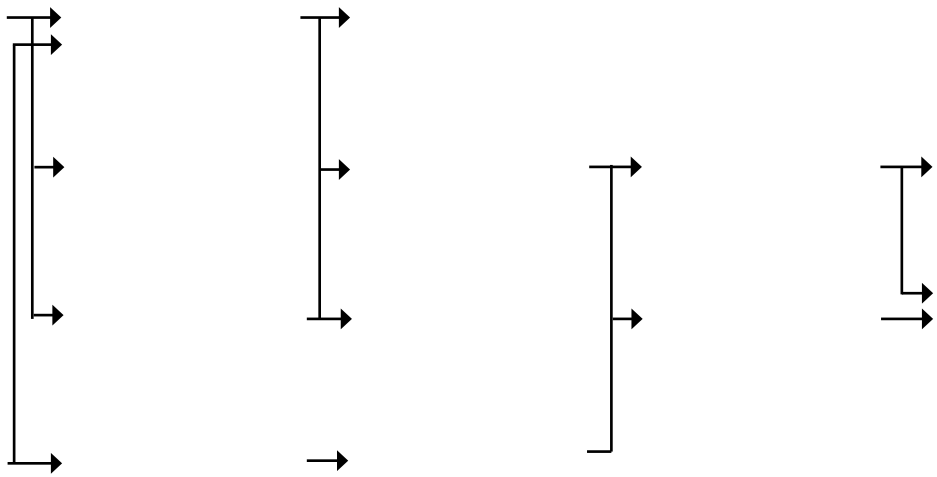
Year 7 & 8

Year 9

Year 10

Stage 1

Stage 2



Year 8 students can choose either
Physical Education or
Physical Education - Basketball Focus

HEALTH AND PHYSICAL EDUCATION

YEAR 7

PHYSICAL EDUCATION

SCHOOL CODE: 7PE

YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This semester course is an introduction to Physical Education within the Australian Curriculum and is compulsory for all Year 7 students.

It focuses on the core topics of:

- Athletics
- Basketball
- Dance
- T-Ball
- Badminton
- Soccer
- Personal Development

ASSESSMENT:

Practical Rubrics and Task design will be based on the level 7-8 Australian Curriculum achievement standards.

There will be some common tasks associated with this course.

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons.

FURTHER INFORMATION:

Each topic runs for approximately 12 lessons or 630 minutes.

Personal Development will run for 12 lessons or 630 minutes.

All students may be required to complete some practical and some theoretical homework each week.



HEALTH AND PHYSICAL EDUCATION

YEAR 8

PHYSICAL EDUCATION

SCHOOL CODE: 8PE

YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This semester course is an extension to year 7 Physical Education within the Australian Curriculum and is compulsory for all Year 8 students.

It focuses on the core topics of:

- Athletics
- Netball
- Touch
- Sofcrosse
- Cricket
- Fitness
- Personal Development

ASSESSMENT:

Practical Rubrics and Task design will be based on the level 7-8 Australian Curriculum achievement standards.

There will be some common tasks associated with this course, based around evaluating and analysis of skills.

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons.

FURTHER INFORMATION:

Each topic runs for approximately 12 lessons or 630 minutes.

Personal Development will run for 12 lessons or 630 minutes.

All students may be required to complete some practical and some theoretical homework each week.

YEAR 8

PHYSICAL EDUCATION (BASKETBALL FOCUS)

SCHOOL CODE: 8PEB

YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:

An interest and experience in the sport of Basketball.

SUBJECT DESCRIPTOR:

The aim of this course is to provide high performing and committed students the opportunity to further develop their skills and knowledge within their sport of Basketball. Students within the program are given the opportunity to receive specialist skills coaching, fitness development and access to high quality facilities.

This course will allow students to focus particularly on Basketball with four 2-week topics throughout the semester. Students will be given the opportunity to extend and develop their basketball skills and knowledge.

This course will run as a hybrid year 8 course, incorporating core Australian Curriculum Standards. Allowing for core year 8 topics to be studied along with the Basketball focus.

Topics covered within the course include:

- Footwork
- Ball Handling
- Shooting Mechanics
- Individual Offensive skills
- Team Offensive skills
- Individual Defensive skills
- Team Defensive skills
- Movement & Spacing
- Game Play

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons.

FURTHER INFORMATION:

The core PE topics will run for between approximately 4 and 8 lessons to allow for the 32 lessons of Basketball across the semester.

HEALTH AND PHYSICAL EDUCATION

YEAR 9

PHYSICAL EDUCATION

SCHOOL CODE: 9PE

YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This semester course is an extension of Year 7 & 8 Physical Education within a new band of the Australian Curriculum and is compulsory for all Year 9 students.

It focuses on introducing new core topics and activities such as:

- Hockey
- Ultimate Frisbee
- Volleyball
- Gymnastics
- Tennis
- International / Indigenous Games

Continuing with the students:

- Personal Development

ASSESSMENT:

Practical Rubrics and Task design will be based on the level 9-10 achievement standards.

There will be some common tasks associated with this course, based around evaluating and analysis of skills.

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons.

FURTHER INFORMATION:

Each topic runs for approximately 12 lessons or 630 minutes. Personal Development will run for 12 lessons or 630 minutes. All students may be required to complete some practical and some theoretical homework each week.

YEAR 9

PHYSICAL EDUCATION FOR GIRLS

SCHOOL CODE: 9PEFG

YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This is a course that encourages girls to continue involvement in physical activity. Activities will be decided on in consultation with the teacher and through class discussion at the start of the course, but can include things like:

- Body conditioning (including light weight training)
- Yoga
- Self Defence
- Netball
- Ultimate Frisbee
- AFL

ASSESSMENT:

Practical Rubrics and Task design will be based on the Australian Curriculum A-E achievement standards.

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons.

FURTHER INFORMATION:

Other activities such as bush walking, surfing/aquatics are possibilities, although there is a cost involved if these activities are undertaken, attempts will be made to keep costs to a reasonable level.

HEALTH AND PHYSICAL EDUCATION

YEAR 9

SPORT SPECIALISATION (SS)

SCHOOL CODE: 9PES

YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:

B grade or better at year 8 level.

SUBJECT DESCRIPTOR:

This course is for students who would like to focus on developing further in physical education and will allow higher level students to explore the following Sporting applications in greater depth:

- Aussie Sports
- 5-A-Side Soccer
- Netball
- Badminton
- Volleyball
- Touch

Students will develop a deeper understanding of the organisation, coaching and training involved in these sports over a 12 lesson unit, as well as improving and extending their overall skills and techniques in each of the specific areas. Further learning will occur through analysis and reflection of their individual skills and in game strategy and tactics.

ASSESSMENT:

Practical Rubrics and Task design will be based on the Australian Curriculum A-E achievement standards.

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons.

FURTHER INFORMATION:

Nil

YEAR 9

SPORT SPECIALISATION - BASKETBALL

SCHOOL CODE: 9PEB

YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:

B grade or better at year 8 level and a possible basketball skills assessment.

SUBJECT DESCRIPTOR:

This course is for students who have a special interest or talent in Basketball. Students may be required to provide details of Basketball experience and interest at a later date if needed.

This course will allow students to focus particularly on Basketball for the majority of the course. Students will be given the opportunity to extend and improve their basketball skills along with a broader understanding of the organisation, coaching and training involved in Basketball.

In addition 2 or 3 of the activities may also be studied depending on gym availability.

Topics covered in this course include:

- Footwork
- Shooting Mechanics and analysis
- Individual Offence / Defence
- Team Offence / Defence
- Ball Handling
- Advanced individual skills
- Post Play
- Positional Play
- Movement & Spacing
- Umpiring
- Fitness Training
- Strength and Power development specific to Basketball
- Game Play

SPECIAL REQUIREMENTS:

Modbury High School Basketball reversible training top along with Physical Education Uniform is to be worn for practical lessons.

FURTHER INFORMATION:

There is a cost of \$30 for the Modbury High School Basketball reversible training top.

Invoiced as a Subject fee

HEALTH AND PHYSICAL EDUCATION

YEAR 10

HEALTH

SCHOOL CODE: 10HEA

**YEAR LEVEL REQUIREMENTS:
COMPULSORY**

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This one semesters course of Health Education is compulsory for all Year 10 students as part of the Australian Curriculum. The aim of the course is to give students accurate up to date health related information and provide them with the opportunity to:

- Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.
- Evaluate the outcomes of emotional responses to different situations
- Access, health information from credible sources
- Demonstrate leadership, fair play and cooperation
- Apply decision-making and problem-solving skills around health, safety and wellbeing.
- Identify support services based in the community that impact on the ability to make healthy and safe choices

The topics that will be addressed include:

- Personal Identity
- Healthy Lifestyles
- Independent Living
- Disability Studies
- Drugs and Alcohol
- Relationships and Sexual Health
- Care of your Health (Inc: First Aid)
- Mental Health and Well-being
- Self Defence

ASSESSMENT:

Based on the level 9-10 achievement standards.

There will be some common tasks associated with this course and may also include:

- Research assignments
- Written, oral & multimodal presentations
- Peer assessment and self reflection
- Critical analyses, responses and synopses
- Participation checklists
- Teacher directed and peer generated discussion

SPECIAL REQUIREMENTS:

Nil

FURTHER INFORMATION:

Nil

YEAR 10

PHYSICAL EDUCATION A

SCHOOL CODE: 10PEA

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

C grade or better at year 9 level.

SUBJECT DESCRIPTOR:

Students can choose to complete one semester (either A or B) or a full year (A and B) of Physical Education. It is recommended that students wanting to continue with physical education in the SACE choose both semesters

The aims and objectives of the Physical Education course are to:

- Provide scope for skill development
- Develop a positive attitude towards themselves and physical activity
- Develop knowledge and understanding about physical activity
- Develop appropriate social skills

Activities in this course may include:

- Archery
- Badminton
- Baseball
- Football Codes
- Training and Conditioning

There is a more thorough theory component to the course at year 10 concentrating on theoretical analysis. Topics covered include:

- Training Methods / Principles
- Biomechanics
- Feedback & data collection

ASSESSMENT:

Based on the level 9-10 achievement standards.

There will be some common tasks associated with this course and may also include:

- Research assignments
- Written, oral & multimodal presentations
- Tests
- Practical Rubrics

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons.

FURTHER INFORMATION:

Nil

YEAR 10

PHYSICAL EDUCATION B

SCHOOL CODE: 10PEB

**YEAR LEVEL REQUIREMENTS:
ELECTIVE**

PREREQUISITES:

C grade or better at year 9 level.

SUBJECT DESCRIPTOR:

Students can choose to complete one semester (either A or B) or a full year (A and B) of Physical Education. It is recommended that students wanting to continue with physical education in the SACE choose both semesters.

The aims and objectives of the Physical Education course are to:

- Provide scope for skill development
- Develop a positive attitude towards themselves and physical activity
- Develop knowledge and understanding about physical activity
- Develop appropriate social skills

Activities in this course may include:

- Volleyball
- Golf
- Touch
- Tennis
- Netball

There is a more thorough theory component to the course at year 10 concentrating on theoretical analysis. Topics covered include:

- Learning Theory
- Energy Systems
- Acute & chronic responses

ASSESSMENT:

Based on the level 9-10 achievement standards.

There will be some common tasks associated with this course and may also include:

- Research assignments
- Written, oral & multimodal presentations
- Tests
- Practical Rubrics

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons.

FURTHER INFORMATION:

Nil

HEALTH AND PHYSICAL EDUCATION

YEAR 10

SPORT EDUCATION - BASKETBALL

SCHOOL CODE: 10ATB

YEAR LEVEL REQUIREMENTS:

ELECTIVE

PREREQUISITES:

Students may be required to provide details of Basketball experience and interest at a later date if needed

SUBJECT DESCRIPTOR:

This course is for students who have a special interest or talent in Basketball.

This course takes a different approach to traditional Physical Education lessons. Students will take the responsibility to run a "season" of Basketball and possibly another competitive sport, where they take on the roles of organisers, coaches, umpires, etc as well as being players. The "season" will consist of PE lessons for a number of weeks. Students will also have to complete a coaching topic that requires them to 'coach' the rest of the class for a training session as well as completing a Basketball 'Strength and Conditioning' program.

Students will develop leadership, interpersonal skills and fitness through their involvement in the course. Although the emphasis of the course is on active participation, there are regular written requirements, which are compulsory to pass the course.

ASSESSMENT:

Practical Rubrics and Task design will be based on the Australian Curriculum A-E achievement standards.

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons.

FURTHER INFORMATION:

Nil

YEAR 10

PHYSICAL EDUCATION FOR GIRLS

SCHOOL CODE: 10PEG

YEAR LEVEL REQUIREMENTS:

ELECTIVE

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This is a course that encourages girls to continue involvement in physical activity. Activities will be decided on in consultation with the teacher and through class discussion at the start of the course, but can include things like:

- Body conditioning (including Weight Training)
- Yoga
- Self Defence
- Netball
- Ultimate Frisbee
- AFL
- Volleyball
- Badminton

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons. Successful completion of this course can potentially be used as a prerequisite for Stage 1 Physical Education.

FURTHER INFORMATION:

Other activities such as bush walking, surfing & a camp are possibilities, although there is a cost involved if these activities are undertaken, attempts will be made to keep costs to a reasonable level. Although the emphasis of the course is on active positive participation, there will be written assignments, which are required in order to pass the course.

HEALTH AND PHYSICAL EDUCATION

STAGE 1

PHYSICAL EDUCATION A

SCHOOL CODE: 11PEA

SACE CODE: 1PHE10

SACE CREDITS: 10

PREREQUISITES:

C+ or better in year 10 PE.

SUBJECT DESCRIPTOR:

A one semester course where learning will take place through at least one of the following focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

These focus areas will be addressed by the following topics :

Practical: Units such as Netball, Badminton, or other field, court or target sports may be used to assist assessment. Data collection will be used to assist in analysis of the various sporting topics.

Theory: Units including topics such as Exercise Physiology (Energy Systems), Training & Performance

ASSESSMENT:

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

Assessment Type 1:
Improvement Analysis

Assessment Type 2:
Physical Activity Investigation

A minimum of 2 tasks will be assessed, there will be an increased expectation that assessments are presented using multimodal formats.

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Some formative work in theory topics will be assessed and included in the school grade. Such as performance checklists for practical topics and some testing.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

It is recommended that if you are studying Physical Education at Stage 2 that you complete both 11PEA and 11PEB to give a full learning experience.

STAGE 1

PHYSICAL EDUCATION B

SCHOOL CODE: 11PEB

SACE CODE: 1PHE10

SACE CREDITS: 10

PREREQUISITES:

C+ or better in year 10 PE. Year 11 PEA C+.

SUBJECT DESCRIPTOR:

A one semester course where learning will take place through at least one of the following focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

These focus areas will be addressed by the following topics :

Practical: Units such as. Golf, Touch, Minor Games or other field, court or target sports may be used to assist assessment. Data collection will be used to assist in analysis of the various sporting topics.

Theory: Units including topics such as Skill Learning & Biomechanics, and Healthy Lifestyles.

ASSESSMENT:

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

Assessment Type 1:
Improvement Analysis

Assessment Type 2:
Physical Activity Investigation

A minimum of 2 tasks will be assessed, there will be an increased expectation that assessments are presented using multimodal formats.

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Some formative work in theory topics will be assessed and included in the school grade. Such as performance checklists for practical topics and some testing.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

It is recommended that if you are studying Physical Education at Stage 2 that you complete both 11PEA and 11PEB to give a full learning experience.

HEALTH AND PHYSICAL EDUCATION

STAGE 1

INTEGRATED LEARNING A (SPORT FOCUS)

SCHOOL CODE: 11SRA

SACE CODE: 1ILG10

SACE CREDITS: 10

PREREQUISITES:

C or better in year 10 PE.

SUBJECT DESCRIPTOR:

This one semester course allows students to develop the capabilities of Learning, Personal Development and Citizenship in an integrated nature containing individual and group work. It incorporates organisational and practical skills related to sport and coaching of peers. It will help them identify their interests, strengths and weaknesses, and give them opportunities to explore the different pathways available to them. There is a strong emphasis on coaching, risk assessment and peer and self-assessments. Topics may include:

- Coaching Principles
- Athletics
- Badminton etc

ASSESSMENT:

- Practical Exploration
- Connections
- Personal Venture

Students will be required to compile research and a journal of their learning and development throughout the year, which will include a record of their activities, opinions and reviews. Assessment is designed around the criteria of the following performance standards:

- Application & Development
- Inquiry & Reflection
- Collaboration & Communication

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Students may choose a second semester of this course in which the above topics will be different. Students are requested to use a display folder and lined paper during the semester instead of exercise books.

STAGE 1

INTEGRATED LEARNING B (SPORT FOCUS)

SCHOOL CODE: 11SRB

SACE CODE: 1ILG10

SACE CREDITS: 10

PREREQUISITES:

Nil

ASSESSMENT:

C or better in Year 10 PE.

SUBJECT DESCRIPTOR:

This one semester course allows students to develop the capabilities of Learning, Personal Development and Citizenship in an integrated nature containing individual and group work. It incorporates organisational and practical skills related to sport and coaching of peers. It will help them identify their interests, strengths and weaknesses, and give them opportunities to explore the different pathways available to them. There is a strong emphasis on coaching, risk assessment and peer and self-assessments. Topics may include:

- Coaching Principles
- Sports Management
- Ultimate Frisbee etc

ASSESSMENT:

- Practical Exploration
- Connections
- Personal Venture

Students will be required to compile research and a journal of their learning and development throughout the year, which will include a record of their activities, opinions and reviews. Assessment is designed around the criteria of the following performance standards:

- Application & Development
- Inquiry & Reflection
- Collaboration & Communication

SPECIAL REQUIREMENTS:

Nil

FURTHER INFORMATION:

Students are requested to use a display folder and lined paper during the semester instead of exercise books.

HEALTH AND PHYSICAL EDUCATION

STAGE 2

PHYSICAL EDUCATION

SCHOOL CODE: 12PEG

SACE CODE: 2PHE20

SACE CREDITS: 20

PREREQUISITES:

C+ Grade in Stage 1 Physical Education and by Negotiation.

SUBJECT DESCRIPTOR:

This course involves students studying both practical and theoretical topics. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They will explore and analyse associated performance, health, and lifestyle issues.

The topics studied are:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

These focus areas will be addressed by participating in the following topics :

Practical: Units such as Invasion, field, court or target sports will be used to assist assessment.

Theory: Units including topics such as Exercise Physiology (Energy Systems), Training & Performance, Skill Learning & Biomechanics will be studied.

ASSESSMENT:

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

-School Assessment (70%)

Assessment Type 1: Diagnostics (30%)

Assessment Type 2: Improvement Analysis (40%)

External Assessment (30%)

Assessment Type 3: Group Dynamics (30%).

Students will provide evidence of their learning through four or five assessments.

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons.

ESTIMATED SUBJECT FEES:

Option- Student Workbook \$60

FURTHER INFORMATION:

This course is SACE moderated.

STAGE 2

INTEGRATED LEARNING (SPORT FOCUS)

SCHOOL CODE: 12SRR

SACE CODE: 2ILG20

SACE CREDITS: 20

PREREQUISITES:

C Grade in Stage 1 Physical Education and/or C+ in Stage 1 Integrated Learning (Sport Focus).

SUBJECT DESCRIPTOR:

This full year course allows students to develop their personal and social capabilities in an integrated nature containing individual and group work. It incorporates organisational and practical skills related to sport and coaching. It will help them identify their interests, strengths and weaknesses, and give them opportunities to explore the different pathways available to them. There is a strong emphasis on coaching juniors and peer and self-assessment. Topics may include:

- Touch, Netball, Basketball, Hockey, Football, Frisbee, Handball etc.
- Sports Coaching – local primary schools
- Project of personal interest

ASSESSMENT:

-School Assessment: 70%

Practical Inquiry 40%

Connections 30%

Externally Assessed Project: 30%

-Personal Endeavour

Students will be required to compile a research or practical based project that has some personal interest to them in the area of sport. Students will evaluate their development and application of the SACE capabilities at the conclusion of their project.

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons.

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Successful completion gives the students 20 SACE units. Students may be required to participate/officiate in athletic or other sporting carnivals.

This course is SACE moderated.

MATHEMATICS



Course Coordinator: Glen McKie

Year 7 & 8

Year 9

Year 10

Stage 1

Stage 2



SUBJECT	GUARANTEED ENTRY REQUIREMENTS
10 Pre-Mathematical Methods	A/B Grades in Year 9 Mathematics
11 Mathematical Methods	C+ Grades in Year 10 Advanced Mathematics & Methods
11 General Mathematics	C+ or better Grades in Year 10 Mathematics or completion in Year 10 Advanced Mathematics and Methods
11 Essential Mathematics	Completion of Year 10 Mathematics and teacher recommendation
12 Specialist Mathematics	C+ or better (Semester and Exam) in Year 11 Mathematical Methods 1, 2, 3 and 4
12 Mathematical Methods	C+ or better (Semester and Exam) in Year 11 Mathematical Methods 1, 2 and 3
12 General Mathematics	C+ or better (Semester and Exam) in Year 11 General Mathematics A and B
12 Essential Mathematics	C or better (Semester and Exam) in Year 11 General Mathematics A and B

MATHEMATICS

YEAR 7

MATHEMATICS
SCHOOL CODE: 7MA
YEAR LEVEL REQUIREMENTS:
COMPULSORY

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

All Year 7 students will complete a full year of Mathematics. There are opportunities for student to engage in STEM projects to develop 21st Century employability skills, while developing their numeracy and meeting the Achievement Standards of the Australian Curriculum for Year 7 Mathematics.

<ul style="list-style-type: none"> Whole and Negative Numbers Fractions and Percentage 	<ul style="list-style-type: none"> Statistics and Probability Geometry Measurement
<ul style="list-style-type: none"> Decimals Algebra Equations 	<ul style="list-style-type: none"> Polygons, Solids and Transformations

ASSESSMENT:

Assessment Type	Weightings of each assessment type
Tests	50%
Folios/Assignments	50%

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a scientific calculator: Casio fx-82AU PLUS II or CASIO fx-82AU PLUS II 2nd Edition (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Scientific Calculator - \$40.

FURTHER INFORMATION: Students are required by the Department to undertake both the following numeracy diagnostics:

- PAT-M
- NAPLAN

YEAR 8

MATHEMATICS
SCHOOL CODE: 8MA
YEAR LEVEL REQUIREMENTS:
COMPULSORY

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

All students will complete a full year of Mathematics.
 The course will contain the following topics, and all classes are taught the Australian Curriculum. There are opportunities for students to engage in STEM projects. Students will have access to 3D printing and CAD processes to apply their understanding of Mathematics.

<ul style="list-style-type: none"> Integers Fractions and decimals Measurement 	<ul style="list-style-type: none"> Linear Graphs Linear Equations Algebra
<ul style="list-style-type: none"> Ratio & Rate Measurement 	<ul style="list-style-type: none"> Statistics Geometry

ASSESSMENT:

There is a single exam towards the end of the year.

Assessment Type	Weightings of each assessment type
Tests/Exams	60%
Folios/Assignments	40%

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a scientific calculator: Casio fx-82AU PLUS II or CASIO fx-82AU PLUS II 2nd Edition (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Scientific Calculator - \$40.

FURTHER INFORMATION: Students are required by the Department to undertake both the following numeracy diagnostics:

- PAT-M

YEAR 9

MATHEMATICS
SCHOOL CODE: 9MA
YEAR LEVEL REQUIREMENTS:
COMPULSORY

PREREQUISITES:

All students will complete a full year of Mathematics. The course for each level contains the following topics. All classes are taught the Australian Curriculum.

SUBJECT DESCRIPTOR:

All classes are following the Australian Curriculum which consist of the following topics.

<ul style="list-style-type: none"> Pythagoras Theorem Algebra Financial Mathematics 	<ul style="list-style-type: none"> Measurement Linear Relationships Geometric Reasoning
<ul style="list-style-type: none"> Trigonometry Statistics 	<ul style="list-style-type: none"> Probability Non-Linear Relationships Proportion

ASSESSMENT:

There is a single exam towards the end of the year.

Assessment Type	Weightings of each assessment type
Tests/Exams	60%
Folios/Assignments	40%

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a scientific calculator: Casio fx-82AU PLUS II (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Scientific Calculator - \$40.

NOTE: By the beginning of the year 10 students will need to purchase a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU (Can be ordered through the school Online Stationary order)

FURTHER INFORMATION: Students are required by the Department to undertake both the following numeracy diagnostics:

- PAT-M
- NAPLAN

MATHEMATICS

YEAR 10

MATHEMATICS

SCHOOL CODE: 10MA

YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:

Students will complete a full year of Mathematics.
Placement in an advanced class is dependent on achievement in year 9.

SUBJECT DESCRIPTOR:

All classes are following the Australian Curriculum which consist of the following topics.

<ul style="list-style-type: none"> Algebra Trigonometry 	<ul style="list-style-type: none"> Linear Relationships Measurement
<ul style="list-style-type: none"> Advanced Trigonometry Statistics 	<ul style="list-style-type: none"> Geometry Financial Mathematics Probability

ASSESSMENT:

There is a single exam for each class towards the end of the year.

Assessment Type	Weightings of each assessment type
Tests / Semester Exams	65%
Folios / Assignments	35%

SPECIAL REQUIREMENTS:

All students are required to have a graphics calculator from the beginning of year 10: either the Casio fx-CG50AU or the Casio fx-CG20AU.
This is a compulsory requirement of the subject. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250

FURTHER INFORMATION:

Students intending to study Stage 1 Mathematical Methods 1, 2, 3 and 4 need to be in the Advanced Mathematics class and will also need to choose the Pre-Mathematical Methods course at year 10.

Students are required by the Department to undertake both the following numeracy diagnostics:

- PAT-M

YEAR 10

PRE-MATHEMATICAL METHODS

SCHOOL CODE: 10PMM

YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:

A/B grade or better in Mathematics at year 9 and undertaking year 10 Advanced Mathematics.

SUBJECT DESCRIPTOR:

This course will be taken as a choice subject in semester 2. This course provides an appropriate background for Mathematical Methods 1, 2, 3 and 4 at Stage 1. It is compulsory for students studying Stage 1 Mathematical Methods to successfully complete this course.

This course contains the following topics:

<ul style="list-style-type: none"> Advanced Trigonometry Polynomials Non-Linear Relationships 	<ul style="list-style-type: none"> Surds Logarithms Deductive Geometry
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ASSESSMENT:

Assessment Type	Numbers of Assessment Items in each Semester	Weightings of each assessment type
Tests	5 - 6	75%
Assignments / Folios	3 - 4	25%

SPECIAL REQUIREMENTS:

All students are required to have a graphics calculator from the beginning of year 10: either the Casio fx-CG50AU or the Casio fx-CG20AU.
This is a compulsory requirement of the subject. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250

FURTHER INFORMATION:

Students in Mathematics who are also studying Pre-Mathematical Methods need to achieve at least a C+ grade in both subjects to be considered for Stage 1 Mathematical Methods 1, 2, 3 and 4.

MATHEMATICS

STAGE 1

MATHEMATICAL METHODS 1

SCHOOL CODE: 11MS1

SACE CODE: 1MAM10

SACE CREDITS: 10

PREREQUISITES:

Consistent C+ grade or better required in year 10 Mathematics and year 10 Pre-Mathematical Methods .

SUBJECT DESCRIPTOR:

This course will be taken as a 10 - credit unit in Semester 1. This course is part of the new Stage 1 Australian Curriculum. It provides the foundation required for further study in mathematics at Stage 2 in Mathematical Methods and Specialist Mathematics. The Mathematical Methods 1 course may contain the following topics:

- Growth and Decay
- Functions and Graphs
- Polynomials

ASSESSMENT:

There are 2 main assessment components - Skills and Assessment Tasks (SATs), and investigations/reports.

Assessment Type	Possible Number of Assessment Items	Approximate weightings of each type of assignment
Skills & Applications Tasks (SATs)	3	75%
Investigations / Report	1	25%

An examination on the semester's topics is also used to assess the students, and the result of this (minimum of C+ grade) will be used in conjunction with the semester SACE grade to determine prerequisites for Stage 2 Mathematics courses.

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250

FURTHER INFORMATION:

- "C+" grades (minimum) for Stage 1 Mathematical Methods 1, 2 and 3 are prerequisites for Stage 2 Mathematical Methods
- "C+" grades (minimum) for Stage 1 Mathematical Methods 1, 2, 3 and 4 are prerequisites for Stage 2 Specialist Mathematics
- Mathematical Studies 1 and 2 are undertaken and completed in Semester 1

STAGE 1

MATHEMATICAL METHODS 2

SCHOOL CODE: 11MS2

SACE CODE: 1MAM10

SACE CREDITS: 10

PREREQUISITES:

Consistent C+ grade or better required in year 10 Mathematics and year Pre-Mathematical Methods

SUBJECT DESCRIPTOR:

This course will be taken as a 10 - credit unit in Semester 1. This course is part of the new Stage 1 Australian Curriculum. It provides the foundation required for further study in mathematics at Stage 2 in Mathematical Methods and Specialist Mathematics. The Mathematical Methods 2 course may contain the following topics:

- Trigonometry
- Arithmetic and Geometric Series and Sequences
- Vectors

ASSESSMENT:

There are 2 main assessment components - Skills and Assessment Tasks (SATs), and investigations/reports.

Assessment Type	Possible Number of Assessment Items	Approximate weightings of each type of assignment
Skills & Applications Tasks (SATs)	3	75%
Investigations / Report	1	25%

An examination on the semester's topics is also used to assess the students, and the result of this (minimum of C+ grade) will be used in conjunction with the semester SACE grade to determine prerequisites for Stage 2 Mathematics courses.

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250

FURTHER INFORMATION:

- "C+" grades (minimum) for Stage 1 Mathematical Methods 1, 2 and 3 are prerequisites for Stage 2 Mathematical Methods
- "C+" grades (minimum) for Stage 1 Mathematical Methods 1, 2, 3 and 4 are prerequisites for Stage 2 Specialist Mathematics
- Mathematical Studies 1 and 2 are undertaken and completed in Semester 1

MATHEMATICS

STAGE 1

MATHEMATICAL METHODS 3

SCHOOL CODE: 11MS3

SACE CODE: 1MAM10

SACE CREDITS: 10

PREREQUISITES:

Consistent C+ grade or better required in year 10 Mathematics and year 10 Pre-Methods Mathematics .

An achievement of a C+ grade in Stage 1 Mathematical Methods 1 and 2 is required.

SUBJECT DESCRIPTOR:

This course will be taken as a 10 credit unit in semester 2. This course is part of the new Stage 1 Australian Curriculum. It provides the foundation required for further study in mathematics at Stage 2 in Mathematical Methods and Specialist Mathematics.

The Mathematical Methods 3 course may contain the following topics:

- Matrices
- Further Trigonometry
- Counting & Statistics

ASSESSMENT:

There are 2 main assessment components - Skills and Assessment Tasks (SATs), and investigations/reports.

Assessment Type	Possible Number of Assessment Items	Approximate Weightings of each type of assessment
Skills and Applications Tasks (Tests)	3	75%
Investigation / Report	1	25%

An examination on the semester's topics is also used to assess the students, and the result of this (minimum of C+ grade) will be used in conjunction with the semester SACE grade to determine prerequisites for Stage 2 Mathematics courses.

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250

FURTHER INFORMATION:

- "C+" grades (minimum) for Stage 1 Mathematical Methods 1, 2 and 3 are prerequisites for Stage 2 Mathematical Methods
- "C+" grades (minimum) for Stage 1 Mathematical Methods 1, 2, 3 and 4 are prerequisites for Stage 2 Specialist Mathematics
- Mathematical Studies 3 and 4 are undertaken and completed in Semester 2

STAGE 1

MATHEMATICAL METHODS 4

SCHOOL CODE: 11MS4

SACE CODE: 1MAM10

SACE CREDITS: 10

PREREQUISITES:

Consistent C+ grade or better required in year 10 Mathematics and year Pre-Methods Mathematics .

An achievement of a C+ grade in Stage 1 Mathematical Methods 1 and 2 is required.

SUBJECT DESCRIPTOR:

This course will be taken as a 10 credit unit in Semester 2. This course is part of the new Stage 1 Australian Curriculum. It provides the foundation required for further study in mathematics at Stage 2 in Mathematical Methods and Specialist Mathematics.

The Mathematical Methods 4 course may contain the following topics:

- Further Trigonometry
- Induction and complex numbers
- Geometry

ASSESSMENT:

There are 2 main assessment components - Skills and Assessment Tasks (SATs), and investigations/reports.

Assessment Type	Possible Number of Assessment Items	Approximate Weightings of each type of assessment
Skills and Applications Tasks (Tests)	3	75%
Investigation / Report	1	25%

An examination on the semester's topics is also used to assess the students, and the result of this (minimum of C+ grade) will be used in conjunction with the semester SACE grade to determine prerequisites for Stage 2 Mathematics courses.

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250

FURTHER INFORMATION:

- "C+" grades (minimum) for Stage 1 Mathematical Methods 1, 2 and 3 are prerequisites for Stage 2 Mathematical Methods
- "C+" grades (minimum) for Stage 1 Mathematical Methods 1, 2, 3 and 4 are prerequisites for Stage 2 Specialist Mathematics
- Mathematical Studies 3 and 4 are undertaken and completed in Semester 2

MATHEMATICS

STAGE 1

GENERAL MATHEMATICS A

SCHOOL CODE: 11MAA

SACE CODE: 1MGM10

SACE CREDITS: 10

PREREQUISITES:

Consistent C+ grade or better required in year 10 Mathematics (minimum).

SUBJECT DESCRIPTOR:

This course will be taken as a 10 - credit unit in Semester 1. This course is part of the new Stage 1 Australian Curriculum, and is undertaken in Semester 1.

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Successful completion General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

The General Mathematics 1 course may contain the following topics:

- Measurement
- Statistical investigation
- Applications of Trigonometry

ASSESSMENT:

There are 2 main assessment components - Skills and Assessment Tasks (SATs), and investigations/reports.

Assessment Type	Possible Number of Assessment Items	Approximate Weightings of each type of assessment
Skills and Applications Tasks (Tests)	3	75%
Investigation / Report	1	25%

An examination on the semester's topics is also used to assess the students, and the result of this (minimum of C+ grade) will be used in conjunction with the semester SACE grade to determine prerequisites for Stage 2 Mathematics courses.

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250

FURTHER INFORMATION:

Nil

STAGE 1

GENERAL MATHEMATICS B

SCHOOL CODE: 11MAB

SACE CODE: 1MGM10

SACE CREDITS: 10

PREREQUISITES:

Consistent C+ grade or better required in year 10 Mathematics.

SUBJECT DESCRIPTOR:

This course will be taken as a 10 - credit unit in Semester 2. This course is part of the new Stage 1 Australian Curriculum, and is undertaken in Semester 2. An achievement of a C+ grade in Stage 1 General Mathematics A is desirable.

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Successful completion General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

The General Mathematics 2 course may contain the following topics:

- Investing and Borrowing
- Matrices & Networks
- Linear and Exponential Functions

ASSESSMENT:

There are 2 main assessment components - Skills and Assessment Tasks (SATs), and investigations/reports.

Assessment Type	Possible Number of Assessment Items	Approximate Weightings of each type of assessment
Skills and Applications Tasks (Tests)	3	75%
Investigation / Report	1	25%

An examination on the semester's topics is also used to assess the students, and the result of this (minimum of C+ grade) will be used in conjunction with the semester SACE grade to determine prerequisites for Stage 2 Mathematics courses.

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250

FURTHER INFORMATION:

- "C+" grades (minimum) in Stage 1 General Mathematics A and B for both semesters and examination grades are prerequisites or Stage 2 General Mathematics
- "C" grades (minimum) for Stage 1 General Mathematics A and B for both semester and examination grades are prerequisites for Stage 2 Essential Mathematics.

MATHEMATICS

STAGE 1

ESSENTIAL MATHEMATICS A

SCHOOL CODE: 11MGA

SACE CODE: 1MEM10

SACE CREDITS: 10

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This course is part of the new Stage 1 Australian Curriculum, and is undertaken in Semester 1.

This subject is designed for (1) students who are seeking to meet the SACE numeracy requirement; (2) students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts, in flexible and resourceful ways.

The Essential Mathematics A course may contain some of the following topics:

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

ASSESSMENT:

There are 2 main assessment components - Skills and Assessment Tasks (SATs), and investigations/reports.

Assessment Type	Possible Number of Assessment Items	Approximate Weightings of each type of assessment
Skills and Applications Tasks (Tests)	3	60%
Investigation / Report	2	40%

An examination on the semester's topics is also used to assess the students, and the result of this (minimum of C grade) will be used to provide the compulsory Numeracy requirements for SACE.

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250

FURTHER INFORMATION:

- There is no pathway in Mathematics in Stage 2 for any student studying Essential Mathematics at Stage 1.

STAGE 1

ESSENTIAL MATHEMATICS B

SCHOOL CODE: 11MGB

SACE CODE: 1MEM10

SACE CREDITS: 10

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

This course is part of the new Stage 1 Australian Curriculum, and is undertaken in Semester 2.

This subject is designed for (1) students who are seeking to meet the SACE numeracy requirement; (2) students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts, in flexible and resourceful ways.

The Essential Mathematics B course may contain some of the following topics:

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

ASSESSMENT:

There are 2 main assessment components - Skills and Assessment Tasks (SATs), and investigations/reports.

Assessment Type	Possible Number of Assessment Items	Approximate Weightings of each type of assessment
Skills and Applications Tasks (Tests)	3	60%
Investigation / Report	2	40%

An examination on the semester's topics is also used to assess the students, and the result of this (minimum of C grade) will be used to provide the compulsory Numeracy requirements for SACE.

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250

FURTHER INFORMATION:

- There is no pathway in Mathematics in Stage 2 for any student studying Essential Mathematics at Stage 1.

MATHEMATICS

STAGE 2

MATHEMATICAL METHODS

SCHOOL CODE: 12MHS

SACE CODE: 2MHS20

SACE CREDITS: 20

PREREQUISITES:

Consistent C+ grades or better (including the exam grade) in Stage 1 Mathematical Methods 1, 2 and 3.

SUBJECT DESCRIPTOR:

Mathematical Methods is a full year 20 - credits subject. This course is part of the new Stage 2 Australian Curriculum.

Stage 2 Mathematical Methods consists of the following six topics:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals.

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

ASSESSMENT:

There are two main components that form the assessment:

School Assessment: for this there are two components

- Skills and Assessment Tasks
- Folio Investigations

Assessment Type	Possible Number of Assessment Items	Approximate Weightings of Each Assessment Type
Skills and Assessment Tasks (Tests)	6	50%
Folio Tasks	1	20%
External Assessment: 3 hour examination	1	30%

External Assessment

- 3 hour examination

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250 (optional)

ESTIMATED SUBJECT FEES:

Revision Guide - \$27 (optional)

Worked Solutions - \$45 (optional)

Invoiced as a Subject fee

STAGE 2

SPECIALIST MATHEMATICS

SCHOOL CODE: 12MSC

SACE CODE: 2MSC20

SACE CREDITS: 20

PREREQUISITES:

Consistent C+ grades or better (including the exam grade) in Stage 1 Mathematical Methods 1, 2 and 3 and 4.

SUBJECT DESCRIPTOR:

Specialist Mathematics is a full year 20 - credits subject. This course is part of the new Stage 2 Australian Curriculum.

Stage 2 Specialist Mathematics consists of the following six topics:

- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications
- Topic 6: Rates of Change and Differential Equations.

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

ASSESSMENT:

There are two main components that form the assessment:

School Assessment: for this there are two components

- Skills and Assessment Tasks
- Folio Investigations

Assessment Type	Possible Number of Assessment Items	Approximate Weightings of Each Assessment Type
Skills and Assessment Tasks (Tests)	6	50%
Folio Tasks	1	20%
External Assessment: 3 hour examination	1	30%

External Assessment

- 3 hour examination

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250 (optional)

ESTIMATED SUBJECT FEES:

Revision Guide - \$27 (optional)

Worked Solutions - \$45 (optional)

Invoiced as a Subject fee

MATHEMATICS

STAGE 2

GENERAL MATHEMATICS

SCHOOL CODE: 12MGM

SACE CODE: 2MGM20

SACE CREDITS: 20

PREREQUISITES:

Consistent C+ grades or better (including the exam grade) required in Stage 1 General Mathematics A and B (minimum).

SUBJECT DESCRIPTOR:

General Mathematics is a full year 20 - credit subject that extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Stage 2 General Mathematics consists of the following topics:

Topic 1: Modelling with Linear Relationships

Topic 2: Modelling with Matrices

Topic 3: Statistical Models

Topic 4: Financial Models

Topic 5: Discrete Models

Students study five topics from the list of six topics above. All students must study topics 1, 3, 4, and 5.

ASSESSMENT:

There are two main components that form the assessment:

Assessment Type	Possible Number of Items	Approximate Weightings of Each Assessment Type
Skills & Applications Tasks (SATs)	5	40%
Investigations / Folio Tasks	2	30%
External Assessment 2 hour Examination	1	30%

External Assessment

- 2 hour examination at the end of the year, based on topics 3, 4 and 5

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250 (optional)

ESTIMATED SUBJECT FEES:

Revision Guide - \$27 (optional)

Invoiced as a Subject fee

STAGE 2

ESSENTIAL MATHEMATICS

SCHOOL CODE: 12MEM

SACE CODE: 2MEM20

SACE CREDITS: 20

PREREQUISITES:

Consistent C grades or better (including the exam grade) required in Stage 1 General Mathematics A and B.

SUBJECT DESCRIPTOR:

Essential Mathematics is a full year 20 - credit subject at Stage 2.

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Stage 2 Essential Mathematics consists of the following six topics:

Topic 1: Scales, Plans, and Models

Topic 2: Measurement

Topic 3: Business Applications

Topic 4: Statistics

Topic 5: Investments and Loans

Topic 6: Open Topic

Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

ASSESSMENT:

There are two main components that form the assessment:

Assessment Type	Possible Number of Items in Semester 1	Approximate Weightings of Each Assessment Type
Skills & Applications Tasks (SATs)	4	30%
Investigations / Folio Tasks	3	40%
External Assessment 2 hour Examination	1	30%

External Assessment

- 2 hour examination at the end of the year, based on topics 2, 4 and 5

SPECIAL REQUIREMENTS:

To meet the electronic technology requirements of this course students must make use of a graphics calculator: either the Casio fx-CG50AU or the Casio fx-CG20AU. (Can be ordered through the school Online Stationary order)

ESTIMATED ADDITIONAL COST:

Graphics Calculator - \$250 (optional)

ESTIMATED SUBJECT FEES:

Revision Guide - \$27 (optional)

Invoiced as a Subject fee

SCIENCE



Course Coordinator: James Dundon

Year 7 & 8

Year 9

Year 10

Stage 1

Stage 2



SUBJECT	GUARANTEED ENTRY REQUIREMENTS
11 Physics	A/B Grades in Year 10 Science and C+ or better in Mathematical Methods
11 Chemistry	A/B Grades in Year 10 Science
11 Biology	C+ or better in Year 10 Science
11 Psychology	C+ or better in Year 10 Science
11 IL - Scientific Studies	C or better in Year 10 Science
12 Physics	C+ or better (Semester and Exam) in Year 11 Physics
12 Chemistry	C+ or better (Semester and Exam) in Year 11 Chemistry
12 Biology	C+ or better (Semester and Exam) in Year 11 Biology
12 IL - Scientific Studies	C or better in a Year 11 Science
* Students may also be recommended by their Science teacher or after a meeting with the Science Coordinator.	

SCIENCE

YEAR 7

SCIENCE

SCHOOL CODE: 7SC

**YEAR LEVEL REQUIREMENTS:
COMPULSORY**

SUBJECT DESCRIPTOR:

In year 7, students explore the diversity of life on Earth and the role of classification in ordering and organising information. They analyse the flow of energy and matter through ecosystems and consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. Students will engage in various STEM projects

Semester 1

- Science Inquiry – Students develop lab safety and inquiry skills
- Physical Sciences – Students investigate that a change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object.
- Biological Sciences – Students learn that classification helps organise the diverse group of organisms and interactions between organisms, including the effects of human activities can be represented by food chains and food webs

Semester 2

- Chemical Sciences – Students experiment with mixtures, including solutions, containing a combination of pure substances that can be separated using a range of techniques.
- Earth Sciences – Students develop an understanding of phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon. Students will research how some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable.

SPECIAL REQUIREMENTS:

Nil

FURTHER INFORMATION:

Nil

YEAR 8

SCIENCE

SCHOOL CODE: 8SC

**YEAR LEVEL REQUIREMENTS:
COMPULSORY**

SUBJECT DESCRIPTOR:

In year 8, students explore systems at both a microscopic and macroscopic level to understand science phenomena. These systems are categorised under Biological, Physical, Chemical and Earth/Space sciences. They also develop science inquiry skills and investigate science as a human endeavour while engaging in STEM projects. Students will have access to 3D printing, robotics, CAD and coding to demonstrate their understanding of Science.

Semester 1

- Science Inquiry - Students explore lab safety, using lab equipment and working scientifically.
- Physical Sciences - Students are introduced to types of energy, energy transfer and transformation and energy efficient design. Students demonstrate their understanding by designing a "Tiny Home" using CAD and 3D printing technology.
- Biological Sciences - Students explore cells using microscopes and various experiments. They further develop their understanding of the human body by investigating the relationship between the major physiological systems.

Semester 2

- Chemical Sciences - Students explore changes in matter at a particle level, and distinguish between chemical and physical change. Students are exposed to numerous experiments and simulations to support their learning.
- Earth and Space Sciences - Students investigate the development of the three major forms of rocks, the rock cycle and how weathering and erosion create an ever changing landscape.

Each term students' knowledge, skills and understandings will be evaluated using a minimum of two tests, and a selection of folio tasks: practical reports and assignments. Students will also sit an end of year exam.

SPECIAL REQUIREMENTS:

Nil

FURTHER INFORMATION:

Nil



SCIENCE

YEAR 9

SCIENCE

SCHOOL CODE: 9SC

**YEAR LEVEL REQUIREMENTS:
COMPULSORY**

Student placement in classes may be based on their achievement in year 8 Science.

SUBJECT DESCRIPTOR:

In year 9, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. They also develop their science inquiry skills and the notion of science as a human endeavour while engaging in STEM projects. Students will access 3D printing and coding with Arduino.

Semester 1

- Biological Sciences - Students explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems.
- Chemical Sciences - Students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay.

Semester 2

- Physical Sciences - Students are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer.
- Earth and Space Sciences - Students begin to apply their understanding of energy and forces to global systems such as continental movement.

Each term student's knowledge, skills and understandings are assessed using a minimum of 2 tests, and a selection of investigation folio tasks: practical reports and assignments.

SPECIAL REQUIREMENTS:

Nil

FURTHER INFORMATION:

Nil

YEAR 10

SCIENCE

SCHOOL CODE: 10SC

**YEAR LEVEL REQUIREMENTS:
COMPULSORY**

Student placement in classes is based on their achievement in year 9 Science. Students will then be assigned Science or Science extension. The extension class will support students intending on studying senior Chemistry and Physics. Student placement is reviewed at the conclusion of each assessment period.

SUBJECT DESCRIPTOR:

In year 10, students continue to explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. They also develop their science inquiry skills and the notion of science as a human endeavour.

Semester 1

- Biological Sciences - Students explore DNA and genes and investigate the theory of evolution by natural selection.
- Earth and Space Sciences - Students will explore the Big Bang theory and Global systems, including the carbon cycle.

Semester 2

- Physical Sciences - Students will investigate energy conservation in terms of energy transfers and transformations and that the motion of objects can be described and predicted using the laws of physics.
- Chemical Sciences - Students investigate the atomic structure and properties of elements and how chemical reactions are used to produce a range of products.

Each term student's knowledge, skills and understandings are assessed using a minimum of 2 tests, and a selection of investigation folio tasks: practical reports and assignments.

SPECIAL REQUIREMENTS:

Nil

FURTHER INFORMATION:

Nil

SCIENCE

STAGE 1

BIOLOGY A

SCHOOL CODE: 11BLA

SACE CODE: 1BGY10

SACE CREDITS: 10

PREREQUISITES:

C+ or better in year 10 Science.

SUBJECT DESCRIPTOR:

A full year course (20 - credits) which has a 10 - credit exit point mid-year for those students who do not wish to continue the subject in Semester 2.

A 10 - credit course that explores Biology at the cellular and organism levels.

The topics are:

- Infectious Disease
- Multicellular Organisms

ASSESSMENT:

Assignments, Tests, Practicals and Exam.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Excursions - \$10

FURTHER INFORMATION:

Students may participate in an excursion to the Botanic Gardens Tropical Conservatory or the Adelaide Zoo.

STAGE 1

BIOLOGY B

SCHOOL CODE: 11BLB

SACE CODE: 1BGY10

SACE CREDITS: 10

PREREQUISITES:

C+ or better in year 10 Science.

SUBJECT DESCRIPTOR:

A 10 - credit course that explores Biology at the macromolecule, organism and ecosystem levels.

The topics are:

- Cells
- Ecosystems

ASSESSMENT:

Assignments, Tests, Practicals and Exam.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Excursions - \$15

FURTHER INFORMATION:

Students may participate in an excursion to the St Kilda Mangroves or the Urrbrae Wetlands.

STAGE 1

CHEMISTRY A/B

SCHOOL CODE: 11CHA / 11CHB

SACE CODE: 1CEM10

SACE CREDITS: 10

PREREQUISITES:

A/B in year 10 Science.

SUBJECT DESCRIPTOR:

A full year course (20 - credits) which has a 10 - credit exit point mid-year for those students who do not wish to continue the subject in Semester 2.

Semester 1: Chemistry is the study of materials and the forces holding them together. The course involves a study of

- Matter
- Chemical Families
- Acids and Bases
- Redox and Electrochemistry
- Materials and their atoms
- Combining atoms
- Molecules

Semester 2: The emphasis and approach of unit 1 Chemistry is continued. The new topics covered are:

- Chemists measuring and investigating
- Organic chemistry
- Chemical calculations
- Consumer chemistry
- Mixtures and solutions
- Acids and bases
- Redox reactions

In addition to chemical theory considerable emphasis is placed on developing practical, scientific and problem solving skills.

ASSESSMENT:

In this full year (20 - credit) course there are

- 4 topic tests
- 2 practical investigations
- 2 Science as a human endeavour essays
- 2 Exams

Each practical test involves the student producing a written report. There are examinations at the end of each semester.

SPECIAL REQUIREMENTS:

Nil

FURTHER INFORMATION:

This course is a prerequisite for Stage 2 Chemistry.

SCIENCE

STAGE 1

PHYSICS A/B

SCHOOL CODE: 11PCA /

11PCB

SACE CODE: 1PYI10

SACE CREDITS: 10

PREREQUISITES:

A or B in year 10 Science and C+ or better in Mathematical Methods.

SUBJECT DESCRIPTOR:

This is a full year course (20 - credits) covering the topics: Motion, Dynamics, Energy, Waves, Light and Electricity. There is a 10 - credit mid-year exit point for students who do not wish to continue in semester two.

Topics include:

- Linear motion and forces
- Electricity
- Heat
- Energy and momentum
- Waves
- Nuclear models and Radioactivity

ASSESSMENT:

- Tests
- Practical design and reports
- Assignments
- Research projects
- An examination

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

This course is a prerequisite for Stage 2 Physics.

STAGE 1

INTEGRATED LEARNING

(SCIENCE FOCUS) A

SCHOOL CODE: 11SSA

SACE CODE: 1ILG10

SACE CREDITS: 10

PREREQUISITES:

C or better in year 10 Science.

SUBJECT DESCRIPTOR:

A 10 - credit course (one semester). This course aims to develop students' scientific knowledge using STEM challenges and resources. Students' knowledge, concepts and skills will be developed whilst working as an individual and collaboratively.

Topics may include:

- STEM Bridge Challenge
- STEM Tower Challenge
- Healthy Living and Lifestyle Choices
- Issues in Science

ASSESSMENT:

- 2 Practical assessments with collaborative components
- 1 Group Activity with collaborative components
- Individual Project of choice
- 1 Folio and Discussion (based around semesters work)

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Nil

STAGE 1

INTEGRATED LEARNING

(SCIENCE FOCUS) B

SCHOOL CODE: 11SSB

SACE CODE: 1ILG10

SACE CREDITS: 10

PREREQUISITES:

C or better in year 10 Science.

SUBJECT DESCRIPTOR:

A 10 - credit course (one semester). This course aims to develop students' scientific knowledge by examining aspects of science in the media, as well as examining science pedagogy within the Year 9 curriculum. Students' knowledge, concepts and skills will be developed whilst working as an individual and collaboratively.

Topics may include:

- Investigating media claims for common products
- Year 9 'dull and difficult' subject development
- How scientists have misrepresented their findings and its impact on society
- Issues in Science

ASSESSMENT:

- 2 Practical assessments with collaborative components
- 1 Group Activity with collaborative components
- Individual Project of choice
- 1 Folio and Discussion (based around semesters work)

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Nil

SCIENCE

STAGE 1

PSYCHOLOGY A
SCHOOL CODE:
SACE CODE:
SACE CREDITS: 10

PREREQUISITES:

C+ or better in year 10 Science.

SUBJECT DESCRIPTOR:

This is a full year course (20 - credits) which has a 10 - credit exit point mid-year for those students who do not wish to continue the subject in Semester 2.

The topics are

- Neuropsychology
- Psychological wellbeing

ASSESSMENT:

Investigation Folio Tasks:

- Design and deconstruct task
- SHE task

Skills and Application:

- 2 Tests and 1 Exam

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

This course is a prerequisite for Stage 2 Psychology.

STAGE 1

PSYCHOLOGY B
SCHOOL CODE:
SACE CODE:
SACE CREDITS: 10

PREREQUISITES:

C+ or better in year 10 Science.

SUBJECT DESCRIPTOR:

This is a full year course (20 - credits) which has a 10 - credit exit point mid-year for those students who do not wish to continue the subject in Semester 2.

The topics are

- Cognitive Psychology
- Forensic Psychology

ASSESSMENT:

Investigation Folio Tasks:

- Design and deconstruct task
- SHE task

Skills and Application:

- 2 Tests and 1 Exam

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

This course is a prerequisite for Stage 2 Psychology.

SCIENCE

STAGE 2

BIOLOGY

SCHOOL CODE: 12BLG

SACE CODE: 2BIG20

SACE CREDITS: 20

PREREQUISITES:

C+ or better (Course and exam) in Semester 1 of Biology, Chemistry or Physics AND Semester 2 Biology.

SUBJECT DESCRIPTOR:

A 20 - credit course that explores life at four levels. Emphasis is also placed on experimental skills and the impact of human activities.

Topics are:

- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

ASSESSMENT:

School Assessment – 70%

-Investigations Folio 30%

-Skill and Applications Tasks 40%

-External Exam – 30%

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Biology Study Guide - \$30

Invoiced as a Subject fee

FURTHER INFORMATION:

Nil

STAGE 2

CHEMISTRY

SCHOOL CODE: 12CHG

SACE CODE: 2CME20

SACE CREDITS: 20

PREREQUISITES:

Stage 1 Chemistry C+ or better in both continuous assessment and exam in both semesters.

SUBJECT DESCRIPTOR:

A full year course. It is divided into 4 sections of approximately equal length.

The sections are:

- Monitoring the environment
- Managing Chemical processes
- Organic and Biological Chemistry
- Managing resources

A contextual approach to the subject has been adopted. A major emphasis is placed on the further development of practical skills.

ASSESSMENT:

School Assessment – 70%

-Investigations Folio 30%

-Skill and Applications Tasks 40%

-External Exam – 30%

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Chemistry Study Guide - \$30

Invoiced as a Subject fee

FURTHER INFORMATION:

Nil

SCIENCE

STAGE 2

PHYSICS

SCHOOL CODE: 12PCG

SACE CODE: 2PYS20

SACE CREDITS: 20

PREREQUISITES:

Stage 1 Physics, C+ or better in both continuous assessment and exam in both semesters.

SUBJECT DESCRIPTOR:

A full year course, covering the topics:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

ASSESSMENT:

School Assessment – 70%

- Tests
- Practical Work
- Research

External Exam: 30%

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Physics Study Guide - \$30

Invoiced as a Subject fee

FURTHER INFORMATION:

Nil

STAGE 2

INTEGRATED LEARNING (SCIENCE FOCUS)

SCHOOL CODE: 12SCF

SACE CODE: 2ILH20

SACE CREDITS: 20

PREREQUISITES:

C in both Exam and continuous assessment for any 10 - credit of Stage 1 Science.

SUBJECT DESCRIPTOR:

A full year course that aims to develop the capabilities of Learning, Work and Communication in an integrated nature containing individual and group work.

Topics may include:

- Environmental Biology/ Conservation
- Nutrition & Healthy living
- Science based work experience
- Careers research
- 'Project' of choice

ASSESSMENT:

External Project: 30%

School Assessment – 70%

- Practical 30%
- Group activity 20%
- Folio & Discussion 20%

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Zoo Snooze - \$65 (Approximate)

Invoiced as a Subject fee

FURTHER INFORMATION:

Nil

STAGE 2

PSYCHOLOGY

SCHOOL CODE: 12PSY

SACE CODE: 2PSC20

SACE CREDITS: 20

PREREQUISITES:

Stage 1 Psychology
C+ or better in both continuous assessment and exams in both semesters.

SUBJECT DESCRIPTOR:

A full year course covering the following topics

Topics may include:

- Social Cognition
- Learning
- Personality
- Altered states of awareness

ASSESSMENT:

School Assessment – 70%

- Tests
- Practicals

External Exam 30%

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Psychology Study Guide - \$30

Invoiced as a Subject fee

FURTHER INFORMATION:

Nil

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