INTRODUCTION

A MESSAGE FROM THE PRINCIPAL

Welcome to our 2027 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 Leaders support students to make wise and appropriate subject choices. The Career Information Day 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

YEAR LEVEL LEADERS

Year 7/8 -
Lynda Rymer

Year 9/10 -
Apostolou Nick

Year 9/10 -
Lauren Freeth

Year 11/12 -
Madelin O'Brien-Dent

EXECUTIVE LEADERS

Year 7/8 -
Assistant Principal

Year 9/10 - Shelly Brown
Deputy Principal

Year 11/12 - Louise Woolford
Assistant Principal

Kalliope Paraskevas
Deputy Principal

MODBURY HIGH SCHOOL

Consider the End

VISION

A culture of achievement in a respectful and rigorous learning environment

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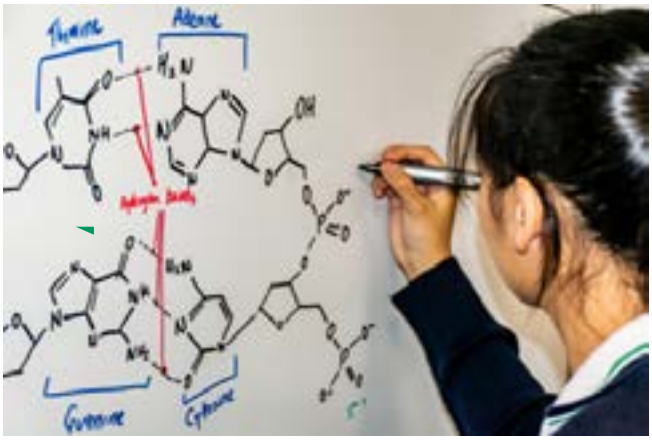


YEAR 7 - 10 COURSE INFORMATION

YEAR 7

COMPULSORY SUBJECTS:

The Arts (Drama, Music and Visual Art)	1 term each
English	full year
Humanities	full year
Mathematics	full year
Science	full year
Digital Technologies	1 term
Languages (Japanese or Spanish)	full year
Health and Physical Education	
Physical Education or	1 semester
Basketball Academy	full year
Technology (Design Technology and Food Technologies)	1 term each
Entrepreneurship	full year

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	½ semester
Languages (Japanese or Spanish)	1 ½ semesters
Health and Physical Education	
Physical Education or	1 semester
Basketball Academy	full year
Technology (Design Technology & Food Technologies)	1 semester

YEAR 9

COMPULSORY SUBJECTS:

English or EALD	full year
Humanities (History/ Global Perspectives)	full year
Mathematics	full year
Science	full year
Physical Education	1 semester
Technologies - *must choose at least 1 semester*	1 semester
The Arts - *must choose at least 1 semester*	1 semester

ELECTIVE SUBJECTS:

Japanese or Spanish	full year
The Arts (Art and Design, Art B, Digital Photography, Drama, Music A & B)	1 semester
Innovative Learning	1 Semester
Sports Specialisation or Physical Education for Girls	1 semester
Basketball Academy	full year
iSTEM	1 semester
Technologies (Metalwork, Woodwork, Technical Graphics, Food Technologies or Digital Technologies)	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 - History (Compulsory - semester 1) -	1 semester
Humanities (Elective -semester 2)	1 semester
Students must select one of: - Conflict & Consequence / Sustainable Living- Stage 1 / Business & Law / Culture Society and Tourism	

ELECTIVE SUBJECTS:

Japanese or Spanish	full year
Music	full year
Digital Technologies	1 or 2 semesters
Art A & B	1 or 2 semesters
Design A & B	1 or 2 semesters
Chef's Applications	1 or 2 semesters
Physical Education, Physical Education for Girls or Outdoor Education	1 or 2 semesters
Basketball Academy	full year
Metalwork	1 semester
Woodwork	1 semester
Chef's Applications	1 semester
Fashion and Marketing	1 semester
Innovative Learning	1 semester
Child Studies	1 semester
Pre-Mathematical Methods	1 semester
Digital Photography	1 semester
Drama	1 semester
Technical Graphics	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.

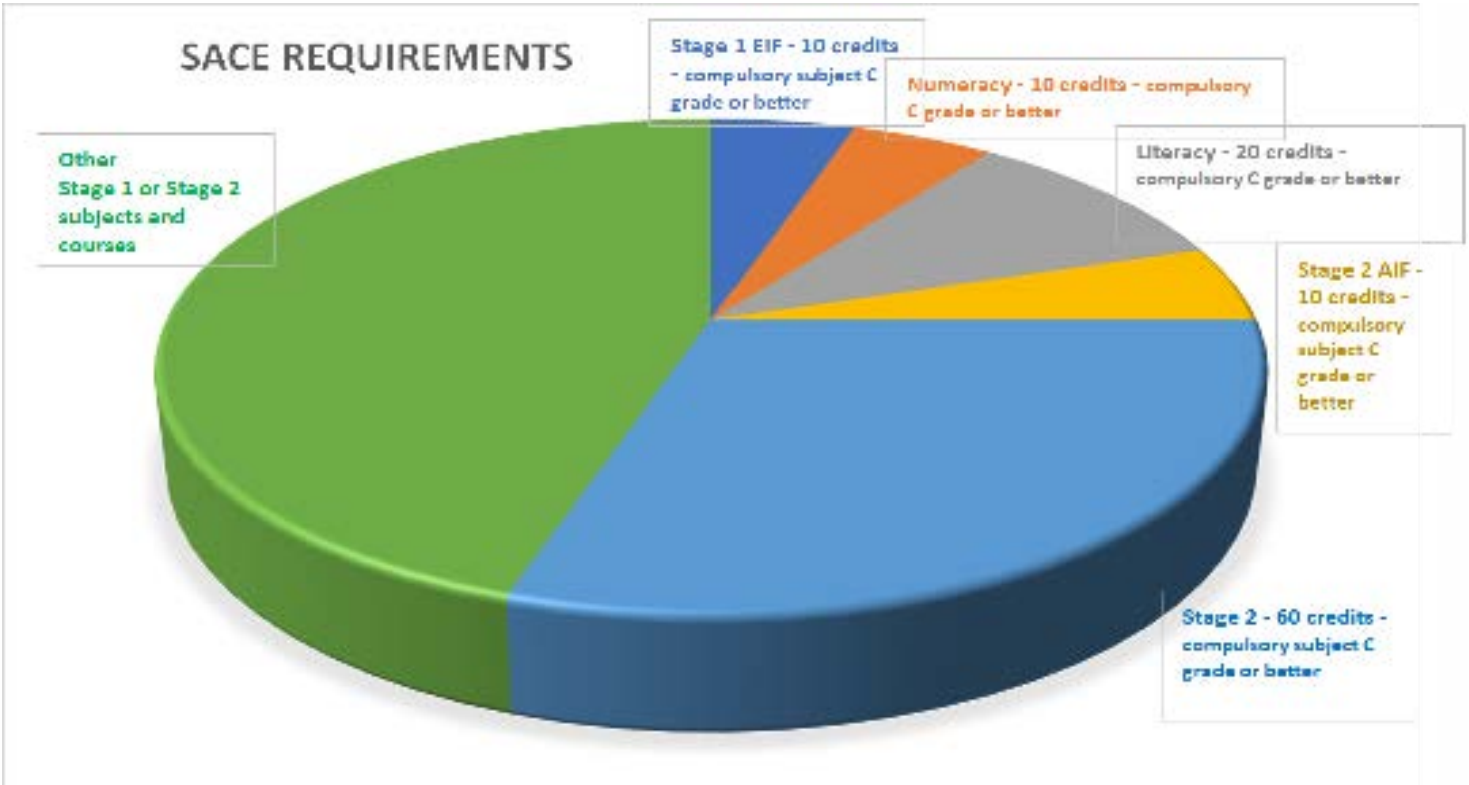
YOUR SACE JOURNEY TO SUCCESSFUL COMPLETION

The 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
- Activating Identities and Futures (AIF)- 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



For further information visit the SACE website; www.sace.sa.edu.au

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 Activating Identities and Futures (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.

<table>
<tr><td rowspan="2">FULL YEAR

STAGE 2 SUBJECT (20 Credits)</td><td rowspan="2">FULL YEAR

STAGE 2 SUBJECT (20 Credits)</td><td rowspan="2">FULL YEAR

STAGE 2 SUBJECT (20 Credits)</td><td>FREE CHOICE (10 Credits)</td><td>AIF (Activating Identities & Futures) (10 Credits) C- Grade or better</td></tr>
<tr><td>FREE CHOICE (10 Credits)</td><td>STUDY / CATCH UP</td></tr>
</table>

- 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

TAILORED LEARNING

Tailored Learning is designed to assist in student engagement. If a student is identified as someone who may benefit from Tailored Learning they can access their learning through flexible learning options offered on site through specialised classes, mainstream lessons, cluster courses, VET courses and access to NESPN Community Learning Centre.

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. 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.

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**		
		AIF (Activating Identifies & Futures)		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, 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

https://studentpathways.sa.edu.au/ (students login to the MyCareerPortal)

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://studentpathways.sa.edu.au/

My Future
www.myfuture.edu.au

Apprenticeship Information
https://www.apprenticeships.gov.au/

New Apprenticeship Scheme
www.newapprenticeships.gov.au/

SA Government Skills and Training
https://skills.sa.edu.au/

TAFE SA

www.tafe.sa.edu.au

TERTIARY SA

Flinders University
www.flinders.edu.au

Adelaide University
https://adelaide.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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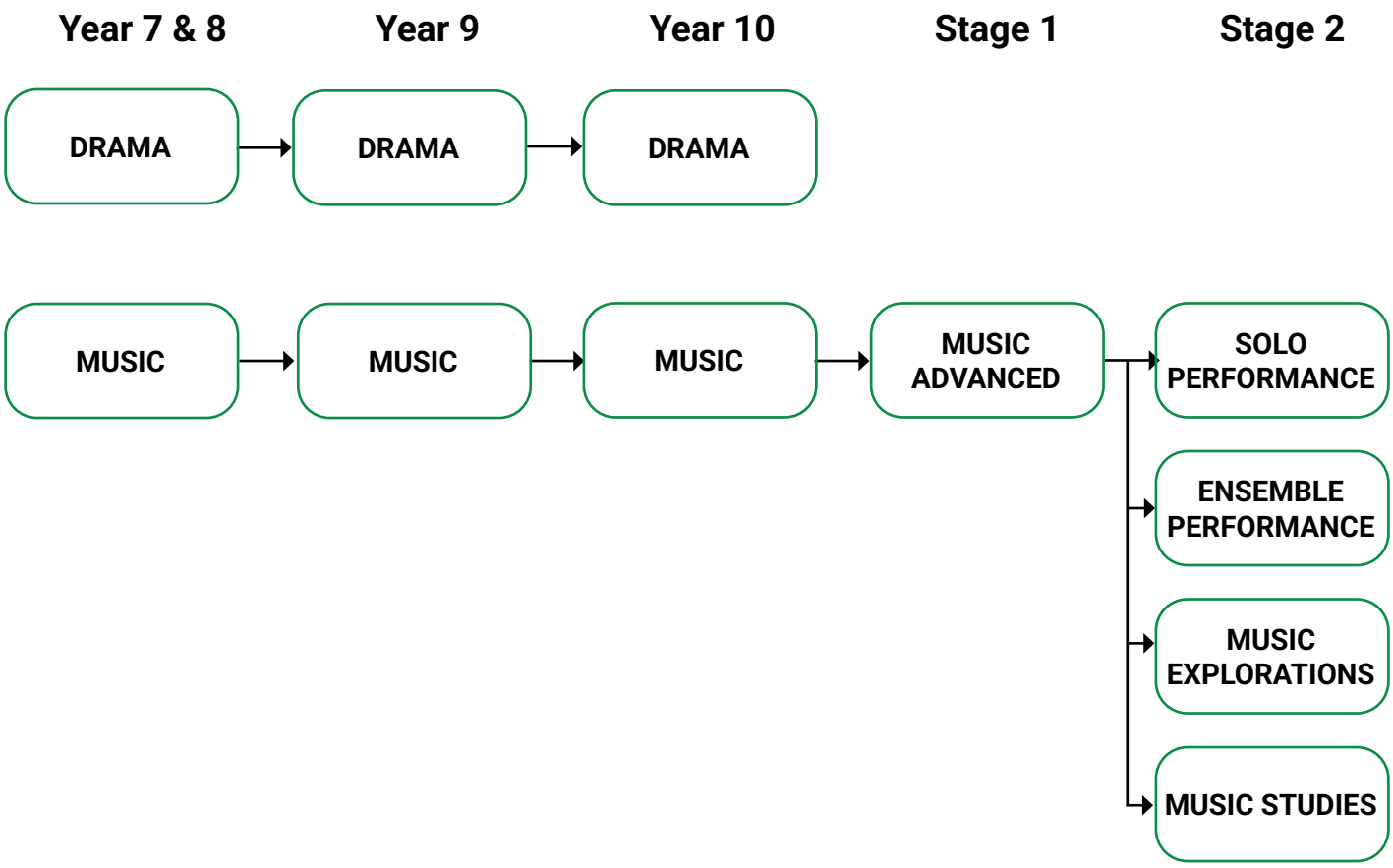
** Denotes that the Learning Area has a compulsory subject that must be studied

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



PERFORMING ARTS

YEAR 7

DRAMA
SCHOOL CODE: 07DRA
YEAR LEVEL REQUIREMENTS: COMPULSORY/TERM

PREREQUISITES:
Nil

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. They develop skills in tableaux and mime sequences to form various pantomimes as an individual and within 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:

ssessment 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:

Nil

ESTIMATED SUBJECT FEES:
Nil

YEAR 7

MUSIC
SCHOOL CODE: 07MUS
YEAR LEVEL REQUIREMENTS: COMPULSORY/TERM

NOTE:
Full year Instrumental Music option available.

PREREQUISITES:
Nil

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 Kate Mawson 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.

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:

Nil

ESTIMATED SUBJECT FEES:
Nil

YEAR 7

MUSIC ADVANCED
SCHOOL CODE: 07MUA
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

This 1 Term course is designed to support continuing Instrumental Music students to develop their skills in music through a band-based advanced curriculum program. To be eligible, students must have completed one full year of Instrumental Music lessons on one of the following instruments:

- Flute
- Clarinet
- Saxophone
- Trumpet
- Trombone/Euphonium/Tuba
- Classical Guitar
- Violin
- Electric Bass
- General Percussion

Students develop their existing skills through composition, critical listening, and participation in the class band.

ASSESSMENT:
Assessment is based on the Australian and South Australian Curriculum Achievement Standards. Assessment tasks include a variety of opportunities in both making and responding to music.

SPECIAL REQUIREMENTS:
Musical instrument, either their own, or hire can be arranged through the school.

ESTIMATED SUBJECT FEES:
Instrument hire (if required), $200 annually.
Invoiced as subject fee

PERFORMING ARTS

YEAR 8

DRAMA
SCHOOL CODE: 08DRA
YEAR LEVEL REQUIREMENTS: ELECTIVE

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

PREREQUISITES:
Nil

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.

Students learn the art of Improvisation and use strategies to make situations come to life on the spot. Students learn stage directions and work with short scripts to design creative performances.

They experiment and improvise with specific character traits, roles, and intent in a variety of historical or contemporary dramatic styles. Students will be exposed to Melodrama through a variety of short skits or scenes as both individuals and in group situations. They will undertake roles using stock character archetypes and use gesture to portray these in a fun and engaging way.
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:
Nil

YEAR 8

MUSIC
SCHOOL CODE: 08MUS
YEAR LEVEL REQUIREMENTS: ELECTIVE
SEMESTER WITH FULL YEAR INSTRUMENTAL LESSON OPTIONS

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

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

This semester course is an introduction to Music.
Music in year 8 is based around a Band Program. Students choose from a range of available 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 including performances as a class band.

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, Bass Guitar, Classical Guitar. Students wishing to study these instruments are encouraged to have a secondary instrument to accommodate available resources, if the first choice instrument is not available.

ESTIMATED SUBJECT FEES:

Instrument hire (if required) $100 Semester (with the option to hire or purchase)
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 weekly 30 minute lessons are provided free of charge to all year 8 students for a full year. Instrumental lessons will occur when instrumental teachers are on site or as part of a workshop program within scheduled classroom lessons.

PERFORMING ARTS

YEAR 9

DRAMA
SCHOOL CODE: 09DRA
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
- Class Production

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. They will research production roles, including Set Design, Sound Design. Lighting Design and Costume/Makeup.

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.

Class Production: Students will collaborate, plan, allocate roles, produce and perform a full class production in front of a large audience. Students will showcase both on stage and off stage roles in this process.

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 may include an out of hours event.

ESTIMATED SUBJECT FEES:
Nil

YEAR 9

MUSIC A & B
SCHOOL CODE: 09MUS
YEAR LEVEL REQUIREMENTS: ELECTIVE FULL YEAR

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 9MUS1 & 9MUS2.

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

Course Content:
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) $100 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: 10MUS
YEAR LEVEL REQUIREMENTS: ELECTIVE

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. 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'
-

Membership of a performance ensemble is essential

ESTIMATED SUBJECT FEES:

Instrument hire (if required) $100 Semester
Invoiced as a Subject fee.

SPECIAL REQUIREMENTS:
Nil

YEAR 10

DRAMA
SCHOOL CODE: 10DRA
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

This course builds on the skills acquired in previous years. Students will explore using materials, methods, and technologies to experiment with theatrical styles, genres, characters, and situations. Students will attend incursions/excursions (costs may occur) to view films, performances, and workshops led by industry professionals, gaining industry knowledge.

ASSESSMENT:

- Practical skills folio with an emphasis on directorial concepts (production log- including set design, costume, sound and lighting, props, and character analysis)

- An Arts Practice investigation of the Stanislavski's system. The techniques taught include character development through realistic, and emotionally truthful performances.

- A final product/performance with an evaluation. Research and creative ideas for a creative or technical role concerned with the play being studied is a requirement.

SPECIAL REQUIREMENTS:
Nil

FURTHER INFORMATION:
The course culminates in a whole class production for a real audience in an authentic theatre setting

PERFORMING ARTS - MUSIC

STAGE 1

MUSIC ADVANCED A
SCHOOL CODE: 11MVD
SACE CODE: 1MVD10
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

ESTIMATED SUBJECT FEES:

Instrument hire (if required) $100 Semester (with the option to hire or purchase)

Invoiced as a Subject fee.

SPECIAL REQUIREMENTS:

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 (approx. $500).

STAGE 1

MUSIC ADVANCED B
SCHOOL CODE: 11MVD
SACE CODE: 1MVD10
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

ESTIMATED SUBJECT FEES:

Instrument hire (if required) $100 Semester (with the option to hire or purchase)

Invoiced as a Subject fee.

SPECIAL REQUIREMENTS:

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 (approx. $500).

PERFORMING ARTS - MUSIC

STAGE 2

SOLO PERFORMANCE
SCHOOL CODE: 12MSO
SACE CODE: 2MSO10
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) $100 Semester (with the option to hire or purchase)
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.

SPECIAL REQUIREMENTS:
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 (approx. $500).

STAGE 2

ENSEMBLE PERFORMANCE
SCHOOL CODE: 12MEB
SACE CODE: 2MEB10
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) $100 Semester (with the option to hire or purchase)
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.
-

SPECIAL REQUIREMENTS:
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 (approx. $500)

PERFORMING ARTS - MUSIC

STAGE 2

MUSIC EXPLORATIONS
SCHOOL CODE: 12MEX
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) $100 Semester (with the option to hire or purchase)
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.

SPECIAL REQUIREMENTS:
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: 12MSI
SACE CODE: 2MSI20
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.

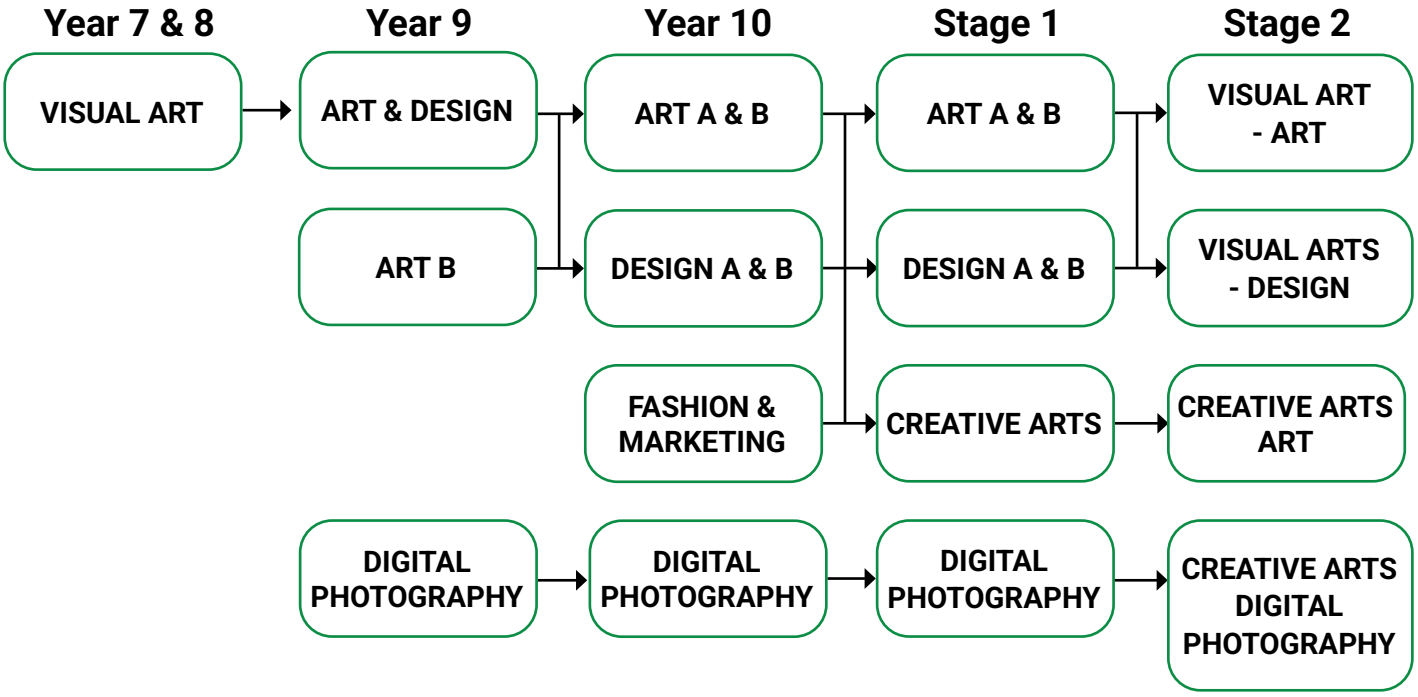
ESTIMATED SUBJECT FEES:
Instrument hire (if required) $100 Semester (with the option to hire and purchase) ***Invoiced as a Subject fee.***

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.

SPECIAL REQUIREMENTS:
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



THE ARTS - VISUAL ARTS

YEAR 7

VISUAL ART
SCHOOL CODE: 07ART
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, colour theory, water colour techniques and digital applications.

ASSESSMENT:

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

Making-
Practical Application
Knowledge and Understanding

Responding-
Analysis and response.

SPECIAL REQUIREMENTS:

An A4 display folder

YEAR 8

VISUAL ART
SCHOOL CODE: 08ART
YEAR LEVEL REQUIREMENTS:
COMPULSORY/SEMESTER
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

THE ARTS - VISUAL ARTS

YEAR 9

ART & DESIGN
SCHOOL CODE: 09ART
YEAR LEVEL REQUIREMENTS: ELECTIVE SEMESTER

SUBJECT DESCRIPTOR:

This course focuses on the development of practical and analytical 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 construct utilising clay slab processes successfully 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: 09ARE
YEAR LEVEL REQUIREMENTS: ELECTIVE SEMESTER

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 apply 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 9

DIGITAL PHOTOGRAPHY
SCHOOL CODE: 09DPH
YEAR LEVEL REQUIREMENTS: ELECTIVE SEMESTER

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

This introductory semester course will cover the principles of digital photography and considerations when composing images. The subject involves experimentation with shooting techniques for effect, including how to apply modes on photographic hardware. Tasks will relate to thematic representation and photographic analysis of genres of photography. Photographic manipulation using computer software will be a part of the course. Students will create different photographic products for different personal and industry purposes. Students will study and photograph in the style of a photographer.

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

SPECIAL REQUIREMENTS:
An A4 display folder is required.

ESTIMATED SUBJECT FEES:
Nil

FURTHER INFORMATION:
Nil

YEAR 10

DIGITAL PHOTOGRAPHY
SCHOOL CODE: 10DPH
YEAR LEVEL REQUIREMENTS: ELECTIVE SEMESTER

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

This is a semester course on creating and manipulating images for different purposes. Students will apply technological software to images for effect. Students will use functions on photographic hardware when composing and taking images. Written analysis and evaluation of photographs is required for assessment. Storytelling through photography is a part of the course and industry links will be explored. Some works may be entered for the Royal Adelaide Show Competition.

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

SPECIAL REQUIREMENTS:
An A4 display folder is required.

ESTIMATED SUBJECT FEES:
Excursions - Students may incur some personal expenses for a photographic excursion.

FURTHER INFORMATION:
Nil

THE ARTS - VISUAL ARTS

YEAR 10

ART A
SCHOOL CODE: 10ART
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 fundamentals 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

ESTIMATED SUBJECT FEES:
$10

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: 10ART
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

ESTIMATED SUBJECT FEES:
$10

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: 10F&M
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 inquiry and investigation of a related Creative Arts practitioner and marketing.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:
$10

FURTHER INFORMATION:
This course leads into Stage 1 Creative Arts or Stage 1 Design.

THE ARTS - VISUAL ARTS

YEAR 10

DESIGN A
SCHOOL CODE: 10DES
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

ESTIMATED SUBJECT FEES:
$10

YEAR 10

DESIGN B
SCHOOL CODE: 10DES
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

ESTIMATED SUBJECT FEES:
$10

THE ARTS - VISUAL ARTS

STAGE 1

CREATIVE ARTS
SCHOOL CODE: 11CVA
SACE CODE: 1CVA10
SACE CREDITS: 10

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

A semester course on Art in the Community 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:
$10

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.

STAGE 1

CREATIVE ARTS - DIGITAL PHOTOGRAPHY
SCHOOL CODE: 11DPH
SACE CODE: 1CVA10
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:

$10

FURTHER INFORMATION:

Nil

THE ARTS - VISUAL ARTS

STAGE 1

ART A
SCHOOL CODE: 11VAA
SACE CODE: 1VAA10
SACE CREDITS: 10

PREREQUISITES:
C+ or better in Year 10 Art/Design

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:

$10

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, Art B and Design.

STAGE 1

ART B
SCHOOL CODE: 11VAA
SACE CODE: 1VAA10
SACE CREDITS: 10

PREREQUISITES:
C+ or better in Year 10 Art/Design

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:

$10

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 , Art B and Design.

THE ARTS - VISUAL ARTS

STAGE 1

DESIGN A
SCHOOL CODE: 11VAD
SACE CODE: 1VAD10
SACE CREDITS: 10

PREREQUISITES:
C+ or better in Year 10 Art/Design

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:

$10

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: 11VAD
SACE CODE: 1VAD10
SACE CREDITS: 10

PREREQUISITES:
C+ or better in Year 10 Art/Design

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:

$10

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: 12VAA
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:

$30

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: 12VAD
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:

$30

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

THE ARTS - VISUAL ARTS

STAGE 2

CREATIVE ARTS - ART
SCHOOL CODE: 12CVA
SACE CODE: 2CVA20
SACE CREDITS: 20

PREREQUISITES:
Nil

ASSESSMENT TYPES:
Assessment Type 1- 50% PRODUCT:
- Create 2 Arts products in accordance with the Creative Arts Subject Outline. Students may choose two separate products and the second product may be an extension of the first (a minor and a major)
- Folio: Max 20 A3 pages or 2000 words or 12 mins oral. Evidence of creative the process for each product (oral, written or multimodal) covering stages of development including investigation, development, production and reflection

Assessment Type 2- 20% INQUIRY:
- A Report may be presented in written, oral or multi-modal form in negotiation with the teacher. Max 2000 words, 12 min oral presentation or equivalent in multi-modal form. Source acknowledgement is not included in the word count
- Students will conduct one in-depth inquiry into Creative Arts practitioner, focusing on two of their products
- Students will conduct primary research for their area of inquiry such as an interview, observations of a performance, practicing skills learnt and/or attending a workshop. Skills and knowledge gained through their products will not be repeated, but can be in the same discipline

Assessment Type 3- 30% PRACTICAL SKILLS FOLIO:
- Exploration, application and evaluation of a skill or skills appropriate to their preferred area of the creative arts. Evidence of the development, refinement and application of creative arts skills is required. Students provide samples of these skills and evaluate the ways in which their skills have developed and improved.
- Documentation and evaluation consists of a maximum of 12 pieces of evidence that best illustrate the key phases of skills exploration and application, and the student's evaluative response. The combined evidence should be a maximum of one of: 2000 written words/12 mins oral presentation recording, or equivalent in multi-modal form. Documentation for submission could be in A3 or A4 folder, or by other digital file means with file size considered for upload, appropriate to the nature of the evidence.

SPECIAL REQUIREMENTS:
Nil

ESTIMATED SUBJECT FEES:
$30

FURTHER INFORMATION:
Nil

STAGE 2

CREATIVE ARTS - DIGITAL PHOTOGRAPHY
SCHOOL CODE: 12DPH
SACE CODE: 2CVA20
SACE CREDITS: 20

PREREQUISITES:
Nil.

ASSESSMENT TYPES:
Assessment Type 1- 50% PRODUCT:
- Create 2 Arts Photographic products in accordance with the Creative Arts Subject Outline. Students may choose two separate products and the second product may be an extension of the first (a minor and a major)
- Folio: Max 20 A3 pages or 2000 words or 12 mins oral. Evidence of creative the process for each product (oral, written or multimodal) covering stages of development including investigation, development, production and reflection

Assessment Type 2- 20% INQUIRY:
- A Report may be presented in written, oral or multi-modal form in negotiation with the teacher. Max 2000 words, 12 min oral presentation or equivalent in multi-modal form. Source acknowledgement is not included in the word count
- Students will conduct one in-depth inquiry into Creative Arts practitioner, focusing on two of their photographic products
- Students will conduct primary research for their area of inquiry such as an interview, observations of a performance, practicing skills learnt and/or attending a workshop. Skills and knowledge gained through their products will not be repeated, but can be in the same discipline

Assessment Type 3- 30% PRACTICAL SKILLS FOLIO:
- Exploration, application and evaluation of a skill or skills appropriate to their preferred area of the creative arts. Evidence of the development, refinement and application of creative arts skills is required. Students provide samples of these skills and evaluate the ways in which their skills have developed and improved.
- Documentation and evaluation consists of a maximum of 12 pieces of evidence that best illustrate the key phases of skills exploration and application, and the student's evaluative response. The combined evidence should be a maximum of one of: 2000 written words/12 mins oral presentation recording, or equivalent in multi-modal form. Documentation for submission could be in A3 or A4 folder, or by other digital file means with file size considered for upload, appropriate to the nature of the evidence.

SPECIAL REQUIREMENTS:
NIL

ESTIMATED SUBJECT FEES:
$30

FURTHER INFORMATION:
Nil

CROSS-DISCIPLINARY STUDIES

Course Coordinator: Angela Stamati

Year 7	Year 9	Year 10	Stage 1	Stage 2
ENTREPRENEURSHIP	INNOVATIVE LEARNING	EXPLORING IDENTITIES AND FUTURES	RESEARCH PRACTICES	WORKPLACE PRACTICES
		INNOVATIVE LEARNING	COMMUNITY STUDIES	COMMUNITY CONNECTIONS
			ACTIVATING IDENTITIES & FUTURES	

CROSS-DISCIPLINARY STUDIES

YEAR 7

ENTREPRENEURSHIP
SCHOOL CODE: 07ENT
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. We will endeavour to incorporate the school's community garden into this subject.

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: 09ILN
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.

At Modbury High School, Year 9 students have the exciting opportunity to choose between the **Social Entrepreneurship** and **F1 in Schools Project.**

In the **Social Entrepreneurship** program, students learn entrepreneurial skills through collaboration, real-world experience, and continuous improvement. They are empowered to identify problems in their community, reframe these as opportunities, and develop solutions with an entrepreneurial lens.

In the **F1 in Schools Project,** students learn to be innovative by collaborating in teams to design and manufacture miniature cars, competing in state, national, and international competitions. Success at each level leads to advancement to the next. Additionally, students can continue their participation in the F1 in Schools Project into Year 10.

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: F1 IN SCHOOLS
SCHOOL CODE: 10ILN
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.

At Modbury High School, Year 10 Innovative Learning features the **F1 in Schools Project,** where students cultivate innovation by collaborating in teams to design and manufacture miniature cars. These cars compete in state, national, and international competitions, with success at each level leading to advancement to the next. Students can begin the F1 in Schools Project in Year 10 or continue from Year 9, allowing them to further develop and refine their skills.

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
STAGE 1
SCHOOL CODE: 10EIF
SACE CODE: 1EIF10
SACE CREDITS: 10
COMPULSORY

SUBJECT DESCRIPTOR:
Exploring Identities and Futures (EIF) REPLACED 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:

CROSS-DISCIPLINARY STUDIES

STAGE 1

RESEARCH PRACTICES- Highly Recommended for VET students
SCHOOL CODE: 11RPP
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. In Semester One, students begin the Year 12 AIF Portfolio as part of this subject. It is strongly recommended that VET students undertake this subject in Semester One to ensure they have ample time to complete the AIF comfortably and to a high standard

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: 11COM
SACE CODE: 1COM10
SACE CREDITS: 10

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:
This subject will only be offered if there is at least one class of
students who do not have any other subjects available to them.
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).

STAGE 1

ACTIVATING IDENTITIES AND FUTURES
SCHOOL CODE: 12AIF
SACE CODE: 2AIF10
SACE CREDITS: 10

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:
Activating Identities and Futures (AIF) is a compulsory Stage 2 subject of the South Australian Certificate of Education (SACE). Therefore, students must complete it to a C standard or better. At Modbury High School students complete this subject in Year 11.

This subject engages students to take greater ownership and agency over their learning as they select relevant strategies to explore, create and/or plan to progress an area of personal interest towards a learning output. Students investigate their chosen topic through self- directed inquiry. They apply the knowledge and skills they have acquired throughout their education to these new contexts, choosing appropriate strategies to reach a solution.

ASSESSMENT:
Evidence of learning is demonstrated through the following assessment types:

School Assessment
- Portfolio (35%) allows students to explore ideas related to a Learning Goal of personal interest. The content of each student's Portfolio will be as diverse as the student's choice of Learning Goal (no word restrictions)
- Progress Checks (35%) allow students to discuss the progress of their learning in relation to their intended Learning Goal. (1500 words or 10 minutes oral or multimodal equivalent)

External Assessment
- Appraisal (30%) allows students to discuss their learning progress related to their goals, using examples from their Portfolio as evidence. They appraise the value and purpose of the learning for themselves (1000 words or 6 minutes multimodal)

FURTHER INFORMATION :
This is a new subject and replaces what was formally known as the Research Project

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.

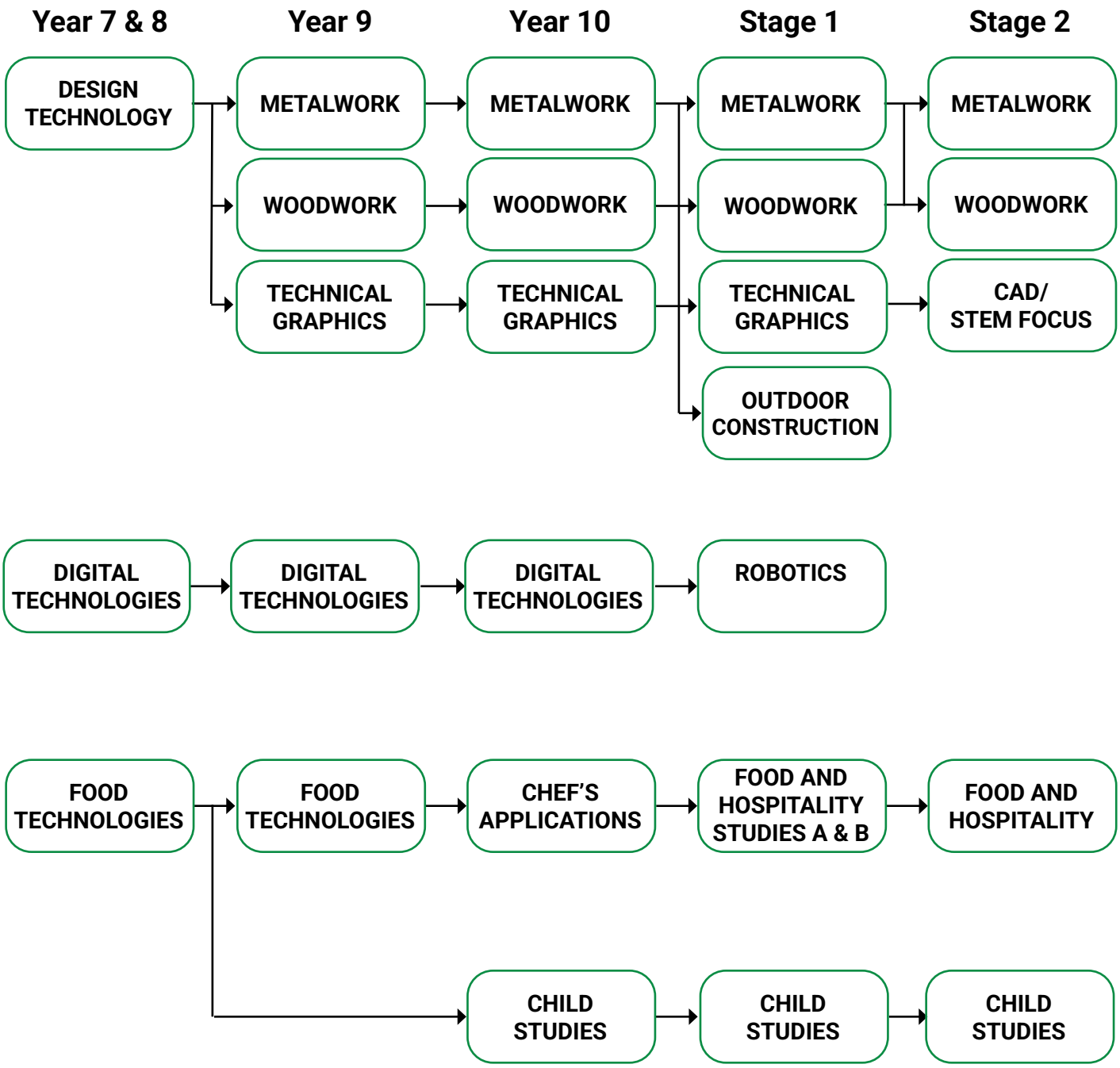
Course Outline:
Students programs are individualised and their learning will be based on the knowledge, skills, and understanding described in a field of study in a SACE Stage 2 subject (e.g. Biology, History or Physical Education). Each student will show evidence of learning against some of the learning 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%)

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

TECHNOLOGY

Course Coordinator: Sarah Sharpe



DESIGN TECHNOLOGY

YEAR 7

DESIGN TECHNOLOGY
SCHOOL CODE: 07TDT
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

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

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

ASSESSMENT:

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

SPECIAL REQUIREMENTS:

All students are expected to complete Onguard Safety Training prior to using Workshop Machinery, teachers will support students with this in class.

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: 08TDT
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

The course is designed to build on the essential components introduced in the Year 7 program, extending students' understanding and experience across a range of areas. Students develop safe work habits and gain exposure to a variety of materials, while strengthening their skills and processes associated with hand tools and improving proficiency in using machinery. They examine factors that influence the design of products, services, and environments to meet present and future needs, and explore the contribution of design and technology innovations and enterprise to society. The course also deepens their understanding of the design process, enabling them to create designed solutions based on the evaluation of needs or opportunities, adapt design ideas, and make considered decisions. In addition, students learn to communicate effectively with different audiences using appropriate technical terminology and a range of technologies, including graphical representation techniques such as CAD, while applying project management skills to document and use project plans to manage production processes.

ASSESSMENT:

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

SPECIAL REQUIREMENTS:

All students are expected to complete Onguard Safety Training prior to using Workshop Machinery, teachers will support students with this in class.

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

This course should help prepare students to continue with work in this area in year 9.

DESIGN TECHNOLOGY

YEAR 9

METALWORK
SCHOOL CODE: 09TMW
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

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.
Through a series of practical and theoretical lessons, students will:

- Develop competence in the safe use of metalworking tools.
- Apply the design process to conceptualise, sketch, plan, and evaluate projects.
- Undertake project work that encourages creativity, problem-solving, and critical thinking.
- Foster collaboration and independence as they work through individual and group tasks.
- Complete assessments addressing South Australian Curriculum Learner standards for Technologies

ASSESSMENT:
Assessment will be aligned with the South Australian Curriculum and will include both theory and practical work, with tests and assignments.

SPECIAL REQUIREMENTS:
All students are expected to complete Onguard Safety Training prior to using Workshop Machinery, teachers will support students with this in class

ESTIMATED SUBJECT FEES:
$35 *Invoiced as a Subject fee*

FURTHER INFORMATION:
Nil

YEAR 9

WOODWORK
SCHOOL CODE: 09TWW
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

The Year 9 Wood course is designed to introduce students to the foundational skills, knowledge and processes of working with timber and wood-based materials. Students will learn about safe workshop practices, the use and maintenance of woodworking tools and machinery, and the principles of planning, designing and constructing projects using timber
Through a series of practical and theoretical lessons, students will:

- Develop competence in the safe use of hand and power tools.
- Explore different types of timber, their properties, sustainability, and appropriate uses.
- Apply the design process to conceptualise, sketch, plan, and evaluate projects.
- Undertake project work that encourages creativity, problem-solving, and critical thinking.
- Foster collaboration and independence as they work through individual and group tasks.
- Complete assessments addressing South Australian Curriculum Learner standards for Technologies

By the end of the course, students will have produced functional projects, understood workshop safety protocols, and gained insight into sustainable material use. This program also prepares students for further studies in Design and Technology, particularly focusing on material solutions and practical design thinking.

ASSESSMENT:
Assessment will be aligned with the South Australian Curriculum and will include both theory and practical work, with tests and assignments.

SPECIAL REQUIREMENTS:
All students are expected to complete Onguard Safety Training prior to using Workshop Machinery, teachers will support students with this in class

ESTIMATED SUBJECT FEES:
$35 *Invoiced as a Subject fee*

FURTHER INFORMATION:
Nil

YEAR 9

TECHNICAL GRAPHICS
SCHOOL CODE: 09TTG
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

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

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

ASSESSMENT:
Assessment will be aligned with the South Australian Curriculum and will include both theory and practical work, with tests and assignments.

SPECIAL REQUIREMENTS:
All students are expected to complete Onguard Safety Training prior to using Workshop Machinery, teachers will support students with this in class.

ESTIMATED SUBJECT FEES:
Nil

FURTHER INFORMATION:
Nil

DESIGN TECHNOLOGY

YEAR 10

METALWORK
SCHOOL CODE: 10TMW
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.

YEAR 10

WOODWORK
SCHOOL CODE: 10TWW
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

TECHNICAL GRAPHICS
SCHOOL CODE: 10TTG
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.

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.

DESIGN TECHNOLOGY

STAGE 1

METALWORK
SCHOOL CODE: 11TMW
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 sheet metal, welding and basic machining.

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: 11OUC
SACE CODE: 1PRC10
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.

DESIGN TECHNOLOGY

STAGE 1

TECHNICAL GRAPHICS
SCHOOL CODE: 11TTDG
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: 11TWW
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 carcase 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.

DESIGN TECHNOLOGY

STAGE 2

METALWORK
SCHOOL CODE:12IES
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: 12IES
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.

STAGE 2

CAD/STEM
SCHOOL CODE: 12CAD
SACE CODE: 2IES20
SACE CREDITS: 20

PREREQUISITES:
C+ or better in CAD in Stage 1

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 us 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 TECHNOLOGIES
SCHOOL CODE: 07TDT
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

This course introduces students to the fundamentals of digital technologies, spanning Computer Systems, Introduction to MS Excel, and Introduction to Arduino Microcontrollers. Through a structured curriculum, learners will develop foundational skills and knowledge essential for navigating and creating in the digital world.

Course Content:

- Computer Systems
- Introduction to MS Excel
- Introduction to Coding
- Cyber Security

This course equips Year 7 students with critical digital literacy and technical skills, setting a solid foundation for future learning in digital technologies and computational thinking.

ASSESSMENT:

- Assignments
- Practical tasks

SPECIAL REQUIREMENTS:

Access to a computer or laptop with internet access outside of school.

YEAR 8

DIGITAL TECHNOLOGIES
SCHOOL CODE: 08TDT
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

Students will strengthen their dispositions as curious, creative and resilient digital citizens who apply safe, ethical and confident practices when engaging with digital systems. They recognise that people, technologies and environments shape one another in ways that influence how solutions are designed, used and improved through digital technologies. Students explore how computer systems and networks work together to influence performance, security and data transmission. Learners acquire, validate and model data using spreadsheets and databases to identify patterns, generate insights and inform decisions. They work with digital problems and examine how digital systems collect and use personal information, applying privacy principles to manage their digital footprint responsibly. Using design and computational thinking, learners define user needs and create iterative digital solutions that meet identified criteria

Course Content:

- Computer Systems & Networking
- Cyber Security and Safety
- Advanced MS Excel Use
- Game Development through coding

ASSESSMENT:

- Assignments
- Practical tasks

SPECIAL REQUIREMENTS:

Access to a computer or laptop with internet access outside of school.

DIGITAL TECHNOLOGY

YEAR 9

DIGITAL TECHNOLOGIES
SCHOOL CODE: 09TDT
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Successful completion of year 7 & 8 Digital Technologies recommended.

SUBJECT DESCRIPTOR:

This Year 9 Digital Technologies course focuses on the design and development of digital games as a context for learning core programming, computational thinking, and digital systems concepts. Using a professional game development environment, students design, implement, test, and evaluate interactive digital solutions.
The course develops students' understanding of how digital systems process data, how algorithms are designed and implemented using code, and how user needs influence digital solution design. Through iterative project-based learning, students strengthen problem-solving skills, creativity, and collaboration while applying ethical and safe practices in digital environments

Course Content:
- Digital Systems and Game Environments
- Computational Thinking and Algorithms
- Game Design and Programming
- User Interface, Testing, and Evaluation
- Project Management, Ethics, and Emerging Technologies

This comprehensive course equips students with advanced skills in digital technologies, fostering critical thinking, problem-solving, and collaboration, essential for their future academic and career paths in the digital age.

ASSESSMENT:
- Assignments
- Practical tasks

SPECIAL REQUIREMENTS:
Access to a computer or laptop with internet access outside of school.

YEAR 10

DIGITAL TECHNOLOGIES
SCHOOL CODE: 10TDT
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Successful completion of year 9 Digital Technologies.

SUBJECT DESCRIPTOR:

This Year 10 course advances students' understanding in digital technologies, focusing on Knowledge and Understanding, Databases with SQL, Collaboration via Online Platforms such as GitHub, and Arduino-Based Webservers. Through comprehensive exploration, students will enhance their technical prowess and conceptual grasp in a digital-centric world.

Course Content:
Knowledge and Understanding
- Delve into how hardware and software collaboratively manage and secure data within networked systems, examining the functions of network operating systems, firewalls, and encryption techniques.
- Study the principles of data compression and its practical applications in managing file sizes effectively.
- Develop cybersecurity threat models, understanding vulnerabilities and countermeasures within digital systems.

2. Databases with SQL
- Acquire, store, and validate data using advanced database management techniques, employing SQL for data manipulation and analysis.
- Investigate data structures and relationships, executing complex queries to extract and interpret data across multiple tables.
- Assess data handling processes within organisations, ensuring compliance with privacy and security standards.

3. Collaboration via Online Platforms
- Utilise platforms like GitHub for collaborative project management, version control, and software development, enhancing teamwork and communication skills in a digital environment.

4. Microcontroller based webservers.
- Design and implement webservers using Arduino, integrating hardware and software to develop interactive web-based solutions.
- Explore the integration of network protocols and web technologies, creating systems that respond to web-based requests and interactions.

In this course, students will refine their digital skills and theoretical knowledge, preparing them for future challenges in technology and digital innovation, while fostering a responsible and ethical approach to digital citizenship and cybersecurity.

ASSESSMENT:
- Assignments
- Practical tasks

SPECIAL REQUIREMENTS:

Access to a computer or laptop with internet access outside of school

DIGITAL TECHNOLOGY

STAGE 1

ROBOTICS & ELECTRONIC SYSTEMS
SCHOOL CODE: 11RES
SACE CODE: 1RES10
SACE CREDITS: 10

PREREQUISITES:
Successful completion of year 9 & 10 Digital Technologies.
Accelerated year 9 & 10 students require A or B grades in Maths and Science or participation in the after school STEM club.

SUBJECT DESCRIPTOR:

Students can use a variety of hardware that is combined with software to design and realise a solution such as a device or system. Students demonstrate the knowledge and skills associated with using electronic, mechatronic, or electrical systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.

ASSESSMENT:

Specialised Skills task 30%

- Students develop knowledge and skills through completing specialised skills tasks. They apply the skills, processes, and techniques in the related context. Students evaluate and assess the development of their own skills in this assessment task. They review how these processes and techniques may influence their solution.

Design and process and Product 70%
Design portfolio 20%

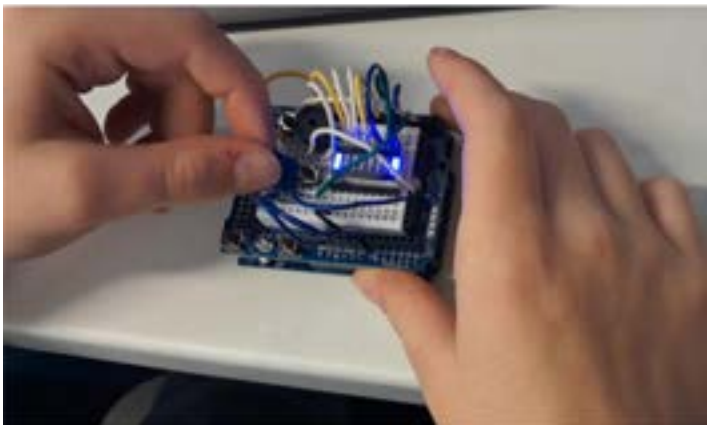
- Students show evidence of key design phases of investigation and analysis, design development and planning. For investigation and analysis students need to review design features, and research and discuss issues.

Production 50%

- Students create and evaluate the solution and evaluate how well the requirements of the design brief have been met, including what worked well, what did not go according to plan, and what was learnt. Students consider possible modifications to improve the outcome and discuss how the solution is to be used.

SPECIAL REQUIREMENTS:
Access to a computer outside of school.

FURTHER INFORMATION:
Contact Mr. Luke Agalidis for more details.



FOOD TECHNOLOGIES

YEAR 7

FOOD TECHNOLOGIES
SCHOOL CODE: 07TFT
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 and assignments.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Nil

YEAR 8

FOOD TECHNOLOGIES
SCHOOL CODE: 08TFT
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 and assignments.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil

FURTHER INFORMATION:

Nil

YEAR 9

CHEF'S BASIC / FOOD TECHNOLOGIES
SCHOOL CODE: 09TFT
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
- 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.
$50 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.

FOOD TECHNOLOGIES

YEAR 10

CHEF'S APPLICATIONS
SCHOOL CODE: 10TFT
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.
$50 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: 10CSD
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 $50
(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.

FOOD TECHNOLOGIES

STAGE 1

FOOD AND HOSPITALITY STUDIES A
SCHOOL CODE: 11FOH
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:

Students will be required to pay a fee to help cover consumables used.
$75 Per 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.

STAGE 1

FOOD AND HOSPITALITY STUDIES B
SCHOOL CODE: 11FOH
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:

Students will be required to pay a fee to help cover consumables used.
$75 Per 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.

FOOD TECHNOLOGIES

STAGE 1

CHILD STUDIES
SCHOOL CODE: 11CSD
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 - 8 yrs) 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.

FOOD TECHNOLOGIES

STAGE 2

CHILD STUDIES
SCHOOL CODE: 12CSD
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.
Course Content:

- 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:

- Practical Activity 50%
- Group Activity 20%
- Externally Assessed Investigation 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: 12FOH
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 Food Technologies Coordinator for approval to be placed in this course.

SUBJECT DESCRIPTOR:

A full year course.
Course Content:

- 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:

- Practical Activity 50%
- Group Activity 20%
- Externally Assessed Investigation 30%

SPECIAL REQUIREMENTS:

Nil

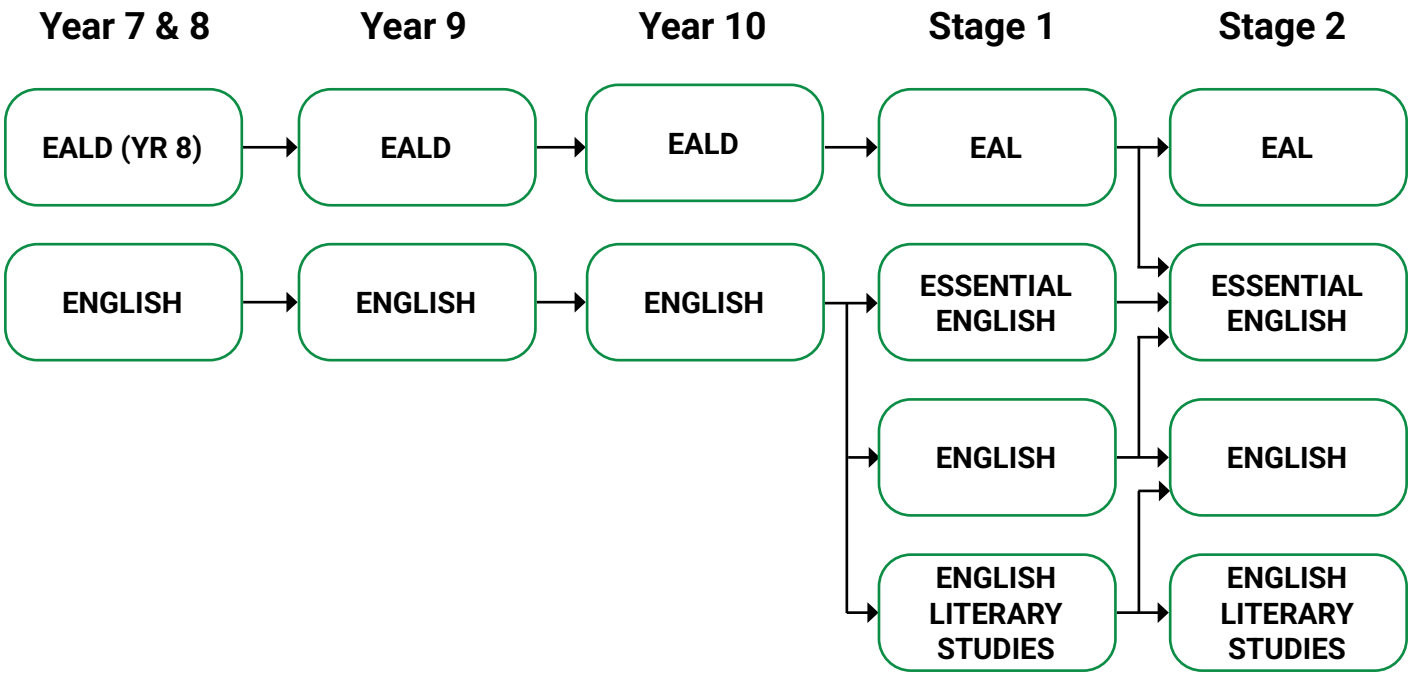
ESTIMATED SUBJECT FEES:

Students will be required to pay a fee to help cover consumables used.
$100 Per Semester
Invoiced as a Subject fee

FURTHER INFORMATION:

ENGLISH

Course Coordinator: Simone Nash



ENGLISH

YEAR 7

ENGLISH
SCHOOL CODE: 07ENG
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 South Australian Curriculum Learnng 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:

$34.50 English Workbook

FURTHER INFORMATION:

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

YEAR 8

ENGLISH
SCHOOL CODE: 08ENG
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 South Australian Curriculum Learnng 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:

$34.50 English Workbook

FURTHER INFORMATION:

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

YEAR 8

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
SCHOOL CODE: 08EAL
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:

$34.50 English Workbook

FURTHER INFORMATION:

Transition to English classes is dependent upon teacher recommendation and Learning English Achievement and Proficiency (LEAP) level.
As part of their studies, students may be given the opportunity to view live performances, or attend relevant incursions and excursions which will incur a cost.

ENGLISH

YEAR 9

ENGLISH
SCHOOL CODE: 09ENG
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. 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 South Australian Curriculum Learning 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:

$34.50 English Workbook

FURTHER INFORMATION:

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

YEAR 9

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
SCHOOL CODE: 09EAL
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:

$34.50 Focus on English Workbook

FURTHER INFORMATION:

Transition to English classes is dependent upon teacher recommendation and learning English: Achievement and Proficiency (LEAP) level.
As part of their studies, students may be given the opportunity to view live performances, or attend relevant incursions and excursions which will incur a cost.

ENGLISH

YEAR 10

ENGLISH
SCHOOL CODE: 10ENG
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, providing 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 South Australian Curriculum Learning Standards, and assessment tasks given will include a variety of formal and informal writing styles and both receptive (listening, reading and viewing) and productive (speaking, writing and creating) modes.

ESTIMATED SUBJECT FEES:
Nil

FURTHER INFORMATION:

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

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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:
Nil

FURTHER INFORMATION:

Students are able to study SACE 1, EAL at year 11, by teacher recommendations, as long as SACE Board eligibility requirements are met.
As part of their studies, students may be given the opportunity to view live performances, or attend relevant incursions and excursions which will incur a cost.

ENGLISH

STAGE 1

ENGLISH AS AN ADDITIONAL LANGUAGE
SCHOOL CODE: 11EAL
SACE CODE: 1EAL10
SACE CREDITS: 20
(10 CREDITS PER SEMESTER)

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 11 are not deemed eligible to enrol in Stage 1.

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:
Nil

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

ESSENTIAL ENGLISH + ESSENTIAL ENGLISH PRE STAGE 2
SCHOOL CODE: 11ETE
SACE CODE: 1ETE10
SACE CREDITS: 20
(10 CREDITS PER SEMESTER)

PREREQUISITES:
Teacher Recommendation

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 three or 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:
Nil

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

ENGLISH

STAGE 1

ENGLISH + ENGLISH PRE STAGE 2
SCHOOL CODE: 11ESH
SACE CODE: 1ESH10
SACE CREDITS: 20
(10 CREDITS PER SEMESTER)

PREREQUISITES:
Year 10 English with a C+ grade or better and teacher recommendation for English.
Year 10 English with a B grade or better and teacher recommendation for English Pre Stage 2.

SUBJECT DESCRIPTOR:
This subject leads to English and English Literary Studies at Stage 2. It emphasises responding to texts, creating texts, and intertextual study. Students engage critically and creatively with a range of texts including novels, film, media, poetry, and drama texts.

Students analyse relationships between author, text, and audience, focusing on how language and stylistic features shape ideas and represent human experience through social, cultural, and historical perspectives.

They explore how purpose is achieved through text conventions and stylistic choices that position audiences. This understanding is applied in creating imaginative, interpretive, analytical, and persuasive texts in written, oral, and multimodal forms.

Students reflect on personal and others' values by engaging with aesthetic and cultural aspects of texts from contemporary, historical, Australian, and global contexts.

ASSESSMENT:
Students complete tasks from these assessment types:

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

Students provide evidence of their learning through three to four assessment pieces, with at least one piece from each assessment type. At least one assessment piece is an oral or multimodal presentation, and at least is in written form. Each assessment type has a weighting of at least 20%.
An end-of-semester examination may be included. All summative work is assessed using SACE Performance Standards.

ESTIMATED SUBJECT FEES:
Nil

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.

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

ENGLISH LITERARY STUDIES
SCHOOL CODE: 11ELS
SACE CODE: 1ESH10
SACE CREDITS: 20
(10 CREDITS PER SEMESTER)

PREREQUISITES:
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 tasks 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:
Nil

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.

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

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

ESTIMATED SUBJECT FEES:

Nil.

FURTHER INFORMATION:

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

STAGE 2

ESSENTIAL ENGLISH
SCHOOL CODE: 12ETE
SACE CODE: 2ETE20
SACE CREDITS: 20

PREREQUISITES:

Stage 1 English Literary Studies, English or Essential English Pre Stage 2 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:

Nil.

FURTHER INFORMATION:

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

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ENGLISH

STAGE 2

ENGLISH
SCHOOL CODE: 12ESH
SACE CODE: 2ESH20
SACE CREDITS: 20

PREREQUISITES:

Stage 1 English Literary Studies or English Pre Stage 2 with a B 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:

Nil

FURTHER INFORMATION:

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

STAGE 2

ENGLISH LITERARY STUDIES
SCHOOL CODE: 12ELS
SACE CODE: 2ELS20
SACE CREDITS: 20

PREREQUISITES:

Stage 1 English Literary Studies 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:

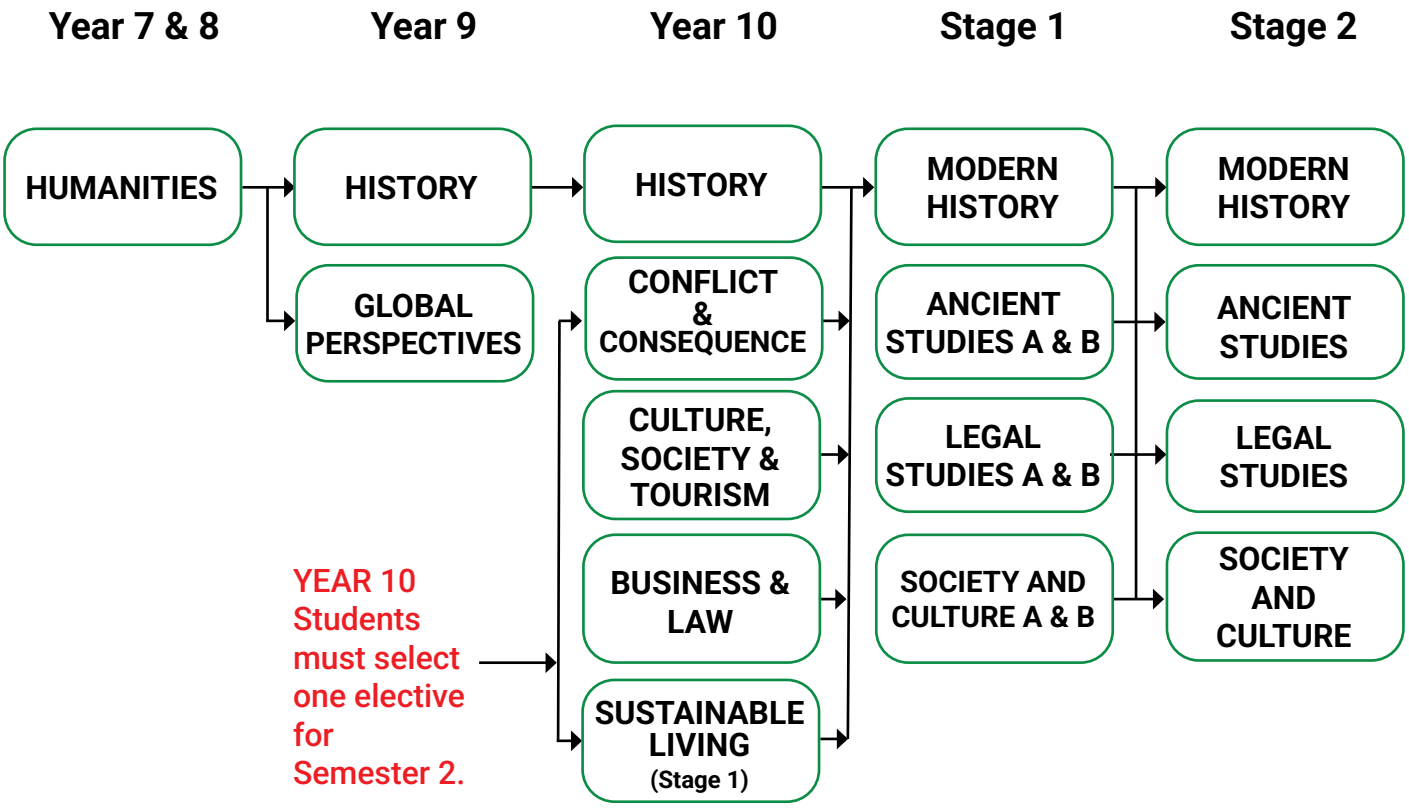
Nil

FURTHER INFORMATION:

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

HUMANITIES AND SOCIAL SCIENCES (HASS)

Course Coordinator: Cait Thomas



HUMANITIES AND SOCIAL SCIENCES

YEAR 7

HUMANITIES
SCHOOL CODE: 07HUM
YEAR LEVEL REQUIREMENTS: COMPULSORY

SUBJECT DESCRIPTOR:
Year 7 Humanities includes three disciplines (History, Geography, and Civics and Citizenship), giving students a broad and engaging introduction to how people, places and systems shape the world around them.
In History, students study 'Deep Time History of Australia', exploring the rich and enduring histories of First Nations Peoples, their connection to Country, and how historians and archaeologists uncover the past. Students also investigate one ancient society from the East or West, such as China, India, Greece, Rome or Egypt, examining how evidence reveals their lasting contributions to modern social, political and economic systems.
In Civics and Citizenship, students investigate Australia's social, legal and political institutions, processes and values, and their role in supporting a stable, secular and multi-faith society. This learning is brought to life through a Year 7 Election Day Learning Expedition, where students explore real local issues, form political parties, develop campaigns, and present to authentic audiences including local politicians. The unit culminates in an Election Day experience using preferential voting, with families and community members invited to engage with student campaigns.
In Geography, students investigate water as a vital natural resource across different places and times, examining the challenges, management strategies and differing values placed on water by communities. This includes fieldwork where students collect and analyse data in local environments, such as investigating the health of Wynn Vale Dam. Students also explore place and liveability, considering what makes places desirable for different people and how environmental, social and economic factors shape where and how people live, both locally and globally.

ASSESMENT:
All Year 7 students undertake Humanities as a full-year compulsory course, comprising a term and a half of History, followed by a 7-week Civics and Citizenship unit, and the remainder of the year focused on Geography. Students are assessed against the South Australian Curriculum Learning Standards for Year 7 through a range of written and multimodal tasks, which may include group work, excursions and fieldwork.

ESTIMATED SUBJECT FEES:
Nil. However, as part of their studies, students may be given the opportunity to attend relevant incursions, excursions and fieldwork which may incur a cost.

YEAR 8

HUMANITIES
SCHOOL CODE: 08HUM
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:
Year 8 Humanities includes three core disciplines (History, Geography, and Civics and Citizenship), aligned to the South Australian Curriculum Learning Standards, building on students' understanding of how people, systems and environments interact and change over time.
In History, students study the period from the end of the ancient world to the beginning of the modern era (c.650–1750 CE), with a focus on Medieval Europe. Students explore how societies were organised through the feudal system, how power and belief shaped daily life, and how significant events such as the Norman Conquest and the Black Death led to change. Students develop their historical thinking through source analysis, inquiry, and a Learning Expedition culminating in a Medieval Fair.
In Civics and Citizenship, students investigate the responsibilities and freedoms of citizens and how Australians participate in democracy. They examine government and democracy, laws and citizens, and explore identity within a diverse society. Students apply their learning through real-world connections, including investigating local issues and completing a civic inquiry into how change can be made within their community.
In Geography, students investigate how environmental and human processes shape places and environments. Through the study of landforms and landscapes, students explore natural processes, hazards and environmental change. In changing nations, students examine urbanisation and its impacts, including fieldwork and inquiry into how communities can respond to change in sustainable ways.

ASSESSMENT:
All Year 8 students undertake Humanities as a full-year compulsory course, comprising a semester of History with Civics and Citizenship and a semester of Geography. Students are assessed against the South Australian Curriculum Learning Standards for Year 8 through a range of written and multimodal tasks, including group work, fieldwork and inquiry-based assessments.

ESTIMATED SUBJECT FEES:
Nil. However, as part of their studies, students may be given the opportunity to attend relevant incursions, excursions and fieldwork which may incur a cost.

HUMANITIES AND SOCIAL SCIENCES

YEAR 9

HUMANITIES: HISTORY
SCHOOL CODE: 09HUM
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

In Semester 1, students undertake a compulsory History course aligned to the South Australian Curriculum Learning Standards, focusing on the period from 1750–1918, a time of significant global change.
In Making and Transforming the Australian Nation, students investigate the impact of colonisation on First Nations Peoples, including frontier conflicts and the Stolen Generations, as well as the development of Australian society, identity and migration. Students explore differing perspectives and contested ideas, and examine key developments such as Federation.
Students then study World War I, examining its causes, key events and consequences, with a focus on the Australian experience. As part of this unit, students complete a Virtual War Memorial Australia investigation, where they research an individual serviceperson and construct a detailed biography that is published to a national online memorial database. This task allows students to engage with authentic historical records and contribute to preserving personal stories of service and sacrifice. Students may also choose to refine and submit their work to the Premier's ANZAC Spirit School Prize, a statewide competition in which students create a historical argument based on a serviceperson's story, with winners offered a fully funded study tour to significant historical sites.

ASSESMENT:
Students are assessed against the South Australian Curriculum Learning Standards for Year 9 through a range of written and multimodal tasks, including inquiry projects, source analysis, group work and presentations.

ESTIMATED SUBJECT FEES:
Nil. However, as part of their studies, students may be given the opportunity to attend relevant incursions, excursions and fieldwork which may incur a cost.

YEAR 9

HUMANITIES: GLOBAL PERSPECTIVES
SCHOOL CODE: 09HUM
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

In Semester 2, students undertake Global Perspectives, an innovative Learning Expedition subject aligned to the South Australian Curriculum Learning Standards. This course brings Humanities learning into a real-world context, with students investigating a contemporary issue through a community-based inquiry that develops their empathy, creativity and curiosity.
Students draw on knowledge and skills from at least two Humanities disciplines, such as Geography, Civics and Citizenship, History, Economics and Business, or Tourism to explore complex global and local challenges. Through a guiding question, they use their own agency to solve the issue. They engage with authentic contexts, work with experts, and develop informed responses or solutions to real-world issues.
A strong focus is placed on developing learner agency, with students taking increasing responsibility for their learning, decision-making and contributions to their community. The unit culminates in a public product or presentation, allowing students to share their work with an audience beyond the classroom to parents, carers, and the school and wider community.

ASSESMENT:
Students are assessed against the South Australian Curriculum Learning Standards for Year 9 through a range of inquiry-based and multimodal tasks. This includes research, collaboration, fieldwork, and the development of a public product or presentation. Assessment focuses on students' ability to apply knowledge across disciplines, analyse real-world issues, and demonstrate learner agency through the creation of high-quality work for an authentic audience.

ESTIMATED SUBJECT FEES:
Nil. Most materials and activities are covered by the school. However, students may have the opportunity to participate in optional excursions, incursions or fieldwork experiences that may incur a cost. In some cases, students may choose to incorporate additional materials or elements into their project work, which may involve a small optional cost.

HUMANITIES AND SOCIAL SCIENCES

YEAR 10

HISTORY
SCHOOL CODE: 10HUM
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:
In Semester 1, all Year 10 students undertake a compulsory History course aligned to the South Australian Curriculum Learning Standards, focusing on the period from 1918 through to the post-war world. Students investigate two depth studies: World War II and Building Modern Australia.
In World War II, students examine the causes, course and consequences of the war, including the impact of the Treaty of Versailles, the rise of Adolf Hitler and extremist ideologies, and the failure of international peace efforts. Students explore key events such as the war in Europe and the Pacific, the Holocaust, and the use of the atomic bomb, analysing the human impact of these events through a range of perspectives. They also investigate the Australian experience, including Kokoda, the Fall of Singapore, prisoners of war, and the impact of the war on the home front.
In Building Modern Australia, students explore the social, political and cultural changes that shaped Australia after World War II. This includes the impact of migration, the influence of government policies such as the White Australia Policy, and the development of a more diverse national identity. Students examine civil rights movements, including First Nations campaigns for rights and freedoms and women's movements, and consider how global ideas such as human rights and the United Nations influenced change in Australian society.
Through inquiry, source analysis and extended responses, students develop their ability to evaluate evidence, analyse perspectives, and construct well-supported historical arguments.

ASSESSMENT:
Students are assessed against the South Australian Curriculum Learning Standards for Year 10 through a range of written and multimodal tasks, including essays, source analysis, research tasks and inquiry-based assessments..

ESTIMATED SUBJECT FEES:
Nil. However, as part of their studies, students may be given the opportunity to attend relevant incursions, excursions and

YEAR 10

HISTORY: CONFLICT & CONSEQUENCE
SCHOOL CODE: 10C&C
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:
Conflict and Consequence is a Year 10 History elective that explores how conflict has shaped societies across both the ancient and modern world. The course is aligned to the South Australian Curriculum Learning Standards and is structured across two units: one focusing on modern history and one on ancient history.
In the modern unit, students investigate a significant historical event, issue or controversy from the 20th or 21st century. Topics may include events such as Chernobyl, the Lindy Chamberlain case, or other modern conflicts and crises. Students examine causes and consequences, analyse sources, and explore how perspectives and interpretations shape our understanding of these events.
In the ancient unit, students investigate a society or conflict from the ancient world, exploring how power, belief systems and environmental factors influenced the development and decline of civilisations. Topics may include areas such as Ancient Egypt, Mesopotamia, the Maya, or early Asian or Middle Eastern societies, with a focus on conflict, leadership and societal change.
Across both units, students develop their historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students also undertake an independent historical inquiry, allowing them to investigate a topic of personal interest and construct a reasoned historical argument.

ASSESSMENT:
Students are assessed against the South Australian Curriculum Learning Standards for Year 10 through a range of written and multimodal tasks, including source analysis, historical investigations and extended responses.

ESTIMATED SUBJECT FEES:
Nil. However, as part of their studies, students may be given the opportunity to attend relevant incursions, excursions and fieldwork which may incur a cost.

YEAR 10

SUSTAINABLE LIVING STAGE 1
SCHOOL CODE: 10ILN
SACE CODE: 1ILN10
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Due to this being a Stage 1 SACE subject, a C+ or better in Year 9 Humanities is required to participate in this subject..

SUBJECT DESCRIPTOR:
Sustainable Living is a Stage 1 Integrated Learning subject that provides students with the opportunity to develop practical skills and knowledge in sustainability while contributing to a more environmentally responsible future. Students explore how human interaction with the environment is shaping the planet and investigate sustainable practices that support long-term environmental change.
Throughout the course, students engage in hands-on learning experiences, applying sustainable practices through the creation and use of materials and systems. Students contribute to the ongoing development of the school's sustainability initiatives, including maintaining and expanding the school gardens.
Skills developed in this course may include the creation of sustainable materials and solutions, such as alternative combustible fuels, recycling projects, sustainable gardening techniques, and the design of sustainable building materials.

ASSESSMENT:
Students are assessed against the SACE Stage 1 Integrated Learning requirements through three assessment types: Practical Exploration, where students design and create sustainable materials or solutions; Connections, where students develop and apply skills within a community context; and the Personal Venture, where students plan and produce a project based on their own interests and sustainability goals.

ESTIMATED SUBJECT FEES:
Nil. However, as part of their studies, students may be given the opportunity to attend relevant incursions, excursions and fieldwork which may incur a cost.

HUMANITIES AND SOCIAL SCIENCES

YEAR 10

BUSINESS & LAW
SCHOOL CODE: 10BUS
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:
Business and Law is a Year 10 elective aligned to the South Australian Curriculum Learning Standards that explores how businesses operate within economic systems and how legal frameworks regulate and protect individuals, organisations and society. The course combines elements of business, economics and legal studies, providing students with a strong foundation in enterprise and legal thinking.

In the business and enterprise component, students develop an understanding of how businesses are established, managed and sustained. They explore key concepts such as supply and demand, business structures, financial decision-making, and marketing, and consider how businesses respond to changing economic conditions. Students may apply this knowledge through the development of a business or enterprise concept that responds to a real-world need.

In the legal component, students investigate how Australia's legal system operates, including the role of courts, contract law, and the rights and responsibilities of businesses and consumers. Through the exploration of real-world scenarios and case studies, students examine how laws are applied and how legal decisions impact individuals and organisations.

Learning is designed to be practical and applied, with opportunities for students to engage in hands-on activities, real-world problem solving, and experiences beyond the classroom, such as excursions or enterprise-based learning.

Across the course, students develop skills in inquiry, problem-solving and decision-making, using evidence to analyse issues and justify business and legal responses.

ASSESSMENT:
Students are assessed against the South Australian Curriculum Learning Standards for Year 10 through a range of written and multimodal tasks, which may include tests, business investigations, enterprise design and pitch presentations, and legal case analysis.

ESTIMATED SUBJECT FEES:
Nil. Most materials and activities are covered by the school. However, students may have the opportunity to participate in optional excursions or activities that may incur a cost.

YEAR 10

CULTURE, SOCIETY & TOURISM
SCHOOL CODE: 10CST
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:
Culture, Society and Tourism (CST) is a Year 10 elective aligned to the South Australian Curriculum Learning Standards that explores how societies function, how cultures interact, and how global industries such as tourism impact people, places and communities. The course draws on key ideas from Society and Culture and Tourism, with a strong focus on real-world issues, ethical decision-making, and social action.

Students investigate a range of contemporary social issues, examining how factors such as culture, identity, power and inequality shape people's experiences both locally and globally. They explore how individuals and groups respond to these challenges, with opportunities to plan and undertake a social action as a class or group, developing skills in collaboration, advocacy and community engagement.

In the tourism component, students examine the impact of travel on destinations and communities, including issues such as overtourism, sustainability and voluntourism. They explore how tourism can both positively and negatively affect environments, economies and cultures, and consider how more ethical and responsible travel practices can be developed.

Learning in CST is highly applied and student-driven, with opportunities for hands-on inquiry, independent investigation, and real-world learning experiences. A key task involves students designing a travel experience for a client, where they must plan an itinerary within a set budget while responding to ethical, cultural and environmental considerations. Students present their proposal, justifying their decisions and demonstrating an understanding of responsible and informed global citizenship.

Across the course, students develop skills in research, analysis, communication and critical thinking, applying their learning to complex real-world contexts.

ASSESSMENT:
Students are assessed against the South Australian Curriculum Learning Standards for Year 10 through a range of written and multimodal tasks, which may include investigations, Learning Expeditions, social action projects, case studies and presentations.

ESTIMATED SUBJECT FEES:
Nil. Most materials and activities are covered by the school. However, students may have the opportunity to participate in optional excursions or activities that may incur a cost.

HUMANITIES AND SOCIAL SCIENCES

STAGE 1

MODERN HISTORY A & B
SCHOOL CODE: 11MOD
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

STAGE 1 ANCIENT STUDIES A & B
SCHOOL CODE: 11ANT
SACE CODE: 11ANT10
SACE CREDITS: 10
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:

Nil

SUBJECT DESCRIPTOR:

Ancient Studies is a Stage 1 SACE subject that explores the history, literature, society and culture of ancient civilisations. Students investigate societies from regions such as Asia–Australia, the Americas, Europe, and Western Asia/North Africa, examining how people lived and how these societies have shaped the modern world.

Students explore key aspects of the ancient world, which may include topics such as warfare and conquest, belief systems and mythology, social structures and daily life, and art, architecture and technology. Case studies may include societies such as Ancient Egypt, Mesopotamia, the Maya, or early Asian and Middle Eastern civilisations. Students also investigate how the past is interpreted and represented, considering archaeological evidence, historical sources, and modern representations.

The course draws on a range of disciplines, encouraging students to consider environmental, social, political and cultural influences, as well as the ideas and innovations that emerged from ancient societies. Students critically engage with a variety of sources, including artefacts, texts and archaeological evidence, developing their ability to analyse perspectives and construct informed historical arguments.

A strong focus is placed on inquiry-based learning, with students investigating key questions, analysing evidence, and developing their own interpretations of the past.

ASSESSMENT:

Students are assessed against the SACE Stage 1 Ancient Studies requirements through two assessment types: Skills and Applications tasks and Inquiry tasks. These may include source analysis, essays, multimodal presentations and independent investigations.

SPECIAL REQUIREMENTS:

Nil

ESTIMATED SUBJECT FEES:

Nil. Most materials and activities are covered by the school. However, students may have the opportunity to participate in optional excursions or activities that may incur a costl

FURTHER INFORMATION:

Nil

HUMANITIES AND SOCIAL SCIENCES

STAGE 1

LEGAL STUDIES A & B
SCHOOL CODE: 11LES
SACE CODE: 1LES10
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.

Legal Studies A 10 - credit subject consists of:
Topics:
- Law and Communities
- Crime, law and punishment
- Government and Law-making

Legal Studies B 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

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

SOCIETY AND CULTURE A & B
SCHOOL CODE: 11SOR
SACE CODE: 1SOR10
SACE CREDITS: 10

PREREQUISITES:
To participate in this subject, a C or higher in Year 10 Humanities is required.

SUBJECT DESCRIPTOR:

Society and Culture is a Stage 1 SACE subject that challenges students to explore real-world issues and consider how they can create meaningful social change. Students investigate how people, cultures and societies interact, and examine how factors such as power, inequality, identity and culture shape the lives of individuals and communities.
Using a social inquiry approach, students explore contemporary issues they are passionate about, with opportunities for choice and voice in the topics they investigate. They analyse different perspectives, question assumptions, and develop informed viewpoints on issues that matter locally and globally.
A strong focus is placed on action and impact. Students collaborate to design and carry out a group-based social action project, applying their learning to raise awareness, advocate for change, or respond to a real community issue. Through this, they build skills in teamwork, communication, leadership and problem-solving.
Learning is hands-on and inquiry-driven, encouraging students to take ownership of their ideas and think critically about the world around them. This subject provides a strong foundation for Stage 2 Society and Culture and is well suited to students interested in social justice, activism and making a difference

ASSESSMENT:
Students complete four summative SACE tasks, including source analysis, a group social action project, and an individual investigation. All tasks are assessed using SACE performance standards.

ESTIMATED SUBJECT FEES:
Excursions. Students may also incur some personal expenses depending on their area of investigation.

FURTHER INFORMATION:
Nil

HUMANITIES AND SOCIAL SCIENCES

STAGE 2

MODERN HISTORY
SCHOOL CODE: 12MOD
SACE CODE: 2MOD20
SACE CREDITS: 20

PREREQUISITES:
C+ or higher in Legal Studies, Ancient Studies or Modern History at Stage 1, or a B or higher in Society and Culture at Stage 1

SUBJECT DESCRIPTOR:
Modern History is a full-year Stage 2 SACE subject that explores how key events, individuals and ideas have shaped the modern world. Students develop the skills of historical inquiry through in-depth and comparative studies, analysing why decisions were made and the consequences that followed.
Students investigate significant historical developments of the 20th century, with a focus on case studies such as Germany from 1918–1945, including the rise of Adolf Hitler and the Nazi Party, and the nature and impact of the Cold War. Through these studies, students examine the collapse of democracy, the rise of totalitarianism, global conflict, and the shifting balance of power in the modern world.
Students critically analyse a range of primary and secondary sources, explore differing perspectives, and develop well-supported historical arguments. A strong emphasis is placed on independent thinking, including the completion of an individual historical study on a topic of personal interest.
This subject requires strong literacy skills, as students engage in substantial reading, writing and analysis, and is well suited to those interested in history, politics, law and global affairs.

ASSESSMENT:
Students are assessed against the SACE Stage 2 Modern History requirements through school-based assessment (70%), including a folio of tasks and an individual historical study, and an external examination (30%).

ESTIMATED SUBJECT FEES:
Nil. Most materials and activities are covered by the school. However, students may have the opportunity to participate in optional excursions or activities that may incur a cost.

FURTHER INFORMATION:
Modern History provides students with advanced research, analytical and communication skills, supporting pathways into university study in areas such as law, politics, history and the humanities.

STAGE 2

ANCIENT STUDIES
SCHOOL CODE: 12ANT
SACE CODE: 2ANT20
SACE CREDITS: 20

PREREQUISITES:
To participate in this subject, a C+ or higher in either Stage 1 Ancient Studies, Stage 1 Modern History or Stage 1 Legal Studies is required. Students may be accepted into the subject if they achieve a C+ or higher in either Stage 1 English or Stage 1 English Literary Studies in consultation with the Humanities Coordinator

SUBJECT DESCRIPTOR:
Ancient Studies is a Stage 2 SACE subject that provides an in-depth exploration of the history, literature, society and culture of ancient civilisations. Students investigate one or more societies from regions such as Greece, Rome, Egypt, China or Mesopotamia, developing a sophisticated understanding of how these societies functioned and how they continue to influence the modern world.
Students study three key topics, which may include areas such as daily life, political power and authority, military conflict, religion, material culture, or ancient literature. Case studies may involve investigations such as the Persian or Peloponnesian Wars, the rise and fall of the Roman Republic, religious beliefs in ancient Egypt, or the analysis of texts such as the Iliad, The Odyssey, or the Epic of Gilgamesh.
Through these topics, students critically engage with a wide range of sources, including archaeological evidence, historical texts and literary works. They analyse perspectives, evaluate interpretations, and develop informed and persuasive arguments about the ancient world.
A strong emphasis is placed on independent inquiry, with students undertaking a major externally assessed investigation into an area of personal interest, allowing them to explore a specialised topic in depth.

ASSESSMENT:
Students are assessed against the SACE Stage 2 Ancient Studies requirements through school-based assessment (70%) and an external inquiry (30%). School assessment includes Skills and Applications tasks and Connections tasks, while the external assessment involves an independent investigation presented as a written, oral or multimodal argument.

ESTIMATED SUBJECT FEES:
Nil. Most materials and activities are covered by the school. However, students may have the opportunity to participate in optional excursions or activities that may incur a cost.

FURTHER INFORMATION:
Nil

HUMANITIES AND SOCIAL SCIENCES

STAGE 2

LEGAL STUDIES
SCHOOL CODE: 12LES
SACE CODE: 2LES20
SACE CREDITS: 20

PREREQUISITES:
C+ or higher in Legal Studies/ Modern History at Stage 1.
B or higher in Society and Culture at Stage 1.

It is an advantage to have satisfactory 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:

STAGE 2

SOCIETY AND CULTURE
SCHOOL CODE: 12SOR
SACE CODE: 2SOR20
SACE CREDITS: 20

PREREQUISITES:
C+ or higher in Legal Studies, Ancient Studies, Modern History or Society and Culture at Stage 1.

SUBJECT DESCRIPTOR:

Society and Culture is a Stage 2 SACE subject that explores how people, cultures and societies interact in a rapidly changing world. Students investigate contemporary social issues and examine how social, political, historical, economic and cultural factors shape the way individuals and groups live, think and communicate.
Using a social inquiry approach, students develop the skills to question, research and analyse real-world issues, considering multiple perspectives and the complexities of modern society. They explore how power, identity, culture and global influences impact communities both locally and internationally, and consider the challenges facing societies today.
A strong emphasis is placed on independent thinking and investigation, with students undertaking research into areas of personal interest. This allows them to explore issues they are passionate about, develop informed arguments, and propose ideas or actions in response to contemporary challenges.
This subject is highly relevant to students interested in current affairs, social justice and global issues, and provides a strong foundation for further study in areas such as law, politics, sociology, media and international studies.

ASSESSMENT:
Students are assessed against the SACE Stage 2 Society and Culture requirements through school-based assessment (70%) and an external investigation (30%). School assessment includes folio tasks and inquiry work, while the external assessment is an independent investigation.

ESTIMATED SUBJECT FEES:
Excursions. Students may also incur some personal expenses depending on their area of investigation.

FURTHER INFORMATION:
Society and Culture is suited to students who are curious about the world, enjoy exploring current issues, and are interested in understanding how societies function and change.

LANGUAGES

Course Coordinator: Amanda Kampes

Year 7 & 8	Year 9	Year 10	Stage 1	Stage 2
JAPANESE	JAPANESE	JAPANESE	JAPANESE	JAPANESE
SPANISH	SPANISH	SPANISH	SPANISH	SPANISH

LANGUAGES

YEAR 7

JAPANESE
SCHOOL CODE: 07JAP
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: 07SPA
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: 08JAP
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: 08SPA
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: 09JAP
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: 09SPA
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: 10JAP
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: 10SPA
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.

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: 11JAC
SACE CODE: 1JAC20
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 Iitomo 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 1

SPANISH (A & B)
SCHOOL CODE: 11SPC
SACE CODE: 1SPC20
SACE CREDITS: 20

PREREQUISITES:

C+ or better at year 10 level.

SUBJECT DESCRIPTOR:

SACE Stage 1 Spanish is a full year course which aims to consolidate language skills acquired in previous years. Students will work with the Instantes 2 and 3 textbooks. Students will be familiar common vocabulary and tenses and should have little difficulty in adapting to the slightly more complex nature of Spanish 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 Spanish 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 incursions, film or restaurant excursions, Spanish cooking activities in the classroom, and shared activities with other Spanish students.

ASSESSMENT:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning based around the three prescribed themes of the Individual, Spanish-Speaking Communities and the Changing World. Assessment Text types will include: Interaction, Text Production, Text Analysis, Investigation.
Students who successfully complete a full year of Spanish may continue on to Spanish 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 $30
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 2

JAPANESE CONTINUERS
SCHOOL CODE: 12JAC
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 Iitomo 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:
- In-depth Study 20%
- Text Production
- Text Analysis
- Interaction

- External Assessment (30%)

- 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.

STAGE 2

SPANISH
SCHOOL CODE: 12SPC
SACE CODE: 2SPC20
SACE CREDITS: 20

PREREQUISITES:

Successful completion of 20 credits in Stage 1 at a C+ grade or higher or the equivalent study is a prerequisite for this course.

SUBJECT DESCRIPTOR:

Stage 2 Spanish continuers is organised around three prescribed themes and a few prescribed topics and suggested subtopics. These themes promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The prescribed themes are consistent across all languages at continuers' level but may vary from one language to another.

There are three prescribed themes:
• The Individual
• The Spanish Speaking Communities
• The Changing World

Course Content:
Topics may include, Personal identity, World of work, Giving opinions, Contemporary social issues, Culturally significant people, places and events

ASSESSMENT:

- School-Based Assessment (70%)

- Folio of tasks (50%)
- In depth study (20)

- External Assessment (30%)

- External examination – oral and written

ESTIMATED SUBJECT FEES:

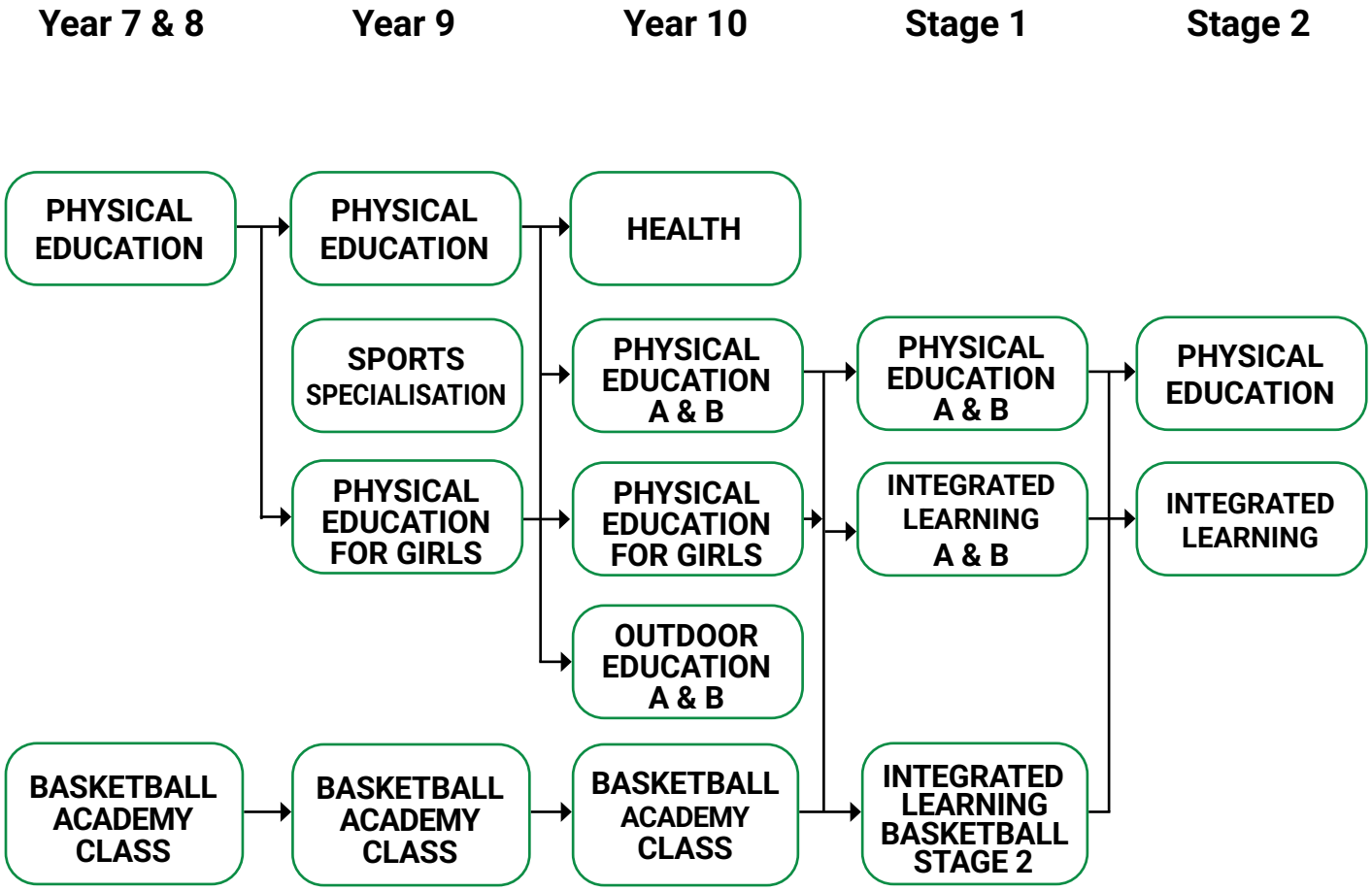
Nil

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



HEALTH AND PHYSICAL EDUCATION

YEAR 7

PHYSICAL EDUCATION
SCHOOL CODE: 07HPE
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

This semester course is an introduction to Physical Education within the South Australian Curriculum and is compulsory for all Year 7 students.

It focuses on the core topics of:
- Athletics
- Basketball
- Dance
- Badminton
- SEPEP
- Personal Development

ASSESSMENT:

Practical Rubrics and Task design will be based on the level 7-8 South Australian Curriculum learning 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.

YEAR 8

PHYSICAL EDUCATION
SCHOOL CODE: 08HPE
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:

This semester course is an extension to year 7 Physical Education within the South Australian Curriculum and is compulsory for all Year 8 students.

It focuses on the core topics of:
- Athletics
- Netball
- T-Ball
- Sofcrosse
- Cricket
- Indigeneous Games
- Personal Development
- SEPEP

ASSESSMENT:

Practical Rubrics and Task design will be based on the level 7-8 South Australian Curriculum learning 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.

HEALTH AND PHYSICAL EDUCATION

YEAR 9

PHYSICAL EDUCATION
SCHOOL CODE: 09HPE
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 South Australian Curriculum and is compulsory for all Year 9 students.

It focuses on introducing new core topics and activities such as:

- Hockey
- Fitness
- SEPEP
- Touch
- Cricket
- Volleyball

Continuing with the students:

- Personal Development

ASSESSMENT:

Practical Rubrics and Task design will be based on the level 9-10 learning 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: 09PEG
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 South Australian Curriculum learning 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.

YEAR 9

SPORT SPECIALISATION (SS)
SCHOOL CODE: 09SPO
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
- 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 South Australian Curriculum learning standards.

SPECIAL REQUIREMENTS:

Modbury High School Physical Education Uniform is to be worn for practical lessons.

FURTHER INFORMATION:

Nil

HEALTH AND PHYSICAL EDUCATION

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 light weight training)
- Yoga
- Self Defence
- Netball
- Ultimate Frisbee
- AFL

ASSESSMENT:
Practical Rubrics and Task design will be based on the South Australian Curriculum learning 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.

YEAR 10

OUTDOOR EDUCATION
SCHOOL CODE: 10OUT
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
C grade or better at Year 9 Physical Education

SUBJECT DESCRIPTOR:
Students can only choose to complete one semester (either A or B) Outdoor Education. It is recommended that students wanting to continue with physical education in the SACE, should also choose a semester of either PE A or PE B to complete the year.
The aims and objectives of the Physical Education course are to develop:

- Teamwork, communication, and leadership skills
- Confidence and independence in outdoor settings
- Decision-making and problem-solving skills
- Understanding of risk management and safe practices
- Awareness of environmental sustainability and minimal impact principles

Activities may include:

- Bushwalking
- Aquatics
- Camping experiences
- Opportunities to participate in off-site activities

ASSESSMENT

- Based on the Year 9–10 SA Curriculum learning standard

Assessment may include:

- Research assignment (Equipment and first aid)
- Written, oral and multimodal presentations

FURTHER INFORMATION:
N/A

ESTIMATED SUBJECT FEES:
$150 ***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 South 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 learning standards. There is also an element of this course aligned to the SACE (Stage 1 Heath and Wellbeing course), so students will have the opportunity to gain 10 SACE credits if successful in those assessments.
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: 10HPC
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 learning 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: 10HPC
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 learning 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

STAGE 1

PHYSICAL EDUCATION A
SCHOOL CODE: 11PHD
SACE CODE: 1PHD10
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: 11PHD
SACE CODE: 1PHD10
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: 11ILN
SACE CODE: 1ILN10
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.

Course Content:
- 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: 11ILN
SACE CODE: 1ILN10
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.

Course Content:
- 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: 12PHD
SACE CODE: 2PHD20
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.

Course Content:
- 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:

Nil

FURTHER INFORMATION:

This course is SACE moderated.

STAGE 2

INTEGRATED LEARNING (SPORT FOCUS)
SCHOOL CODE: 12ILN
SACE CODE: 2ILA10 or 2ILB10
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.

Course Content:
- 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.

BASKETBALL ACADEMY

YEAR 7

BASKETBALL ACADEMY
SCHOOL CODE: 07BBA
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:
This entire year course is an introduction to the 4-year specialist basketball academy. This course includes a unique basketball academy reversible singlet and attendance at the LAB46 training facility.

It focuses on the core topics of:
- Skill improvement
- Gameplay concepts
- Shooting
- Attacking and ball handling
- Defending
- Strength & conditioning

ASSESSMENT:
Assessments are aligned with the Australian curriculum for the year 7/8 band. These assessments include:
- Goal setting
- SEPEP
- Shooting analysis
- Self-development (Shine)

SPECIAL REQUIREMENTS:
- Modbury High School P.E. uniform
- Basketball academy reversible
- Basketball shoes / court shoes (separate from school shoes)

ESTIMATED SUBJECT FEES:
$75 ***invoiced as a subject fee***

FURTHER INFORMATION:
Students will complete the basketball academy as a replacement for one semester of HPE and another 2 terms of electives.

YEAR 8

BASKETBALL ACADEMY
SCHOOL CODE: 08BBA
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Satisfactory completion of the year 7 specialist basketball academy or through availability and trial process.

SUBJECT DESCRIPTOR:
This entire year course is the 2nd year of the 4-year specialist basketball academy. It replaces the semester of HPE and other electives. The course incorporates a level 0 referee course which allows for students to partake in part-time paid work if they wish, as well as attendance at LAB46 training facility.

ASSESSMENT:
- Dribbling analysis
- Biomechanics investigation
- SEPEP
- Personal Development (Shine)

SPECIAL REQUIREMENTS:
- Modbury High School P.E. uniform
- Basketball academy reversible
- Basketball shoes / court shoes (separate from school shoes)

ESTIMATED SUBJECT FEES:
$75 ***invoiced as a subject fee***

FURTHER INFORMATION:
The specialist basketball academy is designed to further students athletic ability particularly in the field of basketball. However, the program coincides with what is required to complete HPE at the SACE levels.
The academy will require students to provide a strong level of commitment to improving their athletic ability. Viewed as a specialist option, the demands of the academy will be higher than that of a typical HPE class.

Basketball Specialist Manager: Riley Harrap

Students with previous or growing basketball experience can apply for the specialist basketball academy. Students will participate in a trial and be selected based on:
- Availability
- Basketball experience and ability
- Participation
- Leadership

Students who are selected to the basketball academy will complete the program over the entire year, replacing HPE and other electives. Once selected, students are recommended to remain in the academy for its' entirety (year 7 through to 10) aside from outstanding circumstances.

BASKETBALL ACADEMY

YEAR 9

BASKETBALL ACADEMY
SCHOOL CODE: 09BBA
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Satisfactory completion of the year 8 specialist basketball academy or through availability and trial process.

SUBJECT DESCRIPTOR:
This entire year course is the 3rd year of the 4-year specialist basketball academy. It replaces the semester of HPE and the previous semester of basketball specialist. The course incorporates a level 0 coaching course, level 1 sports medicine and attendance at LAB46 training facility.

ASSESSMENT:
- Peer Coaching
- Biomechanics investigation
- SEPEP
- Personal Development (Shine)

SPECIAL REQUIREMENTS:
- Modbury High School P.E. uniform
- Basketball academy reversible
- Basketball shoes / court shoes (separate from school shoes)

ESTIMATED SUBJECT FEES:
$75 ***invoiced as a subject fee***

FURTHER INFORMATION:
The specialist basketball academy is designed to further students athletic ability particularly in the field of basketball. However, the program coincides with what is required to complete HPE at the SACE levels.
The academy will require students to provide a strong level of commitment to improving their athletic ability. Viewed as a specialist option, the demands of the academy will be higher than that of a typical HPE class.

YEAR 10

BASKETBALL ACADEMY
SCHOOL CODE: 10BBA
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Satisfactory completion of the year 9 specialist basketball academy or through availability and trial process.

SUBJECT DESCRIPTOR:
This entire year course is the final year of the 4-year specialist basketball academy. It replaces the semester of HPE and the previous semester of basketball studies. The course incorporates a level 1 coaching course, attendance at LAB46 training facility and college pathways mentorship.

ASSESSMENT:
- Coaching
- Biomechanics investigation
- Group Dynamics
- Personal Venture

SPECIAL REQUIREMENTS:
- Modbury High School P.E. uniform
- Basketball academy reversible
- Basketball shoes / court shoes (separate from school shoes)

ESTIMATED SUBJECT FEES:
$75 ***invoiced as a subject fee***

FURTHER INFORMATION:
The specialist basketball academy is designed to further students athletic ability particularly in the field of basketball. However, the program coincides with what is required to complete HPE at the SACE levels.
The academy will require students to provide a strong level of commitment to improving their athletic ability. Viewed as a specialist option, the demands of the academy will be higher than that of a typical HPE class.

YEAR 11

BASKETBALL ACADEMY
SCHOOL CODE: 11BBA
SACE CODE: 2ILA20
SACE CREDITS: 20

PREREQUISITES:
Satisfactory completion of Year 10 Basketball Academy or an expression of interest with interest/experience in basketball (such as participating in school/ external basketball competitions). Subject to approval by Mr. Harrap.

SUBJECT DESCRIPTOR:
This 20-credit integrated learning course is designed for students to extend their theoretical understanding of basketball through coaching, exploring personal improvements and planning/conducting holiday basketball clinics. This course must be completed as a full-year course and offers students the opportunity to attain SACE credits.

ASSESSMENT:
Students complete three key assessments across the year:
- Personal Endeavour: Students identify a key area of their personal participation in basketball they identify as a weakness. Students research and formulate a plan to improve this area and reflect on their experience.
- Connections: Students plan, advertise and run a holiday skills clinic for primary school students. Students work in groups to advertise the session to primary school students and families and ultimately run the clinic.
- Practical Enquiry: Students participate in a basketball tournament where they are assigned roles relating to a key area of improving their team performance. These roles include; skills coach, offensive coach, defensive coach, S&C coach and General Manager.

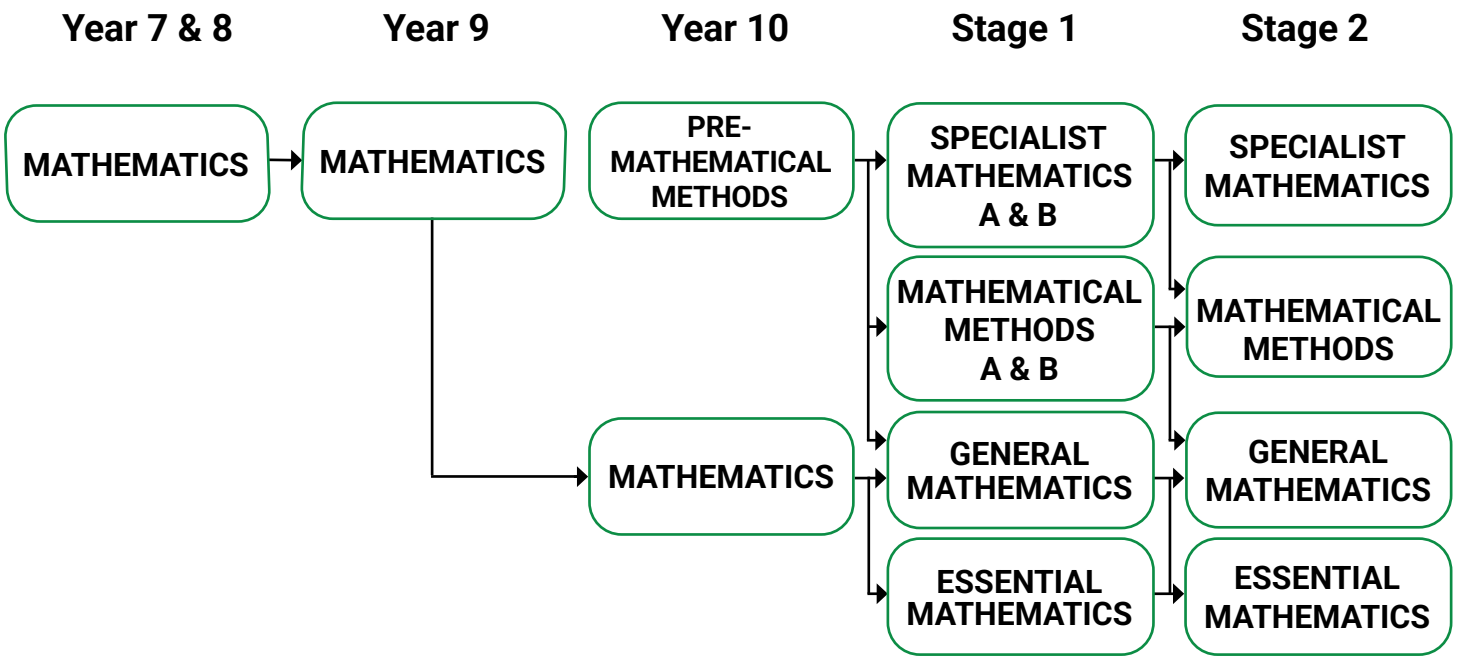
SPECIAL REQUIREMENTS:
Modbury High School Physical Education Uniform is to be worn for practical lessons.
- Modbury High School P.E. uniform
- Basketball academy reversible
- Basketball shoes / court shoes (separate from school shoes)

ESTIMATED SUBJECT FEES:
$75 ***invoiced as a subject fee***

FURTHER INFORMATION:
Nil

MATHEMATICS

Course Coordinator: Glen McKie



SUBJECT	GUARANTEED ENTRY REQUIREMENTS
10 Pre-Mathematical Methods	A/B Grades in Year 9 Mathematics
11 Specialist Mathematics	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 A & B Specialist Mathematics
12 Mathematical Methods	C+ or better (Semester and Exam) in Year 11 Mathematical Methods A & B
12 General Mathematics	C+ or better (Semester and Exam) in Year 11 General Mathematics A & B
12 Essential Mathematics	C or better (Semester and Exam) in Year 11 General Mathematics A & B and teacher recommendation

MATHEMATICS

YEAR 7

MATHEMATICS
SCHOOL CODE: 07MAT
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:
Over a full year of Year 7 Mathematics, students build confidence in essential skills and concepts that support learning across school and everyday life. Aligned with the South Australian Curriculum, adapted from Australian Curriculum v9.0, the course strengthens numeracy while encouraging students to think critically, communicate clearly and use mathematics to interpret and model practical situations. Students develop important capabilities and dispositions for learning, including problem-solving, collaboration, persistence and creative thinking, while applying their understanding in meaningful contexts. There are also opportunities to participate in STEM projects, where mathematics is used in practical learning.

• Whole and Negative Numbers • Fractions and Percentage	• Statistics and Probability • Geometry • Perimeter, area and volume including circles
• Decimals • Algebra and equations	

ASSESSMENT:

Assessment Type	Weightings of each assessment type
Tests	40%
Folios/Assignments	60%

SPECIAL REQUIREMENTS:
Every student should have a CASIO fx-8200 scientific calculator

ESTIMATED ADDITIONAL COST:
CASIO fx-8200 - $49.

FURTHER INFORMATION: Students are required by the Department to undertake both the following numeracy diagnostics:

- PAT-M
- NAPLAN

YEAR 8

MATHEMATICS
SCHOOL CODE: 08MAT
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:
Over a full year of Year 8 Mathematics, students extend and connect their understanding of key mathematical concepts while building confidence in applying mathematics to everyday and real-world situations. Aligned with the South Australian Curriculum, adapted from Australian Curriculum v9.0, the course strengthens numeracy while encouraging students to think critically, communicate clearly and use mathematics to interpret, represent and model practical situations. Students continue to develop important capabilities and dispositions for learning, including problem-solving, collaboration, persistence and creative thinking. There are also opportunities to participate in STEM projects, where mathematics is applied in practical learning experiences.

• Integers • Fractions and decimals • Length, area and volume • Pythagoras' theorem	• Linear Graphs • Linear Equations • Algebra • Index laws
• Ratio & Rate • Measurement	• Statistics • Geometry

ASSESSMENT:
There is a single exam towards the end of the year.

Assessment Type	Weightings of each assessment type
Tests/Exams	50%
Folios/Assignments	50%

SPECIAL REQUIREMENTS:
Every student should have a CASIO fx-8200 scientific calculator

ESTIMATED ADDITIONAL COST:
CASIO fx-8200 - $49 if not already owned.

FURTHER INFORMATION: Students are required by the Department to undertake both the following numeracy diagnostics:

- PAT-M

YEAR 9

MATHEMATICS
SCHOOL CODE: 09MAT
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:
Over a full year of Year 9 Mathematics, students consolidate core skills and begin to engage more deeply with abstract thinking, mathematical relationships and multi-step problem-solving. Aligned with the South Australian Curriculum, adapted from Australian Curriculum v9.0, the course supports students to apply mathematics with increasing independence and accuracy across a range of contexts. It strengthens numeracy while developing capabilities and dispositions such as critical and creative thinking, collaboration, persistence and clear communication. Students also have opportunities to undertake STEM projects, applying mathematics in practical, investigative contexts that connect learning to real-world challenges.

• Algebra • Financial Mathematics	• Measurement • Linear Relationships • Geometric Reasoning
• Trigonometry • Statistics	• 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	55%
Folios/Assignments	45%

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:
CASIO fx-8200 AU $49 if not already owned.

NOTE: It is recommended that students continuing high-level mathematics after Year 9 purchase either the CASIO fx-1 AU OR CASIO CG-50 AU graphics calculator ready to start Year 10 Advanced mathematics.

FURTHER INFORMATION: Students are required by the Department to undertake both the following numeracy diagnostics:

- PAT-M
- NAPLAN

MATHEMATICS

YEAR 10

MATHEMATICS
SCHOOL CODE: 10MAT
YEAR LEVEL REQUIREMENTS: COMPULSORY

PREREQUISITES:
Placement in an advanced class is dependent on achievement in year 9.

SUBJECT DESCRIPTOR:
Over a full year of Year 10 Mathematics, students strengthen the knowledge, skills and confidence needed for senior studies, future education and a range of vocational pathways. Aligned with the South Australian Curriculum, adapted from Australian Curriculum v9.0, the course supports students to apply mathematical thinking with greater independence, accuracy and reasoning in both familiar and unfamiliar contexts. Students use mathematics to analyse information, solve problems and make justified decisions, while continuing to develop important dispositions and capabilities such as persistence, collaboration, critical thinking and clear communication.

Course Content:

• Algebra • Trigonometry	• Linear Relationships • Area, volume, surface area
• Advanced Trigonometry • Statistics	• Angles, similarity, congruence • 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	60%
Folios / Assignments	34%

SPECIAL REQUIREMENTS:
To meet the electronic technology requirements of this course students must make use of a: CASIO fx-8200 AU
It is highly recommended that students likely to go on to study high-level mathematics purchase either the:
CASIO fx-1 AU OR CASIO fx-CG50 AU (discontinued) graphics calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-8200 AU $49 if not already owned.

FURTHER INFORMATION:
Students intending to study Stage 1 Mathematical Methods A and B 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 the following numeracy diagnostics:

- **PAT-M**

YEAR 10

PRE-MATHEMATICAL METHODS
SCHOOL CODE: 10MAM
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
A/B grade or better in Mathematics at year 9 and undertaking year 10 Advanced Mathematics.

SUBJECT DESCRIPTOR:

In Pre-Mathematics Methods, students undertake an advanced Year 10 program designed to extend and enrich their knowledge and skills in preparation to pursue Mathematical Methods or Specialist Mathematics in the senior years. Drawing on Australian Curriculum v9.0 content, the course develops deeper understanding of algebra, functions, graphs and mathematical reasoning. Students are encouraged to apply mathematics with precision, independence and increasing sophistication in both abstract and practical contexts. The course also supports the development of important capabilities and dispositions, including persistence, problem-solving, collaboration and critical thinking. It is compulsory for students studying Stage 1 Mathematical Methods to successfully complete this course.

Course Content:

• Advanced Trigonometry • Polynomials • Non-Linear Relationships	• Surds • Logarithms • Deductive Geometry

ASSESSMENT:

Assessment Type	Weightings of each assessment type
Tests	70%
Assignments / Folios	30%

SPECIAL REQUIREMENTS:
To meet the electronic technology requirements of this course students must make use of a: CASIO fx-8200 AU
It is highly recommended that students likely to go on to study high-level mathematics purchase either the:
CASIO fx-1 AU OR CASIO fx-CG50 AU (discontinued) graphics calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-8200 AU $49 if not already owned.

FURTHER INFORMATION:
Students in Advanced 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 A and B

MATHEMATICS

STAGE 1

MATHEMATICAL METHODS A
SCHOOL CODE: 11MHS
SACE CODE: 1MHS10
SACE CREDITS: 10

PREREQUISITES:
Consistent C+ grade or better required in year 10 Advanced 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.

Course Content:
- Trigonometry
- 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:

CASIO fx-1 AU OR CASIO fx-CG50 AU (discontinued) graphics calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-1 AU - $270 if not already owned.

FURTHER INFORMATION:
- "C+" grades (minimum) for Stage 1 Mathematical Methods A and B are prerequisites for Stage 2 Mathematical Methods.
- Stage 1 Mathematical Methods A and B are prerequisites for Stage 2 Mathematical Methods.
- Mathematical Methods B is undertaken and completed in Semester 2.

STAGE 1

MATHEMATICAL METHODS B
SCHOOL CODE: 11MHS
SACE CODE: 1MHS10
SACE CREDITS: 10

PREREQUISITES:
Consistent C+ grade or better required in year 10 Advanced Mathematics and year 10 Pre-Methods Mathematics .

An achievement of a C+ grade in Stage 1 Mathematical Methods A is also 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.

Course Content:
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus

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:

CASIO fx-1 AU OR CASIO fx-CG50 AU (discontinued) graphics calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-1 AU - $270 if not already owned.

FURTHER INFORMATION:
- "C+" grades (minimum) for Stage 1 Mathematical Methods A and B are prerequisites for Stage 2 Mathematical Methods.
- Stage 1 Mathematical Methods A and B are prerequisites for Stage 2 Mathematical Methods.
- Mathematical Methods B is undertaken and completed in Semester 2.

MATHEMATICS

STAGE 1

SPECIALIST MATHEMATICS A
SCHOOL CODE: 11MSC
SACE CODE: 11MSC10
SACE CREDITS: 10

PREREQUISITES:
Consistent C+ grade or better required in year 10 Advanced 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.

Course Content:
- Number Sequences
- Vectors
- Circle 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 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:

CASIO fx-1 AU OR CASIO fx-CG50 AU (discontinued) graphics calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-1 AU - $270 if not already owned.

FURTHER INFORMATION:
- Must be undertaken with Mathematical Methods A and B.
- "C+" grades (minimum) for Stage 1 Specialist Mathematics A and B are prerequisites for Stage 2 Specialist Mathematics.

STAGE 1

SPECIALIST MATHEMATICS B
SCHOOL CODE: 11MSC
SACE CODE: 11MSC10
SACE CREDITS: 10

PREREQUISITES:
Consistent C+ grade or better required in year 10 Advanced Mathematics and year Pre-Methods Mathematics .

An achievement of a C+ grade in Stage 1 Specialist Mathematics A 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.

Course Content:
- Further Trigonometry
- Induction and complex numbers
- Mathematical Induction

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:

CASIO fx-1 AU OR CASIO fx-CG50 AU (discontinued) graphics calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-1 AU - $270 if not already owned.

FURTHER INFORMATION:
- Must be undertaken with Mathematical Methods A and B.
- "C+" grades (minimum) for Stage 1 Specialist Mathematics A and B are prerequisites for Stage 2 Specialist Mathematics.

MATHEMATICS

STAGE 1

GENERAL MATHEMATICS A
SCHOOL CODE: 11MGM
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.

Course Content:
- Measurement
- Investing and Borrowing
- 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:

CASIO fx-1 AU OR CASIO fx-CG50 AU (discontinued) graphics calculator.

ESTIMATED ADDITIONAL COST:
Graphics Calculator - $260

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.

STAGE 1

GENERAL MATHEMATICS B
SCHOOL CODE: 11MGM
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.

Course Content:
- Statistical Investigation
- Matrices & Networks
- Linear and Exponential Functions

SPECIAL REQUIREMENTS:
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:

CASIO fx-1 AU OR CASIO fx-CG50 AU (discontinued) graphics calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-1 AU - $270 if not already owned.

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: 11MEM
SACE CODE: 1MEM10
SACE CREDITS: 10

PREREQUISITES:
Completion of Year 10 Maths and teacher recommendation

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.

Course Content:
- 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 the CASIO fx-8200 AU scientific calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-8200 AU $49 if not already owned.

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: 11MEM
SACE CODE: 1MEM10
SACE CREDITS: 10

PREREQUISITES:
Completion of Year 10 Maths and teacher recommendation

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.

Course Content:
- Calculations, Time and Ratio
- Earning and Spending
- 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	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 the CASIO fx-8200 AU scientific calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-8200 AU $49 if not already owned.

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 A and B.

SUBJECT DESCRIPTOR:
Mathematical Methods is a full year 20 - credits subject. This course is part of the new Stage 2 Australian Curriculum.

Course Content:

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)	5-6	50%
Folio Tasks	1	20%
External Assessment: 3 hour examination	1	30%

External Assessment
- 2 hour examination

SPECIAL REQUIREMENTS:
To meet the electronic technology requirements of this course students must make use of a:
CASIO fx-1 AU OR CASIO fx-CG50 AU (discontinued) graphics calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-1 AU - $270 if not already owned.

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 Specialist Mathematics A and B.
Must be undertaken with Stage 2 Mathematical Methods.

SUBJECT DESCRIPTOR:
Specialist Mathematics is a full year 20 - credits subject. This course is part of the new Stage 2 Australian Curriculum.

Course Content:

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.

SUBJECT DESCRIPTOR:
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)	5-6	50%
Folio Tasks	1	20%
External Assessment: 3 hour examination	1	30%

External Assessment
- 2 hour examination

SPECIAL REQUIREMENTS:
To meet the electronic technology requirements of this course students must make use of a:
CASIO fx-1 AU OR CASIO fx-CG50 AU (discontinued) graphics calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-1 AU - $270 if not already owned.

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.

Course Content:
- 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	1	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:
CASIO fx-1 AU OR CASIO fx-CG50 AU (discontinued) graphics calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-1 AU - $270 if not already owned

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 and teacher recommendation.

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.

Course Content::
- Topic 1: Scales, Plans, and Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investments and Loans
- Topic 6: Open Topic

Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

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	2	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

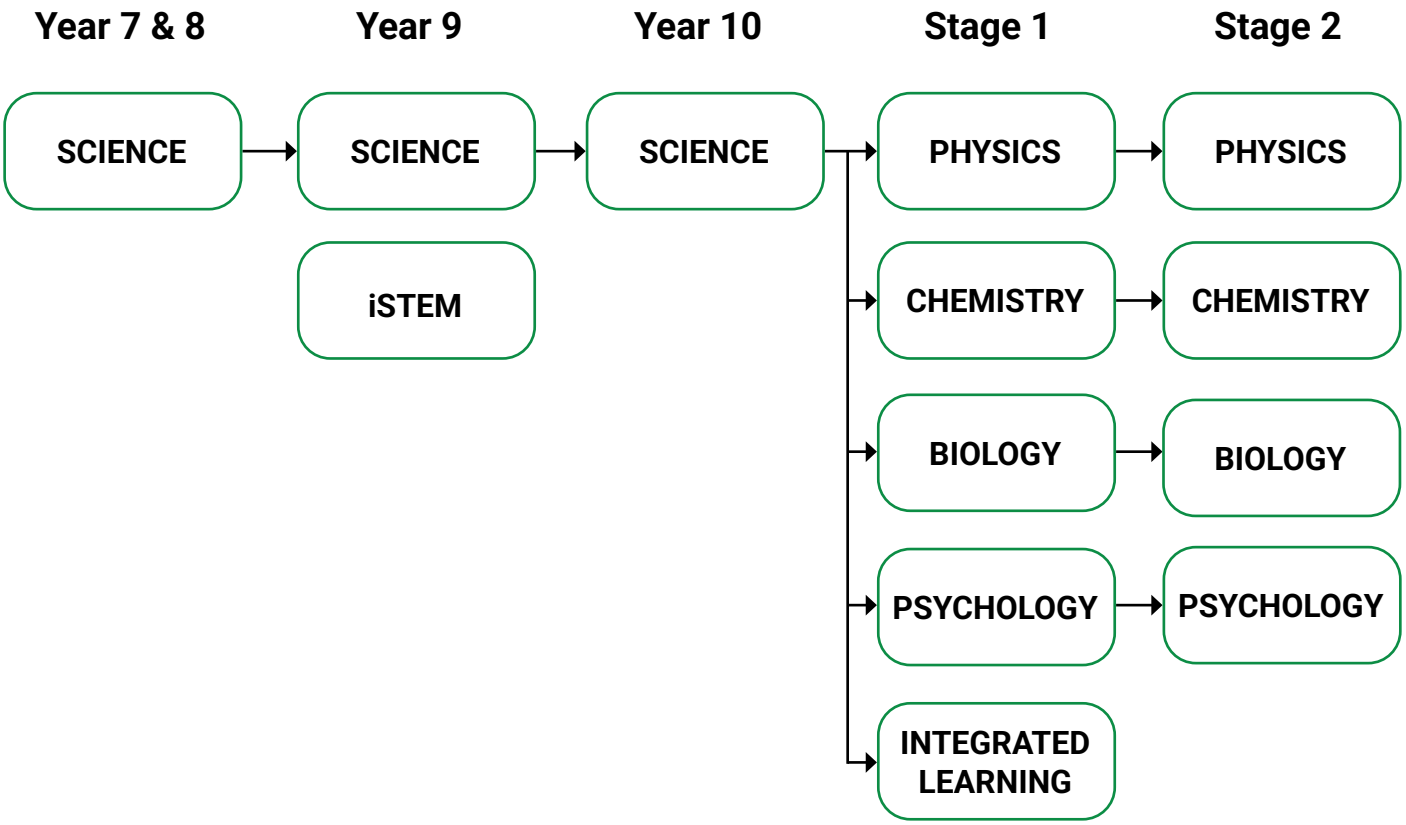
SPECIAL REQUIREMENTS:
To meet the electronic technology requirements of this course students must make use of a:
CASIO fx-1 AU OR CASIO fx-CG50 AU (discontinued) graphics calculator.

ESTIMATED ADDITIONAL COST:
CASIO fx-1 AU - $270 if not already owned

ESTIMATED SUBJECT FEES:
Revision Guide - $27 (optional)
Invoiced as a Subject fee

SCIENCE

Course Coordinator: Luke Agalidis



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
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
* Students may also be recommended by their Science teacher or after a meeting with the Science Coordinator.	

SCIENCE

YEAR 7

SCIENCE
SCHOOL CODE: 07SCI
YEAR LEVEL REQUIREMENTS: COMPULSORY

SUBJECT DESCRIPTOR:
In year 7, students explore a broad range of scientific disciplines while developing the inquiry, practical, and literacy skills required for success in future science learning. A strong emphasis is placed on safe laboratory practices, hands-on experimentation, and the use of scientific methods to investigate real-world phenomena. Students undertake scientific literacy assessment tasks and participate in a variety of STEM-based projects across the year.

Students explore the diversity of life on Earth by classifying organisms and investigating ecosystems, including food chains, food webs, and the flow of matter and energy. They examine the particle model to explain the properties of substances, distinguish between pure substances and mixtures, and use separation techniques in practical investigations. Students investigate forces and motion, including the effects of gravity, contact forces, and magnetism, and explore Earth and space phenomena such as seasons, tides, and eclipses caused by the interactions between the Earth, Sun, and Moon. The course also introduces renewable and non-renewable resources, encouraging students to consider sustainability and environmental change.

ASSESSMENT:
Students are assessed each term through a variety of assessment tasks that evaluate their scientific knowledge, practical skills, and ability to apply understanding, including investigations, practical reports, assignments, and STEM-based tasks.

SPECIAL REQUIREMENTS:
Nil

FURTHER INFORMATION:
Nil

YEAR 8

SCIENCE
SCHOOL CODE: 08SCI
YEAR LEVEL REQUIREMENTS: COMPULSORY

SUBJECT DESCRIPTOR:
In Year 8, students build on their scientific foundations by exploring systems at both microscopic and macroscopic levels while continuing to develop inquiry, practical, and analytical skills. A strong emphasis is placed on scientific investigations, problem-solving, and understanding science as a human endeavour, supported through hands-on experimentation and STEM-based learning experiences.

Students investigate cells, tissues, organs, and body systems to understand how structure and function are related in living things. They explore different forms of energy, focusing on energy transfer, transformation, and efficiency, and apply this understanding through design-based challenges. Using the particle model, students classify matter and distinguish between physical and chemical changes through practical investigations. Students also study Earth's dynamic systems, including rocks, the rock cycle, weathering, erosion, and plate tectonics, to explain changes to Earth's surface over time.

ASSESSMENT:
Students are assessed each term through a variety of assessment tasks that evaluate their scientific knowledge, practical skills, and ability to apply understanding, including investigations, practical reports, assignments, and STEM-based tasks.

SPECIAL REQUIREMENTS:
Nil

FURTHER INFORMATION:
Nil

SCIENCE

YEAR 9

SCIENCE
SCHOOL CODE: 9SCI
YEAR LEVEL REQUIREMENTS: COMPULSORY

Student placement in classes may be based on their achievement in year 8 Science.

SUBJECT DESCRIPTOR:
In Year 9, students deepen their understanding of scientific systems at different scales, connecting microscopic processes to macroscopic phenomena while further developing inquiry, analytical, and problem-solving skills. A strong emphasis is placed on scientific investigation, evaluating evidence, and understanding science as a human endeavour, supported through hands-on experimentation and STEM-based projects, including a wind turbine investigation.

Students investigate how body systems work together to respond to internal and external stimuli, including homeostasis and reproduction, and examine interactions between biotic and abiotic components of ecosystems. They explore atomic structure and chemical processes, explaining physical, chemical, and nuclear changes in terms of atomic rearrangement, mass, and energy conservation. Students analyse energy transfer using wave and particle models and apply these ideas to Earth systems, including the carbon cycle and processes driving continental movement. Throughout the course, students consider the connections between science, society, and sustainability.

ASSESSMENT:
Students are assessed each term through a variety of assessment tasks that evaluate their scientific knowledge, practical skills, and ability to apply understanding, including investigations, practical reports, assignments, and STEM-based tasks.

SPECIAL REQUIREMENTS:
Nil

FURTHER INFORMATION:
Nil

YEAR 10

SCIENCE
SCHOOL CODE: 10SCI
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, the science course is structured so that each term has a distinct focus on one discipline — Biology, Chemistry, Physics, or Earth and Space Science. Each focus area is taught by a teacher with specialist knowledge and expertise in that field, ensuring students receive depth of understanding and strong preparation for senior science pathways.

Subject descriptor:
In Year 10, students continue to explore scientific systems at different scales, connecting microscopic and macroscopic processes to explain complex phenomena while strengthening their inquiry, analytical, and evaluative skills. An emphasis is placed on understanding science as a human endeavour, including ethical considerations, real-world applications, and preparation for senior science pathways.

Students investigate biological heredity through the study of DNA, genes, and evolution by natural selection, examining how genetic variation supports the survival of species. They explore Earth and space sciences by studying the Big Bang theory, global systems such as the carbon cycle, and human impacts on climate change. In physical sciences, students apply Newton's laws to describe and predict motion and analyse energy conservation through energy transfers and transformations. Through chemical sciences, students investigate atomic structure, periodic table trends, chemical reactions, and factors affecting reaction rates. Throughout the course, students refine advanced scientific inquiry skills, including analysing scientific literature, peer review, and evidence-based reasoning, to support success in senior secondary science.

ASSESSMENT: Students are assessed each term through a variety of assessment tasks that evaluate their scientific knowledge, practical skills, and ability to apply understanding, including investigations, practical reports, and assignments.

SPECIAL REQUIREMENTS:
Nil

FURTHER INFORMATION:
Nil

SCIENCE

STAGE 1

BIOLOGY A
SCHOOL CODE: 11BGY
SACE CODE: 1BGY10
SACE CREDITS: 10

PREREQUISITES:
C+ or better in year 10 Science.

SUBJECT DESCRIPTOR:
Students investigate life at the cellular level by examining cell structure, function, and survival processes, including exchange of materials, reproduction, and gene expression. They explore the role of microorganisms and scientific innovation, including challenges such as antibiotic resistance. Students apply their understanding of how cells form tissues, organs, and body systems to evaluate biological issues and the impact of human activity on the natural world.

Course Content:
- Cells & Microorganisms
- Multicellular Organisms

ASSESSMENT:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Application Tasks (50%)
- Investigation Folio (50%)

SPECIAL REQUIREMENTS:
Nil

ESTIMATED SUBJECT FEES:

Excursions - $15

FURTHER INFORMATION:
Students intending to study Biology at Stage 2 are strongly recommended to complete a full year of Biology at Stage 1, but must complete Biology A as a minimum..

STAGE 1

BIOLOGY B
SCHOOL CODE: 11BGY
SACE CODE: 1BGY10
SACE CREDITS: 10

PREREQUISITES:
C+ or better in year 10 Science

SUBJECT DESCRIPTOR:
Students investigate diverse ecosystems by exploring the interactions between biotic and abiotic components to understand ecosystem dynamics, energy flow, matter cycling, and biodiversity. They examine species interactions, food webs, and biogeochemical cycles, using measurements of abiotic factors, population data, and species diversity to compare ecosystems and evaluate human impacts on the natural world. Students also explore microorganisms, infectious diseases, and the human immune system, developing an understanding of health, vaccination, herd immunity, and the importance of biodiversity conservation as responsible global citizens.

Course Content:
- Biodiversity & Ecosystem Dynamics
- Infectious Disease

ASSESSMENT:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Application Tasks (50%)
- Investigation Folio (50%)

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: 11CEM
SACE CODE: 1CEM10
SACE CREDITS: 10

PREREQUISITES:
B or better in year 10 Science.

SUBJECT DESCRIPTOR:
Students develop an understanding of the chemical basis of the physical world by exploring the structure of matter, the Periodic Table, chemical bonding, organic chemistry, chemical reactions, stoichiometry, and energy changes. Through individual and collaborative practical investigations, students refine their science inquiry and problem-solving skills while examining the properties, uses, and production of materials. The course encourages critical reflection on the social and environmental impacts of chemical processes, including resource use, sustainability, and green chemistry, and considers how chemical knowledge evolves through new evidence, technologies, and public debate.

Course Content:
- Materials and their Atoms
- Combination of Atoms
- Molecules
- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

ASSESSMENT:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Application Tasks (50%)
- Investigation Folio (50%)

SPECIAL REQUIREMENTS:
Nil

FURTHER INFORMATION:
This course is a prerequisite for Stage 2 Chemistry. 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.

SCIENCE

STAGE 1

PHYSICS A/B
SCHOOL CODE: 11PYI
SACE CODE: 1PYI10
SACE CREDITS: 10

PREREQUISITES:
B or better in year 10 Science and C+ or better in Year 10 Mathematics

SUBJECT DESCRIPTOR:
Students develop an understanding of the natural world by exploring key concepts such as linear motion, forces, energy, momentum, and heat. They use qualitative and quantitative models, laws, and theories to explain and predict physical phenomena, from everyday experiences to the subatomic world and the broader universe. Through practical investigations, experimentation, and research, students develop strong science inquiry skills and learn how evidence gathered over time has shaped scientific theory and technological innovation. The course highlights science as a human endeavour, examining how these laws underpin modern technologies, support safe and effective design, and enable the harnessing of wave, thermal, electrical, and nuclear energy for the benefit of society.

Course Content:
- Linear Motion and Forces
- Energy and Momentum
- Heat
- Waves
- Electric Circuits
- Nuclear Models and Radioactivity

ASSESSMENT:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:Practical design and reports
Assignments
- Skills and Application Tasks (50%)
- Investigation Folio (50%)

SPECIAL REQUIREMENTS:
Nil

ESTIMATED SUBJECT FEES:
Nil

FURTHER INFORMATION:
This course is a prerequisite for Stage 2 Physics. 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.

STAGE 1

PSYCHOLOGY A
SCHOOL CODE: 11PSG
SACE CODE: 1PSG10
SACE CREDITS: 10

PREREQUISITES:
C+ or better in year 10 Science.

SUBJECT DESCRIPTOR:
Students make a systematic study of behaviour and the mental processes that underlie it in order to better understand themselves and their social world. They explore how biological, psychological, social, and cultural factors influence behaviour, including the structure and function of the brain and nervous system and their relationship to behaviour. Students investigate how experiences such as trauma, overstimulation, and technology can impact brain function, and examine how behaviour can be changed to improve wellbeing across areas such as education, relationships, work, and community life. The course also highlights psychology as a human endeavour, with a strong focus on ethical research and intervention, individual and cultural diversity, and the application of psychological knowledge to support more cohesive, equitable, and healthy societies.

Course Content:
- Neuropsychology
- Wellbeing

ASSESSMENT:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Application Tasks (50%)
- Investigation Folio (50%)

SPECIAL REQUIREMENTS:
Nil

ESTIMATED SUBJECT FEES:
Nil

FURTHER INFORMATION:
Students intending to study Psychology at Stage 2 are strongly recommended to complete a full year of Psychology at Stage 1, but must complete Psychology A as a minimum.

STAGE 1

PSYCHOLOGY B
SCHOOL CODE: 11PSG
SACE CODE: 1PSG10
SACE CREDITS: 10

PREREQUISITES:
C+ or better in year 10 Science.

SUBJECT DESCRIPTOR:
Students make a systematic study of behaviour and the mental processes that underlie it in order to better understand themselves and their social world. They explore key functions of the brain, with a focus on memory and its role in planning, problem-solving, and retaining information. Students may examine forensic psychology, investigating factors involved in criminal profiling and the reliability and accuracy of eyewitness memory. They may also study lifespan psychology, exploring how childhood relationships influence adulthood and how individuals develop through key psychological milestones across the lifespan. The course highlights psychology as a human endeavour, with a strong focus on ethical considerations, individual and cultural diversity, and the application of psychological knowledge to improve wellbeing in individuals and society

Course Content:
- Cognition
- Forensic Psychology or Lifespan Psychology (student interest)

ASSESSMENT:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Application Tasks (50%)
- Investigation Folio (50%)

SPECIAL REQUIREMENTS:
Nil

ESTIMATED SUBJECT FEES:
Nil

FURTHER INFORMATION:
Students intending to study Psychology at Stage 2 are strongly recommended to complete a full year of Psychology at Stage 1, but must complete Psychology A as a minimum.

SCIENCE

STAGE 1

INTEGRATED LEARNING (SCIENCE FOCUS) A & B
SCHOOL CODE: 11ILG
SACE CODE: 1ILN10
SACE CREDITS: 10

PREREQUISITES:
C or better in year 10 Scienc.

SUBJECT DESCRIPTOR:
Integrated Learning A
A 10 - credit courses (each one semester). This course aims to develop students' scientific knowledge using STEM challenges and resources. Students' knowledge, concepts and skills will be developed whist working as an individual and collaboratively.

Topics may include:
- Engineering Design and Problem Solving (STEM Bridge and Tower Challenge)
- Robotics, AI and the Future of Work
- Bioengineering and the Future of Medicine
- Sustainable transportation
- Drones and UAV Technology
- Renewable Energy Engineering Challenge

Integrated Learning B
A 10 - credit course (one semester). This course aims to develop students' scientific knowledge by examining aspects of science through contexts. Students' knowledge, concepts and skills will be developed whist working as an individual and collaboratively. Students will negotiate with the teacher regarding the topics undertaken.

Topics may include:
- Citizen Science: Our Local Environment
- The Science of Sport and Human Performance
- Renewable Energy and Energy Transition
- The Science of Disasters
- Microbes, Bodies and Health

ASSESSMENT:
- Practical Exploration (30%) -
- Connections Task (30%)
- Personal Endeavor (40%)

SPECIAL REQUIREMENTS:
Nil

ESTIMATED SUBJECT FEES:
Study Guide - $40
Invoiced as a Subject fee

STAGE 2

BIOLOGY
SCHOOL CODE: 12BGY
SACE CODE: 2BGY20
SACE CREDITS: 20

PREREQUISITES:
C+ or better in Stage 1 Biology.

SUBJECT DESCRIPTOR:
Students investigate the diversity of life as it has evolved, the structure and function of living things, and the interactions between organisms and their environments. They explore biological systems from microscopic cellular processes to macroscopic ecosystem dynamics, considering ideas such as energy flow, control, change, exchange, and structure and function. Through inquiry-based investigations, students develop skills to explore and explain observations, draw evidence-based conclusions, and find solutions to biological issues and problems. The course encourages students to apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world, and to recognise how biological science influences society and contributes to fields such as environmental science, medical research, biotechnology, and conservation.

Course Content:
- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

ASSESSMENT:
Students demonstrate their learning through the following assessment types:

School Assessment
- Skills and Application Tasks (40%)
- Investigation Folio (30%)

External Assessment
- Exam (30%)

SPECIAL REQUIREMENTS:
Nil

ESTIMATED SUBJECT FEES:
Study Guide - $40
Invoiced as a Subject fee

FURTHER INFORMATION:
Nil

STAGE 2

CHEMISTRY
SCHOOL CODE: 12CEM
SACE CODE: 2CEM20
SACE CREDITS: 20

PREREQUISITES:
C+ or better in Stage 1 Chemistry

SUBJECT DESCRIPTOR:
Students extend their understanding of matter and chemical change while exploring the interaction between human activities and the environment, including climate change, resource management, and sustainable practices. They investigate how the physical world is chemically constructed and assess the benefits and risks of chemical knowledge in addressing social and environmental challenges. Through inquiry-based investigations, students develop critical thinking and decision-making skills to evaluate chemical products and processes, explore green and sustainable chemistry solutions, and consider strategies for reducing environmental impact. The course prepares students to contribute solutions to current and future challenges such as energy use and sustainable food production, while developing pathways into careers including chemical engineering, pharmacy, product design, and medical research.

Course Content:
- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

ASSESSMENT:
Students demonstrate their learning through the following assessment types:

School Assessment
- Skills and Application Tasks (40%)
- Investigation Folio (30%)

External Assessment
- Exam (30%)

SPECIAL REQUIREMENTS:
Nil

ESTIMATED SUBJECT FEES:
Study Guide - $40
Invoiced as a Subject fee

FURTHER INFORMATION:
Nil

SCIENCE

STAGE 2

PHYSICS
SCHOOL CODE: 12PYI
SACE CODE: 2PYI20
SACE CREDITS: 20

PREREQUISITES:
C+ or better in Stage 1 Physics

SUBJECT DESCRIPTOR:
Students develop a deep understanding of the natural world by using qualitative and quantitative models, laws, and theories to explain and predict the behaviour of matter, forces, energy, and their interactions. They investigate natural phenomena across a range of scales, from the subatomic to the cosmic, through key topics including motion and relativity, electricity and magnetism, and light and atoms. Through inquiry-based investigations, students refine their skills in gathering, analysing, and interpreting primary and secondary data to explore real-world technologies such as lasers, satellites, nuclear medicine, and energy systems. The course highlights the dynamic nature of scientific knowledge and its interaction with society, preparing students to apply their understanding to contemporary challenges and pursue pathways in fields such as engineering, renewable energy, communications, medical science, transport, and space exploration.

Course Content:
- Motion and Special Relativity
- Electric and Magnetic Fields
- Light and Atoms

ASSESSMENT:
Students demonstrate their learning through the following assessment types:

School Assessment
- Skills and Application Tasks (40%)
- Investigation Folio (30%)

External Assessment
- Exam (30%)

SPECIAL REQUIREMENTS:
Nil

ESTIMATED SUBJECT FEES:
Study Guide - $40
Invoiced as a Subject fee

FURTHER INFORMATION:
Nil

STAGE 2

PSYCHOLOGY
SCHOOL CODE: 12PSG
SACE CODE: 2PSG20
SACE CREDITS: 20

PREREQUISITES:
C+ or better in Stage 1 Psychology

SUBJECT DESCRIPTOR:
Students study behaviour and mental processes to better understand themselves and others, and to explore how psychological knowledge can improve wellbeing and quality of life across areas such as education, relationships, work, and mental health. Through ethical scientific inquiry, students collect and analyse qualitative and quantitative data using observation, experimentation, and research design, developing strong analytical and critical thinking skills. They investigate evidence-based understandings of the universality of human experience alongside individual and cultural diversity, and examine how behaviour can be described, explained, and changed. The course emphasises psychology as a scientific and human endeavour, highlighting ethical considerations and the potential benefits and risks of psychological interventions in promoting more cohesive, equitable, and healthy individuals, groups, and societies. Students may pursue pathways in fields such as psychology, counselling, education, health sciences, social work, human resources, and research.

Course Content:
- Psychology of the Individual (Personality)
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

ASSESSMENT:
Students demonstrate their learning through the following assessment types:

School Assessment
- Skills and Application Tasks (40%)
- Investigation Folio (30%)

External Assessment
- Exam (30%)

SPECIAL REQUIREMENTS:
Nil

ESTIMATED SUBJECT FEES:
Study Guide - $40
Invoiced as a Subject fee

FURTHER INFORMATION:
Nil

SCIENCE

YEAR 9

iSTEM
SCHOOL CODE: 09STM
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:
Nil

SUBJECT DESCRIPTOR:
This subject gives students the opportunity to engage in future-focused STEM learning through innovative, real-world projects. Students are empowered to take ownership of their learning by making authentic choices, solving meaningful problems, and shaping project directions based on their interests, ideas, and strengths.

Description:
This course is designed for students with an interest in STEM careers and real world problem solving. It is suited to students who want to blend theoretical understanding with practical, hands on learning while developing employability skills alongside their academic studies.

Students develop critical and creative thinking, problem solving, collaboration, and communication skills through engaging real world design challenges. Using the design cycle, students analyse problems, design and prototype innovative solutions, and evaluate their outcomes. Learning is reinforced and contextualised through connections to Mathematics, Science, and Digital Technologies, while supporting the development of transferable skills valued in future study and employment. The course emphasises hands on, project based learning using contemporary and emerging technologies, which may include mechanical systems, robotics, programming, electronic systems, and 3D printing.

Students work both independently and collaboratively on specialised project units designed to expose them to a range of contemporary and emerging STEM fields.

Students will select a project topic of their own choice, drawing from focus areas including but not limited to:
- Aeronautical engineering
- Space design
- Mechatronics
- Robotics
- Computer-aided design (CAD)

ASSESSMENT:
- Skills and applications tasks - 40%
- Folio of Learning - 60%

SPECIAL REQUIREMENTS:
Nil

ESTIMATED SUBJECT FEES:
Nil

FURTHER INFORMATION:
Nil

YEAR 10

iSTEM
SCHOOL CODE: 10STM
YEAR LEVEL REQUIREMENTS: ELECTIVE

PREREQUISITES:

SUBJECT DESCRIPTOR:

Coming in 2028

ASSESSMENT:

SPECIAL REQUIREMENTS:
Nil

ESTIMATED SUBJECT FEES:
Nil

FURTHER INFORMATION:
Nil

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