


CURRICULUM GUIDE 2019



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Fac Omnia Bene – Do All Things Well

This guide describes the curriculum offered in years 8 to 12 at Brighton Secondary School for 2019. Subject selection at the secondary level is very important in shaping future pathways and links between school, further study and the world of work.

The curriculum at Brighton Secondary School is aligned with both state and national expectations for all schools. In addition, a number of specific programs are offered which meet the particular needs of our school community.

In keeping with the Melbourne Declaration Educational Goals for Young Australians (2008), we aim to promote and to lead world's best practice for curriculum delivery and assessment and improve the educational outcomes for all students.

We want our students to graduate with world class skills in order to succeed in work and life.

Our vision is to develop strategic learners who are prepared for varied and unpredictable career paths in a global digitized world.

Staff are committed to developing the school as a community of stakeholders with shared responsibility to create optimal conditions for sustained, relevant and rigorous learning to be successful global and digital citizens. We commit to embracing the Cross Curriculum Priorities and the General Capabilities of the Australian Curriculum.

Positive Education strategies are embedded across the curriculum with a focus on the development of growth mindsets in students' approaches to learning. We promote the character qualities of Citizenship, Courage and Curiosity.

The iPad and Macbook program at Brighton Secondary School provides a vehicle for a personalised learning program and support a constructivist approach to a creative curriculum for students at Brighton Secondary School.



Zest
 Love
 Hope
 Bravery
 Fairness
 Humour
 Humility
 Honesty
 Curiosity
 Kindness
 Creativity
 Gratitude
 Prudence
 Teamwork
 Spirituality
 Leadership
 Judgement
 Perspective
 Forgiveness
 Perseverance
 Self-Regulation
 Love of Learning
 Social Intelligence
 Appreciation of Beauty & Excellence



Course Counselling

Home Group teachers help to prepare students for subject selection with the support of House Leaders and the Principal Team. A specialist staff team that includes the Assistant Principal Senior Schooling, Student Counsellors and the Career Development Coordinator are also on hand to advise on particular pathways and / or subject choices. Students and parents are encouraged to contact subject teachers for specific information about particular subjects. Courses for 2019 will be provisionally approved at the beginning of term 4 and confirmed in November, once final assessment grades are known. Although every effort will be made to meet students' preferred choices, this will be possible only within the school's capacity to provide the required teachers and to form viable classes.

Online Course Selection Process

Early in term 3 students will receive an instruction guide with a unique user name and password allowing them to log in to the course selection program from school or at home. When a student logs in they will see an individually customised screen where they can select subjects from several drop down menus.

On completion of the online course selection process, an authentication slip must be printed and signed by the student's parent or caregiver and returned to the student's Home Group teacher.

Students will receive login instructions via their Home Group teacher.

Recommendations to all students about selecting a course

- It is important to consider possible future pathways based on your current level of performance as well as your aspirations and capabilities. You should seek as much advice and information as possible in determining a realistic learning program.
- It is important to be aware of the subject selection process. You need to know, for example, the number of subjects that you must select, the subject selection timeline, and the staff who are involved that can answer your questions.
- In thinking about future pathways, you will need to consider the possibilities of university entry, TAFE enrolment and employment. Universities and TAFE institutes impose their own criteria for selection purposes.
- Refer to the Post School Pathways section of this booklet for more information.
- Look carefully at information in the various flow charts. If you need further clarification on a particular subject you should speak to the contact person listed in the subject entry.
- Seek information from a variety of sources including subject teachers and coordinators. The more information you have, the more informed will be your choices and the greater chance you will have of achieving personal success. Also refer to the back of this book for a list of useful publications/websites.

Specific Recommendations to year 10 and 11 students

You will need to thoroughly familiarise yourself with the range of SACE and flexible learning options.

- Learn the terminology used to describe the senior school curriculum.
- Understand the requirements of the South Australian Certificate of Education (SACE) and Vocational Education and Training (VET).
- Refer to the SACE section and the glossary in the back of this booklet.



Information for International Students

French and Japanese (years 8-12) languages can be studied at the school while other languages can be studied off line by negotiation. In 2019 a cross-disciplinary course (Indonesian, People and Culture) is offered at year 10 and 11.

The school offers an Intensive Secondary English Course (ISEC). The ISEC program is delivered in a learning environment that nurtures social cohesion and intercultural perspectives for students before they enter the mainstream. This class usually consists of no more than 15 students, who have a program specially designed to assist in developing their English proficiency, their knowledge of Australia and Australian lifestyle and introductory courses designed to familiarise students with schooling in Australia. Refer to page 77 for more information.

English as an Additional Language and language support is available at year 10, Stage 1 and 2 levels, and a strong Home Group lesson program supports students' welfare and orientation.

Entry to Special Interest Program subjects in Music or Volleyball is considered by special application on an individual basis.

The International Student Program Coordinator and Student Support Officer supervise and support all international students at the school.

Brighton Secondary School delivers education programs to international students on behalf of Department for Education South Australia.

CRICOS PROVIDER CODE: 00018A


For further information

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Please refer to the school website, International Section for further details. (www.brightonss.sa.edu.au)



The Special Interest Music program provides unique opportunities for students to reach their musical potential while surrounded by like-minded peers. Brighton Secondary School is recognised nationally and internationally as one of the strongest music programs in South Australia.

Special Interest Music

The Special Interest Music Program fosters musical and academic excellence in gifted and highly committed young musicians through a comprehensive music curriculum.

Our strong extra-curricular ensemble program has raised the school's national and international profile through participation in music festivals, cultural events and tours, such as:

- International tours
- Generations in Jazz in Mount Gambier
- ABODA Band Festival
- Australian International Music Festival
- Adelaide Choral Eisteddfod
- ANZAC Day and Remembrance Day ceremonies
- Italian National Day celebrations
- Events at Government House
- Artists in residence
- Collaborations with the other Special Interest Music Centres

Pathways

Students have the opportunity to work in a wide range of musical settings that will reinforce the concepts of life-long learning and global citizenship while providing pathways into tertiary education and careers in the music industry.

The Structure and Content

In years 8 to 10, students will study a variety of theoretical and practical subjects with more personalised choices available in years 11 and 12. Special Interest Music students study CORE MUSIC and SPECIAL INTEREST MUSIC in years 8 to 10.

The content of the course includes:

- composing and arranging
- listening studies, score reading and analysis
- solo performance
- ensemble performance
- study of a second instrument
- chamber music
- improvisation
- rhythmic studies
- keyboard studies
- aural musicianship

Students will participate in one or more of the school's ensembles.

Selection Procedures

Special Interest Music Students are selected by audition. Applicants are required to:

- undertake a pre-audition musicianship assessment
- undertake a practical aural assessment
- perform on their instrument(s) or voice.

Instrumental or vocal performance should demonstrate a degree of musical achievement and/or potential. A specific grade or level is not required.

Further information about music subjects can be found on pages 44 to 49.

Further information about application processes and timelines is available on the school's website www.brightonss.sa.edu.au



The Special Interest Volleyball program is acknowledged throughout Australia and overseas for its pursuit of excellence in volleyball and athletic development, establishing it as one of the prominent specialist school sporting programs in the country.

Special Interest Volleyball

The aim of the Special Interest Volleyball (SIV) course is to maximise the holistic athletic development of talented students who have been identified from schools throughout the state. Our goal is to promote skills, behaviours, attitudes and knowledge that will benefit students in their performance of volleyball and other sports, academic and vocational pursuits, as well as personal development.

Pathways

The SIV subject is offered from year 8 to year 12. This allows students to develop the skills and behaviours that are consistent with the goals of the program.

The Structure and Content

There are three main areas of the program. The four lessons per week that are timetabled during normal lesson time forms the main component of the program. This component is assessed and reported using criteria relevant to the Health and Physical Education curriculum, with a distinct specialisation in Volleyball.

The other two areas of the program are the training and competition opportunities. These involve before and after school training and participation in a variety of state and national competitions.

Students are selected into teams to compete in state and national tournaments on the basis of their performance and playing roles.

Selection Procedures

Special Interest Volleyball at year 8 level is studied by the students who have applied and been selected into the program. Entry is through physical testing, observations and documentation of previous school performance. Selection trials are held during term 2 for year 7 out of zone applicants. Entry into the SIV program in years 9-12, and in-zone year 7s are held in term 3.

Further information about volleyball subjects can be found under the Health and Physical Education section

Further information about application processes and timelines is available on the school's website www.brightonss.sa.edu.au



The Think Bright Program has a focus upon challenge through critical and creative thinking processes that enriches the learning experience for students who have demonstrated initiative, leadership, problem solving abilities and an interest in rigorous learning. The program promotes growth mindset through integrated, entrepreneurial and collaborative learning strategies with personalised and challenge-based approaches.

Think Bright is a dynamic, innovative and interdisciplinary program for students who love to learn, that embraces inquiry approaches as part of the culture.

Structure of the Curriculum

For years 8-10 Think Bright students remain in the same class for the core subjects of Science, Mathematics, English and Humanities (History and/or Geography).

In each year level, Think Bright students also undertake a semester-length specialised subject of F1 in schools in year 8, Challenge-Based Learning (CBL) unit in year 9 and STE(A)M in year 10.

Home Group and other subject choices are integrated with students outside of the Think Bright program.

Curriculum Content

The curriculum and delivery is aligned to the Australia Curriculum with an emphasis on integrated and challenge-based learning. Classes embrace a focus of developing higher order thinking skills and developing growth mindsets in all learners with the understanding that students increasingly drive their own learning pathways.

Pedagogy

The pedagogy is aligned to the SA Teaching for Effective Learning (TfEL). The teachers embrace inquiry and challenge-based approaches to learning. Students have the opportunity to work individually and in teams. The use of technology is an integral part of students' learning.

Selection Procedures

Entry into the program comprises of a written application and supporting documentation. Short-listed applicants will be asked to attend an interview and workshop activities.



STEM (Science, Technology, Engineering and Mathematics) Program has been developed to prepare students for careers and further study in the areas of Science, Technology, Engineering and Mathematics. In addition to learning specific curriculum content, STEM encourages critical and creative thinking, challenge-based and collaborative learning.

Curriculum

Students enrolled in the STEM program have access to a full year of STEM specific classes from Years 8-10 aligned to the Australian Curriculum. These classes have an emphasis on STEM pedagogical approaches.

Structure

Students are expected to participate in STEM specific classes. Within these classes there are a number of exciting projects, some only available to STEM students. These projects include but are not limited to:

- F1 in Schools
- Subs in Schools
- Mini ROVs
- Drone Design
- Rockets and The Space Industry
- Peg Challenge
- Robotics in industry
- Eco/Emergency Housing
- Hostile Environment Buildings (Space / Underwater)

Pedagogy

The pedagogy is aligned to the SA Teaching for Effective Learning (TfEL). The teachers embrace inquiry and challenge-based approaches to learning. Students have the opportunity to work individually and in teams. The use of technology is an integral part of students' learning.

Selection Procedures

Entry into the program is comprised of a written application and supporting documentation. Short-listed applicants will be asked to attend an interview and workshop activities.



Company Bright develops in-depth knowledge and practical skills in the performing arts through rigorous tailored programs that value curiosity, creativity, collaboration and critical thinking. As students graduate the Company Bright Program and move into Stage 1 and 2 Drama they will have increasing opportunities to develop their collaborative skills through varied production company models.

With outstanding performance opportunities utilising the Brighton Performing Arts Centre's state-of-the-art technology, alongside mentoring by industry experts, our students develop exceptional skills in both production and performance.

Curriculum

Students enrolled in Company Bright are enrolled in a full year specialised production and performance classes from years 8-10 aligned with the Australian Curriculum. Pedagogical approaches include inquiry based and student centred learning with a focus on learner voice.

Structure

Year 8

Skills in stagecraft will be emphasised through improvisation and creative performance building tasks. Underpinning the year 8 program is the inquiry question 'What matters to you? What tools can actors and designers use to communicate their ideas?' Students work in small groups as production companies towards a public performance. By the end of year 8 students will choose an area of focus either in onstage or off stage roles developing a deep knowledge of their chosen role.

Year 9

'What makes good storytelling?' Students explore this inquiry question through theatre and film and present their work in numerous ways including public performance opportunities. Collaborative learning is further developed through exploration and experimentation within their chosen area supported by workshops with industry experts.

Year 10

Performance opportunities are more sophisticated and challenging. Students will work with a design mentor and a writing mentor (Stephen Sewell, NIDA) to devise new works constructed from an inquiry process facilitated by and supported through teaching staff and the mentor program.

Selection Procedures

Entry into the program is comprised of a written application and supporting documentation. Short-listed applicants will be auditioned.

*N.B. Company Bright begins in 2019 with year 8 intake

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion.

The Australian Curriculum

The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. At the same time, it provides flexibility for teachers and schools to build on student learning and interest.

In 2008, the Australian education ministers agreed that a national curriculum would play a key role in delivering quality education and committed to the development of a Foundation to year 12 national curriculum.

The Australian Curriculum is the mandated curriculum for years 8 to 10. The South Australian Teaching for Effective Learning Framework (TfEL) supports the implementation of the Australian Curriculum through a focus on pedagogy in the design of learning and teaching programs responsive to the needs of all learners.

The Structure of the Australian Curriculum

The Australian Curriculum is made up of three interconnected elements:

- learning areas
- general capabilities
- cross-curriculum priorities.

The general capabilities are skills, dispositions, understandings and attributes considered crucial to young people's successful participation in 21st century life and work. The seven general capabilities include: literacy, numeracy, ICT competence, critical and creative thinking, personal and social, intercultural understanding and ethical behaviours. These general capabilities will be made explicit in each learning area as appropriate.

Three cross-curriculum priorities are also embedded within learning areas:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

These are designed to ensure that the Australian Curriculum is relevant and prepares students for active and responsible local and global citizenship.

More information can be found at:

www.australiancurriculum.edu.au



Summary of Year 8, 9 and 10 Subjects

Reference for **Year 8** Subjects

Subject Name	Code	Page
Art For Our Life	ART1A	50
Art In Our World	ART1B	50
Chefs in Action	HEC1A	59
Core Music A and B	MUS1A/B	44
Design It – Make it – Race it	TST1B	59
English	ENG1Y	78
English as an Additional Language	EAL1Y	78
Food and Product Design Technology	HEC1B	59
French (full year) A and B	FRE1A/B	105
French (semester)	FRE1S	105
HASS Geography	HAG1S	97
HASS History	HAH1S	97
Health and Physical Education	HPE1A	85
Japanese (full year) A and B	JAP1A/B	105
Japanese (semester)	JAP1S	105
Material Technologies	TST1A	60
Mathematics	MAS1Y	111
Music Experience	MEX1S	44
Physical Education	PEL1B	85
Science	SCI1Y	119
Special Interest Music	MSI1Y	45
System Technologies	TSE1A	60
Theatre Elements	DRA1S	39
Volleyball	VOL1Y	94

Reference for **Year 9** Subjects

Subject Name	Code	Page
Building with the Elements of Art	ART2A	50
Coding and Robotics	TCO2A	60
Core Music A and B	MUS2A/B	45
Creative Principles of Arts	ART2B	51
English	ENG2Y	78
English as an Additional Language	EAL2Y	78
Food in Action	HEC2A	61
French A and B	FRE2A/B	105
HASS Geography	HAG2S	98
HASS History: Making of the Modern World 1750-1918	HAH2S	97
Health and Physical Education	HPE2A	85
Japanese A and B	JAP2A/B	106
Material Production Practices	TST2B	61
Mathematics	MAS2Y	111
Media Arts	MED2S	42
Physical Education	PEL2B	86
Science	SCI2Y	119
Sew Make Create	HEC2B	61
Special Interest Music	MSI2Y	45
STEM – F1 in Schools	FOS2S	62
Sustainable Design	TST2A	62
Theatre Magic	DRA2S	39
Volleyball (Boys)	VOB2Y	94
Volleyball (Girls)	VOG2Y	94

Reference for **Year 10** Subjects

Subject Name	Code	Page
Antipodeans Abroad	WOC4S	33
Art and Ideas	ART3A	51
Art in a Global Community	ART3B	51
Business Awareness	BAW3S	62
CAD, STEM and Independent Learning Technologies	ILT3S	63
Coding and Electronics	ELE3S	63
Coffee Culture	CCE3S	63
Core Music A and B	MUS3A/B	46
Desktop Publishing	DSK3S	64
English	ENG3Y	78
English as an Additional Language	EAL3Y	78
Entertaining	ENT3S	64
Fashion Design Studio	FAS3S	64
Food, Fun and Vitality	FFV3S	65 & 86
French A and B	FRE3A/B	106
General Mathematics	MAG3Y	111
Girls Fitness and Recreation	REG3S	86
Graphic Design	DES3A	52
HASS Geography	HAG3S	98
HASS History: Making of the Modern World and Australia 1919-Present	HAH3S	98
Health	HLF3S	87
Immersive Theatre	DRA3B	40
Japanese A and B	JAP3A/B	106
Mathematical Methods	MAM3Y	112
Maybe Baby	HBA3S	65
Media Animation	ANM3S	52
Media Arts	MED3S	42
Metal Technology	MET3S	65
Outdoor Pursuits	OEP3S	87
Personal Learning Plan	PLP3S	28
Photography	PHO3S	66
Physical Education	PHE3S	87
Physical Education (Recreation)	REC3S	88
Product and Environmental Design	DES3B	52
Science	SCI3Y	119
Science for Life	SFL3Y	120
Solid Wood Technology	WTE3S	66
Special Interest Music	MSI3Y	46
STEM – F1 in Schools	FOS3S	66
Taste the World	FOO3S	67
Urban Theatre	DRA3A	40
Video Game Design	DVI3S	42
Volleyball (Boys)	VOB3Y	94
Volleyball (Girls)	VOG3Y	94
Web Design – CP	WDE3S	67

*CP = Communication Products

MP = Material Products

S&C = Systems and Control Products

Year 8 Curriculum Pattern Strands

Brighton 1	Units	Brighton 2 (Special Interest Volleyball)	Units	Brighton 3 (Special Interest Music)	Units
Mathematics	2	Mathematics	2	Mathematics	2
Science	2	Science	2	Science	2
English or EAL	2	English or EAL	2	English or EAL	2
HASS (Hist/ Geog/ C&C/ Economics and Business)	2	HASS (Hist/ Geog/ C&C/ Economics and Business)	2	HASS (Hist/ Geog/ C&C/ Economics and Business)	2
Languages A (French or Japanese)	1	Languages A (French or Japanese)	1	Languages A (French or Japanese)	1
Arts: Theatre Elements or Art for Our Life or Art in Our World or Core Music A or Music Experience	1	Arts: Theatre Elements or Art for Our Life or Art in Our World or Core Music A or Music Experience	1	Arts (Core Music + Special Interest) with Technologies embedded	4
Health and PE	1	Health and PE (Volleyball)	2	Health and PE	1
Design and Technologies: Food and Product Design Technology or Material Technologies	1	Design and Technologies: Food and Product Design Technology or Material Technologies	1		
CHOICE	2	CHOICE	1	NO CHOICE	0
TOTAL UNITS	14	TOTAL UNITS	14	TOTAL UNITS	14

CHOICE SUBJECTS BRIGHTON 1	CHOICE SUBJECTS BRIGHTON 2 (SPECIAL INTEREST VOLLEYBALL)
<ul style="list-style-type: none"> • Art For Our Life • Art In Our World • Chefs in Action • Core Music A • Core Music B • Design It – Make It – Race It • Food & Product Design Technology • Languages B (French or Japanese) • Materials Technologies • Music Experience • Physical Education • Systems Technologies • Theatre Elements 	<ul style="list-style-type: none"> • Art For Our Life • Art In Our World • Chefs in Action • Core Music A • Core Music B • Design It – Make It – Race It • Food & Product Design Technology • Languages B (French or Japanese) • Materials Technologies • Music Experience • Systems Technologies • Theatre Elements

**Note: If Core Music A is chosen,
Core Music B must be chosen as well.**

**Studying only Core Music A does not
prevent the study of Core Music in year 9,
for SIV students.**

In subjects labelled A or B (such as Music and Languages) subject A must be studied before subject B.

Year 8 Curriculum Pattern Strands

Brighton 4 (Think Bright)	Units	Brighton 5 STEM	Units	Brighton 6 (Company Bright)	Units
Mathematics (Think Bright)	2	Mathematics (STEM)	2	Mathematics	2
Science (Think Bright)	2	Science (STEM)	2	Science	2
English (Think Bright)	2	English or EAL	2	English or EAL	2
HASS (Hist/ Geog/ C&C/ Economics and Business) (Think Bright)	2	HASS (Hist/ Geog/ C&C/ Economics and Business)	2	HASS (Hist/ Geog/ C&C/ Economics and Business)	2
Languages A (French or Japanese)	1	Languages A (French or Japanese)	1	Languages A (French or Japanese)	1
Arts: Theatre Elements or Art for Our Life or Art in Our World or Core Music A or Music Experience	1	Arts: Theatre Elements of Drama or Art for Our Life or Art in Our World or Core Music A or Music Experience	1	Arts: Company Bright	2
Health and PE	1	Health and PE	1	Health and PE	1
Technologies (F1 in Schools) (Think Bright)	1	STEM	2	Design and Technologies: Food and Product Design Technology or Material Technologies	1
CHOICE	2	CHOICE	1	CHOICE	1
TOTAL UNITS	14	TOTAL UNITS	14	TOTAL UNITS	14

CHOICE SUBJECTS BRIGHTON 4 (THINK BRIGHT)	CHOICE SUBJECTS BRIGHTON 5 STEM	CHOICE SUBJECTS BRIGHTON 6 (COMPANY BRIGHT)
<ul style="list-style-type: none"> • Art For Our Life • Art In Our World • Chefs in Action • Core Music A • Core Music B • Food & Product Design Technology • Languages B (French or Japanese) • Materials Technologies • Music Experience • Physical Education • Systems Technologies • Theatre Elements 	<ul style="list-style-type: none"> • Art For Our Life • Art In Our World • Chefs in Action • Core Music B • Food & Product Design Technology • Languages B (French or Japanese) • Materials Technologies • Music Experience • Physical Education • Systems Technologies • Theatre Elements 	<ul style="list-style-type: none"> • Art For Our Life • Art In Our World • Chefs in Action • Core Music A • Food & Product Design Technology • Languages B (French or Japanese) • Materials Technologies • Music Experience • Physical Education • Systems Technologies

Note: If Core Music A is chosen, Core Music B must be chosen as well.

Studying only Core Music A does not prevent the study of Core Music in year 9, for Company Bright students.

In subjects labelled A or B (such as Music and Languages) subject A must be studied before subject B.

Year 9 Curriculum Pattern Strands

Brighton 1	Units	Brighton 2 (Special Interest Volleyball)	Units	Brighton 3 (Special Interest Music)	Units
Mathematics	2	Mathematics	2	Mathematics	2
Science	2	Science	2	Science	2
English or EAL	2	English or EAL	2	English or EAL	2
HASS History	1	HASS History	1	HASS History	1
Health and PE	1	Health and PE (Volleyball)	2	Health and PE	1
				Arts (Core Music + Special Interest)	4
CHOICE	6	CHOICE	5	CHOICE	2
TOTAL UNITS	14	TOTAL UNITS	14	TOTAL UNITS	14

CHOICE SUBJECTS BRIGHTON 1	CHOICE SUBJECTS BRIGHTON 2 (SPECIAL INTEREST VOLLEYBALL)	CHOICE SUBJECTS BRIGHTON 3 (SPECIAL INTEREST MUSIC)
<ul style="list-style-type: none"> • Building with the Elements of Art • Coding and Robotics • Core Music A & B (full year) • Creative Principles of Art • Food in Action • French (full year) • HASS Geography • Japanese (full year) • Material Production Practises • Media Arts • Physical Education • Sew Make Create • STEM – F1 in Schools • Sustainable Design • Theatre Magic 	<ul style="list-style-type: none"> • Building with the Elements of Art • Coding and Robotics • Core Music A & B (full year) • Creative Principles of Art • Food in Action • French (full year) • HASS Geography • Japanese (full year) • Material Production Practises • Media Arts • Physical Education • Sew Make Create • STEM – F1 in Schools • Sustainable Design • Theatre Magic 	<ul style="list-style-type: none"> • Building with the Elements of Art • Coding and Robotics • Creative Principles of Art • Food in Action • French (full year) • HASS Geography • Japanese (full year) • Material Production Practises • Media Arts • Physical Education • Sew Make Create • STEM – F1 in Schools • Sustainable Design • Theatre Magic

Note: If Core Music A is chosen, Core Music B must be chosen as well.

Studying only Core Music A does not prevent the study of Core Music in Year 9, for SIV students.

In subjects labelled A or B (such as Music and Languages) subject A must be studied before subject B.

Year 9 Curriculum Pattern Strands

Brighton 4 (Think Bright)	Units	Brighton 5 STEM	Units
Mathematics (Think Bright)	2	Mathematics (STEM)	2
Science (Think Bright)	2	Science (STEM)	2
English (Think Bright)	2	English or EAL	2
HASS History (Think Bright)	1	HASS History	1
Health and PE	1	Health and PE	1
Challenge Project (Think Bright)	1	STEM	2
CHOICE	5	CHOICE	4
TOTAL UNITS	14	TOTAL UNITS	14

CHOICE SUBJECTS BRIGHTON 4 (THINK BRIGHT)	CHOICE SUBJECTS BRIGHTON 5 STEM
<ul style="list-style-type: none"> • Building with the Elements of Art • Coding and Robotics • Core Music A & B (full year) • Creative Principles of Art • Food in Action • French (full year) • HASS Geography • Japanese (full year) • Material Production Practises • Media Arts • Physical Education • Sew Make Create • Special Interest Music (full year) • STEM – F1 in Schools • Sustainable Design • Theatre Magic 	<ul style="list-style-type: none"> • Building with the Elements of Art • Coding and Robotics • Core Music A & B (full year) • Creative Principles of Art • Food in Action • French (full year) • HASS Geography • Japanese (full year) • Material Production Practises • Media Arts • Physical Education • Sew Make Create • STEM – F1 in Schools • Sustainable Design • Theatre Magic

Note: If Core Music A is chosen, Core Music B must be chosen as well.

In subjects labelled A or B (such as Music and Languages) subject A must be studied before subject B.

Year 10 Curriculum Pattern Strands

Brighton 1	Units	Brighton 2 (Special Interest Volleyball)	Units
Mathematics: General or Methods	2	Mathematics: General or Methods	2
Science (or Science and Science for Life)	2	Science (or Science and Science for Life)	2
English or EAL	2	English or EAL	2
HASS History	1	HASS History	1
Health and PE* (select from)	1	Health and PE Volleyball	2
CHOICE	6	CHOICE	5
TOTAL UNITS	14	TOTAL UNITS	14

CHOICE SUBJECTS BRIGHTON 1	CHOICE SUBJECTS BRIGHTON 2 (SPECIAL INTEREST VOLLEYBALL)
<ul style="list-style-type: none"> • Art and Ideas • Art in a Global Community • Business Awareness • CAD, STEM & Independent Learning Technologies • Coffee Culture • Core Music (full year) • Desktop Publishing • Electronics / Electro Technology • Entertaining • Fashion Design Studio • Food Fun and Vitality* • French (full year) • Girls Fitness and Recreation • Graphic Design • HASS Geography • Health • Immersive Theatre • Japanese (full year) • Maybe Baby • Media Animation • Media Arts • Metal Technology • Outdoor Pursuits* • Photography • Physical Ed (Recreation)* • Physical Education* • Product and Environmental Design • Solid Wood Technology • STEM – F1 in Schools • Taste the World • Urban Theatre • Video Game Design • Web Design – CP 	<ul style="list-style-type: none"> • Art and Ideas • Art in a Global Community • Business Awareness • CAD, STEM & Independent Learning Technologies • Coffee Culture • Core Music (full year) • Desktop Publishing • Electronics / Electro Technology • Entertaining • Fashion Design Studio • Food Fun and Vitality • French (full year) • Girls Fitness and Recreation • Graphic Design • HASS Geography • Health • Immersive Theatre • Japanese (full year) • Maybe Baby • Media Animation • Media Arts • Metal Technology • Outdoor Pursuits • Photography • Physical Ed (Recreation) • Physical Education • Product and Environmental Design • Solid Wood Technology • STEM – F1 in Schools • Taste the World • Urban Theatre • Video Game Design • Web Design – CP

*Choice options within the compulsory HPE Australian Curriculum.

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Year 10 Curriculum Pattern Strands

Brighton 3 (Special Interest Music)	Units	Brighton 4 (Think Bright)	Units
Mathematics: General or Methods	2	Mathematics (Think Bright)	2
Science (or Science and Science for Life)	2	Science (Think Bright)	2
English or EAL	2	English (Think Bright)	2
HASS History	1	HASS History (Think Bright)	1
Health and PE* (select from)	1	Health and PE* (select from)	1
Arts (Core Music + Special Interest)	4	STEAM (Think Bright)	1
CHOICE	2	CHOICE	5
TOTAL UNITS	14	TOTAL UNITS	14

CHOICE SUBJECTS BRIGHTON 3 (SPECIAL INTEREST MSUIC)	CHOICE SUBJECTS BRIGHTON 4 (THINK BRIGHT)
<ul style="list-style-type: none"> • Art and Ideas • Art in a Global Community • Business Awareness • CAD, STEM & Independent Learning Technologies • Coffee Culture • Desktop Publishing • Electronics / Electro Technology • Entertaining • Fashion Design Studio • Food Fun and Vitality* • French (full year) • Girls Fitness and Recreation • Graphic Design • HASS Geography • Health • Immersive Theatre • Japanese (full year) • Maybe Baby • Media Animation • Media Arts • Metal Technology • Outdoor Pursuits* • Photography • Physical Ed (Recreation)* • Physical Education* • Product and Environmental Design • Solid Wood Technology • STEM – F1 in Schools • Taste the World • Urban Theatre • Video Game Design • Web Design – CP 	<ul style="list-style-type: none"> • Art and Ideas • Art in a Global Community • Business Awareness • CAD, STEM & Independent Learning Technologies • Coffee Culture • Core Music (full year) • Desktop Publishing • Electronics / Electro Technology • Entertaining • Fashion Design Studio • Food Fun and Vitality* • French (full year) • Girls Fitness and Recreation • Graphic Design • HASS Geography • Health • Immersive Theatre • Japanese (full year) • Maybe Baby • Media Animation • Media Arts • Metal Technology • Outdoor Pursuits* • Photography • Physical Ed (Recreation)* • Physical Education* • Solid Wood Technology • Special Interest Music (full year) • STEM – F1 in Schools • Product and Environmental Design • Taste the World • Urban Theatre • Video Game Design • Web Design – CP

*Choice options within the compulsory HPE Australian Curriculum.

Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE).

Information about the SACE

The South Australian Certificate of Education (SACE) is an internationally recognised qualification awarded to students who successfully complete certain requirements in their senior secondary education. The SACE forms the basis for entry into higher education.

The SACE ensures that students gain the skills they need for the future, as citizens and employees in a rapidly changing global and technological environment.

The SACE meets the needs of students, families, higher and further education providers, employers and the community by helping students develop the skills and knowledge needed to succeed, whether, they are headed for further education and training, university, an apprenticeship or immediate employment.

The certificate is based on two stages of achievement. Stage 1 is normally undertaken in year 11 and Stage 2 is completed in year 12. Students will be able to study a wide range of subjects and courses as part of the SACE.

As part of the SACE students will:

- Receive credits for different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board.
- Be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken.
- Have their individual assessment tasks within a subject assessed using performance standards criteria.
- Have 30% of their work in every Stage 2 subject externally assessed. This will be done in various ways including examinations, investigations, practical or performances.
- Receive A – E grades for Stage 1 subjects and A+ – E-grades for Stage 2 subjects.

The requirements to achieve the SACE

To gain the SACE certificate students must earn 200 credits as per the SACE pattern requirements as shown below. Ten credits are equivalent to one semester or six months study in a particular subject or course.

Subjects	Credits
Year 10 – Stage 1 subject	
Personal Learning Plan	10
Year 11 – Stage 1 subjects	
Literacy (from a range of English subjects or courses)	20
Numeracy (from a range of Mathematics subjects or courses)	10
Year 11 or 12 – Stage 1 or Stage 2 subjects	
Other subjects and courses of the student's choice	Up to 90
Year 12 – Stage 2 subjects	
Research Project	10
Stage 2 subjects and courses	60
TOTAL	200

Compulsory Stage 1 and Stage 2 subjects and courses	Other subjects and courses
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The SACE (continued)

The importance of the compulsory subjects is reflected in the requirement that students must achieve a 'C' or better at Stage 1 and a 'C-' at Stage 2 in those subjects to complete the SACE successfully.

SACE Requirements

STAGE 1 (YEARS 10 AND 11)

Personal Learning Plan (compulsory)
10 credits

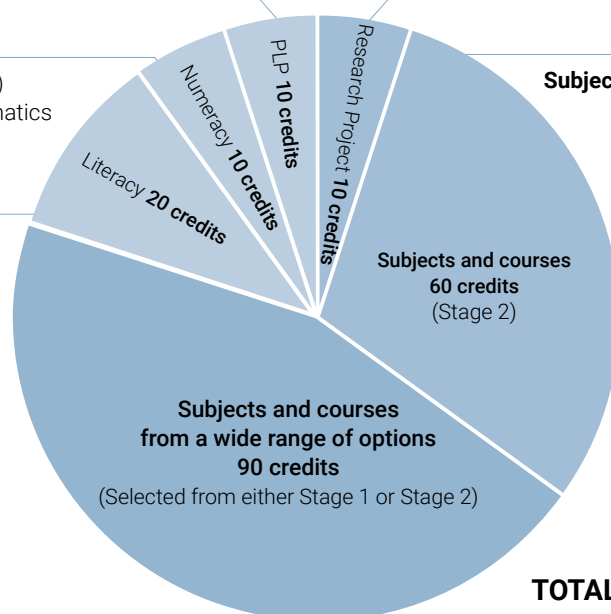
Numeracy (compulsory)
from a range of mathematics
subjects and courses
10 credits

Literacy (compulsory)
from a range of English
subjects and courses
20 credits

STAGE 2 (YEAR 12)

Research Project (compulsory)
10 credits

Subjects and courses (compulsory)
from a wide range of options
60 credits



TOTAL SACE = 200 CREDITS

Refer to pages 23 and 24 for the list of subjects to be offered at Stage 1 and Stage 2 at Brighton Secondary School in 2019..

Where do you go for further help?

Visit the SACE Board website at www.sace.sa.edu.au for further information concerning the SACE.

Students Online

Students can log into Students Online using their SACE registration number and pin at www.sace.sa.edu.au/students/assessment-and-results/students-online.

Students Online contains information about an individual student's SACE. It can help students to:

- plan their SACE and consider different subjects and course combinations
- check their progress towards completing the SACE
- access their results.

The SACE Planner 2019

The following table indicates two examples of SACE completion.

Subjects	Credits	Total
Year 10		
Compulsory – Stage 1 Personal Learning Plan	10	10
Year 11		
Compulsory – Stage 1 Essential English A	10	
Compulsory – Stage 1 Essential English B	10	
Compulsory – General Mathematics A	10	
Stage 1 General Mathematics B	10	
Stage 1 Biology C.I.M.	10	
Stage 1 Creative Arts	10	
Stage 1 Physical Education (Body Systems)	10	
Stage 1 Physical Education (Physical Performances)	10	
Stage 1 Photography A	10	
Stage 1 VET Automotive	10	
		100
Year 12		
Stage 2 – Research Project	10	
Stage 2 – Essential English	20	
Stage 2 – General Mathematics	20	
Stage 2 – Biology	20	
Stage 2 – VET Automotive	20	
		90
		200
Year 10		
Compulsory – Stage 1 Personal Learning Plan	10	10
Year 11		
Compulsory – Stage 1 English Literacy Studies A	10	
Compulsory – Stage 1 English Literacy Studies B	10	
Compulsory – Stage 1 Mathematical Methods A	10	
Stage 1 Mathematical Methods B	10	
Stage 1 Chemistry A	10	
Stage 1 Chemistry B	10	
Stage 1 Physics A	10	
Stage 1 Physics B	10	
Stage 1 Modern History	10	
Stage 1 Peer Leadership	10	
		100
Year 12		
Stage 2 – Research Project	10	
Stage 2 – English Literacy Studies	20	
Stage 2 – Mathematical Methods	20	
Stage 2 – Chemistry	20	
Stage 2 – Modern History	20	
		90
		200
Compulsory Stage 1 and Stage 2 subjects and courses		Other subjects and courses

Stage 1 Subjects

In order to meet the requirements for SACE Stage 1, students need to select:

- two units from the Literacy Group
- one unit from the Numeracy Group
- seven units from the Choice Subjects Group

Students may choose to do up to two additional units at SACE Stage 1 level by negotiation.

Literacy	Code	Page
English as an Additional Language	EAL4A	80
English as an Additional Language	EAL4B	80
English A	ESH4A	79
English B	ESH4B	79
English Literary Studies A	ENS4A	80
English Literary Studies B	ENS4B	80
English Writing for Publication	ENJ4S	80
Essential English A	ETE4A	81
Essential English B	ETE4B	81

Numeracy	Code	Page
Essential Mathematics A	MEM4A	112
Essential Mathematics B	MEM4B	112
General Mathematics A	MAG4A	112
General Mathematics B	MAG4B	112
Mathematical Methods A	MAM4A	113
Mathematical Methods B	MAM4B	113
Specialist Mathematics A	MAE4A	113
Specialist Mathematics B	MAE4B	113

Choice Subjects	Code	Page
Accounting	ACG4S	67
Advanced Timber Manufacturing	WTE4A	68
Ancient Studies	ANT4S	99
Antipodeans Abroad	WOC4S	33
Biology CMID	BLC4S	120
Biology MOBE	BLR4S	120
Business and Enterprise	BUE4S	68
CAD / Advanced Technologies / STEM	CAD4S	68
Chemistry A	CEM4A	121
Chemistry B	CEM4B	121
Child Studies Understanding Children	CSD4S	88
Creative Arts	CRT4S	53
Creative Arts – Jewellery Manufacturing	CJE4A	53
Digital Art	DIG4S	53
Drama – Naturalism	DRM4A	40
Drama – Stage to Cinema	DRM4B	41
Economics	EMS4S	99
Electronics / Electro Technology – S&C	ELE4S	69
Event Management	TOS4S	99
Fashion Design Studio	FAS4S	69
Food and Hospitality – Food and Nutrition for Australians	FOH4A	88

Food and Hospitality – Working in Food and Hospitality	FOH4B	89
French Continuers A	FRC4A	107
French Continuers B	FRC4B	107
Geography	GHY4S	100
Graphic Design	VAD4S	54
Health	HEH4S	89
Information Processing and Publishing	IPR4S	69
Information Technology – Application Programming Focus	ITP4S	70
Japanese Continuers A	JAC4A	107
Japanese Continuers B	JAC4B	107
Legal Studies	LEG4S	100
Media Studies	MES4S	43
Metal and Integrated Material Fabrication A & B	MET4A/B	70
Modern History	MOD4S	100
Music Craft A	MUC4A	47
Music Craft B	MUC4B	47
Music (Composing and Arranging)	MCA4A	46
Music (History and Analysis)	MUS4S	47
Outdoor Education (Kayaking and Rock Climbing)	OEK4S	89
Outdoor Education (Surfing and Mountain Biking)	OEB4S	90
Peer Leadership	PRS4S	32
Photography 1 Natural Light – CP	PHO4A	70
Photography 2 Artificial Light – CP	PHO4B	71
Physical Education A	PEP4A	90
Physical Education B	PEP4B	90
Physics A	PYI4A	121
Physics B	PYI4B	122
Product and Environmental Design	VAD4B	54
Psychology A (Introduction)	PSC4A	122
Psychology B (Optimum Psychology)	PSC4B	122
Research Practices	RPP4A	31
Sound Technology	SOT4S	47
Sport and Recreation (Coaching and Participation)	PEV4S	91
STEM – Advanced Technologies Subs in Schools	SIS4S	71
Students Mentoring Students	SMS4S	32
Sustainability	SST4S	123
Visual Arts – Art and the Environment	VAA4A	54
Visual Arts – How Artists Work	VAA4B	55
Volleyball (Boys) – Integrated Studies	VOL4B	94
Volleyball (Girls) – Integrated Studies	VOL4G	94
Women's Studies	WOM4S	101
Wood Carcass Construction	WTE4B	71
Workplace Practices	WPS4S	72

*CP = Communication Products
MP = Material Products
S&C = Systems and Control Products

Stage 2 Subjects

Subject	Code	Page
Accounting Studies	ACG5E	72
Ancient Studies	ANT5E	101
Biology	BGY5E	123
Business and Enterprise	BUE5E	72
CAD Architecture Parametric Modelling	CAD5E	73
CAD-CAM Design Prototyping	GID5E	73
Chemistry	CEM5E	123
Child Studies	CSD5E	91
Creative Arts (20 & 10 credits)	CRT5A & CRT5B	55
Drama	DRM5E	41
Electronics / Electro Technology – S&C	ELE5E	73
English as an Additional Language (EAL)	EAL5E	81
English	ESH5E	81
English Literary Studies	ELS5E	82
Essential English	ETE5E	82
Essential English EAL Focus	EEE5E	82
Essential Mathematics	MEM5E	114
Fashion Design Studio	FAS5E	74
Food and Hospitality	FOH5E	91
French	FRC5E	107
Furniture Construction – MP	FUR5E	74
General Mathematics	MAG5E	114
Health	HEH5E	92
Information Processing and Publishing	IPR5S	74
Information Processing and Publishing	IPR5E	75
Information Technology – CP	IFT5E	75
Japanese	JAC5E	108
Legal Studies	LEG5E	101
Mathematical Methods	MAM5E	114
Media Studies	MES5E	43
Metal Fabrication and Technology – MP	MET5E	75
Modern History	MOD5E	101
Music Performance - Ensemble	MBL5E	48
Music Performance - Solo	MFC5E	48
Music Studies	MNP5E	49
Outdoor Education	QUE5E	92
Photography – CP	PHO5E	76
Physical Education	PHE5E	93
Physical Education (Volleyball Focus)	VOL5E	95
Physics	PYI5E	124
Psychology	PSC5E	124
Research Project A	RPA5S	31
Research Project B	RPB5S	31
Society and Culture	SOR5E	102
Specialist Mathematics	MSC5E	115
Tourism	TOU5E	102
Visual Arts – Art Focus	VAA5E	56
Visual Arts – Design Focus	VAD5E	56
Women's Studies	WOM5E	102
Workplace Practices 1 (10 credits)	WPA5A	76
Workplace Practices 2 (10 credits)	WPB5B	76
Workplace Practices – Elite Sport Pathways	WPS5E	93

*CP = Communication Products MP = Material Products S&C = Systems and Control Products

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Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion.

Special Advice to year 11 Students

Year 11 students will be expected to choose a minimum of five subjects (50 credits) in Semester 1 and five subjects (50 credits) in Semester 2 (inclusive of the compulsory literacy and numeracy requirements). Students may choose up to 60 credits per semester plus off-line (not scheduled during the course of the school day, e.g. Peer Leadership) studies if they wish to.

When not engaged in face to face contact with teachers, year 11 students are expected to use their time wisely and efficiently at school. Flexible timetables become a feature of study in the Senior School and students are supported in making effective use of their independent study time.

Special Advice to year 12 Students

The school strongly recommends that year 12 students choose four 20 credit Stage 2 subjects plus the Research Project (A or B). This enables students to maximize their options for future pathways and for tertiary entrance.

Some flexibility exists to allow students to choose to study three 20 credit Stage 2 subjects, plus the Research Project (A or B), and one more 10 credit subject in Semester 2. This pattern of study can be selected by negotiation, and may be recommended to support students who are undertaking Negotiated Education Plans, VET or other recognised learning programs.

Every Stage 2 subject will have 30% external assessment, which means an expert from outside the school will assess the student's work. 70% of the subject's assessment is school based. These standards will also be checked by an expert panel from outside the school as part of the SACE Board's quality assurance processes.



Post School Pathways

University Entrance Requirements for 2019

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

Eligibility

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

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

Competitiveness

Your competitiveness in relation to other applicants is based on your Selection Rank which is made up of your ATAR plus any bonuses for which the university deems you eligible. The ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from your university aggregate.

To obtain a university aggregate and an ATAR you must:

- qualify for the SACE
- comply with the rules regarding Precluded Combinations
- comply with the rules regarding Counting Restrictions
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 from a maximum of three attempts which need not be in consecutive years
- of the 90 credits of study a minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS) and a maximum of 20 credits can be Recognised Studies.
- * Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject eg music subjects

It is vital that students who intend to apply to interstate or international universities contact those institutions directly to check specific enrolment requirements.

Calculating the university aggregate

The university aggregate is calculated from scaled scores and will be a score out of 90. These are numeric measures of your performance in TAS which are derived from your grades, and are reported to you out of 20.0 for 20 credit subjects and out of 10.0 for 10 credit subjects. The score out of 90 is then converted to an ATAR which is a ranking between 0-100.

Please note that if you do not attempt the externally assessed component of a TAS (e.g. an examination or investigation), you will be given a scaled score of 0.0 for that subject.

The university aggregate for 2019 onwards is calculated from the best scaled scores from three 20 credit TAS plus the best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled score equivalents from:

- the scaled score of a 20 credit TAS;
- half the scaled score of 1 or more TAS;
- the scaled score of 1 or more 10 credit TAS;
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

Subject to precluded combination and counting restriction rules. Subjects with scaled scores of 0.0 can be used in the calculation of the university aggregate. The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

Students and parents/caregivers are advised to check the SATAC (South Australian Tertiary Admissions Centre) guide or at the SATAC website (www.satac.edu.au) for details of pre-requisite requirements, assumed knowledge, precluded combinations of subjects, counting restrictions and further details of application procedures.

Tertiary institutions provide their own information about their courses and selection requirements via their own websites, as well as open days in term 3.

TAFE Entry Requirements

Completion of the SACE can meet the Course Admission Requirements for most of TAFE SA's courses.

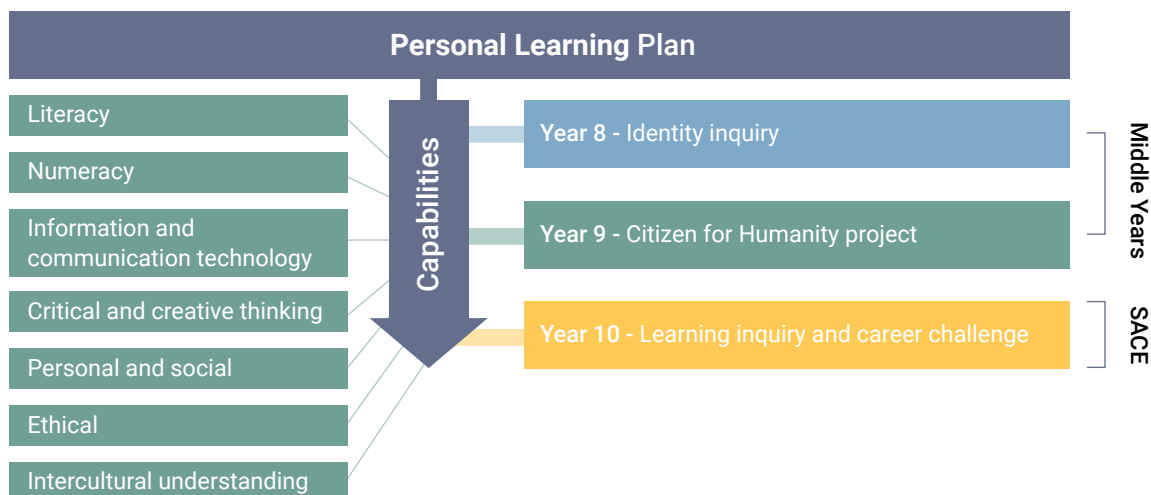
TAFE also considers a variety of other qualifications in its entry and selection processes.

For further details go to the TAFE SA website (www.tafesa.edu.au)



Cross Disciplinary is a learning area of the SACE which provides flexible learning programs for students. It includes the Personal Learning Plan which is a compulsory 10 credit subject in SACE Stage 1 and the Research Project which is a compulsory 10 credit subject in SACE Stage 2. In addition, courses developed under the frameworks of Integrated Learning, Recognised Learning – including VET – can be chosen by students to provide more flexible learning options for study within the school and in the community.

The Personal Learning Plan



The Personal Learning Plan

CODE PLP3Y **LEVEL** Year 10 **LENGTH** (undertaken in Extended Home Group Lessons)

CREDITS 10 **CONTACT PERSON** Jill Brindley

Year 10 The Personal Learning Plan in year 10 focuses on the inquiry question:

What are my personal, learning and career goals?

Students produce an iPortfolio, carry out a career interaction challenge, undertake a SACE course interview and a review of the PLP. The Year 10 component culminates in a folio and reflection that is assessed for SACE accreditation. Student assessment is based on the performance standards:

- Understanding the Capabilities
- Developing Personal and Learning Goals
- Reviewing the Learning

Preliminary work is undertaken in years 8 and 9 Extended Home Group lesson and focus days to contribute toward the PLP. In year 8, the Identity Inquiry and in year 9 the Citizen for Humanity Project provide activities that allow students to demonstrate achievement of the Australian Curriculum capabilities.

Research Practices

CODE RPP4A **LEVEL** Stage 1
LENGTH Semester **CREDITS** 10
CONTACT PERSON Vincenzo Andreacchio
RECOMMENDED BACKGROUND Nil

CONTENT

This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills.

Students explore a range of research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings in a variety of forms.

This subject provide a sound basis for undertaking the SACE Stage 2 Research Project.

SCHOOL-BASED ASSESSMENT

Assessment Type 1: Folio

Students undertake at least two tasks for the folio. At least one task should focus on 'Exploring Research Approaches', and at least one task should focus on 'Exploring Research Skills'.

Assessment Type 2: Sources Analysis

Students undertake at least two sources analysis assessments. They consider the appropriateness, uses, and limitations of sources.

SPECIAL REQUIREMENTS Nil

The Research Project

The Stage 2 Research Project is a compulsory 10 credit subject undertaken at Stage 2. Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

Students enrol in either Research Project A or Research Project B. Both Research Project A & B may contribute to a student's Australian Tertiary Admissions Rank (ATAR).

In the first instance, all Brighton Secondary School year 12 students will be enrolled in Research Project B, but are able to change their enrolment to Research Project A by the end of term 1 if they wish.

Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research.

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital planning, research, synthesis, evaluation, and project management skills, through the in-depth exploration of an area of interest.

Research Project A

CODE RPA5S **LEVEL** Stage 2
LENGTH Semester **CREDITS** 10
CONTACT PERSON Dzintra Kargans

CONTENT

There are three Assessment Types in Research Project A. Assessment Type 1 and 2 are assessed by the school. Assessment Type 3 is externally assessed.

SCHOOL-BASED ASSESSMENT

Folio 30%

- Proposal
- Research Development
- Discussion.

Research Outcome 40%

The research outcome can be presented in written form (maximum 1500 words), oral (10 minutes), or the multimodal equivalent.

EXTERNAL ASSESSMENT

Review 30%

A written summary of 150 words (or its oral equivalent) and a review of 1500 words if written, or a maximum of 10 minutes for an oral presentation, or the equivalent in multimodal form.

Research Project B

CODE RPB5S **LEVEL** Stage 2
LENGTH Semester **CREDITS** 10
CONTACT PERSON Dzintra Kargans

CONTENT

There are three Assessment Types in Research Project B. Assessment Type 1 and 2 are assessed by the school. Assessment Type 3 is externally assessed.

SCHOOL-BASED ASSESSMENT

Folio 30%

- Proposal
- Research Development
- Discussion

Research Outcome 40%

The research outcome can be presented in written form (maximum 2000 words), oral (12 minutes), or the multimodal equivalent.

EXTERNAL ASSESSMENT

Evaluation 30%

A written summary of 150 words, together with an evaluation of 1500 words. The external assessment for Research Project B must be written.



Integrated Learning is a framework through which students gain credit for their Cross Curricular Learning. At Brighton Secondary School, the following subjects from the Integrated Learning Framework are offered: Integrated Learning – Peer Leadership, Integrated Learning – Students Mentoring Students, Integrated Learning – Antipodeans Abroad – Integrated Learning – Community Learning.

Peer Leadership

INTEGRATED LEARNING SUBJECT

CODE PRS4S

LEVEL Year 11

LENGTH Semester

CREDITS 10

CONTACT PERSON

Jan Sutherland

RECOMMENDED BACKGROUND

Enrolment in this course is by application following two days of training the previous year. Students are selected based on their participation at the training, their written application and their attitude to school, based on Brighton Secondary School Staff recommendation. It is studied off line (not timetabled during the normal school day) on top of the normal SACE Stage 1 course.

This subject is not chosen during the online counselling process.

CONTENT

Teams of two to four Peer Leaders are allocated to each year 8 Home Group. Leaders meet with that Home Group during the extended Home Group program throughout first semester. Students have the opportunity to undertake their own personal venture to gain skills in leadership, problem solving, public speaking, organisation and self-confidence. The subject requires commitment to supporting year 8 students transitioning from primary to secondary school as well as other written, practical and oral tasks designed to enhance personal development.

Students demonstrate leadership by:

- attending day one of the 2019 school year to work with year 8 students and Home Group teachers (one day before other year 11 students)
- attending the Woodhouse excursion and Year 8 Standards Day
- negotiating a range of activities involving the year 8 students during first semester.

ASSESSMENT

Students demonstrate evidence of learning through school based assessment types:

- Practical Exploration – reflecting on their own learning, self-development and awareness, literacy, critical and creative thinking
- Connections – developing personal and social capability by working cooperatively to plan and deliver activities
- Personal Venture – expanding, reflecting and evaluating self-development and leadership skills

SPECIAL REQUIREMENTS

- students attend a single lesson each week
- students attend year 8 extended Home Group and other activity days
- students nominate for training when expressions of interest are called for in term 4 2018. Successful students have this subject added as an extra SACE unit to their year 11 course in 2019.

CURRICULUM CHARGES \$45

Students Mentoring Students

INTEGRATED LEARNING SUBJECT

CODE SMS4S

LEVEL Year 11 or 12

LENGTH Semester **CREDITS** 10

CONTACT PERSON

Jan Sutherland

RECOMMENDED BACKGROUND

Enrolment in this course is by application following a half day of training. Students are selected based on their participation in the training, their written application and their attitude to school, based on Brighton Secondary School Staff recommendation. It is studied off line (not timetabled during the normal school day) on top of the normal SACE Stage 1 or 2 course.

This subject is not chosen during the online counselling process.

CONTENT

Students work individually one on one with a younger student, meeting with them weekly, on a regular basis to coach and help them learn to make their own decisions and find their own solutions developing into healthy, happy, productive, independent and capable people.

Students have the opportunity to undertake their own personal venture to gain skills in communicating, mentoring, leadership, problem solving, organisation and self-development. The subject requires commitment to undertaking training and supporting younger students transitioning successfully from primary to secondary school or from year to year, as well as other written,

Cross Disciplinary (continued)

practical or oral tasks designed to enhance personal capabilities.

Students demonstrate their commitment by:

- attending a half day training session in 2019 and other leadership opportunities as they arise
- organising and attending a regular weekly meeting with their mentee
- negotiating a range of activities or strategies to help support and develop the capabilities of their mentee
- completing a reflection or weekly journal recording their meetings, activities and outcomes

ASSESSMENT

Students demonstrate evidence of learning through school based assessment types:

- Practical Exploration – reflecting on their own learning, self-development and awareness, literacy, critical and creative thinking
- Connections – developing communication literacy, personal and social capability by working cooperatively to plan, deliver and record activities
- Personal Venture – expanding, reflecting and evaluating self-development, leadership and mentoring skills

SPECIAL REQUIREMENTS

- students communicate regularly with the Mentor Teacher/s about what they are doing, any problems encountered and how they are progressing
- students nominate for training when expressions of interest are called for in term 1 or 3, 2019. Successful students have this subject added as an extra SACE unit to their year 11 or 12 course in 2019.

CURRICULUM CHARGES Nil

Antipodeans Abroad

CODE WOC4S

LEVEL Year 10 or 11 Antipodeans Abroad Trip and Assessment Tasks

LENGTH Semester **CREDITS** 20

CONTACT PERSON Tony Mahar

RECOMMENDED BACKGROUND

Enrolment in this course is dependent on students being involved in Antipodeans Abroad in 2017 and 2018. When involvement in Antipodeans Abroad is confirmed, students will be given the opportunity to enrol in this off line (not timetabled during the normal school day) course.

This subject is not chosen as part of the online counselling process. Expressions of interest will be called for in 2019.

CONTENT

The Antipodeans Abroad Program requires students to travel overseas to undertake experiential learning in another culture. The process requires students to work collaboratively to plan and prepare for their travel with the guidance of the Antipodeans Abroad Program staff and school staff. Activities include trekking, camping, a community project, and one week of rest and relaxation. The aim of the expedition is to teach leadership and life skills and expose the students to global, environmental, human rights issues and engagement with Asia.

ASSESSMENT

- practical – participation in preparatory planning and fitness related activities
- group work – collaborative planning skills
- folio / discussion – Research and Evaluation task.

SPECIAL REQUIREMENTS

Involvement in the Antipodeans Abroad Tour

Integrated Learning

This subject provides an opportunity for students to link their learning from outside of school to a negotiated program within the SACE.

Through the program, students will have the chance to develop their capabilities and explore ways in which they can provide evidence of

those developments in context to the learning.

This subject is also based on collaborative learning ie students will be required to work with other people either in or out of school depending on their program.

Integrated Learning is flexible in its structure within the SACE, allowing for a range of study programs.

<https://www.sace.sa.edu.au/web/integrated-learning>

The Assistant Principal Senior Schooling is the contact person for this subject.

Enrolment into Integrated Learning is by negotiation with the Assistant Principal Senior School.

Community Learning

The Community Learning framework is another way in which individual students can gain credit for learning which is based in the community. SACE credits for Community Learning can be achieved in two ways – Community-developed Programs and Self-directed Community Learning.

Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Program details are updated as new information becomes available.

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

Self-directed Learning is gained through 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 other kinds of community learning.

For more information on community learning, visit:

<https://www.sace.sa.edu.au/learning/community-learning>

The Assistant Principal Senior Schooling is the contact person for individually negotiated community based credit arrangements.



VET is education and training that gives skills for particular jobs. In most cases it leads to industry-recognised qualifications.

What is VET?

Students are able to count VET qualifications for up to 180 credits towards their SACE. Students can earn 10 SACE credits for every 70 hours of VET successfully completed.

To find out whether the VET will count at Stage 1 or Stage 2 level or to find out more information about VET please check the VET recognition register at www.sace.sa.edu.au/web/vet.

Why do VET?

There are significant benefits for students who undertake VET courses. A student can:

- gain credit towards their SACE
- Some completed full qualifications can be used towards ATAR Scores. (Stage 2 units – up to 20 credits).
- gain industry recognised qualifications accredited Australia wide
- gain specific vocational training in a real workplace context
- help students gain future employment
- help students gain entry into related TAFE courses
- help students decide if this is a possible future career pathway.

What VET is offered at Brighton Secondary School?

Students are able to undertake VET in a number of ways:

- school subjects that incorporate VET eg Coffee Culture (page 63)
- external VET courses
- Australian School Based Apprenticeships
- Coding for Game Development (page 35).

VET courses are generally offered to year 11 and 12 students with limited offerings for year 10s.

External VET courses

External VET courses are run by various Training Organisations outside of the school. These are often partial or full Certificate I, Certificate II or Certificate III courses. There are approximately 40 different courses on offer to students ranging from Building and Construction, Automotive, Hospitality, Tourism, Hair and Beauty, Photography and Child Care.

External VET courses often involve students being out of the school for one day a week. Locations of the courses vary depending on the Training Organisation running the course. Course booklets for external VET courses will be available in term 3.

Costs of the courses will vary depending on the course. It is an expectation that costs are covered by students/parents.

Students who are interested in undertaking a VET course in 2019 will need to indicate this at their course selection in term 3. **It is highly recommended that students intending to undertake External VET courses select Workplace Practices as one of their subjects either at a Stage 1 or Stage 2 level.**

Australian School Based Apprenticeships (ASBAs)

ASBAs are where students undertake an apprenticeship (part-time) while remaining at school to complete their SACE. How this looks will depend on the ASBA a student is undertaking. As an example a student may spend one day per week in the workplace, one day per week at TAFE and the remaining time at School. If a student has not completed their ASBA by the end of their SACE their contract will convert to full-time to enable completion of the apprenticeship.

Students can start an ASBA at any stage of their SACE studies. For a student to undertake an ASBA there must be a willing employer. ASBAs are advertised through school bulletins and newsletters. Students may also identify their own employer. If any student is interested in an ASBA they need to register their interest with the VET Coordinator.



Game Development

QUALIFICATION

ICT30115 Certificate III in Information,
Digital Media and Technology

LEVEL Stage 2

LENGTH 2 semesters

DELIVERY 1 day per week face-to-face training

CREDITS 70 credits at Stage 2

RTO Academy of Interactive Entertainment

LOCATION Brighton Secondary School

Pathway

This is a nationally accredited course aimed at students who are interested in developing skills in industries that require programming, graphic design, advertising, publishing, computing and computer gaming, information design and simulation for the defence/medical/science sectors.

What will you learn

- Learn how to create 3D games using the Unity 3D game engine.
- Get an introduction to industry standard tools and techniques for game development.
- Learn C# to script interaction.
- Design game mechanics to create fun gameplay. Use version control to manage projects, and rapid prototyping to create and test games faster.

For further information, please view the course description on the Brighton Secondary School website and/or contact Hayley Reid on 83758268, email hayley.reid@brighton.sa.edu.au

brightonss.sa.edu.au/curriculum/vocational-education-and-training/



These programs offer highly motivated students the opportunity to focus on specific and challenging university curriculum which builds on school based subjects.

Adelaide University: Headstart Program and Flinders University: Extension Studies Program

These programs offered through Adelaide University and Flinders University both offer high achieving Year 12 students the opportunity to complete university subjects which count towards:

- SACE
- ATAR
- University credits

Students have the opportunity to begin university studies in pathways of interest and experience university life whilst still undertaking year 12 studies at Brighton Secondary School. These programs offer highly motivated students the opportunity to focus on specific and challenging university curriculum which builds on school based subjects.

The study in both programs not only counts towards SACE, but will also generate a competitive ATAR score. Furthermore, the credits gained will count towards related university degrees.

For further information, please refer to the university websites below:

www.adelaide.edu.au/headstart

flinders.edu.au/extension

These programs can replace a year 12 subject, however, it is critical that students in year 11 select a full complement of year 12 subjects at subject selection time. Once they have successfully commenced their university program, they can withdraw from a year 12 SACE subject.

For further information, please see Mr Kouwenhoven.



The richness of meaning expressed in the arts serves both to generate intellectual rigour and demonstrate a sense of self worth in individuals and communities. The arts provide a means by which learners can explain, reflect, understand, critique society and imagine better worlds.

The Australian Curriculum

The Arts curriculum for 2019 in years 8-10 is aligned to the Australian Curriculum. Refer to page 13 for more details about the implementation of the Australian Curriculum.

The Arts forms offered are:

- Drama (including Company Bright)
- Media Arts
- Music
- Visual Arts (Including Design and Multi-Media).

The curriculum for The Arts is divided into two strands:

- Making
- Responding

The content structure is organised through two interrelated strands that present a sequence of development of knowledge, understanding and skills.

Making

Learning about and using knowledge, techniques, skills and processes to explore Arts practices and to make arts works.

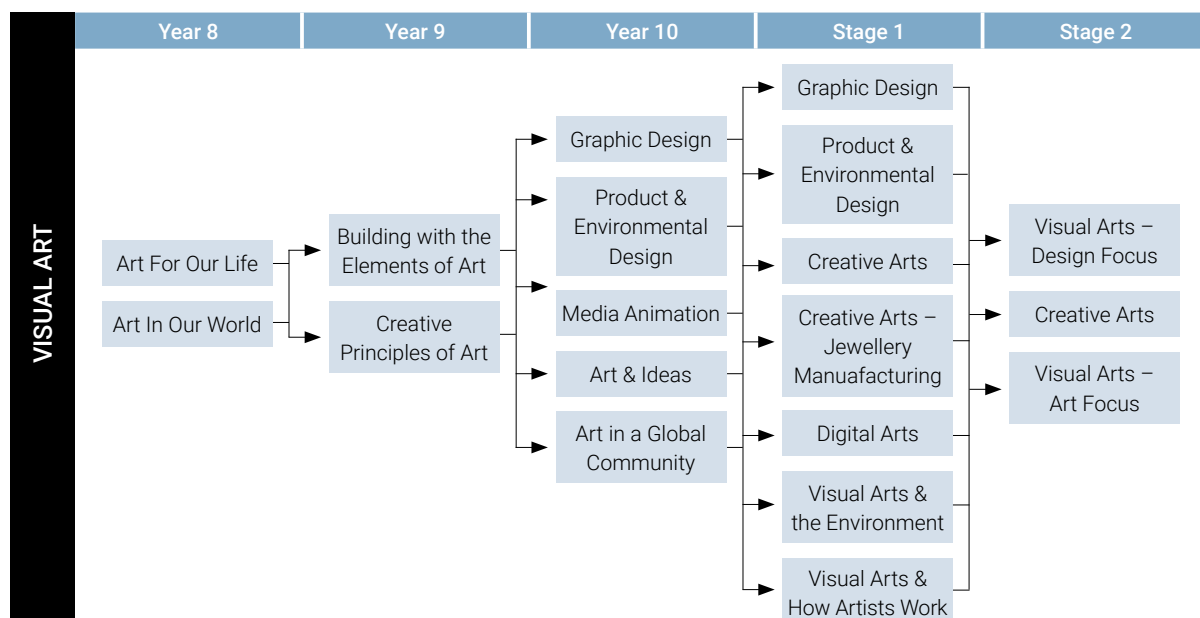
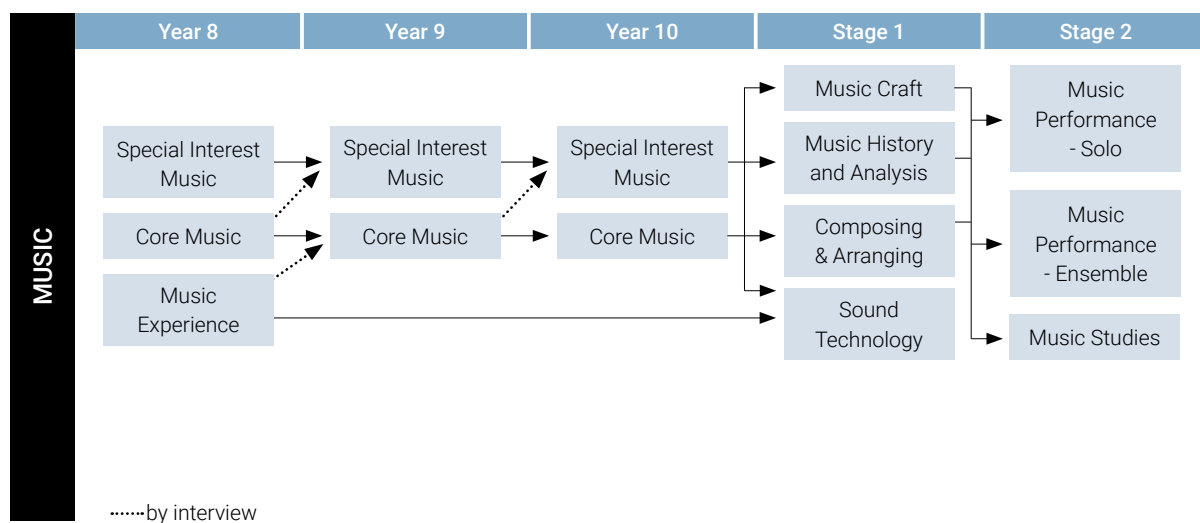
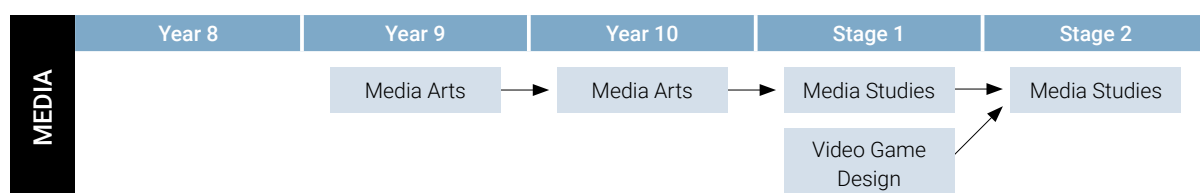
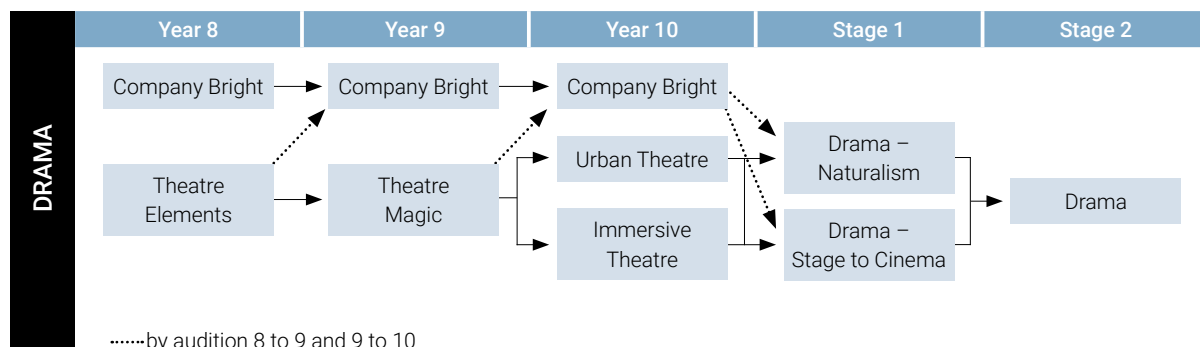
Responding

Exploring, responding to, analysing and interpreting art works.

The SACE

The Arts curriculum options in Years 11 and 12 are aligned to the SACE requirements.

The Arts (continued)



The study of drama provides students with the opportunity to acquire and develop experiences in performance and production. Students are also exposed to live theatre as performers, writers, theatre artists and spectators. Students explore a range of cultural, historical and social issues through the dramatic process.

Company Bright	Theatre Elements	Theatre Magic
<p>CODE DCB1Y</p> <p>LEVEL Years 8, 9, 10</p> <p>LENGTH Full Year</p> <p>CONTACT PERSON Yasmin Paterson</p> <p>RECOMMENDED BACKGROUND Company Bright is a full year subject for those students who have successfully applied to be included and to continue in the program.</p> <p>CONTENT Inquiry Questions will underpin the topics covered in years 8, 9 and 10 which include: Improvisation Script Analysis and Performance Film Making Devising Technical Theatre Design</p> <p>Practical: Multiple performance opportunities will provide skills in stagecraft, acting and design through production company models with students able to choose an area to specialise in as they progress through the Company Bright program.</p> <p>ASSESSMENT Years 8, 9, 10 Knowledge and Understanding, Application, Creativity, Communication, Collaboration and Problem Solving.</p> <p>SPECIAL REQUIREMENTS The Company Bright course is only available to students who have been accepted into the program through audition.</p> <p>CURRICULUM CHARGES A fee of \$100.00 per year is required to cover theatre ticket and production costs.</p>	<p>CODE DRA1S LEVEL Year 8</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Yasmin Paterson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT In this subject students will develop basic skills of the elements of drama including improvisation, vocal expression, mime, and movement. In addition to these skills the concept of characterisation will be addressed through the study of body language, physicalisation, script writing, improvisation and the presentation of a group devised play. All of the above skills and concepts will be further explored through the study of Asia Pacific and Aboriginal and Torres Strait Islander societal contexts and cultures. Included in the subject will be a number of theory and homework exercises, which will link directly to the topics being studied and allow students to evaluate and respond to the dramatic works of themselves and others. All of the above skills and concepts will be further explored through the study of story telling, ritual, and culture.</p> <p>ASSESSMENT Students will be assessed in group work, improvisation skills, script devising and writing, as well as major performance tasks and skills in group work and collaboration.</p> <p>SPECIAL REQUIREMENTS It is expected that students will participate in excursions to view live performances.</p> <p>CURRICULUM CHARGES A levy of \$20 will apply to cover theatre ticket costs. Students must also expect to perform to audiences outside the Drama class.</p>	<p>CODE DRA2S LEVEL Year 9</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Yasmin Paterson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT In this topic students are further challenged to develop their performance skills through problem solving, creativity, and critical thinking. They will build upon skills in improvisation, vocal and physical expression, and extend their understanding of character, relationships, and situations. This knowledge will be demonstrated in a group devised or scripted major performance piece.</p> <p>ASSESSMENT Students will be assessed in group work, improvisation skills, script devising and writing, as well as major performance tasks.</p> <p>SPECIAL REQUIREMENTS It is expected that students will participate in excursions to view live performances.</p> <p>CURRICULUM CHARGES A levy of \$20 will apply to cover theatre ticket costs. Students must also expect to perform to audiences outside the Drama class.</p>

Drama (continued)

Immersive Theatre	Urban Theatre	Drama – Naturalism
<p>CODE DRA3B LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Yasmin Paterson</p> <p>RECOMMENDED BACKGROUND Year 9 Drama recommended</p> <p>CONTENT Students will explore a range of theatrical styles and genres through the ideas of dramatic innovators and established theatre conventions, including:</p> <ul style="list-style-type: none"> • Physical theatre • Commedia Dell'arte • Naturalism/Realism • Gothic theatre • Musical theatre • Melodrama • Stage fighting and slapstick <p>Students will adopt a theatre style and present an interpretation of a scene from a well known play.</p> <p>Students will choose either an on-stage or off-stage role, and participate in a whole class production, working from an existing script. This will be an evening performance and will further student knowledge of theatrical conventions and build on performance and design skills.</p> <p>ASSESSMENT Students will be assessed in group work, review writing, reflection writing, design tasks, as well as major performance tasks.</p> <p>SPECIAL REQUIREMENTS It is expected that students will participate in some after-hours rehearsals, and evening performances. Students will also attend excursions to view live theatre.</p> <p>CURRICULUM CHARGES A levy of \$20 will apply to cover ticket costs and materials. Students must also expect to perform to audiences outside the Drama class.</p>	<p>CODE DRA3A LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Yasmin Paterson</p> <p>RECOMMENDED BACKGROUND Year 9 Drama recommended</p> <p>CONTENT Students will learn about contemporary Australian theatre and theatrical innovators, with a focus on how young people's issues and stories are presented on the stage. Through class workshops and investigation, students will explore an aspect of Australian theatre, demonstrating their knowledge in a product of a performance piece, film, or design. Students will work with legendary Australian playwright and Head of Writing at the National Institute of Dramatic Arts, Stephen Sewell, to devise a play which will be presented in an evening performance. Students will also have the opportunity to learn about off-stage roles of theatre production, such as sound, lighting, set design, costume design, and design for the major performance piece.</p> <p>ASSESSMENT Students will be assessed in group work, improvisation skills, script devising and review writing, reflection writing as well as major performance tasks.</p> <p>SPECIAL REQUIREMENTS It is expected that students will participate in some after-hours rehearsals, and evening performances. Students will also attend excursions to view live theatre.</p> <p>CURRICULUM CHARGES A levy of \$20 will apply to cover theatre ticket costs and materials. Students must also expect to perform to audiences outside the Drama class.</p>	<p>CODE DRM4A LEVEL Stage 1</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Yasmin Paterson</p> <p>RECOMMENDED BACKGROUND Year 10 Drama recommended</p> <p>CONTENT As a class, students will investigate the dramatic innovator Konstantin Stanislavski, through a contemporary play. They will then complete an Individual Investigation and Presentation based on these topics, selecting from a range of possible dramatic questions or developing a question of their own.</p> <p>Performance Students will be involved in the staging of a production of an existing play-script, to be presented after school hours to a public audience. Students will contribute onstage as actors, or offstage in the roles of other theatre practitioners (i.e. set, sound, lighting, costume design, front-of-house, publicity, make up, multi-media etc).</p> <p>Folio</p> <ul style="list-style-type: none"> • Students produce a production report that reflects on their development and ability to describe, analyse and evaluate their individual and ensemble process and achievements throughout the performance task. • In order to enable students to expand their knowledge and understanding of drama as a performing art they will review a live theatre performance. <p>ASSESSMENT Investigation and Presentation 40% Performance 40% Folio 20%</p> <p>SPECIAL REQUIREMENTS It is expected that students will participate in excursions to view live performances. Students must also expect to perform to audiences outside the Drama class.</p> <p>CURRICULUM CHARGES A levy of \$40 will apply to cover ticket costs to two theatre shows.</p>

Drama (continued)

Drama – Stage to Cinema**CODE** DRM4B **LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**CONTACT PERSON**

Yasmin Paterson

RECOMMENDED BACKGROUND

Year 10 Drama recommended

CONTENT**Investigation and Presentation**

As a class, students will investigate a film innovator through in class analysis and workshops. They will then take on the role of actor or designer, and in groups develop either a film or stage adaptation of an existing script, in the style of the innovator. Students will analyse and evaluate the process and outcome in an Individual Investigation and Presentation.

Performance

Students will be involved in the staging of a production of an existing play-script, to be presented after school hours to a public audience. Students will contribute onstage as actors, or offstage in the roles of other theatre practitioners (i.e. set, sound, lighting, costume design, front-of-house, publicity, make up, multi-media etc).

Folio

- Students produce a production report that reflects on their development and ability to describe, analyse and evaluate their individual and ensemble process and achievements throughout the performance task.
- In order to enable students to expand their knowledge and understanding of drama as a performing art they will review a live theatre performance.

ASSESSMENT

Investigation and Presentation 40%

Performance 40%

Folio 20%

SPECIAL REQUIREMENTS

It is expected that students will participate in excursions to view live performances (mostly out of school hours).

CURRICULUM CHARGES

A levy of \$40 will apply to cover ticket costs of two theatre shows.

Drama**CODE** DRM5E **LEVEL** Stage 2**LENGTH** Full year**CREDITS** 20**CONTACT PERSON**

Yasmin Paterson

RECOMMENDED BACKGROUND

Stage 1 Drama (preferably 20 credits) or by an interview.

CONTENT

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-esteem and confidence.

The syllabus is prescribed by the SACE Board and is made up of four compulsory sections.

The course is based on the four following areas of study:

- Group Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works.

Within these areas of study students will undertake:

- one group presentation
- one report and at least two reviews for the folio
- one interpretative study
- one performance or one presentation

ASSESSMENT

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

School-based Assessment:

Group Presentation 20%

Folio 30%

Interpretive Study 20%

External Assessment:

Performance 30%

SPECIAL REQUIREMENTS

Students are expected to attend at least three Sunday rehearsals and numerous after-school rehearsals for the group production. Students are required to attend live performances for review writing. These are out of the normal hours of the school day.

CURRICULUM CHARGES

A levy of \$80 will apply to cover some of the ticket costs.



The study of media provides a unique opportunity to understand how the media works. In today's society everyone is faced with 'media messages' from TV, films, radio, print and the internet. There is also an increasing reliance upon electronic communication devices and the ethical and moral issues that surround them. All members of society should be able to critically examine both the medium and the message and to articulate their opinions suitably.

Media Arts	Media Arts	Video Game Design
<p>CODE MED2S</p> <p>LEVEL Year 9</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Alan Todd</p> <p>RECOMMENDED BACKGROUND A general interest in the media.</p> <p>CONTENT Students through the components of sound, word and images gain an understanding of "what is Media" and how it relates to them in today's society. Students learn the film making process of pre-production, filming, editing and evaluation by making and responding to various films.</p> <p>ASSESSMENT Students individually and in groups design, make and respond to various media texts.</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE MED3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Alan Todd</p> <p>RECOMMENDED BACKGROUND Year 9 Media Studies.</p> <p>CONTENT The course explores how information is packaged and manipulated for various audiences. Advertising, News and propaganda will be critically analysed as means for students to create their own media products.</p> <p>ASSESSMENT Students will be assessed through the creation of media products and written and oral tasks through the semester. Student voice will be a key element.</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE DVI3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Nic Tubb</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT This subject focuses on the theory and practical tasks required to design video games. Students will analyse popular and obscure video games to uncover the different elements that create a meaningful gaming experience. These elements can include: images, text, visual style, animation, sound effects, music, gameplay, user interface, and narrative techniques.</p> <p>Students will attempt three introduction tasks: Programing through creating a simple 3D game in Unity, 3D Art through creating a simple 3D textured model in Maya (which can then be 3D printed), and Character/Story Design.</p> <p>In second term, students will choose a speciality: Art, Programming and/or Level Design, form indie game companies and collaboratively design and author a video game (or prototype). Students can also negotiate to work individually and/or specialise in animation, visual effects, music/sound effects, narrative and other game industry roles.</p>

Media Studies (continued)

ASSESSMENT

Folio 50%

Major Product 50%

SPECIAL REQUIREMENTS

Headphones and a three button mouse are optional but recommended.

Media Studies

CODE MES4S

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON Alan Todd

RECOMMENDED BACKGROUND

1 year of Media Studies.

CONTENT

Students discuss and analyse media issues, and interact with, and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

Students may choose from the following topics:

- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community

Or topics negotiated with the teacher.

This course emphasises experimental and solo film making in the practical (product) component.

A wide range of media studies issues are incorporated into the Interaction Study and Folio.

ASSESSMENT

Folio 20%

Interaction Study 20%

Product 60%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

Students will be provided with an 8G SDHD card – cost \$15.

Media Studies

CODE MES5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON

Yasmin Paterson

RECOMMENDED BACKGROUND

Stage 1 Media Studies

CONTENT

Media Studies develops students' media literacy and production skills.

Students discuss and analyse media issues, and interact with, and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

The following key media concepts underpin the study of media and provide an investigative framework to support students' assessments in critical analysis and production:

- Media conventions
- Media organisations
- Media audiences
- Media representations

Students choose three of the following topics to study:

- Photojournalism
- Documentaries
- Cult Television/Film
- Music and Media
- The Internet
- Television Genres
- Community Media
- Short Films
- Advertising and Audiences
- Globalisation and Media
- Youth and Media
- Children and Media
- Media Ethics and Regulation
- Cultural Diversity in Media

Or topics negotiated with the teacher.

ASSESSMENT

School-based Assessment:

Folio 30%

Product 40%

External Assessment:

Investigation 30%

(a maximum of 2,000 words or the equivalent if in multimedia format)

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

Students will be provided with an 8G SDHD card – cost \$15.



Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. As students progress through studying music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual.

Students enrolling in year 8 Core Music do not require any prior experience on a musical instrument. All Core Music students must study a band or string instrument. Beginners wishing to study percussion will need to audition as places are limited. Continuing guitar, piano and voice students will be assisted by music staff in choosing a second instrument in order to participate in ensemble lessons. Most instruments are available for hire through the school for \$170 per year. Other associated expenses may include tutor books, solo pieces, reeds, valve oil, etc.

Music Experience students may be given the opportunity via an interview to proceed to the Core Music course in year 9. Year 8 Core Music students may audition for entry into the Special Interest Music program for year 9 after successful completion of year 8 Core Music and an interview/audition.

In year 11 and 12 (Stage 1 and Stage 2), students may choose from a variety of SACE theoretical and practical course options.

The requirements of the Australian Curriculum are met in year 8-10 Core Music. The Special Interest Music program allows students to explore concepts in greater depth while refining performance skills. In keeping with an inquiry approach to learning, all students in years 8-10 work within the framework of a "Big Idea" and "Guiding Question".

Core Music

CODE MUS1A/B **LEVEL** Year 8

LENGTH Full year

CONTACT PERSON

Andrew Barrett/Craig Bentley

RECOMMENDED BACKGROUND

Some musical / instrumental knowledge is an advantage but not essential.

CONTENT

Big Idea: Self-discovery

Guiding Question: What can I learn about sound?

- Theory
- Aural musicianship
- Composition
- Analysis
- Ensemble performance
- Solo performance

Structure:

- Musicianship
- Instrumental ensemble
- Girls choir/boys choir
- Instrumental tuition

ASSESSMENT

Ongoing through: musicianship exercises; tests; choral and instrumental participation; demonstration of knowledge and skills; and instrumental lesson work.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

Instrument hire (if required) of \$170 per year

Music Experience

CODE MEX1S

LEVEL Year 8

LENGTH Semester

CONTACT PERSON

Andrew Barrett/Craig Bentley

RECOMMENDED BACKGROUND

Students should have an interest in music and its associated industries. No musical background is required.

CONTENT

Big Idea: Self-discovery

Guiding Question: What can I learn about sound?

Students will be exposed to many different musical instruments, styles and settings.

Structure:

- Technology/composition
- Guitar studies
- Percussion studies
- Musical appreciation

ASSESSMENT

Ongoing through: class participation; homework exercises; bookwork; and practical assessments.

SPECIAL REQUIREMENTS Nil

Special Interest Music	Core Music	Special Interest Music
<p>CODE MS11Y</p> <p>LEVEL Year 8</p> <p>LENGTH Full year</p> <p>CONTACT PERSON Andrew Barrett/Craig Bentley</p> <p>RECOMMENDED BACKGROUND Special Interest Music is an additional music subject available to selected students at each year level. It is a scholarship subject and entry is by merit selection. Students are selected after a musicianship test, practical audition and interview.</p> <p>CONTENT Big Idea: Self-discovery Guiding Question: What can I learn about sound?</p> <ul style="list-style-type: none"> • Composing and arranging • Listening studies, score reading and analysis • Solo performance • Ensemble performance • Study of a second instrument • Keyboard studies • Improvisation <p>Structure:</p> <ul style="list-style-type: none"> • Composition • Listening • Keyboard • Performance practice • Technology • Instrumental tuition <p>ASSESSMENT Ongoing through students' practical and written work.</p> <p>SPECIAL REQUIREMENTS Special Interest Music students study Core Music and Special Interest Music.</p> <p>CURRICULUM CHARGES Instrument hire (if required) of \$170 per year</p>	<p>CODE MUS2A/B</p> <p>LEVEL Year 9</p> <p>LENGTH Full year</p> <p>CONTACT PERSON Andrew Barrett/Craig Bentley</p> <p>RECOMMENDED BACKGROUND Year 8 Core Music or Year 8 Music Experience. Entry is via an interview for Music Experience students.</p> <p>CONTENT Big Idea: Portraying a message Guiding Question: How can I engage with the community through meaningful music-making?</p> <ul style="list-style-type: none"> • Theory • Aural musicianship • Composition • Analysis • Ensemble performance • Solo performance <p>Structure:</p> <ul style="list-style-type: none"> • Musicianship • Instrumental ensemble • Girls Choir/boys Choir • Instrumental tuition <p>ASSESSMENT Ongoing through: musicianship exercises; tests; choral and instrumental participation; demonstration of knowledge and skills; and instrumental lesson work.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES Instrument hire (if required) of \$170 per year</p>	<p>CODE MS12Y</p> <p>LEVEL Year 9</p> <p>LENGTH Full year</p> <p>CONTACT PERSON Andrew Barrett/Craig Bentley</p> <p>RECOMMENDED BACKGROUND Special Interest Music is an additional music subject available to selected students at each year level. It is a scholarship subject and entry is by merit selection. Students are selected after a musicianship test, practical audition and interview.</p> <p>CONTENT Big Idea: Portraying a message Guiding Question: How can I engage with the community through meaningful music-making?</p> <ul style="list-style-type: none"> • Composing and arranging • Listening studies, score reading and analysis • Solo performance • Ensemble performance • Study of a second instrument • Keyboard studies • Improvisation • Chamber music • Aural musicianship • Rhythmic studies <p>Structure:</p> <ul style="list-style-type: none"> • Composition • Listening • Practical applications • Performance practice • Instrumental tuition <p>ASSESSMENT Ongoing through students' practical and written work.</p> <p>SPECIAL REQUIREMENTS Special Interest Music students study Core Music and Special Interest Music.</p> <p>CURRICULUM CHARGES Instrument hire (if required) of \$170 per year</p>

Music (continued)

Core Music	Special Interest Music	Music Composing and Arranging
<p>CODE MUS3A/B</p> <p>LEVEL Year 10</p> <p>LENGTH Full year</p> <p>CONTACT PERSON Andrew Barrett/Craig Bentley</p> <p>RECOMMENDED BACKGROUND Year 9 Core Music or via an interview with music staff.</p> <p>CONTENT Big Idea: Exploring music pathways Guiding Question: Where can music take me in the future?</p> <ul style="list-style-type: none"> • Theory • Aural musicianship • Composition • Analysis • Ensemble performance • Solo performance <p>Structure:</p> <ul style="list-style-type: none"> • Musicianship • Instrumental ensemble • Combined (SATB) choir • Instrumental tuition <p>ASSESSMENT Ongoing through: musicianship exercises; tests; choral and instrumental participation; demonstration of knowledge and skills; and instrumental lesson work.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES Instrument hire (if required) of \$170 per year</p>	<p>CODE MSI3Y</p> <p>LEVEL Year 10</p> <p>LENGTH Full year</p> <p>CONTACT PERSON Andrew Barrett/Craig Bentley</p> <p>RECOMMENDED BACKGROUND Special Interest Music is an additional music subject available to selected students at each year level. It is a scholarship subject and entry is by merit selection. Students are selected after a musicianship test, practical audition and interview.</p> <p>CONTENT Big Idea: Exploring music pathways Guiding Question: Where can music take me in the future?</p> <ul style="list-style-type: none"> • Composing and arranging • Listening studies, score reading and analysis • Solo performance • Ensemble performance • Study of a second instrument • Aural musicianship • Improvisation • Chamber music <p>Structure:</p> <ul style="list-style-type: none"> • Composition • Listening • Practical applications • Performance practice • Instrumental tuition <p>ASSESSMENT Ongoing through students' practical and written work.</p> <p>SPECIAL REQUIREMENTS Special Interest Music students study Core Music and Special Interest Music.</p> <p>CURRICULUM CHARGES Instrument hire (if required) of \$170 per year</p>	<p>CODE MCA4A</p> <p>LEVEL Stage 1</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Andrew Barrett/Craig Bentley</p> <p>RECOMMENDED BACKGROUND Year 8-10 Music</p> <p>CONTENT This subject builds on the composing and arranging skills that students have developed in years 8-10. Students will produce a folio of works in a variety of styles. This subject prepares students for the Stage 2 subject, Composing and Arranging.</p> <p>ASSESSMENT Skill Development 25% Folio 75%</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES Nil</p>

Music (continued)

Music Craft A and B

CODE MUC4A & MUC4B

LEVEL Stage 1

LENGTH Full year

CREDITS 10 credits per semester

CONTACT PERSON

Andrew Barrett/Craig Bentley

**RECOMMENDED
BACKGROUND**

Year 8-10 Core Music

CONTENT

This subject involves the study of harmony, arranging, aural musicianship and solo performance. Music Craft prepares students for Stage 2 music subjects.

Structure:

- Jazz theory
- Classical theory
- Aural musicianship
- Arranging
- Performance practice
- Instrumental tuition

ASSESSMENT

Solo performance and reflection 25%

Theory 25%

Aural 25%

Arranging 25%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

Instrument hire (if required) of \$170 per year

Music History and Analysis

CODE MUS4S

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Andrew Barrett/Craig Bentley

**RECOMMENDED
BACKGROUND**

Year 8-10 Core Music

CONTENT

This subject is concerned with the study of music in its historical and musical context, including analysis and aural recognition of selected works. Practical work and composition are minor components of this subject. Music Studies prepares students for the Stage 2 subject, Musical Styles.

ASSESSMENT

Oral presentation 40%

Folio 40%

Test 20%

SPECIAL REQUIREMENTS Nil

Sound Technology

CODE SOT4S

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Andrew Barrett/Craig Bentley

**RECOMMENDED
BACKGROUND** Nil

CONTENT

This subject covers the skills and background knowledge of sound reinforcement and computer-based sound recording and editing. Topics include basic electronic and acoustic theory, digital audio and MIDI recording, as well as an introduction to the components used in professional sound recording studios and sound reinforcement systems.

ASSESSMENT

Written assignments 40%, practical experiments and projects including setting up a sound system 30%, negotiated project 30%.

SPECIAL REQUIREMENTS

Operation of a PA system at a Music Centre performance (out of school hours).

CURRICULUM CHARGES

\$50 fee for course materials and excursions.

Music (continued)

Stage 2 Music Courses

Students enrolling in Stage 2 Music may select from the three subjects listed subsequently.

Students may study all three subjects (40 credits) which can count towards an ATAR.

Music Performance - Ensemble

CODE MBL5E

LEVEL Stage 2

LENGTH

1 semester studied over a full year

CREDITS 10

CONTACT PERSON

Andrew Barrett/Craig Bentley

**RECOMMENDED
BACKGROUND**

Stage 1 Music - Craft A & B

CONTENT

This subject is concerned with the improvement and application of students' instrumental or vocal skills by rehearsing and performing in an ensemble. Throughout the course, students will endeavour to develop greater musical understanding and aesthetic awareness through performance, rehearsal, part-testing and self-review.

Students will be required to analyse some of their works and evaluate their learning journey.

ASSESSMENT

Students will be assessed and moderated by the SACE Board in accordance with the set syllabus for this subject.

First Performance 30%

Second Performance and discussion
40%

Performance Portfolio 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

Instrument hire (if required) of \$170
per year

Music Performance - Solo

CODE MFC5E

LEVEL Stage 2

LENGTH

1 semester studied over a full year

CREDITS 10

CONTACT PERSON

Andrew Barrett/Craig Bentley

**RECOMMENDED
BACKGROUND**

Stage 1 Music - Craft A & B

CONTENT

This subject is concerned with the improvement and application of students' instrumental or vocal skills in a series of solo performances of contrasting repertoire. Throughout the course, students will endeavour to develop greater musical understanding and aesthetic awareness through performance and self-review.

Students will be required to analyse some of their works and evaluate their learning journey.

ASSESSMENT

Students will be assessed and moderated by the SACE Board in accordance with the set syllabus for this subject.

First Performance 30%

Second Performance and discussion
40%

Performance Portfolio 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

Instrument hire (if required) of \$170
per year

Music (continued)

Music Studies

CODE MNP5E

LEVEL Stage 2

LENGTH

Full year

CREDITS 20

CONTACT PERSON

Andrew Barrett/Craig Bentley

**RECOMMENDED
BACKGROUND**

Stage 1 Music - Craft A & B and /or
Stage 1 Music History and Analysis/
or Music Composing and Arranging

CONTENT

In this subject, students are expected to:

1. apply knowledge and understanding of musical elements.
2. apply musical skills and techniques in developing, refining, and presenting creative works
3. apply a range of musical literacy skills, including aural perception and notation
4. deconstruct, analyse and interpret musical works and styles, and manipulate musical elements
5. synthesise findings and express musical ideas
6. reflect on musical influences on own creative works

ASSESSMENT

Students will be assessed and moderated by the SACE Board in accordance with the set syllabus for this subject.

Creative Works 30%

Musical Literacy 40%

Examination 30%

SPECIAL REQUIREMENTS Nil



Art For Our Life

CODE ART1A

LEVEL Year 8

LENGTH Semester

CONTACT PERSON

Yasmin Paterson

**RECOMMENDED
BACKGROUND** Nil

CONTENT

Students will be introduced to the fundamental skills and processes of art making. These will include observational drawing, and painting techniques. Creative projects will include developing thinking strategies with higher order thinking tools. A range of two and three media will be offered. Students will be encouraged to express individuality in their projects and appreciate works of visual art, artists and their cultures. This course gives students the essential skills to take on creative challenges throughout their future.

ASSESSMENT

Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.

SPECIAL REQUIREMENTS Nil

Art In Our World

CODE ART1B

LEVEL Year 8

LENGTH Semester

CONTACT PERSON

Yasmin Paterson

**RECOMMENDED
BACKGROUND** Nil

CONTENT

Students will explore the role art plays in our world through studies of selected cultures and societies. Thematic projects will address the creative process in art and design, critical analysis and specific skills and techniques. This course allows students to express their ideas and their place in the world through creative challenges.

ASSESSMENT

Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.

SPECIAL REQUIREMENTS Nil

Building with the Elements of Art

CODE ART2A

LEVEL Year 9

LENGTH Semester 1

CONTACT PERSON

Yasmin Paterson

**RECOMMENDED
BACKGROUND** Nil

CONTENT

Students study and develop key skills and concepts in the development of visual art and design projects. Amongst these are Colour, Form, Space, Tone and Texture. Art and design processes include frottage drawing, collage, painting, clay sculpture, graphic and digital processes. Projects are linked to art and design movements and cultures. These may include Studies of Asia, Aboriginal and Torres Strait Islander Art and Western Art. Students will be introduced to concepts of sustainability in their art works.

ASSESSMENT

Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.

SPECIAL REQUIREMENTS Nil

Creative Principles of Art	Art and Ideas	Art in a Global Community
CODE ART2B LEVEL Year 9 LENGTH Semester CONTACT PERSON Yasmin Paterson RECOMMENDED BACKGROUND Nil	CODE ART3A LEVEL Year 10 LENGTH Semester CONTACT PERSON Yasmin Paterson RECOMMENDED BACKGROUND Nil	CODE ART3B LEVEL Year 10 LENGTH Semester CONTACT PERSON Yasmin Paterson RECOMMENDED BACKGROUND Nil
CONTENT Students study and develop key skills and concepts in the development of visual art and design projects. Amongst these are Pattern, Perspective and Movement in art and design. Art and design processes may include lino printmaking, drawing, digital image processes, sculpture (modelling with clay), construction and painting. Projects are linked to art and design artists, art movements and cultures. These may include Studies of Asia, Aboriginal and Torres Strait Islander Art and Western Art. Students will be introduced to concepts of sustainability in art.	CONTENT Students explore art concepts through problem solving and higher order thinking strategies. Projects will be created using a series of problem solving tasks that build a folio. Creative products take the form of drawing, painting, printmaking, digital productions, sculpture and installations. Students study the works of key visual artists and their works through critical analysis. These studies are related to key art movements, societies and cultures of Western and Eastern Art.	CONTENT Students will develop visual arts products through investigations of a culture or society in past and present societies (for example South – Asian Art, Indigenous cultures, consumerism in society). One to two major projects will be completed through the semester (Folio and Product). Related tasks include the critical analysis of art works and student responses to the studied culture and society. Students have the opportunity to produce work in a variety of two dimensional and three dimensional media (e.g. drawing, painting, printmaking, sculpture and digital images).
ASSESSMENT Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.	ASSESSMENT Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.	ASSESSMENT Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.
SPECIAL REQUIREMENTS Nil	SPECIAL REQUIREMENTS Nil	SPECIAL REQUIREMENTS Nil
CURRICULUM CHARGES \$20 per semester	CURRICULUM CHARGES \$20 per semester	CURRICULUM CHARGES \$20 per semester

Visual Arts (continued)

Graphic Design	Media Animation	Product and Environmental Design
<p>CODE DES3A</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Yasmin Paterson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT Graphic Design is visual communication through a skilful combination of text and images such as in logos, advertisements, magazines, books and web pages. Students will explore Elements of Composition and Typography through a series of written and practical tasks that develop an understanding of the elements and principles of design. Students will learn digital and hand drawn techniques to implement these elements and principles in compositions. These skills are then used in the development of a folio using the design process to resolve a graphic design brief and produce and evaluate a final product.</p> <p>ASSESSMENT Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$20 per semester</p>	<p>CODE ANM3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Yasmin Paterson</p> <p>RECOMMENDED BACKGROUND Confident drawing skills, Media and/ or Art/Design in year 9.</p> <p>CONTENT Students will work in two areas: clay animation and 2D/3D animation and experience a variety of software programs. Practical work relates to the development and production of two separate animations. Theory assignments entail the completion of topics relating to analysis and criticism of various animations.</p> <p>ASSESSMENT Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$20 per semester</p>	<p>CODE DES3B</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Yasmin Paterson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT Product Design is the design of everyday objects ranging from furniture, electronics, fashion, lighting, tools and toys. Environmental Design deals with creating the human-designed environment including architecture, city planning (or urban planning), landscape architecture and interior design. Students will explore the techniques for presenting Product and Environmental Design outcomes, such as technical drawing, model making techniques and digital techniques, through a series of written and practical tasks. These skills are then used in the development of a folio using the design process to resolve a Product or Environmental brief and produce and evaluate a final product.</p> <p>ASSESSMENT Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$20 per semester</p>

Visual Arts (continued)

Creative Arts

CODE CRT4S

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Yasmin Paterson

**RECOMMENDED
BACKGROUND** Nil

CONTENT

In Creative Arts, students have opportunities for specialised study within and across the arts (Dance, Drama, Music, Media Studies and the Visual Arts (art and design). Opportunities also exist for students to make connections with vocational education and training within their studies in Creative Arts. Creative Arts products may take the form of musicals, plays, concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Creative Arts also allows a focus on specific local needs and interests in the community, for example SALA – South Australian Living Arts Week and the Brighton Jetty Sculpture Festival.

ASSESSMENT

Creative Product 60%
(Developmental folio
and final product)

Skills Folio 30%

Investigation 10%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 per semester

Creative Arts – Jewellery Manufacturing

CODE CJE4A

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Michelle Ovan

**RECOMMENDED
BACKGROUND** Nil

CONTENT

This course is designed to introduce students to the traditional and contemporary skills and practices of manufacturing. Students will explore and experiment with a variety of practices to create wearable artistic jewellery. Material such as metals, glass, wood, leather, felt, recycled objects and paper will be incorporated with sawing, cutting, stamping, riveting, soldering and fusing techniques. These will be combined with art processes for example printmaking, paper quilling and painting to create various products; earrings, bracelets, brooches and necklaces. Students will be given opportunities to explore local arts industries (e.g. The Jam Factory) including visits by guest speakers and excursions.

ASSESSMENT

Investigation 10%

Skills folio 50%

Final product and support folio 40%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 per semester

Digital Art

CODE DIG4S

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Yasmin Paterson

**RECOMMENDED
BACKGROUND** Nil

CONTENT

Through a Visual Study, students will undertake a series of practical and written tasks to learn skills and develop an understanding on the range of practices used by digital artists, both 2D and 3D. A combination of hand made and digital skills will be used. Students will also explore how artists communicate their ideas through their work.

These skills are then used in the development of a folio, in which students need to deeply explore a concept and experiment with the most appropriate techniques to present this concept visually as a work of digital art.

ASSESSMENT

Product 30%

Folio 40%

Visual Study 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 per semester

Visual Arts (continued)

Graphic Design	Product and Environmental Design	Visual Arts – Art and the Environment
CODE VAD4S LEVEL Stage 1 LENGTH Semester CREDITS 10 CONTACT PERSON Cheryl Evans RECOMMENDED BACKGROUND Year 10 Design CONTENT Graphic Design is visual communication through a skilful combination of text and images such as in logos, advertisements, magazines, books and web pages. The key topic for this course is the Essentials of Graphic Design. Students will explore the essential elements of Graphic Design through a series of written and practical tasks, looking at techniques of composition and typography used in editorial design and presentation. They will then learn the skills to present these tasks in an InDesign Visual Study document. These skills are then used in the development of a folio using the design process to resolve a graphic design brief, such as the development of a corporate identity, then produce and evaluate a final product. ASSESSMENT Product 30% Folio 40% Visual Study 30% SPECIAL REQUIREMENTS Nil CURRICULUM CHARGES \$20 per semester	CODE VAD4B LEVEL Stage 1 LENGTH Semester CREDITS 10 CONTACT PERSON Cheryl Evans RECOMMENDED BACKGROUND Year 10 Design CONTENT Product Design is the design of everyday objects ranging from furniture, electronics, fashion, lighting, tools and toys. Environmental Design deals with creating the human-designed environment including architecture, city planning (or urban planning), landscape architecture, and interior design. Students will explore the techniques for producing Product and Environmental Design outcomes, such as technical drawing and presentation techniques, through a series of written and practical tasks presented in a Visual Study. These skills are then used in the development of a folio using the design process to resolve one brief out of a choice of six, such as interior, architecture, fashion, lighting design, and then produce and evaluate a final product. ASSESSMENT Product 30% Folio 40% Visual Study 30% SPECIAL REQUIREMENTS Nil CURRICULUM CHARGES \$20 per semester	CODE VAA4A LEVEL Stage 1 LENGTH Semester CREDITS 10 CONTACT PERSON Yasmin Paterson RECOMMENDED BACKGROUND Nil CONTENT Students study the environment as a central theme, exploring their world, issues and traditions from a variety of social and cultural contexts. Artists and visual arts works on an environmental theme are critically analysed. Students may choose to work in a variety of expressive forms. These include drawing, painting, installation, sculpture and printmaking. Students complete one visual study, one folio and a product during the semester. Students will develop a visual study on the methods and materials of environmental artists. The folio allows students the ability to develop more personal responses to the environmental theme. Final resolutions will be developed into a major work. ASSESSMENT Folio 40% Product 30% Visual Study 30% SPECIAL REQUIREMENTS Nil CURRICULUM CHARGES \$20 per semester

Visual Arts (continued)

Visual Arts – How Artists Work	Creative Arts	Creative Arts
CODE VAA4B LEVEL Stage 1 LENGTH Semester CREDITS 10 CONTACT PERSON Yasmin Paterson RECOMMENDED BACKGROUND Nil	CODE CRT5A LEVEL Stage 2 LENGTH Full year CREDITS 20 CONTACT PERSON Yasmin Paterson RECOMMENDED BACKGROUND Background knowledge and experience in an art form.	CODE CRT5B LEVEL Stage 2 LENGTH Semester CREDITS 10 CONTACT PERSON Yasmin Paterson RECOMMENDED BACKGROUND Background knowledge and experience in an art form.
CONTENT Students develop individual ideas and themes through the production of visual arts projects (Product and Folio). By studying "how contemporary visual artists work", students gain insight into the visual artist's world and their studio practices. Creative products may be two or three dimensional (drawing, painting, printmaking, sculpture, installations). The visual study extends creative and critical learning through practical and written explorations on a negotiated theme.	CONTENT In Creative Arts students have opportunities for specialised study within and across the arts (Dance, Drama, Music, Media Studies and the Visual Arts (Art and Design). Opportunities also exist for students to make connections with vocational education and training within their studies in Creative Arts. Creative Arts products also allow a focus on the special needs and interests in the community. Students undertaking Visual Arts Stage 2 (Art or Design focus) may also study Creative Arts. Examples of specific arts products include art exhibitions, advertisements, animated films, art exhibitions, graphic novels, illustrated children's books, murals, public art and installations.	CONTENT In Creative Arts students have opportunities for specialised study within and across the arts (Dance, Drama, Music, Media Studies and the Visual Arts (Art and Design). Opportunities also exist for students to make connections with vocational education and training within their studies in Creative Arts. Creative Arts products also allow a focus on the special needs and interests in the community. Examples of specific arts products include art exhibitions, advertisements, animated films, art exhibitions, graphic novels, illustrated children's books, murals, public art and installations.
ASSESSMENT Folio 40% Product 30% Visual Study 30%	ASSESSMENT School-based Assessment: Product 50% (two creative products, with one folio) Investigation 20% (two investigations) External Assessment: Practical Skills Folio 30%	ASSESSMENT School-based Assessment: Product 50% (students produce one major creative product with one folio) Investigation 20% (students investigate and review one area of interest) External Assessment: Practical Skills Folio 30%
SPECIAL REQUIREMENTS Nil	SPECIAL REQUIREMENTS Nil	SPECIAL REQUIREMENTS Nil
CURRICULUM CHARGES \$20 per semester	CURRICULUM CHARGES \$40 per year	CURRICULUM CHARGES \$20 per semester

Visual Arts (continued)

Visual Arts – Art Focus

CODE VAA5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON

Yasmin Paterson

RECOMMENDED

BACKGROUND

An interest in the Visual Arts and / or Stage 1 Visual Art or Design.

CONTENT

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and / or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

These areas of study are covered: Visual Thinking, Practical Resolution, Visual Arts in Context. At the conclusion of their course, students participate in a major exhibition of their work.

ASSESSMENT

School-based Assessment:

Folio 40%

Practical 30%

(two products supported by Practitioners' Statements)

External Assessment:

Visual Study 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$40 per year

Visual Arts – Design Focus

CODE VAD5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON

Cheryl Evans

RECOMMENDED

BACKGROUND

An interest in Design and / or Stage 1 Design.

CONTENT

In Visual Arts Design Focus students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and /or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon design works in their cultural and historical contexts.

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and / or concepts and the skills to communicate resolutions.

The three areas of study covered are: Visual Thinking, Practical Resolution, Visual Arts in Context. At the conclusion of the course students participate in a major exhibition of their works.

ASSESSMENT

School-based Assessment:

Folio 40%

Practical 30%

(two products supported by Practitioners' Statements)

External Assessment:

Visual Study 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$40 per year



Studies in Design Technologies and Digital Technologies provide students with the opportunities to develop technological capabilities, through planning, developing and refining design concepts, selecting appropriate materials, analysing and providing the correct information, carrying designs through systems to completion and appraising the outcome.

The Senior content of the technology curriculum is divided into four strands:

Investigating

Students:

- develop ideas and create imaginative solutions for the learning tasks they are working on
- investigate issues and needs
- create proposals and alternatives
- produce processes and products and evaluate consequences and outcomes
- listen to and consider others' opinions of their work.

Planning

Students:

- research topics (e.g. find pictures, models, descriptions and information)
- present information in their own words and in a variety of ways
- use a range of information tools including computers, tape recorders, videos and printed material.

Producing

Students:

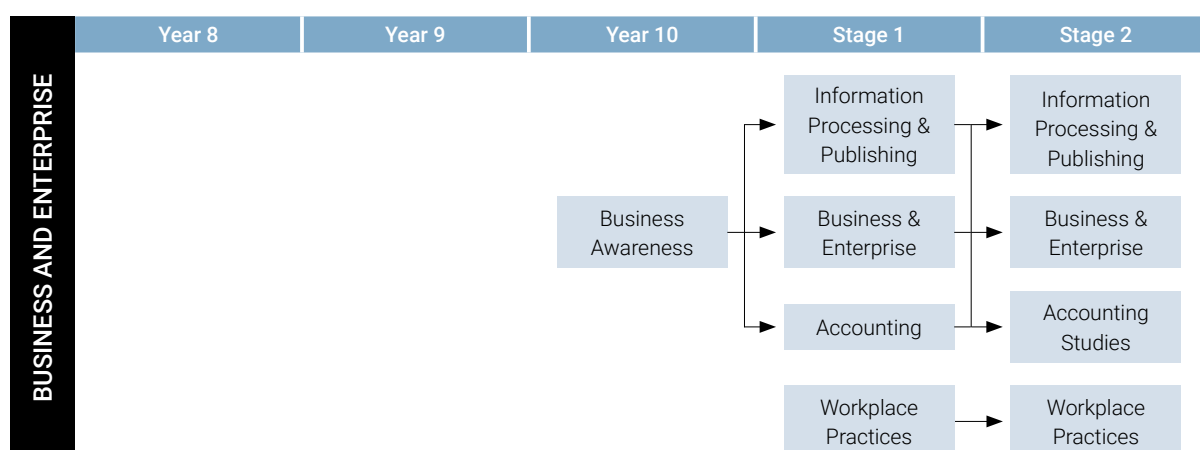
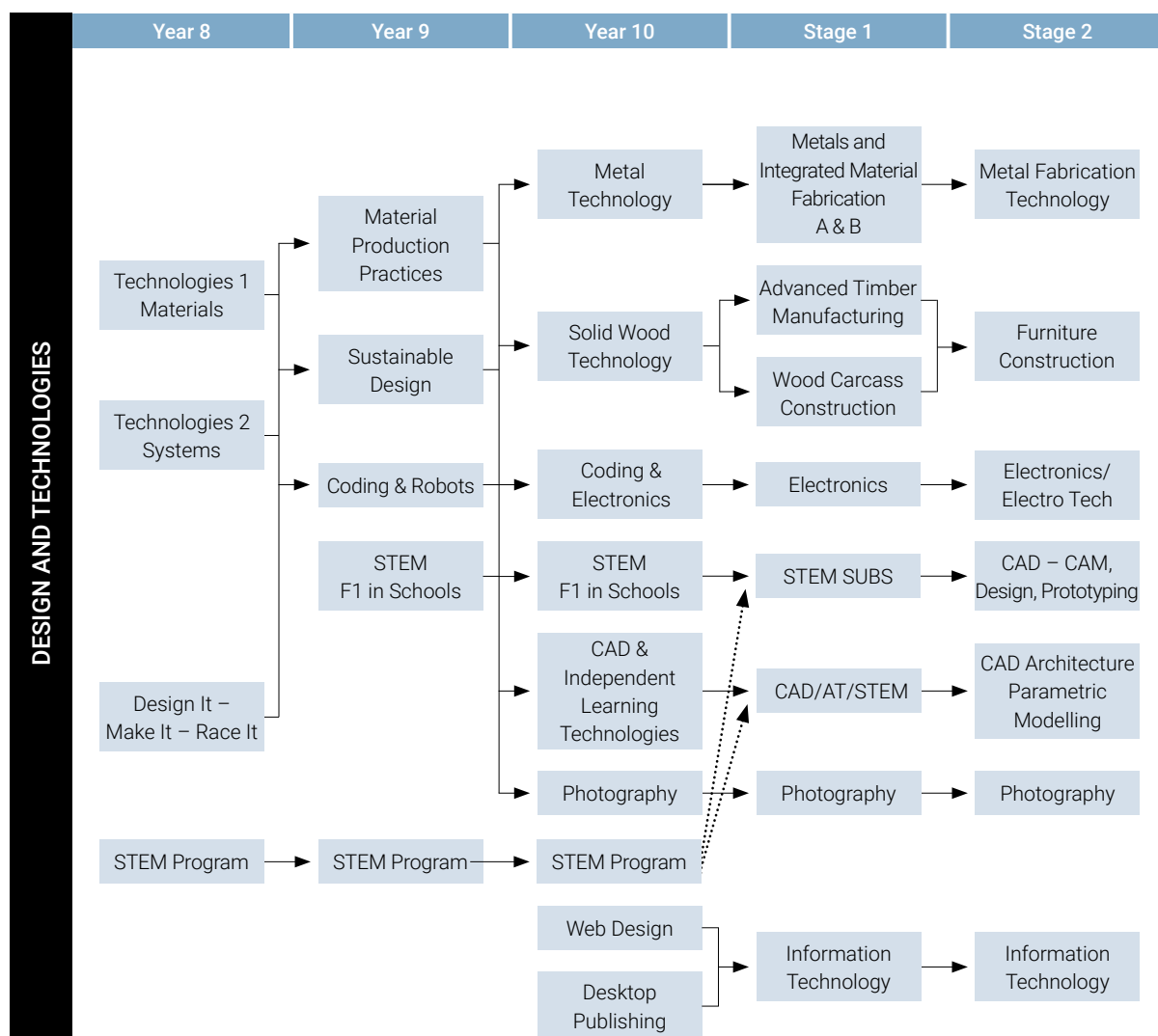
- make, form, shape and join a variety of materials
- gain an understanding of the types, variety and properties of materials; e.g. clay, paper, card, plastic, fabric, metal
- learn to use a range of tools safely.

Evaluating

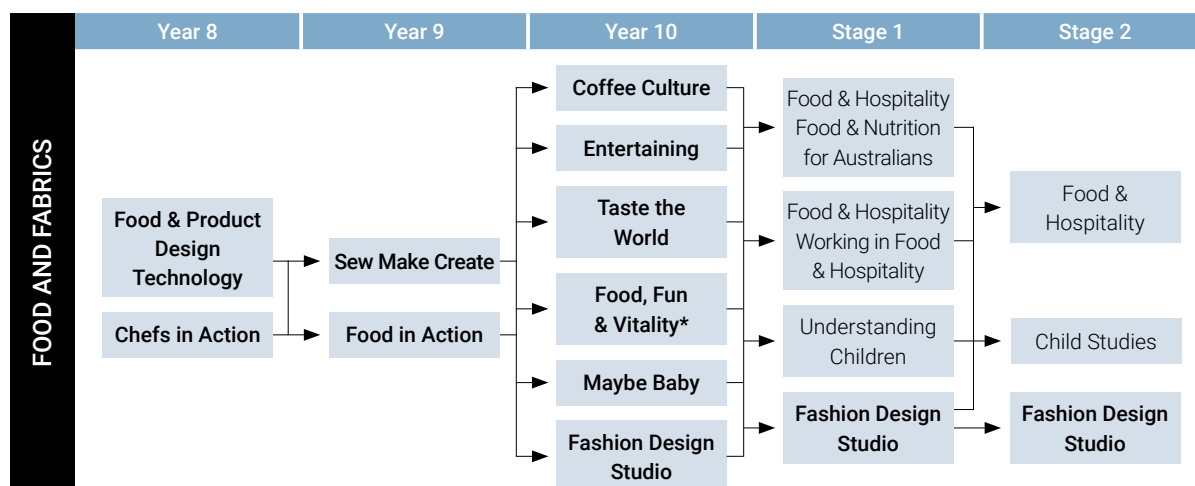
- evaluating how well the design brief has been met
- reflecting on the effectiveness of products
- possible modifications to improve ideas or procedures
- impact of technological practices on individuals and society and / or the individual

The years 8 to 10 Technologies curriculum is aligned to the Australian Curriculum. There are two strands: Design Technologies and Digital Technologies.

Business, Enterprise and Technologies (continued)



Business, Enterprise and Technologies (continued)



Note: In the main, Food and Fabrics subjects are aligned to the Design and Technologies area of the Australian Curriculum in years 8 to 10. In Stage 1 and Stage 2 Food and Fabrics subjects are aligned to SACE Health and Physical Education.

* Can be a choice subject or selected as a Health and Physical Education Australian Curriculum compulsory subject.

Chefs in Action

CODE HEC1A

LEVEL Year 8

LENGTH Semester

CONTACT PERSON

Andrew Hudson

RECOMMENDED

BACKGROUND Nil

CONTENT

This course introduces students to kitchen safety, hygiene, food technology and nutrition. They will use the design process to create their own healthy wrap in the "Wrap it Up" Task. Students use the dietary guidelines to prepare dishes to encourage healthy food choices and develop food preparation skills.

ASSESSMENT

Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology.

SPECIAL REQUIREMENTS Nil

Design It – Make It – Race It

CODE TST1B

LEVEL Year 8

LENGTH Semester

CONTACT PERSON

Patrick Mackay

RECOMMENDED

BACKGROUND Nil

CONTENT

Students will use and experience a range of materials and systems to study and design solar powered products and the making of a CO₂ dragster. This is designed for students who have had little experience in Technology and for all to enjoy and learn.

ASSESSMENT

All students will be required to present work in a folio format, with the teaching and learning emphasis on the design process: investigating, planning, producing and evaluating. The strands of Technologies knowledge and understanding and Technologies processes and production skills will be used for the basis of all assessment.

Majority of assessments will be practical tasks, with supporting theoretical work.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$15

Food and Product Design Technology

CODE HEC1B

LEVEL Year 8

LENGTH Semester

CONTACT PERSON Marie Elley

RECOMMENDED BACKGROUND

This course is offered to students as a choice within the compulsory Design and Technology subject area of the Australian Curriculum. There are no pre-requisites.

CONTENT

This course is an introduction to the Food and Fibre components of Technology. In Food Technology, emphasis is placed on the safe and hygienic preparation of food, food preparation skills, nutrition, sustainable practices and the development of collaborative learning through group work. In Fibre Technology, each student has the opportunity to develop construction techniques and to produce an e-textile item within design parameters. The design, make and appraise process underpins all practical applications in this subject.

ASSESSMENT

Students will be assessed in line with the Australian Curriculum achievement standards for Design and Technology, with a particular emphasis on food and fibre production, food specialisations and materials and technologies specialisations.

SPECIAL REQUIREMENTS Nil

Business, Enterprise and Technologies (continued)

Material Technologies	System Technologies	Coding and Robotics
<p>CODE TST1A</p> <p>LEVEL Year 8</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Andrew Hudson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT In year 8 students will be given the opportunity to study Design and Technologies. Timber, Metal, Plastic are some of the materials that students will learn about and use during the semester. Advanced Technologies such as 3D printing and Laser Cutter. This course will provide a platform for Material Production Practices and Sustainable Design in year 9.</p> <p>ASSESSMENT All students will be required to present work in a folio format, with the teaching and learning emphasis on the design process: investigating, planning, producing and evaluating.</p> <p>The strands of Technologies knowledge and understanding and Technologies processes and production skills will be used for the basis of all assessment. Majority of assessments will be practical tasks, with supporting theoretical work.</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE TSE1A</p> <p>LEVEL Year 8</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Andrew Hudson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT This course is an introduction to System Technologies in which students will explore coding in various forms including robotics and computer developed solutions (apps, interfaces).</p> <p>Digital Technologies will be developed in the areas of living online, applications and fundamentals of computing.</p> <p>ASSESSMENT All students will be required to present work in a digital folio format, with the teaching and learning emphasis on the design process: investigating, planning, producing and evaluating.</p> <p>Digital Technologies and Design and Technology areas from AC Technologies will be used for the basis of all assessment.</p> <p>Majority of assessments will be practical tasks, with supporting evidence based theoretical work.</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE TC02A</p> <p>LEVEL Year 9</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Andrew Hudson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT Students will also be introduced to Microprocessor programming and its use in emerging technologies. This will enable a student to produce a simple project which is controlled automatically by the microprocessor. Some examples may be the PICAXE, Dice, Alarm Clocks, Steady Hand, Simon Says Game, Rudolph the Reindeer.</p> <p>ASSESSMENT All students will be required to present work in a folio format, with the teaching and learning emphasis on the design process: investigating, planning, producing and evaluating.</p> <p>The strands of Digital Technologies, Design and Technologies will be used for the basis of assessment.</p> <p>Majority of assessments will be practical tasks, with supporting theoretical work.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$20</p>

Food in Action	Material Production Practices	Sew Make Create
<p>CODE HEC2A</p> <p>LEVEL Year 9</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Andrew Hudson</p> <p>RECOMMENDED BACKGROUND An interest in food technology and nutrition.</p> <p>CONTENT Students will develop an understanding of the importance of a variety of food, sound nutrition principles and food preparation skills in order to make better food decisions for their future. The Australian Guide to Healthy eating is used to analyse food choices.</p> <p>ASSESSMENT Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology and Health and Physical Education.</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE TST2B</p> <p>LEVEL Year 9</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Andrew Hudson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT Students will learn and use creative design methods to produce products using traditional construction techniques as well as contemporary Computer Aided Manufacturing processes. This project based learning will give students experience in working with varied materials, such as Metals, Timbers and Plastics. Computer Aided Design software will be integrated into the design process with students having the opportunity to model and prototype their products.</p> <p>ASSESSMENT All students will be required to present work in a folio format, with the teaching and learning emphasis on the design process: investigating, planning, producing and evaluating. The strands of Technologies knowledge and understanding and Technologies processes and production skills will be used for the basis of all assessment. Majority of assessments will be practical tasks, with supporting theoretical work.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$20</p>	<p>CODE HEC2B</p> <p>LEVEL Year 9</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Marie Elley</p> <p>RECOMMENDED BACKGROUND An interest in fashion, design and construction.</p> <p>CONTENT Students will develop their design and construction skills whilst completing two projects which include a cushion and tee shirt / singlet top. Students will also have an opportunity to:</p> <ul style="list-style-type: none"> • use Coverlock and Overlock machines • design their own fabrics using sharpies, applique and transfers • investigate fabric construction and properties <p>ASSESSMENT Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology.</p> <p>SPECIAL REQUIREMENTS Nil</p>

Business, Enterprise and Technologies (continued)

STEM F1 in Schools	Sustainable Design	Business Awareness
<p>CODE FOS2S</p> <p>LEVEL Year 9</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Andrew Hudson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT This is a STEM (Science, Technology, Engineering and Mathematics) program. It provides an exciting opportunity for students to design, analyse, test, manufacture and race a prototype F1 vehicle combining all of the above disciplines. In addition, each student will have the opportunity to use exciting contemporary 3D printing technology to manufacture part of their vehicle. They will use Industry standard 3D modelling software that will be used to design the car and to create a tool path for its manufacture. A range of software to help test the product's aerodynamic properties, will be used. Success in this course will lead to opportunities to compete in the biggest engineering competition in the world.</p> <p>ASSESSMENT Majority of assessments will be practical tasks with supporting theoretical work.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$15</p>	<p>CODE TST2A</p> <p>LEVEL Year 9</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Andrew Hudson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT Students will create two projects based on their investigation of sustainable technology in the form of an Eco Desk Lamp and a student Negotiated Project. Students will use a variety of materials, including timber, extruded aluminium, foam core board, core flute and electronic components. Students will also combine CAD and CAM as part of the process to assist in making the project.</p> <p>ASSESSMENT All students will be required to present work in a folio format, with the teaching and learning emphasis on the design process: investigating, planning, producing and evaluating. The strands of Technologies knowledge and understanding and Technologies processes and production skills will be used for the basis of all assessment. Majority of assessments will be practical tasks, with supporting theoretical work.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$20</p>	<p>CODE BAW3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Rod Grant</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT In this course students are given the opportunity to further develop their understanding of business and economic concepts by considering Australia's economic performance and standard of living. Through contemporary issues, events and case studies students learn and investigate how governments, business and individuals respond to changing economic conditions.</p> <p>Course Structure</p> <ul style="list-style-type: none"> • Circular flow of income • Role of Government in the economy • Impact of technology on business • Setting up a small business • Marketing plan <p>ASSESSMENT Students will be assessed through a range of modes including assignments, research reports and a major investigation. Assessment will be based on Theory, Attitude and Practical components.</p> <p>SPECIAL REQUIREMENTS Nil</p>

CAD, STEM and Independent Learning Technologies

CODE ILT3S

LEVEL Year 10

LENGTH Semester

CONTACT PERSON

Andrew Hudson

RECOMMENDED BACKGROUND

A willingness to problem solve and to think creatively and critically.

CONTENT

Initial instruction in Computer Aided Drawing, followed by a short series of scaffolded skilling exercises, to enable the students to make informed design re materials and processes. This will be followed by an open design brief, encouraging and facilitating the independent development of a design brief followed by the realisation of the product. Students will be involved in establishing the critical criteria associated with their product under the headings of Functional and Aesthetic expectations.

ASSESSMENT

Students will be involved in their own assessment, against the established criteria. These will be aligned to the Design and Digital Technologies Australian Curriculum Achievement standards.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$10

Coding and Electronics

CODE ELE3S **LEVEL** Year 10

LENGTH Semester

CONTACT PERSON David Clift

RECOMMENDED BACKGROUND Nil

CONTENT

This course is designed to introduce students to Electronics using the construction of a small amplifier and speaker box. The practical tasks are supported by relevant knowledge, understanding and design tasks.

The study of basic electronic principles:

- Circuit types – series, parallel
- Basic units and Ohm's Law
- Resistor colour code
- Reading circuit diagrams

The study of basic components recognition:

- Resistors – fixed, variable
- Diodes, light emitting diodes
- Capacitors
- Transistors npn, pnp
- Integrated Circuits 555, 4017

Practical aspects of project construction:

- Amplifier PCB and speaker box
- Making of printed circuit boards for projects
- Soldering of components into printed circuit boards
- Housing projects

Using computers to:

- Simulate circuit action
- Design printed circuit boards layout

ASSESSMENT

All students will be required to present work in a folio format, with the teaching and learning emphasis on the design process: investigating, planning, producing and evaluating. The strands of Technologies knowledge and understanding and Technologies processes and production skills will be used for the basis of all assessment.

Majority of assessments will be practical tasks, with supporting design work.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$30

Coffee Culture

CODE CCE3S **LEVEL** Year 10

LENGTH Semester

CREDITS 10 (on completion of certificate) – (Espresso Coffee Making – Certificate II)

CONTACT PERSON

Ryan Elliott / Ross Service

RECOMMENDED BACKGROUND

Students must display a genuine interest and enthusiasm for the Food and Hospitality industry. Successful completion of year 9 Food in Action is recommended. Students must have good literacy skills and require a good attendance rate.

CONTENT

Students will complete competencies towards a Certificate II in Espresso Coffee Making. Through the course students will be provided hands-on training in the preparation of black and milk coffees, develop skills and knowledge in the operation of an industrial espresso machine. Students will engage in customer service skills through small business enterprises.

ASSESSMENT

Students are required to demonstrate the following competencies to have them recorded on their Statement of Attainment:

Use Hygienic Practices for Food Safety (SITXFSA001)

Preparing and serving espresso coffee (SITHFAB005)

Enhance the customer service experience (SITXCCS007)

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Application, Group Activity and Investigation.

SPECIAL REQUIREMENTS

There is a cost of approximately \$165 (to be paid in the first three weeks of the course) to attain three units towards Certificate III in Hospitality and gain 10 SACE credits.

CURRICULUM CHARGES \$20

Business, Enterprise and Technologies (continued)

Desktop Publishing	Entertaining	Fashion Design Studio
<p>CODE DSK3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Michelle Ovan</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT Students will Critique, Design and Make various Desktop publishing products using Word, Illustrator, Photoshop and In-Design they will learn to create logos, edit photographs and design magazine and newspaper layouts, DVD and CD covers, newsletters and brochures. Written assignments will include investigating best practices in Desktop publishing. A design process will be undertaken to complete their major task in creating their own Desktop Publishing product.</p> <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Practical skills • Designing and Skills Applications • Issues Analysis <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE ENT3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Andrew Hudson</p> <p>RECOMMENDED BACKGROUND A genuine interest in meal planning and food preparation.</p> <p>CONTENT Students will examine safe food handling practices and the factors that influence meal planning. They apply this knowledge through the preparation and presentation of dishes for a range of occasions. Students will have the opportunity, individually or in groups, to investigate, plan and prepare dishes for selected occasions.</p> <p>Practical tasks are selected to reinforce content and extend students' food preparation skills.</p> <p>ASSESSMENT Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology and Health and Physical Education.</p> <p>SPECIAL REQUIREMENTS Students may have to supply special ingredients if required.</p> <p>CURRICULUM CHARGES \$50</p>	<p>CODE FAS3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Marie Elley</p> <p>RECOMMENDED BACKGROUND A genuine interest in fashion, design and construction.</p> <p>CONTENT This subject examines and implements the Design Process. Students will extend their clothing construction skills through the construction of a bag and a skirt or shorts.</p> <p>Students will investigate:</p> <ul style="list-style-type: none"> • Cultural designs • How to use commercial patterns • The impact of technology on fabric and product design • Designing using recycled materials <p>ASSESSMENT Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology.</p> <p>SPECIAL REQUIREMENTS Students are responsible for purchasing the fabric and notion requirements for their clothing garment.</p> <p>CURRICULUM CHARGES \$20</p>

Business, Enterprise and Technologies (continued)

Food, Fun and Vitality	Maybe Baby	Metal Technology
<p>CODE FFV3S LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Andrew Hudson and Peter Vowles</p> <p>RECOMMENDED BACKGROUND</p> <p>This course is offered to students as a choice within the compulsory Health and PE subject area of the Australian Curriculum. There are no pre-requisites, however students would be expected to have an interest in further developing skills and knowledge in the area of nutrition and healthy food preparation, safety and the health benefits of a variety of physical activities.</p> <p>CONTENT</p> <p>Students focus on the areas of:</p> <ol style="list-style-type: none"> 1. Food and nutrition 2. Health benefits of physical activity 3. Safety <p>Students will:</p> <ul style="list-style-type: none"> • investigate food groups and nutritional recommendations for healthy eating in order to develop their own strategies for eating a healthy balanced diet. Practical skills will include designing and making healthy meals and snacks. • analyse the value of lifelong physical activities for personal and community health and wellbeing. • investigate and promote community resources and facilities which have a positive influence on the health, safety and wellbeing of the community. <p>ASSESSMENT</p> <p>Students will be assessed in line with the Australian Curriculum Achievement Standards for Health and Physical Education.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES</p> <p>\$30 for specialty ingredients.</p>	<p>CODE HBA3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Andrew Hudson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT</p> <p>Students examine the impact of having children. They will focus on the period from conception to two years. Students use a Virtual baby to experience what it is like to care and nurture a child. Other focus areas include:</p> <ul style="list-style-type: none"> • nutrition • healthy lifestyle • cultural difference • community advice and support • safety <p>ASSESSMENT</p> <p>Students will be assessed in line with the Australian Curriculum Achievement Standards for Health and Physical Education.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$20</p>	<p>CODE MET3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Patrick Mackay</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT</p> <ul style="list-style-type: none"> • Basic metal machining (including screw cutting and simple fitting) • Gas Welding • Thread Cutting • Sheet metal • Simple fabrication • The use of Graduated Devices • Working to set diameters <p>Students will design and construct projects, which may include a 'G' Clamp, Camping Spade, and scrolled metal structures e.g. wine racks. Appropriate graphics and theory will be used to complement the practical work. There is a strong focus on OHS&W issues in this course.</p> <p>ASSESSMENT</p> <p>All students will be required to present work in a folio format, with the teaching and learning emphasis on the design process: investigating, planning, producing and evaluating. The strands of Technologies knowledge and understanding and Technologies processes and production skills will be used for the basis of all assessment.</p> <p>Majority of assessments will be practical tasks, with supporting theoretical work.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES</p> <p>\$30 – Additional fees will apply dependent on the choice and costing of major project.</p>

Business, Enterprise and Technologies (continued)

Photography	Solid Wood Technology	STEM F1 in Schools
<p>CODE PHO3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Narelle Brennan</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT This subject provides opportunities for students to develop practical skills in digital photography and explore both natural and artificial light.</p> <p>Skills Tasks</p> <ul style="list-style-type: none"> • Composition • Image manipulation • Themed montage <p>Folio Documenting stages in investigation, planning and evaluation of images demonstrating techniques in manipulating and effectively using artificial lighting systems to produce photographs of products for sale.</p> <p>Major Product Documenting stages of the production of images, image manipulation and product suitable for promotion of a tourist destination.</p> <p>ASSESSMENT Majority of assessments will be practical tasks, with supporting theoretical work.</p> <p>All students will be required to present work in two formats; a Product Record and a Folio. The strands of Technologies knowledge and understanding and Technologies processes and production skills will be used for the basis of all assessment.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$40</p>	<p>CODE WTE3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Patrick Mackay</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT This subject includes:</p> <ul style="list-style-type: none"> • framing construction – tables, ladders and stools • using a wide variety of hand and power tools and equipment • individual planning and design of projects • costing of materials and hardware • related graphics and written assignments • wood turning <p>ASSESSMENT All students will be required to present work in a folio format, with the teaching and learning emphasis on the design process: investigating, planning, producing and evaluating. The strands of Technologies knowledge and understanding and Technologies processes and production skills will be used for the basis of all assessment.</p> <p>Majority of assessments will be practical tasks, with supporting theoretical work.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$40</p>	<p>CODE FOS3S LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Andrew Hudson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT This is a wonderful opportunity to experience the exciting and challenging environment of Computer Aided Design and Computer Aided Manufacture, mixed into the new STEM F1 in Schools worldwide engineering competition. Students who have had experience in this subject will be extended significantly, whilst those studying for the first time will benefit from self paced interactive learning tools to help with the technology. Students will also have a fascinating and unique opportunity to use a contemporary 3D printer as part of their design tools.</p> <p>Students will use CAT1AV5 software to design, test, analyse, and ultimately manufacture a prototype F1 vehicle, whilst the team environment will encourage business and enterprise skills to be learnt and applied. Of course, the finished products are raced.</p> <p>The software, CATIA, is an industry standard program, used by Boeing and other leading manufacturers. Currently we are one of two schools in SA, with access to it.</p> <p>Students will use Computational Fluid Dynamic testing software (Virtual Wind Tunnel) to validate the aerodynamic features of their vehicles. Smoke Tunnel testing is also included, as is the use of an actual wind tunnel to test vehicles post manufacture. Success in this course can lead to State, National and Global F1 in School Competitions.</p> <p>ASSESSMENT Majority of assessments will be practical tasks, with supporting theoretical work.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$30</p>

Business, Enterprise and Technologies (continued)

Taste The World

CODE F003S

LEVEL Year 10

LENGTH Semester

CONTACT PERSON

Andrew Hudson

**RECOMMENDED
BACKGROUND**

A genuine interest in meal planning and food preparation.

CONTENT

In this subject, students examine the development of the Australian Cuisine and the influence of other cultures on our food choices. Content may cover Australian Bush Foods, influence of English settlement and the impact of other cultures eg: Italian, Thai, Japanese, Greek, on our diet. Opportunity will be available for students to investigate the food of another country. Practical tasks are selected to reinforce content and extend students' food preparation skills.

ASSESSMENT

Students will be assessed in line with the Australian Curriculum Achievement Standards for Design and Technology and Health and Physical Education.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$50 for specialty ingredients.

Web Design – Communication Products

CODE WDE3S

LEVEL Year 10

LENGTH Semester

CONTACT PERSON

Patrick Mackay

**RECOMMENDED
BACKGROUND** Nil

CONTENT

Students learn how to develop and design an interactive website using the Adobe Dreamweaver software program. They will learn to use HTML code as well as using the design view to create their website.

Students will use their own Macbooks to develop skills in web design, digital imaging, animations and HTML editing. They will go through a design process as their final task to develop their own interactive website.

Students will also investigate social, legal and ethical issues and how they impact on the design of websites.

Software program used include:

- Adobe Dreamweaver
- Adobe Flash
- Adobe Photoshop
- Firefox
- HTML Editor

ASSESSMENT

Practical 35%

Skills task 30%

Folio 35%

SPECIAL REQUIREMENTS Nil

Accounting

CODE ACG4S

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Michelle Anderson

**RECOMMENDED
BACKGROUND** Nil

CONTENT

Stage 1 Accounting gives students practical skills and knowledge in managing financial information for a business (including the use of ICT). Topics may include:

- The Environment of Accounting
- Personal Financial Management
- Business Documents
- Keeping Cash Records
- Double-entry Recording
- Financial Reports
- Analysis and Interpretation of Financial Reports.

Tasks students undertake during this course include:

- Transaction analysis
- Journals
- Recording Financial Transactions in Ledger Accounts
- Financial Reports
- Personal Records

ASSESSMENT

Skills and Application Task 70%

Investigation 30%

SPECIAL REQUIREMENTS Nil

Business, Enterprise and Technologies (continued)

Advanced Timber Manufacturing

CODE WTE4A **LEVEL** Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Patrick Mackay/Andrew Hudson

RECOMMENDED

BACKGROUND Nil

CONTENT

Students would have the opportunity to engage in contemporary timber manufacturing techniques. These techniques could include, but not limited to, CAD skills (Digital Technologies), the use of alternative materials combined with timber (resin/metal/glass), timber manipulation (bending and shaping), laser cutting and engraving, and hopefully working with a CNC flatbed router to create products that align with the current traditional and creative timber manufacturing industry.

Skills Tasks

The semester would consist of students working through a series of skills tasks to explore a variety of techniques. They would also engage in a material application task where students would investigate and test materials used in these contemporary manufacturing processes.

Folio

Once skills have been obtained, students would follow the design process to plan and make a individualised product for manufacturing, through the folio task. Students investigate the information that they need to know, then plan how they could create the product by making decisions based on this process. Once the product is complete, students evaluate the successfulness of their product and its design, along with the processes they used to create it.

Major Product

The final assessment task is the Major Product. This is where the students create their design ideas using the skills obtained and the process followed throughout the folio.

ASSESSMENT

Skills 20%

Folio 30%

Major Product 50%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$45 – Additional fees may be required depending on major project selection.

Business and Enterprise

CODE BUE4S

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Kym Anderson

RECOMMENDED

BACKGROUND Nil

CONTENT

Students will study one of the following core topics:

- Introduction to Business and Enterprise
- Business Enterprise in Practice

Students will also undertake a study of two to three option topics:

- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Marketing
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: The Enterprising Person
- Global Business
- Taxation
- Sharemarket

ASSESSMENT

Each assessment component will have a weighting of at least 20%.

The components consist of:

- Folio
- Practical
- Issues Study

SPECIAL REQUIREMENTS

Students will access businesses in the community to complete some tasks.

CAD / Advanced Technologies / STEM

CODE CAD4S

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Andrew Hudson

RECOMMENDED

BACKGROUND Nil

CONTENT

An exciting, state of the art course, where students will use Industry standard 3D modelling package, CATIA (used by Boeing and many other industry leaders. We are the only school in SA doing so), to develop solutions to a number of sequential exercises. We will use 3D printing to audience their work. No experience is needed. Drawing convention will be also taught.

Students will use the Computer Controlled equipment to design, draw and make an article using the CAD/CAM (Computer Aided Design/Computer Aided Machining) process. This closely mirrors industrial practice. The drawings will be printed to a set format and held in the student's portfolio.

Skills Tasks

- Computer Aided Drawing
- Computer Aided Manufacturing
- Rapid Prototyping (3D Printing)

Folio

Documenting stages in investigation, planning and evaluation of a major product in response to a Design Brief.

Major Product

Produce a major product and document stages of production.

ASSESSMENT

Skills 20%

Folio 30%

Major Product 50%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$10

Electronics/ Electro Technology – Systems and Control

CODE ELE4S

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON David Clift

**RECOMMENDED
BACKGROUND** Nil

CONTENT

This course focuses on the design and production of a voltage regulator to power SV circuits. It is also intended that there be introduction to the use and programming of micro controllers using the PICAXE Simon Says game.

The revision of basic electronic principles and components:

- Basic units and Ohm's Law
- Using meters and measurements
- Resistor colour code
- Reading circuit diagrams
- Resistors – fixed, variable
- Diodes, light emitting diodes
- Capacitors
- Transistors, ICs

Practical aspects of project construction:

- Making of printed circuit boards for projects
- Design and production of a voltage regulator
- Construction of the Simon Says game
- Introductory PICAXE microcontroller programming

Using computers to:

- Simulate circuit action
- Design printed circuit board layouts.

Skills Tasks

- Construction of the Simon Says game
- Voltage regulator
- Programming Simon Says game

Folio

Documenting stages in investigation, planning and evaluation of a major product in response to a Design Brief.

Major Product

Design and produce a voltage regulator.

ASSESSMENT

Skills 20%

Folio 30%

Major Product 50%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$30

Fashion Design Studio

CODE FAS4S **LEVEL** Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON Marie Elley

**RECOMMENDED
BACKGROUND**

A genuine interest in clothing design and construction.

CONTENT

This course has a practical orientation with supporting investigation and design work built in.

This subject allows students to:

- Design a wool garment as specified by the Wool4Skools Student Design Competition
- Produce a folio showing investigation, planning and evaluating
- Analyse and evaluate fabric suitability to make a jacket
- Construct a jacket.

ASSESSMENT

Skills and Application Task 20%

Folio 20%

Product 60%

SPECIAL REQUIREMENTS

Students are responsible for purchasing the fabric and notion requirements for the jacket.

CURRICULUM CHARGES

\$20 to supplement practical resources.

Information Processing and Publishing

CODE IPR4S

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Michelle Andersen

**RECOMMENDED
BACKGROUND** Nil

CONTENT

Students will learn to use publishing software (which may include InDesign, Photoshop and Illustrator) to design documents both of a personal and business nature.

Theory and practical tasks undertaken during this course include:

- Advertisements
- Magazine covers
- Newsletter brochures
- Business cards
- Menus
- Catalogues
- Resumes
- Product and Documentation task
- Copyright (Issues task)

ASSESSMENT

Practical Skills 60%

Product and Documentation Task 30%

Issues Analysis 10%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 for printing

Business, Enterprise and Technologies (continued)

Information Technology – Application Programming Focus**CODE** ITP4S**LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**CONTACT PERSON**

Patrick Mackay

RECOMMENDED**BACKGROUND** Nil**CONTENT**

This subject provides opportunities for students to develop skills in understanding and applying different code in different contexts (Web, Gaming and App).

Skills Tasks

- Coding – Website creation
- Coding – Game creation
- Coding – App creation

Folio

Documenting stages in investigation, planning and evaluation of a negotiated product within the three coding contexts (Website, Game or App).

Major Product

Creation and realisation of a product within the three coding contexts (Website, Game or App) and this will be supported by a Product Record documenting the stages of creation and problem solving.

ASSESSMENT

Skills and Application Tasks 30%

Folio 30%

Product 40%

SPECIAL REQUIREMENTS Nil**CURRICULUM CHARGES** \$40**Metals and Integrated Material Fabrication A & B****CODE** MET4A/B **LEVEL** Stage 1**LENGTH** 1 or 2 semesters**CREDITS** 10 each**CONTACT PERSON**

Nima Valamanesh

RECOMMENDED**BACKGROUND** Year 10 Design Technology subjects**CONTENT**

This subject allows students to design an individualised product, made from any chosen production methods or materials. Students can choose this subject for both semesters with different material focuses. Students will develop their fundamental understanding of a variety of modern and traditional materials such as metals, plastics, timbers, fibres, electronics and composites. Students will develop skills in contemporary design and manufacturing process and working accurately with workshop tools and machines including CAD, laser cutting, MIG welding. Students will become skilled in marking and measuring and machining with the use of micrometers and vernier callipers, working to tolerances of up to 0.01mm. Possible projects could include such things as small items of furniture, lighting systems, wall hangings, storage solutions and outdoor sculptures etc.

Skills Tasks

- CAD/CAM processes
- Marking out and cutting processes
- Joining processes

Folio

Documenting of the design stages: Investigation, planning and evaluation of the major product in response to a design brief.

Major Product

Produce a Major Product and document stages of production in the form of a Product Record. Students will be assessed against the SACE Material Products Performance Standards.

ASSESSMENT

Skills 30%

Folio 30%

Major Product 40%

SPECIAL REQUIREMENTS Nil**CURRICULUM CHARGES**

\$45 – Additional fees may be required depending on major project selection.

Photography 1 Natural Light – Communication Products**CODE** PH04A **LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**CONTACT PERSON**

Narelle Brennan

RECOMMENDED**BACKGROUND** Nil**CONTENT**

This subject will focus on providing an in depth understanding of the extensive range of equipment, the processes involved with the capture and manipulation of digital SLR images using natural light. The role of Photography in society and industry specifications are addressed across the subject.

Skills Tasks

- Digital SLR camera operation
- Controlling shutter speed, depth of field and exposure
- Creative camera techniques ie. Macro, landscape, portraiture and more

Folio

Documenting stages in investigation, planning and evaluation of images and product that demonstrates and showcases techniques in manipulating and effectively using natural light in response to a Design Brief.

Major Product

Documenting stages of production for presenting a series of images to promote the Adelaide Botanical Gardens on Social Media.

ASSESSMENT

Majority of assessments will be practical tasks, with supporting theoretical work.

Skills 50%

Folio 30%

Major Product 20%

SPECIAL REQUIREMENTS Nil**CURRICULUM CHARGES** \$60

Business, Enterprise and Technologies (continued)

Photography 2 Artificial Light Communication Products

CODE PH04B **LEVEL** Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Narelle Brennan

RECOMMENDED BACKGROUND

Stage 1 Photography 1 Natural Light highly recommended, but not compulsory.

CONTENT

This subject will focus on providing an in depth understanding of the extensive range of equipment, the processes involved with the capture and manipulation of digital SLR images in an artificial light setting. The role of Photography in society and industry specifications are addressed across the subject.

Skills Tasks

- Digital camera operation
- Controlling shutter speed, depth of field and exposure
- Creative camera techniques ie. Bokeh, portraiture and more
- Material application task

Folio

Documenting stages in investigation, planning and evaluation of images and a product that demonstrates and showcases techniques in manipulating and effectively using artificial lighting systems (studio photography) in response to a Design Brief.

Major Product

Documenting stages of production for presenting images suitable for the production of a printed product.

ASSESSMENT

Majority of assessments will be practical tasks, with supporting theoretical work.

Skills 50%

Folio 30%

Major Product 20%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$60

STEM Advanced Technologies / Subs In Schools

CODE SIS4S **LEVEL** Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Andrew Hudson

RECOMMENDED BACKGROUND

CONTENT

This subject is a STEM (Science, Technology, Engineering and Mathematics) course, and one where students will have the opportunity to work in small teams to design, test, analyse and construct a prototype submarine. It is intended that the vessel will be Radio controlled, be able to submerge, surface and navigate through a body of water (swimming pool).

Significant use of computational fluid dynamic software will be used to help design the best possible hull designs, and 3D printing will play a major role in the construction and prototype designing of the sub hull and infrastructure. Clearly, the principles of flotation, buoyancy and gravity will be studied in this course. We have a very supportive working relationship with the Australian Submarine Corporation.

ASSESSMENT

Skills 20%

Folio 30%

Major Product 50%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$30

Wood Carcass Constuction

CODE WTE4B **LEVEL** Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Patrick Mackay

RECOMMENDED BACKGROUND

CONTENT

Students will:

- Work with traditional carcass construction methods (box type construction).
- Be involved in material selection, material preparation, machine jointing and some experimental jointing exercises.
- Be required to design and construct a major furniture item involving traditional carcass construction methods e.g. a bedside cabinet, book shelf, CD/DVD rack or similar.
- Use and experience a range of new and traditional materials.
- Work individually and in some group activities.
- Focus on safely using tools and equipment, including a variety of machines, portable power tools and hand tools.
- Examine other key concepts including maintenance of tools and equipment, preparation of cutting lists and project costing.

GRAPHICS: Students will work from given drawings for set tasks and will need to prepare appropriate design and graphic presentations as part of their major project work. Where possible, Computer Aided Drafting and Design will be encouraged.

Skills Tasks

- Safely using a variety of machines, portable power tools, hand tools, equipment and materials associated with Carcass construction
- Jointing exercises

Folio

Documenting stages in investigation, planning and evaluation of a major product in response to a Design Brief.

Major Product

They will be required to design and make a major framed project (bedside cabinet). They will be required to document the stages of production.

ASSESSMENT

Skills 20%

Folio 30%

Major Product 50%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$45 – Additional costs may be required depending on major project selection.

Business, Enterprise and Technologies (continued)

Workplace Practices	Accounting Studies	Business and Enterprise
<p>CODE WPS4S LEVEL Stage 1</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Hayley Reid</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT In Workplace Practices students develop knowledge skills and understandings of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations. The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF). The subject comprises three focus areas of study:</p> <ul style="list-style-type: none"> • Industry and Work Knowledge • Vocational Learning • Vocational Education and Training <p>Students undertake two topics from:</p> <ul style="list-style-type: none"> • Future Trends in the World of Work • The Value of Unpaid Work in Society • Workers Rights and Responsibilities • Career Planning • Negotiated Topics <p>ASSESSMENT Students demonstrate evidence of their learning through three types of assessment:</p> <ul style="list-style-type: none"> • Folio • Performance • Reflection <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE ACG5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Graham Brooks</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT Accounting provides students with an in-depth study of the theoretical and practical applications of accounting. Topics covered fit into the following sections:</p> <ul style="list-style-type: none"> • The Environment of Accounting • Financial Accounting • Management Accounting <p>Students are expected to:</p> <ul style="list-style-type: none"> • Prepare financial reports • Undertake the Double Entry recording process • Complete Balance Day adjustments • Control Inventories, Fixed Assets and Debtors • Prepare essays and reports on analysing financial information • Prepare budgets <p>ASSESSMENT School-based Assessment 70% External Examination 30%</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES It is recommended that students' purchase a workbook and past exam papers – approximate cost \$70.</p>	<p>CODE BUE5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Kym Anderson</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. The content of the course consists of a core topic and two option topics:</p> <p>Core topic: The Business Environment which includes:</p> <ul style="list-style-type: none"> • Business in Australia • The Nature and Structure of Business • The Business Enterprise <p>Two option topics are chosen from the following:</p> <ul style="list-style-type: none"> • People, Business and Work • Business and the Global Environment • Business, Law and Government • Business and Technology • Business and Marketing <p>ASSESSMENT School-based Assessment:</p> <ul style="list-style-type: none"> • Folio (four tasks) 30% • Practical task 20% • Issues Study 20% <p>External Assessment: Situation Analysis Report 30%</p> <p>SPECIAL REQUIREMENTS Nil</p>

Business, Enterprise and Technologies (continued)

CAD-CAM Design Prototyping

CODE GID5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON

Andrew Hudson

RECOMMENDED BACKGROUND

No previous experience is required.
All work is presented at entry level.

CONTENT

This course provides students with the opportunity to become industrial designers, using to design and ultimately manufacture a prototype product. The course leads directly to Advanced Manufacturing at University and TAFE institutions. Students will have the opportunity to audience their work using presentation software (for example, Camtasia Studio, a screen capture program) and the course will culminate with a display of their CAD render drawings and their prototype. Students will engage with other contemporary technologies including Rapid Prototyping and Computer Aided Manufacturing processes, such as three axis machining. A folio of work will be kept for later use by the students:

ASSESSMENT

The assessment will be based on three assessment types:

AT#1 Skills and Application Task 20%

AT#2 Major and Minor Product 50%

AT#3 Folio 30% (Externally assessed)

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$40 for full year

CAD Architecture Parametric Modelling

CODE CAD5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON

Andrew Hudson

RECOMMENDED BACKGROUND

No previous experience is required.
All work is presented at entry level.

CONTENT

This course provides exciting opportunities for students wishing to extend their understanding in the world of Computer Aided Technologies. The software program used is the internationally acclaimed CATIA suite, used by International companies such as Boeing who use the technology to design and manufacture their aircraft. Students will learn about orthogonal drawing practice, and have the opportunity to use the Imagine and Shape technology to produce designed outcomes. Student pathways include Architecture and Graphic Design, as well as the Trades, most of which now have a CAD component in their training.

Completed work will be digitally presented for marking. Students will also learn to use high quality rendering to prepare images for assessment.

Students will have the opportunity to audience their work using presentation software (for example, Camtasia Studio, a screen capture program) and the course will culminate with a display of their CAD render drawings.

ASSESSMENT

The assessment will be based on three assessment types:

AT #1 Skills and Application Task 20%

AT #2 Major and Minor Product 50%

AT #3 Folio 30% (externally assessed)

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$25

Electronics/ Electro Technology – Systems Control

CODE ELE5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON David Clift

RECOMMENDED BACKGROUND Nil

CONTENT

Through a focus on control electronics, this course contains work associated with electronic principles and components. This will prepare students for entry into University or TAFE pathways to Electrical Trades and/or Electro technology studies. Students will work with software to program micro controllers which satisfy the set design criteria.

The practical nature of the course will cover the manufacture a project which uses a micro controller to operate a robot.

ASSESSMENT

The assessment will be based on three assessment types:

AT #1 Skills and Application Task 20%

AT #2 Major and Minor Product 50%

AT #3 Folio 30% (externally assessed)

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$60

Business, Enterprise and Technologies (continued)

Fashion Design Studio

CODE FAS5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON Marie Elley

RECOMMENDED BACKGROUND

Completion of either year 10 or year 11 Fashion preferable.

CONTENT

This course has a practical orientation with supporting investigation and design work built in.

This subject allows students to:

- Complete three skills and applications tasks including making a corset or child's garment, using Design Elements and Principles in fashion design and Fabric Analysis
- Construct two garments
- Design a folio

ASSESSMENT

School-based Assessment

- Skills and Applications Tasks 20%
- Products 50%

External Assessment

- Folio 30%

SPECIAL REQUIREMENTS

Students are responsible for purchasing the fabric and notion requirements for each garment.

CURRICULUM CHARGES

\$50 includes all materials and equipment for one practical skills task.

Furniture Construction – Material Products

CODE FUR5E **LEVEL** Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON

Patrick Mackay

RECOMMENDED BACKGROUND

No previous experience is required. All work is presented at entry level.

CONTENT

This course will cover the following:

- The principles, experimental exercise and practical activities associated with both traditional and contemporary Carcass construction furniture methods.
- Practical and research aspects of workshop safety, material selection, preparation for machining and the use of machine joining techniques.
- Experimenting with door and drawer construction, hardware selection and fitting, and the use of a variety of surface finishes and techniques.
- Designing and making a major project focussing on carcass construction (using sheet materials) with the inclusion of a drawer and door (minimum)
- Working from given drawings for set tasks, and the use of appropriate graphics as part of the Folio.

Skills and Material Application Tasks

- Carcass Construction using Knock Down Fittings and traditional joining
- Construction/hinging of a framed door or drawer
- Material testing and analysis

Folio

Documenting stages in investigation, planning and evaluation of a major product in response to a Design Brief.

Major and Minor Product

Students will be required to design and make a major product (an item of furniture) and a minor product (drawer or door). Students will be required to document the stages of production.

ASSESSMENT

The assessment will be based on three assessment types:

- AT # 1 Skills and Application Task 20%
- AT # 2 Major and Minor Product 50%
- AT # 3 Folio 30% (externally assessed)

SPECIAL REQUIREMENTS

CURRICULUM CHARGES

\$40 – Full cost of major/minor product is dependent on the design and is at the expense of the student.

Information Processing and Publishing

CODE IPR5S **LEVEL** Stage 2

LENGTH Semester

CREDITS 10

CONTACT PERSON

Michelle Andersen

RECOMMENDED BACKGROUND

CONTENT

Desktop Publishing involves the use of a computer and page-layout and other software to assemble text and graphics electronically for publishing on paper. Tasks may include programs, leaflets, brochures, advertising material, menus and magazines.

ASSESSMENT

School-based Assessment

- Assessment Type 1: Practical Skills (40%) two or three practical skills assessments
- Assessment Type 2: Issues Analysis (30%) one issues analysis assessment

External Assessment

- Assessment Type 3: Product and Documentation (30%) one product and documentation assessment.

SPECIAL REQUIREMENTS

There is a large amount of printing necessary in this course. Students will need to maintain their printing balance at a level that allows them to print in colour.

Information Processing and Publishing	Information Technology – Communication Products	Metal Fabrication and Technology – Material Products
<p>CODE IPR5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Michelle Andersen</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT Stage 2 Information Processing and Publishing consists of two focus areas:</p> <p>Desktop Publishing Involves the use of a computer and page-layout program (in particular Adobe InDesign and Photoshop) and other software to assemble text and graphics electronically for publishing on paper. Tasks may include programs, leaflets, brochures, menus, magazines and advertising material.</p> <p>Business Documents Involves the use of computer hardware and software to present and display documents for the purpose of communication. Documents produced are of a business nature. Tasks may include letters, reports, tables, memoranda, forms, agreements, financial statements, newsletters, programs and itineraries.</p> <p>ASSESSMENT School-based Assessment</p> <ul style="list-style-type: none"> • Practical Skills (40%) at least five practical skills assessments • Issues Analysis (30%) one issues analysis and one technical and operational understanding assessment <p>External Assessment</p> <ul style="list-style-type: none"> • Product and Documentation (30%) <p>SPECIAL REQUIREMENTS There is a large amount of printing necessary in this course. Students will need to maintain their printing balance at a level that allows them to print in colour.</p>	<p>CODE IFT5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Patrick Mackay</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT The subject is based on practical 'hands on' learning, using a range of ICT skills. Students will be offered Game Making as a Major Product in this course. Other main applications to be used include animation package, SWISH, CorelDraw9, Dream Weaver/FrontPage, Access, Web Authorising software, U-Lead Studio 7, Power Point and other software linked to e-commerce. PDF files will be made and applied, as well as the construction of databases, with links to web sites. Students will be involved in using presentation software, however, the main focus will be on generating several interactive web sites, and how they are linked to the community. Students will make a CD, containing all of their work.</p> <p>ASSESSMENT The assessment will be based on three assessment types:</p> <p>AT #1 Skills and Application Task 20%</p> <p>AT #2 Major and Minor Product 50%</p> <p>AT #3 Folio 30% (externally assessed)</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE MET5E LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Patrick Mackay</p> <p>RECOMMENDED BACKGROUND No previous experience is required. All work is presented at entry level.</p> <p>CONTENT Students will be encouraged to work accurately, using marking and measuring equipment such as digital verniers and vernier height gauges. Students will also develop hand skills, and gain experience in using lathes, milling machines and the application of Computer Numerical Control (CNC) technology. The course is aimed at both the student looking for vocational pathways in this and related industries, but also at students wanting to gain experience designing and making products in metal.</p> <p>This course will cover the following:</p> <ul style="list-style-type: none"> • The major and minor products will be weighted towards successful completion and the quality of, the final outcome. • The major product will be based on the student design Folio, and it will include investigating, planning and evaluating. • The major and minor project, as well as the Specialised Skills tasks, comprises 70% of the course weighting. <p>ASSESSMENT The assessment will be based on three assessment types:</p> <p>AT #1 Skills and Application Task 20%</p> <p>AT #2 Major and Minor Product 50%</p> <p>AT #3 Folio 30% (externally assessed)</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$60 – Additional fees may be required depending on major and minor project selection.</p>

Business, Enterprise and Technologies (continued)

Photography
Communication Products**CODE** PH05E**LEVEL** Stage 2**LENGTH** Full year**CREDITS** 20**CONTACT PERSON**

Narelle Brennan

**RECOMMENDED
BACKGROUND**

Stage 1 Photography highly recommended, but not compulsory.

CONTENT

This subject will focus on providing an in depth understanding of the extensive range of equipment, the processes involved with the capture and manipulation of digital SLR images along with the role of Photography in society and industry specifications.

Skills Tasks

- Controlling time
- Creative photography
- Materials application (Photographic data)

Folio

Documenting stages in investigation, planning and evaluation of images and products that demonstrates and showcases creative photographic techniques and production of a product in response to a Design Brief.

Major and Minor Product

Documenting stages of production for presenting images suitable for the production of a product.

ASSESSMENT

The assessment will be based on three assessment types:

- AT #1 Skills and Application Task 20%
- AT #2 Major and Minor Product 50%
- AT #3 Folio 30% (externally assessed)

SPECIAL REQUIREMENTS Nil**CURRICULUM CHARGES**

\$50 – Full cost of major/minor product is dependent on the design and is at the expense of the student.

Workplace Practices
1 and 2**CODE** WPA5A and WPB5B**LEVEL** Stage 2**LENGTH** 1 semester each (consecutive semesters)**CREDITS** 10 credits per semester

****Note:** Selection of both courses is equivalent to a 20 CREDIT full year, year 12 subject.

CONTACT PERSON Hayley Reid**RECOMMENDED
BACKGROUND** Nil**CONTENT**

Students will develop knowledge, skills and understandings of the workplace. They learn about the changing nature of work, workplace laws, safe and sustainable workplace practices and local, national and global issues that relate to the workplace.

Students will undertake learning in the workplace and develop and reflect on their abilities, interests and aspirations. The subject may include the undertaking of vocational education and training (VET) through courses offered outside the school.

The subject composes three focus areas of study:

- Industry and work knowledge
- Vocational Learning
- Vocational Education and Training

ASSESSMENT

Students demonstrate evidence of their learning through three types of assessment:

- **Folio** – this may include research reports, self marketing activities, job testing, investigations of career pathways
- **Performance** – 25 to 30 hours of work placement in each semester (may include part-time work, work experience, VET, volunteer work)
- **Reflection**

School-based Assessment 70%

External Assessment 30%

Issues task

SPECIAL REQUIREMENTS Nil



The study of English helps create confident communicators, imaginative thinkers and informed citizens.

The Australian Curriculum and Senior Secondary Curriculum

The English curriculum in years 8 to 12 is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, and writing, speaking and creating.

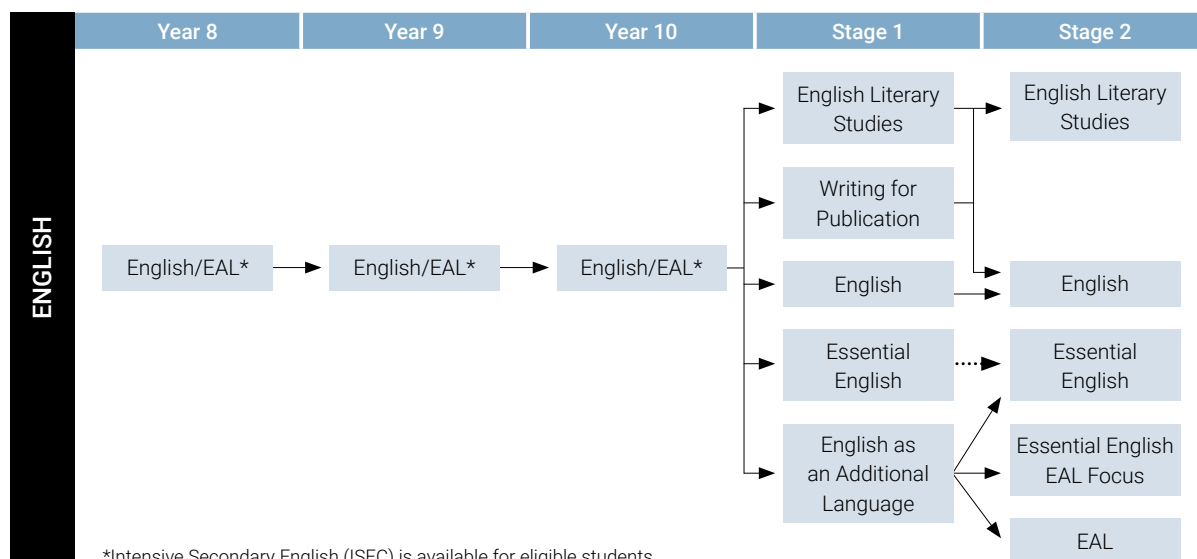
Language: Knowing about the English language and how it works.

Students learn about changes in English and the patterned purposes of English usage, including grammar.

Literature: Understanding, appreciating, responding to, analysing and creating literary texts.

Texts provide the means for communication. They can be written, spoken, visual, digital or multimodal and are of personal, cultural, social and aesthetic value.

Literacy: Expanding the repertoire of the English language. This strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence and fluency.



English (continued)

English

CODE ENG1Y **LEVEL** Year 8**LENGTH** Full year**CONTACT PERSON**

Deborah Smith

RECOMMENDED**BACKGROUND** Nil**CONTENT**

Students will be introduced to the concept of world view and use this as a framework for the study of English. Thinking skills will be explicitly taught through the study of novels, short stories, plays, poems, films, multi-modal texts and other aspects of the ways we speak and write. Students will be given opportunities to improve their writing, speaking, creating, and reading, viewing and listening skills.

ASSESSMENT

There will be a range of major assessment pieces each term dealing with writing, speaking and creating, and reading, viewing and listening. Other work including grammar and language studies will lead into these major pieces.

SPECIAL REQUIREMENTS

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and / or drama. A levy of \$10 will apply.

ASSESSMENT

There will be a range of major assessment pieces each term dealing with writing, speaking and creating, and reading, viewing and listening. Other work including grammar and language studies will lead into these major pieces.

SPECIAL REQUIREMENTS

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and / or drama. A levy of \$10 will apply.

English

CODE ENG3Y**LEVEL** Year 10**LENGTH** Full year**CONTACT PERSON**

Deborah Smith

**RECOMMENDED
BACKGROUND**

Satisfactory completion of year 9 English.

CONTENT

Students will read novels, short stories, plays, poems, view films and multi-modal texts, analysing and responding to them in greater depth and detail than in earlier year levels. They will explore dystopian worlds, science fiction, documentaries and Shakespeare's 'Romeo and Juliet'.

ASSESSMENT

There will be a range of major assessment pieces each term dealing with writing, speaking and creating, and reading, viewing and listening. Other work including grammar and language studies will lead into these major pieces.

SPECIAL REQUIREMENTS

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking, drama and / or the Shakespeare Festival. A levy of \$10 will apply.

English as an Additional Language (EAL)

CODE EAL1Y EAL2Y EAL3Y**LEVEL** Years 8, 9, 10**LENGTH** Full year**CONTACT PERSON**

Deborah Smith

RECOMMENDED**BACKGROUND** Nil**CONTENT**

This subject is intended for students for whom English is a Second Language and for other students requiring additional literacy support. Communication skills in spoken and written English for a variety of purposes are emphasised while following the same year level English curriculum.

ASSESSMENT

There will be a range of major assessment pieces each term dealing with writing, speaking and creating, and reading, viewing and listening. Other work including grammar and language studies will lead into these major pieces.

SPECIAL REQUIREMENTS

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and / or drama. A levy of \$10 will apply.

English

CODE ENG2Y **LEVEL** Year 9**LENGTH** Full year**CONTACT PERSON**

Deborah Smith

RECOMMENDED**BACKGROUND**

Satisfactory completion of year 8 English.

CONTENT

Students will develop the areas of study from year 8 with more emphasis on explaining ideas and constructing arguments. Novels, plays, poems, short stories, films and multi-modal texts will be studied.

Back to Contents

Intensive Secondary English Course (ISEC)

CODE IMAIN; IPLP; ICTMS; IHEHL

LEVEL Years 8, 9, 10, 11

LENGTH 10-40 Weeks

CONTACT PERSON

Lynlee Graham

RECOMMENDED BACKGROUND

Available to full fee-paying international students.

CONTENT

Students participate in an integrated program to develop and strengthen their skills in using English. Students work with their teachers across the following learning areas:

ISEC English/EAL

ISEC PLP (Personal Learning Plan)

ISEC ICT, Mathematics and Science

ISEC Health and Food and Fabrics

ISEC Humanities

They use contextually appropriate opportunities to develop and practise the skills they will use in their subsequent learning programs in the mainstream environment, including the appropriate use of Information Technology and the school's one-to-one learning program and Macbook policy. Students also develop an understanding of and become familiar with the Australian style of secondary schooling and gain the confidence and understanding to participate meaningfully in speaking, listening, writing and reading English in a developmental and supportive environment.

The PLP aims to prepare students for their future career pathways by helping them to investigate a range of post-school options.

ASSESSMENT

Students are actively involved in assessment activities that support further planning and learning and which also familiarise them with the assessment methodologies, expectations and practices used in secondary Australian schools. A "C" grade or better is a requirement of the PLP.

SPECIAL REQUIREMENTS Nil

Meeting the literacy requirement through Stage 1 English

In order to meet the literacy requirement of the SACE, students must select at least two semesters from the following Stage 1 English subjects: English Literary Studies; English; Writing for Publication; Essential English; or English as an Additional Language.

Students need to achieve a **C grade or better in two semesters of English** to fulfil the **compulsory** 20 credit points of the literacy requirement of the SACE.

Stage 1 English

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English students read, view, write and create, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Students are required to read, view and respond to texts as well as create texts.

English A and B

CODE ESH4A and ESH4B

LEVEL Stage 1

CREDITS 10 or 20

LENGTH 1 or 2 semesters

CONTACT PERSON

Deborah Smith

RECOMMENDED BACKGROUND

Satisfactory completion of year 10 English.

CONTENT

Students will analyse and respond to texts studied in class and create their own compositions. At least one assessment will be an oral or multi-modal presentation.

They will also complete an Intertextual Study comparing a minimum of two texts.

Visual texts, novels, short stories, plays and the media will provide lively discussion and the study of relevant issues and themes. Language composition and critical reading skills will be developed.

Students will work in groups as well as independently and they will need to take increasing responsibility for their own learning.

ASSESSMENT

Students will be assessed in Responding to and Creating Texts and an Intertextual Study. Each assessment type will have a weighting of at least 20%. Students' performance is assessed according to the subject's Performance Standards and reported with grades A-E at the completion of the semester.

This subject will prepare students for Stage 2 English.

SPECIAL REQUIREMENTS

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and / or drama. A levy of \$10 will apply.

English (continued)

English as an Additional Language (EAL)

CODE EAL4A and EAL4B**LEVEL** Stage 1**LENGTH** 1 or 2 semesters**CREDITS** 10 or 20**CONTACT PERSON**

Deborah Smith

RECOMMENDED BACKGROUND

This subject is intended for students for whom English is an Additional Language.

CONTENT

Students will present four to five assessment tasks. They will respond to, interpret and create oral, multimodal and written texts in a range of genres and situations.

They will develop skills and communication strategies in comprehension, language and text analysis.

ASSESSMENT

Students will be assessed in Responding to Texts, an Interactive Study and a Language Study. Each area will have a weighting of at least 20%. Students' performance is assessed according to the subject's Performance Standards and reported with the grades A-E at the completion of the semester.

This subject will prepare students for Stage 2 EAL and Essential English.

ELIGIBILITY

A student for whom English is an Additional Language, and who either has not had more than a total of five years of full-time schooling where the medium of instruction was English, or who has had more than a total of five years of full-time schooling where the medium of instruction was English and whose knowledge of English is restricted.

SPECIAL REQUIREMENTS

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and / or drama. A levy of \$10 will apply.

English Literary Studies A and B

CODE ENS4A and ENS4B**LEVEL** Stage 1**LENGTH** 1 or 2 semesters**CREDITS** 10 or 20**CONTACT PERSON**

Deborah Smith

RECOMMENDED BACKGROUND

High achievement in year 10 English.

CONTENT

Students will analyse and respond to texts studied in class and create their own compositions. At least one assessment will be an oral or multimodal presentation.

They will also complete an Intertextual Study comparing a minimum of two texts.

Visual texts, novels, short stories, plays and the media will provide lively discussion and the study of relevant issues and themes. Language composition and critical reading skills will be developed.

Students will work in groups as well as independently and they will need to take increasing responsibility for their own learning.

Students will be expected to read widely, think critically and write analytically.

ASSESSMENT

Students will be assessed in Responding to and Creating Texts and an Intertextual Study. Each assessment type will have a weighting of at least 20%. Students' performance is assessed according to the subject's Performance Standards and reported with grades A-E at the completion of the semester.

This subject will prepare students for both Stage 2 English Literary Studies and English.

SPECIAL REQUIREMENTS

Ability to read critically and write fluently and accurately.

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and / or drama. A levy of \$10 will apply.

English Writing for Publication

CODE ENJ4S**LEVEL** Stage 1**LENGTH** 1 semester**CREDITS** 10**CONTACT PERSON**

Deborah Smith

RECOMMENDED BACKGROUND

Satisfactory completion of year 10 English, in addition to a love of reading and writing and a genuine interest in the world of publication.

CONTENT

This one semester course is designed for students who are keen to explore the art of writing in various forms, such as in newspapers, novels and speeches. Students will investigate the craft of writing and production elements.

Learning will centre on the power of language, the writing process, and the importance of audience and purpose. Students will respond to and create texts and complete an Intertextual Study. At least one assessment will be an oral or multimodal presentation.

ASSESSMENT

Students will be assessed in Responding to and Creating Texts and an Intertextual Study. Each assessment type will have a weighting of at least 20%. Students' performance is assessed according to the subject's Performance Standards and reported with grades A-E at the completion of the semester.

This subject will prepare students for Stage 2 English.

SPECIAL REQUIREMENTS

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and / or drama. A levy of \$10 will apply.

English (continued)

Essential English A and B	English	English as an Additional Language (EAL)
<p>CODE ETE4A and ETE4B</p> <p>LEVEL Stage 1</p> <p>LENGTH 1 or 2 semesters</p> <p>CREDITS 10 or 20</p> <p>CONTACT PERSON Deborah Smith</p> <p>RECOMMENDED BACKGROUND Only for students who have been recommended by their year 10 English teacher and have identified literacy skills as an area for improvement.</p> <p>CONTENT Students will develop their literacy skills in a more practical way and respond to and create texts for a range of personal, cultural, community, social and/or workplace contexts. Students will work in groups as well as independently and they will need to take increasing responsibility for their own learning.</p> <p>ASSESSMENT Students will be assessed in Responding to and Creating Texts. Students' performance is assessed according to the subject's Performance Standards and reported with the grades A-E at the completion of the semester.</p> <p>SPECIAL REQUIREMENTS It is expected that students will participate in workshops with visiting experts, for example in poetry, public speaking and / or drama. A levy of \$10 will apply.</p>	<p>CODE ESH5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Deborah Smith</p> <p>RECOMMENDED BACKGROUND B grade or better in Stage 1 English.</p> <p>CONTENT In English students analyse stylistic features and the relationship between audience, purpose and context in a range of texts. They also explore ideas and perspectives and use this learning in creating their own texts that may be written, oral and / or multimodal. Learning will include: Responding to Texts, Creating Texts and a Comparative Analysis. Responding to texts comprises the shared study of texts e.g. novel, poetry, film, drama and/or media with written, oral and/or multimodal analytical responses such as essays.</p> <p>Creating Texts Students create a range of texts for different purposes. One composition includes a writer's statement explaining creative decisions and justifying the use of selected language features.</p> <p>Comparative Analysis A written comparative analysis of two texts selected by the student. This is an independent analytical study 2,000 word essay.</p> <p>ASSESSMENT School-based Assessment: Responding to Texts 30% Creating Texts 40% External Assessment: Comparative Analysis 30%</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE EAL5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Deborah Smith</p> <p>RECOMMENDED BACKGROUND High achievement in Stage 1 EAL. This subject is intended for students for whom English is an Additional Language and plan to study at University.</p> <p>CONTENT This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation. Students study a variety of oral, written and multimodal texts including information and literary text and create their own texts for different purposes. They develop skills for research and academic study.</p> <p>ASSESSMENT School-based Assessment: Academic Literacy Study 30% Response to Texts 40% External Assessment: Examination 30%</p> <p>ELIGIBILITY A student for whom English is a second language or an additional language and who either has not had more than a total of five years of full-time schooling where the medium of instruction was English, or who has had more than a total of five years of full-time schooling where the medium of instruction was English and whose knowledge of English is restricted.</p> <p>SPECIAL REQUIREMENTS Nil</p>

English (continued)

English Literary Studies	Essential English	Essential English (EAL Focus)
<p>CODE ELS5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Deborah Smith</p> <p>RECOMMENDED BACKGROUND High achievement in Stage 1 English Studies.</p> <p>CONTENT This subject focuses on the skills and strategies of critical thinking needed to interpret texts. Through the shared and individual study of texts, students encounter different opinions about texts, find evidence to support a personal view, learn to construct logical arguments, and consider a range of critical interpretations of texts. Students also analyse the relationship between authors, texts, audiences and contexts and use this learning to produce reasoned critical responses to texts and to create their own.</p> <p>It consists of Responding to Texts and Creating Texts, a Comparative Text study and an Examination.</p> <ul style="list-style-type: none"> Responding to Texts comprises Shared Studies of: <ul style="list-style-type: none"> a novel one film text one drama text a study of poetry The Creating Text study focuses on: <ul style="list-style-type: none"> transforming a text into a different text type with an accompanying Writer's Statement creating a written, oral or multimodal text The Text Study is: <ul style="list-style-type: none"> a comparative text study of two texts a critical reading of short texts <p>ASSESSMENT School-based Assessment: Responding to Texts 50% Creating Texts 20%</p> <p>External Assessment: Comparative Text Study 15% Critical Reading Examination 15%</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE ETE5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Deborah Smith</p> <p>RECOMMENDED BACKGROUND B grade or better in Stage 1 EAL or Essential English</p> <p>CONTENT In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.</p> <p>Learning will include: Responding to Texts, Creating Texts and a Language study.</p> <ul style="list-style-type: none"> Responding to texts is the study of texts e.g. novel, film, social media text, biography with written, oral and/or multimodal responses. Creating Texts includes the composition of a text advocating for a cause or issue and two additional texts. The Language Report focuses on an aspect of the use of spoken, non-verbal, visual and/or written language. The analysis of the study is up to 1500 words. <p>ASSESSMENT School-based Assessment: Responding to Texts 30% Creating Texts 40%</p> <p>External Assessment: Language Report 30%</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE EEE5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Deborah Smith</p> <p>RECOMMENDED BACKGROUND B grade or better in Stage 1 EAL or Essential English. This subject is the same as Essential English and focuses on supporting EAL students.</p> <p>CONTENT In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.</p> <p>Learning will include: Responding to Texts, Creating Texts and a Language Study.</p> <ul style="list-style-type: none"> Responding to texts is the study of texts e.g. novel, film, social media text, biographical with written, oral and/or multimodal responses. Creating Texts includes the composition of a text advocating for a cause or issue and two additional texts The Language Report focuses on an aspect of the use of spoken, non-verbal, visual and/or written language. The analysis of the study is up to 1500 words. <p>ASSESSMENT School-based Assessment: Responding to Texts 30% Creating Texts 40%</p> <p>External Assessment: Language Report 30%</p> <p>SPECIAL REQUIREMENTS Nil</p>



Learning in Health and Physical Education promotes the integration of physical, social, emotional, environmental and spiritual dimensions of living, and includes such areas as Health Education, Physical Education, Food and Fabrics, Outdoor Education and Sport Education.

The Australian Curriculum:

The Health and Physical Education curriculum for 2019 in years 8, 9 and 10 is aligned to the Australian Curriculum requirements.

The content of the health and physical education curriculum is organised into the following strands and substrands.

Strand 1: Personal, Social and Community Health

Substrands:

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

Strand 2: Movement and Physical Activity

Substrands:

- moving our body
- understanding movement
- learning through movement.

The Health and Physical Education Learning Area aims to develop in all students:

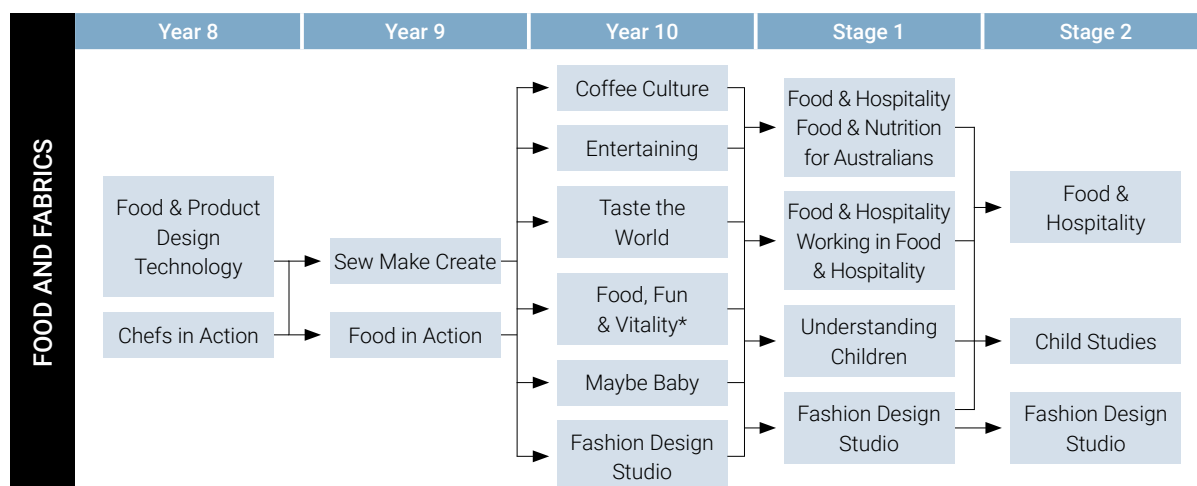
- an understanding of the way in which people function physically, socially, emotionally and spiritually as individuals and members of groups
- the ability to make informed decisions about health and wellbeing and how it relates to themselves and their relationships with others
- a positive disposition towards lifelong participation in regular physical activity
- the ability to enhance their own and others' self-concept
- a wide range of skills which promote healthy active practices
- skills for creating and maintaining positive interactions
- safe and respectful behaviours and responsibility to maintain safe environments
- a commitment to promoting equity, valuing diversity and justice, and establishing supportive learning environments
- an exploration of future work in the health, education and training, food and hospitality, fitness, sport and recreation industries
- an ability to critically reflect on, articulate and challenge social constructs with a view to improving health outcomes for themselves, others and communities
- capacities to apply learning in health and physical education to other Learning Areas, to life in the wider community, virtual community, and in accessing further education and training.

Within our core curriculum we provide opportunities for students to address the general capabilities and cross-curricular priorities as outlined in the Australian Curriculum.

The SACE:

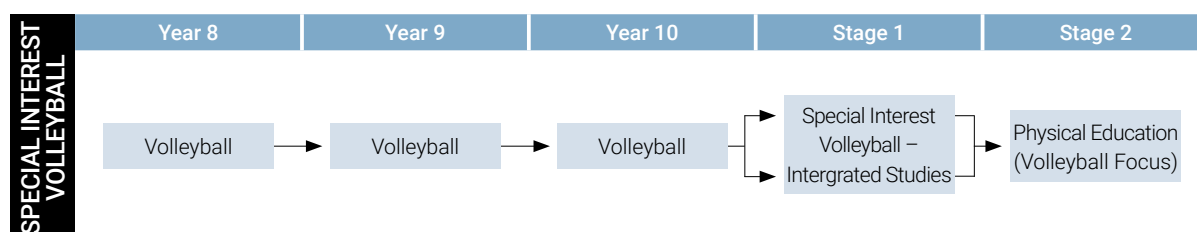
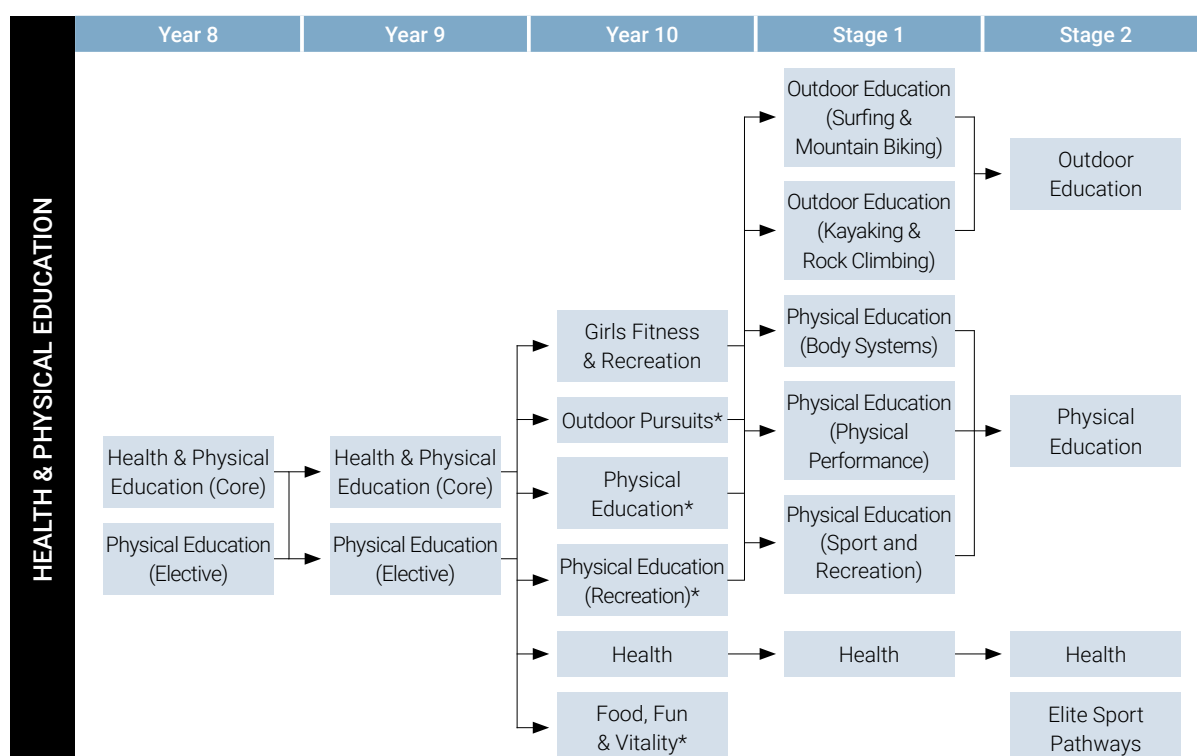
The Health and Physical Education options in years 11 and 12 are aligned to the SACE requirements.

Health and Physical Education (continued)



Note: In the main, Food and Fabrics subjects are aligned to the Design and Technologies area of the Australian Curriculum in years 8 to 10. In Stage 1 and Stage 2 Food and Fabrics subjects are aligned to SACE Health and Physical Education.

* Can be a choice subject or selected as a Health and Physical Education Australian Curriculum compulsory subject.



*Choice options within the compulsory HPE Australian Curriculum.

Health and Physical Education (continued)

Health and Physical Education

CODE HPE1A **LEVEL** Year 8

LENGTH Semester

CONTACT PERSON

Peter Vowles

RECOMMENDED BACKGROUND

If only one semester of Physical Education is chosen, it must be HPE Core.

CONTENT

This course will provide students with opportunities to learn about and experience aspects of health and physical activity. The focus is on developing skills and improving performance in Games and sports, Fundamental movement skills, Challenge and adventure activities, Active play and minor games, Rhythmic and expressive activities and Lifelong physical activity. Students will also be expected to develop and display personal qualities, attitudes and behaviours consistent with positive outcomes for individuals and groups.

Practical Topics

During double lessons practical topics will be Athletics, Aussie Rules, Softball, Basketball, Indoor Hockey and Indoor Soccer.

Practical single lessons will be units focusing on Fitness, Minor games and challenges and Dance.

Health

During a single lesson a week students will develop knowledge in order to make informed safe decisions in regards to health related topics including:

- Alcohol and other drugs
- Mental health and wellbeing
- Food and Nutrition
- Relationships and sexuality (based on the SHine program)

ASSESSMENT

- Physical Performance and development
- Communication, Cooperation and Effort
- Theory work

SPECIAL REQUIREMENTS Nil

Physical Education

CODE PEL1B

LEVEL Year 8

LENGTH Semester

CONTACT PERSON

Peter Vowles

RECOMMENDED BACKGROUND

This subject is a choice for students who are genuinely interested in developing their sporting skills, and will more than likely choose Elective PE the following year.

CONTENT

This course will provide students with opportunities to learn more about a variety of Sports / Activities. The focus of the course will be on developing students' skills to improve performance. This course has no theory component.

Practical Topics

Cricket, Soccer, Volleyball, International Rules, European Handball, Flag Football, Tennis and Park sports.

ASSESSMENT

- Physical Performance and Development
- Communication, Cooperation and Effort

SPECIAL REQUIREMENTS Nil

Health and Physical Education

CODE HPE2A **LEVEL** Year 9

LENGTH Semester

CONTACT PERSON

Peter Vowles

RECOMMENDED BACKGROUND

If only one semester of Physical Education is chosen, it must be HPE Core.

CONTENT

In this course students will further develop understanding and build on their experiences in health and physical activity. Using a "Sport Education Model", students will have the opportunity to challenge themselves, adopt organisational and officiating roles, develop leadership and improve performance through the medium of games and sports, fundamental movement skills, active play and minor games. Students will also participate in Rhythmic and expressive activities and Lifelong physical activities.

Practical Topics

During double lessons practical topics will be Lacrosse, Netball, Badminton and Table Tennis.

Practical single lessons will be units focusing on Aerobic and Anaerobic Fitness, Minor Games and Rhythmic and Expressive Activities.

Health

During a single lesson a week students will continue to develop knowledge in order to make informed safe decisions in regards to health related topics including:

- Alcohol and other drugs
- Mental health and wellbeing
- Food and Nutrition
- Relationships and sexuality (based on the SHine program)

ASSESSMENT

- Physical Performance and Development
- Communication, Cooperation and Effort
- Theory Work

SPECIAL REQUIREMENTS

\$5 to cover Hip Hop sessions.
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Health and Physical Education (continued)

Physical Education

CODE PEL2B

LEVEL Year 9

LENGTH Semester

CONTACT PERSON

Peter Vowles

**RECOMMENDED
BACKGROUND**

This subject is for students who are genuinely interested in developing their sporting skills, and will more than likely choose Physical Education the following year.

CONTENT

This course is designed to further extend the range of sports / activities that students have covered in the compulsory courses in years 8 and 9. The emphasis is on the development of skills to improve performance. Students will also be expected to develop and display personal qualities, attitudes and behaviours consistent with positive outcomes for individuals and groups. This course has no theory component.

Practical Topics

Touch, Field Hockey, Softball, Baseball, Ultimate Frisbee, Athletics, Basketball, Australian Rules and Indoor Soccer.

ASSESSMENT

- Physical Performance and Development
- Communication, Cooperation and Effort

SPECIAL REQUIREMENTS Nil

Food, Fun and Vitality

This can be a choice subject, or selected as a HPE Australian Curriculum compulsory subject.

CODE FFV3S **LEVEL** Year 10

LENGTH Semester

CONTACT PERSON

Andrew Hudson and Peter Vowles

**RECOMMENDED
BACKGROUND**

This course is offered to students as a choice within the compulsory Health and PE subject area of the Australian Curriculum. There are no pre-requisites, however students would be expected to have an interest in further developing skills and knowledge in the area of nutrition and healthy food preparation, safety and the health benefits of physical activities.

CONTENT

Students focus on the areas of:

1. Food and nutrition
2. Health benefits of physical activity
3. Safety

Students will:

- investigate food groups and nutritional recommendations for healthy eating in order to develop their own strategies for eating a healthy balanced diet. Practical skills will include designing and making healthy meals and snacks.
- analyse the value of lifelong physical activities for personal and community health and wellbeing.
- investigate and promote community resources and facilities which have a positive influence on the health, safety and wellbeing of the community.

ASSESSMENT

- Theory work
- Practical work

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$30 for specialty ingredients.

Girls Fitness and Recreation

CODE REG3S

LEVEL Year 10

LENGTH Semester

CONTACT PERSON

Peter Vowles

**RECOMMENDED
BACKGROUND**

As a choice subject, students are expected to have successfully completed year 9 Health and Physical Education.

CONTENT

Students will undertake practical units determined by teacher expertise, students interest and the availability of facilities. The double lesson will include some community based activities, or instructors. Activities may include choices from Ten Pin Bowling, Yoga, Pilates, Squash, Self Defence and 8Ball. Practical topics at school may include choices from Soccer, AFL, Netball, Cricket, Weights, Cardio Fitness, Dance and Badminton.

The theory component will concentrate on Food and Nutrition, fitness training methods, body image and holistic wellbeing.

ASSESSMENT

- Physical Performance and Development
- Communication, Cooperation and Effort
- Theory work

SPECIAL REQUIREMENTS

This is a choice subject and must be chosen in conjunction with at least one of the Australian curriculum based compulsory options.

CURRICULUM CHARGES

Charges associated with the hire of instructors, facilities, equipment and transport are estimated at approximately \$90 per student over the semester, but will depend on options selected.

Health and Physical Education (continued)

Health	Outdoor Pursuits	Physical Education
<p>CODE HLF3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Peter Vowles</p> <p>RECOMMENDED BACKGROUND A keen interest in health related issues and willingness to participate in discussions, group and community activities. This subject is a direct pathway into Senior Health.</p> <p>CONTENT This course assists students to make informed choices about health issues and to develop an understanding of the complexity of factors which affect their health. The health component of the course is based on the SHine program. Participation in lessons aims to improve the students' ability to develop healthy relationships, be confident and happy within themselves and their bodies, and make well-informed and safe decisions in the future. Topics include: respect, the importance of physical activity for lifelong health, food allergies and trends, drugs, safe partying, sexuality, diversity, relationships, gender/power/stereotypes, safer sex/contraception/sexually transmitted infections, negotiation and decision making and places to go for help and support.</p> <p>ASSESSMENT Students demonstrate evidence of their learning through the following assessment types:</p> <ul style="list-style-type: none"> • Workbook Responses • Group Activities • ICT Assignment <p>SPECIAL REQUIREMENTS Possible excursion costs.</p>	<p>This can be a choice subject, or selected as a HPE Australian Curriculum compulsory subject.</p> <p>CODE OEP3S LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Peter Vowles</p> <p>RECOMMENDED BACKGROUND This course is offered to students who have an interest in developing skills in outdoor pursuits and recreation. It has a three day canoeing expedition component. Students should approach the course with a genuine interest in minimal impact camping, aquatic skill development, group work and leadership. Successful achievement of year 9 Physical Education and a positive application to school values is expected.</p> <p>CONTENT Practical Skills and Application: Practical units will include Aquatics skills undertaken during a day at Port Noarlunga Aquatic centre, including pre-camp kayaking skills; a three day, two night, canoeing expedition; Monarto excursion expedition preparation and group dynamics activities; beach and school based recreational and fitness related activities to be determined by teacher expertise, student interest and the availability of facilities.</p> <p>Theory component: Students will study the following topics related to physical health and wellbeing.</p> <ol style="list-style-type: none"> 1. Minimal impact camping techniques and risk management 2. First Aid 3. Sustainability and the environment 4. Nutrition and Hydration for physical activity <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Practical Skills and Application • Theory <p>SPECIAL REQUIREMENTS Ability to manage time to make up work missed in other subjects through participation in expeditions and aquatics. Supervised time in class will be provided to aid students to achieve this.</p> <p>CURRICULUM CHARGES Students undertaking this course will incur a fee of \$220 to cover the costs of transport, camping and equipment hire for the Canoe Expedition and Aquatics unit.</p>	<p>This can be a choice subject, or selected as a HPE Australian Curriculum compulsory subject.</p> <p>CODE PHE3S</p> <p>LEVEL Year 10</p> <p>LENGTH Semester</p> <p>CONTACT PERSON Peter Vowles</p> <p>RECOMMENDED BACKGROUND This subject is for students who are genuinely interested in developing their sporting skills, and who intend to continue with Senior PE.</p> <p>CONTENT Students will undertake five practical units that will be determined by teacher expertise, student interest and the availability of facilities. Skill development and improving performance will remain a focus in all practical units. The theory component of this course centres on preparing students for senior Physical Education theory topics. It includes Anatomy and Physiology, Foods as fuel for performance and sports injuries.</p> <p>Practical Topics Choices from: Archery, Badminton, Volleyball, Basketball, Athletics, Baseball, Tennis, Touch, International Rules, European Handball and Soccer in double lessons and Indoor Soccer, Indoor Hockey and Table Tennis and Fitness in single lessons.</p> <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Physical Performance and Development • Communication, Cooperation and Effort • Theory work <p>SPECIAL REQUIREMENTS Nil</p>

Health and Physical Education (continued)

Physical Education (Recreation)	Child Studies Understanding Children	Food and Hospitality – Food and Nutrition for Australians
<p>This can be a choice subject, or selected as a HPE Australian Curriculum compulsory subject.</p> <p>CODE REC3S LEVEL Year 10 LENGTH Semester CONTACT PERSON Peter Vowles RECOMMENDED BACKGROUND Nil CONTENT Students will undertake four or five practical units that will be determined by teacher expertise, student interest and the availability of facilities. The double lessons will be spent in the community, where possible. Skill development and improving performance will remain a focus in all practical units. The theory component of this course centres on Health and Fitness issues within sport and the community, Nutritional choices, training principles and discrimination in sport. School Based Pracs – choices from: Indoor Soccer, Softball, Lacrosse, Aussie Rules, Netball, Golf, Hockey, Cricket, Fitness. Community Based Pracs – choices from: Squash, 8 Ball/Snooker, Lawn Bowls, Fencing, 10 Pin Bowling, Fitness, Dance, Self-defence.</p> <p>ASSESSMENT</p> <ul style="list-style-type: none"> Physical Performance and Development Communication, Cooperation and Effort Theory work <p>SPECIAL REQUIREMENTS Charges associated with entry fees, facilities, equipment and transport are estimated at approximately \$90 per student over the semester, but will depend on options selected.</p>	<p>CODE CSD4S LEVEL Stage 1 LENGTH Semester CREDITS 10 CONTACT PERSON Ross Service RECOMMENDED BACKGROUND A genuine interest in young children (0-8 years). CONTENT Students examine the period of childhood from birth to eight years and issues related to the growth, health and well-being of children. They examine diverse attitudes, values and beliefs about childhood and the care of children. Students study topics within one or more of the following three areas of study:</p> <ul style="list-style-type: none"> The nature of childhood and the socialisation and development of children Children in wider society Children, rights and safety <p>ASSESSMENT Assessment is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Group Activity and Investigation.</p> <p>SPECIAL REQUIREMENTS Students will be required to visit the community to collect information and conduct interviews.</p> <p>CURRICULUM CHARGES \$30 to supplement food practicals and resources used in other practical tasks.</p>	<p>CODE FOH4A LEVEL Stage 1 LENGTH Semester CREDITS 10 CONTACT PERSON Andrew Hudson RECOMMENDED BACKGROUND A genuine interest in nutritional food preparation within the Food and Hospitality Industry. CONTENT This subject examines food, health and strategies to promote good health in the Food and Hospitality Industry. Students will independently, or in small groups, plan and prepare dishes. Studies in this course may include:</p> <ul style="list-style-type: none"> Safe food practices Individual dietary needs Food packaging Catering to promote health <p>ASSESSMENT Practical Activity, Group Activity and Investigation.</p> <p>SPECIAL REQUIREMENTS Attendance on excursions.</p> <p>CURRICULUM CHARGES \$50 for specialty ingredients.</p>

Health and Physical Education (continued)

Food and Hospitality – Working in Food and Hospitality

CODE FOH4B

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Ross Service

**RECOMMENDED
BACKGROUND**

A genuine interest in food preparation and the Food and Hospitality Industry.

CONTENT

This subject examines the dynamic nature of the Food and Hospitality Industry. Students will develop advanced skills in the selection, preparation and presentation of foods. Students will independently, or in small groups, plan and prepare dishes.

Studies in this course may include:

- Trends in the Food and Hospitality Industry
- Creative food presentation
- Small group catering enterprises
- Successful management practices
- Impact of other cultures on the Food and Hospitality Industry
- Employment opportunities in the Food and Hospitality Industry

ASSESSMENT

Practical Activity, Group Activity and Investigation.

SPECIAL REQUIREMENTS

Attendance on excursions.

CURRICULUM CHARGES

\$50 for specialty ingredients.

Health

CODE HEH4S

LEVEL Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Peter Vowles

**RECOMMENDED
BACKGROUND**

A keen interest in health related issues and willingness to participate in discussions, group and community activities.

CONTENT

This course assists students to make informed choices about health issues and to develop an understanding of the complexity of factors which affect their health.

For a 10-credit subject, it is recommended that students:

- study at least one Core Concept
- undertake at least one Option Study.

Core Concept 1: Ways of Defining Health

Core Concept 2: Health Literacy

Option Topics:

The Effects of Alcohol, Tobacco, and Other Drugs on Health

Health and Relationships – Sexual Health topics

Mental and Emotional Health

ASSESSMENT

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

- Issues Response
- Group Activity
- Investigation
- Practical Skills and Application
- Theory

SPECIAL REQUIREMENTS

Charges associated with entry fees are estimated at approx. \$20 per student over the semester.

Outdoor Education (Kayaking and Rock Climbing)

Students can only choose one of the Outdoor Education options)

CODE OEK4S **LEVEL** Stage 1

LENGTH Semester 2 (only)

CREDITS 10

CONTACT PERSON

Peter Vowles

**RECOMMENDED
BACKGROUND**

A keen interest in the environment and physical activity is expected. Successful completion of year 10 Outdoor Pursuits is desirable.

CONTENT

Practical units will include kayaking skills undertaken for a single day at Pt Noarlunga Aquatic centre. A three day, two night kayaking expedition in the Chowilla area. Indoor Climbing excursions will be conducted and assessed during class double lessons. Two full day outdoor rock climbing excursions will be conducted using outsourced instructors and equipment from an outdoor company as well as expedition preparation and group dynamics activities. School based fitness related activities will include our "Spin Room" as well as other beach and recreational pursuits to be determined by teacher expertise, student interest and the availability of facilities.

Theory topics will include:

- Weather
- Survival
- Equipment analysis
- National and Recreational park management and Ecosystems
- Nutrition
- Risk management

ASSESSMENT

60% Practical skills and Application
40% Theory

SPECIAL REQUIREMENTS

Ability to manage time to make up work missed in other subjects through participation in expeditions and aquatics. Supervised time in class will be provided to aid students to achieve this.

CURRICULUM CHARGES

Students undertaking this course will incur a fee of \$350 to cover the costs of transport, camping and equipment hire and requirements to participate in the activities.

Health and Physical Education (continued)

Outdoor Education (Surfing and Mountain Biking)

Students can only choose one of the Outdoor Education options)

CODE OEB4S **LEVEL** Stage 1

LENGTH Semester 1 (only)

CREDITS 10

CONTACT PERSON

Peter Vowles

RECOMMENDED BACKGROUND

A keen interest in the environment and physical activity is expected. Successful completion of year 10 Outdoor Pursuits is desirable.

CONTENT

Practical units will include a Surfing camp undertaken over three days and two nights at Robe and mountain biking sessions in the Adelaide Hills. Excursions will also be conducted including stand up paddle boarding (SUP), Mega Adventure high ropes course and coastal environment visits. These will be assessed during class double lessons, as well as expedition preparation and group dynamic activities. School based fitness related activities will include our Weights room and Spin Room, as well as other beach and recreational pursuits to be determined by teacher expertise, student interest and the availability of facilities.

Theory topics will include:

- Weather, Swell and Tides
- Survival
- Mountain bike technique and trail design
- Coastal environment management and Ecosystems
- Nutrition.
- Risk management

ASSESSMENT

Practical Skills and Application 60%
Theory 40%

SPECIAL REQUIREMENTS

Ability to manage time to make up work missed in other subjects through participation in expeditions and aquatics. Supervised time in class will be provided to aid students to achieve this.

CURRICULUM CHARGES

Students undertaking this course will incur a fee of \$350 to cover the costs of transport, camping, equipment hire and requirements to participate in activities.

Physical Education A

CODE PEP4A **LEVEL** Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Peter Vowles

RECOMMENDED BACKGROUND

This is a new education course, in line with the SACE curriculum development. Students should have a genuine interest for analysing and learning about their involvement in sport and physical activity. A commitment to participate in physical activity, and reflect on personal learning and development. Successful completion of year 10 PE is expected.

CONTENT

Practical units in sports and physical activities will be negotiated, based on student interest and the availability of facilities. Efforts will be made so that students doing both semesters of PE, avoid repeating activities.

FOCUS AREAS, KEY IDEAS AND ASSESSMENT

"In Movement" 40%

Improvement Analysis

- Participate in Sports and Physical Activity to understand and reflect on movement concepts and strategies
- Apply skill application and biomechanics concepts for practical improvement, by giving and receiving feedback
- Apply communication and collaborative skills in physical activity

"Through Movement" 30%

Physical Activity Investigation

- Develop strategies and participate in activities to increase equity in participation
- Personal influences and attitude to participation

"About Movement" 30%

Improvement Analysis

- Develop theoretical knowledge to understand and evaluate participation and performance outcomes.
- muscular skeletal and cardio-respiratory systems
- chronic adaptations
- biomechanical principles
- skill classification and stages of learning
- factors affecting skill learning

SPECIAL REQUIREMENTS Nil

Physical Education B

CODE PEP4B **LEVEL** Stage 1

LENGTH Semester

CREDITS 10

CONTACT PERSON

Peter Vowles

RECOMMENDED BACKGROUND

This is a new education course, in line with the SACE curriculum development. Students should have a genuine interest for analysing and learning about their involvement in sport and physical activity. A commitment to participate in physical activity, and reflect on personal learning and development. Successful completion of year 10 PE is expected.

CONTENT

Practical units in sports and physical activities will be negotiated, based on student interest and the availability of facilities. Efforts will be made so that students doing both semesters of PE, avoid repeating activities.

FOCUS AREAS, KEY IDEAS AND ASSESSMENT

"In Movement" 40%

Improvement Analysis

- Participate in Sports and Physical Activity to understand and reflect on movement concepts and strategies
- Apply how energy sources affect physical performance
- Apply the effects of training on physical performance
- Apply communication and collaborative skills in physical activity

"Through Movement" 30%

Physical Activity Investigation

- Develop strategies and participate in activities to increase equity in participation
- Understand through application how physiological differences are barriers and enablers

"About Movement" 30%

Improvement Analysis

- Develop theoretical knowledge to understand and evaluate participation and performance outcomes.
- Sources of nutrients energy systems and fatigue
- Fitness components and fitness testing
- Training methods and principles

SPECIAL REQUIREMENTS Nil

Health and Physical Education (continued)

Sport and Recreation (Coaching and and Participation)	Child Studies	Food and Hospitality
<p>CODE PEV4S</p> <p>LEVEL Stage 1</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Peter Vowles</p> <p>RECOMMENDED BACKGROUND Students must display a genuine interest and enthusiasm for physical activity, and a commitment to continue developing and reflecting on their own and others practical skills. Successful completion of year 10 PE is expected. Experience in playing, training and coaching in a sporting environment would be beneficial.</p> <p>CONTENT Through the course students will develop skills and knowledge in the planning and implementation of instruction for a range of sports. This will include activities with local primary schools. Students may be involved in the background organisation of Brighton Secondary School sporting events – Swimming Carnival and Standards Day. Students will participate, plan and organise peer sporting sessions. Reflection on planning and delivery of practical sessions as well as investigation of pathways for study and employment in the Sport and Recreation fields will make up the theory component of the course.</p> <p>ASSESSMENT Practical Exploration 40% Connections 40% Personal Venture 20%</p> <p>SPECIAL REQUIREMENTS Students will possibly incur transport costs associated with travel to local primary schools and facilities.</p>	<p>CODE CSD5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Andrew Hudson</p> <p>RECOMMENDED BACKGROUND A genuine interest in young children (0-8 years).</p> <p>CONTENT Students critically examine attitudes and values about parenting / caregiving and gain an understanding of the growth and development of children. Students develop a variety of research, management and practical skills. Students focus on topics within the following areas of study:</p> <ul style="list-style-type: none"> • Contemporary and Future Issues • Economic and Environmental Influences • Political and Legal Influences • Sociocultural Influences • Technological Influences <p>ASSESSMENT Practical Activity 50% Group Activity 20% Investigation 30% (externally assessed)</p> <p>SPECIAL REQUIREMENTS Students will be required to visit the community to collect information, conduct interviews.</p> <p>CURRICULUM CHARGES \$50 to supplement food practicals and resources used in other practical tasks.</p>	<p>CODE FOH5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Andrew Hudson</p> <p>RECOMMENDED BACKGROUND A genuine interest in food preparation and the Food and Hospitality Industry.</p> <p>CONTENT This subject focuses on the contemporary and changing nature of the Food and Hospitality Industry. Students critically examine attitudes and values about the Food and Hospitality Industry and the influences of economics, environmental, legal, political, sociocultural, and technological factors at local, national and global levels.</p> <p>ASSESSMENT Practical Activity 50% Group Activity 20% Investigation 30% (externally assessed)</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$75 for specialty ingredients.</p>

Health and Physical Education (continued)

Health

CODE HEH5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON

Peter Vowles / Lori Mulhall

RECOMMENDED BACKGROUND

A keen interest in health related issues and willingness to participate in discussions, group and community activities.

CONTENT

Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. Students develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

For a **10-credit subject (semester)**, it is recommended that students:

- study at least one Core concept
- undertake one Option study.

For a **20-credit subject (full year)**, it is recommended that students:

- study at least one Core concept
- undertake three Option studies.

Core Concepts

Health Literacy OR The Social and Economic Determinants of Health

Option Studies

- Sexuality and Health
- Health and Relationships
- Risks and Challenges to Health.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Health:

School-based Assessment

- Assessment Type 1: Group Investigation and Presentation 30%
- Assessment Type 2: Sources Analysis 20%
- Assessment Type 3: Practical Activity 20%

External Assessment

- Assessment Type 4: Investigation 30%

For a **10-credit subject (semester)**, it is recommended that students provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

- at least one Group Investigation and Presentation
- one Sources Analysis assessment
- at least one Practical Activity
- one Investigation.

For a 20-credit subject (full year), it is recommended that students provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:

- at least one Group Investigation and Presentation
- two Sources Analysis Assessments
- at least two Practical Activities
- one Investigation.

SPECIAL REQUIREMENTS

Several tasks require practical community based research and a positive commitment to enhancing personal and community health. This subject does have a significant literacy component.

Outdoor Education

CODE OUE5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON

Peter Vowles

RECOMMENDED BACKGROUND

Successful completion of year 10 Outdoor Pursuits and / or SACE Stage 1 Outdoor Education, or by negotiation with the subject coordinator.

CONTENT

Outdoor Journeys – Kayaking (Coorong) and Mountain Biking (Flinders Ranges)

In this topic, students develop skills in outdoor activities under supervision. Students develop the ecological knowledge to investigate the significance of the natural environments in which outdoor journeys are conducted. Students apply the theory they have learnt to field investigations in natural environments.

Self-reliant Expedition – Kayaking (Glenelg River)

This is the culminating topic for a 20-credit subject. Students conduct, review, and evaluate a self-reliant outdoor expedition. The expedition must be a minimum of three days and involve lightweight travelling under indirect supervision. The role of the teacher is to ensure safety, to observe, and to assess.

Environmental Studies

In this topic, students develop the ecological knowledge to investigate the significance of the natural environments in which outdoor journeys are conducted. Students apply the theory they have learnt to field investigations in natural environments.

Planning and Management Practices

In this topic, students develop skills in planning, organising, and managing the safe conduct of themselves and others in outdoor journeys. They explore the nature of risk, risk assessment, and risk management in the context of outdoor journeys.

Sustainable Environmental Practices

In this topic, students demonstrate their ecological knowledge to investigate the significance of the

Health and Physical Education (continued)

natural environments in which outdoor journeys are conducted. Students apply the theory they have learnt to field investigations in natural environments.

Planning and Management Practices

In this topic, students develop skills in planning, organising, and managing the safe conduct of themselves and others in outdoor journeys. They explore the nature of risk, risk assessment, and risk management in the context of outdoor journeys.

Sustainable Environmental Practices

In this topic, students demonstrate their ecological knowledge and interpret the significance of the natural environments in which outdoor journeys are conducted. Field trips allow students to analyse sustainable practices, including indigenous Australian practices, in relation to the natural environment.

Leadership and Planning

In this topic, students learn the skills of planning, management, and leadership needed for the safe conduct of self-reliant outdoor journeys involving lightweight travelling.

Investigation

Students undertake an investigation based on their study of an environmental issue that is related to the group practical or self-reliant practical (20-credit subject only), or to their own experiences of outdoor activities, and present a written report.

ASSESSMENT

School-based Assessment

- Assessment Type 1: Folio 20%
- Assessment Type 2: Group Practical – Kayaking and Mountain Biking 30%
- Assessment Type 3: Self-reliant expedition 20%

External Assessment

- Assessment Type 4: Investigation 30%

SPECIAL REQUIREMENTS

The ability to manage time and communicate with other teachers in regards to completing work requirements in other subjects around the times of expeditions.

CURRICULUM CHARGES

Students undertaking this full year course will incur a fee of \$300 to cover the costs of transport, camping, equipment hire for the two outdoor journeys. There will be an additional cost in term 3 for the self-reliant expedition which is organised by the students (approx \$200).

Physical Education

(SACE Restrictions do not allow students to study both Volleyball and Physical Education at Stage 2)

CODE PHE5E **LEVEL** Stage 2

LENGTH Full year **CREDITS** 20

CONTACT PERSON Peter Vowles

RECOMMENDED BACKGROUND

Successful completion of any Stage 1 Physical Education Semester Course, or by negotiation with the subject Coordinator.

CONTENT

Practical Skills and Applications (50%)

Three practical units (18-20 hours each) will be determined by teacher expertise, student interest and the availability of facilities.

An Aquatics unit will be included.

Folio (20%)

Students will study the following theory topics and may be subjected to external moderation:

1. *Exercise Physiology and Physical Activity.*

Includes studying the energy sources for physical performance; effects of training on physical performance and physiological factors affecting performance.

2. *The Acquisition of Skills and the Biomechanics of Movement.*

Includes studying how skills are acquired, factors affecting learning, psychological factors affecting performance of physical skills and how a knowledge of biomechanics can improve skilled performance.

3. *Issues Analysis.*

The issues analysis enables students to investigate a chosen issue that is related to physical activity and relevant to local, regional, national, or global communities. Students are expected to analyse critically and interpret their findings and experiences. Discussion with students should emphasise the most appropriate methods of seeking and gathering information and the most effective way of presenting it.

Practical Topics

Badminton, Touch, Aquatics.

ASSESSMENT

School-based Assessment:

Practical Skills and Applications 50%
Folio: Assignments, mid year exams, tests, Issues Analysis 20%

External Assessment:

End of Year Exam 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

Students doing this course will incur a fee of \$40 for the Aquatics unit, plus any associated transport costs.

Workplace Practices – Elite Sport Pathways

CODE WPS5E **LEVEL** Stage 2

LENGTH Full year **CREDITS** 20

CONTACT PERSON

Tristan Kouwenhoven

RECOMMENDED BACKGROUND

Students need to be actively pursuing a career into elite sport either as an athlete, support staff or related careers ie physio, sports science, etc. There are no other pre-requisites for study in this subject.

CONTENT

This subject is designed to have students explore the rigours and requirements of a career in a sports related field as well as trends impacting on employment, funding and technological advances in professional sports.

The content will be highly specific to elite sport and employment opportunities within the field both nationally and globally. It will focus around job availability, sport funding, the changing nature of the industry and preparing for self-promotion. Students will need to be savvy with IT to manage this course.

ASSESSMENT

Students will be able to demonstrate their learning through four types of assessment:

- Folio – assignments
- Performance – elite sport program or work experience
- Reflection
- Investigation – personalised issue

School-based Assessment 70%

External Assessment 30%

SPECIAL REQUIREMENTS Nil

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The Special Interest Volleyball program promotes skills, behaviours, attitudes and knowledge that will benefit students in their performance of volleyball and other sporting, academic and vocational pursuits and personal development.

Volleyball (Years 8 – 10)

CODE Year 8: VOL1Y

CODE Year 9: Girls – VOG2Y, Boys – VOB2Y

CODE Year 10: Girls – VOG3Y, Boys – VOB3Y

LEVEL Years 8, 9, 10

LENGTH Full year

CONTACT PERSON Sue Rodger

RECOMMENDED BACKGROUND

Special Interest Volleyball is a full year subject for those students who have successfully applied to be included, and to continue in the program.

CONTENT

The following topics will be covered in years 8, 9 and 10:

- SHine Health course (year 8 and year 9)
- Rules and Refereeing – Level 1 and Level 2
- Sports Nutrition
- Body Strength and Conditioning
- National Volleyball Skill Models
- Principles of Training and Coaching
- Sports Injuries and Management
- Goal Setting
- Statistics and Tactics

Practical: Volleyball skill development, fitness, team skills, and performance opportunities. In addition other physical activities will be included in the program. This will encourage a broad range of skill development, which will prepare students who elect to study the Stage 2 subject.

ASSESSMENT

Years 8, 9 and 10 Skill Development / Communication / Cooperation / Effort / Knowledge.

SPECIAL REQUIREMENTS

The Special Interest Volleyball course is only available to students who have been accepted into the SIV Program by meeting all selection criteria.

CURRICULUM CHARGES

A fee of \$200 per year is required to contribute to equipment and program costs.

Special Interest Volleyball – Integrated Studies

CODE VOL4B (Boys) VOL4G (Girls) **LEVEL** Stage 1

LENGTH Full year **CREDITS** 20

CONTACT PERSON Sue Rodger

RECOMMENDED BACKGROUND

Special Interest Volleyball is a full year subject for those students who have successfully applied to be included in the program. Students must be recommended to continue after year 10 SIV.

CONTENT

Students develop an awareness of the context within which they are learning, and are encouraged to contribute to collaborative thinking and ways of working.

Students share ideas and informed opinions and extend their social communication skills through contribution to groups, family, and/or community.

Students extend their self-awareness, personal identity, and values through collaborative processes that build from peer- and self-assessment.

Students make links between their learning and their capabilities. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

ASSESSMENT

- Practical Exploration (including Volleyball, Beach Volleyball, Aquatics) 40%
- Connections Task 30%
- Personal Venture 30%

SPECIAL REQUIREMENTS

Volleyball Stage 1 is a course that is highly recommended for students planning to study year 12 Volleyball.

CURRICULUM CHARGES

A fee of \$200.00 per year is required to contribute to equipment and program costs.

Physical Education (Volleyball Focus) Stage 2

(SACE Restrictions do not allow students to study both Volleyball and Physical Education at Stage 2)

CODE VOL5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON Sue Rodger

RECOMMENDED BACKGROUND

Special Interest Volleyball is a full year subject for those students who have been recommended to continue after successfully completing SIV at Stage 1.

CONTENT

• **Practical Skills and Applications**

Three practical units (18 hours each)

- Volleyball
- Aquatics
- The third practical activity will be determined by teacher expertise, student interest and the availability of facilities. (Netball, Squash, Touch)

• **Folio**

Students will study the following theory topics and will be subjected to external moderation:

1. Exercise Physiology and Physical Activity.

Includes studying the energy sources for physical performance; effects of training on physical performance and physiological factors affecting performance.

2. The Acquisition of Skills and the Biomechanics of Movement.

Includes studying how skills are acquired, factors affecting learning, psychological factors affecting performance of physical skills and how a knowledge of biomechanics can improve skilled performance.

3. Issues Analysis.

The issues analysis enables students to investigate a chosen issue that is related to physical activity and relevant to local, regional, national, or global communities. Students are expected to analyse critically and interpret their findings and experiences. Discussion with students should emphasise the most appropriate methods of seeking and gathering information and the most effective way of presenting it.

• **Examination**

ASSESSMENT

School-based Assessment:

Practical Skills and Applications 50%

Theory course work (Assignments and Issues Analysis 20%)

External Assessment:

End of year exam 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

A fee of \$200 per year is required to contribute to equipment, aquatics and program costs.

Students doing this course will be required to pay approximately \$35-\$50 if Squash or Netball are selected as the third practical option.



Using Inquiry based learning and critical thinking, HASS encourages students to examine and delve deeper into issues, ideas and events which have shaped our world. HASS encourages students to critically challenge ideas and assumptions in order to participate positively in our community.

The Australian Curriculum

The Humanities and Social Sciences (HASS) provides a broad understanding of the world in which we live, and how people can participate as active and informed citizens with skills needed for the 21st century.

The Humanities and Social Sciences learning area includes the study of History, Geography, Civics and Citizenship and Economics and Business.

The Humanities and Social Sciences are the study of human behaviour and interactions in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts which take into consideration challenges for the future.

Through studying Humanities and Social Sciences, students develop the ability to reflect, question, think creatively and critically, challenge assumptions, pose informed solutions to solve problems and communicate effectively and make decisions about preferred futures.

Studies in HASS are driven by a number of overarching key ideas:

- Who we are, who came before us, and traditions and values that have shaped societies
- How societies and economies operate and how they are changing over time
- The ways people, places, ideas and events are perceived and connected
- How people exercise their responsibilities.

The HASS curriculum is constantly evolving reflecting changes in the Australian curriculum.

HASS at Brighton Secondary School follows the guidelines of the Australian History and Geography curriculums. HASS is a full year course in year 8 consisting of one semester of History and one semester of Geography. The Australian curriculum Civics and Citizenship requirements are embedded in the Geography and History courses at Brighton Secondary School.

In years 9 and 10 all students undertake one semester of History at each of these year levels and have the option of studying a semester of Geography.

The History Curriculum

History is about the forces, peoples, ideas, movements and events that have shaped our contemporary world. The History curriculum in years 8, 9 and 10 is organised into two main strands these being: Historical Knowledge and Understanding and Historical skills. These two strands define the content of the course and the skills of Historical Inquiry.

At each year level (8-10) the course work revolves around three Depth Studies (topic study areas). The Depth Studies are guided by key Inquiry questions specific to each year level. Each Depth study also has specific links to one or more of the seven general capabilities and the three cross curriculum priorities.

In History the curriculum is guided by key concepts and skills. These are using evidence (primary and secondary), continuity and change, cause and effect, perspectives, empathy, significance and contestability.

The Geography Curriculum

Geography is the study of places, people, the environment and the interactions between these.

In each year level there are broadly two units of study and a major student directed investigation based on inquiry and challenge based approaches to learning.

In year 8 the two units are Landforms and Changing nations.

In year 9 the two units are Biomes and Food Security, and Interconnections.

In year 10 the two units are Environmental Change and management and Wellbeing.

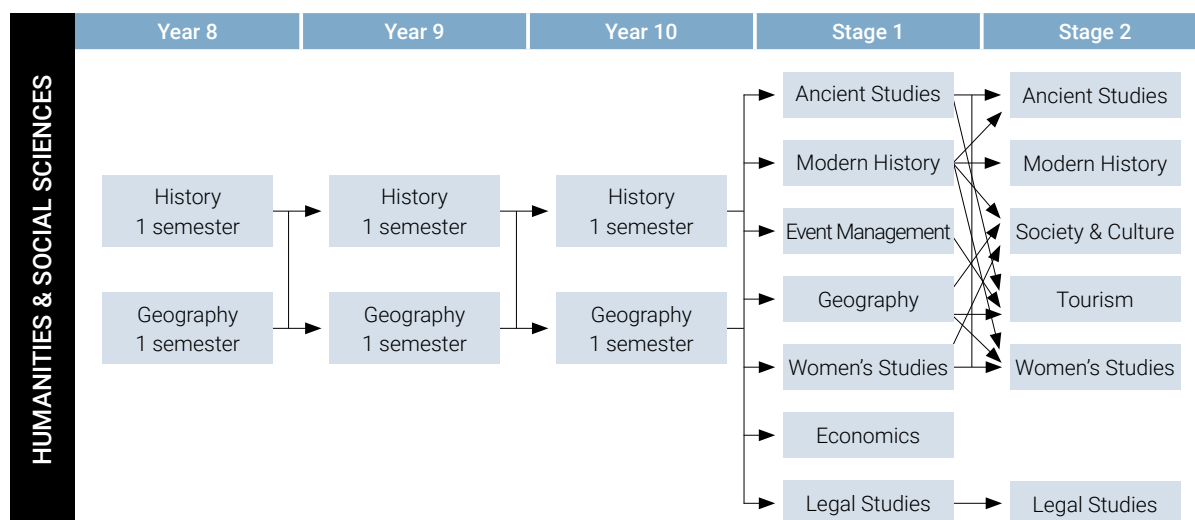
In HASS research and critical inquiry are essential components of the curriculum with all students producing at least ONE piece of work in each of the four key Literacies (Visual, Written, Oral and Multimodal) each semester.

Students will be given the opportunity of working individually and in groups for particular formative and summative assessment tasks as prescribed in the semester assessment plans distributed to students early in each semester.

The SACE

The Humanities and Social Sciences curriculum options in years 11 and 12 are aligned to the SACE requirements.

Humanities and Social Sciences (continued)



HASS History

CODE HAH1S **LEVEL** Year 8

LENGTH Semester

CONTACT PERSON Jack Kyriakou

**RECOMMENDED
BACKGROUND** Nil

CONTENT

History: Ancient to the Modern World c650CE -1750

The course focuses on the significant events and issues from the end of the Ancient Period to the beginning of the Modern period and how these events/issues shaped the modern world. A range of societies and civilizations from Asia, Europe and the Islamic world will be investigated focusing primarily on their influence and contributions to the pre-modern and modern world.

The course involves two Depth Studies and overview of the period with the depth studies based on Medieval Europe and Japan under the Shoguns.

Research and use of Primary and Secondary Sources form the foundation of this course.

Civics and Citizenship is integrated into year 8 History course.

ASSESSMENT

Four to six summative tasks per semester covering assessment in oral, written, visual and ICT literacy.

Each Summative (major) task is worth 10-15% of the total grade.

SPECIAL REQUIREMENTS Nil

HASS Geography

CODE HAG1S **LEVEL** Year 8

LENGTH Semester

CONTACT PERSON Jack Kyriakou

**RECOMMENDED
BACKGROUND** Nil

CONTENT

This is one semester course offered as a choice option in addition to History.

The course focuses on three key inquiry issues. These are:

- The human and natural processes which affect places and environments
- The interconnections between places, people and environments
- The consequences of changed environments and how these changes are managed.

These three inquiry issues are covered over two topics: Landforms and landscapes and Changing Nations.

Research, data collection and analysis of Primary and Secondary sources form the foundation of this course.

Economics and Business is integrated into the year 8 Geography course.

ASSESSMENT

Four to six summative assessment tasks per semester covering the four Literacies (oral, visual, written and ICT) plus a major student directed investigation on an inquiry question negotiated with the teacher.

Each summative task (major) task is worth 10-15% of the semester grade. The Major investigation accounts for 30% of the semester grade.

SPECIAL REQUIREMENTS Nil

HASS History: Making of the Modern World 1750 – 1918

CODE HAH2S

LEVEL Year 9

LENGTH Semester

CONTACT PERSON Jack Kyriakou

**RECOMMENDED
BACKGROUND** Nil

CONTENT

This semester course focuses on the period 1750-1918: a period which saw major upheavals, wars and revolutions across the World. It was an era characterised Nationalism, Imperialism, the emergence of new states/countries and the first global modern conflict.

Students will investigate these issues through three depth studies based on Inquiry questions.

The depth studies will focus on the Industrial Revolution, The Making of our Nation (Australian History) and World War One.

Students will locate and use a range of primary and secondary sources to make deductions about the periods and issues under study.

ASSESSMENT

Four to six summative tasks per semester covering assessment in oral, written, visual and ICT literacy A.

Each Summative (major) task is worth 10-15 % of the total grade.

SPECIAL REQUIREMENTS Nil

Humanities and Social Sciences (continued)

HASS Geography**CODE** HAG2S**LEVEL** Year 9**LENGTH** Semester**CONTACT PERSON** Jack Kyriakou**RECOMMENDED****BACKGROUND** Year 8 Geography**CONTENT**

This one semester course focuses on three key inquiry issues. These are:

- The causes, consequences and management of changes in places and environments.
- Future implications to places and environments
- Strategies to ensure sustainability (interconnections)

These three inquiry issues are covered over two topics: Biomes and Interconnections.

Research, data collection and analysis of Primary and Secondary sources form the foundation of this course.

ASSESSMENT

Four to six summative assessment tasks per semester covering the four Literacies (oral, visual, written and ICT) plus a major student directed investigation on an inquiry question negotiated with the teacher.

Each summative task (major) task is worth 10-15% of the semester grade. The Major investigation accounts for 30% of the semester grade.

SPECIAL REQUIREMENTS Nil**HASS History: Making of the Modern World and Australia 1919 – Present****CODE** HAH3S**LEVEL** Year 10**LENGTH** Semester**CONTACT PERSON** Jack Kyriakou**RECOMMENDED****BACKGROUND** Nil**CONTENT**

The semester course covers the tumultuous period from the end of the First World War to the present and the major events, issues, ideologies and movements, which shaped and are still shaping the contemporary world. Australia's place in world affairs will be also evaluated.

Students will investigate three Depth Studies and an overview of the period based on critical Inquiry Questions and interpretation plus analysis of Primary and Secondary Sources.

The depth studies will centre around World War Two, Post War immigration and Rights and Freedoms.

ASSESSMENT

Four to six summative tasks per semester covering assessment in oral, written, visual and ICT literacy.

Each Summative (major) task is worth 10-15 % of the total grade.

SPECIAL REQUIREMENTS Nil**HASS Geography****CODE** HAG3S**LEVEL** Year 10**LENGTH** Semester**CONTACT PERSON** Jack Kyriakou**RECOMMENDED****BACKGROUND** Year 9 Society and Environment**CONTENT**

This one semester course focuses on three key inquiry issues. These are:

- Spatial variations in places and environments
- Managing sustainability
- Global issues and policy decisions

These three inquiry issues are covered over two topics: Environmental change and Indicators of Wellbeing.

Research, data collection and analysis of Primary and Secondary sources form the foundation of this course.

ASSESSMENT

Four summative assessment tasks per semester covering the four Literacies (Oral, Visual, Written and ICT) plus a major student directed investigation on an inquiry question negotiated with the teacher.

Each summative task (major) task is worth 10-15% of the semester grade. The Major investigation accounts for 30% of the semester grade.

SPECIAL REQUIREMENTS Nil

Humanities and Social Sciences (continued)

Ancient Studies	Economics	Event Management
<p>CODE ANT4S LEVEL Stage 1 LENGTH Semester CREDITS 10 CONTACT PERSON Jack Kyriakou RECOMMENDED BACKGROUND Ancient Studies is a language rich subject and as such strong literacy and communication skills are highly recommended. This course aims to introduce students to the ancient world and archaeology by studying a variety of civilisations. Students will develop knowledge and understanding of ideas, individuals, groups, intuitions and events which have shaped the Ancient World. Through critical investigations and source analysis students will examine different interpretations of the past and draw conclusion from the evidence.</p> <p>CONTENT Using the skills of Historical inquiry students are provided opportunity to study and interrogate significant developments, people, events, and ideas which have shaped and transformed the Ancient World/ Societies. Through critical investigations and source analysis students will examine different interpretations of the past and draw conclusion from the evidence. Topics covered may include:</p> <ul style="list-style-type: none"> • Understanding Ancient History • Art, Architecture and Technology of ONE Ancient Society • Warfare and Conquest • Revolutions <p>ASSESSMENT Three summative tasks (Assessment Type 1) and a major individual investigation (Inquiry/ Assessment Type 2) forms basis of the course. The three summative tasks may include 'Essays', Source analysis tasks, multimodal presentations. The major individual investigation based on an 'Ancient mystery' (Inquiry) is based on a topic of choice negotiated with the teacher.</p>	<p>CODE EMS4S LEVEL Stage 1 LENGTH Semester CREDITS 10 CONTACT PERSON Michelle Andersen RECOMMENDED BACKGROUND Nil</p> <p>CONTENT Economics gives students the opportunity to understand the way in which the Australian economy operates. Students learning may focus on some of the following topics:</p> <ul style="list-style-type: none"> • The Economic Problem • Economic Systems • Market Mechanism • Government Involvement in the market Economy • Economic Decision Making • Trade in a Global Economy • Economic Development <p>During the course students will be expected to complete an issue study related to one or more of the above topics. As part of their course work students will undertake research tasks, essays, case studies (current Economic issues) and tests.</p> <p>ASSESSMENT Consists of three components: Tests 20% Folio 60% Issues Study 20%</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE TOS4S LEVEL Stage 1 LENGTH Semester CREDITS 10 CONTACT PERSON Michelle Andersen RECOMMENDED BACKGROUND Nil</p> <p>CONTENT This subject will focus on providing students with an understanding of the Event Management Industry and build necessary skills and knowledge to be able to run events. Students will also learn about the Event Industry in South Australia and its importance to the economy. The content of the course will focus on:</p> <ul style="list-style-type: none"> • Developing skills required in the events industry • Marketing events • Developing event / tourism industry knowledge • Assisting with in-school and out of school events • Managing an event <p>ASSESSMENT</p> <ul style="list-style-type: none"> • A folio of work – including written, group presentations, oral reports, assignment work. • Group task managing an event. • Issue task. <p>SPECIAL REQUIREMENTS Nil</p>

Humanities and Social Sciences (continued)

Geography	Legal Studies	Modern History
<p>CODE GHY4S</p> <p>LEVEL Stage 1</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Ben Syme</p> <p>RECOMMENDED BACKGROUND</p> <p>Due to the language rich nature of the course good literacy skills and good passes in year 10 HASS are highly recommended.</p> <p>CONTENT</p> <p>Geography deals with diverse environmental phenomena and human activities, including natural hazards, landforms, tourism, economic development, agriculture, and urban planning through five key themes these being: Location and Distribution, Natural Environments at Risk, People, Resources and Development.</p> <p>ASSESSMENT</p> <p>The following assessment types enable students to demonstrate their learning in Stage 1 Geography:</p> <p>Assessment Type 1: Skills and applications Tasks</p> <p>Assessment Type 2: Inquiry</p> <p>Assessment Type 3: Fieldwork</p> <p>Assessment Type 4: Investigation</p> <p>Each assessment type has a weighting of at least 20%.</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE LEG4S</p> <p>LEVEL Stage 1</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON</p> <p>Irene Frangos</p> <p>RECOMMENDED BACKGROUND</p> <p>Legal Studies is a language rich subject therefore students should be competent in presenting ideas clearly. As such, strong literacy skills are highly recommended.</p> <p>CONTENT</p> <p>An objective is for students to learn enough about our legal system to emerge with sufficient confidence to understand how it affects their lives.</p> <p>The subject aims to develop in students an appreciation of law and the legal system. The topic "Law and Society" will be studied along with a range of other topics which may include: Law Making, Justice and Society and Young People and the law.</p> <p>Issues/topics may include:</p> <ul style="list-style-type: none"> • Young people and the law • Motorists and the Law • Law Making • Justice and Society <p>ASSESSMENT</p> <ul style="list-style-type: none"> • A Folio of work – written (essay, report, tests), multi-media assignments. • Issue Study – 1000 in-depth research on a current legal issue. • Presentation – such as a poster, participation in mock parliament or debate which have an oral component attached. <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE MOD4S LEVEL Stage 1</p> <p>LENGTH Semester CREDITS 10</p> <p>CONTACT PERSON Phil Wilson</p> <p>RECOMMENDED BACKGROUND</p> <p>Modern History is a Language rich subject and as such strong literacy and communication skills are highly recommended.</p> <p>CONTENT</p> <p>In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.</p> <p>Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.</p> <p>Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.</p> <p>Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.</p> <p>ASSESSMENT</p> <p>Assessment Type 1: Historical Skills</p> <p>Three historical skills assessments/summative tasks</p> <p>Assessment Type 2: Historical Study</p> <p>The historical study must be based on an aspect of the world since 1750. Students inquire into, explore, interpret, and research a historical idea, event, person, or group in depth.</p> <p>Negotiated in consultation with the Teacher.</p> <p>SPECIAL REQUIREMENTS</p> <p>This course lays the foundation for Stage 2 History.</p>

Humanities and Social Sciences (continued)

Women's Studies

CODE WOM4S **LEVEL** Stage 1
LENGTH Semester **CREDITS** 10
CONTACT PERSON
 Barbara Richards
RECOMMENDED BACKGROUND Nil

CONTENT

Students investigate how gender is portrayed in media and will consider how teenage use of social media contributes to gender stereotypes. They will investigate health issues such as FGM, domestic violence, chronic diseases from a gendered perspective. A topic of interest will be chosen to research and presented as a written, oral or multimedia report. This course is designed to develop students' confidence and extend critical thinking skills.

ASSESSMENT

Two text analyses, one group presentation, issues analysis. Each assessment type will have a minimum of 20% weighting.

SPECIAL REQUIREMENTS Nil

Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

The inquiry gives students an opportunity to explore an area of specialisation of individual interest and extend their skills.

ASSESSMENT

Consists of three components:

Assessment Type 1: four Summative Tasks focusing on the application of skills: 50%

Assessment Type 2: two Comparative Tasks: 20%

Assessment Type 3: Negotiated Inquiry (2000 words): 30%

SPECIAL REQUIREMENTS

If you intend studying Ancient Studies at Stage 2 it should be noted that is an advantage to have studied at least one semester of History/**Ancient Studies** in **Stage 1** as you will gain skills and insights which are essential in this subject.

ASSESSMENT

School-based Assessment

- Folio 50%
- Inquiry 20%

External Assessment

- Examination 30%

SPECIAL REQUIREMENTS Nil

Modern History

CODE MOD5E **LEVEL** Stage 2
LENGTH Full year **CREDITS** 20
CONTACT PERSON Jack Kyriakou
RECOMMENDED BACKGROUND

Modern History is a language rich subject and as such strong literacy and critical thinking skills are highly recommended.

CONTENT

This course focuses on two broad topics: **Modern Hitler and NG21 Germany Nations** and **The world since 1945 (Cold War)**

In their study of a topic from 'Modern Nations', students investigate the concepts of 'nation' and 'state', and the social, political, and economic changes that shaped the development of a selected nation. **(Post Nazi Germany)** Through their study, they develop insights into the characteristics of modern nations, crises, and challenges that have confronted them, ways in which nations have dealt with internal divisions and external challenges, and the different paths that nations have taken.

In their study of a topic from 'The World since 1945 (Cold War)', students investigate the political, social, and economic interactions among nations and states, and the impact of these interactions on national, regional, and/or international development. They consider how some emerging nations and states sought to impose their influence and power, and how others sought to forge their own destiny.

Students explore relationships among nations, states, and groups, and examine some significant and distinctive features of the world since 1945, to understand the contemporary world.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources.

Ancient Studies

CODE ANT5E **LEVEL** Stage 2
LENGTH Full year **CREDITS** 20
CONTACT PERSON
 Kym Anderson
RECOMMENDED BACKGROUND
 Has a keen interest in Ancient History.

CONTENT

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

In Ancient Studies, students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. *Students also explore the ideas and innovations that shape and are shaped by societies.*

Legal Studies

CODE LEG5E **LEVEL** Stage 2
LENGTH Full year **CREDITS** 20
CONTACT PERSON
 Irene Frangos
RECOMMENDED BACKGROUND

Legal Studies is a language rich subject and as such strong literacy and critical thinking skills are highly recommended.

CONTENT

An exploration of Australia's legal heritage, legal system and its global connections. Looking at the strengths and weaknesses of the Australian legal system and how, and to what degree these weaknesses can be remedied.

Topics include:

- The Australian Legal System
- Constitutional Government
- Lawmaking
- Justice Systems

Humanities and Social Sciences (continued)

They explore different interpretations, draw conclusions, and develop reasoned historical arguments.

ASSESSMENT

Assessment Type 1: Historical Skills 50%

Students complete five summative tasks based on the application of historical skills.

Assessment Type 2: Historical Study: 2000 words 20%

Students undertake an individual historical study based on an aspect of the world since c.1750.

Assessment Type 3: Examination 30%
Students complete a two hour external examination that is divided into two sections:

Section 1: ONE Essay

Section 2: Sources Analysis.

SPECIAL REQUIREMENTS Nil

Society and Culture

CODE SOR5E **LEVEL** Stage 2

LENGTH Full year **CREDITS** 20

CONTACT PERSON Jack Kyriakou

RECOMMENDED BACKGROUND

A competent level of literacy and analytical skills are required in addition to self-directed, independent study skills and a strong social inquiry based approach to learning.

CONTENT

Students study three core topics:

1. Culture: Under this topic students can investigate Cultural Diversity or Youth Culture.
2. Contemporary challenges: Investigating Social Ethics, Issues for Indigenous People or the Technological Revolution.
3. Global issues: Looking into Globalisation, A question of Rights or People and Power.

ASSESSMENT

School-based Assessment

- Folio 50%
- Interaction 20%

External Assessment

- Individual Investigation 30%

SPECIAL REQUIREMENTS Nil

Tourism

CODE T0U5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON Ben Syme

RECOMMENDED BACKGROUND

Sound literacy and analytical skills.

CONTENT

Tourism is a study of tourism activities and their social, cultural economic and environmental effects. It seeks to understand these activities and effects from a range of perspectives, and to predict the future orientation of tourism. An understanding of the sustainable management of tourism activities underpins much of this course. It seeks to develop a variety of interpersonal skills and skills of observation, investigation, communication, analysis, critical thinking and literacy.

These include:

- Operations and Structures of the tourism Industry
- Travellers' Perceptions and Interaction of Host Community and visitor
- Sustainable Tourism
- Nature of Work in the tourism Industry.

A number of optional topics will also be covered, e.g.

- Responsible travel
- Managing the impacts of Tourism
- Indigenous People and Tourism

ASSESSMENT

School-based Assessment

- Type 1: Folio 20%
- Type 2: Practical Activity 25%
- Type 3: Investigation 25%

External Assessment

- Type 4: Examination 30%

SPECIAL REQUIREMENTS Nil

Women's Studies

CODE WOM5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON

Georgie Barker

RECOMMENDED BACKGROUND

Sound literacy and critical thinking skills.

CONTENT

Students use their understanding of gender identity (femininity / masculinity), gender relations (gender stereotypes, public / private distinction), and identity as difference (identity politics) to work through four to six of the following key issues:

- Representations of Women in Cultural Texts
- Women and Work
- Family Life and Caring
- Health and Well-being
- Women and the Law
- Women's Struggles, Achievements, and Empowerment
- Women, Culture and Society
- Lifestyle and Choice
- Communication and Technology
- Development and Globalisation
- Negotiated Issue

This subject requires students to apply critical thinking to gender based issues across time and cultures. It involves students in selecting, analysing and evaluating a range of primary and secondary sources.

ASSESSMENT

School-based Assessment:

Text Analysis, Essay, Folio 70%

External Assessment:

2,000 word Issues Analysis 30%

SPECIAL REQUIREMENTS Nil



Language education is an investment in Australia's future. It has cognitive, social, political and economic advantages both for the individual and for society as a whole.

The Australian Curriculum

The Languages curriculum for 2019 in years 8-10 is aligned to the Australian Curriculum requirements.

The key concepts of language, culture, and learning underpin the learning area and provide the basis for a common rationale and set of aims that apply to all languages. Languages is designed to enable students to engage in learning a language in addition to English.

Language is organised by two interrelated strands:

Communicating: using language for communicative purposes in interpreting, creating, and exchanging meaning; and

Understanding: using language for communicative purposes in interpreting, creating and exchanging meaning.

Content descriptions aim to ensure that students develop the skills, knowledge, and understanding required to communicate in the target language, to understand language and culture and to develop an intercultural capability in communication.

Achievement standards describe what students are expected to achieve and how well.

The Languages curriculum – content and achievement standards – is organised in bands for each sequence of learning:

The study of languages contributes to the general education of all students. It operates from the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The Australian Curriculum recognises Australia's distinctive and dynamic migration history. Language learning builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt.

Learning languages also develops students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

The SACE

The Languages curriculum options in years 11 and 12 are aligned to the SACE requirements.

Student Exchange

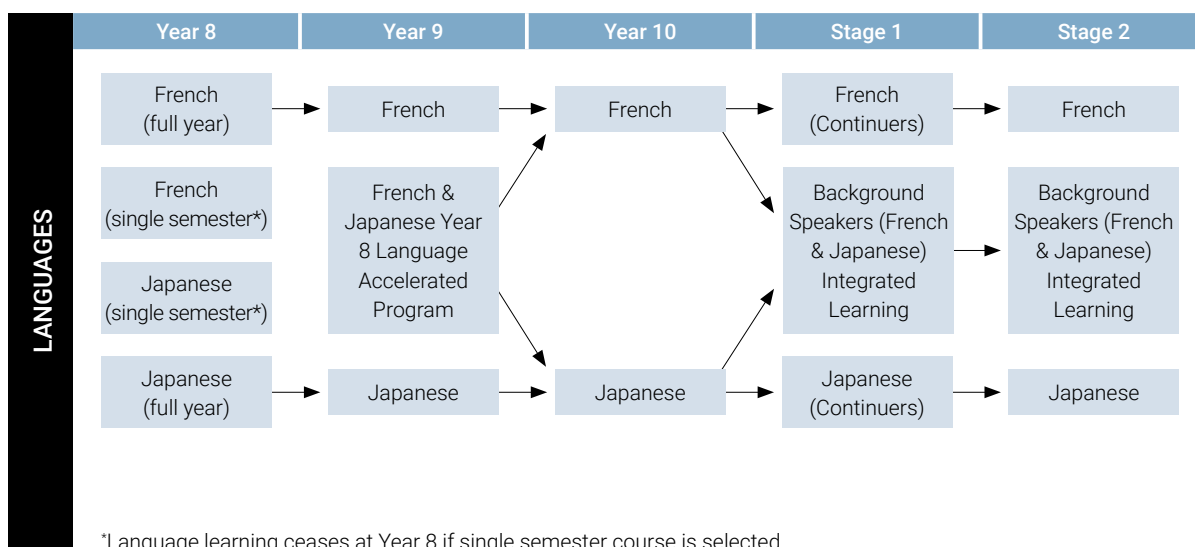
There are many opportunities for language students interested in travelling internationally to practise their linguistic skills. Each year an increasing number of Brighton Secondary Language students are undertaking exchanges.

By travelling overseas or hosting an exchange student, young people of different nationalities are given the opportunity to become acquainted with another culture, its language, heritage and values. The best way to understand another way of life is to be part of a family. When you become part of a family, you have the rare and valuable opportunity of experiencing life from the inside rather than viewing it as a tourist. The language you have learned comes alive as you make new friends, share your culture and discover new things about yourself and the world.

Upon return, the benefits include greater self-confidence and a better awareness of the world we share. Improved communication skills and personal growth give you a competitive edge in pursuing educational and career goals, and you are better prepared to contribute as a world citizen. The fun, friendship and rewarding educational benefits of being involved in an international exchange can make the experience unforgettable.

Throughout the year the Language Faculty will receive information about a variety of exchanges. These vary in length, cost and experience. Whilst these will be advertised, it is important that students interested in undertaking an exchange make their intention known to their teacher.

Languages (continued)



Additional Opportunities

Students have the chance to enter the national Assessment of Language Competence tests run by the ACER, and the state-run Alliance Française competition which can lead to a national prize.

They also have the option of studying extra languages including Chinese background speakers through the School of Languages.

Language Program Year 8

Year 8 Language Beginners (1st semester only)

Recommended for students wanting to complete minimum language requirements at year 8. Students completing this course will not have the recommended background to continue language study in year 9. Students may be able to continue their language study in second semester should they decide to continue their language study in year 9.

Year 8 Language Beginners (full year)

Recommended for students who are starting a new language at year 8 or for students who want to consolidate their primary school language learning. Recommended for students who are considering continuing their language studies at year 9 level or beyond.

*N.B. Special Interest Music (SIM) students can only study one semester of language in year 8. SIM students wanting to continue language study at year 9 must participate in an independent language program in their non language semester.

Year 8 Language Accelerated Program (i.e. Year 9 Language Program – full year)

This pathway recognises prior learning providing opportunity for students to complete the year 12 subject in year 11. Recommended for students who have studied the language in R-7 and have excelled in their language studies. These students will need to successfully sit a language proficiency test in order to enrol in this year 9 course.

As a condition of entry into the Accelerated Language Program students will need to be self motivated and have strong work ethic in order to be successful learners. Student progress will be closely monitored. Students exhibiting low engagement and achievement will be recommended for transition back to a standard language course.

Special Interest Music students may not enrol in the Accelerated Language Program due to timetable restrictions. Volleyball and Think Bright students may apply although timetable restrictions could prevent placement in an Accelerated class.

Overseas Trips

Students in years 9-11 will have the opportunity to participate in overseas excursions to Japan and Vanuatu.

SACE - Integrated Learning

The flexibility of this course enables native language speakers to study at an advanced proficiency level and make links between aspects of their lives, their learning about themselves and their capabilities.

This course is open to proficient language students at Stage 1 and 2 who would otherwise be ineligible to enrol in the Continuers course.

Languages (continued)

French	Japanese	French
<p>CODE FRE1A/B or FRE1S</p> <p>LEVEL Year 8</p> <p>LENGTH Full year or semester</p> <p>CONTACT PERSON Lindsay Dick</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT</p> <p>Course used: Allons-y 1</p> <p>Communicative topics may include: greetings, nationality, age, family and pets, classroom objects, subjects and timetable, likes and dislikes, instructions, date and time, possession, position and direction, ordering in a café, asking questions, food shopping.</p> <p>Cultural topics include: French speaking countries, life in medieval France, the European Union, geography of France, holidays and celebrations, the Eiffel Tower, the importance of food in French culture.</p> <p>ASSESSMENT</p> <p>Assessment contains aspects of intercultural literacy, listening, speaking, reading and writing with an emphasis placed on interactive communication skills. Weightings vary according to class circumstances.</p> <p>CURRICULUM CHARGES</p> <p>\$20 per semester (full year students pay \$40)</p>	<p>CODE JAP1A/B or JAP1S</p> <p>LEVEL Year 8</p> <p>LENGTH Full year or semester</p> <p>CONTACT PERSON Lindsay Dick</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT</p> <p>Course Used: Mirai Book 1</p> <p>Introduction of the hiragana writing system. Emphasis on reading comprehension and writing skills with regard to the hiragana script; some basic kanji.</p> <p>Communicative topics involving:</p> <ul style="list-style-type: none"> • self-introduction, greetings, name, age, phone number, nationality, adjectives • food, restaurant menus, ordering food • family, family members and descriptions • residence, cities and towns, facilities and descriptions • activities and likes, days of the week • cultural research assignment • culture: restaurant excursion, Japanese cuisine, teenage interests, family traditions, major cities in Japan, writing systems, popular after-school activities. <p>ASSESSMENT</p> <p>Assessment contains aspects of listening, speaking, reading and writing with an emphasis placed on hiragana writing and reading skills. Weightings vary according to class circumstances.</p> <p>CURRICULUM CHARGES</p> <p>\$20 per semester (full year students pay \$40)</p>	<p>CODE FRE2A/B</p> <p>LEVEL Year 9</p> <p>LENGTH Full year</p> <p>CONTACT PERSON Lindsay Dick</p> <p>RECOMMENDED BACKGROUND Year 8 French</p> <p>CONTENT</p> <p>Course used: Allons-y 1-2</p> <p>Communicative topics include: weather, sports and leisure (modern and mediaeval), school year, expressing intention, transport, timetables, clothing, sizes and prices. Cultural topics include: regions of France, regional food, transport, French inventions, Martinique, fashion.</p> <p>ASSESSMENT</p> <p>The areas of intercultural literacy, listening, speaking, reading and writing are assessed in formal tests and informally in class. There is an emphasis placed on interactive communication skills. Weightings vary according to class circumstances.</p> <p>CURRICULUM CHARGES</p> <p>\$40 per year</p>

Languages (continued)

Japanese	French	Japanese
CODE JAP2A/B LEVEL Year 9 LENGTH Full year CONTACT PERSON Lindsay Dick RECOMMENDED BACKGROUND Year 8 Japanese CONTENT Course used: Mirai Stage 2 Revision of the hiragana script. Introduction of the katakana script. Introduction of relevant kanji. Communicative topics involving: <ul style="list-style-type: none"> telling the time, doing things at a time, frequency of activities and daily routines, physical appearance and describing things, planning, inviting, suggesting and asking permission, ability to do things, existence of things, describing home and the school, general instructions in the classroom and pointers, wanting to do/not do activities. Culture: <ul style="list-style-type: none"> family life, cuisine, education and sports. ASSESSMENT The areas of listening, speaking, reading, writing and script are assessed in formal tests and informally in class. Equal emphasis is placed on all areas. Weightings vary according to class circumstances. CURRICULUM CHARGES \$40 per year	CODE FRE3A/B LEVEL Year 10 LENGTH Full year CONTACT PERSON Lindsay Dick RECOMMENDED BACKGROUND Year 9 French CONTENT Course used: Allons-y 2 Communicative topics include: employment, talking about past achievements, dictionary techniques, holidays, making a phone call, household chores, weekends, home, town and suburb, directions and map reading, appointments, illness and injury, detailed descriptions, personality, invitations and arrangements. Cultural topics include: Canada and Quebec (history, geography, fauna, and cuisine), New Caledonia, French architecture, housing and lifestyle, Provence, French art, poetry and entertainment, Algeria, the Alps. ASSESSMENT The areas of intercultural literacy, listening, speaking, reading and writing are assessed in formal tests and informally in class. There is an emphasis placed on interactive communication skills and the development of more sophisticated writing skills. Weightings vary according to class circumstances. CURRICULUM CHARGES \$40 per year	CODE JAP3A/B LEVEL Year 10 LENGTH Full year CONTACT PERSON Lindsay Dick RECOMMENDED BACKGROUND Year 9 Japanese CONTENT Course used: Mirai Stages 3+4 Introduction of approximately 100 of the basic kanji characters. Topics include: <ul style="list-style-type: none"> making arrangements and schedules wearing clothing joining adjectives and verbs counters directions reasons illness plain form style Japanese. ASSESSMENT The areas of listening, speaking, reading, writing and script are assessed in formal tests and informally in class. Equal emphasis is placed on all areas. Weightings vary with class circumstances. CURRICULUM CHARGES \$40 per year

Languages (continued)

French Continuers A and B	Japanese Continuers A and B	French
<p>CODE FRC4A and FRC4B</p> <p>LEVEL Stage 1</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Lindsay Dick</p> <p>RECOMMENDED BACKGROUND Year 10 French</p> <p>CONTENT Course used: Schaum's Outlines French Grammar 3rd Edition (Mary E.Coffman Crocker) Students have to meet objectives in the three strands. All three will be dealt with in three focus themes:</p> <ol style="list-style-type: none"> 1. The individual 2. The French-speaking communities 3. The changing world <p>ASSESSMENT Assessment will include oral tasks, written tasks, text analysis tasks and an investigative task in each semester. Weightings vary between 15% and 50%.</p> <p>CURRICULUM CHARGES \$40 per year</p>	<p>CODE JAC4A and JAC4B</p> <p>LEVEL Stage 1</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Lindsay Dick</p> <p>RECOMMENDED BACKGROUND Year 10 Japanese</p> <p>CONTENT Course used: Wakatta Students have to meet objectives in the three strands. All three will be dealt within two units of study:</p> <p>Unit A</p> <ul style="list-style-type: none"> • myself and family • home and friends • daily routine <p>Unit B</p> <ul style="list-style-type: none"> • neighbourhood • school life • shopping and eating out <p>ASSESSMENT Assessment will include oral tasks, text analysis tasks and an investigative task in each semester. Weightings vary according to class circumstances.</p> <p>CURRICULUM CHARGES \$40 per year</p>	<p>CODE FRC5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Lindsay Dick</p> <p>RECOMMENDED BACKGROUND Stage 1 French</p> <p>CONTENT Course used: various sources Students have to meet objectives in the three strands: All three will be dealt with in three focus themes:</p> <ol style="list-style-type: none"> 1. The individual 2. The French-speaking communities 3. The changing world <p>ASSESSMENT School-based Assessment 70% External Assessment 30%</p> <p>CURRICULUM CHARGES \$40 per year</p>

Languages (continued)

Japanese**CODE** JAC5E**LEVEL** Stage 2**LENGTH** Full year**CREDITS** 20**CONTACT PERSON** Lindsay Dick**RECOMMENDED****BACKGROUND**

Stage 1 Japanese

CONTENT

Students have to meet objectives in the three strands. All three will be dealt with in six modules of study:

- leisure
- traditions and culture
- planning a trip
- travelling in Japan
- future plans and work
- issues.

ASSESSMENT

School-based Assessment 70%

External Assessment 30%

CURRICULUM CHARGES

\$20 per semester

\$40 per year



Mathematics learning is the ability to understand, critically respond to and use mathematics in different social, cultural and work contexts.

The Australian Curriculum

The Mathematics curriculum for years 8 to 10 in 2019 is aligned to the interaction of three content strands and four proficiency strands of the Australian Curriculum.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics.

Number and Algebra

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

Statistics and Probability

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Proficiency strands

The proficiency strands describe the actions in which students can engage when learning and using the content.

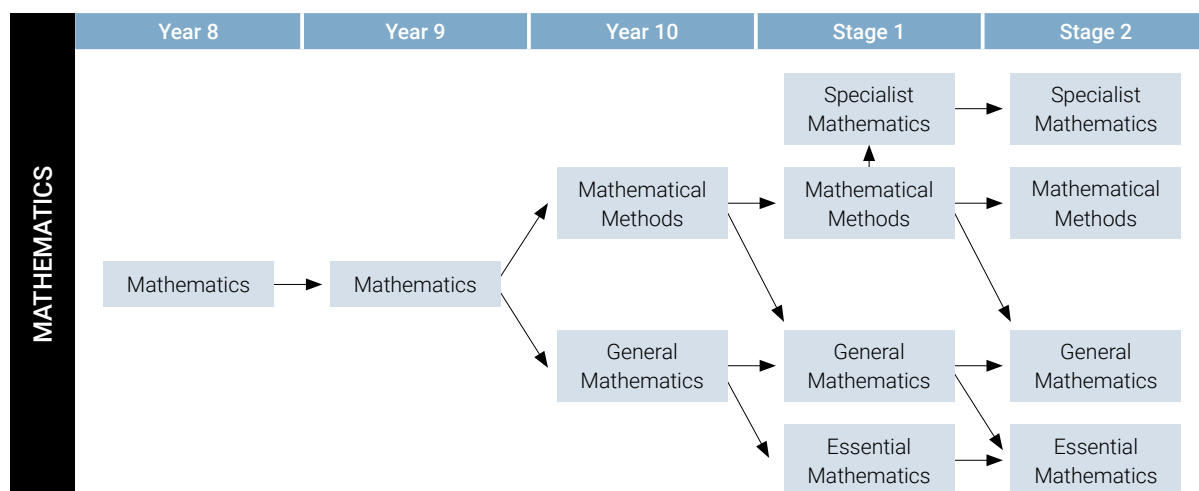
Understanding

Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

Fluency

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.

Mathematics (continued)



Problem Solving

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

Reasoning

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

The SACE

The Mathematics subject options in years 11 and 12 are aligned to the SACE.

Mathematics (continued)

Year 8 Mathematics	Year 9 Mathematics	General Mathematics
<p>CODE MAS1Y</p> <p>LEVEL Year 8</p> <p>LENGTH Full year</p> <p>CONTACT PERSON Femia Bakuszowski</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT Students will study the following topics in year 8:</p> <ul style="list-style-type: none"> • Number and place value • Real numbers • Money and financial mathematics • Patterns and Algebra • Linear and non-linear relationships • Measurement • Geometric reasoning • Probability • Data representation and interpretation <p>ASSESSMENT Assessment is based upon the achievement standards in the Australian curriculum and will comprise assignments, investigations, homework, projects and tests.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$20</p>	<p>CODE MAS2Y</p> <p>LEVEL Year 9</p> <p>LENGTH Full year</p> <p>CONTACT PERSON Femia Bakuszowski</p> <p>RECOMMENDED BACKGROUND Satisfactory completion of year 8 Mathematics.</p> <p>CONTENT Topics include:</p> <ul style="list-style-type: none"> • Pythagoras and Trigonometry • Number • Basic Algebra • Geometry • Statistics • Coordinate Geometry • Area and Volume • Congruence and Similarity • Binomial Products and Factorisation • Problem Solving Using Equations <p>ASSESSMENT Assessment is based upon the Achievement Standards in the Australian Curriculum and will comprise assignments, investigations, homework, projects and tests.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$20</p>	<p>CODE MAG3Y</p> <p>LEVEL Year 10</p> <p>LENGTH Full year</p> <p>CONTACT PERSON Femia Bakuszowski</p> <p>RECOMMENDED BACKGROUND Satisfactory completion of year 9 Mathematics.</p> <p>CONTENT Topics include:</p> <ul style="list-style-type: none"> • Trigonometry • Equations • Number and Powers • Coordinate Geometry • Money and Finance • Algebra • Area and Volume • Probability • Statistics and Probability <p>ASSESSMENT Assessment is based upon the Achievement Standards in the Australian Curriculum and will comprise assignments, investigations, homework, projects and tests.</p> <p>SPECIAL REQUIREMENTS Nil</p> <p>CURRICULUM CHARGES \$20</p>

Mathematics (continued)

Mathematical Methods

CODE MAM3Y**LEVEL** Year 10**LENGTH** Full year**CONTACT PERSON**

Femia Bakuszowski

**RECOMMENDED
BACKGROUND**

Year 10 Mathematical Studies is designed for students that achieved very high results throughout year 9 Mathematics. Students must be recommended by their year 9 Mathematics teacher.

CONTENT

Topics include:

- Trigonometry
- Equations
- Number and Powers
- Algebra
- Coordinate Geometry
- Advanced Algebra and Functions
- Geometry
- Statistics and Probability
- Probability

ASSESSMENT

Assessment is based upon the Achievement Standards in the Australian Curriculum and will comprise assignments, investigations, homework, projects and tests.

SPECIAL REQUIREMENTS

A graphics calculator is a recommended item for students taking this subject.

CURRICULUM CHARGES \$20Essential Mathematics
A and B**CODE** MEM4A and MEM4B**LEVEL** Stage 1**LENGTH** 1 semester each**CREDITS** 10 credits per semester**CONTACT PERSON**

Femia Bakuszowski

**RECOMMENDED
BACKGROUND**

Open to all students. To study Essential Mathematics at Stage 2, students must complete two semesters of Essential Mathematics at Stage 1.

CONTENT

Essential Mathematics focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

Stage 1 Essential Mathematics consists of the following list of six topics:

Topic 1: Calculations, Time, and Ratio

Topic 2: Earning and Spending

Topic 3: Geometry

Topic 4: Data in Context

Topic 5: Measurement

Topic 6: Investing

ASSESSMENT

The assessment will comprise of Skills and Applications Tasks and Folio.

SPECIAL REQUIREMENTS NilGeneral Mathematics
A and B**CODE** MAG4A and MAG4B**LEVEL** Stage 1**LENGTH** 1 semester each**CREDITS** 10 credits per semester**CONTACT PERSON**

Femia Bakuszowski

**RECOMMENDED
BACKGROUND**

An A or B from year 10 General Mathematics. To study General Mathematics at Stage 2, students must complete two semesters of Stage 1 General Mathematics.

CONTENT

General Mathematics focuses on using the techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision-making, and discrete growth and decay. It enables students to analyse and solve a wide range of geometrical problems in areas such as measurement, scaling, triangulation and navigation; and to develop systematic strategies to answer statistical questions that involve comparing groups, investigating associations and analysing time series.

Stage 1 General Mathematics consists of the following list of six topics:

Topic 1: Investing and borrowing

Topic 2: Measurement

Topic 3: Statistical Investigation

Topic 4: Applications of Trigonometry

Topic 5: Linear Functions and their Graphs

Topic 6: Matrices and Networks.

ASSESSMENT

The assessment will comprise of Skills and Applications Tasks and Mathematical Investigations.

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio FXC650AU is recommended.

Mathematics (continued)

Mathematical Methods A and B

CODE MAM4A and MAM4B

LEVEL Stage 1

LENGTH 1 semester each

CREDITS 10 credits per semester

CONTACT PERSON

Femia Bakuszowski

RECOMMENDED BACKGROUND

An A or B grade from year 10 Mathematical Methods. To study Stage 2 Mathematical Methods, students must study two semesters of Mathematical Methods at Stage 1.

CONTENT

Mathematical Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops the ability to describe and analyse phenomena involving uncertainty and variation.

Stage 1 Mathematical Methods consists of the following list of six topics:

Topic 1: Functions and graphs

Topic 2: Trigonometry

Topic 3: Counting and Statistics

Topic 4: Polynomials

Topic 5: Growth and Decay

Topic 6: Introduction to Differential Calculus

ASSESSMENT

The assessment will comprise of Skills and Applications Tasks and Mathematical Investigations.

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio FXC650AU is recommended.

Specialist Mathematics A and B

CODE MAE4A and MAE4B

LEVEL Stage 1

LENGTH 1 semester each

CREDITS 10 credits per semester

CONTACT PERSON

Femia Bakuszowski

RECOMMENDED BACKGROUND

An A or B grade from year 10 Mathematical Methods. Students must also be enrolled in Stage 1 Mathematical Methods. To study Stage 2 Mathematical Specialist, a student must be enrolled in Stage 2 Mathematical Methods.

To study Stage 2 Specialist Mathematics, a student must have successfully completed two semesters of Mathematical Methods and two semesters of Specialist Mathematics at Stage 1.

CONTENT

Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. It contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends students' knowledge and understanding of probability and statistics and introduces the topics of vectors, complex numbers, matrices and recursive methods.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Stage 1 Specialist Mathematics consists of the following list of six topics:

Topic 1: Arithmetic and Geometric Sequences and Series

Topic 2: Geometry

Topic 3: Vectors in the Plane

Topic 4: Trigonometry

Topic 5: Matrices

Topic 6: Real and Complex Numbers.

ASSESSMENT

The assessment will comprise of Skills and Applications Tasks and Mathematical Investigations.

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio FXC650AU is recommended.

Mathematics (continued)

Essential Mathematics	General Mathematics	Mathematical Methods
<p>CODE MEM5E LEVEL Stage 2 LENGTH Full year CREDITS 20 CONTACT PERSON Femia Bakuszowski RECOMMENDED BACKGROUND A or B grades at Stage 1 Essential or Stage 1 General Mathematics is required.</p> <p>CONTENT 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.</p> <p>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.</p> <p>This subject is intended for students planning to pursue a career in a range of trades or vocations.</p> <p>Topics Studied: Topic 1: Scales, Plans and Models Topic 2: Measurement Topic 3: Business Applications Topic 4: Statistics Topic 5: Investments and Loans</p> <p>ASSESSMENT School-based Assessment Assessment Type 1: Skills and Applications Tasks 30% Assessment Type 2: Folio 40% External Assessment Assessment Type 2: Examination 30%</p> <p>SPECIAL REQUIREMENTS A graphics calculator is a required item for students taking this subject. A Casio FXC650AU is recommended.</p> <p>A revision guide is recommended for this subject.</p> <p>CURRICULUM CHARGES \$12</p>	<p>CODE MAG5E LEVEL Stage 2 LENGTH Full year CREDITS 20 CONTACT PERSON Femia Bakuszowski RECOMMENDED BACKGROUND A or B grades at Stage 1 General Mathematics or Stage 1 Mathematical Methods is required.</p> <p>CONTENT General Mathematics 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. 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 General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.</p> <p>Topics Studied: Topic 1: Modelling with Linear Relationships Topic 2: Modelling with Matrices Topic 3: Statistical Models Topic 4: Financial Models Topic 5: Discrete Models</p> <p>ASSESSMENT School-based Assessment Assessment Type 1: Skills and Applications Tasks 40% Assessment Type 2: Directed Investigations 30% External Assessment Assessment Type 2: Examination 30%</p> <p>SPECIAL REQUIREMENTS A graphics calculator is a required item for students taking this subject. A Casio FXC650AU is recommended.</p> <p>A revision guide is recommended for this subject.</p> <p>CURRICULUM CHARGES \$12</p>	<p>CODE MAM5E LEVEL Stage 2 LENGTH Full year CREDITS 20 CONTACT PERSON Femia Bakuszowski RECOMMENDED BACKGROUND A or B grades at Stage 1 Mathematical Methods is required.</p> <p>CONTENT 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.</p> <p>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.</p> <p>Topics Studied: 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</p> <p>CURRICULUM CHARGES \$12</p>

Mathematics (continued)

ASSESSMENT

School-based Assessment

Assessment Type 1: Skills and Applications Tasks 50%

Assessment Type 2: Directed Investigation 20%

External Assessment

Assessment Type 2: Examination 30%

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio FXC650AU is recommended.

A revision guide is recommended for this subject.

Specialist Mathematics

CODE MSC5E

LEVEL Stage 2

LENGTH Full year

CREDITS 20

CONTACT PERSON

Femia Bakuszowski

RECOMMENDED BACKGROUND

A or B grades at Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics is required.

Students must be enrolled in Stage 2 Mathematical Methods.

CONTENT

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.

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.

Topics Studied:

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

ASSESSMENT

School-based Assessment

Assessment Type 1: Skills and Applications Tasks 50%

Assessment Type 2: Directed Investigation 20%

External Assessment

Assessment Type 2: Examination 30%

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio FXC650AU is recommended.

A revision guide is recommended for this subject.

CURRICULUM CHARGES \$12



Science education contributes to developing scientifically literate global citizens who will better be able to make informed decisions about their personal lives and how environments can be sustained.

The Australian Curriculum

The science curriculum for 2019 in years 8 to 11 is aligned to the Australian Curriculum. Refer to page 13 for more details about the implementation of the Australian Curriculum.

The Australian Curriculum for Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

As well as the specific science strands there are General Capabilities and Cross-curriculum Priorities which apply in all subject areas.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The Science Understanding strand comprises four sub-strands.

Biological Sciences

The biological sciences sub-strand is concerned with understanding living things:

- a diverse range of living things have evolved on Earth over hundreds of millions of years
- living things are interdependent and interact with each other and their environment
- the form and features of living things are related to the functions that their body systems perform
- life cycles, body systems, adaptations and survival
- how their characteristics are inherited from one generation to the next
- the cell as the basic unit of life and its function.

Chemical Sciences

The chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances:

- chemical and physical properties of substances are determined atomic structure
- substances change and new substances are produced by rearranging atoms – chemical reactions
- classify substances based on their properties, such as solids, liquids and gases
- elements, compounds and mixtures
- physical changes such as changes of state and dissolving
- atoms which can combine to form molecules, and chemical reactions involve atoms being rearranged and recombined to form new substances
- explore the relationship between the way in which atoms are arranged and the properties of substances, and the effect of energy transfers on these arrangements.

Earth and Space Sciences

The Earth and Space sciences sub-strand is concerned with Earth's dynamic structure and its place in the cosmos:

- Earth is part of a solar system that is part of a larger universe
- Earth is subject to change within and on its surface, through natural processes and human use of resources.
- Earth as part of a solar system, which is part of a galaxy and the immense universe
- Changes on Earth, such as day and night and the seasons
- Evolution of Earth over 4.5 billion years
- Humans use of resources from the Earth and the influence of human activity on the Earth.

Physical Sciences

The Physical Sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy:

- Forces affect the behaviour of objects
- Energy can be transferred and transformed from one form to another
- Motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces
- energy and energy transfer – motion, heat, sound, light and electricity.

Science as a Human Endeavour

Through science, humans seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence and science knowledge can be changed as new evidence becomes available. Science influences society by posing, and responding to, social and ethical questions, and scientific research is itself influenced by the needs and priorities of society. This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

Science investigations are activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve a range of activities, including experimental testing, field work, locating and using information sources, conducting surveys, and using modelling and simulations. The choice of the approach taken will depend on the context and subject of the investigation.

In science investigations, collection and analysis of data and evidence play a major role. This can involve collecting or extracting information and reorganising data in the form of tables, graphs, flow charts, diagrams, prose, keys, spreadsheets and databases.

Achievement Standards

Year 8

By the end of year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Details of the specific assessment tasks will be described in the learning and assessment plan.

Year 9

By the end of year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationship between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Details of the specific assessment tasks will be described in the learning and assessment plan.

Science (continued)

Year 10

By the end of year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems.

They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

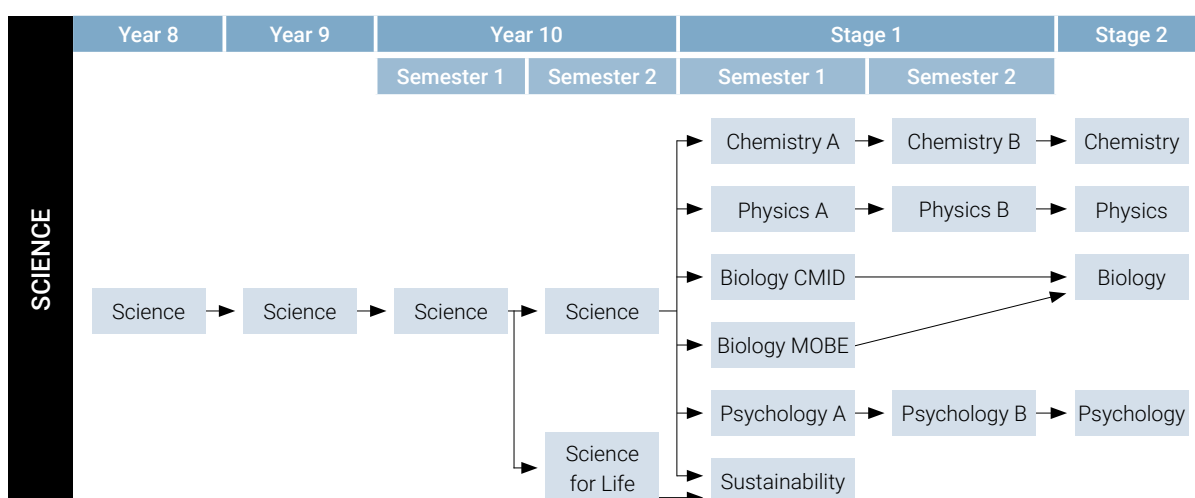
Students develop questions and hypotheses and independently design and improve appropriate methods of Investigation, including fieldwork and laboratory experimentation.

They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

Details of the specific assessment tasks will be described in the learning and assessment plan.

The SACE

The Science subject options in Stage 1 and 2 are aligned to the SACE requirements. The various Science pathways are outlined in the flowchart.



Science (continued)

Science	Science	Science
<p>CODE SCI1Y</p> <p>LEVEL Year 8</p> <p>LENGTH Full year</p> <p>CONTACT PERSON Toby Ward</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT</p> <p>Working in the Laboratory</p> <p>Biological Sciences</p> <ul style="list-style-type: none"> • Cells • Body Systems <p>Chemical Sciences</p> <ul style="list-style-type: none"> • Matter • Elements, compounds and mixtures • Chemical change <p>Earth and Space Science</p> <ul style="list-style-type: none"> • Rocks <p>Physical Sciences</p> <ul style="list-style-type: none"> • Energy <p>ASSESSMENT</p> <p>Assessment aligned to the Achievement Standards, refer to page 115.</p> <p>SPECIAL REQUIREMENTS</p> <p>All year 8 classes do a general science course.</p> <p>CURRICULUM CHARGES \$20</p>	<p>CODE SCI2Y</p> <p>LEVEL Year 9</p> <p>LENGTH Full year</p> <p>CONTACT PERSON Toby Ward</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT</p> <p>Biological Sciences</p> <ul style="list-style-type: none"> • Multicellular organisms • Ecosystems <p>Physical Sciences</p> <ul style="list-style-type: none"> • Heat • Sound and light • Electric circuits <p>Chemical Sciences</p> <ul style="list-style-type: none"> • Atoms • Chemical reactions combustion and acids • Chemical reactions: rearranging atoms, energy conservation <p>Earth and Space</p> <ul style="list-style-type: none"> • Plate tectonics <p>ASSESSMENT</p> <p>Assessment is aligned to the Achievement Standards, refer to page 115.</p> <p>SPECIAL REQUIREMENTS</p> <p>All year 9 classes do a general science course.</p> <p>CURRICULUM CHARGES \$20</p>	<p>CODE SCI3Y</p> <p>LEVEL Year 10</p> <p>LENGTH Full year</p> <p>CONTACT PERSON Toby Ward</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>All students must complete two semesters of Science. Students intending to continue with Science into Stage 1 and Stage 2 must complete the core course.</p> <p>In Semester 2 students can opt to study Science for Life. This subject only leads to Sustainability at Stage 1 and does not continue into Stage 2 Science.</p> <p>CONTENT</p> <p>Semester 1 (Core)</p> <p>Chemistry – Organising elements</p> <p>Physics – Objects in motion</p> <p>Biology – Diversity and evolution</p> <p>Semester 2 (Core)</p> <p>Chemistry – Chemical reactions</p> <p>Biology – Genetics</p> <p>Geology – Dynamic Earth</p> <p>Physics – The Universe</p> <p>ASSESSMENT</p> <p>Assessment is aligned to the Achievement Standards, refer to page 116.</p> <p>SPECIAL REQUIREMENTS</p> <p>All year 10 classes do a general science course for Semester 1. In Semester 2 Science for Life is an option.</p> <p>CURRICULUM CHARGES \$20</p>

Science (continued)

Science for Life	Biology CMID	Biology MOBE
<p>CODE SFL3Y</p> <p>LEVEL Year 10</p> <p>LENGTH Semester (Semester 2 only)</p> <p>CONTACT PERSON Toby Ward</p> <p>RECOMMENDED BACKGROUND Nil</p> <p>CONTENT Science for Life examines how we can use science to gain a better understanding of personal health and wellbeing with a focus on sustainability. We will explore how diet and exercise choices are linked to quality of life and building a sustainable society. Students will develop their own project around Science for Life themes to enter into the CSIRO's Creativity in Science and Technology (CREST) awards.</p> <p>ASSESSMENT The focus of assessment will be on real world applications of science to improve health and fitness. With integrated numeracy and literacy skills students will be assessed using practical and team work activities. Assessment tasks include the CREST awards submission, maintaining a journal for self-reflection, and regular written and practical tasks.</p> <p>SPECIAL REQUIREMENTS This is a one semester subject for students who enjoy hands-on, practical Science but who are NOT looking to pursue Science through to Stage 2. This subject limits Stage 1 Science options to Sustainability only and does not lead into any Science subject at Stage 2.</p> <p>CURRICULUM CHARGES \$20</p>	<p>CODE BLC4S</p> <p>LEVEL Stage 1</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Toby Ward</p> <p>RECOMMENDED BACKGROUND C grade or better and a recommendation from the year 10 science teacher.</p> <p>CONTENT Students examine the development of the cell theory, the exchange of materials, and processes required for cell survival. They investigate ways in which matter is recycled and energy is transformed and transferred in biochemical processes. Students learn about the conditions necessary for the growth and survival of microorganisms, the uses of microorganisms, and their role in decomposition and food spoilage. Students examine the various agents that can cause infectious diseases. Stage 1 Biology students who intend to study Biology at Stage 2 would benefit from a Stage 1 program that includes Topic 1: Cells and Microorganisms. Topics studied include:</p> <ul style="list-style-type: none"> • Cells and Microorganisms • Infectious Disease <p>ASSESSMENT Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which may include completion or design practicals, research and a Science as a Human Endeavor Investigation. Skills and applications tasks may include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.</p> <p>SPECIAL REQUIREMENTS Students can continue into Stage 2 Biology by successfully completing either CMID or MOBE Biology or both.</p>	<p>CODE BLR4S</p> <p>LEVEL Stage 1</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Toby Ward</p> <p>RECOMMENDED BACKGROUND C grade or better and a recommendation from the year 10 science teacher.</p> <p>CONTENT Students examine the structure and function of various multicellular organisms. Students consider the structure and function of various organ systems in human beings and other species. Students will develop an understanding of how biotechnology has contributed to an understanding of how multicellular organisms function. Students investigate diverse ecosystems, exploring the range of biotic and abiotic components. Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems. They investigate ecosystem dynamics, and interactions between abiotic and biotic components of ecosystems. Topics studied include:</p> <ul style="list-style-type: none"> • Multicellular Organisms • Biodiversity and Ecosystem Dynamics <p>ASSESSMENT Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which may include completion or design practicals, research and issues assignments. Skills and applications tasks may include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.</p> <p>SPECIAL REQUIREMENTS Students can continue into Stage 2 Biology by successfully completing either CMID or MOBE Biology or both.</p>

Science (continued)

Chemistry A	Chemistry B	Physics A
<p>CODE CEM4A</p> <p>LEVEL Stage 1</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Toby Ward</p> <p>RECOMMENDED BACKGROUND C grade or better and a recommendation from the year 10 science teacher.</p> <p>CONTENT Chemistry is the study of the nature of substances, the ways in which substances can interact with each other, and their impact on the environment. Topics studied in Chemistry A include:</p> <ol style="list-style-type: none"> 1. Materials and their atoms 2. Combinations of atoms 3. Molecules <p>All topics involve theoretical and practical work. A science as a human endeavor investigation will occur during the semester.</p> <p>ASSESSMENT Assessment tasks include opportunities for students to develop the capabilities of numeracy and literacy. They will complete an Investigation folio which may include completion or design practicals, research and a Science as a Human Endeavour Investigation. Skills and applications tasks may include written tests and practical tests. Details of the assessment tasks will be described in the Learning and assessment plan.</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE CEM4B</p> <p>LEVEL Stage 1</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Toby Ward</p> <p>ESSENTIAL BACKGROUND C grade or better in Chemistry A Semester 1. Semester 1 <u>must</u> be completed to attempt Semester 2.</p> <p>CONTENT This course builds on the content covered in Chemistry A. Topics studied in Chemistry B include:</p> <ol style="list-style-type: none"> 1. Mixtures and solutions 2. Acids and Bases 3. Redox reactions <p>All topics involve theoretical and practical work. A Science as a Human Endeavor Investigation will occur during the semester.</p> <p>ASSESSMENT Assessment tasks include opportunities for students to develop the capabilities of numeracy and literacy. They will complete an Investigation folio which may include completion or design practicals, research and Science as a Human Endeavor Investigation. Skills and applications tasks may include written tests and practical tests. Details of the assessment tasks will be described in the Learning and assessment plan.</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE PYI4A</p> <p>LEVEL Stage 1</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Toby Ward</p> <p>RECOMMENDED BACKGROUND C grade or better and a recommendation from the year 10 science teacher.</p> <p>CONTENT Physics helps people to understand the world around them. It is a subject for students who are interested in the fundamental processes of nature. Students are introduced to the basic laws of the physical world. The laws of physics underlie many other sciences and engineering and also provide background knowledge for many occupations. The subject includes:</p> <ol style="list-style-type: none"> 1. The physics of motion – velocity, speed, acceleration 2. What causes motion – forces, Newton's Laws 3. Current electricity 4. Heat <p>ASSESSMENT Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which may include completion of design practicals, and a Science as a Human Endeavour Investigation. Skills and applications tasks may include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.</p> <p>SPECIAL REQUIREMENTS Nil</p>

Science (continued)

Physics B**CODE** PYI4B**LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**CONTACT PERSON** Toby Ward**ESSENTIAL BACKGROUND**

C grade or better in Physics A Semester 1.

Semester 1 must be completed to attempt Semester 2.

CONTENT

This course builds on the content covered in Physics A. Students are reacquainted with the laws of Physics and are introduced to extended studies of the concepts such as:

1. Momentum
2. Energy – the laws of conservation, kinetic energy, potential energy, wave energy
3. Waves, the properties of waves, including sound and light
4. Nuclear Models and Radioactivity

ASSESSMENT

Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which may include completion of design practicals, research and a Science as a Human Endeavour Investigation. Skills and applications tasks may include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.

SPECIAL REQUIREMENTS Nil**Psychology A
(Introduction)****CODE** PSC4A**LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**CONTACT PERSON** Toby Ward**RECOMMENDED
BACKGROUND**

C grade or better and a recommendation from the year 10 science teacher. Good literacy skills also important.

CONTENT

This semester subject will explore the following topics:

1. Introduction to the nature of psychology and the methods of investigation
2. Ethical issues related to psychological research programs
3. Brain and behaviour studies
4. Human Psychological Development

ASSESSMENT

Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which may include a practical report, research and issues assignments. Skills and applications tasks may include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.

SPECIAL REQUIREMENTS Nil**Psychology B
(Optimum Psychology)****CODE** PSC4B**LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**CONTACT PERSON** Toby Ward**ESSENTIAL BACKGROUND**

C grade or better in Psychology A Semester 1.

Semester 1 must be completed to attempt Semester 2.

CONTENT

This semester subject will explore the following topics:

1. The influence of emotion on thought processes and social influence
2. Optimal performance and how performers prepare to perform
3. The social and psychological factors that influence successful performances in complex tasks
4. Social influence and group dynamics
5. Ethical issues related to psychological research programs

ASSESSMENT

Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which includes a practical report, research and issues assignments. Skills and applications tasks may include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.

SPECIAL REQUIREMENTS Nil

Science (continued)

Sustainability	Biology	Chemistry
<p>CODE SST4S</p> <p>LEVEL Stage 1</p> <p>LENGTH Semester</p> <p>CREDITS 10</p> <p>CONTACT PERSON Toby Ward</p> <p>RECOMMENDED BACKGROUND</p> <p>C grade or better in year 10 Science and a recommendation from the year 10 science teacher.</p> <p>CONTENT</p> <p>The guiding question for the semester will be: How can I live my life more sustainably? The class will plan, design, plant and maintain a sustainable food garden in the school grounds. The content will be student driven with an emphasis on learning how to grow your own food irrespective of the space available. The class will investigate community gardens, food miles, organic gardening, water use and plan new initiatives for sustainable practices at Brighton Secondary School.</p> <p>ASSESSMENT</p> <p>Assessment tasks include the opportunity for students to develop multiple capabilities. Numeracy and literacy will be a focus as well as citizenship and communication. Students will create an e-portfolio of work that documents their learning. This will include a personal journal, a self-reflection task, research tasks and written assignments. Students will also be assessed on their ability to work in teams and their practical skills. Details of the specific assessment tasks will be described in the learning and assessment plan.</p> <p>SPECIAL REQUIREMENTS</p> <p>This is a one semester only stand-alone Science subject that does not lead into any science subject in Stage 2. Lessons will be held both indoors and outdoors and students will be required to participate in hands-on practical activities.</p>	<p>CODE BGY5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Toby Ward</p> <p>ESSENTIAL BACKGROUND</p> <p>Stage 2 Biology builds on the skills and knowledge acquired in Stage 1 Biology. C grade or better in either Stage 1 Biology unit.</p> <p>CONTENT</p> <p>This subject develops an understanding of some of the fundamental ideas that are the backbone of Biological Science. Students investigate DNA and why it is so important to organisms. Students examine cell theory, the structure and function of the cell membrane, the exchange of materials, and processes required for cell survival. Students will develop an understanding of how homeostasis is the whole set of responses that occur in multicellular organisms, which enable their survival in their environment. Students will also examine the biological evidence that forms the basis for understanding the changes in species described in the theory of evolution by natural selection.</p> <p>All topics involve theoretical and practical work.</p> <p>The major areas of study are:</p> <ul style="list-style-type: none"> • DNA and Proteins • Cells as the Basis of Life • Homeostasis • Evolution <p>ASSESSMENT</p> <p>School-based Assessment (70%) includes an Investigations Folio with practical activities and a Science as a Human Endeavour task, and Skills and Applications Tasks that including tests.</p> <p>External Assessment (30%) is an exam at the end of the year.</p> <p>SPECIAL REQUIREMENTS Nil</p>	<p>CODE CEM5E</p> <p>LEVEL Stage 2</p> <p>LENGTH Full year</p> <p>CREDITS 20</p> <p>CONTACT PERSON Toby Ward</p> <p>ESSENTIAL BACKGROUND</p> <p>Stage 2 Chemistry builds upon the concepts and knowledge studied in Stage 1. C grade or better in Stage 1 Chemistry A and B.</p> <p>CONTENT</p> <p>This subject gives students the opportunity to develop ideas and understanding of how important chemistry is for the future of mankind. Students will investigate the impacts of burning fossil fuels analytical chemistry, look at how various factors can affect the reaction rates of chemical reactions, examine organic compounds and their importance in biology and look at how humans can best manage sources of energy and materials for the future.</p> <p>Major areas of study are:</p> <ul style="list-style-type: none"> • Monitoring the Environment • Managing Chemical Processes • Organic and Biological Chemistry • Managing Resources <p>ASSESSMENT</p> <p>School-based Assessment (70%) includes an Investigations Folio with practical activities and a Science as a Human Endeavour task, and Skills and Applications Tasks that include tests.</p> <p>External Assessment (30%) is an exam at the end of the year.</p> <p>SPECIAL REQUIREMENTS Nil</p>

Science (continued)

Physics

CODE PY15E**LEVEL** Stage 2**LENGTH** Full year**CREDITS** 20**CONTACT PERSON** Toby Ward**ESSENTIAL BACKGROUND**

Stage 2 Physics builds upon the concepts and knowledge studied in Stage 1. C grade or better in Stage 1 Physics A and B. Strong numeracy skills are essential.

CONTENT

In Physics students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue scientific pathways. Students will investigate the motion of objects and particles through the lens of Newtonian Physics and then investigate the Theory of Special Relativity and how it links matter and energy at high speeds. Students will discover the properties of electric and magnetic fields and their importance to the modern world. Students will also develop an understanding of the interaction between matter and light.

Major areas of study are:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

ASSESSMENT

School-based Assessment (70%) includes an Investigations Folio with practical activities and a Science as a Human Endeavour task, and Skills and Applications Tasks that include tests.

External Assessment (30%) is an exam at the end of the year.

SPECIAL REQUIREMENTS Nil

Psychology

CODE PSC5E**LEVEL** Stage 2**LENGTH** Full year**CREDITS** 20**CONTACT PERSON** Toby Ward**ESSENTIAL BACKGROUND**

This course builds on the skills and knowledge acquired in Stage 1 Psychology. Strong literacy skills would be an advantage. C grade or better in Stage 1 Psychology A and B.

CONTENT

This subject will explore the following topics in detail as explained in the SACE Board Curriculum statement (available online).

1. Introduction to Psychology
2. Social Cognition
3. Learning
4. Personality
5. Altered States of Awareness
6. Healthy Minds

ASSESSMENT

School-based Assessment (70%) includes an Investigations Folio with group and individual practical reports and essays, and Skills and Application Tasks including tests.

External Assessment (30%) is an exam at the end of the year.

The folio of Research Investigations is also externally moderated.

SPECIAL REQUIREMENTS Nil

Glossary

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

Career Guidance Resources

Some Relevant Publications and Websites

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

DEPARTMENT FOR EDUCATION www.education.sa.gov.au/

FLINDERS UNIVERSITY UNDERGRADUATE PROSPECTUS www.flinders.edu.au

UNIVERSITY OF ADELAIDE UNDERGRADUATE PROSPECTUS www.adelaide.edu.au

UNIVERSITY OF SOUTH AUSTRALIA UNDERGRADUATE PROSPECTUS www.unisa.edu.au

TAFE SUBJECT GUIDE www.tafesa.edu.au

SACE Board www.sace.sa.edu.au

SATAC GUIDE www.satac.edu.au

YOUTH ALLOWANCE www.youthallowance.centrelink.gov.au

Career Guidance Resources

Job Outlook

www.joboutlook.gov.au

Visit Outlook to learn about daily tasks, skills needs, pathways and prospects for careers you can aim for now and in the future.

Myfuture

www.myfuture.edu.au

Australia's online career exploration and information service.

The Good Careers Guide

www.goodcareersguide.com.au

Provides information on over 600 occupations and describes the education or training needed for those occupations.

SACE Board

www.sace.sa.edu.au

The SACE Board website provides information about Stage 1 and 2 curricula, special provisions, community learning and assessment requirements.

Career Guidance Resources

Planning your Career

Making a decision about what type of career you want can be hard, especially if you are new to the workforce or looking to change your career. Below are some simple steps to help you through the decision making process.

STEP 1 – SELF ASSESSMENT

To find a job that will interest you and keep you motivated and challenged, it's important to understand your own interests, abilities and values.

Your interests

- What do you enjoy doing?
- What inspires and motivates you?

Skills and abilities you have developed

- Education
- Previous employment or work experience
- Voluntary or charity work
- Extracurricular activities (e.g. sport, music, social clubs).

Values and Influences

- What aspects of work are important to you? e.g. respect, recognition, security, achievement, status, money
- What influences are important to your decision making? e.g. health, family, community.
- What working conditions are suitable for your lifestyle?
- Do you have health issues to consider when planning your career path?

STEP 2 – CAREER ASSESSMENT

Once you have thought about a few different career paths that may interest you, do some industry research to find out what each career involves. Refer to our Online Job Search information factsheet for useful websites to help you gather the following information.

Job Outlook

- What are the employment prospects?
- What are the predictions for the future of the industry? Will the industry grow?
- Can you further develop and progress in the career?

Education and Training

- Do you have the right qualifications, education or training?
- Can you do on the job training or study while you work in the career?
- Are there opportunities for further education or training?

Duties and tasks

- What duties and tasks will you be required to perform?
- Can you perform these duties and tasks?
- Will the duties and tasks keep you motivated?

Industry knowledge

Talk to people who already work in the industry and ask questions to help you with your career decision making.

- What does your typical work day involve?
- What do you most like about your job?
- What do you least like about your job?
- What training would you recommend to prepare for the job?
- Do you know of any alternative training pathways?
- Have you had the opportunity to progress in your career and develop further skills?

STEP 3 – CAREER DECISION

When it comes to making a decision on what career path you want to pursue, make sure you explore all the options available to you.

- Make a decision that will suit your personality and the working environment that you are interested in, as well as the career goals that you have set for yourself.
- If you are uncertain about your career choices, don't worry too much. The average Australian will have between five and seven career changes in their lifetime.

Remember that in each job you will develop new skills that you can apply in other jobs. You will also meet more people, which is ideal for career networking.

STEP 4 – TAKE ACTION

Now that you've gone through the decision making process, it's time to take action. Get your resume ready and apply for any suitable jobs that you find. Keep in mind that things don't always work out the first time. You may even need to go through the steps again to find what you're looking for, but don't give up. Remember that having a job, even if it's not the one you want, can lead to getting the job you do want.

ONLINE JOB SEARCH INFORMATION

You can find useful information online to assist you in your job search. On page 126 is a list of useful websites relating to job searching, career development, studying and training.

Planning your Career

ONLINE JOB SEARCHING

www.jobsearch.gov.au – search for jobs by choosing your state, local area and occupation category. Create a job match profile, upload your resume and use the instant job list to find jobs based on your skills and experience.

www.joboutlook.gov.au – search for a career that you are interested in and find information on the trends and job prospects for that career.

www.careerone.com.au – search for jobs that interest you.

www.adzuna.com.au – search for jobs that interest you.

www.seek.com.au – search for jobs that interest you.

CAREER AND RECRUITMENT

www.employmentguide.com.au – look for recruitment agencies relating to your chosen industry and find career advice and information.

www.myfuture.edu.au – identify your interests and skill areas, make career decisions and plan your career.

GOVERNMENT INFORMATION

www.apsjobs.gov.au – look for job vacancies in the Australian Public Service.

www.defencejobs.gov.au – find information about jobs in the Navy, Army and Air Force.

For information about Public Service jobs in each state refer to the relevant site **www.vacancies.sa.gov.au**

STARTING A BUSINESS

www.business.gov.au – find information to help you plan, start and grow your business.

STUDYING OR TRAINING

www.australianapprenticeships.gov.au – find out about apprenticeships and combining employment and training.

www.gooduniguide.com.au – Australian degree and university ratings guide.

www.humanservices.gov.au/students – payments and services are available to support people who are studying or planning to study. Families and carers of students and people undertaking training or Australian apprenticeships.

www.myuniversity.gov.au – look for information about Australian universities and other higher education providers.

www.studyassist.gov.au – find information about Australian Government assistance for financing tertiary study.

www.training.gov.au – search for training organisations, packages and courses in Australia.

VOLUNTEERING

www.volunteeringaustralia.org – find volunteer opportunities Australia wide.

www.govolunteer.com.au – find volunteer opportunities Australia wide.

www.australianvolunteers.com – find information about volunteering for projects focusing on reducing poverty, providing health and education services, promoting human rights and gender equality, and protecting the environment.

www.volunteeringsa.org.au – look for volunteering opportunities in the Northern Territory and South Australia.



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brightonss.sa.edu.au



Government of South Australia
Department for Education

Department for Education
T/A South Australian Government Schools
CRICOS Provider Number: 00018A

