



CURRICULUM GUIDE 2021

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FAC OMNIA BENE – DO ALL THINGS WELL

This guide describes the curriculum offered in year 7-9 and 10-12 at Brighton Secondary School. 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 Curiosity, Courage and Citizenship.

BRIGHTON SECONDARY SCHOOL POSITIVE EDUCATION



CURIOSITY • COURAGE • CITIZENSHIP

- 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

Homegroup teachers help to prepare students for subject selection with the support of specialist staff that includes the Senior Leader Senior School, Student Wellbeing Teachers and the Career Development 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 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

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 homegroup teacher.

Students will receive login instructions via their homegroup 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. 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 contact the school.
- Seek information from a variety of sources including subject teachers and leaders. 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.



SUBJECT RECOMMENDATIONS

For students currently in year 10 or 11 selecting Stage 1 and Stage 2 subjects, you will need to refer to the subject requirements and recommendations. Selection of some subjects including those in English, Mathematics and Science are based on recommendations from Semester 1 subject teachers. Recommendations are published on Daymap.

INFORMATION FOR INTERNATIONAL STUDENTS

French and Japanese (year 8-12) languages can be studied at the school while other languages can be studied off line by negotiation.

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 100 for more information.

English as an Additional Language and language support is available at year 8-12, and a strong homegroup lesson program supports students' welfare and orientation.

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

The International Student Program Leader 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

Mail: Brighton Secondary School
305 Brighton Road
North Brighton 5048
South Australia

Phone: 0011 61 8 8375 8236

Fax: 0011 61 8 8298 9179

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 having 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 co-curricular ensemble program has raised the school's national and international profile through participation in music festivals, cultural events and tours including:

- International tours
- Generations in Jazz in Mount Gambier
- ABODA Band Festival
- Australian International Music Festival
- Adelaide Choral Eisteddfod
- ANZAC Day and Remembrance Day ceremonies
- 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 year 8-10 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 year 8-10.

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 co-curricular 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
- respond to interview questions.

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 42 to 46.

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 8-12. 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 6 and 7 in and out of zone applicants. Entry into the SIV program in years 9-12 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 that further enhances the learning experiences at Brighton Secondary School.

STRUCTURE OF THE CURRICULUM

For year 8-10 Think Bright students remain in the same class for the core subjects of Science, Maths, English and Humanities and Social Sciences (HASS).

In year 10 students are able to select Maths Application or Math studies depending on their intended SACE pathways.

In each year level, Think Bright students also undertake a semester-length specialised subject of CAD and F1 in schools in year 8, Challenge-Based Learning Project (CBP) in year 9 and Creative Construction interdisciplinary unit in year 10.

Homegroup and other subject choices are integrated with students outside of the Think Bright Program.

CURRICULUM

The curriculum and delivery is aligned to the Australian 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) framework. The teachers embrace inquiry and challenge-based approaches to learning. Students have the opportunity to work individually and collaboratively in teams. The integration and use of technology is an integral part of student's learning.

SELECTION PROCEDURES

Applications are available from the school and consist of a written application, personalised creative presentation, and supporting documentation. Shortlisted applicants will be invited to attend workshop activities and an interview.

STUDENT COMMITMENT

It is expected that all successful students in the Think Bright Program will:

- Be an ambassador for the Think Bright Program through commitment to the whole school curriculum, policies and school values
- Maintain a standard of rigorous learning and growth through to the end of year 12
- Participate in extracurricular Think Bright activities as required.



The Company Bright Program 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 creative and collaborative skills through varied roles within production company models.

With outstanding performance opportunities utilising the Brighton Performing Arts Centre's state-of-the-art technology, alongside specialist teaching staff and 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 year 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

21st century skills of collaboration, creativity, communication and critical thinking will be emphasised through studying stage craft, theatre history, contemporary innovators and devised performance building tasks. Students will adopt creative roles from all aspects of drama through participating in small production companies. Underpinning the year 8 program students are challenged by the inquiry question 'what matters to you?' and each individual will investigate this question through outstanding performance opportunities.

Year 9

'What makes good storytelling?' Students explore this inquiry question through theatre and film and present their work in numerous ways including public performances. Collaborative learning is further developed through exploration and experimentation within their chosen area supported through specialist teaching staff and 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 specialist teaching staff and the mentor program.

PEDAGOGY

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

SELECTION PROCEDURES

Applications are available from the school and consist of a written application, personalised creative presentation, and supporting documentation. Shortlisted applicants will be invited to attend workshop activities and an interview.

STUDENT COMMITMENT

It is expected that all successful students in the Company Bright Program will:

- Be an ambassador for the Company Bright Program through commitment to the whole school curriculum, policies and school values
- Maintain a standard of rigorous learning and growth through to the end of year 12 in Drama
- Participate in extracurricular Company Bright activities including rehearsals, performances and workshops.



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 year 8-10. 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 8-10 SUBJECTS

REFERENCE FOR **YEAR 8** SUBJECTS

SUBJECT NAME	PAGE
Art For Our Life	47
Art In Our World	47
Core Music	42
Design Technologies	55
Digital Technologies	55
English	72
Food and Product Design Technology	55
French	102
Geography	93
Health and Physical Education	79
History	93
Japanese	102
Material Technologies	56
Mathematics	107
Music Experience	42
Physical Education	79
Science	115
Special Interest Music	43
System Technologies	56
Theatre Elements	37
Volleyball	90

REFERENCE FOR **YEAR 9** SUBJECTS

SUBJECT NAME	PAGE
Building with the Elements of Art	47
Core Music	43
Creative Principles of Art	48
Design Technologies	56
Digital Technologies	57
English	72
Food in Action	57
French	102
Geography	93
Health and Physical Education	79
History: Making of the Modern World 1750-1918	94
Intensive Secondary English Course (ISEC)	73
Japanese	103
Mathematics	107
Media Arts	40
Physical Education	80
Science	115
Sew Make Create	57
Special Interest Music	43
STEM – F1 in Schools	58
Sustainable Building Design	58
Technical Theatre and Design	38
Theatre Magic	37
Volleyball	90

REFERENCE FOR **YEAR 10** SUBJECTS

SUBJECT NAME	PAGE
Advanced Mathematics	108
Art and Ideas	48
Art in a Global Community	48
Business Awareness	58
Computer Aided Design	59
Digital Technology and Electronics	59
Coffee Culture	33
Core Music	44
Desktop Publishing	59
English	72
Essential Mathematics	108
Fashion Design Studio	60
Food and Entertaining	60
French	103
Geography	94
Global Wise	31
Graphic Design	49
Health and Wellbeing	80
History: Making of the Modern World and Australia 1919-Present	94
Immersive Theatre	38
Intensive Secondary English Course (ISEC)	73
Japanese	103
Mathematics	107
Maybe Baby	60
Media Arts	40
Metal Technology	61
Outdoor Pursuits	80
Personal Learning Plan	27
Photography	61
Physical Education	81
Physical Education – Active for Life	81
Physical Education (Girls – Mind, Body and Soul)	82
Product and Environmental Design	49
Science	115
Solid Wood Technology	61
Special Interest Music	44
STEM F1 in Schools	62
Taste the World	62
Urban Theatre	38
Video Game Design	40
Volleyball	90
Web Design – CP	62

*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	2	English	2	English	2
HASS (Hist/ Geog)	2	HASS (Hist/ Geog)	2	HASS (Hist/ Geog)	2
Languages (French or Japanese)	1	Languages (French or Japanese)	1	Languages (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: Design Technologies or Digital Technologies or Food and Product Design Technology or Material Technologies	1	Design and Technologies: Design Technologies or Digital Technologies or 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

- Art For Our Life
- Art In Our World
- Core Music B
- Food & Product Design
Technology
- Languages (French or Japanese)
- Material Technologies
- Music Experience
- Physical Education
- Systems Technologies
- Theatre Elements

CHOICE SUBJECTS BRIGHTON 2 (SPECIAL INTEREST VOLLEYBALL)

- Art For Our Life
- Art In Our World
- Core Music B
- Food & Product Design
Technology
- Languages (French or Japanese)
- Material 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.**

YEAR 8 CURRICULUM PATTERN STRANDS

BRIGHTON 4 (THINK BRIGHT)	UNITS	BRIGHTON 5 (COMPANY BRIGHT)	UNITS
Mathematics (Think Bright)	2	Mathematics	2
Science (Think Bright)	2	Science	2
English (Think Bright)	2	English	2
HASS (Hist/ Geog) (Think Bright)	2	HASS (Hist/ Geog)	2
Languages (French or Japanese)	1	Languages (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: Company Bright	2
Health and PE	1	Health and PE	1
Technologies (F1 in Schools) (Think Bright)	1	Design and Technologies: Design Technologies or Digital Technologies or Food and Product Design Technology or Material Technologies	1
CHOICE	2	CHOICE	1
TOTAL UNITS	14	TOTAL UNITS	14

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

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	2	English	2	English	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 • Design Technologies • Digital Technologies • Core Music (full year) A & B • Creative Principles of Art • Food in Action • French (full year) • Geography • Japanese (full year) A & B • Media Arts • Physical Education • Sew Make Create • STEM – F1 in Schools • Sustainable Building Design • Technical Theatre and Design • Theatre Magic 	<ul style="list-style-type: none"> • Building with the Elements of Art • Design Technologies • Digital Technologies • Core Music (full year) A & B • Creative Principles of Art • Food in Action • French (full year) • Geography • Japanese (full year) • Media Arts • Physical Education • Sew Make Create • STEM – F1 in Schools • Sustainable Building Design • Technical Theatre and Design • Theatre Magic 	<ul style="list-style-type: none"> • Building with the Elements of Art • Design Technologies • Digital Technologies • Creative Principles of Art • Food in Action • French (full year) • Geography • Japanese (full year) • Media Arts • Physical Education • Sew Make Create • STEM – F1 in Schools • Sustainable Building Design • Technical Theatre and Design • Theatre Magic

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

YEAR 9 CURRICULUM PATTERN STRANDS

BRIGHTON 4 (THINK BRIGHT)	UNITS	BRIGHTON 5 (STEM BRIGHT)	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	2	English	2
HASS History (Think Bright)	1	HASS History	1	HASS History	1
Health and PE	1	Health and PE	1	Health and PE	1
Challenge Project (Think Bright)	1	Technologies (STEM)	2	Arts (Company Bright)	2
CHOICE	5	CHOICE	4	CHOICE	4
TOTAL UNITS	14	TOTAL UNITS	14	TOTAL UNITS	14

CHOICE SUBJECTS BRIGHTON 4 (THINK BRIGHT)	CHOICE SUBJECTS BRIGHTON 5 (STEM BRIGHT)	CHOICE SUBJECTS BRIGHTON 6 (COMPANY BRIGHT)
<ul style="list-style-type: none"> • Building with the Elements of Art • Design Technologies • Digital Technologies • Core Music (full year) A & B • Creative Principles of Art • Food in Action • French (full year) • Geography • Japanese (full year) • Media Arts • Physical Education • Sew Make Create • STEM – F1 in Schools • Sustainable Building Design • Technical Theatre and Design • Theatre Magic 	<ul style="list-style-type: none"> • Building with the Elements of Art • Design Technologies • Digital Technologies • Core Music (full year) • Creative Principles of Art • Food in Action • French (full year) • Geography • Japanese (full year) • Media Arts • Physical Education • Sew Make Create • STEM – F1 in Schools • Sustainable Building Design • Technical Theatre and Design • Theatre Magic 	<ul style="list-style-type: none"> • Building with the Elements of Art • Design Technologies • Digital Technologies • Core Music (full year) • Creative Principles of Art • Food in Action • French (full year) • Geography • Japanese (full year) • Media Arts • Physical Education • Sew Make Create • STEM – F1 in Schools • Sustainable Building Design • Technical Theatre and Design

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

YEAR 10 CURRICULUM PATTERN STRANDS

BRIGHTON 1	UNITS	BRIGHTON 2 (SPECIAL INTEREST VOLLEYBALL)	UNITS
Mathematics	2	Mathematics	2
Science	2	Science	2
English	2	English	2
History	1	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 • Computer Aided Design • Coffee Culture • Core Music (full year) A & B • Desktop Publishing • Digital Technology and Electronics • Fashion Design Studio • Food and Entertaining • French (full year) • Geography • Global Wise • Graphic Design • Health and Wellbeing* • Immersive Theatre • Japanese (full year) • Maybe Baby • Media Arts • Metal Technology • Outdoor Pursuits* • Photography • Physical Education* • Physical Education – Active for Life* • Physical Education (Girls – Mind, Body and Soul)* • 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 • Computer Aided Design • Coffee Culture • Core Music (full year) A & B • Desktop Publishing • Digital Technology and Electronics • Fashion Design Studio • Food and Entertaining • French (full year) • Geography • Global Wise • Graphic Design • Health and Wellbeing* • Immersive Theatre • Japanese (full year) • Maybe Baby • Media Arts • Metal Technology • Outdoor Pursuits* • Photography • Physical Education* • Physical Education – Active for Life* • Physical Education (Girls – Mind, Body and Soul)* • Product and Environmental Design • Solid Wood Technology • STEM – F1 in Schools • Taste the World • Urban Theatre • Video Game Design • Web Design – CP

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

*Choice options within the compulsory HPE Australian Curriculum.

YEAR 10 CURRICULUM PATTERN STRANDS

BRIGHTON 3 (SPECIAL INTEREST MUSIC)	UNITS	BRIGHTON 4 (THINK BRIGHT)	UNITS	BRIGHTON 5 (STEM BRIGHT)	
Mathematics	2	Mathematics (Think Bright)	2	Mathematics (STEM)	2
Science	2	Science (Think Bright)	2	Science (STEM)	2
English	2	English (Think Bright)	2	Technologies (STEM)	2
History	1	History (Think Bright)	1	English	2
Health and PE* (select from)	1	Health and PE* (select from)	1	History	1
Arts (Core Music + Special Interest)	4	STEAM (Think Bright)	1	Health and PE* (select from)	1
CHOICE	2	CHOICE	5	CHOICE	4
TOTAL UNITS	14	TOTAL UNITS	14	TOTAL UNITS	14

CHOICE SUBJECTS BRIGHTON 3 (SPECIAL INTEREST MUSIC)	CHOICE SUBJECTS BRIGHTON 4 (THINK BRIGHT)	CHOICE SUBJECTS BRIGHTON 5 (STEM BRIGHT)
<ul style="list-style-type: none"> • Art and Ideas • Art in a Global Community • Business Awareness • Computer Aided Design • Coffee Culture • Desktop Publishing • Digital Technology and Electronics • Fashion Design Studio • Food and Entertaining • French (full year) • Geography • Global Wise • Graphic Design • Health and Wellbeing* • Immersive Theatre • Japanese (full year) • Maybe Baby • Media Arts • Metal Technology • Outdoor Pursuits* • Photography • Physical Education* • Physical Education – Active for Life* • Physical Education (Girls – Mind, Body and Soul)* • 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 • Computer Aided Design • Coffee Culture • Core Music (full year) A & B • Desktop Publishing • Digital Technology and Electronics • Fashion Design Studio • Food and Entertaining • French (full year) • Geography • Global Wise • Graphic Design • Health and Wellbeing* • Immersive Theatre • Japanese (full year) • Maybe Baby • Media Arts • Metal Technology • Outdoor Pursuits* • Photography • Physical Education* • Physical Education – Active for Life* • Physical Education (Girls – Mind, Body and Soul)* • 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 • Computer Aided Design • Coffee Culture • Core Music (full year) A & B • Desktop Publishing • Digital Technology and Electronics • Fashion Design Studio • Food and Entertaining • French (full year) • Geography • Global Wise • Graphic Design • Health and Wellbeing • Immersive Theatre • Japanese (full year) • Maybe Baby • Media Arts • Metal Technology • Outdoor Pursuits* • Photography • Physical Education* • Physical Education – Active for Life • Physical Education (Girls – Mind, Body and Soul) • Product and Environmental Design • Solid Wood Technology • STEM – F1 in Schools • Taste the World • Urban Theatre • Video Game Design • Web Design – CP

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

*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	
Research Practices (Stage 1) and Research Project (Stage 2)	10 + 10
Other subjects and courses of the student's choice	Up to 90
Year 12 – Stage 2 subjects	
Research Project (Stage 2)	10
Stage 2 subjects and courses	60
TOTAL	210
Compulsory Stage 1 and Stage 2 subjects and courses	Other subjects and courses

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

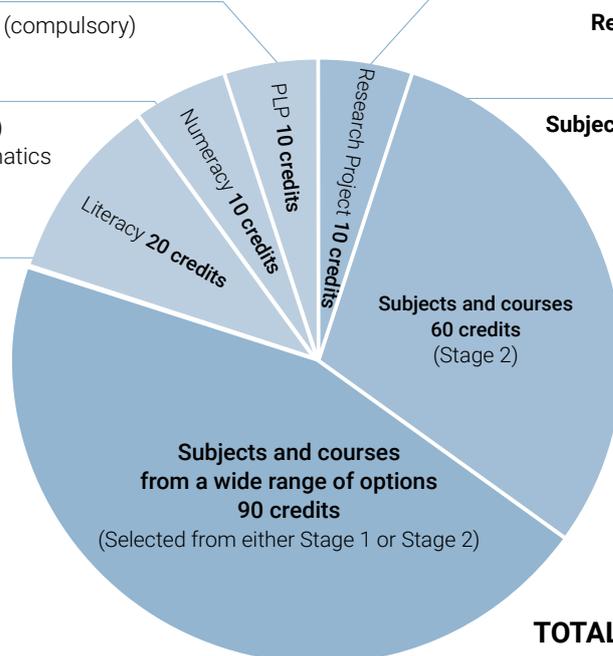
STAGE 1 (YEARS 10 AND 11)

STAGE 2

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



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 2021.

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.

Further advice on accessing this site is available on Daymap on a document titled 'BSS students online and SACE planner' which is in the 'Brighton Documents' link on the Course Hub page.

THE SACE PLANNER 2021

The following table indicates two examples of SACE completion.

SUBJECTS	CREDITS	TOTAL
Year 10		
Compulsory – Stage 1 Personal Learning Plan	10	
		10
Year 11		
Stage 2 – Research Project	10	
Compulsory – Stage 1 Essential English A	10	
Compulsory – Stage 1 Essential English B	10	
Compulsory – General Mathematics A	10	
Stage 1 – Research Practices	10	
Stage 1 General Mathematics B	10	
Stage 1 Biology CMID	10	
Stage 1 Creative Arts	10	
Stage 1 Physical Education (Biomechanics)	10	
Stage 1 Physical Education (Energy Systems)	10	
Stage 1 Photography	10	
Stage 1 VET Automotive	10	
		120
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
		210
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
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	PAGE
English as an Additional Language	73
English A and B	74
English Literary Studies A and B	74
Essential English A and B	74

NUMERACY	PAGE
Essential Mathematics A and B	108
General Mathematics A and B	109
Mathematical Methods A and B	109
Specialist Mathematics A and B	109

CHOICE SUBJECTS	PAGE
Accounting	63
Advanced Timber Manufacturing	63
Ancient Studies	95
Biology CMID	116
Biology MOBE	116
Business Innovation	63
Computer Aided Design	64
Chemistry A	116
Chemistry B	117
Child Studies Understanding Children	82
Creative Arts	49
Creative Arts – Jewellery Manufacturing	50
Digital Technologies	64
Drama – Naturalism	39
Drama – Stage to Cinema	39
Economics	95
Fashion Design Studio	64
Food and Hospitality	83
Food and Nutrition	83
French Continuers A and B	104
Geography	95
Graphic Design	50
Health and Wellbeing	83
Information Processing and Publishing	65
Japanese Continuers A and B	104
Legal Studies	96
Media Studies	41
Metal Fabrication	65
Modern History	96
Music Craft A and B	44
Music Foundations A and B	45

Outdoor Education (Kayaking and Rock Climbing)	84
Outdoor Education (Surfing and Mountain Biking)	85
Peer Leadership	29
Photography 1 Natural Light – CP	65
Photography 2 Artificial Light – CP	66
Physical Education (Biomechanics)	85
Physical Education (Energy Systems)	86
Physics A	117
Physics B	117
Product and Environmental Design	50
Psychology A (Science of Psychology)	118
Psychology B (Positive Psychology)	118
Research Practices	28
Sound Technology	45
Special Interest Volleyball – Integrated Studies	90
Sport and Recreation (Coaching and Participation)	86
STEM Subs in Schools	66
Students Mentoring Students	29
Tourism	96
Visual Arts – Art and the Environment	51
Visual Arts – How Artists Work	51
Women's Studies	97
Wood Carcass Construction	66
Workplace Practices	67

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

STAGE 2 SUBJECTS

SUBJECT	PAGE
Accounting Studies	67
Ancient Studies	97
Biology	118
Business Innovation	67
Computer Aided Design	68
Chemistry	119
Child Studies	86
Coding for Game Development	33
Creative Arts	51
Digital Technologies	68
Drama	39
Economics	97
English as an Additional Language (EAL)	75
English	76
English Literary Studies	76
Essential English	75
Essential English (EAL Focus)	75
Essential Mathematics	110
Fashion Design Studio	68
Food and Hospitality	87
French	104
Furniture Construction – MP	69
General Mathematics	110
Geography	98
Health and Wellbeing	87
Information Processing and Publishing	69
Japanese	104
Legal Studies	98
Mathematical Methods	110
Media Studies	41
Metal Fabrication	69
Modern History	98
Music Performance - Ensemble	45
Music Performance - Solo	46
Music Studies	46
Outdoor Education	88
Photography – CP	70
Physical Education	88
Physics	119
Psychology	119
Research Project B	28
Specialist Mathematics	111
Students Mentoring Students	29
Tourism	99
Visual Arts – Art Focus	52
Visual Arts – Design Focus	52
Volleyball Focus – Integrated Studies	91
Women's Studies	99
Workplace Practices 1 and 2 (10 credits)	70

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



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.

However, year 12 students should select 4 choice subjects to begin the year and then withdraw from one once in term 1 they are certain of their pathway.

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 2021

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. This possibly includes English as a pre-requisite for entry.

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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 2020 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 up to 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.

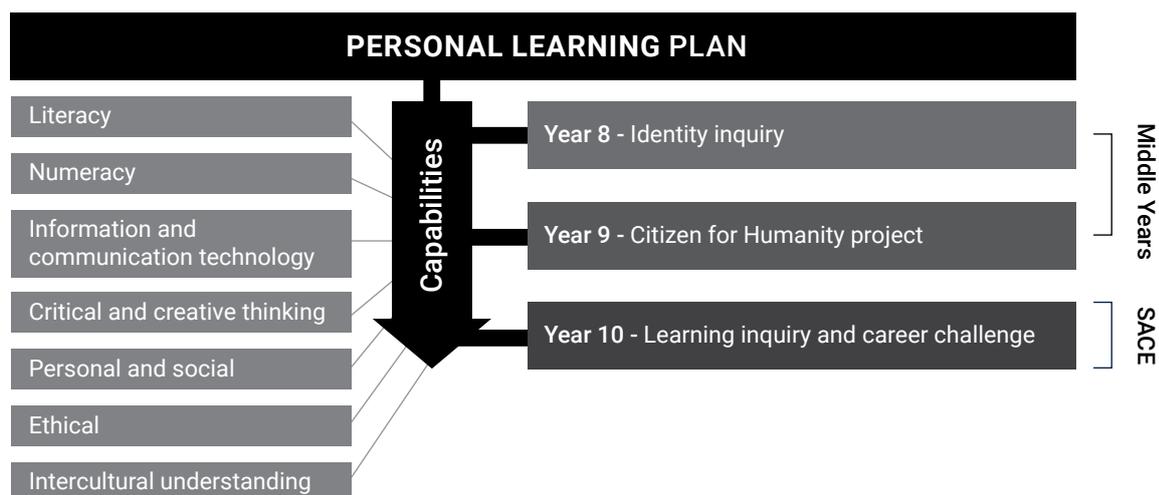
TAFE also considers a variety of other qualifications in its entry and selection processes.

For further details visit 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

LEVEL Year 10

CREDITS 10

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 e-Portfolio, 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

CROSS DISCIPLINARY (*continued*)

RESEARCH PRACTICES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

Students in year 11 undertake Research Practices in Semester 1 to prepare them for Research Project.

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 in Semester 2 of year 11. 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 11 students will be enrolled in Research Project B, but are able to change their enrolment to Research Project A by the end of term 2 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 B

LEVEL Stage 2

LENGTH Semester

CREDITS 10

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

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

LEVEL Year 11

LENGTH Semester

CREDITS 10

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 homegroup. Leaders meet with that homegroup during the extended homegroup 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.

PEER LEADERSHIP *cont.*

Students demonstrate leadership by:

- attending day one of the 2021 school year to work with year 8 students and homegroup teachers (one day before other year 11 students)
- attending the Year 8 orientation full day 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 homegroup and other activity days
- students nominate for training when expressions of interest are called for in term 4 2020. Successful students have this subject added as an extra SACE unit to their year 11 course in 2021.

CURRICULUM CHARGES \$45

STUDENTS MENTORING STUDENTS

INTEGRATED LEARNING SUBJECT

LEVEL Year 11 or 12

LENGTH Semester

CREDITS 10

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, practical or oral tasks designed to enhance personal capabilities.

CROSS DISCIPLINARY (*continued*)

STUDENTS MENTORING STUDENTS *cont.*

Students demonstrate their commitment by:

- attending a half day training session in 2021 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, 2020. Successful students have this subject added as an extra SACE unit to their year 11 or 12 course in 2021.

CURRICULUM CHARGES Nil

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.

CROSS DISCIPLINARY (*continued*)

GLOBAL WISE

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND

Interest in global issues and a desire to plan and manage their own learning.

CONTENT

Initially student activities discover the extent of cultural diversity in Australia and the benefits of intercultural understanding. Students then engage in student lead tasks that recognise commonalities and differences in culture and build awareness of contemporary global and international issues.

Students will compare their own culture with another, investigate the impact of another culture, work collaboratively in groups to promote awareness in the community about a global issue and plan and implement an inquiry question of their choice that will improve their cultural understanding. Students will have choice in their investigations and the manner they communicate their knowledge and understanding.

Course content will be directed by student voice ie: what they are interested in learning.

ASSESSMENT

4-6 individual and collaborative summative tasks that delve into cultural diversity, how a student's cultural differs from another, the impact of cultural diversity on communities and how we can help others to understand the needs of other cultural communities. All tasks will encourage students to choose the focus of their investigation and how they will communicate their knowledge and skills.

SPECIAL REQUIREMENTS Nil



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 all of their free choice credits and all of their Stage 2 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 33)
- external VET courses
- Australian School Based Apprenticeships
- Coding for Game Development (page 33).

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 2021 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.



CODING FOR GAME DEVELOPMENT

QUALIFICATION

ICT30118 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 / 10 credits at Stage 1

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 8375 8268, email Hayley.Reid70@schools.sa.edu.au

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

COFFEE CULTURE

LEVEL Year 10

LENGTH Semester

CREDITS 10 (on successful completion of all 3 units)

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

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, learn how to organise a coffee workstation and serve espresso coffee beverages. Students will engage in customer service skills through running the school coffee cart.

ASSESSMENT

Students will be undertaking the following accredited units:

- SITXFSA001 Use Hygienic practices for food safety
- SITHFAB005 Prepare and Serve Espresso Coffee
- SITXCCS007 Enhance customer service experiences

These units form part of the SIT30616 Certificate III in Hospitality.

This program is delivered through a Third Party Agreement with Brighton Secondary School. MADEC Australia are the RTO (Registered Training Organisation) that are the enrolling and issuing RTO and are responsible for all aspects of the course. Brighton Secondary are involved in the delivery and assessment of the training conducted on behalf of MADEC Australia under this agreement.'

- MADEC Australia
- MADEC RTO Code: 3957
- MADEC Christies Beach:
Address: 111 Beach Rd, Christies Beach SA 5165
- Phone: 08 8307 2007

Students will also look at Coffee's Origins, different extraction methods and create their own unique Café Concept.

SPECIAL REQUIREMENTS

There is a cost of \$165 (to be paid in the first three weeks of the course).

CURRICULUM CHARGES \$20

Future Pathways from successful completion of this program: SIT30616 Certificate III in Hospitality.





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 Kimberley McLean.



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 2021 in year 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.

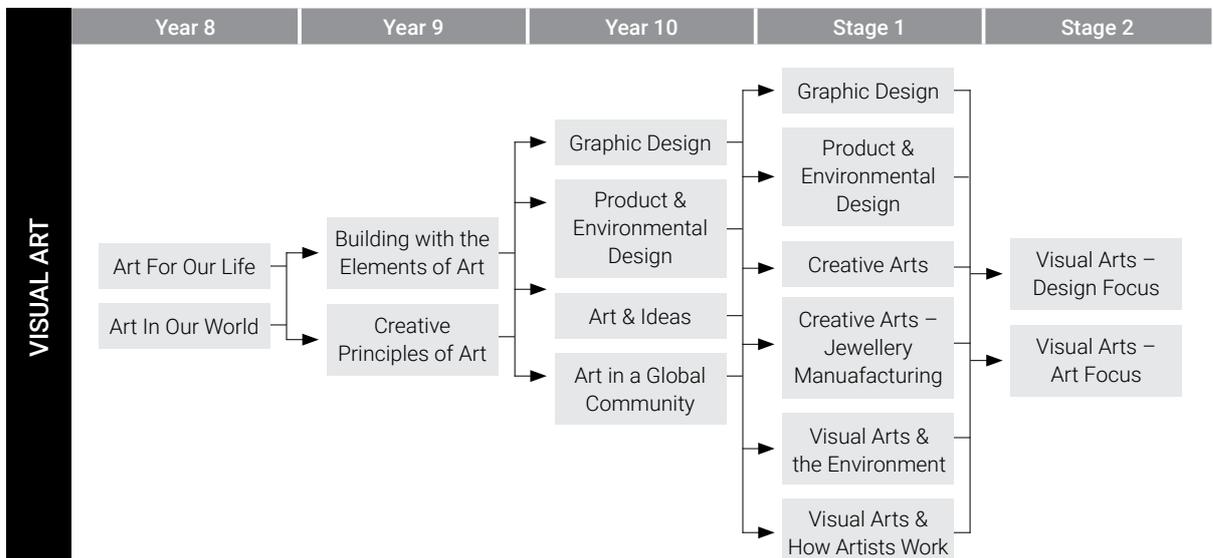
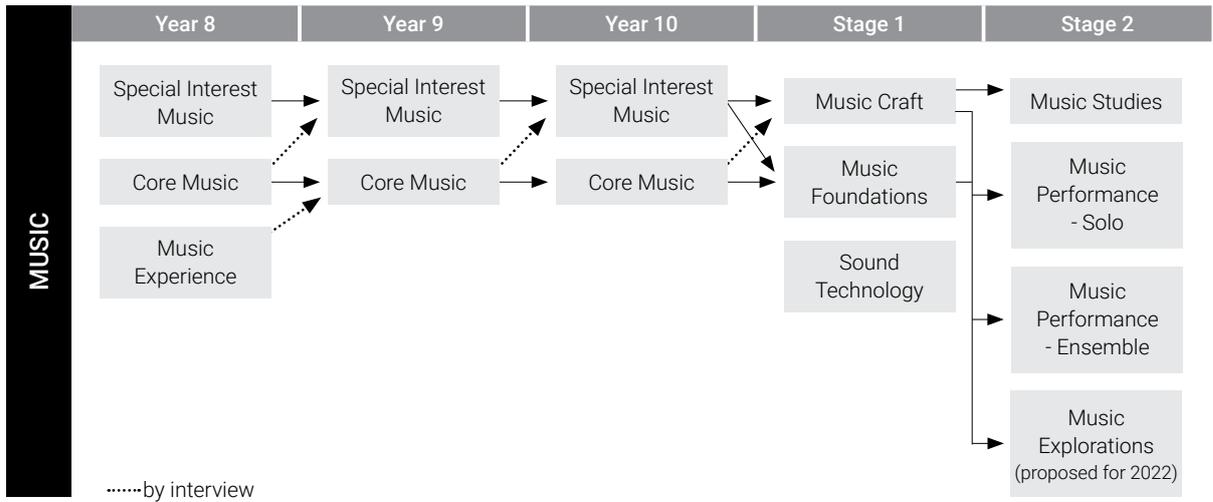
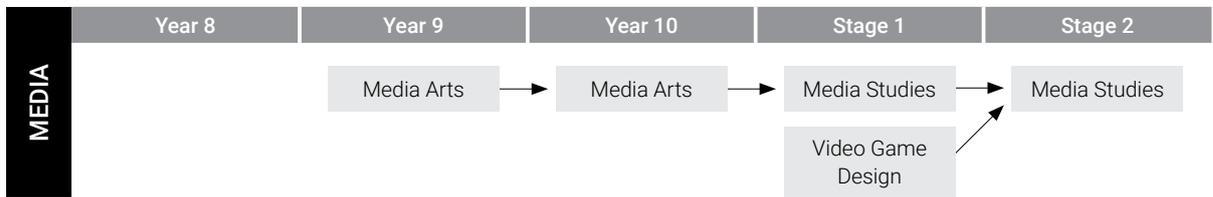
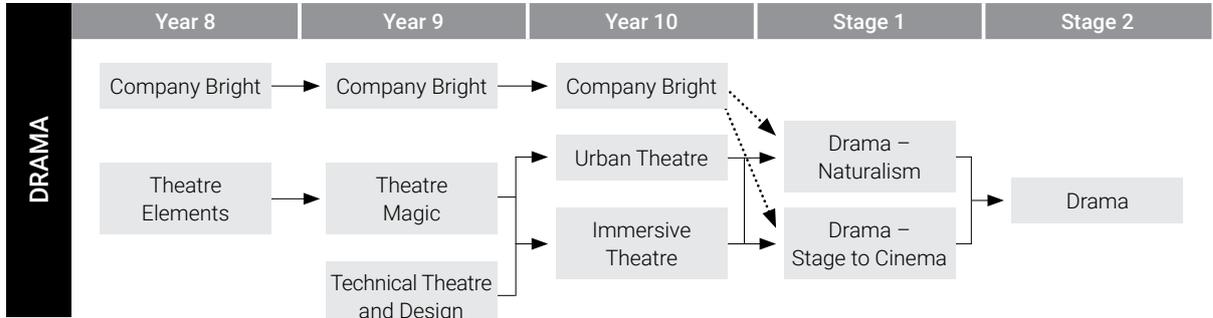
Responding

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

LEVEL Year 8-10

LENGTH Full Year

RECOMMENDED BACKGROUND

Company Bright is a full year program for students who have successfully auditioned and been selected to be included or to continue in the subject.

CONTENT

Inquiry questions will underpin the learning covered in year 8-10. Students will study 21st century skills; collaboration, communication creativity and critical thinking. They will explore influential movements in theatre history, perform in all roles relevant to the making of performance art and devise work inspired by contemporary innovators. Multiple performance opportunities are offered, emphasising learner voice through production company models that will enable students to specialise in performance or design as they progress through the Company Bright Program.

ASSESSMENT

Year 8-10 Knowledge and Understanding, Application, Creativity, Communication, Collaboration and Problem Solving.

SPECIAL REQUIREMENTS

The Company Bright Program is available to students who have been selected into the subject. Students are expected to attend weekend and after school rehearsals as required.

CURRICULUM CHARGES

A fee of \$100 per year is required to cover theatre ticket and production costs.

THEATRE ELEMENTS

LEVEL Year 8

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

In this subject students will develop basic skills in 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.

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.

SPECIAL REQUIREMENTS

It is expected that students will participate in excursions to view live performances.

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.

THEATRE MAGIC

LEVEL Year 9

LENGTH Semester

RECOMMENDED BACKGROUND Nil

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.

ASSESSMENT

Students will be assessed in group work, improvisation skills, script devising and writing, as well as major performance tasks.

SPECIAL REQUIREMENTS

It is expected that students will participate in excursions to view live performances.

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.

DRAMA (*continued*)

TECHNICAL THEATRE AND DESIGN

LEVEL Year 9

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

Students will participate in practical workshops that explore five areas of theatre design and learn to operate the digital technology required:

- Lighting
- Sound
- Set
- Multimedia
- Costume

Students will work with industry professionals as they learn how to create a design concept and produce and operate their designs.

ASSESSMENT

Students will deliver practical applications of their skills and knowledge in each area of design for assessment at the end of each unit. The second half of the semester will see Technical Theatre and Design students working alongside the existing year 9 Drama course students in production company models to design and operate technology for a small group performance.

SPECIAL REQUIREMENTS

It is expected that students will participate in excursions to view live performances.

CURRICULUM CHARGES

A levy of \$20 will apply to cover theatre ticket costs.

IMMERSIVE THEATRE

LEVEL Year 10

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

Year 9 Drama recommended

CONTENT

Students will explore a range of theatrical styles and genres through the ideas of dramatic innovators and established theatre conventions, including:

- Physical theatre
- Commedia Dell'arte
- Naturalism/Realism
- Gothic theatre
- Musical theatre
- Melodrama
- Stage fighting and slapstick

Students will adopt a theatre style and present an interpretation of a scene from a well known play.

Students will choose either an on-stage or off-stage role, and participate in a whole class production. This will be an evening performance and will further student knowledge of theatrical conventions and build on performance and design skills.

ASSESSMENT

Students will be assessed in group work, review writing, reflection writing, design tasks, as well as major performance tasks.

SPECIAL REQUIREMENTS

Students are expected to attend weekend and after school rehearsals as required. Students must expect to perform to audiences outside of school hours.

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.

URBAN THEATRE

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND

Year 9 Drama recommended

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 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.

ASSESSMENT

Students will be assessed in group work, improvisation skills, script devising and review writing, reflection writing as well as major performance tasks.

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.

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.

DRAMA (continued)

DRAMA – NATURALISM

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

Year 10 Drama recommended

CONTENT

In Drama students develop their creativity, collaboration, critical thinking, and communication skills. In Drama, students adopt roles from the dramatic fields of theatre and/or screen. They apply the dramatic process to create outcomes and take informed artistic risks to present the unique voices of individuals, communities, and cultures. Through focused, practical, and collaborative learning opportunities, students refine their skills and increase their confidence as communicators by creating live, multimodal, oral, and written products.

As a class, students will investigate the dramatic innovator Konstantin Stanislavski, through a contemporary play. They will then complete 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.

ASSESSMENT

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

- **Group Production:** 40% school assessed. Comprised of two parts – Performance and Presentation of Evidence of Learning in either an on stage or off stage role.
- **Responding to Drama:** 30% school assessed. Students demonstrate their understanding of dramatic works through evaluating the performed work of others.
- **Creative Synthesis:** 30% school assessed. Students apply the dramatic process to the creation of a performance by adopting a role within a production team.

SPECIAL REQUIREMENTS Nil

DRAMA – STAGE TO CINEMA

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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

Students are expected to attend weekend and after school rehearsals as required. Students are expected to attend live performances during out of school hours. Students must expect to perform to audiences outside of school hours.

CURRICULUM CHARGES

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

DRAMA

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

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

CONTENT

In Drama, students think, create and work as artists. Students learn and apply skills of pivoting between creative, curious and imaginative mindsets to logical analytical and evaluative mindsets. Students work within student led and teacher led production companies where they are responsible for all elements of the creative process through on stage and off stage roles. Students explore traditional and contemporary innovators and approaches to performance.

ASSESSMENT

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

- **Group Production:** 40% school assessed and moderated. Comprised of two parts – performance/off stage role presentation and learning portfolio.
- **Evaluation and Creativity:** 30% schools assessed and moderated. Comprised of two parts that demonstrate analysis of dramatic ideas, evaluation of innovators works and individual creativity.
- **Creative Presentation:** 30% externally moderated. Comprised of two parts – presentation and learning portfolio.

SPECIAL REQUIREMENTS

Students are expected to attend weekend and after school rehearsals as required. Students are expected to attend live performances during out of school hours. Students must expect to perform to audiences outside of school hours.



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

LEVEL Year 9

LENGTH Semester

RECOMMENDED BACKGROUND Nil

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.

ASSESSMENT

Students individually and in groups design, make and respond to various media texts.

SPECIAL REQUIREMENTS Nil

MEDIA ARTS

LEVEL Year 10

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

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.

ASSESSMENT

Students individually and in groups design, make and respond to various media texts.

SPECIAL REQUIREMENTS Nil

VIDEO GAME DESIGN

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

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.

Students will attempt three introduction tasks: Programming 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.

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.

ASSESSMENT

Folio 50%

Major Product 50%

SPECIAL REQUIREMENTS

Headphones and a three button mouse are optional but recommended.

MEDIA STUDIES (*continued*)

MEDIA STUDIES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

CONTENT

Media Studies develops students' media literacy and production skills. Students research and analyse various media texts gaining an understanding of intended audiences, conventions used for different mediums and their own media interactions.

They creatively use technology to produce products which follow the production process of pre-production, production and post-production.

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.

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

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Stage 1 Media Studies

CONTENT

Media Studies develops students' media literacy and production skills. Students research and analyse various media texts gaining an understanding of intended audiences, conventions used for different mediums and their own media interactions.

They creatively use technology to produce products which follow the production process of pre-production, production and post-production.

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%

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 \$200 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 several SACE 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 year 8-10 work within the framework of a "Big Idea" and "Guiding Question".

CORE MUSIC

LEVEL Year 8

LENGTH Full year

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 \$200 per year

MUSIC EXPERIENCE

LEVEL Year 8

LENGTH Semester

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

LEVEL Year 8

LENGTH Full year

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.

CONTENT

Big Idea: Self-discovery

Guiding Question: What can I learn about sound?

- Composing and arranging
- Listening studies, score reading and analysis
- Solo performance
- Ensemble performance
- Study of a second instrument
- Keyboard studies
- Improvisation

Structure:

- Composition
- Listening
- Keyboard
- Solo Performance
- Technology
- Instrumental tuition

ASSESSMENT

Ongoing through students' practical and written work.

SPECIAL REQUIREMENTS

Special Interest Music students study Core Music and Special Interest Music.

CURRICULUM CHARGES

Instrument hire (if required) of \$200 per year

CORE MUSIC

LEVEL Year 9

LENGTH Full year

RECOMMENDED BACKGROUND

Year 8 Core Music or Year 8 Music Experience. Entry is via an interview for Music Experience students.

CONTENT

Big Idea: Portraying a message

Guiding Question: How can I engage with the community through meaningful music-making?

- 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 \$200 per year

SPECIAL INTEREST MUSIC

LEVEL Year 9

LENGTH Full year

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.

CONTENT

Big Idea: Portraying a message

Guiding Question: How can I engage with the community through meaningful music-making?

- 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

Structure:

- Composition
- Listening
- Practical applications
- Solo Performance
- Instrumental tuition

ASSESSMENT

Ongoing through students' practical and written work.

SPECIAL REQUIREMENTS

Special Interest Music students study Core Music and Special Interest Music.

CURRICULUM CHARGES

Instrument hire (if required) of \$200 per year

MUSIC (continued)

CORE MUSIC**LEVEL** Year 10**LENGTH** Full year**RECOMMENDED BACKGROUND**

Year 9 Core Music or via an interview with music staff.

CONTENT**Big Idea: Exploring music pathways**

Guiding Question: Where can music take me in the future?

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

Structure:

- Musicianship
- Instrumental ensemble
- Combined (SATB) choir
- Instrumental tuition

ASSESSMENT

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

SPECIAL REQUIREMENTS

Prior instrumental experience required.

CURRICULUM CHARGES

Instrument hire (if required) of \$200 per year

SPECIAL INTEREST MUSIC**LEVEL** Year 10**LENGTH** Full year**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.

CONTENT**Big Idea: Exploring music pathways**

Guiding Question: Where can music take me in the future?

- Composing and arranging
- Listening studies, score reading and analysis
- Solo performance
- Ensemble performance
- Study of a second instrument
- Aural musicianship
- Improvisation
- Chamber music

Structure:

- Composition
- Listening
- Practical applications
- Solo Performance
- Instrumental tuition

ASSESSMENT

Ongoing through students' practical and written work.

SPECIAL REQUIREMENTS

Special Interest Music students study Core Music and Special Interest Music.

CURRICULUM CHARGES

Instrument hire (if required) of \$200 per year

MUSIC CRAFT A AND B**LEVEL** Stage 1**LENGTH** Full year**CREDITS** 10 credits per semester**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

ASSESSMENTSolo performance and reflection 25%
Theory 25%
Aural 25%
Arranging 25%**SPECIAL REQUIREMENTS** Nil**CURRICULUM CHARGES**

Instrument hire (if required) of \$200 per year

MUSIC (continued)

MUSIC FOUNDATIONS A & B

LEVEL Stage 1

LENGTH Full year

CREDITS 10 credits per semester

RECOMMENDED BACKGROUND

Year 8-10 Core Music

CONTENT

Through the investigation of musical styles, influences, elements of music, and how music is made, students process and synthesise their key learning in a portfolio. Students participate in a co-curricular ensemble, develop their understanding of musical elements, analyse and reflect.

Students synthesise their learnings by creating musical works that express their ideas and emotions.

Structure:

- Creative works
- Music Literacy
- Instrumental Tuition

ASSESSMENT

Portfolio 50%
Ensemble Performance 30%
Composition 20%.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

Instrument hire (if required) of \$200 per year.

SOUND TECHNOLOGY

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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.

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

LEVEL Stage 2

LENGTH

1 semester studied over a full year

CREDITS 10

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%

Third Performance and evaluation 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

Instrument hire (if required) of \$200 per year

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
- SOLO**

LEVEL Stage 2

LENGTH

1 semester studied over a full year

CREDITS 10

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%

Third Performance and evaluation
30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

Instrument hire (if required) of \$200 per year

MUSIC STUDIES

LEVEL Stage 2

LENGTH

Full year

CREDITS 20

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

LEVEL Year 8
LENGTH Semester
RECOMMENDED BACKGROUND Nil

CONTENT
Students are introduced to the fundamental skills and processes of artmaking (practical work) and responding (talking and writing about art).
Projects explore themes of the 'self', students' personal interests and experiences and their place in their world through creative compositions. Students develop their artistic journeys through folios, final products and reflective practitioner's statements.
Projects are linked to selected artists and their works.
A variety of two and three-dimensional media will be used.
Examples of units include 'About myself through symbols and objects', 'Representations of me' and 'My Archaeology'.

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

LEVEL Year 8
LENGTH Semester
RECOMMENDED BACKGROUND Nil

CONTENT
Students will explore the role art plays in our world linked to selected cultures and societies of our world.
Examples of cultural groups includes Aboriginal and Torres Strait Islander art and Asian art.
Students learn how to develop their ideas and skills through folios, final products and reflective practitioner's statements.
They explore and are influenced by cultural artefacts, traditions and the methods used by these societies.
A range of two and three-dimensional art media will be used.
Examples of units include 'Tiwi Living Tiles', 'Storytelling' and 'Life Totems'.

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

LEVEL Year 9
LENGTH Semester 1
RECOMMENDED BACKGROUND Nil

CONTENT
Students study and develop key skills and concepts in the development of visual art and design projects.
This course has a special focus on the Elements of Art – Line, Tone, Texture, Colour, Shape, Space and Form, as the important building blocks of in the making of visual art and design works.
Links will be made with works of visual art that demonstrate the Elements of Art.
Students will explore the Elements of Art through guided problem-solving tasks, critical analysis and the documentation of creative thinking.
Students will develop folios, final products and practitioners' statements during the semester.
Students will also be introduced to sustainable practices in the art and design works.
A range of art media will be used through drawing, painting, printmaking, collage, sculpture and installation processes.

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

SPECIAL REQUIREMENTS Nil

VISUAL ARTS (*continued*)

CREATIVE PRINCIPLES OF ART

LEVEL Year 9

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

Students study and develop key skills and concepts in the development of visual art and design projects.

This course has a special focus on the Principals of Art – Rhythm, Contrast, Balance, Pattern, Emphasis, Movement and Unity.

Links will be made with works of visual art that demonstrate the Principles of Art.

Students will explore the Principles of Art through guided problem-solving tasks, critical analysis and the documentation of creative thinking.

Students will have the opportunity to develop works of art through folios, final products and practitioners' statements.

Sustainable practices in the art and design works will be introduced.

A range of art media will be explored through drawing, painting, printmaking, collage, sculpture and installation processes.

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 AND IDEAS

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

Students study the big ideas in art that have shaped 19th and 20th Century Modernism and 21st Century Contemporary art.

'Big Ideas' include the Power of Art (Cubism and Expressionism), Freedom of the Imagination (Dada and Surrealism) and The Human Condition (Contemporary artists and their work).

Students produce a visual study exploring the 'big ideas' and experiment with artists' ideas, styles and techniques, and a folio and a final product with a practitioner's statement.

The folio and product encourages students to extend and develop the ideas explored in their visual study.

Practical explorations and final products include a choice of drawings, collages, acrylic painting on canvas, watercolour painting, mixed media, printmaking (relief, stencil and intaglio), sculpture and installations.

ASSESSMENT

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

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 per semester

ART IN A GLOBAL COMMUNITY

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

Students learn about and explore art at a global level with a contemporary focus.

They learn about the connection between art and world social events, activism and issues.

Topics include Consumerism, Pop Art, Neo Pop Art, Neo Expressionism and Social Realism.

Students study International and Australian artists and their works.

Key artists may include Grayson Perry, Damien Hirst, Murakami, Fiona Hall, Ben Quilty, Ai Weiwei.

Students complete a visual study, folio, product and practitioner's statement.

The visual study focuses on experimenting and learning about selected artist's ideas, techniques and ideas.

The folio allows opportunities for personally developed themes linked to a global topic resulting in a final product.

Students will explore a range of art media including contemporary painting techniques, printmaking, photographic transfer collages, installation and mixed media.

ASSESSMENT

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

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 per semester

VISUAL ARTS (*continued*)

GRAPHIC DESIGN

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

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.

ASSESSMENT

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

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 per semester

PRODUCT AND ENVIRONMENTAL DESIGN

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

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 creating and presenting Product and Environmental Design outcomes, such as drawing, model making 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 with an emphasis on exploring designers and materials.

ASSESSMENT

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

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 per semester

CREATIVE ARTS

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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%

Inquiry 10%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 per semester

VISUAL ARTS (*continued*)

GRAPHIC DESIGN

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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 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 while building skills in Adobe Illustrator.

ASSESSMENT

Product 30%

Folio 40%

Visual Study 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 per semester

CREATIVE ARTS – JEWELLERY MANUFACTURING

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

CONTENT

This course is designed to introduce students to the traditional and contemporary skills and practices of jewellery manufacturing. Students will explore and experiment with a variety of materials 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

Inquiry 10%

Skills folio 50%

Final product and support folio 40%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 per semester

PRODUCT AND ENVIRONMENTAL DESIGN

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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 their own design aesthetic, the works of others and techniques for producing, presenting product and environmental design outcomes. This will be completed as a visual study through a series of written, analytical and practical tasks.

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

VISUAL ARTS (*continued*)

VISUAL ARTS & THE ENVIRONMENT

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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. The environmental topic extends to interpretations of the physical, emotional, social and psychological spaces we inhabit. 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, supported by a practitioners statement.

ASSESSMENT

Folio 40%

Product 30%

Visual Study 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 per semester

VISUAL ARTS & HOW ARTISTS WORK

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

CONTENT

In this course students develop individual ideas and themes through creative problem-solving experiences.

By studying how contemporary visual artists work, students gain insight into the visual artist's world and their studio practices.

A range of contemporary artists will be explored and students will have the opportunity to include their own researched artists as part of their learning.

Emphasis will be placed on alternative ways of seeing, composing and resolving ideas through guided tasks.

Students produce a visual study, folio and product and practitioner's statement during the semester.

In the visual study, students explore and experiment with artists' ideas, styles and techniques.

Strategies for original 'ways of seeing' and building art compositions will be investigated in the visual study.

This course provides a background and preparation for Year 12 Visual Art.

ASSESSMENT

Folio 40%

Product 30%

Visual Study 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 per semester

CREATIVE ARTS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Background knowledge and experience in an art form.

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, films, art exhibitions, graphic novels, illustrated children's books, murals, public art and installations.

ASSESSMENT

School-based Assessment:

Product 50%

(two creative products, with one folio)

Inquiry 20%

(two inquiries)

External Assessment:

Practical Skills Folio 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$40 per year

VISUAL ARTS (*continued*)

VISUAL ARTS – ART FOCUS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

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

CONTENT

In Visual Arts students express their own ideas through practical work using drawings, sketches, diagrams, models and photographs, 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. Students initiate and develop individual topics that reflect their interests and abilities.

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

LEVEL Stage 2

LENGTH Full year

CREDITS 20

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 digital media leading to resolved pieces. Students will develop topics around their individual interests and strengths in design to explore through the visual study and folio process. They will have opportunities to research, understand and reflect upon design works in their cultural and historical contexts, in both written and visual forms.

The broad area of Design includes visual communication, environmental and product design. It emphasises the use of the design process 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:

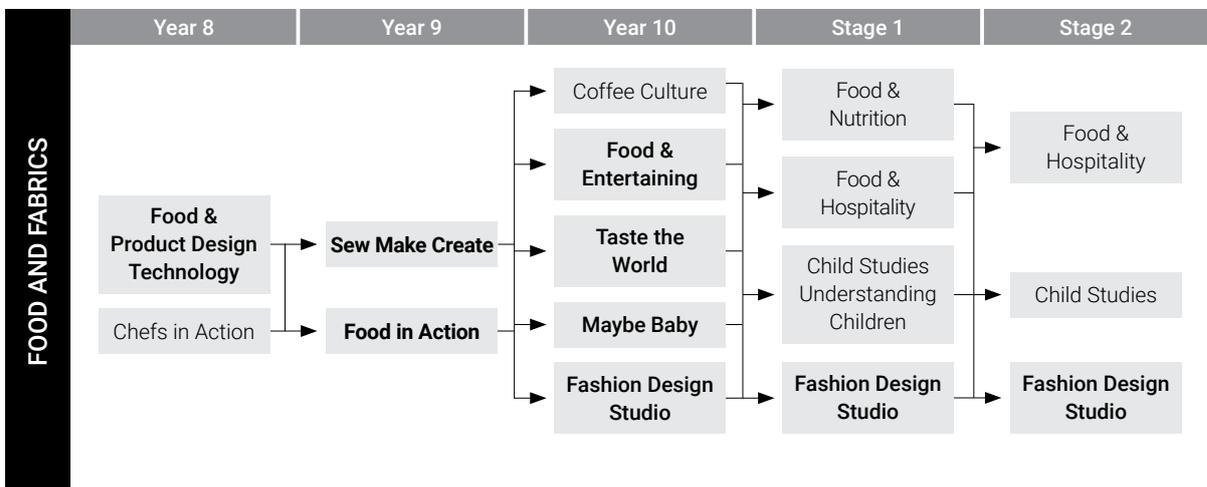
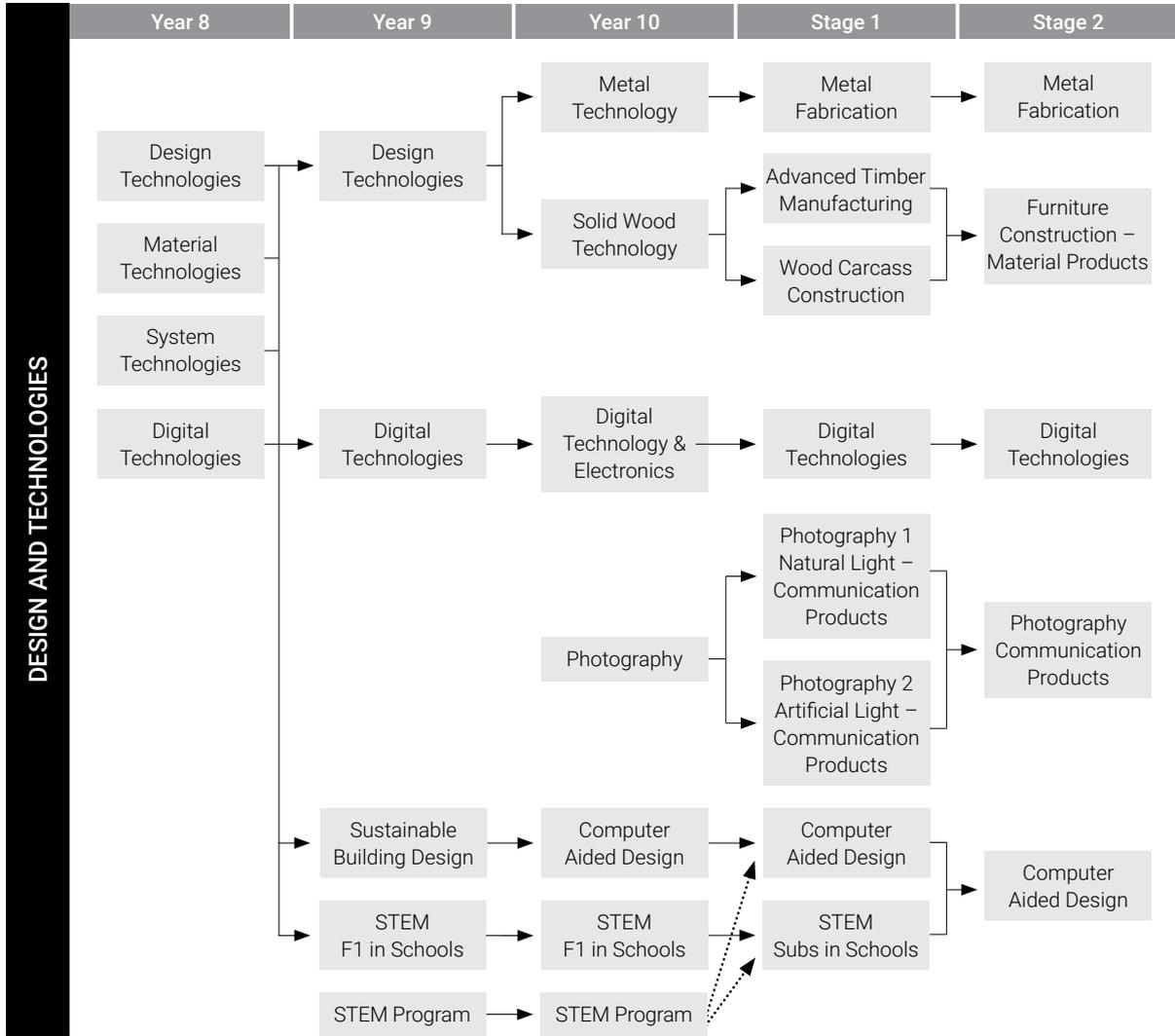
- make, form, shape and join a variety of materials
- gain an understanding of the types, variety and properties of materials; e.g. clay, paper, card, plastic, fabric, metal
- learn to use a range of tools safely.

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

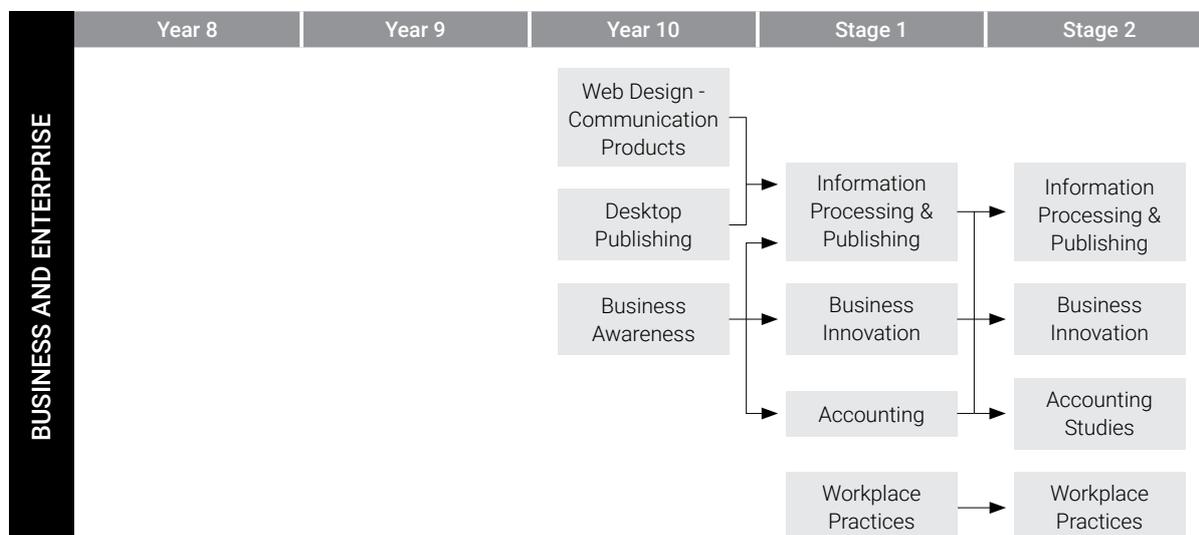
BUSINESS, ENTERPRISE AND TECHNOLOGIES (*continued*)



Note: In the main, Food and Fabrics subjects are aligned to the Design and Technologies area of the Australian Curriculum in year 8-10. 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.

BUSINESS, ENTERPRISE AND TECHNOLOGIES (continued)



DESIGN TECHNOLOGIES

LEVEL Year 8

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

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.

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

SPECIAL REQUIREMENTS Nil

DIGITAL TECHNOLOGIES

LEVEL Year 8

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.

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.

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

SPECIAL REQUIREMENTS Nil

FOOD AND PRODUCT DESIGN TECHNOLOGY

LEVEL Year 8

LENGTH Semester

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

LEVEL Year 8

LENGTH Semester

RECOMMENDED BACKGROUND Nil

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.

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

SYSTEM TECHNOLOGIES

LEVEL Year 8

LENGTH Semester

RECOMMENDED BACKGROUND Nil

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).

Digital Technologies will be developed in the areas of living online, applications and fundamentals of computing.

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.

Digital Technologies and Design and Technology areas from AC Technologies will be used for the basis of all assessment.

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

SPECIAL REQUIREMENTS Nil

DESIGN TECHNOLOGIES

LEVEL Year 9

LENGTH Semester

RECOMMENDED BACKGROUND Nil

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.

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 \$20

BUSINESS, ENTERPRISE AND TECHNOLOGIES (*continued*)

DIGITAL TECHNOLOGIES

LEVEL Year 9

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

Students will further develop their understanding and skills in computational thinking, such as precisely and accurately describing problems and the use of modular approaches to solutions. Students will have opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as autonomous vehicles, smart agriculture and game design.

ASSESSMENT

Students will submit work in a range of formats, such as programming folios, code snippets and physical elements of digital projects. Emphasis will be on computational thinking methods, analysis, designing, implementing, and evaluating of digital solutions.

Majority of assessment tasks heavily rely on and are conducted using student devices, with some practical supporting assignments.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$20

FOOD IN ACTION

LEVEL Year 9

LENGTH Semester

RECOMMENDED BACKGROUND

An interest in food technology and nutrition.

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.

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

SEW MAKE CREATE

LEVEL Year 9

LENGTH Semester

RECOMMENDED BACKGROUND

An interest in fashion, design and construction.

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:

- use Coverlock and Overlock machines
- design their own fabrics using sharpies, applique and transfers
- investigate fabric construction and properties

ASSESSMENT

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

SPECIAL REQUIREMENTS Nil

BUSINESS, ENTERPRISE AND TECHNOLOGIES (*continued*)

STEM F1 IN SCHOOLS

LEVEL Year 9

LENGTH Semester

RECOMMENDED BACKGROUND Nil

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.

ASSESSMENT

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

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$15

SUSTAINABLE BUILDING DESIGN

LEVEL Year 9

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

Students will create an architectural model based on their investigation and research into sustainable and environmentally friendly building technologies. Students will have access to a variety of materials, including timber, 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.

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 \$20

BUSINESS AWARENESS

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

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.

Course Structure

- Circular flow of income
- Role of Government in the economy
- Impact of technology on business
- Setting up a small business
- Influences on consumer spending.
- Cost Benefit Analysis
- Business and Economic Issues

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.

SPECIAL REQUIREMENTS Nil

BUSINESS, ENTERPRISE AND TECHNOLOGIES (*continued*)

COMPUTER AIDED DESIGN

LEVEL Year 10

LENGTH Semester

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

DESKTOP PUBLISHING

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

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.

ASSESSMENT

- Practical skills
- Designing and Skills Applications
- Issues Analysis

SPECIAL REQUIREMENTS Nil

DIGITAL TECHNOLOGY AND ELECTRONICS

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

This course is designed to further develop students' knowledge and skills in digital technologies with practical focus. Students will learn about electronic principles and design and implement a solution that meets a predetermined need.

Students will analyse and evaluate data collection methods and investigate how bias can impact results.

ASSESSMENT

Students will submit work in a range of formats, such as programming folios, code snippets and physical elements of digital projects.

Emphasis will be on computational thinking methods, analysis, designing, implementing, and evaluating of digital solutions.

Majority of assessment tasks rely heavily on and are conducted using student devices, with some practical supporting assignments.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$30

BUSINESS, ENTERPRISE AND TECHNOLOGIES (*continued*)

FASHION DESIGN STUDIO

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND

A genuine interest in fashion, design and construction.

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.

Students will investigate:

- How to use commercial patterns
- The impact of technology on fabric and product design
- Designing using recycled materials

ASSESSMENT

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

SPECIAL REQUIREMENTS

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

CURRICULUM CHARGES \$20

FOOD AND ENTERTAINING

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND

A genuine interest in food styling, meal planning and food preparation.

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.

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

Students may have to supply special ingredients if required.

CURRICULUM CHARGES \$50

MAYBE BABY

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

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:

- nutrition
- healthy lifestyle
- cultural difference
- community advice and support
- safety

ASSESSMENT

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

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$20

BUSINESS, ENTERPRISE AND TECHNOLOGIES (*continued*)

METAL TECHNOLOGY

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

- 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

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.

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

\$30 – Additional fees will apply dependent on the choice and costing of major project.

PHOTOGRAPHY

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

This subject provides opportunities for students to develop practical skills in digital photography and explore both natural and artificial light.

Skills Tasks

- Composition
- Image manipulation
- Themed montage

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.

Major Product

Documenting stages of the production of images, image manipulation and product suitable for promotion of a tourist destination.

ASSESSMENT

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

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.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$40

SOLID WOOD TECHNOLOGY

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

CONTENT

This subject includes:

- 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

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 \$40

BUSINESS, ENTERPRISE AND TECHNOLOGIES (*continued*)

STEM F1 IN SCHOOLS

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND Nil

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.

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.

ASSESSMENT

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

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$30

TASTE THE WORLD

LEVEL Year 10

LENGTH Semester

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

LEVEL Year 10

LENGTH Semester

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

BUSINESS, ENTERPRISE AND TECHNOLOGIES (continued)

ACCOUNTING

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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).

The subject has 3 focus areas:

- Understanding Accounting
- Understanding Financial Sustainability
- Perspectives in Accounting

Within the focus areas, students will:

- develop financial literacy
- understand the needs of different stakeholders
- understand innovation in accounting.

Tasks students undertake during this course include:

- Double entry recording
- Budgeting
- Investigations
- Financial Reports
- Business Plans

ASSESSMENT

Accounting skills and tasks 75%

Accounting Inquiry 25%

SPECIAL REQUIREMENTS Nil

ADVANCED TIMBER MANUFACTURING

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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 INNOVATION

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

CONTENT

Students develop the knowledge, skills and understanding to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.

Students develop their understanding of underlying problems or needs, and begin to propose and test hypotheses relating to the customer, problem and solution. As students develop these skills, they will anticipate, find and solve their own problems. Risk is encouraged and provides an opportunity to pivot during the iterative process of proposing, developing, testing and refining solutions.

Integral to learning through finding and solving complex, dynamic, real-world problems is the opportunity for students to work collaboratively.

ASSESSMENT

- Assessment Type 1: Business Skills
- Assessment Type 2: Business Pitch

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

- Three business skills tasks, one of which is a business model summary
- One business pitch

SPECIAL REQUIREMENTS

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

BUSINESS, ENTERPRISE AND TECHNOLOGIES (*continued*)

COMPUTER AIDED DESIGN

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

CONTENT

An exciting, state of the art course, where students will use 3D modelling software to design and prototype solutions. Students also have the ability to design building solution using Autodesk Revit (Building Information and Modelling Program). They can also use generative design technologies to help form design decisions. 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

DIGITAL TECHNOLOGIES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

It is assumed you can write non-trivial programs using code prior to enrolling in this subject. Suggested previous subjects: Year 9 or 10 Coding and Robotics/Electronics. Otherwise, completion of an online coding course in addition to set classwork will be required.

CONTENT

Digital technologies have changed the ways that people think, work, and live. The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems.

Students create practical, innovative solutions to problems of interest including extracting, interpreting, and modelling real-world data sets. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

This course implements Digital Technology learning through three possible learning streams: Creating an educational Role-Playing Game, constructing an autonomous vehicle or through an open-ended data analysis project.

At Stage 1, students develop and apply their skills in computational thinking and in program design. They follow agile practices and/or iterative engineering design processes.

ASSESSMENT

Project Skills Tasks 70%

Digital Solution 30%

SPECIAL REQUIREMENTS

Completion of an online coding course in addition to set classwork will be required if no previous learning in Coding.

FASHION DESIGN STUDIO

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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 hoody
- Construct a hoody.

ASSESSMENT

Skills and Application Task 20%

Folio 20%

Product 60%

SPECIAL REQUIREMENTS

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

CURRICULUM CHARGES

\$20 to supplement practical resources.

BUSINESS, ENTERPRISE AND TECHNOLOGIES (*continued*)

INFORMATION PROCESSING AND PUBLISHING

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

CONTENT

Students will learn to use publishing software which includes InDesign and Photoshop 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
- Product and Documentation task
- Issues Task

ASSESSMENT

Practical Skills 60%

Product and Documentation Task 30%

Issues Analysis 10%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$20 for printing

METAL FABRICATION

LEVEL Stage 1

LENGTH 1 or 2 semesters

CREDITS 10 each

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

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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 SUBS IN SCHOOLS

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

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 CONSTRUCTION

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

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

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

VET course or identified career pathway preferred.

CONTENT

Students examine the nature of work in their chosen industry including understanding the labour market and employment prospects. As well as this, students analyse their own skills and abilities within that industry. Students look carefully at the rights and responsibilities of employers and employees and finally reflect on their own readiness to enter the workforce.

Students planning to undertake a VET course are recommended to select Workplace Practices to provide flexibility.

Knowledge to be developed: Students develop understanding of the labour market, industry trends, job seeking skills, self-analysis and skills auditing.

Transferrable skills: Communication, planning and organisation and self-management.

Future pathways: Students may use Workplace Practices to explore career options and develop specific skills for a chosen industry. Tasks have greater flexibility to be used to develop and refine employability skills for future training and employment. Course participants are prepared to move into part-time work, vocational training, apprenticeships or traineeships in a wide variety of industry areas.

ASSESSMENT

Students are assessed against the following performance standards - Knowledge and Understanding, Application, Investigation and Analysis, Reflection and Evaluation.

- Folio 40%
- Performance 30%
- Reflection 20%

SPECIAL REQUIREMENTS Nil

ACCOUNTING STUDIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND Nil

CONTENT

Accounting provides students with an in-depth study of the theoretical and practical applications of accounting.

The subject has 3 focus areas:

- understanding Accounting concepts and conventions
- managing financial sustainability
- providing Accounting advice

Within the focus areas, students will:

- develop financial literacy
- understand the needs of different stakeholders
- understand the impact of innovation in Accounting

Students are expected to:

- 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

ASSESSMENT

School-based Assessment:

- Accounting concepts and solutions 40%
- Accounting advice 30%

External Assessment:

Exam 30%

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

It is recommended that students' purchase a workbook and past exam papers – approximate cost \$70.

BUSINESS INNOVATION

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND Nil

CONTENT

Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings of business designing, sustaining, and transforming in the modern world. Business Innovation delves into design thinking concepts and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services and processes.

Within this subject, students will develop and apply their knowledge and understanding to innovation, decision-making, project management, financial literacy and information management from both a local, global and digital perspective.

ASSESSMENT

School-based Assessment:

- Business Skills 40%
- Business Models 30%

External Assessment:

- Business Plan and Pitch 30%

SPECIAL REQUIREMENTS Nil

BUSINESS, ENTERPRISE AND TECHNOLOGIES (*continued*)

COMPUTER AIDED DESIGN

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Some knowledge is preferred but not essential.

CONTENT

This course provides exciting opportunities for students wishing to extend their understanding in the world of Computer Aided Technologies. This course enables students to work in a range of software programs such as Autodesk Fusion 360, Revit and CFD providing opportunities for students to pursue interests such as Architecture, Engineering, Product Design and Construction.

Physical working prototypes of student solutions are able to be produced for assessment as well as digitally constructed solutions. 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

DIGITAL TECHNOLOGIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

It is assumed you can write non-trivial programs using code prior to enrolling in this subject. Suggested Stage 1 Digital Technologies. Otherwise, completion of an online coding course in addition to set classwork will be required.

CONTENT

Digital technologies have changed the ways that people think, work, and live. The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems.

Students create practical, innovative solutions to problems of interest including extracting, interpreting, and modelling real-world data sets. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

This course implements Digital Technology learning through two possible learning streams: Data analytics and solution design on Dolphin populations in Tasmania or on Audience behaviour on sporting matches.

Students will then be required to independently identify, deconstruct, and solve a problem of interest by creating and evaluating a digital solution or prototype or their own.

At Stage 2, students develop and apply their skills in computational thinking and in program design, and engage in iterative project development, where a product or prototype is designed and tested and/or implemented in stages. They follow agile practices and/or iterative engineering design processes.

ASSESSMENT

- Project Skills Tasks 50%
- Collaborative Project 20%
- Individual Digital Solution (Externally Assessed) 30%

SPECIAL REQUIREMENTS

Completion of an online coding course in addition to set classwork will be required if no previous learning in Coding.

FASHION DESIGN STUDIO

LEVEL Stage 2

LENGTH Full year

CREDITS 20

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.

BUSINESS, ENTERPRISE AND TECHNOLOGIES (continued)

FURNITURE CONSTRUCTION – MATERIAL PRODUCTS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

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 jointing 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 jointing
- 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 Nil

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

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND Nil

CONTENT

Stage 2 Information Processing and Publishing consists of two focus areas:

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 leaflets, brochures, menus, magazines, newsletters and advertising material.

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, invoices, forms, agreements, information sheets, programs and itineraries.

ASSESSMENT

School-based Assessment

- Practical Skills (40%) at least five practical skills assessments
- Issues Analysis (30%) one issues analysis and one technical and operational understanding assessment

External Assessment

- Product and Documentation (30%)

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.

METAL FABRICATION

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

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

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.

This course will cover the following:

- 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.

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 – Additional fees may be required depending on major and minor project selection.

BUSINESS, ENTERPRISE AND TECHNOLOGIES (*continued*)

PHOTOGRAPHY COMMUNICATION PRODUCTS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

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

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.

RECOMMENDED BACKGROUND

VET course or identified career pathway preferred.

CONTENT

Students undertake a program of study to further develop their understanding of the changing world of work, job seeking skills and career development. Students have opportunity to use practical experience in work or training as a basis of the course which makes the combining of Workplace Practices with VET study advantageous.

Knowledge to be developed

Students develop understanding of concepts and issues relating to their relevant industry, job seeking skills, self-analysis and skills auditing.

Transferrable skills

Communication, initiative and enterprise, planning and organisation and self-management.

Future pathways

Students may use Workplace Practices to explore career options and develop specific skills for a chosen industry. Tasks have greater flexibility to be used to develop and refine employability skills for future training and employment. Course participants are prepared to move into part-time work, vocational training, apprenticeships or traineeships in a wide variety of industry areas.

ASSESSMENT

Students are assessed against the following performance standards – Knowledge and Understanding, Application, Investigation and Analysis, Reflection and Evaluation.

- Folio 25%
- Performance 25%
- Investigation 30%
- Reflection 20%

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 year 8-12 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.

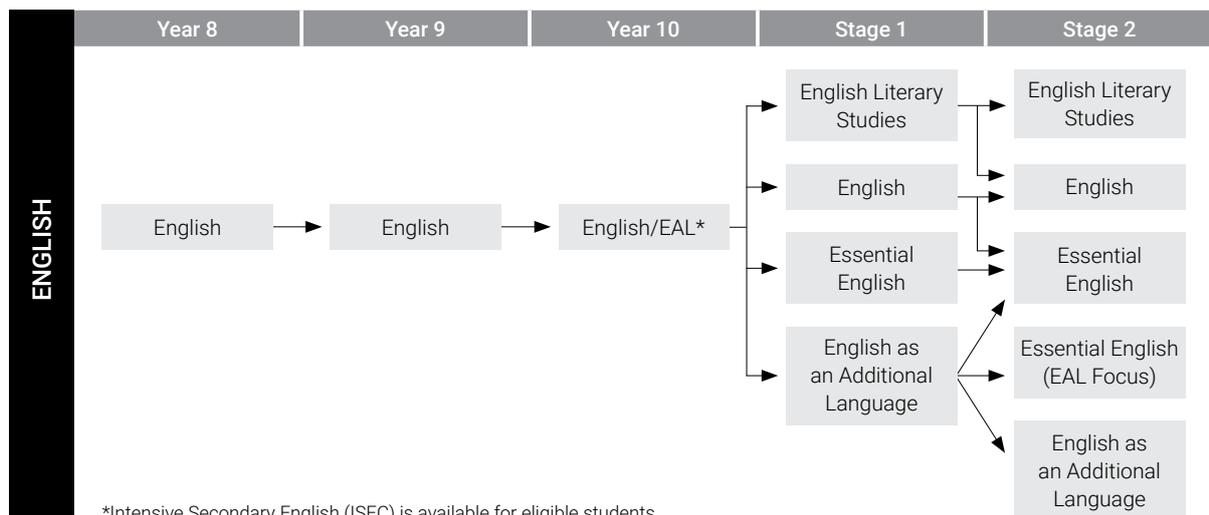
Language: Knowing about the English language and how it works.

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****LEVEL** Year 8**LENGTH** Full year**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

\$10 subject levy.

Students will attend a workshop with a visiting guest speaker (author, poet, public speaking or play) that aligns with the Learning and Assessment Plan course content.

ENGLISH**LEVEL** Year 9**LENGTH** Full year**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.

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

\$10 subject levy.

Students will attend a workshop with a visiting guest speaker (author, poet, public speaking or play) that aligns with the Learning and Assessment Plan course content.

ENGLISH**LEVEL** Year 10**LENGTH** Full year**RECOMMENDED BACKGROUND**

Satisfactory completion of year 9 English.

CONTENT

Students will study a range of texts including novels, film, poetry and plays, analysing and responding to them in greater depth and detail than in earlier year levels. They will be required to demonstrate an understanding of literary techniques and be able to identify them in the work of an author, director or creator, and incorporate those same techniques into their own creative writing.

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

\$10 subject levy.

Students will attend a workshop with a visiting guest speaker (author, poet, public speaking or play) that aligns with the Learning and Assessment Plan course content.

ENGLISH (*continued*)

INTENSIVE SECONDARY ENGLISH COURSE (ISEC)

LEVEL Year 9 & 10

LENGTH 10-40 Weeks

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/Arts

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; 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 for the literacy requirement of the SACE.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

LEVEL Stage 1

LENGTH 1 or 2 semesters

CREDITS 10 or 20

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

\$10 subject levy.

Students will attend a workshop with a visiting guest speaker (author, poet, public speaking or play) that aligns with the Learning and Assessment Plan course content.

ENGLISH (*continued*)**ESSENTIAL ENGLISH
A AND B****LEVEL** Stage 1**LENGTH** 1 or 2 semesters**CREDITS** 10 or 20**RECOMMENDED BACKGROUND**

C grade or below in Year 10 English and/or students whose literacy skills have been identified as an area for improvement.

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.

This course will prepare students for Stage 2 Essential English.

ASSESSMENT

Responding to Texts 50%

Creating Texts 50%

SPECIAL REQUIREMENTS

\$10 subject levy.

Students will attend a workshop with a visiting guest speaker (author, poet, public speaking or play) that aligns with the Learning and Assessment Plan course content.

ENGLISH A AND B**LEVEL** Stage 1**CREDITS** 10 or 20**LENGTH** 1 or 2 semesters**RECOMMENDED BACKGROUND**

B grade or better in Year 10 English with good work ethic and good literacy skills.

CONTENT

In this subject, students will study a range of texts including novels, film, poetry and plays; analysing and responding to them at a more sophisticated level than in previous years. Students will broaden their knowledge and understanding of text types and the way language and stylistic features are used by authors to convey ideas and perspectives to their audience. They will also apply this to their own writing when creating texts and demonstrate an understanding of purpose, audience and context.

This subject will prepare students for Stage 2 English.

ASSESSMENT

Responding to Texts 50%

Creating Texts 20%

Intertextual Study 30%

SPECIAL REQUIREMENTS

\$10 subject levy.

Students will attend a workshop with a visiting guest speaker (author, poet, public speaking or play) that aligns with the Learning and Assessment Plan course content.

**ENGLISH LITERARY
STUDIES A AND B****LEVEL** Stage 1**LENGTH** 1 or 2 semesters**CREDITS** 10 or 20**RECOMMENDED BACKGROUND**

B grade or better in Year 10 English with excellent work ethic and literacy skills. Students should also have an appreciation for reading and literature.

CONTENT

Students who select this course are expected to read widely, think critically and write accurately and fluently.

In this subject, students will study a range of texts including novels, film, poetry and plays; analysing and responding to them at a more sophisticated level than in previous years. Texts studied in this course are challenging and sophisticated; designed to stretch students' critical thinking and analytical skills.

Students will broaden their knowledge and understanding of text types and the way language and stylistic features are used by authors to convey ideas and perspectives to their audience. They will also apply this to their own writing when creating texts and demonstrate an understanding of purpose, audience and context.

Students in this subject are also required to sit an exam at the end of the semester as further preparation for Stage 2 English Literary Studies. The exam does not contribute to the course grade.

ASSESSMENT

Responding to Texts 50%

Creating Texts 20%

Intertextual Study 30%

SPECIAL REQUIREMENTS

\$10 subject levy.

Students will attend a workshop with a visiting guest speaker (author, poet, public speaking or play) that aligns with the Learning and Assessment Plan course content.

ENGLISH (*continued*)

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

LEVEL Stage 2

LENGTH Full year

CREDITS 20

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.

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.

ASSESSMENT

School-based Assessment:

Academic Literacy Study 30%

Response to Texts 40%

External Assessment:

Examination 30%

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.

SPECIAL REQUIREMENTS Nil

ESSENTIAL ENGLISH (EAL FOCUS)

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

B grade or better in Stage 1 Essential English or EAL. This subject is the same as Essential English and focuses on supporting EAL students.

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.

Learning will include: Responding to Texts, Creating Texts and a Language Study.

- 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.

ASSESSMENT

School-based Assessment:

Responding to Texts 30%

Creating Texts 40%

External Assessment:

Language Study 30%

SPECIAL REQUIREMENTS Nil

ESSENTIAL ENGLISH

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

B grade or better in Stage 1 Essential English or EAL.

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.

Learning will include: Responding to Texts, Creating Texts and a Language study.

- 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.

ASSESSMENT

School-based Assessment:

Responding to Texts 30%

Creating Texts 40%

External Assessment:

Language Study 30%

SPECIAL REQUIREMENTS Nil

ENGLISH (*continued*)**ENGLISH****LEVEL** Stage 2**LENGTH** Full year**CREDITS** 20**RECOMMENDED BACKGROUND**

B grade or better in Stage 1 English with good work ethic and good literacy skills.

CONTENT

In this subject, students will study a range of texts including novels, film, poetry, plays and media texts; analysing and responding to the creator's ideas and perspectives at a complex and sophisticated level. Students will then demonstrate their knowledge and understanding of these techniques and ideas in a range of text responses, most notably in formal essay writing.

Students will also apply their knowledge of language and stylistic features to their own creative writing, demonstrating an understanding of how writing styles vary, depending on the purpose, audience and context.

Learning will include: Responding to Texts, Creating Texts and a Comparative Analysis.

- Responding to Texts comprises shared studies of a novel, a film, drama or poetry anthology. These tasks are 1000 words each.
- Creating Texts requires students to produce a range of texts for different purposes, audience and contexts. They also includes an accompanying Writer's Statement where students analyse their own creative decisions and demonstrate an understanding of their own language and stylistic choices. These tasks are 1000 words each.
- The Comparative Analysis is a to completed as an independent study and requires students to select two texts that can be compared for their similarities and differences in purpose, context, audience, language and stylistic features. Students are required to formulate their own essay question, structure and analysis, based on the knowledge and understanding they have gained throughout the course. This task is 2000 words.

ASSESSMENT

Responding to Texts 30%

Creating Texts 40%

Comparative Analysis 30%

SPECIAL REQUIREMENTS Nil**ENGLISH LITERARY STUDIES****LEVEL** Stage 2**LENGTH** Full year**CREDITS** 20**RECOMMENDED BACKGROUND**

B grade or better in Stage 1 English Literary Studies with excellent work ethic and literacy skills. Students should also have an appreciation for reading and literature.

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. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

Learning will include: Responding to Texts, Creating Texts, a Comparative Text Study and an Examination.

- Responding to Texts comprises shared studies of a novel, a film, drama and a poetry anthology.
- The Creating Texts study focuses on: transforming a text into a different text type with an accompanying Writer's Statement and creating a written, oral or multimodal text.
- The Comparative Text Study consists of comparing one class shared text with one chosen by the student from the recommended text list.
- 100 minute exam: Critical Reading and Responses to Short Texts

ASSESSMENT**School-based Assessment:**

Responding to Texts 50%

Creating Texts 20%

External Assessment:

Comparative Text Study 15%

Examination 15%

SPECIAL REQUIREMENTS

\$30 levy required for purchase of 'Critical Reading Workbook' for exam preparation.



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 2021 in year 8-10 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:

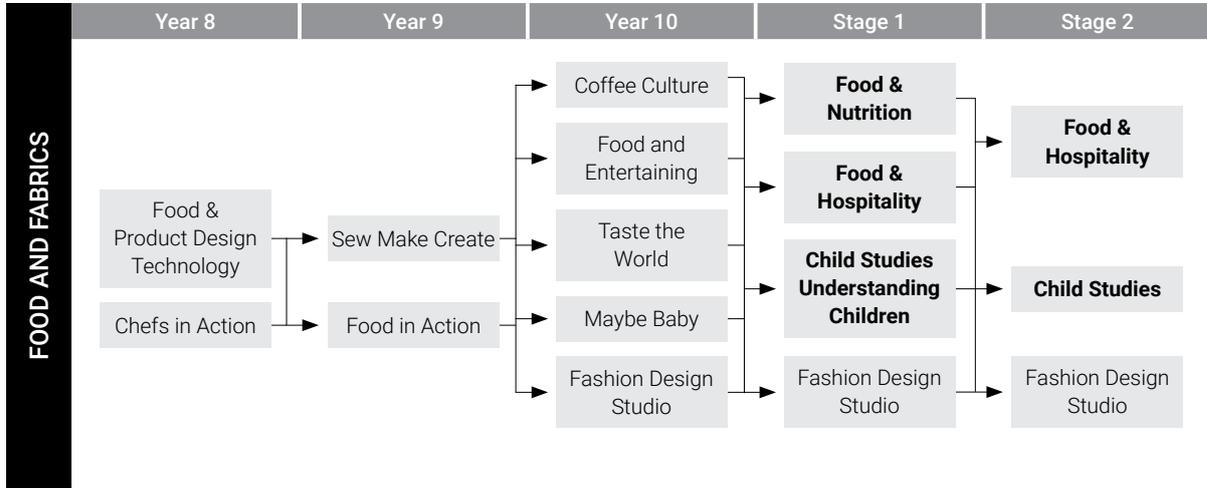
- an understanding of the way in which people function physically, socially, emotionally and spiritually as individuals and members of groups
- the ability to make informed decisions about health and wellbeing and how it relates to themselves and their relationships with others
- a positive disposition 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:

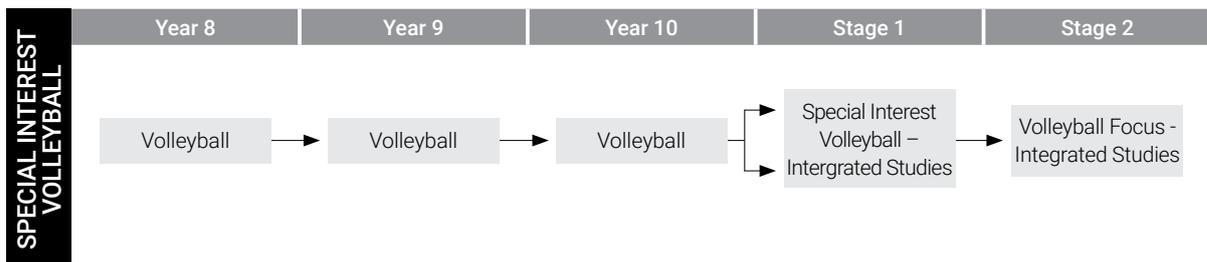
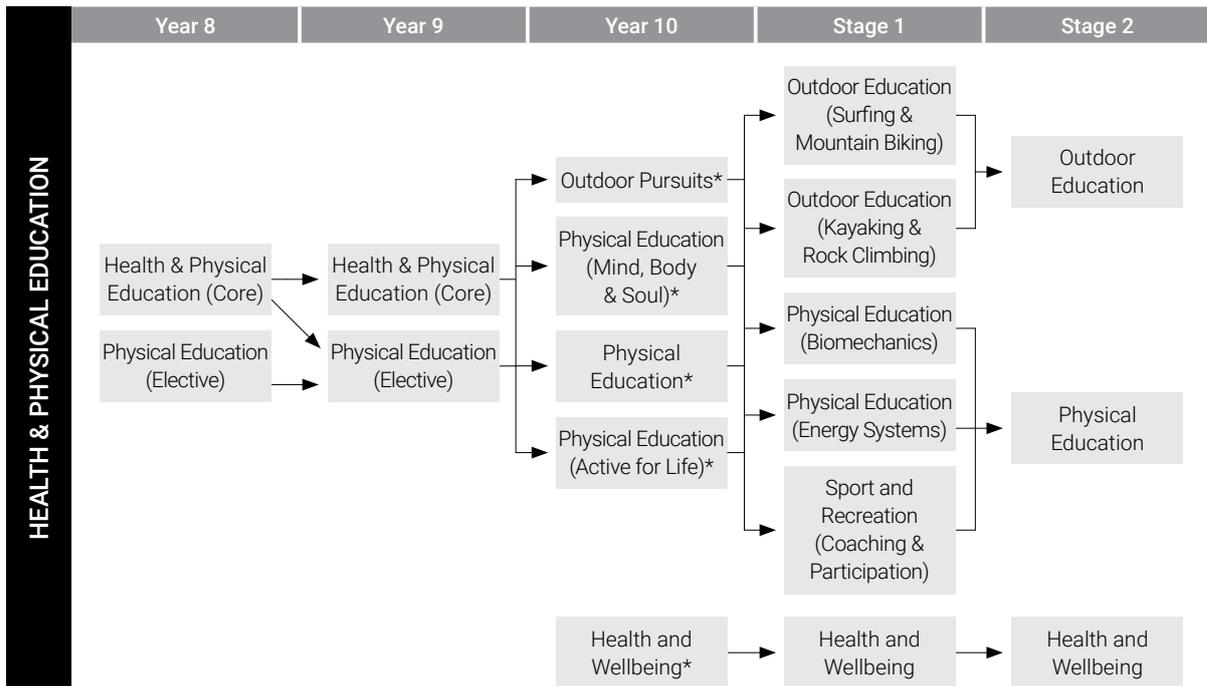
The Health and Physical Education options in years 11 and 12 are aligned to the SACE requirements.

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 year 8-10. 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

LEVEL Year 8

LENGTH Semester

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 and Indoor and Outdoor Invasion games.

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

In accordance with the Australian Curriculum Achievement Standards.

SPECIAL REQUIREMENTS Nil

PHYSICAL EDUCATION

LEVEL Year 8

LENGTH Semester

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.

Practical Topics

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

ASSESSMENT

- Physical Performance and Development
- Communication, Cooperation, Collaboration and Effort
- Skill analysis

SPECIAL REQUIREMENTS Nil

HEALTH AND PHYSICAL EDUCATION

LEVEL Year 9

LENGTH Semester

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 Touch Football, 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
- Relationships and sexuality (based on the SHine program)
- Diversity and Community Connection

ASSESSMENT

In accordance with the Australian Curriculum Achievement Standards.

SPECIAL REQUIREMENTS

\$5 to cover Hip Hop sessions.

HEALTH AND PHYSICAL EDUCATION (*continued*)

PHYSICAL EDUCATION

LEVEL Year 9

LENGTH Semester

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 year 8-9. 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.

Practical Topics

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

ASSESSMENT

- Physical Performance and Development
- Communication, Cooperation, Collaboration and Effort
- Skill analysis

SPECIAL REQUIREMENTS Nil

HEALTH AND WELLBEING

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

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND

A keen interest in Health and Wellbeing related issues and willingness to participate in discussions, group and community activities. Strong literacy skills would be an advantage.

CONTENT

This course assists students to make informed choices about health issues and to develop an understanding of the complexities of factors which affect their health and wellbeing. The sexual health component of the course is based on the ShineSA program. Participation in lessons aims to improve the students' abilities to develop healthy relationships, be confident and happy within themselves and their bodies and make well-informed and safe decisions in the future. This course has been designed to provide a direct pathway into SACE Health and Wellbeing.

Topics include:

Personal Wellbeing

Participate in yoga and mindfulness activities and apply criteria to refine their own and others' skills and performances. Explore the health benefits of improving fitness and physical activity in the community and analysing the role of physical activity in Australia's cultural identity.

Mental Health

Application of decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.

Decision-making

Surrounding alcohol to enhance their own and others' health, safety and wellbeing.

Sexual Health

STI and contraception focus, critically analyse and apply health information from a range of courses to health decisions and situations.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types. This will be in accordance with Australian Curriculum Achievement Standards.

SPECIAL REQUIREMENTS

Possible public transport costs for excursions.

OUTDOOR PURSUITS

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

LEVEL Year 10

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

A keen interest in the environment, wellbeing, camping and physical activity is expected.

CONTENT

LEARNING ABOUT NATURAL ENVIRONMENTS

Personal and Community Wellbeing in Sustainable Outdoor Environments Investigation:

Investigate how experiences in the natural environment can support personal and community wellbeing and cultural identity. Explore how management strategies can be applied to outdoor environments and the impacts this has on personal and community wellbeing through considering a range of perspectives.

Group Dynamics:

- Planning - Group roles, Collaboration skills and processes
- Participation - Group dynamics, class activities and excursion
- Reflection and Evaluation.

Surfing and Kayaking:

- Planning - Establish criteria to analyse skill and risk management planning
- Participation - One day excursion to Port Noarlunga developing skills in kayaking and surfing
- Analysis, Reflection and Evaluation Use criteria to analyse skill development, collaboration and environmental factors.

Orienteering and Trail Walking:

- Planning - Map and compass navigation skills, packing skills and risk management
- Participation - One day excursion to Belair National Park orienteering and waterfall walk
- Reflect and Evaluation - Skill development, collaboration and environmental connection and sustainability.

HEALTH AND PHYSICAL EDUCATION (*continued*)

OUTDOOR PURSUITS

cont.

Canoeing Expedition:

- Planning - First aid and risk management, minimal impact camp craft, route planning, food and nutrition for expedition
- Participation - 3 day 2 night canoeing expedition in the Murray Backwaters.
- Reflect and Evaluation - Collaboration and leadership, wellbeing, environmental connection and sustainability

ASSESSMENT

Will be in accordance with Australian Curriculum Achievement Standards and will include participation, analysis, evaluation and reflection.

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 \$220 to cover the costs of "Learning in Natural Environments".

PHYSICAL EDUCATION

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

LEVEL Year 10

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

This subject is for students who are genuinely interested in developing their sporting skills, and who intend to continue with Senior PE.

CONTENT

Learning in Movement

Students will undertake and participate in practical units from the list below, determined by teacher expertise, student interest and the availability of facilities. The focus will be on skill development and collaboration.

Learning Through Movement

Students will collect data through participation in practical activity. They will analyse this and apply criteria to refine their own and others' movement skills and performances.

Apply exercise physiology concepts to fitness training and movements in physical activity.

Learning About Movement

Students will learn to make informed decisions regarding the use of food as fuel to enhance performance and managing sports injuries.

Investigate the role of clubs and elite sport in defining cultural identity and improving physical activity levels in the community.

Practical Topics

Choices from: 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.

ASSESSMENT

Will be in accordance with the Australian Curriculum Achievement Standards and will include participation, analysis evaluation and reflection.

SPECIAL REQUIREMENTS Nil

PHYSICAL EDUCATION (ACTIVE FOR LIFE)

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

LEVEL Year 10

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

For students who are seeking a way to stay active, that is an alternative to conventional organised competitive sports. A keen interest to be involved in physical activity and collaborate with others is important. Successful completion of Year 9 Health and Physical Education and a positive application to school values is expected.

CONTENT

Learning in Movement

As a cohort, the class will negotiate to determine a program of games and sports and net and court-based physical activities with consideration for the availability of resources. The focus will be on positive participation, skill development and collaboration. There may be an option to negotiate a community based physical activity if resources are available.

Learning Through Movement

Class will choose to participate in at least one Target game and apply criteria to refine their own and others' skills and performances.

Students will learn to make informed decisions to create and participate in a personal physical activity and movement program and apply positive food and nutrition guidelines to support their own and others' health.

Learning About Movement

Investigate alternatives to conventional organised competitive sport and consider how these are important to cultural identity. Identify enablers and barriers to life-long physical activity and propose initiatives, resources and facilities that could support physical activity levels in the community.

HEALTH AND PHYSICAL EDUCATION (*continued*)

PHYSICAL EDUCATION (ACTIVE FOR LIFE)

cont.

PRACTICAL TOPICS

Target Games: Golf, Archery, Bocce
Net and Court: Tennis, Table Tennis, Badminton.

Games and Sports: 3vs3 Basketball, 5vs5 Soccer, Flag Football, Ultimate Frisby, other by negotiation.

Community Based Activity (Option): Squash or Lawn Bowling or Ten Pin Bowling or 8 Ball (if chosen as an option by whole class consensus and resources are available).

ASSESSMENT

Will be in accordance with the Australian Curriculum Achievement Standards and include participation and collaboration.

SPECIAL REQUIREMENTS

If an optional community based activity is chosen by the whole class as a consensus, associated charges are estimated to be \$60 per student.

PHYSICAL EDUCATION (GIRLS - MIND, BODY AND SOUL)

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

LEVEL Year 10

LENGTH Semester

RECOMMENDED BACKGROUND

Students are expected to have successfully completed Year 9 Health and Physical Education.

CONTENT

Learning in Movement

Students will undertake practical units determined by teacher expertise, student interest and the availability of facilities. The double practical lesson will include:

- Instructor delivered self-defence.
- Instructor delivered yoga
- Self-defence – blue belt assessment
- On-site practical activity – class choice

Single lesson practicals may include:

- Barre/HIIT classes.
- Personal fitness programs to prepare for blue belt (analysis of weaknesses).

Learning Through Movement

During yoga and self-defence students will apply criteria to refine their own and other's skills and performances. Students will learn to make informed decisions to create and participate in a personal physical activity and movement programme designed explicitly to improve their performance for blue belt assessment. They will apply positive food and nutrition guidelines to support their own and others' health with a specific focus on breakfast nutrition.

Learning About Movement

Students will investigate how female involvement in physical activity has changed over time in Australian culture. They will identify ways to improve fitness and physical activity levels of females in our communities.

ASSESSMENT

Will be in accordance with the Australian Curriculum Achievement Standards and include participation and collaboration.

SPECIAL REQUIREMENTS

Costs associated with Yoga classes and Martial Arts will be \$120.
Option Blue Belt assessment - \$50.

CHILD STUDIES UNDERSTANDING CHILDREN

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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:

- The nature of childhood and the socialisation and development of children
- Children in wider society
- Children, rights and safety

ASSESSMENT

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

SPECIAL REQUIREMENTS

Students will be required to visit the community to collect information and conduct interviews.

CURRICULUM CHARGES

\$30 to supplement food practicals and resources used in other practical tasks.

HEALTH AND PHYSICAL EDUCATION (*continued*)

FOOD AND HOSPITALITY

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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.

FOOD AND NUTRITION

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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:

- Safe food practices
- Individual dietary needs
- Food packaging
- Catering to promote health

ASSESSMENT

Practical Activity, Group Activity and Investigation.

SPECIAL REQUIREMENTS

Attendance on excursions.

CURRICULUM CHARGES

\$50 for specialty ingredients.

HEALTH AND WELLBEING

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

A keen interest in Health and Wellbeing related issues and willingness to participate in discussions, group and community activities. Completing Year 10 Health and Wellbeing is not essential. Strong literacy skills would be an advantage.

CONTENT

Health is a state of physical, mental, and social wellbeing. Wellbeing is a complex combination of all dimensions of health and is an implicit element of health. Health and Wellbeing is an evolving subject with varying contexts and perspectives. The term health encompasses wellbeing. Stage 1 Health and Wellbeing consists of the following concepts:

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion

These concepts underpin the content. They are not discrete topics taught in isolation but will be contextualised through case studies and real-life examples.

Possible topics may include:

- Mental and emotional health
- Sexual health
- Personal wellbeing
- Drugs and risk-taking behaviours.

HEALTH AND PHYSICAL EDUCATION (*continued*)

HEALTH AND WELLBEING *cont.*

ASSESSMENT

For a 10-credit subject, students should provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%. Students undertake one or more:

Assessment Type 1: Practical action task(s):

Students implement action on an individual or community issue to improve health and wellbeing outcomes. This action may be undertaken individually or collaboratively within the school environment or the wider community.

Assessment Type 2: Issue inquiry task(s):

Students research a current health or wellbeing trend or issue that may be an aspect of a topic already identified or an issue of the student's choice.

SPECIAL REQUIREMENTS

Possible public transport costs for excursions.

OUTDOOR EDUCATION (KAYAKING AND ROCK CLIMBING)

LEVEL Stage 1

LENGTH Semester 2 (only)

CREDITS 10

RECOMMENDED BACKGROUND

A keen interest in the environment, wellbeing, camping and physical activity is expected. Successful completion of Year 10 Outdoor Pursuits is desirable.

CONTENT

AT1 – "LEARNING ABOUT NATURAL ENVIRONMENTS"

Rock Climbing in National Parks Management Investigation:

Investigate how management strategies are applied in the national parks where the group participates in rock climbing. Evaluate how effective these strategies are from a variety of perspectives, including personal and community wellbeing and environmental sustainability.

Kayaking the Murray River Sustainability Investigation:

Investigate an environmental sustainability issue related to the Murray River, analysing causes and evaluating solutions from a range of stakeholders' perspectives.

AT2 - "Learning In Natural Environments"

Rock Climbing:

- Planning - Knots, equipment, anchor set ups, risk management, belaying techniques, grading, locations and group dynamics.
- Participation - Two full day outdoor rock climbing excursions will be conducted and lead up session on indoor artificial wall. Students will participate as climbers and belayers, analyse their personal skill development and group collaboration.
- Reflection and Evaluation - Reflect and evaluate on personal skill development, group collaboration, wellbeing and connection with the environment.

OUTDOOR EDUCATION (KAYAKING AND ROCK CLIMBING)

cont.

Kayak Expedition:

- Planning - Port Noarlunga Aquatics Centre skills, safety and leadership development, one day excursion. Route planning, risk management, food and nutrition, weather and minimal impact camp craft.
- Participation - Kayak expedition in the Murray River backwaters of Chowilla for 3 days and 2 nights. Students will participate as participants and group leaders, analyse their personal skill development and group collaboration.
- Reflection and Evaluation - Reflect and evaluate on personal skill development, group collaboration, wellbeing and connection with the environment.

ASSESSMENT

40% AT1 – "Learning About Natural Environments"

60% AT2 – "Learning In Natural Environments"

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)

LEVEL Stage 1

LENGTH Semester 1 (only)

CREDITS 10

RECOMMENDED BACKGROUND

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

CONTENT

AT1 – “LEARNING ABOUT NATURAL ENVIRONMENTS”

Coastal Investigation:

Investigate how management and strategies are applied in local coastal areas. Evaluate how effective these strategies are from a variety of perspectives, including personal and community wellbeing and environmental sustainability.

Local Adventure Area (Mountain Biking Trails) Investigation:

Investigate how management and trail design strategies are applied at local mountain biking recreation parks. Evaluate how effective these strategies are from a variety of perspectives, including personal and community wellbeing and environmental sustainability.

AT2 – “LEARNING IN NATURAL ENVIRONMENTS”

Mountain Biking:

- Planning - Bike maintenance, risk management, mountain biking techniques, trail grading, locations, trail regulations, group dynamics and fitness sessions in the spin room.
- Participation - Two mountain biking excursions to local trails will be conducted and lead up sessions on the school oval. Students will participate in skills activities and on single trails, analyse their personal skill development and group collaboration.
- Reflection and Evaluation - Reflect and evaluate on personal skill development, group collaboration, wellbeing and connection with the environment.

OUTDOOR EDUCATION (SURFING AND MOUNTAIN BIKING)

cont.

Surf Camp:

- Planning - Port Noarlunga Aquatics Centre skills and safety one day excursion. Surf safety, equipment, how environmental conditions impact surf, food and nutrition and group dynamics.
- Participation - Surf camp for 3 days and 2 nights. Students will participate as participants analyse their personal skill development and group collaboration during activity and at the campsite.
- Reflection and Evaluation - Reflect and evaluate on personal skill development, group collaboration, wellbeing and connection with the environment.

ASSESSMENT

40% AT1 – “Learning About Natural Environments”

60% AT2 – “Learning In Natural Environments”

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 (BIOMECHANICS)

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

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. Student evidence of learning “in movement”, “through movement” and “about movement” will be integrated with practical application. Efforts will be made so that students doing both semesters of PE, avoid repeating activities.

FOCUS AREAS, KEY IDEAS AND ASSESSMENT

Physical Activity Investigation – 50%

- Develop strategies and participate in activities to increase equity in participation
- Collaborate with others to understand group roles to achieve success participation in activity
- Personal influences and attitude to participation and integrity in sport

Improvement Analysis – 50%

- Develop theoretical knowledge to understand and evaluate performance outcomes and learning using biomechanical principles
- Collect, collate and analyse data and feedback about technique and apply to skill development

SPECIAL REQUIREMENTS NIL

HEALTH AND PHYSICAL EDUCATION (*continued*)

PHYSICAL EDUCATION (ENERGY SYSTEMS)

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

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. Student evidence of learning "in movement", "through movement" and "about movement" will be integrated with practical application. Efforts will be made so that students doing both semesters of PE, avoid repeating activities.

FOCUS AREAS, KEY IDEAS AND ASSESSMENT

Improvement Analysis – 50%

- Participate in Sports and Physical Activity to understand and reflect on movement concepts and strategies
- Collect, collate and analyse data for the purpose of reflecting on the demands of physical performance
- Develop theoretical knowledge to understand and evaluate performance outcomes and learning using energy concepts

Physical Activity Investigation – 50%

- Reflection on ways to improve participation and/or performance
- Understand through application how physiological differences are barriers and enablers
- Collect, collate and analyse data for the purpose of reflecting on participation and/or performance

SPECIAL REQUIREMENTS NIL

SPORT AND RECREATION (COACHING AND PARTICIPATION)

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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.

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.

ASSESSMENT

Practical Exploration 40%

Connections 40%

Personal Venture 20%

SPECIAL REQUIREMENTS

Students will possibly incur transport costs associated with travel to local primary schools and facilities.

CHILD STUDIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

A genuine interest in young children (0-8 years).

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:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

ASSESSMENT

Practical Activity 50%

Group Activity 20%

Investigation 30%

(externally assessed)

SPECIAL REQUIREMENTS

Students will be required to visit the community to collect information, conduct interviews.

CURRICULUM CHARGES

\$50 to supplement food practicals and resources used in other practical tasks.

HEALTH AND PHYSICAL EDUCATION (*continued*)

FOOD AND HOSPITALITY

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

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

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.

ASSESSMENT

Practical Activity 50%
Group Activity 20%
Investigation 30%
(externally assessed)

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

\$75 for specialty ingredients.

HEALTH AND WELLBEING

LEVEL Stage 2

LENGTH Full year

CREDITS: 20

RECOMMENDED BACKGROUND

A keen interest in Health and Wellbeing related issues and willingness to participate in discussions, group and community activities. Completing Stage 1 Health and Wellbeing is desirable but not essential. Strong literacy skills would be an advantage.

CONTENT

Health is a state of physical, mental, and social wellbeing. Wellbeing is a complex combination of all dimensions of health and is an implicit element of health. Health and Wellbeing is an evolving subject with varying contexts and perspectives. The term health encompasses wellbeing. Stage 2 Health and Wellbeing consists of the following concepts:

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion

Students become agents of change who may be independent and collaborative learners, critical and creative thinkers of their own and others' perspectives. These concepts underpin the content. They are not discrete topics taught in isolation but should be contextualised through case studies and real-life examples.

The following knowledge, skills and understandings may be developed:

- mindfulness and self-reflection
- resilience
- self-development and management
- safe failure
- communication and collaboration
- open mindedness and respective diverse opinions
- beliefs, attitudes and values.

Students develop the knowledge, skills and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

HEALTH AND WELLBEING *cont.*

ASSESSMENT

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

School Assessment

- Assessment Type 1: Initiative 40%
- Assessment Type 2: Folio 30%

External Assessment

- Assessment Type 3: Inquiry 30%

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

- two initiative tasks, one of which should be collaborative
- two folio tasks
- one inquiry.

SPECIAL REQUIREMENTS

Possible public transport costs for excursions.

HEALTH AND PHYSICAL EDUCATION (*continued*)

OUTDOOR EDUCATION

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

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

CONTENT

AT1 – “LEARNING ABOUT NATURAL ENVIRONMENTS” (20%)

Field study of Holdfast Bay coastal environment to investigate, critically analyse and evaluate the management strategies implemented for the sustainability, with consideration for the perspectives of key stakeholders.

AT2 – “LEARNING IN NATURAL ENVIRONMENTS” (50%)

Students evaluate, analyse and reflect on student generated evidence of planning, practical skills, risk management, self-reliance, leadership and facilitation skills.

Mountain Biking: 20%

- Planning - Bike maintenance, risk management, trail grading, locations, trail regulations, group dynamics and technique development and analysis.
- Participation – A three day mountain biking base camp, technique sessions on the school oval and short double lesson mountain biking excursions to local trails. Students will participate in skills activities and ride single trails, analyse their personal skill development and group collaboration.
- Reflection and Evaluation – Reflect and evaluate on personal skill development, group collaboration, wellbeing and connection with the environment.

Expeditions: 30%

- Planning – Route planning, risk management, food and nutrition, weather and minimal impact camp craft and location based environmental studies. Port Noarlunga Aquatics Centre skills, safety and leadership development, one day excursion.

OUTDOOR EDUCATION

cont.

Kayak the Coorong:

3 day 2 night kayaking expedition conducted in April. Students will participate as participants and group leaders, analyse their personal skill development and group collaboration in this unique coastal ecosystem.

Canoeing the Glenelg River:

4 day, 3 night canoeing expedition conducted in late September. Students will apply their learning under greater self-reliance as group leaders, analyse their personal skill development and group collaboration in this forest ecosystem.

- Reflection and Evaluation – Reflect and evaluate on personal skill development, within and between each expedition. Evaluation personal and group collaboration, wellbeing, as well as connection with and understanding of the different environments.

AT3 – “CONNECTIONS WITH NATURAL ENVIRONMENTS” (30% EXTERNAL ASSESSMENT)

Student determined topic of investigation about personal development and/or environmental sustainability, connected to one of our experiences in natural environments or an investigation of an area you have significant experience visiting.

ASSESSMENT

School-based Assessment

- AT1 – 20%
- AT2 – 50%

External Assessment

AT3 – 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 \$500 to cover the costs associated with the Learning In Environments camps and expeditions.

PHYSICAL EDUCATION

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

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 11 physical education is expected.

CONTENT

Practical units in sports and physical activities will be negotiated, based on student interest and the availability of facilities. Student evidence of learning “in movement”, “through movement” and “about movement” will be integrated with practical application.

FOCUS AREAS, KEY IDEAS AND ASSESSMENT

School-based Assessment

- Assessment Type 1: Diagnostics 30%
- Students undertake two diagnostics tasks.

They participate in one or more physical activities (sports, theme-based games, fitness and recreational activities) to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies.

- Assessment Type 2: Improvement Analysis 40%

Students undertake one improvement analysis task. The improvement analysis task has two interconnected parts:

- portfolio of evidence
- evaluation.

Students undertake a personal journey of improvement with a focus on participation in a school or community-based physical activity. They reflect on their performance to identify an aspect of physical activity for improvement. This may include a focus on physiological, biomechanical, and/or skill-development areas related to one or more movement concepts and/or movement strategies.

HEALTH AND PHYSICAL EDUCATION (*continued*)

PHYSICAL EDUCATION

cont.

External Assessment

- Assessment Type 3: Group Dynamics 30%

This is a collaborative task through which students provide individual evidence of achievement. Students create or participate in a competition in a selected sport, in which they demonstrate game competence, game knowledge, and game engagement. Through participation in the competition, students demonstrate their value to the team; their learning in, through, and about sport; and their impact on the participation and performance of others. Working collaboratively, they focus on improving the participation and performance of all team members through their specific roles.

SPECIAL REQUIREMENTS Nil



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 (YEAR 8–10)

LEVEL Year 8-10

LENGTH Full year

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 year 8-10:

- SHine Health course (year 8-9)
- 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

Year 8-10 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

LEVEL Stage 1

LENGTH Full year

CREDITS 20

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 per year is required to contribute to equipment and program costs.

HEALTH AND PHYSICAL EDUCATION (*continued*)

VOLLEYBALL FOCUS – INTEGRATED STUDIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

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

CONTENT

Students develop an awareness of the context within which they are learning, and are encouraged to contribute to collaborative thinking with 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 Enquiry (including Volleyball, Beach Volleyball, Aquatics) 40%
- Connections Task 30%
- Personal Endeavour 30%

SPECIAL REQUIREMENTS NIL

CURRICULUM CHARGES

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



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 year 8-10 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.

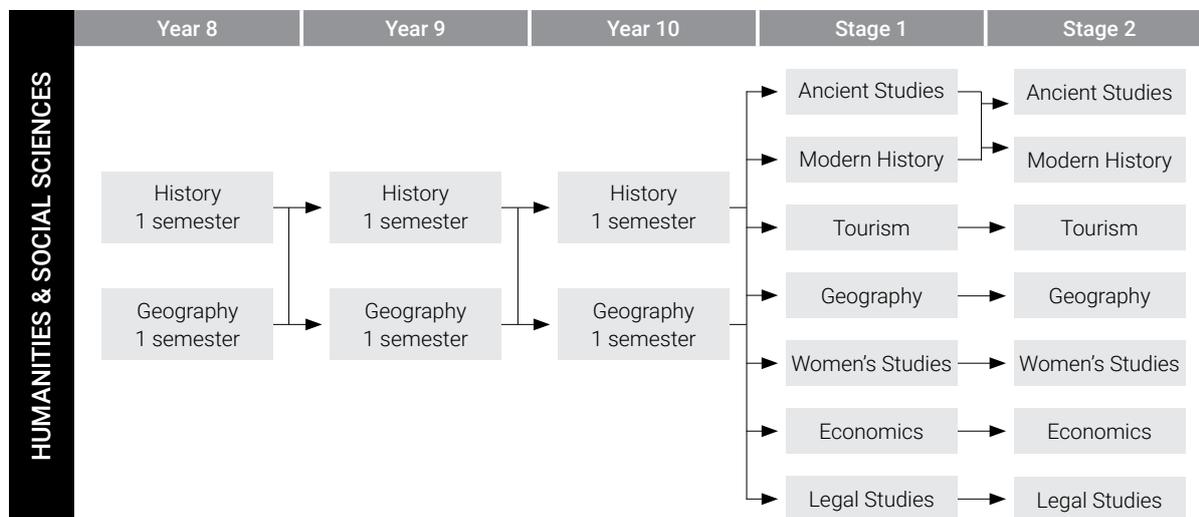
In HASS research and critical inquiry are essential components of the curriculum with all students producing at least ONE piece of work in each of the four key Literacies (Visual, Written, Oral and Multimodal) each semester.

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)



GEOGRAPHY

LEVEL Year 8

LENGTH Semester

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

HISTORY

LEVEL Year 8

LENGTH Semester

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

GEOGRAPHY

LEVEL Year 9

LENGTH Semester

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

HUMANITIES AND SOCIAL SCIENCES (*continued*)**HISTORY: MAKING OF THE MODERN WORLD 1750–1918****LEVEL** Year 9**LENGTH** Semester**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**GEOGRAPHY****LEVEL** Year 10**LENGTH** Semester**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**HISTORY: MAKING OF THE MODERN WORLD AND AUSTRALIA 1919–PRESENT****LEVEL** Year 10**LENGTH** Semester**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

HUMANITIES AND SOCIAL SCIENCES (*continued*)

ANCIENT STUDIES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

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.

Students will also construct simulated archaeological digs to further their understanding of Ancient Societies and how they evolved over time.

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:

- Understanding Ancient History
- Art, Architecture and Technology of ONE Ancient Society
- Warfare and Conquest
- Revolutions

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.

ECONOMICS

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

CONTENT

Economics gives students the opportunity to understand the way in which the Australian economy operates in both a national and global context. Students learning may focus on some of the following topics:

- The Economic Problem
- Economic Systems
- The Market Economy
- Government Involvement in the market Economy
- Economic thinkers
- Trade in a Global Economy
- Economic Development
- Poverty and inequality

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.

ASSESSMENT

Consists of three components:
Skills and applications tasks 30%
Folio 40%
Issues Study 30%

SPECIAL REQUIREMENTS Nil

GEOGRAPHY

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

Due to the language rich nature of the course good literacy skills and good passes in year 10 HASS are highly recommended.

CONTENT

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.

ASSESSMENT

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

Assessment Type 1: Skills and applications Tasks

Assessment Type 2: Inquiry

Assessment Type 3: Fieldwork

Assessment Type 4: Investigation

Each assessment type has a weighting of at least 20%.

SPECIAL REQUIREMENTS Nil

HUMANITIES AND SOCIAL SCIENCES (*continued*)**LEGAL STUDIES****LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**RECOMMENDED BACKGROUND** Nil**CONTENT**

An Inquiry based subject where students explore and develop their understanding of the concepts of rights, fairness and justice, power and change, through a number of Focus Areas including Law and Communities and Young People.

Through Legal Studies students develop an appreciation and awareness of their role within the Australian Legal System and the skills to communicate their ideas regarding legal issues.

Topics may include:

- Rights
- Fairness
- Justice
- Power
- Change

ASSESSMENT:

- Assessment Type 1: Analytical Response
- Assessment Type 2: Inquiry
- Assessment Type 3: Presentation

SPECIAL REQUIREMENTS Nil

This is subject to modernisation as it is still in draft form and therefore may be subject to change

MODERN HISTORY**LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**RECOMMENDED BACKGROUND**

Modern History is a Language rich subject and as such strong literacy and communication skills are highly recommended.

CONTENT

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.

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.

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.

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.

ASSESSMENT

Assessment Type 1: Historical Skills
Three historical skills assessments/
summative tasks

Assessment Type 2: Historical Study
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.

Negotiated in consultation with the Teacher.

SPECIAL REQUIREMENTS

This course lays the foundation for Stage 2 History.

TOURISM**LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**RECOMMENDED BACKGROUND** Nil**CONTENT**

This subject will focus on providing students with knowledge and understanding of the Tourism industry in Australia and globally. Students will develop necessary skills and knowledge that is critical to the tourism industry. They will also gain an insight into events tourism.

The content of the course may include:

- The events industry
- Knowledge and skills related to the tourist industry
- Preparing travel itineraries for clients
- Investigation into tourist destinations both national and international
- Investigation of tourism trends
- Researching a current issue in the tourism industry.

ASSESSMENT

Case Study 20%
Source Analysis 20%
Practical Activity 30%
Issue Study 30%.

SPECIAL REQUIREMENTS Nil

HUMANITIES AND SOCIAL SCIENCES (*continued*)

WOMEN'S STUDIES

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND Nil

CONTENT

Women's Studies is centred around understanding gender - what it is and how it is constructed, and how this affects women's experiences across a range of contexts, times and cultures. This is a course for those students who are passionate about human rights, women's rights and social justice. You will be in a safe, inclusive learning environment where you will be given the opportunity to learn about a range of captivating and sometimes confronting social issues and inequalities - some that exist in other countries as well as some that directly impact your life. You will have the chance to develop your understanding of these issues and openly explore and discuss topics that you are interested in.

ASSESSMENT

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

SPECIAL REQUIREMENTS Nil

ANCIENT STUDIES

LEVEL Stage 2

LENGTH Full year

CREDITS 20

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.*

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: 4 Summative Tasks focusing on the application of skills: 50%

Assessment Type 2: 2 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.

ECONOMICS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND Nil

CONTENT

Stage 2 Economics students will study the core economic concepts, principles and models in relation to micro and macro economics, data and statistical analysis and the concept of economic inquiry, from both a local and global perspective. Students will be presented with a number of scenario and inquiry-based learning opportunities where students will be able to apply their economic thinking to construct arguments, analyse data and models and make recommendations in relation to these scenarios.

ASSESSMENT

School-based Assessment

- Folio 40%
- Economic Projects 30%

External Assessment

- Examination 30%

Note the 2021 SACE curriculum is still in draft form and therefore may be subject to some change.

SPECIAL REQUIREMENTS Nil

HUMANITIES AND SOCIAL SCIENCES (*continued*)**GEOGRAPHY****LEVEL** Stage 2**LENGTH** Full year**CREDITS** 20**RECOMMENDED BACKGROUND**

Stage 1 Geography is highly recommended.

This is a language rich course.

CONTENT

The content is divided into 2 broad sections which are divided into themes and topics.

SECTION 1: THE TRANSFORMING WORLD

In this section students examine the transformation of human and physical environments and their interconnectedness. Explored are the causes of change in environmental, social and economic systems, consider the impacts and implications of these changes, and consider possible strategies and recommendations for sustainability. Students develop their understanding of population and economic change and how these are interdependent through the study of population trends, the impact of globalisation, and patterns of inequality.

The transforming world focuses on the following five topics, which are organised under the two themes of environmental change and social and economic change.

Theme 1: Environmental Change

- Topic 1: Ecosystems and people.
- Topic 2: Climate change.

Theme 2: Social and Economic Change

- Topic 3: Population change.
- Topic 4: Globalisation.
- Topic 5: Transforming global inequity.
- Negotiated task: From any topic or with a focus on geographical skills or fieldwork.

SECTION 2: FIELDWORK

In this section students undertake a major independent fieldwork study on a local topic or issue of personal interest. Fieldwork topics must be independently chosen, have a geographical context, and be posed as a question or hypothesis.

GEOGRAPHY cont.

Each student is responsible for independently planning, organising and carrying out fieldwork and completing a report.

ASSESSMENT**School-based Assessment**

- Assessment Type 1: 4 tasks based on Geographical Skills and Applications 40%
- Assessment Type 2: Major Fieldwork Report 30%

External Assessment

- Assessment Type 3: Examination 30%

SPECIAL REQUIREMENTS Nil**LEGAL STUDIES****LEVEL** Stage 2**LENGTH** Full year**CREDITS** 20**RECOMMENDED BACKGROUND**

Stage 1 Legal Studies although it is not a pre-requisite. Strong literacy and critical thinking skills are highly recommended.

CONTENT

To come to an understanding of the operation of the Australian Legal System, its principles and processes and to prepare students to be informed and articulate in matters of the Law and society. To explore 'big questions' by focusing on Courts; Rights and Obligations; Parliament and Dispute Resolution.

ASSESSMENT**School-based Assessment**

- Assessment Type 1: Folio 40% (4 folio tasks).
- Assessment Type 2: Inquiry 30%

External Assessment

- Assessment Type 3: Examination (130 minutes) 30%

SPECIAL REQUIREMENTS Nil

This is subject to modernisation as it is still in draft form and therefore may be subject to change.

MODERN HISTORY**LEVEL** Stage 2**LENGTH** Full year**CREDITS** 20**RECOMMENDED BACKGROUND**

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

CONTENT

This course is based on 2 key topics/themes:

- Modern Nations: **The rise of Nazi Germany and Hitler**
- The world since 1945: **The 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.

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

HUMANITIES AND SOCIAL SCIENCES (*continued*)

MODERN HISTORY *cont.*

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

This is a language rich subject.

TOURISM

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Sound literacy and analytical skills. Students will be required to engage in field work and conduct investigations.

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

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Sound literacy and critical thinking skills.

CONTENT

Women's Studies is centred around understanding gender - what it is and how it is constructed, and how this affects women's experiences across a range of contexts, times and cultures. This is a perfect course for those students who are passionate about human rights, women's rights and social justice. You will be in a safe, inclusive learning environment where you will be given the opportunity to learn about a range of captivating and sometimes confronting social issues and inequalities - some that exist in other countries as well as some that directly impact your life. You will have the chance to develop your understanding of these issues and openly explore and discuss the topics that you are most interested in. The course will be based around examining and analysing a range of key women's issues including Representations of Women in Cultural Texts, Women and Work, Family Life and Caring, Women and the Law, Women's Struggles, Achievements and Empowerment, Women, Culture and Society, and Development and Globalisation.

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, Persuasive 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 2021 in year 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

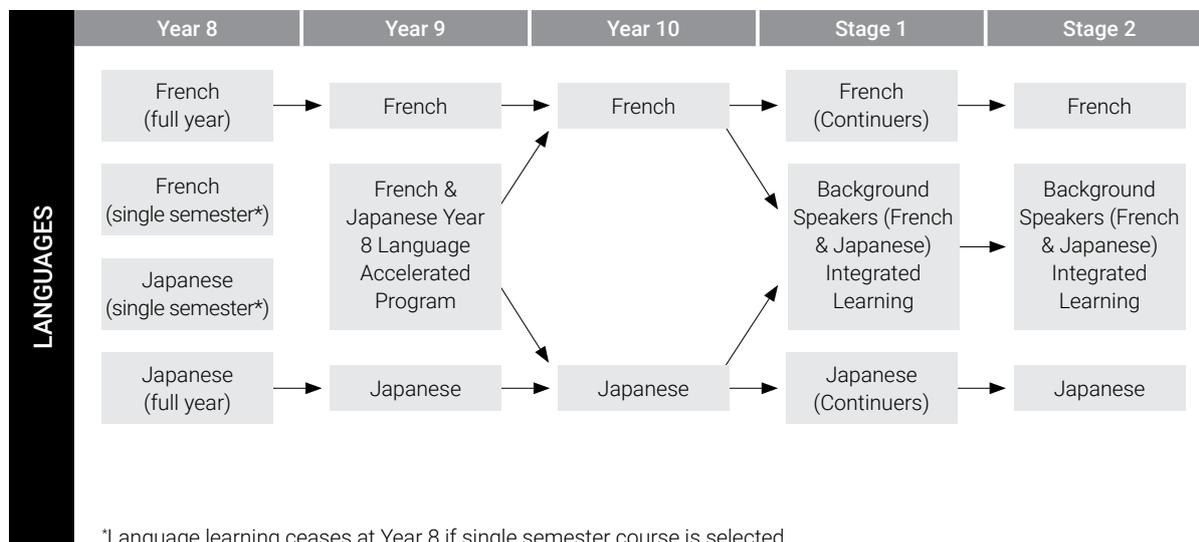
There are many opportunities for language students interested in travelling internationally to practise their linguistic skills. Each year an increasing number of Brighton Secondary Language students are undertaking exchanges.

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 Bright Program 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 New Caledonia.

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

LEVEL Year 8

LENGTH Full year or semester

RECOMMENDED BACKGROUND Nil

CONTENT

Course used: Tapis Volant 1

Communicative topics may include: greetings, nationality, age, family and pets, classroom objects, likes and dislikes, personality, instructions, date and weather, leisure activities, physical descriptions.

Cultural topics include:

French speaking countries, the place of France and the French language in the world, holidays and celebrations, the Eiffel Tower, the importance of food in French culture and French sport. Other topics may be added depending on current events.

ASSESSMENT

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.

CURRICULUM CHARGES

\$20 per semester
(full year students pay \$40)

JAPANESE

LEVEL Year 8

LENGTH Full year or semester

RECOMMENDED BACKGROUND Nil

CONTENT

Course Used: Mirai Book 1

Introduction of the hiragana writing system. Emphasis on reading comprehension and writing skills with regard to the hiragana script; some basic kanji.

Communicative topics involving:

- 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.

ASSESSMENT

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.

CURRICULUM CHARGES

\$20 per semester
(full year students pay \$40)

FRENCH

LEVEL Year 9

LENGTH Full year

RECOMMENDED BACKGROUND
Year 8 French

CONTENT

Course used: Tapis Volant 1

Communicative topics include: asking questions, time, daily routine, stating and justifying opinions, transport, timetables, school subjects, directions and map reading.

Cultural topics include:

the school system in France, food, transport, French cinema and French music. Other topics may be added depending on current events.

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. Weightings vary according to class circumstances.

CURRICULUM CHARGES

\$40 per year

LANGUAGES (continued)

JAPANESE

LEVEL Year 9

LENGTH Full year

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:

- 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:

- 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

FRENCH

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND

Year 9 French

CONTENT

Course used: Tapis Volant 2

Communicative topics include:

Talking about past holidays, making a phone appointment, household chores, self (origins, hobbies, family), giving advice on healthy lifestyle, illness and injury, detailed descriptions (house).

Cultural topics include:

Housing and lifestyle, French art and poetry linked to the Vichy regime (WWII), French music, French food habits.

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

JAPANESE

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND

Year 9 Japanese

CONTENT

Course used: Mirai Stages 3+4 and Gakoo Seikatsu

Introduction of approximately 100 of the basic kanji characters.

Topics include:

- making arrangements and schedules
- wearing clothing
- joining adjectives and verbs
- counters
- directions
- te-form
- reasons
- illness
- ta-form
- plain form style Japanese.

Students will also learn the Kanji Vocabulary and grammar for the JLPTLS Internationally Accredited Language proficiency test and will have an opportunity to sit this test at the end of year 10.

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**

LEVEL Stage 1

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Year 10 French

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:

1. The individual
2. The French-speaking communities
3. The changing world

ASSESSMENT

Assessment will include oral tasks, written tasks, text analysis tasks and an investigative task in each semester. Weightings vary between 15% and 50%.

CURRICULUM CHARGES

\$40 per year

**JAPANESE CONTINUERS
A AND B**

LEVEL Stage 1

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Year 10 Japanese

CONTENT

Course used: Wakatta

Students have to meet objectives in the three strands. All three will be dealt within two units of study:

Unit A

- myself and family
- home and friends
- daily routine

Unit B

- neighbourhood
- school life
- shopping and eating out

ASSESSMENT

Assessment will include oral tasks, text analysis tasks and an investigative task in each semester. Weightings vary according to class circumstances.

CURRICULUM CHARGES

\$40 per year

FRENCH

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

Stage 1 French

CONTENT

Course used: various sources

Students have to meet objectives in the three strands: All three will be dealt with in three focus themes:

1. The individual
2. The French-speaking communities
3. The changing world

ASSESSMENT

School-based Assessment 70%

External Assessment 30%

CURRICULUM CHARGES

\$40 per year

JAPANESE

LEVEL Stage 2

LENGTH Full year

CREDITS 20

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

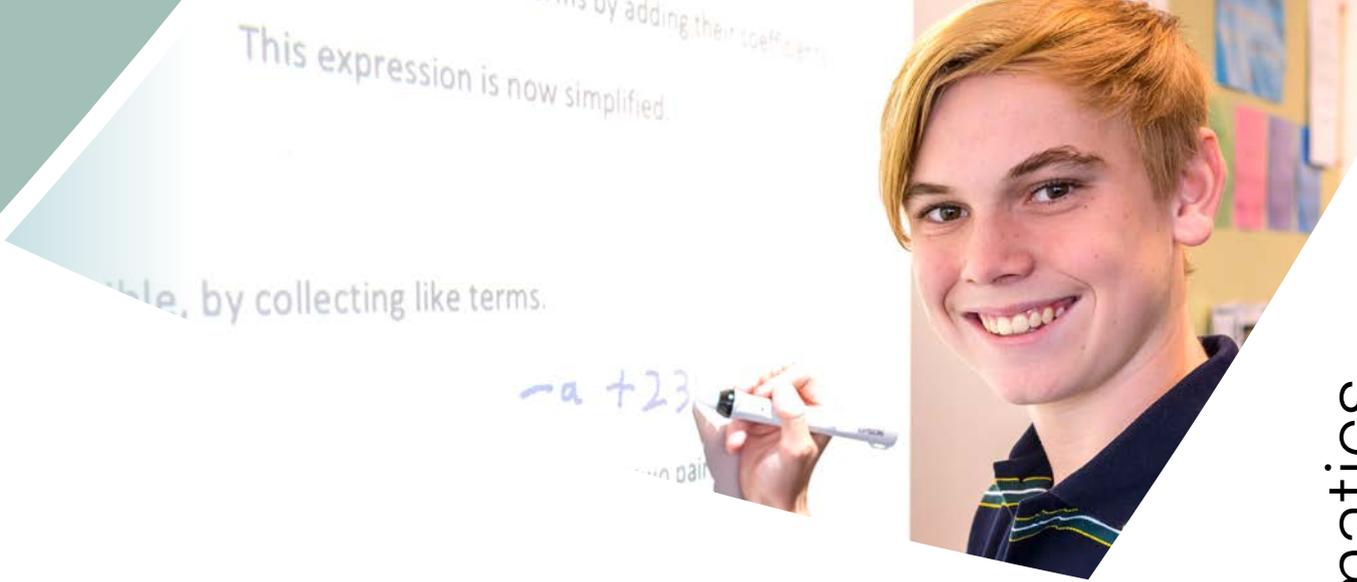
School-based Assessment 70%

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 year 8-10 in 2021 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.

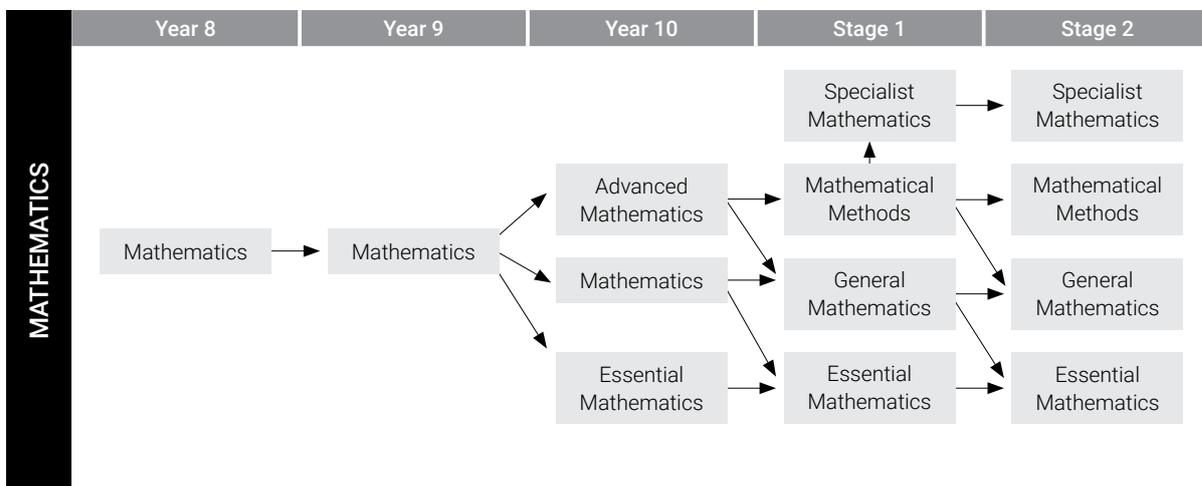
UNDERSTANDING

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

LEVEL Year 8

LENGTH Full year

RECOMMENDED BACKGROUND Nil

CONTENT

Students will study the following topics in year 8:

- 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

ASSESSMENT

Assessment is based upon the achievement standards in the Australian curriculum and will comprise assignments, investigations, homework, projects and tests.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$16

YEAR 9 MATHEMATICS

LEVEL Year 9

LENGTH Full year

RECOMMENDED BACKGROUND

Satisfactory completion of year 8 Mathematics.

CONTENT

Topics include:

- Pythagoras and Trigonometry
- Number
- Basic Algebra
- Geometry
- Statistics
- Coordinate Geometry
- Area and Volume
- Congruence and Similarity
- Binomial Products and Factorisation
- Problem Solving Using Equations

ASSESSMENT

Assessment is based upon the Achievement Standards in the Australian Curriculum and will comprise assignments, investigations, homework, projects and tests.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$16

YEAR 10 MATHEMATICS

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND

Satisfactory completion of year 9 mathematics.

CONTENT

Students in this course will have opportunities to engage with all year 10 topics.

Topics include:

- Trigonometry
- Equations
- Coordinate Geometry
- Algebra
- Statistics
- Measurement
- Probability

ASSESSMENT

Assessment is based upon the Achievement Standards in the Australian Curriculum and will comprise assignments, investigations, homework, projects and tests.

Achievement Standards will align with the relevant level of modification for individual students.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$10

MATHEMATICS (*continued*)

ADVANCED MATHEMATICS

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND

Students are selected for this course based on their achievement in year 9. It is recommended that students achieving an A or strong B in Year 9 select this course for the full year.

CONTENT

Topics for this course are the same as mathematics with Advanced Mathematics focussing more deeply on 10 Advanced content.

Topics include:

- Trigonometry
- Equations
- Coordinate Geometry
- Algebra
- Statistics
- Measurement
- Probability

ASSESSMENT

Assessment is based upon the Achievement Standards in the Australian Curriculum and will comprise assignments, investigations, homework, projects and tests.

Achievement Standards will align with the relevant level of modification for individual students.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$10

ESSENTIAL MATHEMATICS

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND

Students recommended for this course have been identified as students on modified programs and disengaged from mathematics in year 8-9. This course is not available for selection in course counselling. Students will be invited to join the course in late term 3 for the following year.

CONTENT

Topics include:

- Arithmetic Skills
- Personal Budgets
- Statistics
- Measurement
- Algebra Skills

ASSESSMENT

Assessment is based upon the Achievement Standards in the Australian Curriculum and will comprise assignments, investigations, homework, projects and tests.

Achievement Standards will align with the relevant level of modification for individual students.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$10

ESSENTIAL MATHEMATICS A AND B

LEVEL Stage 1

LENGTH 1 semester each

CREDITS 10 credits per semester

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 Nil

MATHEMATICS (*continued*)

GENERAL MATHEMATICS A AND B

LEVEL Stage 1

LENGTH 1 semester each

CREDITS 10 credits per semester

RECOMMENDED BACKGROUND

An A or B from year 10 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 fx-CG50AU is recommended.

MATHEMATICAL METHODS A AND B

LEVEL Stage 1

LENGTH 1 semester each

CREDITS 10 credits per semester

RECOMMENDED BACKGROUND

An A or B grade from year 10 Advanced Mathematics. 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 fx-CG50AU is recommended.

SPECIALIST MATHEMATICS A AND B

LEVEL Stage 1

LENGTH 1 semester each

CREDITS 10 credits per semester

RECOMMENDED BACKGROUND

An A or B grade from year 10 Advanced Mathematics. Students must also be enrolled in Stage 1 Mathematical Methods. To study Stage 2 Specialist Mathematics, 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 fx-CG50AU is recommended.

MATHEMATICS (*continued*)

ESSENTIAL MATHEMATICS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

A or B grades at Stage 1 Essential or Stage 1 General Mathematics is required.

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.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Topics Studied:

Topic 1: Scales, Plans and Models

Topic 2: Measurement

Topic 3: Business Applications

Topic 4: Statistics

Topic 5: Investments and Loans

ASSESSMENT

School-based Assessment

Assessment Type 1: Skills and Applications Tasks 30%

Assessment Type 2: Folio 40%

External Assessment

Assessment Type 2: Examination 30%

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio fx-CG50AU is recommended.

A revision guide is recommended for this subject.

CURRICULUM CHARGES \$12

GENERAL MATHEMATICS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

A or B grades at Stage 1 General Mathematics or Stage 1 Mathematical Methods is required.

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.

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

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%

SPECIAL REQUIREMENTS

A graphics calculator is a required item for students taking this subject. A Casio fx-CG50AU is recommended.

A revision guide is recommended for this subject.

CURRICULUM CHARGES \$12

MATHEMATICAL METHODS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

RECOMMENDED BACKGROUND

A or B grades at Stage 1 Mathematical Methods is required.

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.

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.

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

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 fx-CG50AU is recommended.

A revision guide is recommended for this subject.

CURRICULUM CHARGES \$12

MATHEMATICS (*continued*)

SPECIALIST MATHEMATICS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

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 fx-CG50AU 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 Australian Curriculum for Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

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.

SCIENCE UNDERSTANDING

The Science Understanding strand comprises four sub-strands: Biological Sciences, Chemical Sciences, Earth & Space Sciences and Physical Sciences.

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.

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.

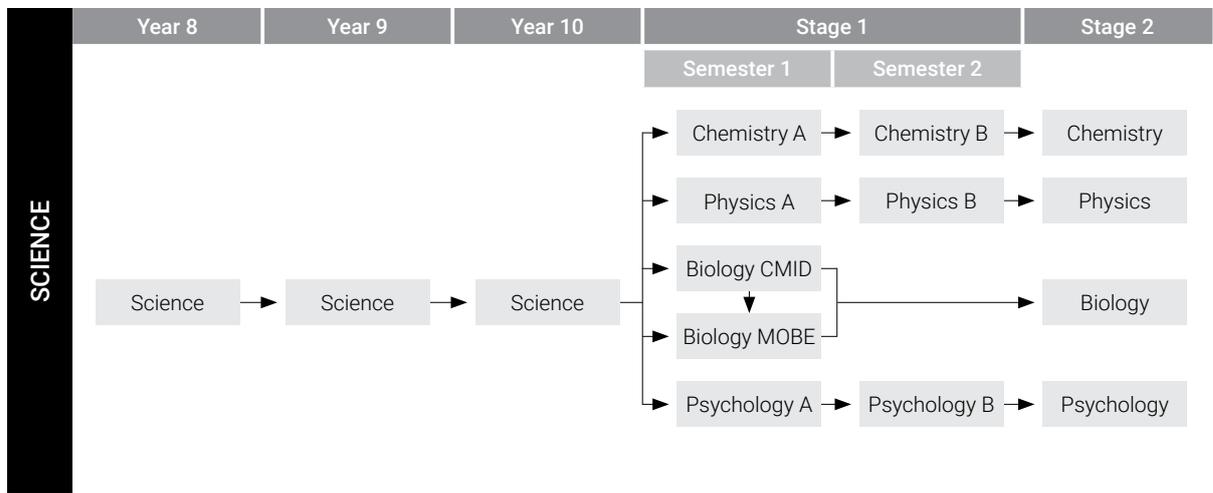
Students develop questions and hypotheses and independently design and improve appropriate methods of Investigation, including fieldwork and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital 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 (*continued*)

SCIENCE

LEVEL Year 8

LENGTH Full year

RECOMMENDED BACKGROUND Nil

CONTENT

Working in the Laboratory

Biological Sciences

- Cells
- Body Systems

Chemical Sciences

- Matter
- Elements, compounds and mixtures
- Chemical change

Earth and Space Science

- Rocks

Physical Sciences

- Energy

ASSESSMENT

Assessment aligned to the Achievement Standards, refer to page 113.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$20

SCIENCE

LEVEL Year 9

LENGTH Full year

RECOMMENDED BACKGROUND

Year 8 Science

CONTENT

Biological Sciences

- Multicellular organisms
- Ecosystems

Chemical Sciences

- Atoms
- Chemical reactions combustion and acids
- Chemical reactions: rearranging atoms, energy conservation

Earth and Space Science

- Plate tectonics

Physical Sciences

- Heat
- Sound and light
- Electric circuits

ASSESSMENT

Assessment is aligned to the Achievement Standards, refer to page 113.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$20

SCIENCE

LEVEL Year 10

LENGTH Full year

RECOMMENDED BACKGROUND

Year 9 Science

CONTENT

Psychology

- Research Methodologies (SIS)
- Ethical issues related to research (SHE)

Biological Sciences

- Diversity and Evolution
- Genetics

Chemical Sciences

- Organising elements
- Chemical reactions

Earth and Space Science

- Dynamic Earth

Physical Sciences

- Objects in motion
- The Universe

ASSESSMENT

Assessment is aligned to the Achievement Standards, refer to page 113.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES \$20

SCIENCE (continued)

BIOLOGY CMID**LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**RECOMMENDED BACKGROUND**

C grade or better and a recommendation from the year 10 science teacher.

CONTENT

The study of Biology (CMID) is constructed around inquiry into and application of understandings around the structure and function of living things. This includes change in microscopic cellular structures and processes, and interactions between cells and their environments. Students apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world, to pursue pathways in medicine, nursing, research, veterinary science, food sciences, biotechnology, biosecurity and quarantine measures.

Topics studied include:

- Cells and Microorganisms
- Infectious diseases

ASSESSMENT

Students will undertake 4 assessment tasks including:

- at least 1 practical investigation
- 1 investigation with a focus on Science as a Human Endeavour (SHE)
- at least 1 skills and applications task, which may include written or practical tests.

Details of the assessment tasks will be outlined in the Learning and Assessment Plan.

SPECIAL REQUIREMENTS

Students continuing to Stage 2 Biology must successfully complete CMID. Completing MOBE in addition to CMID would be an advantage.

BIOLOGY MOBE**LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**RECOMMENDED BACKGROUND**

C grade or better and a recommendation from the year 10 science teacher.

CONTENT

The study of Biology (MOBE) explores biological systems and their interactions, from the perspectives of the diversity of life as it has evolved, multicellular organism hierarchy – including organ systems, biotechnology applications, through to macroscopic ecosystem dynamics. Students explore the dynamic nature of biological science and the complex ways in which it interacts with society to pursue pathways in medicine, nursing, research, veterinary science, marine sciences, agriculture, environmental rehabilitation, conservation, and ecotourism.

Topics studied include:

- Multicellular organisms
- Biodiversity and Ecosystem dynamics

ASSESSMENT

Students will undertake 4 assessment tasks including:

- at least 1 practical investigation
- 1 investigation with a focus on Science as a Human Endeavour (SHE)
- at least 1 skills and applications task, which may include written or practical tests.

Details of the assessment tasks will be outlined in the Learning and Assessment Plan.

SPECIAL REQUIREMENTS

Students continuing to Stage 2 Biology must successfully complete CMID. Completing MOBE in addition to CMID would be an advantage.

CHEMISTRY A**LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**RECOMMENDED BACKGROUND**

C grade or better and a recommendation from the year 10 science teacher.

CONTENT

In their study of Chemistry, students develop and extend their understanding of the nature of matter and how the physical world is chemically constructed. They explore the interaction between human activities and the environment, and the use that human beings make of the planet's resources including exploring options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Topics studied include:

- Materials and their atoms
- Combinations of atoms
- Molecules

ASSESSMENT

Students will undertake 4 assessment tasks including:

- at least 1 practical investigation
- 1 investigation with a focus on Science as a Human Endeavour (SHE)
- at least 1 skills and applications task, which may include written or practical tests.

Details of the assessment tasks will be outlined in the Learning and Assessment Plan.

SPECIAL REQUIREMENTS Nil**CURRICULUM CHARGES**

Workbook \$54

SCIENCE (continued)

CHEMISTRY B

LEVEL Stage 1

LENGTH Semester

CREDITS 10

ESSENTIAL BACKGROUND

C grade or better in Chemistry A Semester 1.

Semester 1 must be successfully completed to attempt Semester 2.

CONTENT

Chemistry B builds on the content covered in Chemistry A, with students integrating and applying 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 pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Topics studied include:

- Mixtures and solutions
- Acids and bases
- Redox reactions

ASSESSMENT

Students will undertake 4 assessment tasks including:

- at least 1 practical investigation
- 1 investigation with a focus on Science as a Human Endeavour (SHE)
- at least 1 skills and applications task, which may include written or practical tests.

Details of the assessment tasks will be outlined in the Learning and Assessment Plan.

SPECIAL REQUIREMENTS Nil

PHYSICS A

LEVEL Stage 1

LENGTH Semester

CREDITS 10

RECOMMENDED BACKGROUND

C grade or better and a recommendation from the year 10 science teacher.

CONTENT

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and their interactions. Students gather data and analyse the basic laws of the physical world.

Physics seek to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The study of physics leads to pathways, such as engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

Topics covered in Physics A include:

- The physics of motion – velocity, speed, acceleration
- What causes motion – forces, Newton's Laws
- Electricity
- Heat

ASSESSMENT

Students will undertake 4 assessment tasks including:

- at least 1 practical investigation
- 1 investigation with a focus on Science as a Human Endeavour (SHE)
- at least 1 skills and applications task, which may include written or practical tests.

Details of the assessment tasks will be outlined in the Learning and Assessment Plan.

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

Workbook \$54

PHYSICS B

LEVEL Stage 1

LENGTH Semester

CREDITS 10

ESSENTIAL BACKGROUND

C grade or better in Physics A in Semester 1.

Semester 1 must be successfully completed to attempt Semester 2.

CONTENT

Physics B builds on the content covered in Physics A. Students increase their understanding of physics' concepts and the impact that physics has on many aspects of contemporary life.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills to understand how new evidence can lead to the refinement of existing models and theories, and the development of different, more complex ideas, technologies, and innovations.

Topics covered in Physics B include:

- Momentum
- Energy - the laws of conservation, kinetic energy, potential energy, wave energy
- Waves, the properties of waves including sound and light
- Nuclear Models and Radioactivity

ASSESSMENT

Students will undertake 4 assessment tasks including:

- at least 1 practical investigation
- 1 investigation with a focus on Science as a Human Endeavour (SHE)
- at least 1 skills and applications task, which may include written or practical tests.

Details of the assessment tasks will be outlined in the Learning and Assessment Plan.

SPECIAL REQUIREMENTS Nil

SCIENCE (continued)

**PSYCHOLOGY A
(SCIENCE OF
PSYCHOLOGY)****LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**RECOMMENDED BACKGROUND**

C grade or better and a recommendation from the year 10 science teacher. Good literacy skills are essential.

CONTENT

Psychology A aims to describe and explain both the universality of human experience, individual development and diversity. It does this through the systematic study of human development including the neurophysiology and processes that underlie it, and the factors that influence it.

Psychology A builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data and an in-depth analysis of the ethical considerations. The study of psychology leads to pathways such as clinical or community psychology, counselling, child-care worker, forensic psychology and educational and developmental psychology.

Topics covered in Psychology A include:

- Introduction to Psychology
- Brain and behaviour
- Human development

ASSESSMENT

Students provide evidence of their learning through 4 – 5 assessment tasks including:

Investigation Folio (50%)

- 1 group investigation
- 1 individual investigation

Skills and Applications Tasks (50%)

- 3 tasks, which may include written tests, analysis tasks or oral presentations.

Details of the assessment tasks will be outlined in the learning and assessment plan.

SPECIAL REQUIREMENTS Nil**PSYCHOLOGY B
(POSITIVE
PSYCHOLOGY)****LEVEL** Stage 1**LENGTH** Semester**CREDITS** 10**ESSENTIAL BACKGROUND**

C grade or better in Psychology A Semester 1.

Semester 1 must be completed to attempt Semester 2.

CONTENT

Psychology B builds on the content covered in Psychology A. Students investigate positive psychology and the ways in which behaviour can be recognised and changed. Through study of Psychology B students come to better understand themselves and their social worlds. Building on Psychology A students take the understanding of how the brain works and apply that to understand how we think, process, and understand information. Lastly, students will look at what intelligence is and how we measure it. Students will collect, analyse and complete an experiment while applying ethical considerations.

Topics covered in Psychology B include:

- Emotion
- Cognition
- Intelligence

ASSESSMENT

Students provide evidence of their learning through 4 – 5 assessment tasks including:

Investigation Folio (50%)

- 1 group investigation
- 1 individual investigation

Skills and Applications Tasks (50%)

- 3 tasks, which may include written tests, analysis tasks or oral presentations.

Details of the assessment tasks will be outlined in the learning and assessment plan.

SPECIAL REQUIREMENTS Nil**BIOLOGY****LEVEL** Stage 2**LENGTH** Full year**CREDITS** 20**ESSENTIAL BACKGROUND**

Stage 2 Biology builds on the skills and knowledge acquired in Stage 1 Biology. B grade or higher in Stage 1 Biology CMID.

CONTENT

Biology develops an understanding of the diversity of life as it has evolved, by exploring the structure and function of living things, how they interact with their environment and between their own and other species. Students investigate biological systems from the perspectives of structure and function, exchange of materials, energy, homeostatic control, through to ecosystem dynamics.

Students inquire into and explain biological phenomena and draw evidence-based conclusions from investigations into biology-related issues, developments, and innovations.

Topics covered in Biology include:

- DNA and proteins
- Cells as the basis of life
- Homeostasis
- Evolution

ASSESSMENT

Students provide evidence of their learning through 8 assessments, including:

Investigation Folio (30%)

- at least 2 practical investigations
- 1 Science as a Human Endeavour investigation

Skills and Applications Tasks (40%)

- at least 3 tasks, which may include tests

External end-of-year examination (30%)**SPECIAL REQUIREMENTS**

B grade or better in Stage 1 Biology CMID. Completing MOBE in addition to CMID would be an advantage.

CURRICULUM CHARGES

Study Guide \$29

Workbook \$59

SCIENCE (continued)

CHEMISTRY

LEVEL Stage 2

LENGTH Full year

CREDITS 20

ESSENTIAL BACKGROUND

Stage 2 Chemistry builds upon the concepts and knowledge studied in Stage 1 Chemistry. B grade or higher in Stage 1 Chemistry A and B.

CONTENT

Chemistry explores the importance of chemical processes in the construction of the physical world with an emphasis on human use of the planet's resources and their impacts, including the burning of fossil fuels. Students investigate analytical chemistry and the effect of factors upon reaction rates, examine organic compounds and their importance in Biology, and explore how humans best manage resources for a sustainable future. Students develop skills that enable them to be questioning, reflective, and critical thinkers.

Topics covered in Chemistry include:

- Monitoring and the environment
- Managing chemical processes
- Organic and Biological Chemistry
- Managing Resources

ASSESSMENT

Students provide evidence of their learning through 8 assessments, including:

Investigation Folio (30%)

- at least 2 practical investigations
- 1 Science as a Human Endeavour investigation

Skills and Applications Tasks (40%)

- at least 3 tasks, which may include tests

External end-of-year examination (30%)

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

SASTA Study Guide \$29
Workbook \$59

PHYSICS

LEVEL Stage 2

LENGTH Full year

CREDITS 20

ESSENTIAL BACKGROUND

Stage 2 Physics builds upon the concepts and knowledge studied in Stage 1 Physics. B grade or higher in Stage 1 Physics A and B. Strong numeracy skills are essential. Recommended to undertake Mathematical Methods concurrently.

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 challenges. Students investigate the motion of objects and particles through the lens of Newtonian Physics, explore the Theory of Special Relativity and how it links to energy and matter at high speeds, discover the interaction of light and matter, and the properties of electric and magnetic fields including their importance to the modern world. The study of Physics leads to insights and production of innovative solutions to complex problems in local, national, and global contexts.

Topics covered in Physics include:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

ASSESSMENT

Students provide evidence of their learning through 8 assessments, including:

Investigation Folio (30%)

- at least 2 practical investigations
- 1 Science as a Human Endeavour investigation

Skills and Applications Tasks (40%)

- at least 3 tasks, which may include tests

External end-of-year examination (30%)

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

SASTA Study Guide \$29
Workbook \$59

PSYCHOLOGY

LEVEL Stage 2

LENGTH Full year

CREDITS 20

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

Psychology sits between the life sciences and the humanities to emphasise connections to both fields with an emphasis on psychology as a scientific enterprise. Students gather evidence as a result of planned investigations following the principles of the scientific method and apply a range of skills to better understand thoughts, feelings and behaviour at a scientific level. Students will investigate the process involved in the social world by focusing on person perception and attitudes. They will discover theories for how we learn, and also for how we define and measure our personality.

Students will investigate how sleep and stress impact the body, and how we can learn to lead more mentally healthy lives with a focus on wellbeing.

Topics covered in Stage 2 Psychology include:

- Introduction to Psychology
- Social cognition
- Learning
- Personality
- Altered states of awareness
- Healthy minds

ASSESSMENT

Students provide evidence of their learning through 8-10 assessments, including:

Investigation Folio (30%)

- at least 1 group investigation
- at least 1 individual investigation

Skills and Applications Tasks (40%)

- at least 4 tasks, which may include tests, assignments and multimedia products

External end-of-year examination (30%)

SPECIAL REQUIREMENTS Nil

CURRICULUM CHARGES

SASTA Study Guide \$29

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

APPRENTICESHIPS/TRAINEESHIPS www.aapathways.com.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.

The Good Careers Guide

www.goodcareersguide.com.au

Provides information on over 600 occupations and describes the education or training needed for those occupations.

www.gooduniversitiesguide.com.au

Provides information to help find courses at Australia's top universities, TAFE's and training colleges.

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 121 is a list of useful websites relating to job searching, career development, studying and training.

CAREER GUIDANCE RESOURCES

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.megt.com.au – provide a service to help support young high school students navigate future career pathways through apprenticeships and traineeships.

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

$$7a + 11ab + 2$$

...ing like terms.

$$-a + 23$$

Here we have two pairs

