



**Adelaide
High School**

Not only for school but for life



2024

**CURRICULUM GUIDE
FOR CONTINUING STUDENTS**



Government of South Australia
Department for Education





At Adelaide High School we are passionate about learning and assisting students to reach their personal best. This Curriculum Guide is designed to guide you in your curriculum choices as you move from Year 9 to Year 12.

It contains information to assist you in making choices which broaden and deepen your educational experience, and to map your pathway within and beyond secondary school. We aim to provide you with important educational stepping stones to lead to success and to a world of choice. The whole purpose behind our curriculum offerings is to ensure your learning experience reflects our school motto: **not only for school, but for life.**

You will find course descriptors for each year level, vocational education information and an outline of how we cater for individualised learning through acceleration, enrichment and extension.

The Australian Curriculum is the basis of the curriculum in Years 7, 8, 9 and 10. All subjects across all Learning Areas address the General Capabilities and Cross Curriculum Priorities in the Australian Curriculum.

The General Capabilities include Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social Capability, Ethical and Intercultural Understandings. The Cross Curriculum Priorities focus on Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability.

The senior secondary curriculum, the SACE (South Australian Certificate of Education), addresses the same Capabilities. When you undertake the SACE, you are required to select from subject outlines and familiarise yourself with the 200-point curriculum structure and the compulsory aspects of the SACE. The compulsory requirements are achievement in literacy, numeracy, the Personal Learning Plan (PLP) and the Research Project. The PLP and the Research Project provide you with new challenges and learning opportunities.

This Guide is divided into year levels from Year 9 to Year 12 and includes a section on Vocational Education and Training (VET).

It is not uncommon for students at Adelaide High School to study subjects from more than one year level at any given time, and so we have provided course outlines in one book to assist you in planning your pathway. We have a commitment to tailoring student learning to your needs and abilities.

If you are in Year 10, 11 and 12 you are strongly advised to gather information from a range of sources to inform future choices. Speak to your family, your teachers, student counsellors, staff at tafeSA, the universities, Career Centres and other post school education and training providers. Use job and career guides to assist you in planning your pathway through secondary school and beyond, and read the SATAC (South Australian Tertiary Admission Centre) guide carefully.

Finally, I encourage you to be mindful of your personal strengths, past achievements and successes and build upon those. Strike a balance between aiming high and being realistic in your choices.

Most importantly, whatever your year level, apply yourself to the best of your ability, as this is the most certain way to get you to where you wish to go.

Cezanne Green
Principal Adelaide High School

CURRICULUM STRUCTURE

General Entry Student

Special Language Student

Cricket or Rowing Entry Student

LEARNING AT ADELAIDE HIGH SCHOOL

INDIVIDUALISED LEARNING

Mentor Group

Learner Intervention

Centre for Deaf and Hard of Hearing

Extension and Enrichment

SPECIAL INTEREST PROGRAMS

Special Interest Languages Program

Special Interest Cricket Program

Special Interest Rowing Program

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6 Cross-Disciplinary 52

8 English / EAL 58

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14 Humanities and Social Sciences 82

14 Languages 98

14 Mathematics 116

15 Science 126

15 Technologies - Design and Digital 138

16 Technologies - Food and Materials 154

16 Vocational Education Training (VET) 162

Motto

**“Non Scholae Sed Vitae” –
“Not only for school but for life”**

Vision

Adelaide High school is a dynamic community which is passionate about learning for life.

Wellbeing: We encourage the social, emotional, intellectual and physical development of all members of our community. Respect, resilience and optimism help us flourish.

Learning: We nurture independent, creative and collaborative learners. Curiosity and innovation motivate us to excel individually and collectively.

Culture: We celebrate diversity, promote intercultural understandings and connect with communities here and across the world. We reflect on our past and learn in the present to shape our future.

Priorities

We are committed to:

- 1. Wellbeing:** A safe and welcoming environment based upon mutual respect.
- 2. Learning:** Engaging and challenging learning experiences through:
 - Reflective, innovative and contemporary practices
 - Varied curriculum and co-curricular offerings
 - Learning within and beyond the classroom
- 3. Culture:** Developing compassionate, positive and contributing citizens.



| YEAR 7 | | YEAR 8 | | YEAR 9 | | YEAR 10 | | YEAR 11 (STAGE 1) | | YEAR 12 (STAGE 2) | |
|--|-------------------------|---|--|---|--|---|--|-------------------------------|------------|---|--|
| Mathematics (Full Year) | | Mathematics (Full Year) | | Mathematics (Full Year) | | Mathematics (Full Year) | | Mathematics (Full Year) | | Elective 1 (Full Year) | |
| English (Full Year) | | English (Full Year) | | English (Full Year) | | English (Full Year) | | English (Full Year) | | Elective 2 (Full Year) | |
| Science (Full Year) | | Science (Full Year) | | Science (Full Year) | | Science (Full Year) | | Research Project (1 Semester) | | Elective 3 (Full Year) | |
| Language 1 (1 Semester) | Language 2 (1 Semester) | Language 1 <i>All Students</i> (Full Year) | | A preference from The Arts OR Language 2 <i>Optional</i> (Full Year) | A preference from Arts, Technology, Humanities and Social Sciences, Health and Physical Education Electives OR Language 2 <i>Optional</i> (Full Year) | A preference from The Arts OR Language 2 <i>Optional</i> (Full Year) | A preference from Arts, Technology, Humanities and Social Sciences, Cross Disciplinary, Health and Physical Education Electives OR Language 2 <i>Optional</i> (Full Year) | Elective 2 | Elective 3 | Elective 4 (Full Year) | |
| Humanities and Social Sciences - History (Full Year) | | Humanities and Social Sciences - History (1 Semester) | Health and Physical Education (1 Semester) | ELECTIVE SUBJECT 2 | ELECTIVE SUBJECT 4 | ELECTIVE SUBJECT 2 | ELECTIVE SUBJECT 4 | Elective 4 | Elective 5 | Elective 5 (Full Year) | |
| SPARK (Full Year) | | *Visual Arts (1 Semester) | *Performing Arts (1 Semester) | A preference from Technology OR Language 2 <i>Optional</i> (Full Year) | A preference from Arts, Technology, Humanities and Social Sciences, Health and Physical Education Electives OR Language 2 <i>Optional</i> (Full Year) | A preference from Technology OR Language 2 <i>Optional</i> (Full Year) | A preference from Arts, Technology, Humanities and Social Sciences, Cross Disciplinary, Health and Physical Education Electives OR Language 2 <i>Optional</i> (Full Year) | Elective 6 | Elective 7 | Note: Only applicable to students that have been given approval after meeting with the Senior Years Team. | |
| Health and Physical Education (Full Year) | | *Technology Construction (1 Semester) | *Food & Textiles (1 Semester) | | | | | | | | |

* Dual language students will only get one Arts and one Technologies preference.

All Year 9 students must study a subject from The Arts and Technology Learning Areas.

All Year 10 students must study a subject from The Arts and Technology Learning Areas.

■ Year 9 and 10 Core Subjects

CURRICULUM STRUCTURE

SPECIAL ENTRY LANGUAGE OR GENERAL ENTRY DUAL LANGUAGE PATHWAY

| YEAR 7 | | YEAR 8 | | YEAR 9 | | YEAR 10 | | YEAR 11 (STAGE 1) | | YEAR 12 (STAGE 2) |
|--|--|---|--|---|--|--|--|-------------------------------|---|------------------------|
| Mathematics (Full Year) | | Mathematics (Full Year) | | Mathematics (Full Year) | | Mathematics (Full Year) | | Mathematics (Full Year) | | Language 1 (Full Year) |
| English (Full Year) | | English (Full Year) | | English (Full Year) | | English (Full Year) | | English (Full Year) | | |
| Science (Full Year) | | Science (Full Year) | | Science (Full Year) | | Science (Full Year) | | Science (Full Year) | | Elective 1 (Full Year) |
| Language 1 (1 Semester) Language 2 (1 Semester) | | Language 1 (Full Year) | | Language 1 (Full Year) | | Language 1 (Full Year) | | Language 1 (Full Year) | | |
| Humanities and Social Sciences - History (Full Year) | | Language 2 (Full Year) | | Humanities and Social Sciences - History (1 Semester) | Health and Physical Education (1 Semester) | Humanities and Social Sciences - History (1 Semester) | Health and Physical Education (1 Semester) | Research Project (1 Semester) | Elective 1 | Elective 2 (Full Year) |
| SPARK (Full Year) | | HASS - History (1 Semester) | Health and Physical Education (1 Semester) | ELECTIVE SUBJECT 1 | ELECTIVE SUBJECT 2 | ELECTIVE SUBJECT 1 | ELECTIVE SUBJECT 2 | Elective 2 | Elective 3 | |
| Health and Physical Education (Full Year) | | A preference from The Arts (1 Semester) | A preference from Technology (1 Semester) | A preference from The Arts (1 Semester) | A preference from Technology (1 Semester) | A preference from Arts, Technology, Humanities and Social Sciences, Cross Disciplinary, Health and Physical Education Electives (1 Semester) | A preference from Arts, Technology, Humanities and Social Sciences, Cross Disciplinary, Health and Physical Education Electives (1 Semester) | Elective 3 (Full Year) | Elective 4 | Elective 5 |
| | | | | | | | | Elective 4 (Full Year) | Note: Only applicable to students that have been given approval after meeting with the Senior Years Team. | |

All Year 8, 9 and 10 students must study a subject from The Arts and Technology Learning Areas.

 Year 9 and 10 Core Subjects

CURRICULUM STRUCTURE SPECIAL ENTRY CRICKET OR ROWING PATHWAY

| YEAR 7 | | YEAR 8 | | YEAR 9 | | YEAR 10 | | YEAR 11 (STAGE 1) | | YEAR 12 (STAGE 2) | |
|---|--|---|--|---|--|--|--|--|------------|------------------------|---|
| Mathematics (Full Year) | | Mathematics (Full Year) | | Mathematics (Full Year) | | Mathematics (Full Year) | | Mathematics (Full Year) | | Elective 1 (Full Year) | |
| English (Full Year) | | English (Full Year) | | English (Full Year) | | English (Full Year) | | English (Full Year) | | | |
| Science (Full Year) | | Science (Full Year) | | Science (Full Year) | | Science (Full Year) | | Research Project (1 Semester) | Elective 1 | Elective 2 (Full Year) | |
| Language 1 (1 Semester) Language 2 (1 Semester) | | Language 1 (Full Year) | | Language 1 (Full Year) | | Language 1 (Full Year) | | | | | Cricket or Rowing Focus HPE (Full Year) |
| Humanities and Social Sciences - History (Full Year) | | HASS - History (1 Semester) | A preference from The Arts and Technology (1 Semester) | Humanities and Social Sciences - History (1 Semester) | ELECTIVE SUBJECT 1 | Humanities and Social Sciences - History (1 Semester) | ELECTIVE SUBJECT 1 | A preference from Arts, Technology, Humanities and Social Sciences, Cross Disciplinary, Health and Physical Education Electives (1 Semester) | Elective 2 | Elective 3 | Elective 3 (Full Year) |
| SPARK (Full Year) | | A preference from The Arts (1 Semester) | A preference from Technology (1 Semester) | ELECTIVE SUBJECT 2 | ELECTIVE SUBJECT 3 | ELECTIVE SUBJECT 2 | ELECTIVE SUBJECT 3 | A preference from Arts, Technology, Humanities and Social Sciences, Cross Disciplinary, Health and Physical Education Electives (1 Semester) | Elective 4 | Elective 5 | |
| Cricket or Rowing Focus Health and Physical Education (Full Year) | | Cricket or Rowing Focus HPE (Full Year) | | A preference from Technology (1 Semester) | A preference from Arts, Technology, Humanities and Social Sciences, Health and Physical Education Electives (1 Semester) | A preference from Arts, Technology, Humanities and Social Sciences, Cross Disciplinary, Health and Physical Education Electives (1 Semester) | A preference from Arts, Technology, Humanities and Social Sciences, Cross Disciplinary, Health and Physical Education Electives (1 Semester) | Elective 6 | Elective 7 | Elective 5 (Full Year) | Note: Only applicable to students that have been given approval after meeting with the Senior Years Team. |

All Year 9 and 10 students must study a subject from The Arts and Technology Learning Areas.

Please note: Students who have entered the school via the Cricket program take part in Cricket as one of their full year subjects until the end of Year 10.

Please note: Students who have entered the school via the Rowing program take part in Rowing as one of their full year subjects until the end of Year 10.

 Year 9 and 10 Core Subjects



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THE AUSTRALIAN CURRICULUM

The Australian Curriculum provides a dynamic teaching and learning framework for all schools across Australia. The national curriculum details content, knowledge and skills you are expected to develop at each year level and within the eight learning areas. At Adelaide High School, teachers utilise this flexible structure to plan and respond to student needs and interests in a genuine and meaningful manner, whilst monitoring and assessing student progress through the Achievement Standards.

The Australian Curriculum is made up of three interconnected elements: Learning Areas, General Capabilities and Cross-curriculum Priorities. All aspects of the curriculum are embedded into the courses outlined in this guide, helping to build transferable skills, knowledge, attitudes and dispositions to support your development into confident, caring and contributing citizens.



WHAT IS THE SACE?

The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip you with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

The SACE has evolved to provide you with more flexibility to choose subjects that reflect your interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies.

SACE subjects are made up of investigations, performances and other assessment tasks to demonstrate your skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam worth a maximum of 30% of the overall grade.

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

Here's how it works:

| COMPULSORY SUBJECTS | STUDENT SELECTED SUBJECTS | |
|--|--|--|
| 50 credits | + 90 credits | + 60 credits |
| <ul style="list-style-type: none"> The Personal Learning Plan (PLP) (10 credits) Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2 Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2 The Research Project (10 credits) | Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning. | Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total. Stage 2 subjects are externally assessed by the SACE Board of South Australia. |

PLANNING BEYOND THE SACE

The South Australian Tertiary Admissions Centre (SATAC) is responsible for tertiary course applications and selections in South Australia.

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

To be eligible to apply for university, you must:

- complete the SACE
- complete at least 90 credits at Stage 2, of which at least 60 credits must be from 20-credit Tertiary Admissions Subjects (TAS)*, and the other 30 credits from TAS, and up to 20 credits of Recognised Studies which will allow you to obtain an Australian Tertiary Admissions Rank (ATAR)
- complete any prerequisites required for your chosen university courses
- comply with the rules regarding subject combinations and preclusions

*A Tertiary Admissions Subject (TAS) is a SACE Stage 2 subject that has been approved by the universities and TAFE SA as providing suitable preparation for tertiary studies. Almost all SACE subjects are recognised Tertiary Admissions Subjects, except for Community Studies and Modified Subjects

The SATAC website, individual university websites and the TAFE SA website explain what you'll need to study specific courses

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SUBJECTS FOR YEAR 11 (STAGE 1)

At Stage 1 students will study the following:

2 SEMESTERS (FULL YEAR)

- English / EAL
- Mathematics

1 SEMESTER

- Mathematics (it is an expectation that all year 11 students study a full year of mathematics)
- Research Project

CHOICE FROM

- Arts
- Cross-Disciplinary
- Design, Technology and Engineering
- Health and Physical Education
- Home Economics
- Humanities and Social Sciences
- Languages
- Mathematics
- Science
- Vocational Education and Training

SUBJECTS FOR YEAR 12 (STAGE 2)

At Stage 2 students will study the following:

2 SEMESTERS (FULL YEAR) CHOICE FROM

- Arts
- Cross-Disciplinary
- Design, Technology and Engineering
- English / EAL
- Health and Physical Education
- Home Economics
- Humanities and Social Sciences
- Languages
- Mathematics
- Science
- Vocational Education and Training

Please note: In many subjects there may be excursions and in-school events to enrich the curriculum content. These may incur an additional cost which is not included in the school fees. The subject teacher will advise parents/carers and students in writing if this is the case.



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MENTOR GROUP

Mentor Group is a timetabled subject occurring each day.

The Mentor Group program supports:

- Adelaide High School's Vision and Priorities, and Graduate Qualities
- Australian Curriculum's General Capabilities and Cross Curriculum Priorities

Consistent in each year level of the program is:

- A learning centred approach to mentoring and guiding students
- A focus on positive education
- Providing a safe and welcoming environment
- Coaching and career education
- Connecting students and families with the school

This is supplemented by a program that proactively engages students in a relevant and targeted manner at each year level.

LEARNER INTERVENTION

The Learner Intervention team at Adelaide High School offers strategic and targeted learning opportunities to students for both intervention and stretch.

The team works in collaboration with teachers to provide quality differentiated teaching and learning opportunities in the classroom setting for all students.

A school-based Speech Pathologist supports the Learner Intervention team to deliver quality planning, programming and resources that are founded in best and evidence-based practice for literacy improvement at all levels of ability.

Students with disabilities have access to a wide range of interventions aimed at meeting individual needs through individualised and tailored learning programs that enable them to access learning on the same basis as their peers.

The Learner Intervention team works in partnership with students, their families and other school-based intervention teams to ensure access to the most appropriate and timely interventions.

Interventions can include small group learning programs as well as strategic in class interventions with Learning Intervention Officers. Programs can include: Macqlit - a systematic reading intervention program, QuickSmart Numeracy - aimed at developing student fluency in core numerical operations and strong conceptual understanding, MotiVate - for social skills development, as well as other small group interventions as required.

CENTRE FOR DEAF AND HARD OF HEARING

Adelaide High School offers students with a hearing loss access to tailored, specialised programs which meet each of their individual needs.

Students have access to a range of subjects and are integrated with their peers. Students are supported in a range of ways including in class support, intensive small group programs and have access to Teachers of the Deaf and Bilingual School Staff who understand the impact of hearing loss in the classroom.

Students at times are also offered a line off for additional support which works on targeting specific areas to ensure classroom success. These areas are literacy and language support for all subject areas, numeracy and social skills development. Support lines are staffed with teachers and SSOs who have expert knowledge in these areas.

EXTENSION AND ENRICHMENT

Our aim is to enrich the learning of each student to ensure the best learning experience possible. This begins in classes where teachers use rich data to analyse learning and differentiate the curriculum for individuals.

Students with high intellectual potential and advanced learning skills in certain subjects can be identified by subject teachers.

Parents and students will be involved in discussions regarding possible options and parent approval will be sought before a student is placed in an acceleration, extension or enrichment course.

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SPECIAL INTEREST LANGUAGES PROGRAM

Across Australia, this program is unique to Adelaide High School. The program seeks to foster high level and deep language learning in connection with our vision for global citizenship and international understanding. Communication and understanding in Languages broadens and deepens learners’ development of the Australian Curriculum Capabilities and underpins the development of future pathways in global contexts.

Students apply and are selected for this program in the final year of primary school. Currently, students enrolled prior to 2021 study two languages offered by the school for 3 years from Years 8 – 10 and then are encouraged to continue one language into the Senior School, at least to Stage 1 in Year 11.

From 2021, students who enter Special Interest Languages will study two languages offered by the School from Years 8 – 10 (3 calendar years) and then must continue at least one of the two into the Senior School to graduation at Stage 2 level.

SPECIAL INTEREST CRICKET PROGRAM

Adelaide High School is committed to providing all students with an opportunity to learn, develop and excel in the game of cricket.

Lessons and training sessions focus on the development and application of cricket skills – batting, bowling and fielding, with fitness and conditioning also being important aspects of the program. Practical sessions are designed to challenge participants and teach them to play with confidence and belief. Students have access to accredited coaches as well as turf, indoor and hard wicket playing and training facilities.

Students also participate in an accreditation pathway achieving their Senior First Aid, Level 0 and 1 Coaching, and Level 1 Umpiring qualifications during Years 7 -10.

As well as covering the requirements of the Australian Curriculum: Health and Physical Education at the relevant year levels, students also study cricket-specific content. As specialist sport entrants, they can enhance their practical skills through deep understanding of theoretical concepts specific to cricket.

Adelaide High School liaises closely with SACA in terms of access to grade cricket clubs and the High-Performance Pathway.

Students who enter the Special Interest Cricket program will study Cricket as a subject from Years 7-10. Cricket is offered as an optional subject in Stage 1.

The Cricket Program is also available, by application, to all students who are enrolled at Adelaide High School and who have a passion for cricket.

SPECIAL INTEREST ROWING PROGRAM

Adelaide High School is committed to providing all students with an opportunity to learn, develop and excel in rowing.

The AHS Rowing program is part of a holistic education experience and aims to teach the values of determination, resilience and perseverance. This is achieved by allowing students to challenge themselves in a safe and supportive environment.

Lessons and training sessions focus on the development and application of rowing skills, fitness and coaching and competition strategies.

As well as covering the requirements of the Australian Curriculum: Health and Physical Education at the relevant year levels, students also study rowing-specific content. As specialist sport entrants, they can enhance their practical skills through deep understanding of theoretical concepts specific to rowing.

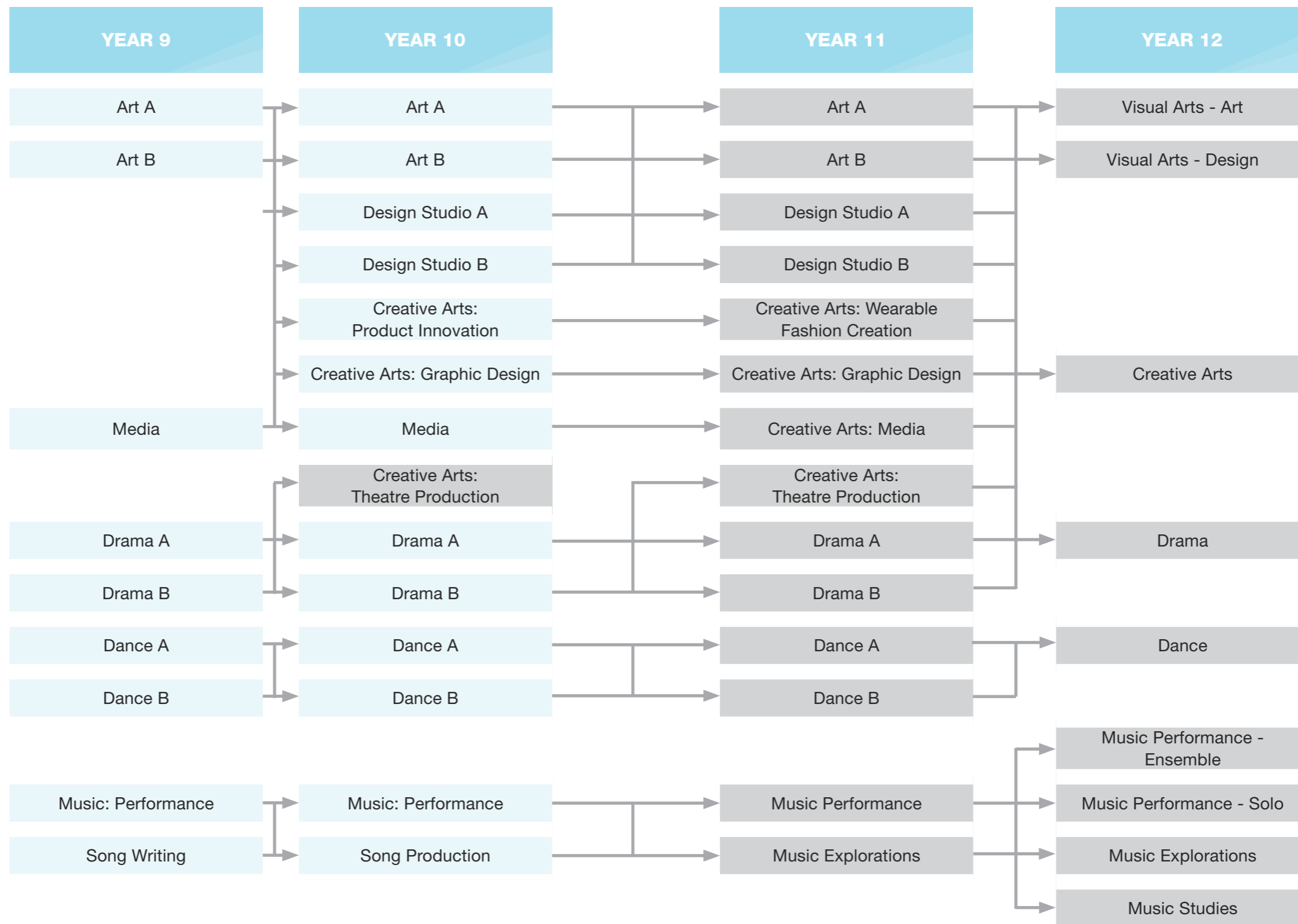
AHS Rowing has an extensive fleet of boats in all classes and rowers learn boat handling and rowing skills in both scull and sweep boats and improve their general fitness. Students also have access to fitness facilities and ergometer machines.



Students who enter the Special Interest Rowing program will study Rowing as a subject from Years 7-10. Rowing is offered as an optional subject in Stage 1.

The Rowing Program is also available, by application, to all students who are enrolled at Adelaide High School and who have a passion for rowing.

An Introduction to Rowing Program, which forms part of the Year 8 Transition Program, gives all Year 8 students the opportunity to ‘come n try’ rowing with their Mentor Group at the beginning of the school year. Interested students can apply to join the Rowing Program.

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 Australian Curriculum
 SACE

Arrows are only an indication of pathways. Please check prerequisites.



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ART A

Level: 9

Length: Semester

Contact person: Kimberly Mullan

Content:

This general art course aims for students to learn about and explore traditional, contemporary and evolving visual conventions used in artworks of diverse styles and composition.

These may include developing skills in combinations of conventions such as visual elements, design principles, composition and style.

Students analyse and respond to their own and other practitioners' artworks. As audience members they learn how to view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate art.

Students learn how to manipulate and adapt a wide range of physical materials and technologies through the development of knowledge and skills in Visual Arts. Areas of work cover 2D and 3D processes.

Making in Art: Students may select to develop skills in one or more of the following mediums:

- Drawing
- Painting
- Sculpture
- Ceramics
- Design
- Emerging media (digital)

Responding to Art:

- Historical or cultural art movement enquiry and analysis task

- Reflecting on own learning through art annotation/journal writing using the 4 steps of criticism

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

ART B

Level: 9

Length: Semester

Contact person: Kimberly Mullan

Content:

This general art course aims for students to learn about and explore traditional, contemporary and evolving visual conventions used in artworks of diverse styles and composition.

These may include developing skills in combinations of conventions such as visual elements, design principles, composition and style.

Students analyse and respond to their own and other practitioners' artworks. As audience members they learn how to view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate art.

Students learn how to manipulate and adapt a wide range of physical materials and technologies through the development of knowledge and skills in Visual Arts. Areas of work cover 2D and 3D processes.

Making in Art: Students may select to develop skills in one or more of the following mediums:

- Drawing
- Painting
- Sculpture
- Ceramics
- Design
- Emerging media (digital)

Responding to Art:

- Historical or cultural art movement enquiry and analysis task

- Reflecting on own learning through art annotation/journal writing using the 4 steps of criticism

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DANCE A

Level: 9

Length: Semester

Contact person: Kimberly Mullan

Content:

The course aims for students to experience a range of genres in Dance, compose their own dance works and perform in a showcase. Students develop their knowledge and understanding of the skills of Dance practice by focusing on body articulation, weight transfer and body awareness.

They explore the elements of Dance using space, time, relationships and dynamics. Students develop their knowledge in safe dance practice, anatomy and injury prevention. Students will develop their confidence and collaborate with others in small and large ensembles.

Making in Dance:

- Dance Technique
- Improvisation
- Composition
- Performance

Responding in Dance:

- Respond to Dance
- Bangarra Dance Analysis
- Evaluation

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.



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DANCE B

Level: 9
Length: Semester
Contact person: Kimberly Mullan

Content:
The course aims for students to experience a range of genres in Dance, compose their own dance works and perform in a showcase. Students develop their knowledge and understanding of the skills of Dance practice by focusing on body articulation, weight transfer and body awareness.

They explore the elements of Dance using space, time, relationships and dynamics. Students develop their knowledge of dance companies in Australia. Students will develop their confidence and collaborate with others in small and large ensembles.

Making in Dance:

- Dance Technique
- Improvisation
- Composition
- Performance

Responding in Dance:

- Analysis of Australian dance companies
- Evaluation

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DRAMA A

Level: 9
Length: Semester
Contact person: Kimberly Mullan

Content:
The course aims for students to continue to develop their knowledge and understanding of character development, play-building, voice and movement skills, stage craft, Drama terminology and problem solving. Students will draw on drama from a range of cultures, times and locations as they analyse and experience Drama. Students will develop their confidence and collaborate with others in small and large ensembles. Students are provided opportunities to perform in class and to the community.

Making in Drama

- Improvisation
- Devising and creating
- Performing

Responding in Drama

- Evaluation
- Analysing own and others' drama work

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

DRAMA B

Level: 9
Length: Semester
Contact person: Kimberly Mullan

Content:
The course aims for students to continue to develop their knowledge and understanding of character development, play-building, voice and movement skills, stage craft, Drama terminology and problem solving. Students will draw on drama from a range of cultures, times and locations as they analyse and experience Drama. Students will develop their confidence and collaborate with others in small and large ensembles. Students are provided opportunities to perform in class and to the community.

Making in Drama:

- Improvisation
- Devising and creating
- Performing

Responding in Drama:

- Evaluation
- Analysing own and others' drama work

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

MEDIA

Level: 9
Length: Semester
Contact person: Kimberly Mullan

Content:
Students are provided the opportunity to:

Responding in Drama:

- Use video production and post-production tools to develop original video
- Develop skills with industry level software and hardware:
 - Premiere Pro / After Effects / Audition
 - Video Cameras and Audio recording
 - iMac
 - Green Screen
- Collaborate within real life opportunities to create industry level video productions
- Broadcast Live Stream events and live production around the school utilising the specialist Media Studio onsite
- Create inclusivity across the AHS community with video
- Collaboration with local media outlets to learn and support processes
- Analyse the practices and workflow used in the Media Industry to determine how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Product
Assessment Type 2: Folio

MUSIC: PERFORMANCE

Level: 9
Length: Semester
Contact person: Kimberly Mullan

Content:
Music: Performance students learn practically, exploring music through performance techniques.

Students learn about the elements of music comprising of rhythm, pitch, dynamics, expression, form and structure through practical experiences. Students will perform as soloists and in small ensembles to rehearse and perform music. They will develop aural skills to identify and interpret the elements of music. Students will work to create engaging and dynamic performances, whilst developing industry skills. Performances are held throughout the year allowing students to grow as performers and share their experiences in music. Learning an instrument is encouraged to provide full engagement and an expanded understanding of compositional techniques.

Content includes:

Making in Music:

- Composition/arranging
- Interpreting/improvisation
- Performance

Responding in Music:

- Listening
- Analysing
- Reflection

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MUSIC: PERFORMANCE

(continued)

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Special requirements:

Students enrolled in Music are required to begin/continue instrumental music lessons on their chosen instrument. Options for instrumental lessons are available through the school. It is expected that students join an appropriate school ensemble.

Additional charges:

A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available through music retail stores.

SONG WRITING

Level: 9

Length: Semester

Contact person: Kimberly Mullan

Content:

Song Writing students focus on creating unique and original music. Students will collaborate to develop an understanding of composition and arranging techniques through refining their original works. Students will make use of a variety of ICT skills in Ableton, Soundtrap and notation software Noteflight. Learning an instrument is encouraged to provide full engagement and an expanded understanding of compositional techniques. Performances are held throughout the year allowing students the opportunity to grow as performers and share their original compositions.

Content includes:

Making in Music:

- Composition/arranging
- Interpreting
- Performance

Responding in Music:

- Listening
- Analysing
- Reflection

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

(continued)

SONG WRITING *(continued)*

Special requirements:

Students enrolled in Music are required to begin/continue instrumental music lessons on their chosen instrument. Options for instrumental lessons are available through the school. It is expected that students join an appropriate school ensemble.

Additional charges:

A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available through music retail stores.

ART A

Level: 10

Length: Semester

Contact person: Kimberly Mullan

Content:

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions.

They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

In developing knowledge and skills in Visual Arts, students learn to manipulate and adapt a wide range of physical materials and technologies.

Areas of work cover 2D and 3D processes including selection of the following media:

Making in Art:

- Drawing
- Painting
- Sculpture
- Ceramics
- Design
- Emerging media (digital)

Responding to Art:

- Contemporary/historical or cultural art movement enquiry and analysis task
- Reflecting on own learning through art annotation/journal writing using the 4 steps of criticism

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.



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ART B

Level: 10

Length: Semester

Contact person: Kimberly Mullan

Content:

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions.

They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

In developing knowledge and skills in Visual Arts, students learn to manipulate and adapt a wide range of physical materials and technologies.

Areas of work cover 2D and 3D processes including selection of the following media:

Making in Art:

- Drawing
- Painting
- Sculpture
- Ceramics
- Design
- Emerging media (digital)

Responding to Art:

- Contemporary/historical or cultural art movement enquiry and analysis task
- Reflecting on own learning through art annotation/journal writing using the 4 steps of criticism

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DANCE A

Level: 10

Length: Semester

Contact person: Kimberly Mullan

Content:

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style as selected in collaboration with teacher and students. Students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in the dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times.

Making in Dance:

- Dance Technique
- Improvisation
- Composition
- Performance

Responding in Dance:

- Analysis of merging genres of dance
- Evaluation

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DANCE B

Level: 10

Length: Semester

Contact person: Kimberly Mullan

Content:

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style as selected in collaboration with teacher and students. Students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in the dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times.

Making in Dance:

- Dance Technique
- Improvisation
- Composition
- Performance

Responding in Dance:

- Composition folio
- Analysis of a dance work / choreographer
- Evaluation

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DESIGN STUDIO A

Level: 10

Length: Semester

Contact person: Kimberly Mullan

Content:

Students who elect Design A gain an introduction to the Design Process, focussing on creatively solving problems in relation to communication design and product design.

This course is suited to any student who enjoys working with computers and is interested in pursuing a career in graphic design, animation graphics, advertising or any other design-related career.

In all Design courses, students will: develop and demonstrate knowledge and use of the Design Process:

- Brief
- Investigation
- Concept design
- Innovation
- Production
- Evaluation

Students will develop skills in:

Making in Design:

- Develop problem solving skills
- Use effective ICT processes - Photoshop, Illustrator, and other emerging programs
- Design graphics/objects utilising technology and hand-made skills
- Create finished works of design

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DESIGN STUDIO A *(continued)*

Responding to Design:

- Evaluate both their own and the work of others
- Reflecting own learning through art annotation/journal writing using the Design Process
- Analysing the work of other contemporary and historical designers

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A consumables fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DESIGN STUDIO B

Level: 10

Length: Semester

Contact person: Kimberly Mullan

Content:

Students who elect Design B gain an introduction to the Design Process, focussing on creatively solving problems in relation to product design and environmental design.

This course is suited to any student who enjoys working with computers and is interested in pursuing a career in architecture, engineering, or any other design-related career.

In all Design courses, students will: develop and demonstrate knowledge and use of the Design Process:

- Brief
- Investigation
- Concept Design
- Innovation
- Production
- Evaluation

Students will develop skills in:

Making in Design:

- Develop problem solving skills
- Use effective ICT processes - Photoshop, Illustrator, and other emerging programs
- Design objects utilising technology and hand-made skills
- Develop problem solving skills
- Create finished works of design

(continued)

DESIGN STUDIO B *(continued)*

Responding to Design:

- Reflecting own learning through design annotation/journal writing using the Design Process
- Analysing the work of contemporary and historical designers
- Evolution of a product enquiry task

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A consumables fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DRAMA A

Level: 10

Length: Semester

Contact person: Kimberly Mullan

Content:

At Year 10, students will continue to develop and refine their expressive skills across a range of forms and styles. The Year 10 course comprises:

Making in Drama:

- Scripted performance
- Group devised performance
- Skills workshops

Responding in Drama:

- Evaluation
- Research and analyse drama styles and practitioners

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

DRAMA B

Level: 10

Length: Semester

Contact person: Kimberly Mullan

Content:

At Year 10, students will continue to develop and refine their expressive skills across a range of forms and styles. The Year 10 course comprises:

Making in Drama:

- Scripted performance
- Group devised performance
- Skills workshops

Responding in Drama:

- Evaluation
- Research and analyse drama styles and practitioners

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.



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CREATIVE ARTS: GRAPHIC DESIGN

Level: 10
Length: Semester
Contact person: Kimberly Mullan

Content:
Graphic Design gives students the ability to gain expertise in the area of computer graphics. It involves students undertaking studies in 2 and 3D graphic applications. Students develop technology skills in the use of the digital camera, 3D printer and other computer hardware. Students can create works of art using various software programs, including InDesign, Illustrator, Photoshop, and 3D applications. Students will be expected to produce drawings and sketches that will complement their computer work.

- Students will:
- Visualise ideas using the computer as a media source and tool.
 - Identify and write comments about their work.
 - Collect examples of computer generated images.
 - Write comments about the use of the computer and related technologies in society with particular relevance to the graphic arts.
 - Begin to understand the relevance of the computer in the visual arts.
 - Learn to understand the terminology related to the use of computers in the graphic arts.
 - Understand the use of various software programs within the graphics industry.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

MEDIA

Level: 10
Length: Semester
Contact person: Kimberly Mullan

Content:
Students are provided the opportunity to:
Responding in Drama:

- Use video production and post-production tools to develop original video
- Develop skills with industry level software and hardware:
 - Premiere Pro / After Effects / Audition
 - Video Cameras and Audio recording
 - iMac
 - Green Screen
- Collaborate within real life opportunities to create industry level video productions
- Broadcast Live Stream events and live production around the school utilising the specialist Media Studio onsite
- Create inclusivity across the AHS community with video
- Collaboration with local media outlets to learn and support processes
- Analyse the practices and workflow used in the Media Industry to determine how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Assessment Type 1: Product
Assessment Type 2: Folio

MUSIC PERFORMANCE

Level: 10
Length: Semester
Contact person: Kimberly Mullan

Content:
Music: Performance students learn practically, exploring music through performance techniques.

Students learn about the elements of music comprising of rhythm, pitch, dynamics, expression, form and structure through practical experiences. Students will perform as soloists and in small ensembles to arrange music. They will develop aural skills to identify and interpret the elements of music. Students develop Music ICT skills through use of Musition, Auralia, Noteflight and Soundtrap. Students will work to create engaging and dynamic performances, whilst developing industry skills. Performances are held throughout the year allowing students to grow as performers and share their experiences in music. Learning an instrument is encouraged to provide full engagement and an expanded understanding of compositional techniques.

- Content includes:
- Making in Music
- Composition/arranging
 - Interpreting/improvisation
 - Performance

- Responding in Music
- Listening
 - Analysing
 - Reflection

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Special requirements:
Students enrolled in Music are required to begin/continue instrumental music lessons on their chosen instrument. Options for instrumental lessons are available through the school. It is expected that students join an appropriate school ensemble.

Additional charges:
A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available through music retail stores.

CREATIVE ARTS: PRODUCT INNOVATION

Level: 10
Length: Semester
Contact person: Kimberly Mullan

Content:
This course is aimed at students who have an interest in developing original works of design using modelling software, 3D printing and laser cutting technology. Students will be introduced to specific software programs related to product design and the built environment. They will participate in a number of skill building assignment tasks that will give them an insight into prototyping.

This course is suited to any student who enjoys working with computers and is interested in pursuing a career in animation, design, architecture, engineering, fashion and related accessories, design or any other area of design innovation.

In all Design courses, students will develop and demonstrate knowledge and use of the Design Process. They will learn how to write a brief, experiment, research and show problem solving skills.

- Students will develop skills in:
- Making in Design:
- Develop skills in Photoshop, Illustrator, and other emerging programs.
 - Use effective ICT processes.
 - Design objects utilising technology - laser cutting and 3D printing.
 - Create finished works of design.

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CREATIVE ARTS: PRODUCT INNOVATION *(continued)*

Responding to Art:

- Evaluate both their own and the work of others.
- Reflect on own learning through art annotation/journal writing using the 4 steps of criticism.
- Analyse the work of other contemporary designers.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

SONG PRODUCTION

Level: 10

Length: Semester

Contact person: Kimberly Mullan

Content:

Song Production students will develop music technology skills through the production of unique and original music. Students will have the opportunity to experiment with composition, recording and production, developing real-world industry skills as they see their projects from the beginning stages to a polished product. Learning an instrument is encouraged to provide full engagement and an expanded understanding of compositional techniques.

Content includes:

Making in Music

- Composition/arranging
- Interpreting
- Recording

Responding in Music

- Listening
- Analysing
- Reflection

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Special requirements:

Students enrolled in Music are required to begin/continue instrumental music lessons on their chosen instrument. Options for instrumental lessons are available through the school. It is expected that students join an appropriate school ensemble.

(continued)

SONG PRODUCTION

(continued)

Additional charges:

A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available through music retail stores.

CREATIVE ARTS: THEATRE PRODUCTION

Level: 10

Length: Semester

(10 SACE Credits)

Contact person: Kimberly Mullan

Content:

Students participate in the development and presentation of finished or realised creative arts products. Students learn the process of theatre production from the initial idea to the final presentation. Individuals will focus on the development of communication, learning and personal development capabilities.

Students in this course will work collaboratively to produce the theatrical elements of the School Musical. Students will learn about the technical elements of theatre; including, stage management, design, sound and lighting and understand about marketing and publicity. Their learning will allow them to undertake practical roles in the School Musical and be an integral part of this major event.

Assessment:

Students are assessed using the SACE Performance Standards.

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

- Assessment Type 1:** Product
- Assessment Type 2:** Folio

ART A

Level: Stage 1

Length: Semester

(10 SACE Credits)

Contact person: Kimberly Mullan

Content:

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. Through the initiation and development of ideas, problem solving, experimentation, and investigation in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

Students will develop skills in:

- Practical Application
 - Documentation of creative visual thinking and/or problem-solving processes.
 - Development and application of technical skills with media, materials, and technologies to communicate visual ideas in resolved works of art.

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ART A *(continued)*

- Knowledge and Understanding
Knowledge of core visual arts concepts, forms, styles, and conventions and understanding of visual arts in different cultural, social, and/or historical contexts.
- Analysis and Response
Analysis and interpretation of works of art from different contexts.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Folio
- Assessment Type 2:** Practical
- Assessment Type 3:** Visual Study

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

ART B

Level: Stage 1
Length: Semester (10 SACE Credits)
Contact person: Kimberly Mullan

Content:

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. Through the initiation and development of ideas, problem solving, experimentation, and investigation in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

Students will develop skills in:

- Practical Application
Documentation of creative visual thinking and/or problem-solving processes.

Development and application of technical skills with media, materials, and technologies to communicate visual ideas in resolved works of art.

(continued)

ART B *(continued)*

- Knowledge and Understanding
Knowledge of core visual arts concepts, forms, styles, and conventions and understanding of visual arts in different cultural, social, and/or historical contexts.
- Analysis and Response
Analysis and interpretation of works of art from different contexts.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Folio
- Assessment Type 2:** Practical
- Assessment Type 3:** Visual Study

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DANCE A

Level: Stage 1
Length: Semester (10 SACE Credits)
Contact person: Kimberly Mullan

Preferred background/prerequisite:

Previous experience is desirable.

Content:

Students develop creative, technical, and physical understanding, and an appreciation of dance as an art form. Students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. Dance offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness. Dance allows students the opportunity to explore a range of global dance traditions, influences, and perspectives, and to examine dance in social, political, and cultural contexts, both past and present.

- Understanding Dance
- Creating Dance
- Responding to Dance

Assessment tasks will differ in Stage 1 Dance A and Dance B to suit the needs of the cohort, allowing students to study Dance for one semester or a full year.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Technique
- Assessment Type 2:** Composition
- Assessment Type 3:** Performance
- Assessment Type 4:** Response

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

Special requirements:

Students must study at least one semester of Dance at Stage 1 to be able to enrol in Stage 2 Dance.

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DANCE B

Level: Stage 1
Length: Semester (10 SACE Credits)
Contact person: Kimberly Mullan

Preferred background/prerequisite:
Previous experience is desirable.

Content:
Students develop creative, technical, and physical understanding, and an appreciation of dance as an art form. Students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. Dance offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness. Dance allows students the opportunity to explore a range of global dance traditions, influences, and perspectives, and to examine dance in social, political, and cultural contexts, both past and present.

- Understanding Dance
- Creating Dance
- Responding to Dance

Assessment tasks will differ in Stage 1 Dance A and Dance B to suit the needs of the cohort, allowing students to study Dance for one semester or a full year.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Technique
- Assessment Type 2:** Composition
- Assessment Type 3:** Performance
- Assessment Type 4:** Response

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

Special requirements:
Students must study at least one semester of Dance at Stage 1 to be able to enrol in Stage 2 Dance.

DESIGN STUDIO A

Level: Stage 1
Length: Semester (10 SACE Credits)
Contact person: Kimberly Mullan

Content:
This course develops visual thinking for designers and is based around the development and formulation of a design brief related to one area of design: graphic, product or architectural design. The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practising of technical skills, and evaluation, before the design outcome is resolved.

Design concepts are created through visual thinking and the development of skills. These proficiencies can include drawings, sketches, diagrams, graphical representations, media or materials studies, concept representations, modelling, prototypes, photographs, photocopies of images, digital graphics and audio-visual digital recording techniques. Resolutions will be accompanied by written or recorded annotations to document the thinking.

Students will develop skills in:

- Practical Application
Documenting all conceptualisation, development, and resolution of imaginative or personally relevant design ideas.

- Knowledge and Understanding
Contemporary/historical or cultural design contexts enquiry and analysis.
- Analysis and Response
Understanding and reflection of own learning through design annotation/journal.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Folio
- Assessment Type 2:** Practical
- Assessment Type 3:** Visual Study

Additional charges:
A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DESIGN STUDIO B

Level: Stage 1
Length: Semester (10 SACE Credits)
Contact person: Kimberly Mullan

Content:
This course develops visual thinking for designers and is based around the development and formulation of a design brief related to one area of design: graphic, product or architectural design. The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practising of technical skills, and evaluation, before the design outcome is resolved.

Design concepts are created through visual thinking and the development of skills. These proficiencies can include drawings, sketches, diagrams, graphical representations, media or materials studies, concept representations, modelling, prototypes, photographs, photocopies of images, digital graphics and audio-visual digital recording techniques. Resolutions will be accompanied by written or recorded annotations to document the thinking.

Students will develop skills in:

- Practical Application
Documenting all conceptualisation, development, and resolution of imaginative or personally relevant design ideas.

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DESIGN STUDIO B *(continued)*

- Knowledge and Understanding Contemporary/historical or cultural design contexts enquiry and analysis.
- Analysis and Response Understanding and reflection of own learning through design annotation/journal.

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Folio
Assessment Type 2: Practical
Assessment Type 3: Visual Study

Additional charges: A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DRAMA A

Level: Stage 1
Length: Semester (10 SACE Credits)
Contact person: Kimberly Mullan

Preferred background/prerequisite: Previous experience is desirable.

Content: Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting their product or performance.

Students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self-esteem, and confidence. They also have opportunities to improve their skills in experimentation, communication, self-discipline, collaboration, teamwork, and leadership. Students learn to acknowledge and respect diversity and different perspectives on the world.

Students analyse texts and other materials, performances, and their own learning.

Drama involves working collaboratively to manipulate words and images to create meaning that is shared with an audience.

- Performance
- Responding to Drama
- Creative Synthesis

DRAMA A *(continued)*

Assessment tasks will differ in Stage 1 Drama A and Drama B to suit the needs of the cohort, allowing students to study Drama for one semester or a full year.

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Performance
- Assessment Type 2:** Folio
- Assessment Type 3:** Investigation and Presentation

DRAMA B

Level: Stage 1
Length: Semester (10 SACE Credits)
Contact person: Kimberly Mullan

Preferred background/prerequisite: Previous experience is desirable.

Content: Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting their product or performance.

Students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self-esteem, and confidence. They also have opportunities to improve their skills in experimentation, communication, self-discipline, collaboration, teamwork, and leadership. Students learn to acknowledge and respect diversity and different perspectives on the world.

Students analyse texts and other materials, performances, and their own learning.

Drama involves working collaboratively to manipulate words and images to create meaning that is shared with an audience.

- Performance
- Responding to Drama
- Creative Synthesis

Assessment tasks will differ in Stage 1 Drama A and Drama B to suit the needs of the cohort, allowing students to study Drama for one semester or a full year.

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Performance
- Assessment Type 2:** Folio
- Assessment Type 3:** Investigation and Presentation



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CREATIVE ARTS: GRAPHIC DESIGN

Level: Stage 1

Length: Semester (10 SACE Credits)

Contact person: Kimberly Mullan

Content:

Students participate in the development and the presentation of finished or realised creative arts products with an emphasis in computer related technologies and processes. This Creative Arts subject will focus on the development of software and hardware skills and allow the student to work as a graphic designer/artist. The focus capabilities for this subject are communication, learning, and personal development.

Students will develop skills in:

- Practical Exploration
Development and application of practical skills, techniques, and processes
- Knowledge and Understanding
Knowledge of creative arts media, materials, techniques, processes, and technologies, and understanding of their possible applications
- Inquiry and Exploration
Exploration and analysis of creative arts media, materials, techniques, processes, and technologies within and/or across creative arts forms
- Evaluation
Critical reflection on personal creative arts ideas, processes, and products

Assessment:

Students are assessed using the SACE Performance Standards.

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

Assessment Type 1: Product

Assessment Type 2: Folio

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

CREATIVE ARTS: MEDIA

Level: Stage 1

Length: Semester (10 SACE Credits)

Contact person: Kimberly Mullan

Content:

This is a semester course which focuses on the creation of innovative media products. Students are provided real life opportunities to create products using exciting and new technologies. Students may choose to develop skills in:

- Photography
- Videography
- Editing
- Social Media
- Digital Design

Students may connect their product to other areas and work collaboratively on different events throughout the school.

For example:

- Arts performances
- School events
- Sporting matches etc.

Opportunities to work with the school's media teams are encouraged.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Product

Assessment Type 2: Folio

MUSIC EXPLORATIONS

Level: Stage 1

Length: Semester (10 SACE Credits)

Contact person: Kimberly Mullan

Content:

This is a semester course which focuses on the development of music technology and technical production. Students will develop an understanding of sound recording technologies, and compositions through use of ICT skills in Soundtrap/Mixcraft/Garage Band/Protools/Ableton.

Learning an instrument is encouraged to provide full engagement and an expanded understanding of compositional techniques.

Students will develop skills in music and technical production.

- Live sound mixing (performance)
- Studio Recording
- MIDI and/or Loop Composition
- Written commentary/evaluation in response to own works

Opportunities to work collaboratively with school performances/productions are encouraged. Content includes:

Understanding in Music:

- Knowledge and development of musical elements
- Creative communication of musical ideas

Creating in Music:

- Composition/arranging
- Interpreting/improvisation
- Performance

Responding in Music:

- Listening
- Analysing
- Reflection

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Creative Works

Assessment Type 2:

Musical Literacy



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MUSIC PERFORMANCE

Level: Stage 1

Length: Semester (10 SACE Credits)

Contact person: Kimberly Mullan

Content:

Students learning Music listen, perform and compose with a focus on the development of their chosen instrument. They learn about the elements of music comprising of rhythm, pitch, dynamics, expression, form and structure. Students develop aural skills to identify and interpret the elements of music. These skills are essential for understanding, creating and responding to a range of music through composing and performing. Students develop Music ICT skills through use of Musition, Auralia, Noteflight and Soundtrap/Mixcraft. Performances are held throughout the year allowing students the opportunity to grow as a performer and share their experiences in music.

Content includes:

Understanding in Music:

- Knowledge and development of musical elements
- Creative communication of musical ideas

Creating in Music:

- Composition/arranging
- Interpreting/improvisation
- Performance

Responding in Music:

- Listening
- Analysing
- Reflection

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Creative Works

Assessment Type 2:

Musical Literacy

Special requirements:

Students enrolled in Music are required to begin/continue instrumental music lessons on their chosen instrument through either on-site Department for Education Instrumental Music Service lessons or private lessons in their own time. A minimum of 45 minutes practice a day is required. It is expected that students join an appropriate school ensemble.

Additional charges:

A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available from the school for a limited range of instruments.

CREATIVE ARTS: THEATRE PRODUCTION

Level: Stage 1

Length: Semester (10 SACE Credits)

Contact person: Kimberly Mullan

Content:

Students participate in the development and presentation of finished or realised Creative Arts products. Students learn the process of theatre production from the initial idea to the final publicity, directing, choreography plus set, sound, costume and lighting design. If it is a collaborative product, students need to clearly identify and represent their own contribution for assessment. Individuals will focus on the development of communication, learning and personal development capabilities.

Students will also choose to investigate a specific product of a creative arts practitioner. They will build their knowledge and understanding of the nature, concepts, techniques and processes of the work of the practitioner.

Students are required to select a 'skills focus' that further develops their learning in the relevant creative arts discipline, as well as complete a reflection highlighting their personal developments associated with the newly acquired skills.

Students will only undertake practical roles and assist with the technical components of the School Musical if the production is scheduled for that year.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Product

Assessment Type 2: Folio

CREATIVE ARTS: WEARABLE FASHION CREATION

Level: Stage 1

Length: Semester (10 SACE Credits)

Contact person: Kimberly Mullan

Content:

This semester course will allow students to design and develop a skill set related to contemporary and traditional jewellery making with a sustainable focus. Students participate in the development of skills related to Laser cutting, 3D Printing and traditional jewellery making.

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

There will also be an opportunity to develop and manage an online shop on the school intranet and create a physical display within the school to hone skills in student entrepreneurship.

- Practical Exploration
Development and application of practical skills in: Laser cutting & 3D printing techniques, and technology programs in Adobe Illustrator, Shetchup, CAD.
- Knowledge and Understanding
Knowledge of creative arts media, materials, techniques, processes, and technologies, and understanding of their possible applications.

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CREATIVE ARTS: WEARBLE FASHION CREATION

(continued)

- Inquiry and Exploration
Exploration and analysis of creative arts media, materials, techniques, processes, and technologies within and/or across creative arts forms related to Jewellery Design.

- Evaluation
Critical reflection on personal creative arts ideas, processes, and products.

*This is a Hybrid course that can be assessed either as an Arts or Technology unit in the SACE. This flexible approach will enable students to meet the SACE pattern without sacrificing creativity.

This subject has a direct pathway to Stage 2 Creative Arts, Visual Arts – Art/Design or Technology.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Folio
- Assessment Type 2:** Practical
- Assessment Type 3:** Visual Study

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

CREATIVE ARTS

Level: Stage 2
Length: Year (20 SACE Credits)
Contact Person: Kimberly Mullan

Content:
Students undertake a specialised study within or across one or more of the arts disciplines. They actively participate in the development and presentation of creative arts products. These may include musicals, plays, concerts, visual art, craft, design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.

Students analyse and evaluate creative arts products in different contexts and from various perspectives and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Students will develop skills in:

- Practical Exploration
Development and application of practical skills, techniques, and processes.
- Knowledge and Understanding
Knowledge of creative arts media, materials, techniques, processes, and technologies, and understanding of their possible applications.

(continued)

CREATIVE ARTS *(continued)*

- Inquiry and Exploration
Exploration and analysis of creative arts media, materials, techniques, processes, and technologies within and/or across creative arts forms.
- Evaluation
Critical reflection on personal creative arts ideas, processes, and products.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment 70%

Assessment Type 1: Product

Assessment Type 2: Inquiry

External Assessment (30%)

Assessment Type 3:

Practical Skills

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

DANCE

Level: Stage 2
Length: Year (20 SACE Credits)
Contact Person: Kimberly Mullan

Content:
Students explore dance through the development of practical movement skills and choreographic and performance skills. They consider the role of dance in different cultural contexts, and develop an appreciation of dance as an art form, as well as a life-enrichment opportunity connected to mental and physical well-being.

Students specialise in a dance genre and also explore dance in different global contexts. Genre refers to the broad categories of dance based on shared, identifiable characteristics, such as contemporary, ballet, jazz, tap, ballroom, break-dancing, hip hop, and world dance. The genre chosen will depend on the interests and abilities of the student cohort, the expertise of the teacher, and the availability of facilities and resources.

Students learn to pose and solve problems, and work independently and collaboratively. They learn and apply to their own work as a dancer and choreographer their learning from studying the work of others.

As students engage with dance practice and practitioners in diverse global contexts, they develop imaginative and innovative ways to make meaning of the world.

Content is covered under the three strands

- understanding dance
- creating dance
- responding to dance

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:

Performance Portfolio

Assessment Type 2:

Dance Contexts

External Assessment (30%)

Assessment Type 3:

Skills Development Portfolio

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.



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DRAMA

Level: Stage 2

Length: Year (20 SACE Credits)

Contact Person: Kimberly Mullan

Content:

Students engage in learning as practising dramatic artists.

They learn to think and act as artists, and to develop as cultural leaders and creative entrepreneurs. They develop their leadership of public discussion by communicating a range of meaningful viewpoints, by refining their aesthetic understanding, and by learning the skills and processes required to present these in innovative and engaging ways.

Students develop their capacities as critical and creative thinkers, meaningful storytellers, and lifelong learners. They learn highly valuable and transferable life skills, including problem-identifying and problem-solving, collaboration skills, project-work skills, informed risk-taking, creativity and innovation skills, and applied entrepreneurial skills — including maximising viability and sustainability. Through focused practical and theoretical study, and by visualising and making real drama products, students collaborate to create valuable and viable outcomes for audiences, and analyse and evaluate artistic processes and products.

- Company and Production
- Exploration and Vision

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:

Group Production

Assessment Type 2:

Evaluation and Creativity

External Assessment (30%)

Assessment Type 3:

Creative Presentation

MUSIC EXPLORATIONS

Level: Stage 2

Length: Year (20 SACE Credits)

Contact Person: Kimberly Mullan

Content:

Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions.

The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music.

They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:

Musical Literacy

Assessment Type 2: Explorations

External assessment (30%)

Assessment Type 3:

Creative Connections

MUSIC PERFORMANCE - ENSEMBLE

Level: Stage 2

Length: Year (10 SACE Credits)

Contact Person: Kimberly Mullan

Content:

Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions through ensemble performance.

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Assessment:

Students are assessed using the SACE Performance Standards.

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MUSIC PERFORMANCE - ENSEMBLE *(continued)*

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

School assessment (70%)

Assessment Type 1:

Performance

Assessment Type 2:

Performance and Discussion

External assessment (30%)

Assessment Type 3:

Performance Portfolio

Special requirements:

Students enrolled in Music are required to begin/continue instrumental music lessons on their chosen instrument through either on-site Department for Education Instrumental Music Service lessons or private lessons in their own time. A minimum of 60 minutes practice a day is required. It is expected that students join an appropriate school ensemble.

MUSIC PERFORMANCE - SOLO

Students demonstrate evidence of

Level: Stage 2

Length: Year (10 SACE Credits)

Contact Person: Kimberly Mullan

Content:

Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions through Solo Performances.

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music.

They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Assessment:

Students are assessed using the SACE Performance Standards.

(continued)

MUSIC PERFORMANCE - SOLO *(continued)*

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

School assessment (70%)

Assessment Type 1:

Performance

Assessment Type 2:

Performance and Discussion

External assessment (30%)

Assessment Type 3:

Performance Portfolio

Special requirements:

Students enrolled in Music are required to begin/continue instrumental music lessons on their chosen instrument through either on-site Department for Education Instrumental Music Service lessons or private lessons in their own time. A minimum of 60 minutes practice a day is required. It is expected that students join an appropriate school ensemble.

Additional charges:

Instrument hire is available from the school for a limited range of instruments.

MUSIC STUDIES

Level: Stage 2

Length: Year (20 SACE Credits)

Contact Person: Kimberly Mullan

Preferred background/prerequisite:

Students should have completed one semester of Music Performance in the advanced stream in Stage 1.

Content:

Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions.

The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music.

They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical

ideas, and reflecting on and critiquing their learning in music.

Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:

Creative Works

Assessment Type 2:

Musical Literacy

External assessment (30%)

Assessment Type 3: Examination

Special requirements:

Students enrolled in Music are required to begin/continue instrumental music lessons on their chosen instrument through either on-site Department for Education Instrumental Music Service lessons or private lessons in their own time. A minimum of 60 minutes practice a day is required. It is expected that students join an appropriate school ensemble.

Additional charges:

A subject charge may apply to this subject in addition to the Adelaide High School Materials and Services Charges. Instrument hire is available from the school for a limited range of instruments.



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VISUAL ARTS: ART

Level: Stage 2

Length: Year (20 SACE Credits)

Contact Person: Kimberly Mullan

Content:

This subject covers all aspects of Art/Design media and will allow students to work in multiple areas within the Arts. This can include areas such as painting and drawing, printmaking, 2D and 3D studies, design, laser cutting and 3D printing. Students will complete two practical pieces of artwork using developed skills together with a critical analyse in their supporting folios. Opportunities will exist for the development of problem-solving skills and a deeper understanding of the range of expressive forms used by various artists both in Australia and globally in the Visual Study.

Students will develop skills in:

- Practical Exploration
Documenting all conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.
- Knowledge and Understanding
Contemporary/historical or cultural art contexts enquiry and analysis.
- Analysis and Synthesis
Understanding and reflection of own learning through art annotation/Journal.
- Inquiry and Exploration
Producing the final resolved practical work or works of art or design involves the application of technical skills.

ASSESSMENT:

School Assessment (70%)

Assessment Type:

Visual Thinking Folio

Assessment Type 2:

Practical Resolution

External Assessment (30%)

Assessment Type 3:

Visual Study

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

VISUAL ARTS: DESIGN

Level: Stage 2

Length: Year (20 SACE Credits)

Contact Person: Kimberly Mullan

Content:

This subject covers all aspects of Art/Design media and will allow students to work in multiple areas within the Arts. This can include areas such as painting and drawing, printmaking, 2D and 3D studies, design, laser cutting and 3D printing. Students will complete two practical pieces of artwork using developed skills together with a critical analyse in their supporting folios. Opportunities will exist for the development of problem-solving skills and a deeper understanding of the range of expressive forms used by various artists both in Australia and globally in the Visual Study.

Students will develop skills in:

- Practical Exploration
Documenting all conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.
- Knowledge and Understanding
Contemporary/historical or cultural art contexts enquiry and analysis.
- Analysis and Synthesis
Understanding and reflection of own learning through art annotation/journal.
- Inquiry and Exploration
Producing the final resolved practical work or works of art or design involves the application of technical skills.

Assessment:

Students are assessed using the SACE Performance Standards.

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

School Assessment (70%)

Assessment Type 1:

Visual Thinking Folio

Assessment Type 2:

Practical Resolution

External Assessment (30%)

Assessment Type 3:

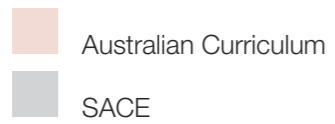
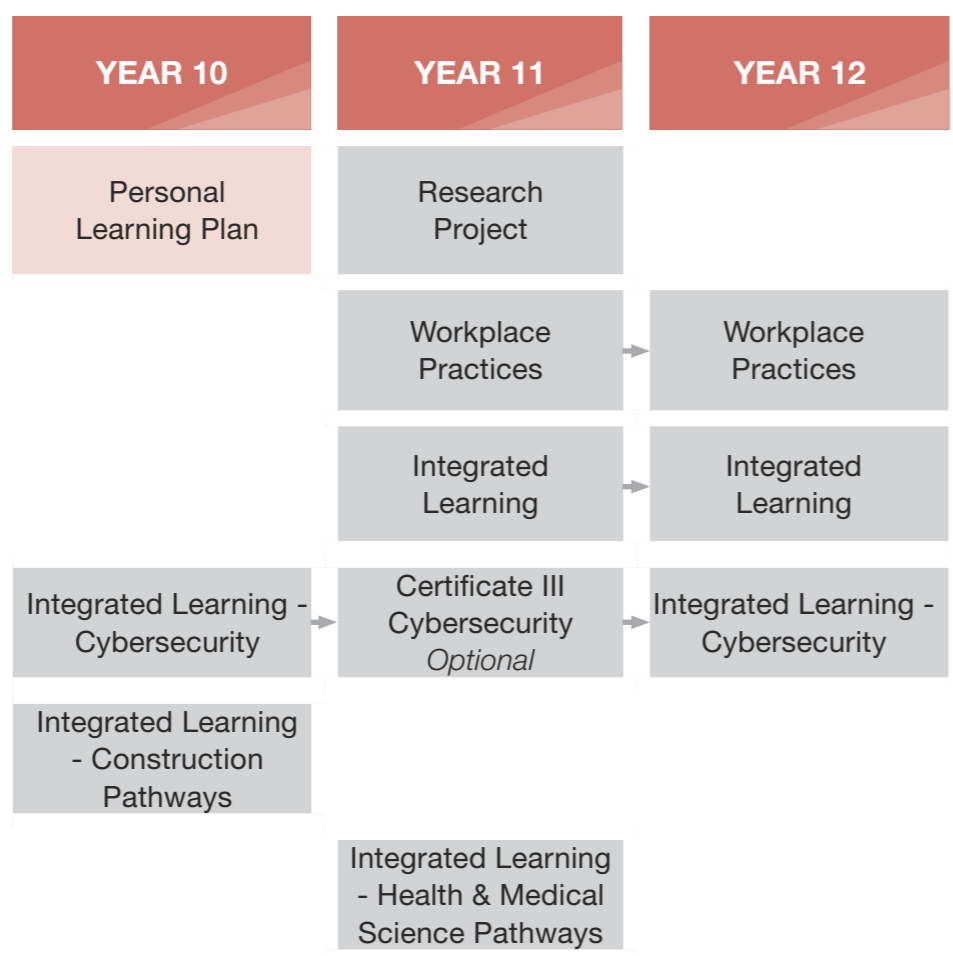
Visual Study

Additional charges:

A consumables/excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charges.

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PERSONAL LEARNING PLAN (PLP)

Level: 10 (Stage 1)
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content: PLP is a compulsory SACE subject undertaken in Year 10 at Adelaide High School. The subject is run in the Mentor Group Program as well as our PLP week.

PLP helps students to plan personal and learning goals for now and in the future, explore career and other future pathways.

Students will also explore the 7 SACE capabilities which will be revisited in other subjects such as the Research Project.

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Folio
- Assessment Type 2:** Review

INTEGRATED LEARNING - CONSTRUCTION PATHWAYS

Level: 10
Length: Semester (Semester 2 only)
Contact person: John Dimitriou / Evan Ganiaris

Content: The construction industry makes up 9.6% of Australia's workforce and is predicted to have a future growth of 5.8%. This course is designed for students who are interested in exploring a range of pathways within the construction industry (carpentry, electrical, plumbing). Together with industry professionals, students will start to develop the practical skills and knowledge necessary to successfully transition into VET course offerings or apprenticeships.

As part of this course students will get their White Card and be required to undertake work placement to gain industry experience.

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Practical Exploration
- Assessment Type 2:** Connections
- Assessment Type 3:** Personal Venture

INTEGRATED LEARNING - CYBERSECURITY

Level: 10 (Stage 1)
Length: Semester (10 SACE credits)
Contact person: Lewis Weeden

Content: Cybersecurity is one of the fastest growing industries in Australia and the world. Every year, more than 40,000 jobs go unfilled due to a lack of people with the appropriate skills. In this course, students will be given the knowledge and skills required to enter cyber careers which could lead to endless possibilities in industries such as security, finance, IT, programming, science, technology, and education.

In this course, students will be introduced to the basics of cybersecurity, how it influences our lives, and what rules govern our interaction with cyber systems in society. Students will explore the concepts of hackers, personal and occupational IT security, and will develop skills in coding (Python). Students will use algorithms, software and hardware to learn the basics of networking, and will investigate strategies for cyber risk reduction.

Undertaking this course will develop critical skills that students can utilise to undertake a Certificate III in Cybersecurity, which is offered to Year 11 students.

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INTEGRATED LEARNING - CYBERSECURITY *(continued)*

Assessment:

Students are assessed using the SACE Performance Standards.

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

Assessment Type 1:

Practical Exploration

Assessment Type 2:

Connections

Assessment Type 3:

Personal Venture

CERTIFICATE III IN INFORMATION TECHNOLOGY (CYBERSECURITY)

Level: Stage 2

Length: 2 semesters

Contact person:

Evan Ganiaris

Content:

This course provides skills and knowledge for students to become competent in a range of information and communications technologies (ICT) and technical functions. The experience gained in this course enables students to achieve a degree of self-sufficiency as an advanced ICT user.

Students choose from any two of four possible streams (Cloud, Cyber Security, Networking and Web Development), and pair these with the compulsory core units to create a tailored program that caters to their strengths and specific interests in ICT.

Students interested in applying for this course need to contact Evan Ganiaris to arrange a meeting.

Assessment:

As per VET course guidelines.

INTEGRATED LEARNING

Level: Stage 1

Length: Semester (10 SACE credits)

Contact person:

Reegan Mastrangelo

Content:

Integrated Learning is a subject which enables students to make links between aspects of their lives and their learning.

Integrated Learning programs are written in negotiation with the student according to the interests and the needs of the student.

Topics studied in this course can include but are not limited to:

- Sport, health and fitness
- Teenage health and wellbeing
- The environment
- Media
- Beauty and wellbeing
- Getting job ready
- Performance
- Cultural awareness
- Entrepreneurship

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Practical Exploration

Assessment Type 2:

Connections

Assessment Type 3:

Personal Venture

INTEGRATED LEARNING - HEALTH AND MEDICAL SCIENCE PATHWAYS

Level: Stage 1

Length: Semester (10 SACE credits)

Contact person:

Lewis Weeden / Evan Ganiaris

Content:

This course is designed for Year 11 students who are looking to undertake further education within the Health and Medical Sciences area. The course will allow students to explore an area of interest to gain a deeper understanding and to build the skills and knowledge required for entry into these disciplines. Students will also produce a personalised UCAT preparation blog focusing on the five different areas: verbal reasoning, decision making, quantitative reasoning, abstract reasoning, and situational judgment.

As part of this subject, students will also undertake first aid training.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Practical Exploration

Assessment Type 2:

Connections

Assessment Type 3:

Personal Venture

RESEARCH PROJECT

Level: Stage 1

Length: Semester (10 SACE credits)

Contact person:

Reegan Mastrangelo

Content:

Students choose a research question which 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 students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital skills of planning, research, synthesis, evaluation, and project management. The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1: Folio

Assessment Type 2: Research Outcome

External Assessment (30%)

External Assessment (30%)

Assessment Type 3: Evaluation

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WORKPLACE PRACTICES

Level: Stage 1
Length: Semester (10 SACE credits)
Contact Person: Reegan Mastrangelo

Content:
 In this course students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities, career planning and vocational learning.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Folio

Assessment Type 2:
Performance

Assessment Type 3:
Reflection

Additional Charges:
 Students who elect to undertake VET in conjunction with Workplace Practices will incur a charge of the VET course.

INTEGRATED LEARNING

Level: Stage 2
Length: Year (20 SACE credits)
Contact Person: Reegan Mastrangelo

Content:
 Integrated Learning is a subject framework which enables students to make links between aspects of their lives, their learning, about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students.

Topics studied in this course can include but are not limited to:

- Sport, health and fitness
- Teenage health and wellbeing
- The environment
- Media
- Beauty and wellbeing
- Getting job ready
- Performance
- Cultural awareness
- Entrepreneurship

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:
Practical Inquiry

Assessment Type 2: Connections

External assessment (30%)

Assessment Type 3:
Personal Endeavour

INTEGRATED LEARNING - CYBERSECURITY

Level: Stage 2
Length: Year (20 SACE credits)
Contact Person: Lewis Weeden

Content:
 Cybersecurity is one of the fastest growing industries in Australia and the world. Every year, more than 40,000 jobs go unfilled due to a lack of people with the appropriate skills. In this course, students will be given the knowledge and skills required to enter cyber careers which could lead to endless possibilities in industries such as security, finance, IT, programming, science, technology, and education.

In this course, students will continue to build their knowledge and skills in Cybersecurity. Students will review the foundation of Cybersecurity, including key rules that govern its use and protection in society.

Students will develop more complex data analysis and programming skills and will build foundations in app development.

Students will design digital solutions to Cybersecurity issues, applying their knowledge of algorithms.

Finally, students will use the skills and knowledge developed throughout the year to investigate a personal area of interest in Cybersecurity and undertake thorough research into this area of interest and its impact in the real world.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Practical Exploration

Assessment Type 2:
Connections

Assessment Type 3:
Personal Venture

WORKPLACE PRACTICES

Level: Stage 2
Length: Year (20 SACE credits)
Contact Person: Reegan Mastrangelo

Content:
 In this course students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. Learning will be based around work in Australian society, the changing nature of work, industrial relations, finding employment and vocational learning.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:
Folio

Assessment Type 2:
Performance

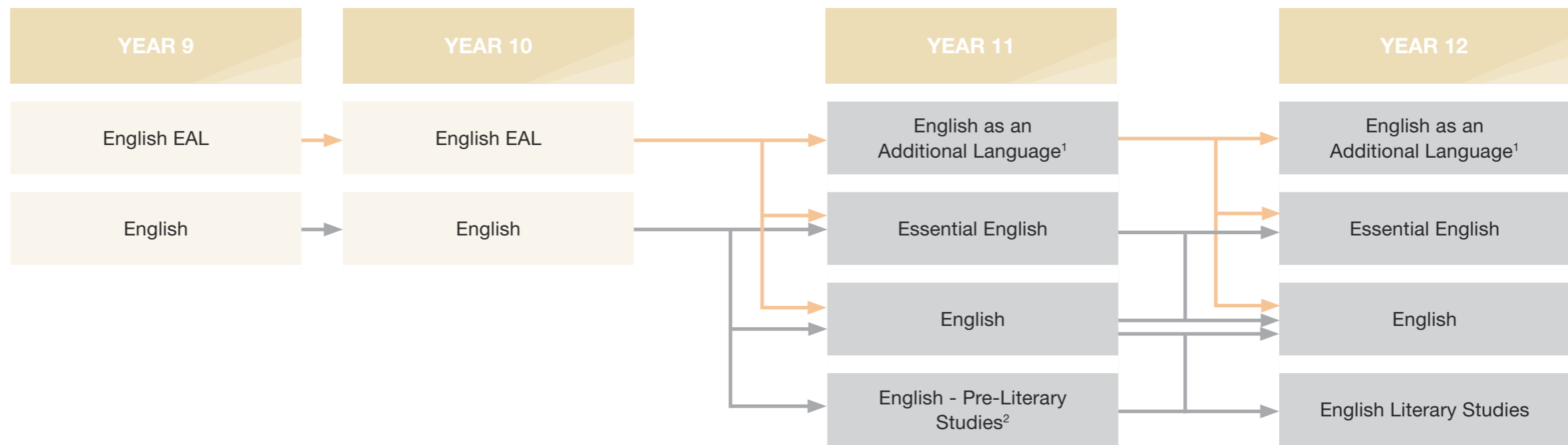
Assessment Type 3:
Reflection

External assessment (30%)

Assessment Type 4:
Investigation

Additional Charges:
 Students who elect to undertake VET in conjunction with Workplace Practices will incur a charge of the VET course.



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¹ Stage 1 and 2 EAL: Students must apply and meet the criteria to undertake SACE EAL. Students must be identified as EAL and have no more than 5 years of full-time schooling instruction in English and/or have restricted English.

² Stage 1 Pre-Literary Studies: Teacher recommendation only.

Note: A “C” grade or higher in 20 units of a SACE English subject is required for SACE completion.

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Arrows are only an indication of pathways. Please check prerequisites.



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ENGLISH

Level: 9
Length: Year
Contact person: Briony Steele

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

The curriculum is facilitated through genuine real-world contexts, encouraging students to understand and apply their learning in meaningful ways. Explicit literacy skills are taught and underpin the concepts studied such as:

- Identity and community
- Persuasive writing and speaking
- Media analysis
- Narrative and short story writing
- Text analysis
- Critical reading
- Creative thinking
- Poetry

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Special requirements:
Based on EAL needs, students may be placed in a specific English class to support their learning requirements.

ENGLISH

Level: 10
Length: Year
Contact person: Briony Steele

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

The curriculum is facilitated through genuine real-world contexts, encouraging students to understand and apply their learning in meaningful ways. Explicit literacy skills are taught and underpin the concepts studied such as:

- Vignette writing
- Media analysis
- Text response
- Critical reading
- Comparative text response
- Exposition writing
- Poetry
- Drama texts

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Special requirements:
Based on EAL needs, students may be placed in a specific English class to support their learning requirements.

ENGLISH

Level: Stage 1
Length: Year
(10 SACE credits per semester)
Contact person: Briony Steele

Preferred background/ prerequisite:
"B" grade or higher in Year 10 English or Year 10 EAL with a teacher recommendation.

Content:
In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts.

Students are expected to:

- Analyse the relationship between purpose, context, and audience in a range of texts.
- Evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts.
- Analyse how perspectives in their own and others' texts shape responses and interpretations.
- Create and evaluate oral, written, and multimodal texts in a range of modes and styles.
- Analyse the similarities and differences when comparing texts.
- Apply clear and accurate communication skills.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Responding to Texts

Assessment Type 2:

Creating Texts

Assessment Type 3:

Intertextual Study

ENGLISH AS AN ADDITIONAL LANGUAGE

Level: Stage 1
Length: Year
(10 SACE credits per semester)
Contact person: Briony Steele

Preferred background/ prerequisite:
English as an Additional Language in the SACE is designed for students who speak English as a second or additional language or dialect, and whose English language proficiency is restricted.

All students who want to enrol in this course will be required to apply for eligibility.

Content:
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts.

Through studying a variety of oral, written, and multimodal texts, students develop the following skills:

- An understanding of text structures, language features and the purpose, audience and contexts of texts
- Confidence in creating texts for different purposes in both real and implied contexts
- An understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language

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ENGLISH AS AN ADDITIONAL LANGUAGE *(continued)*

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Responding to Texts

Assessment Type 2:
Interactive Study

Assessment Type 3:
Language Study

ENGLISH – PRE-LITERARY STUDIES

Level: Stage 1
Length: Year (10 SACE credits per semester)
Contact person: Briony Steele

Preferred background/prerequisite:
“B” grade or higher in Year 10 English.

Content:
Pre-Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways, as well as how texts challenge or support cultural perceptions. Creative writing in various genres, including script and poetry, account for half of the assessment.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Responding to Texts

Assessment Type 2:
Creating Texts

Assessment Type 3:
Intertextual Study

ESSENTIAL ENGLISH

Level: Stage 1
Length: Year (10 SACE credits per semester)
Contact person: Briony Steele

Content:
This subject focuses on the development of students’ skills in communication, comprehension, language and text analysis, and creating texts. In this subject, students are expected to:

- Develop communication skills through reading, viewing, writing, listening, and speaking.
- Comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts.
- Identify and analyse how the structure and language of texts varies for different purposes, audiences, and contexts.
- Express information, ideas, and perspectives using a range of textual conventions.
- Create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Responding to Texts

Assessment Type 2:
Creating Texts

ENGLISH

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Briony Steele

Preferred background/prerequisite:
“B” grade or higher in Stage 1 Essential English, or “C” grade or higher in Stage 1 English.

Content:
Students will undertake three aspects within this course:

1. Responding to Texts
2. Creating Texts
3. Comparative Analysis

In this subject, students are expected to:

- Analyse the relationship between purpose, context, and audience in a range of texts.
- Evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts.
- Analyse how perspectives in their own and others’ texts shape responses and interpretations.
- Create and evaluate oral, written, and multimodal texts in a range of modes and styles.
- Analyse the similarities and differences when comparing texts.
- Apply clear and accurate communication skills.

Assessment:
Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
Responding to Texts

Assessment Type 2:
Creating Texts

Assessment Type 3:
Comparative Analysis

Note: A “C” grade or higher in 20 units of a SACE English subject is required for SACE completion.



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ENGLISH AS AN ADDITIONAL LANGUAGE

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Briony Steele

Preferred background/prerequisite:
 Students must have completed Stage 1 English EAL or apply for eligibility.

Content:
 This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation. Through studying a variety of oral, written, and multimodal texts students continue to develop the following skills:

- An understanding of the relationship between the structures and features and the purpose, audience, and context of texts
- An understanding and analysis of how information, ideas, and opinions in texts are identified and evaluated via personal, social, and cultural perspectives
- Confidence in creating texts for different purposes in both real and imagined contexts
- An understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:
 Academic Literacy Study

Assessment Type 2:
 Responses to Texts

External assessment (30%)

Assessment Type 3:
 Examination

Note: A “C” grade or higher in 20 units of a SACE English subject is required for SACE completion.

ENGLISH LITERARY STUDIES

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Briony Steele

Preferred background/prerequisite:
 Successful completion of Stage 1 Pre-Literary Studies or Stage 1 English and teacher recommendation.

Content:
 Students will undertake three aspects within this course:

1. Responding to Texts
2. Creating Texts
3. External Assessment

In this subject, students are expected to:

- Understand the relationship between author, text, and context.
- Analyse how ideas, perspectives, and values are represented in texts and how they are received by audiences.
- Analyse and compare texts, through the identification of the structural, conventional, and language and stylistic features used by authors.
- Use evidence to develop, support, and justify a critical interpretation of a text.
- Develop analytical responses to texts by considering other interpretations.
- Create oral, written, and/or multimodal texts that experiment with stylistic features by using and adapting literary conventions.

• Express ideas in a range of modes to create texts that engage the reader, viewer, or listener.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:
 Responding to Texts

Assessment Type 2:
 Creating Texts

External assessment (30%)

Assessment Type 3:
 a) Comparative Text Study
 b) Critical Reading Examination

Note: A “C” grade or higher in 20 units of a SACE English subject is required for SACE completion.

ESSENTIAL ENGLISH

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Briony Steele

Preferred background/prerequisite:
 Students must have successfully completed a Stage 1 English course.

Content:
 Students will undertake three aspects within this course:

1. Responding to Texts
2. Creating Texts
3. Language Study

In this subject, students are expected to:

- Extend communication skills through reading, viewing, writing, listening, and speaking.
- Consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts.
- Examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences.
- Analyse the role of language in supporting effective communication.
- Create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes.

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ESSENTIAL ENGLISH

(continued)

Assessment:

Students are assessed using the SACE Performance Standards.

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

School assessment (70%)

Assessment Type 1:

Responding to Texts

Assessment Type 2:

Creating Texts

External assessment (30%)

Assessment Type 3:

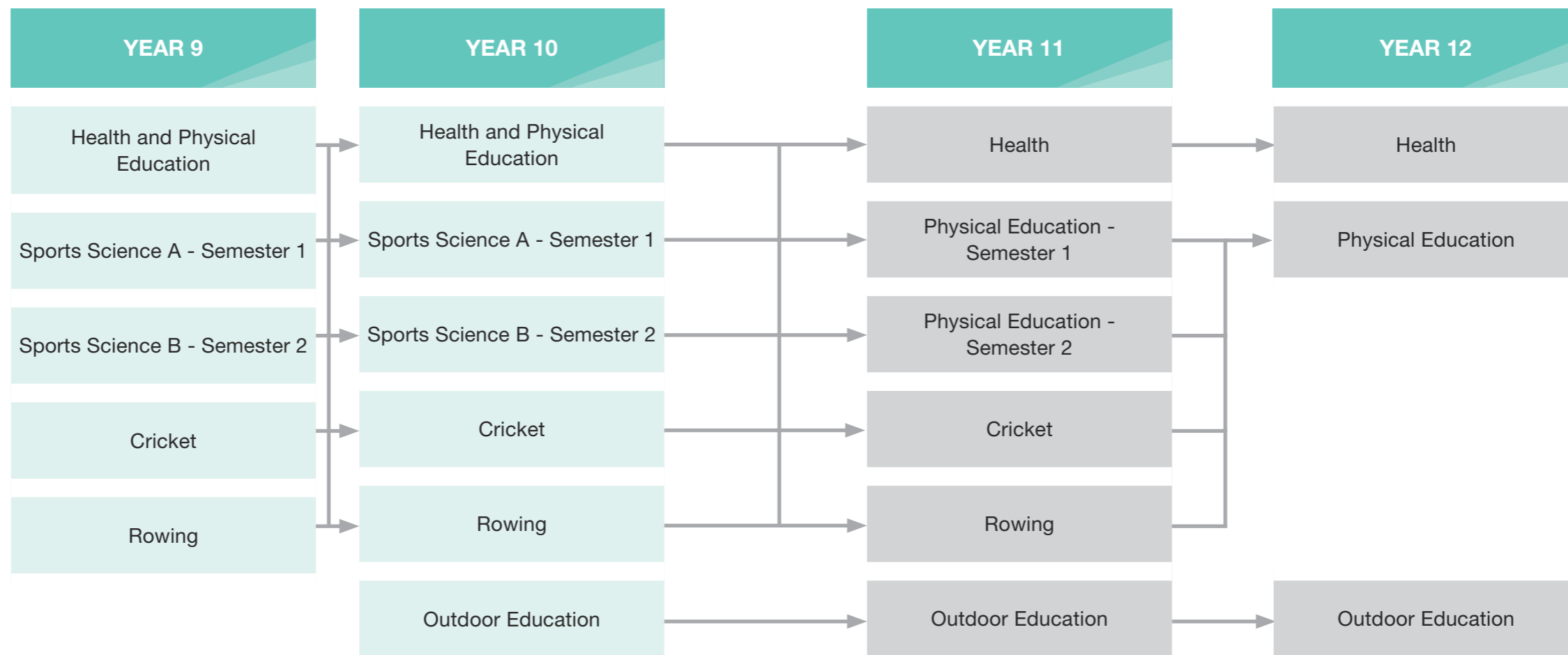
Language Study



Note: A “C” grade or higher in 20 units of a SACE English subject is required for SACE completion.



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CRICKET

Level: 9

Length: Year (incorporating the semester of compulsory 9HPE)

Contact person: Phil Hopton

**Preferred background/
prerequisite:**

Students who wish to participate in this program must have been identified through the Special Interest Cricket program selection process. Other students may be considered for the subject by contacting Mr Hopton and completing the required application process.

Content:

Students entering this program will experience a range of practical and classroom topics including:

- Laws/History/Spirit of the game
- Skill development: in-season and preseason phases
- Fielding and fitness development: preseason phase
- Leadership and sports psychology
- Goal setting
- Advanced nutrition and performance
- Coaching accreditation and peer coaching
- Biomechanics and video analysis
- Exercise physiology
- Level 1 Coaching Accreditation – Cricket SA

They will have unique opportunities to link with Cricket SA and receive individual skill development sessions as part of their practical lessons.

Students entering this program will complete the Year 9 Health and Physical Education course.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

HEALTH AND PHYSICAL EDUCATION

Level: 9

Length: Semester

Contact person: Sue Shillabeer

Content:

This course is designed to help students develop an understanding of themselves, provide information on how to make personal decisions and promote awareness of the importance of healthy behaviours and physical activity. Students engage in physical activity to learn in, through and about movement alongside a contemporary health curriculum.

Topics may include:

Personal, Social and Community Health

- Body image
- Sexuality (SHINESA Program)

Movement and Physical Activity -

- OE Finding a Way
- Teams Transfer-Roles in Sport
- Runs A Must Striking & Fielding
- Swinging A Stick-Hockey, Soft crose

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

SPORTS SCIENCE A - SEMESTER 1

Level: 9

Length: Semester 1

Contact person: Sue Shillabeer

Pathway: SACE Physical Education Courses

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education

TAFE & VET: Personal Trainer, Fitness & health

Content:

This course is an entry level pathway designed to prepare students for SACE Physical Education. Students will develop their physical skills, fitness, knowledge and understanding in sports science applications. Students are exposed to data collection and analysis, performance improvement and application.

Topics include:

- Volleyball Fundamentals
- Applied Physiology
- Sport Psychology
- Performance Improvement in Netball

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

SPORTS SCIENCE B - SEMESTER 2

Level: 9

Length: Semester

Contact person: Sue Shillabeer

Pathway: SACE Physical Education Courses

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education

TAFE & VET: Personal Trainer, Fitness & health

Content:

This course is an entry level pathway designed to prepare students for SACE Physical Education. Students will develop their physical skills, fitness, knowledge and understanding in sports science applications. Students are exposed to data collection and analysis, performance improvement and application.

Topics include:

- Badminton Fundamentals
- Fitness Testing Analysis and Application
- Roles in Sport - European Handball
- Performance Improvement in Touch Football

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.



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ROWING

Level: 9

Length: Year (incorporating the semester of compulsory 9HPE)

Contact person: Jo Malcolm

**Preferred background/
prerequisite:**

Students who wish to participate in this program must have been identified through the Special Interest Rowing program selection process. Other students may be considered for the subject and will need to follow and complete the required application process.

Content:

Students will experience a range of rowing specific practical and theory topics which may include:

- History of rowing
- Fitness for rowing
- Training principles
- Body systems
- Coxswains
- Psychology of rowing
- Skill development
- Training and fitness program development

Students entering this program will complete the Year 9 Health and Physical Education course.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

CRICKET

Level: 10

Length: Year (incorporating the semester of compulsory 10HPE)

Contact person: Phil Hopton

**Preferred background/
prerequisite:**

Students who wish to participate in this program must have been identified through the Special Interest Cricket program selection process. Other students may be considered for the subject by contacting Mr Hopton and completing the required application process.

Content:

Students entering this program will experience a range of practical and classroom topics including:

- Laws/History/Spirit of the game
- Skill development: in-season and preseason phases
- Fielding and fitness development: preseason phase
- Event management
- Leadership and sports psychology
- Goal setting
- Coaching accreditation and peer coaching
- Biomechanics and video analysis
- Level 1 Umpiring Accreditation – Cricket SA

They will have unique opportunities to link with Cricket SA and receive individual skill development sessions as part of their practical lessons.

CRICKET *(continued)*

Students entering this program will complete the Year 10 Health and Physical Education course.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:

A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

HEALTH AND PHYSICAL EDUCATION

Level: 10

Length: Semester

Contact person: Sue Shillabeer

Pathway: SACE Physical Education Courses

Content:

This course is designed to help students develop an understanding of themselves, provide information on how to make personal decisions and promote awareness of the importance of healthy behaviours and physical activity. Students engage in physical activity to learn in, through and about movement alongside a contemporary health curriculum.

Topics include:

Personal, Social and Community Health

- Drugs in the community
- Sexuality (SHINESA Program)

Movement and Physical Activity

- Inclusivity & Lifelong Participation
- Target games
- Badminton & Speedminton
- Volleyball

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

SPORTS SCIENCE A - SEMESTER 1

Level: 10

Length: Semester 1

Contact person: Sue Shillabeer

Pathway: SACE Physical Education Courses

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education

TAFE & VET: Personal Trainer, Fitness & health

Content:

This course is a pathway designed to prepare students for SACE Physical Education. Students will develop their physical skills, knowledge and understanding in sports science applications. Students are exposed to data collection and analysis, performance improvement and application.

Topics include:

- Performance Improvement Investigation
- Skill Acquisition Applications in Basketball
- Interplay Energy Systems in Touch Football

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.



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SPORTS SCIENCE B - SEMESTER 2

Level: 10
Length: Semester 2
Contact person: Sue Shillabeer
Pathway: SACE Physical Education Courses

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education

TAFE & VET: Personal Trainer, Fitness & health

Content:
 This course is a pathway designed to prepare students for SACE Physical Education. Students will develop their physical skills, fitness, knowledge and understanding in sports science applications. Students are exposed to data collection and analysis, performance improvement and application.

- Topics include:
- Netball fast 5's Group Dynamic
 - Designing a 6-week conditioning program focusing on power, strength, and resistance training
 - Application of biomechanical principles in baseball/softball, performance analysis

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

OUTDOOR EDUCATION

Level: 10
Length: Semester
Contact person: Sue Shillabeer

Content:
 The course is practically oriented with students expected to attend the 2-day aquatics camp and 2 cycling excursions.

- Mountain Biking
- Care of bike & basic repairs
 - Road safety
 - Fitness - rides on Linear Park Bikeway
 - Cooking using a Trangia
 - Tent pitching
 - Mountain bike cycling skills for riding over a variety of terrains

- Aquatics
- Sailing
 - Stand-up paddleboarding
 - Water safety
 - Kayaking

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Special requirements:
 Sound and safe bike riding skills, along with basic water safety are essential.

Additional charges:
 A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

ROWING

Level: 10
Length: Year (incorporating the semester of compulsory 10HPE)
Contact person: Jo Malcolm

Preferred background/prerequisite:
 Students who wish to participate in this program must have been identified through the Special Interest Rowing program selection process. Other students may be considered for the subject and will need to complete the required application process.

Content:
 This subject incorporates the semester of compulsory 10HPE. Students experience a range of rowing specific practical and theory topics which may include:

- History of rowing
- Body systems
- Fitness for rowing
- Psychology of sport performance
- Development of training sessions
- Training methods and training principles

Students entering this program will study the Health topics from the Year 10 Health and Physical Education course.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
 A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

Level: Stage 1

CRICKET

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Phil Hopton

Preferred background/prerequisite:
 Completion of Year 8-10 Cricket subjects.

Content:
 Students demonstrate application and development of their knowledge, concepts and skills in cricket by undertaking several practical inquiry activities. These activities follow and extend on the specialist cricket curriculum undertaken in Year 10, with a focus on cricket practical skills. This will link and develop the SACE capabilities within the cricket students.

- Topics may include:
- Performance Improvement: Cricket performance and one of the following: cricket umpiring or cricket coaching
 - Physical Activity Investigation: Reflection and investigation task regarding physical activity and participation rates.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:**
 Performance Improvement - Cricket or another sport
- Assessment Type 2:**
 Physical Activity Investigation

Additional charges:
 A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.



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HEALTH

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Sue Shillabeer

Content:
 This subject is about allowing students to make informed decisions about health matters, leading to individual action and participation in community initiatives. It develops skills in communication, decision making and social living. Its emphasis is on changing health-related behaviour through increased awareness and understanding.

Students complete the study of at least one core topic - Ways of defining health, and one option topic - Mental and emotional health.

Students must also complete homework tasks that support the development of their health literacy and numeracy.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Issues Response
- Assessment Type 2:** Group Activity
- Assessment Type 3:** Investigation

OUTDOOR EDUCATION

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Sue Shillabeer

Preferred background/prerequisite:
 Although not compulsory, it is preferred that students have some background by undertaking Year 10 Outdoor Education.

Content:
 In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

- Topics include:
- Environment and conservation
 - Planning and management
 - Outdoor activities (Bushwalking/ Kayaking/Rockclimbing)
 - Outdoor journey

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Practical
- Assessment Type 2:** Folio
- Assessment Type 3:** Report

Additional charges:
 A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

PHYSICAL EDUCATION - SEMESTER 1

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Sue Shillabeer

Preferred background/prerequisite:
 Preferred background, completion of 9-10 Sports Science.

Pathway: SACE STAGE 2 Physical Education Course

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education
 TAFE & VET: Personal Trainer, Fitness & health

Content:
 The STAGE 1 Physical Education course comprises of three focus areas: in movement, through movement and about movement. Learning is delivered through an integrated approach in which opportunities are provided for students to gain an understanding of human functioning and physical activity. Students explore movement concepts, strategies, and applications to develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

The use of technology is integral to the collection of data such as video footage, heart rates, heat maps and game statistics. Application and evaluation of data will reflect students' understanding of how successful performance and outcomes can be achieved.

Topics may include:

- Analysis of biomechanical movement concepts and strategies
- Modified Sport Investigation
- Physiological barriers and enablers to participation

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Performance Improvement
- Assessment Type 2:** Physical Activity Investigation

PHYSICAL EDUCATION - SEMESTER 2

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Sue Shillabeer

Preferred background/prerequisite:
 Preferred background, completion of 9-10 Sports Science.

Pathway: SACE STAGE 2 Physical Education Course

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education
 TAFE & VET: Personal Trainer, Fitness & health

Content:
 The STAGE 1 Physical Education course comprises of three focus areas: in movement, through movement and about movement. Learning is delivered through an integrated approach in which opportunities are provided for students to gain an understanding of human functioning and physical activity. Students explore movement concepts, strategies, and applications to develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

The use of technology is integral to the collection of data such as video footage, heart rates, heat maps and game statistics. Application and evaluation of data will reflect students' understanding of how successful performance and outcomes can be achieved.

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PHYSICAL EDUCATION - SEMESTER 2 *(continued)*

Topics may include:

- Effects of training on physical performance
- Application of skill acquisition
- Application of energy sources affecting physical performance

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Performance Improvement

Assessment Type 2:

Physical Activity Investigation

ROWING

Level: Stage 1

Length: Semester (10 SACE credits)

Contact person: Jo Malcolm

Preferred background/prerequisite:

Completion of Year 8-10 Rowing subjects.

Content:

Students demonstrate application and development of their knowledge, concepts and skills in rowing by undertaking a number of practical inquiry activities. These activities follow and extend on the specialist rowing curriculum undertaken in Year 10, with a focus on rowing and coaching practical skills. This will link and develop the SACE capabilities within the rowing students.

Topics may include:

- Performance Improvement: Rowing performance and rowing coaching, reflection on practical rowing and coaching performance(s) within a season
- Physical Activity Investigation: Reflection and investigation task regarding physical activity and participation rates

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Performance Improvement - Rowing or another sport

(continued)

ROWING *(continued)*

Assessment Type 2:

Physical Activity Investigation

Additional charges:

A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

HEALTH

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: Sue Shillabeer

Content:

This course is designed to help students develop skills and attitudes that will assist them in their personal growth, yet at the same time develop an understanding of factors affecting their wellbeing in a changing world.

They will be challenged to clarify their values and identify what is important in their lives and, if necessary, re-evaluate their priorities.

Students will become aware of the dynamic interaction they have with the complex economic, physical, socio-cultural and spiritual environments, and how these influence their personal decisions.

Students study at least one core concept and undertake three option studies.

Previous topics included:

Core Concept 2: The social and economic determinants of health

Option Study 1:

Health promotion in the community

Option Study 3:

Sexuality and health

Option Study 4:

Health and relationships

Option Study 5:

Risks and challenges to health

Assessment

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment 70%

Assessment Type 1:

Group Investigation and Presentation

Assessment Type 2:

Issues Analysis

Assessment Type 3:

Practical Activity

External Assessment 30%

Assessment Type 4:

Investigation



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OUTDOOR EDUCATION

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: Sue Shillabeer

Preferred background/prerequisite:

Although not compulsory, it is preferred that students have some background by undertaking Stage 1 Outdoor Education.

Content:

In this subject, students are expected to:

- Demonstrate skills in planning and implementing human-powered outdoor journeys, or journeys that use natural forces.
- Investigate, critically analyse, and communicate information about the natural environment and outdoor journeys in a variety of ways and contexts.
- Demonstrate initiative, self-reliance, leadership, and a sense of responsibility towards other people in a natural environment.
- Choose, apply, and evaluate personal and group risk and safety management practices.
- Identify and apply the appropriate skills to minimise the impact of human-powered journeys, or journeys that use natural forces, on natural environments.
- Investigate, critically analyse, and reflect on the activities and strategies needed to achieve the sustainable use of natural environments, including, for example, Indigenous perspectives reflect on the

personal, group, social, and environmental outcomes of participation in an outdoor journey.

Topics include:

- Environmental studies
- Planning and management practices
- Outdoor journeys
- Sustainable environmental practices
- Leadership and planning
- Self-reliant expedition

Assessment:

Students are assessed using the SACE Performance Standards.

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

School Assessment (70%)

Assessment Type 1:

Folio

Assessment Type 2:

Group Practical

Assessment Type 3:

Self-reliant Practical

External Assessment (30%)

Assessment Type 4:

Investigation

Special requirements:

For successful completion of this course the students will need to complete all four camps over the course of the year.

Additional charges:

A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.

PHYSICAL EDUCATION

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: Sue Shillabeer

Preferred background/prerequisite:

Preferred background, completion of Stage 1 Physical Education.

Pathway:

University: Exercise & Sport Science, Human Movement, Technology, Event Management, Education

TAFE & VET: Personal Trainer, Fitness & health

Content:

The STAGE 2 Physical Education course comprises of three focus areas: in movement, through movement and about movement. Learning is delivered through an integrated approach in which opportunities are provided for students to gain an understanding of human functioning and physical activity. Students explore movement concepts, strategies, and applications to develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

The use of technology is integral to the collection of data such as video footage, heart rates, heat maps and game statistics. Application and evaluation of data will reflect students' understanding of how successful performance and outcomes can be achieved.

Topics include:

- Energy sources affecting physical performance

- Effects of training on physical performance
- Biomechanics and technology
- Learning theories
- Psychology of sporting performance
- Group dynamics

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:

Diagnostics 30%

Assessment Type 2:

Improvement Analysis 40%

External Assessment (30%)

Assessment Type 3:

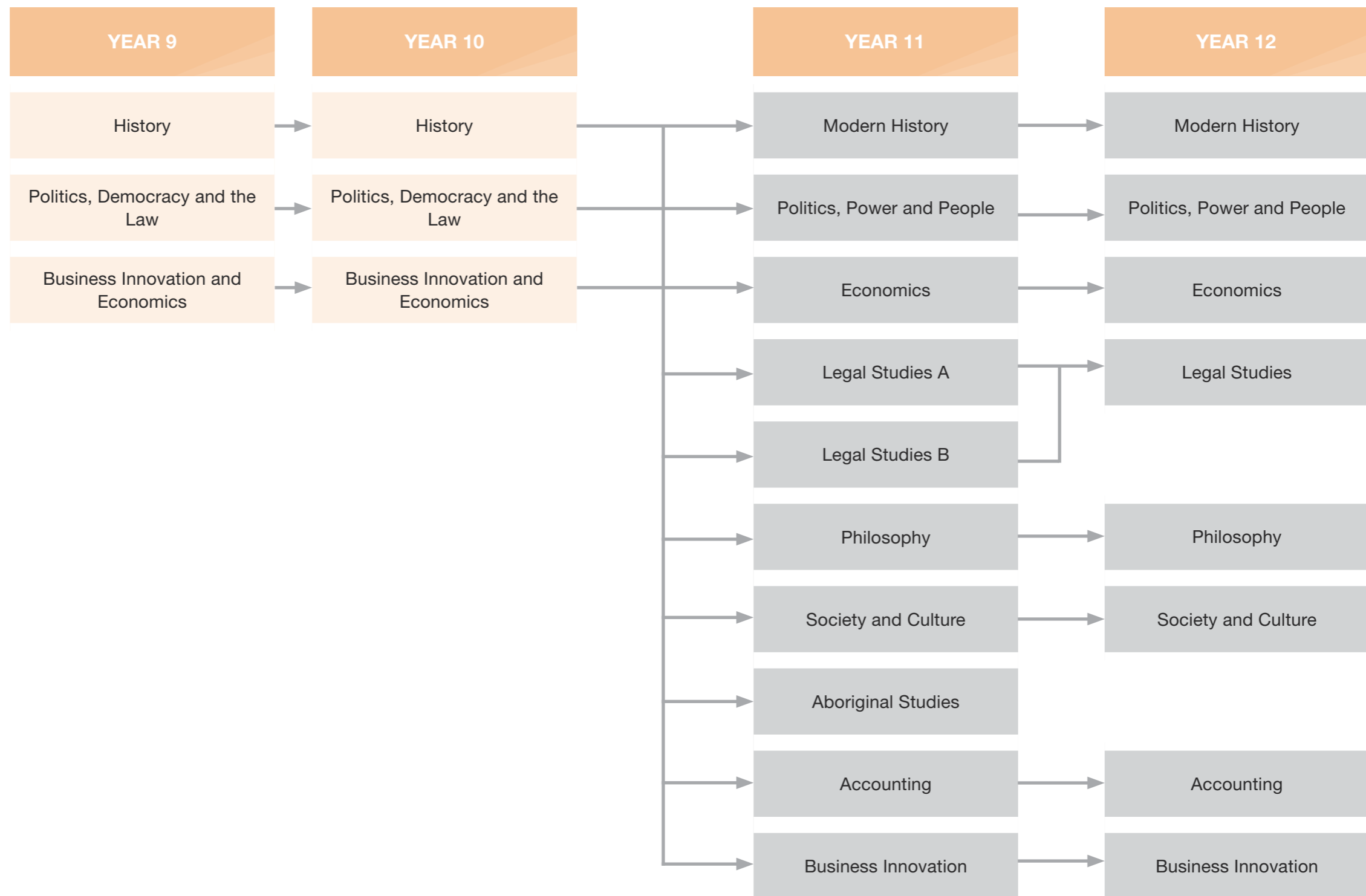
Group Dynamics

Additional charges:

A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.



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Arrows are only an indication of pathways. Please check prerequisites.



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BUSINESS INNOVATION AND ECONOMICS

Level: 9
Length: Semester
Contact person: Reegan Mastrangelo

Content:
 Students will explore a range of different businesses and how global markets, trade and societal trends can impact how they operate. They will be encouraged to generate their own business ideas and observe financial risk and reward when considering and pitching their viability.
 Students will look at issues in business with an entrepreneurial mindset, considering economic, financial and social factors when generating ideas and solutions to problems consumers may face.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

HISTORY

Level: 9
Length: Semester
Contact person: Reegan Mastrangelo

Content:
 This course focuses on the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’. Students will study a range of depth studies based on:

- Industrial Revolution
- Movement of Peoples
- World War One

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

POLITICS, DEMOCRACY AND THE LAW

Level: 9
Length: Semester
Contact person: Reegan Mastrangelo

Content:
 Governments and the law play a key role in our lives, whether we directly realise it or not. This course will explore Australia’s systems of government and how they can impact the lives of everyday Australians from all backgrounds. Students will discuss whether governments do in fact act in our best interest, as well as how the media reflects different identities and ideas.
 Additionally, students will explore Australia’s judicial system, courts and tribunals and the role they play in Australian society, in particular the lives of young people.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

BUSINESS INNOVATION AND ECONOMICS

Level: 10
Length: Semester
Contact person: Reegan Mastrangelo

Content:
 Australian businesses have done it tough in recent times, with innovation and agility vital to their success. Students will explore a range of issues related to business, offering evidence-based solutions to improve businesses and generating innovative business ideas. They will look at business through both a short and long-term lens, applying business concepts.

Students will also explore the role government plays in improving the economic and living standards of Australians, identifying threats to the country’s economic position.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

HISTORY

Level: 10
Length: Semester
Contact person: Reegan Mastrangelo

Content:
 This course focuses on the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Students will undertake several depth studies which include:

- World War Two
- Rights and Freedoms
- Pop Culture

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.



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POLITICS, DEMOCRACY AND THE LAW

Level: 10
Length: Semester
Contact person: Reegan Mastrangelo

Content:
 Australia's system of government has a rich history, but differs greatly from various countries throughout the world, such as the United States. In this course, students will compare our government to other systems overseas, as well as identify and explain key challenges that face our democracy. Students will have the opportunity to explore civic issues such as climate change, equality and political funding. Additionally, students will explore the role of Australia's High Court and investigate the connection between government, the judicial system and legislation.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

ABORIGINAL STUDIES

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content:
 Learning from and with Aboriginal peoples, communities, and other sources of Aboriginal voice underpins the learning in this subject. It enables students to access a range of Aboriginal viewpoints and develop respect for and awareness of the diversity of the experiences of Aboriginal peoples and communities.

Students develop their understanding of Aboriginal narratives and accomplishments as told by Aboriginal peoples. Through their understanding of the connections between past and present, students deconstruct and analyse experiences that are of significance to Aboriginal peoples and communities

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Learning Journey Activities

Assessment Type 2: Creative Production

Additional charges:
 An excursion fee may apply to this subject in addition to the Adelaide High School Materials and Services Charge.

ACCOUNTING

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content:
 Students develop critical thinking and problem-solving skills to devise accounting solutions in a range of familiar and unfamiliar contexts and apply communication skills to collect and analyse financial and non-financial information for a range of stakeholders. They explore the changing forms of accounting information and examine the use of digital and emerging technology.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Accounting Skills

Assessment Type 2: Accounting Inquiry

BUSINESS INNOVATION

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content:
 In Stage 1 Business Innovation students develop the knowledge, skills, and understanding to engage in today's business world. Students are immersed, as entrepreneurs, in the process of finding and solving customer problems through innovation and planning tools.

Students develop financial awareness and decision-making skills. Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on communities.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Business Skills

Assessment Type 2: Business Pitch

ECONOMICS

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content:
 The study of Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which economic systems function. Central to the study of Economics is the economic problem and the related concepts of scarcity, opportunity cost, and interdependence. Economic systems are continually evolving in response to the economic problem to determine what goods and services to produce, how these goods and services are produced, and for whom they are produced.

By studying Economics, students develop an understanding of different economic systems and institutions and learn to assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes which may be inconsistent with social, moral, and ethical values.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Folio

Assessment Type 3: Issues Study



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LEGAL STUDIES A

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content: Stage 1 Legal Studies A focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law-making, law enforcement, and dispute resolution, and should be applied to a range of contemporary Australian issues.

Topics studied in this course may include:

- Law and Communities
- Law-making
- Justice and Society

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

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

LEGAL STUDIES B

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Preferred background/ prerequisite: Legal Studies A

Content: Legal Studies B is explored through the mechanism of asking 'big questions'. Big questions are typically open ended, stimulate deep and conceptual thinking, and involve the consideration of a range of perspectives. Big questions encourage debate and active learning. In providing a response to the questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence, and cases.

Students develop an understanding of the following concepts:

- Rights
- Fairness and justice
- Power
- Change

Topics studied in this course may include:

- Young people and the law
- Relationships and the law
- Victims and the law

LEGAL STUDIES B (continued)

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

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

MODERN HISTORY

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content: The study of History gives students the opportunity to make sense of a complex and rapidly changing world by connecting the past and the present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function.

Topics studied in this course may include:

- Revolutions
- Vietnam War
- Apartheid

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Historical Skills
- Assessment Type 2:** Historical Study

PHILOSOPHY

Level: Stage 1
Length: Semester (10 SACE credits)
Contact person: Reegan Mastrangelo

Content: Philosophy involves the rational investigation of questions about existence, knowledge and ethics, to which there are no simple answers. Consequently, philosophical problems tend to provoke disagreement and foster a variety of views and theories. Investigation of these problems through the study of Philosophy requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument. Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1:** Folio
- Assessment Type 2:** Issues Analysis
- Assessment Type 3:** Issues Study

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POLITICS, POWER AND PEOPLE

Level: Stage 1

Length: Semester (10 SACE credits)

Contact person: Reegan Mastrangelo

Content:

Is Australia still a truly democratic society? Does our political system adequately represent young people? Why do some politicians stick their heads in the sand about environmental issues? Politics, Power and People is the study of power at all levels of society. Students will explore the changing nature of Australian political parties, understanding the power of their vote and analysing the rise of alternative parties such as the Greens and the teal independents.

Students will analyse the role of the media in Australia, making judgements about their job as 'entertainer' vs 'informer'. They explore the interplay between politics, sport and religion through a range of big questions including:

- How different are the political parties in Australia?
- Should Australian sport be independent of political influence?
- Does Australia have a complete separation of church and state?

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio

Assessment Type 2:

Source Analysis

Assessment Type 3: Investigation

SOCIETY AND CULTURE

Level: Stage 1

Length: Semester (10 SACE credits)

Contact person: Reegan Mastrangelo

Content:

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

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

Topics for Society and Culture may include:

- Youth homelessness
- Asylum seekers and refugees
- Climate change
- Domestic violence
- Cyber bullying

ASSESSMENT:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Sources Analysis

Assessment Type 2:

Group Activity

Assessment Type 3:

Investigation

ACCOUNTING

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: Reegan Mastrangelo

Preferred Background/Prerequisite:

Stage 1 Accounting is preferred but not essential.

Content:

In Accounting students develop and extend their understanding of the underpinning accounting concepts and conventions used to understand and classify financial transactions within a business. Through the learning in the focus area of managing financial sustainability, students develop and apply their knowledge of accounting processes to prepare and report accounting information to meet stakeholder needs. Students transfer this knowledge to scenarios and consider the influence of local and global perspectives on accounting practices.

Topics which will be studied throughout this course include:

- Understanding accounting concepts and conventions
- Managing financial sustainability
- Providing accounting advice

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1: Accounting Concepts and Solutions

Assessment Type 2: Accounting Advice

External Assessment (30%)

Assessment Type 3: Examination

Additional charges:

Purchase of an Accounting Workbook supports this subject.

BUSINESS INNOVATION

Level: Stage 2

Length: Year (20 SACE credits)

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: Reegan Mastrangelo

Preferred background/prerequisite:

Stage 1 Business Innovation is preferred but not essential.

Content:

Students engage in designing, sustaining, and transforming business in the modern world. Through these contexts, students develop and apply their understanding of innovation, decision-making and project management, financial literacy and information management, global, local, and digital perspectives. Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems.

Students engage with complex, dynamic, real-world problems, to identify as well as design, test, iterate and communicate viable business solutions.

Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills. Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

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BUSINESS INNOVATION

(continued)

Students gain an understanding of fundamental business concepts and ideas, including:

- The nature and structure of business
- Sources of finance
- Forms of ownership
- Legal responsibilities and requirements

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1: Folio

Assessment Type 2: Practical

Assessment Type 3: Issues Study

External Assessment (30%)

Assessment Type 4: Report

ECONOMICS

Level: Stage 2

Length: Year (20 SACE credits)

Contact person:

Reegan Mastrangelo

Preferred background/ prerequisite:

Stage 1 Economics is preferred but not essential.

Content:

Studying Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants.

Students research, analyse, evaluate, and apply economic models which are expressed in graphical and/or diagrammatic form. They evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Topics which will be studied throughout this course include:

- The Economic problem
- Microeconomics
- Macroeconomics
- Globalisation
- Poverty and inequality

Assessment:

Students are assessed using the SACE Performance Standards.

ECONOMICS *(continued)*

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

School Assessment (70%)

Assessment Type 1:

Skills and Applications Tasks

Assessment Type 2: Folio

External Assessment (30%)

Assessment Type 3: Examination

LEGAL STUDIES

Level: Stage 2

Length: Year (20 SACE credits)

Contact person:

Reegan Mastrangelo

Preferred background/ prerequisite:

Stage 1 Legal Studies is preferred but not essential.

Content:

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context.

Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about strengths and weaknesses of the Australian legal system.

Students consider how, and to what degree, these weaknesses may be remedied.

Topics which will be studied throughout this course include:

- The Australian Legal System
- Constitutional Government
- Law-making
- Justice systems

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1: Folio

Assessment Type 2: Inquiry

External Assessment (30%)

Assessment Type 3: Examination

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MODERN HISTORY

Level: Stage 2

Length: Year (20 SACE credits)

Contact person:

Reegan Mastrangelo

**Preferred background/
prerequisite:**

Stage 1 Modern History is preferred but not essential.

Content:

In Modern History students will investigate the development of modern nations during the rapid change of the 20th Century.

Students will develop insights into the characteristics of a modern nation, and the crises and challenges which have confronted it. In the study of Germany 1918-1948 students investigate how Germany went from burning cash for fuel, the Golden Age of culture and hope, the total collapse of democracy and rise of Hitler, total world war, institutionalised genocide, culminating in the 40-year fracturing of Germany.

The Changing World Order considers how nations, including some emerging, sought to impose their influence and power, and how nations sought to forge their own destiny. It directly investigates the origin and evolution of the Cold War, and its visible impact on our current world. There will be specific examination of nuclear warfare, espionage, political assassinations both literally and figuratively, the covert and overt toppling of governments, proxy wars, protest, riot, and revolution both velvet and violent. If you want to know how the Soviet Union collapsed, why we dropped nuclear bombs in our

backyard, and the basis for our current global order, this course is for you.

Topics which will be studied throughout this course include:

- Germany 1918-48
- The Changing World Order 1945-

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1:

Historical Skills

Assessment Type 2:

Historical Study

External assessment (30%)

Assessment Type 3: Examination

PHILOSOPHY

Level: Stage 2

Length: Year (20 SACE credits)

Contact person:

Reegan Mastrangelo

**Preferred background/
prerequisite:**

Stage 1 Philosophy is preferred but not essential.

Content:

Students learn that philosophy is part of life: it shapes the way people think, what they consider to be of value, what they take as being the truth, and how they engage with others and the world around them. Historically and now, philosophers have been recognised as teachers of wisdom whose contributions have helped to form society and its visions for the future.

Philosophy involves the rational investigation of questions about existence, knowledge, and ethics, to which there are no simple answers. Consequently, philosophical problems tend to provoke disagreement and foster a variety of views and theories about the nature of the world and what ought to be done. Investigation of these problems requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Topics which will be studied throughout this course include:

- Philosophical inquiry skills
- Key areas of philosophical study (ethics, epistemology, and metaphysics)

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:

Argument Analysis

Assessment Type 2:

Issues Analysis

External Assessment (30%)

Assessment Type 3:

Issues Study

POLITICS, POWER AND PEOPLE

Level: Stage 2

Length: Year (20 SACE credits)

Contact Person:

Reegan Mastrangelo

**Preferred background/
prerequisite:**

Stage 1 Politics, Power and People is preferred but not essential.

Content:

Can an election be won without 'playing' politics? Do political parties effectively represent the will of the people? Will a Trump led Republican revival lead to further US isolationism? Politics, Power and People is the study of power at all levels of society. Students will have an initial focus on the Australian political system, exploring the constitution, our voting system and the constantly changing political landscape through the rise of minor parties.

Optional themes include the mediatisation of politics and the United States, exploring 'big' questions such as:

- Does the media set the political agenda and influence public opinion?
- Is the United States the undisputed global hegemonic power?
- Can the United States overcome their own domestic issues such as inequality and gun control?

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POLITICS, POWER AND PEOPLE *(continued)*

Assessment:

Students are assessed using the SACE Performance Standards.

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

School Assessment (70%)

Assessment Type 1: Folio

Assessment Type 2: Source Analysis

External Assessment (30%)

Assessment Type 3: Investigation

SOCIETY AND CULTURE

Level: Stage 2

Length: Year (20 SACE credits)

Contact person:

Reegan Mastrangelo

Content:

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power. Students develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues and understand diversity within and across societies. Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors.

Students develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions.

They learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Students will study two topics based on student interest. The topics include:

- Cultural diversity
- Youth culture
- Work and leisure
- The material world
- Social ethics
- Contemporary contexts of Aboriginal and Torres Strait Islander Peoples
- Technological revolutions

SOCIETY AND CULTURE

(continued)

- People and the environment
- Globalisation
- A question of rights
- People and power

Assessment:

Students are assessed using the SACE Performance Standards.

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

School Assessment (70%)

Assessment Type 1: Folio

Assessment Type 2: Interaction

External Assessment (30%)

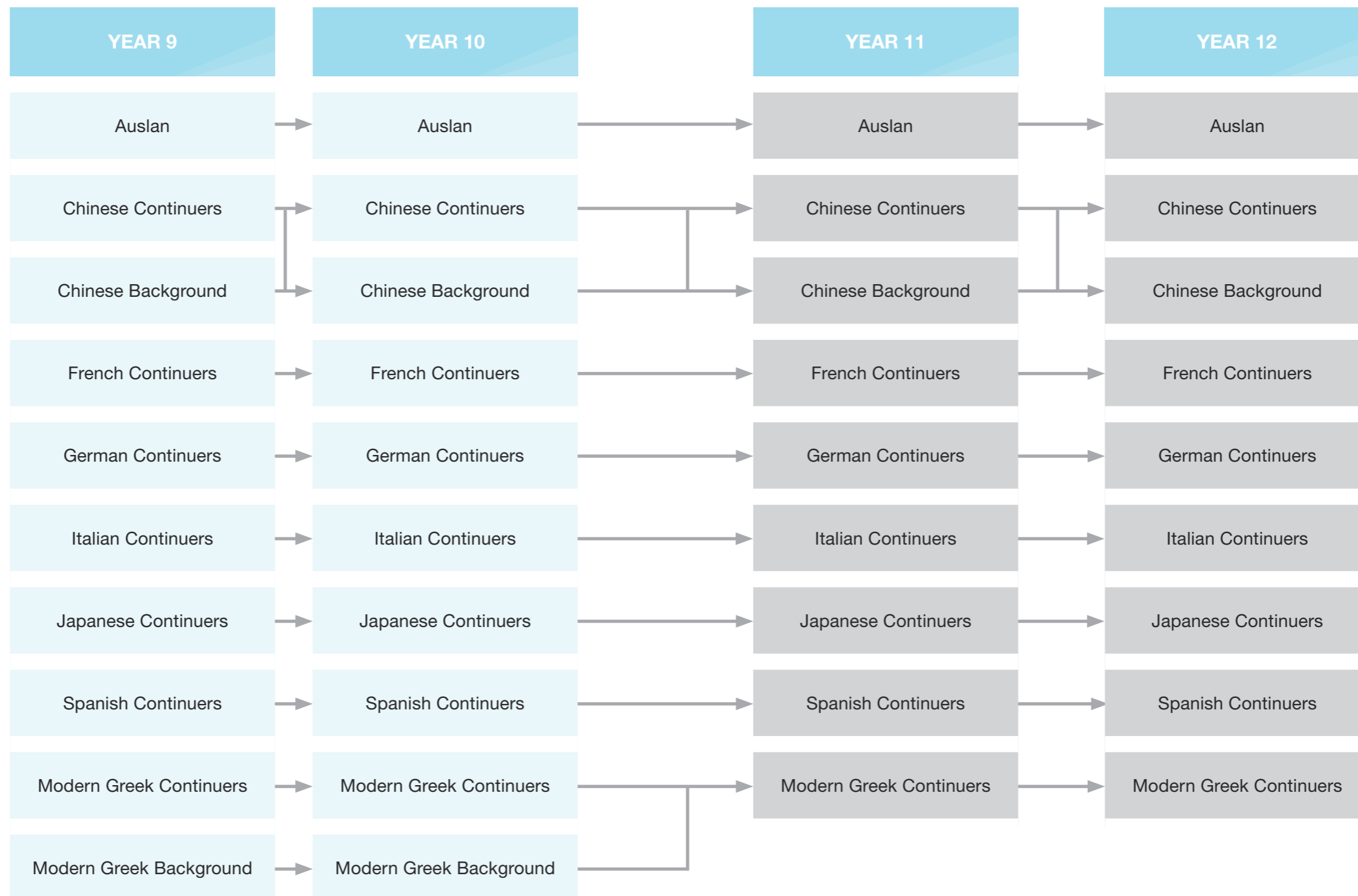
Assessment Type 3: Investigation





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Arrows are only an indication of pathways. Please check prerequisites.



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AUSLAN

Level: 9

Length: Year

Contact person:

Toni Angus

**Preferred background/
prerequisite:**

Year 8 Auslan

Content:

Auslan (Australian Sign Language) is the language used by the Deaf community in Australia. Skills in Auslan will allow students to interact with each other and Deaf members of the school and community.

Auslan is part of the Australian Curriculum and has a number of different learning pathways. Students will develop the skills to communicate in Auslan with Auslan users and develop an awareness of the Deaf community, identity and culture. They will develop fingerspelling skills and an understanding of Auslan grammar while building on their overall sign knowledge

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

CHINESE CONTINUERS

Level: 9

Length: Year

Contact person:

Shane Peterer

**Preferred background/
prerequisite:**

Year 8 Chinese

Content:

The Chinese language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

CHINESE BACKGROUND

Level: 9

Length: Year

Contact person:

Shane Peterer

**Preferred background/
prerequisite:**

Entry will be through assessment by the teacher of Chinese.

Content:

The Chinese language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

FRENCH CONTINUERS

Level: 9

Length: Year

Contact person:

Shane Peterer

**Preferred background/
prerequisite:**

Year 8 French

Content:

The French language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

GERMAN CONTINUERS

Level: 9

Length: Year

Contact person:

Shane Peterer

**Preferred background/
prerequisite:**

Year 8 German

Content:

The German language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.



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ITALIAN CONTINUERS

Level: 9
Length: Year
Contact person: Shane Peterer

Preferred background/prerequisite: Year 8 Italian

Content: The Italian language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment: Students are assessed using the Australian Curriculum Achievement Standards.

JAPANESE CONTINUERS

Level: 9
Length: Year
Contact person: Shane Peterer

Preferred background/prerequisite: Year 8 Japanese

Content: The Japanese language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment: Students are assessed using the Australian Curriculum Achievement Standards.

MODERN GREEK BACKGROUND

Level: 9
Length: Year
Contact person: Shane Peterer

Preferred background/prerequisite: Entry will be through assessment by the teacher of Greek.

Content: The Modern Greek language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Topics are taught thematically based on the Australian Curriculum. Students have the ability to sit the internationally recognised Proficiency Exams and have a number of opportunities to experience the Greek Culture and community.

Assessment: Students are assessed using the Australian Curriculum Achievement Standards.

MODERN GREEK CONTINUERS

Level: 9
Length: Year
Contact person: Shane Peterer

Preferred background/prerequisite: Year 8 Modern Greek Continuers course

Content: The Modern Greek language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Topics are taught thematically based on the Australian Curriculum. Students have the ability to sit the internationally recognised Proficiency Exams and have a number of opportunities to experience the Greek Culture and community.

Assessment: Students are assessed using the Australian Curriculum Achievement Standards.

SPANISH CONTINUERS

Level: 9
Length: Year
Contact person: Shane Peterer

Preferred background/prerequisite: Year 8 Spanish

Content: The Spanish language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment: Students are assessed using the Australian Curriculum Achievement Standards.



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Vocational Education Training (VET) 162

AUSLAN

Level: 10

Length: Year

Contact person: Toni Angus

**Preferred background/
prerequisite:**

Year 9 Auslan

Content:

Auslan (Australian Sign Language) is the language used by the Deaf community in Australia. Skills in Auslan will allow students to interact with each other and Deaf members of the school and community.

Auslan is part of the Australian Curriculum and has a number of different learning pathways. Students will develop the skills to communicate in Auslan with Auslan users and develop an awareness of the Deaf community, identity and culture. They will develop fingerspelling skills and an understanding of Auslan grammar while building on their overall sign knowledge

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

CHINESE CONTINUERS

Level: 10

Length: Year

Contact person:
Shane Peterer

**Preferred background/
prerequisite:**

Year 9 Chinese Continuers course

Content:

The Chinese language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

CHINESE BACKGROUND

Level: 10

Length: Year

Contact person:
Shane Peterer

**Preferred background/
prerequisite:**

Year 9 Chinese Background level or similar. Entry may also be through assessment by the teacher of Chinese.

Content:

The Chinese language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

FRENCH CONTINUERS

Level: 10

Length: Year

Contact person:
Shane Peterer

**Preferred background/
prerequisite:**

Year 9 French

Content:

The French language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

GERMAN CONTINUERS

Level: 10

Length: Year

Contact person:
Shane Peterer

**Preferred background/
prerequisite:**

Year 9 German

Content:

The German language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.



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ITALIAN CONTINUERS

Level: 10
Length: Year
Contact person: Shane Peterer

Preferred background/prerequisite: Year 9 Italian

Content: The Italian language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment: Students are assessed using the Australian Curriculum Achievement Standards.

JAPANESE CONTINUERS

Level: 10
Length: Year
Contact person: Shane Peterer

Preferred background/prerequisite: Year 9 Japanese

Content: The Japanese language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment: Students are assessed using the Australian Curriculum Achievement Standards.

MODERN GREEK BACKGROUND

Level: 10
Length: Year
Contact person: Shane Peterer

Preferred background/prerequisite: Year 9 Modern Greek Background level or similar. Entry may also be through assessment by the teacher of Modern Greek.

Content: The Modern Greek language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Topics are taught thematically based on the Australian Curriculum. Students have the ability to sit the internationally recognised Proficiency Exams and have a number of opportunities to experience the Greek Culture and community.

Assessment: Students are assessed using the Australian Curriculum Achievement Standards.

MODERN GREEK CONTINUERS

Level: 10
Length: Year
Contact person: Shane Peterer

Preferred background/prerequisite: Year 9 Modern Greek Continuers

Content: The Modern Greek language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Topics are taught thematically based on the Australian Curriculum. Students have the ability to sit the internationally recognised Proficiency Exams and have a number of opportunities to experience the Greek Culture and community.

Assessment: Students are assessed using the Australian Curriculum Achievement Standards.

SPANISH CONTINUERS

Level: 10
Length: Year
Contact person: Shane Peterer

Preferred background/prerequisite: Year 9 Spanish

Content: The Spanish language course follows the Australian Curriculum. ‘Communication’ and ‘Understanding’ are the two key Strands. ‘Communication’ involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. ‘Understanding’ develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the Role of language and culture.

Assessment: Students are assessed using the Australian Curriculum Achievement Standards.



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AUSLAN

Level: Stage 1
Length: Year (20 SACE credits)
Contact Person:
 Toni Angus

Preferred Background/Prerequisite:
 Year 10 Auslan

Content:
 Auslan (Australian Sign Language) is the language used by the Deaf community in Australia. Skills in Auslan will allow students to interact with each other and Deaf members of the school and community.

Auslan is part of the Australian Curriculum and has a number of different learning pathways. Students will develop the skills to communicate in Auslan with Auslan users and develop an awareness of the Deaf community, identity and culture. They will develop fingerspelling skills and an understanding of Auslan grammar while building on their overall sign knowledge

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

CHINESE BACKGROUND

Level: Stage 1
Length: Year (20 SACE credits)
Contact person:
 Shane Peterer

Preferred background/prerequisite:
 Year 10 Chinese Background

The Background Speakers level languages are designed for students who have a background in the language and who have had more than 1 year's education in a country where the language is spoken.

Content:
 Stage 1 Chinese Background Speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and contemporary issues are intended to be covered across Stage 1 and Stage 2.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:
 Interaction

Assessment Type 2:
 Text Production

Assessment Type 3:
 Text Analysis

Assessment Type 4:
 Investigation

CHINESE CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person:
 Shane Peterer

Preferred background/prerequisite:
 Year 10 Chinese. An Eligibility Form must be filled in and strict criteria apply.

Content:
 Stage 1 Chinese at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Chinese-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation

FRENCH CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person:
 Shane Peterer

Preferred background/prerequisite:
 Year 10 French

Content:
 Stage 1 French at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The French-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation

GERMAN CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person:
 Shane Peterer

Preferred background/prerequisite:
 Year 10 German

Content:
 Stage 1 German at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The German-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation



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ITALIAN CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person: Shane Peterer

Preferred background/prerequisite: Year 10 Italian

Content: Stage 1 Italian at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Italian-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Interaction
Assessment Type 2: Text Production
Assessment Type 3: Text Analysis
Assessment Type 4: Investigation

JAPANESE CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person: Shane Peterer

Preferred background/prerequisite: Year 10 Japanese

Content: Stage 1 Japanese at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Japanese-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Interaction
Assessment Type 2: Text Production
Assessment Type 3: Text Analysis
Assessment Type 4: Investigation

MODERN GREEK CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person: Shane Peterer

Preferred background/prerequisite: Year 10 Modern Greek (Continuers or Background)

Content: The Continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Interaction
Assessment Type 2: Text Production
Assessment Type 3: Text Analysis
Assessment Type 4: Investigation

SPANISH CONTINUERS

Level: Stage 1
Length: Year (20 SACE credits)
Contact person: Shane Peterer

Preferred background/prerequisite: Year 10 Spanish

Content: Stage 1 Spanish at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Spanish-speaking Communities
- The Changing World

The students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Interaction
Assessment Type 2: Text Production
Assessment Type 3: Text Analysis
Assessment Type 4: Investigation

AUSLAN

Level: Stage 2
Length: Year (20 SACE credits)
Contact Person: Toni Angus

Preferred Background/Prerequisite: Stage 1 Auslan

Content: Stage 2 Auslan at Continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- Deaf and Hearing Communities
- The Changing World

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
Assessment Type 1: Folio
Assessment Type 2: In-depth Study
 External Assessment (30%)
Assessment Type 3: Examination



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CHINESE BACKGROUND

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Shane Peterer

Preferred background/prerequisite: Stage 1 Chinese Background

The Chinese Background Speakers course is designed for students who have a background in the language and who have had more than 1 year’s education in a country where the language is spoken.

Content: Stage 2 Chinese Background Speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and contemporary issues are intended to be covered across Stage 1 and Stage 2.

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:
 School Assessment (70%)

Assessment Type 1: Folio
Assessment Type 2: In-depth Study
 External Assessment (30%)
Assessment Type 3: Examination

CHINESE CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Shane Peterer

Preferred background/prerequisite: Stage 1 Chinese Continuers. An Eligibility Form must be filled in and strict criteria apply.

Content: Stage 2 Chinese at Continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The Chinese-speaking Communities
- The Changing World

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:
 School Assessment (70%)

Assessment Type 1: Folio
Assessment Type 2: In-depth Study
 External Assessment (30%)
Assessment Type 3: Examination

FRENCH CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Shane Peterer

Preferred background/prerequisite: Stage 1 French

Content: Stage 2 French at Continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The French-speaking Communities
- The Changing World

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:
 School Assessment (70%)

Assessment Type 1: Folio
Assessment Type 2: In-depth Study
 External Assessment (30%)
Assessment Type 3: Examination

GERMAN CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Shane Peterer

Preferred background/prerequisite: Stage 1 German

Content: Stage 2 German at Continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The German-speaking Communities
- The Changing World

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:
 School Assessment (70%)

Assessment Type 1: Folio
Assessment Type 2: In-depth Study
 External Assessment (30%)
Assessment Type 3: Examination

ITALIAN CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: Shane Peterer

Preferred background/prerequisite: Stage 1 Italian

Content: Stage 2 Italian at Continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The Italian-speaking Communities
- The Changing World

Assessment: Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:
 School Assessment (70%)

Assessment Type 1: Folio
Assessment Type 2: In-depth Study
 External Assessment (30%)
Assessment Type 3: Examination



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JAPANESE CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
 Shane Peterer

Preferred background/prerequisite:
 Stage 1 Japanese

Content:
 Stage 2 Japanese at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The Japanese-speaking Communities
- The Changing World

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
 Folio

Assessment Type 2:
 In-depth Study

External Assessment (30%)

Assessment Type 3: Examination

MODERN GREEK CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
 Shane Peterer

Preferred background/prerequisite:
 Stage 1 Modern Greek

Content:
 The Continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions.

They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
 Folio

Assessment Type 2:
 In-depth Study

External Assessment (30%)

Assessment Type 3: Examination

SPANISH CONTINUERS

Level: Stage 2
Length: Year (20 SACE credits)
Contact person:
 Shane Peterer

Preferred background/prerequisite:
 Stage 1 Spanish

Content:
 Stage 2 Spanish at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The three prescribed themes are:

- The Individual
- The Spanish-speaking Communities
- The Changing World

Assessment:
 Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:
 Folio

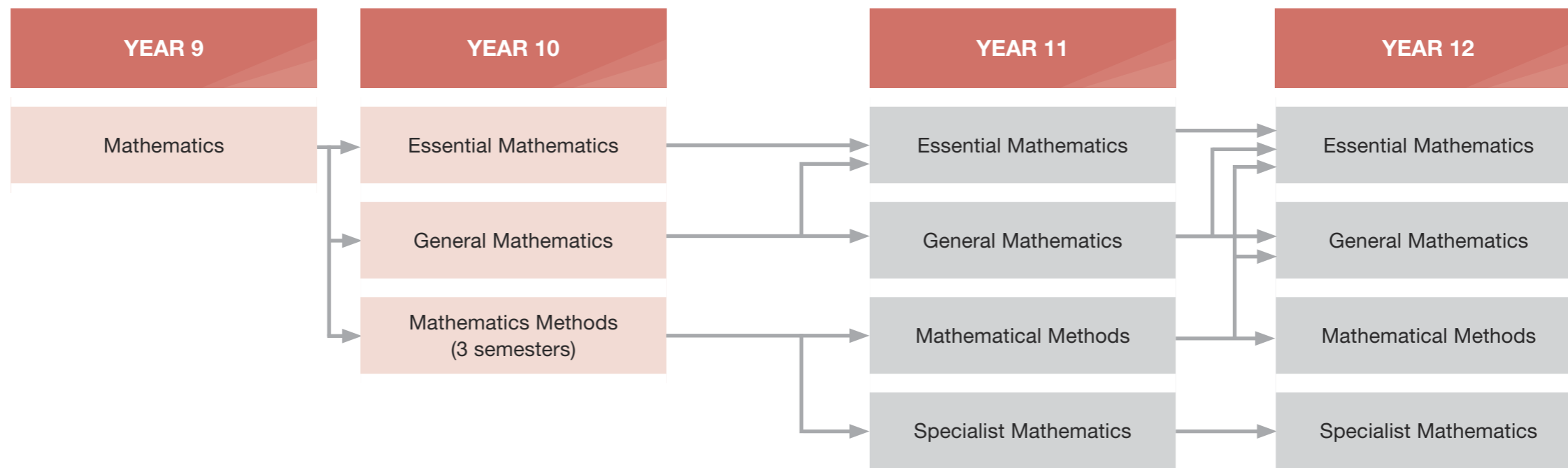
Assessment Type 2:
 In-depth Study



External Assessment (30%)

Assessment Type 3: Examination

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 Australian Curriculum
 SACE

Arrows are only an indication of pathways. Please check prerequisites.

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MATHEMATICS

Level: 9
Length: Year
Contact person: Samantha Hutton

**Preferred background/
prerequisite:**
 Nil

Content:
 The content of the course is developed from the Australian Curriculum Strands covering working with number, algebraic manipulation, pythagoras' theorem, product and factorisation, measurement, business mathematics, statistics and probability, coordinate geometry, similarity and deductive and transformation geometry. Students will gain skills in the theoretical concepts of mathematics and focus on their higher order thinking skills in solving complex problems. Technology, where applicable, is embedded through the use of graphic calculators to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

This course will provide students with the necessary skills to enter Year 10 Extended, General or Essential Mathematics.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

ESSENTIAL MATHEMATICS

Level: 10
Length: Year
Contact person: Samantha Hutton

**Preferred background/
prerequisite:**

This course is for students who have not completed the Year 9 course to a satisfactory level.

Content:
 The content of the course predominantly covers number, algebra, measurement, business mathematics, statistics and probability, coordinate geometry and geometry at an elementary level. Students will be able to learn life skills that involve the use of numeracy. The course will run over a year and concentrate on delivering a range of numeracy skills dealing with everyday life.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

GENERAL MATHEMATICS

Level: 10
Length: Year
Contact person: Samantha Hutton

**Preferred background/
prerequisite:**

This course is for students who have completed Year 9 Mathematics at a "C" grade or higher.

Content:
 The content of the course predominantly covers indices, algebra, pythagoras theorem, trigonometry, measurement, statistics and probability, coordinate geometry, financial mathematics and matrices. This course will lead into Stage 1 General Mathematics and will provide students with skills to deal with applications of mathematics in the real world. Technology, where applicable, is embedded through the use of graphic calculators to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

MATHEMATICS METHODS

Level: 10
Length: 3 semesters
Contact person: Samantha Hutton

**Preferred background/
prerequisite:**

This course is for students who have completed Year 9 Mathematics at a "B" or "A" grade.

Content:
 The content of the course predominantly covers indices, radicals, algebra, pythagoras theorem, trigonometry, measurement, circles, statistics and probability, coordinate geometry, similarity and congruence, quadratics, simultaneous equations, relations and functions, exponentials and logarithms, polynomials, and conics. This course will provide students with the necessary skills to enter Stage 1 Methods and Specialist courses. Students will gain skills in the theoretical concepts of mathematics and focus on their higher order thinking skills in solving complex problems. Technology, where applicable, is embedded through the use of graphic calculators to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Assessment:
 Students are assessed using the Australian Curriculum Achievement Standards.

GENERAL MATHEMATICS

Level: Stage 1
Length: Year
 (20 SACE credits)
Contact person: Samantha Hutton

**Preferred background/
prerequisite:**

An average of a "C" grade or better in common tests and assessments in Year 10 General Mathematics plus teacher recommendation.

Content:
 In the study of Mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

The content of the course covers linear and exponential functions, network and matrices, measurement, investment and borrowings, statistics, numeric trigonometry and matrices. This course will provide students with the necessary skills to enter Stage 2 General and Essential Mathematics. Students will gain knowledge of mathematics and focus on their higher order thinking skills in solving practical problems.

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GENERAL MATHEMATICS

(continued)

Technology, where applicable, is embedded through the use of graphic calculators to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Assessment:

Students are assessed using the SACE Performance Standards.

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

Assessment Type 1:

Skills and Applications Tasks

Assessment Type 2:

Mathematical Investigation

Special requirements:

Students are advised to complete 2 semesters if they intend to do Stage 2 General or Essential Mathematics.

ESSENTIAL MATHEMATICS

Level: Stage 1

Length: Year
(20 SACE Credits)

Contact person: Samantha Hutton

Content:

The content of the course predominantly covers number, algebra, measurement, business mathematics, statistics and probability, coordinate geometry and geometry at an elementary level. Students will be able to learn life skills that involve the use of numeracy. The course will run for two semesters and concentrate on delivering a range of numeracy skills dealing with everyday life.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Skills and Applications Tasks

Assessment Type 2:

Folio

Special requirements:

Students who complete this course will achieve 20 Stage 1 SACE credits including the compulsory Numeracy unit.

MATHEMATICAL METHODS

Level: Stage 1

Length: 3 Semesters
(30 SACE credits)

Contact person: Samantha Hutton

Preferred background/ prerequisite:

An average of a “B” grade or better in common tests and assessments in Year 10 Mathematics Methods plus teacher recommendation.

Content:

In the study of Mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

The content of the course covers trigonometry, deductive geometry, statistics and counting, relations and functions, growth and decay, polynomials, and numeric trigonometry, matrices, real and complex numbers and introduction to differential calculus.

This course will provide students with the necessary skills to enter Stage 2 Mathematical Methods. Students will gain knowledge in the theoretical concepts of mathematics and focus on their higher order thinking skills in solving complex problems. Technology, where applicable, is embedded through the use of graphic calculators to consolidate

concepts and to provide further opportunities for students to investigate mathematical phenomena.

Assessment:

Students are assessed using the SACE Performance Standards.

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

Assessment Type 1:

Skills and Applications Tasks

Assessment Type 2:

Mathematical Investigation

SPECIALIST MATHEMATICS

Level: Stage 1

Length: 4 Semesters (40 SACE credits) (Three of these units are Mathematical Methods units)

Contact person: Samantha Hutton

Preferred background/ prerequisite:

An average of a “B” grade or better in common tests and assessments in Year 10 Mathematics Methods plus teacher recommendation.

Content:

In the study of Mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

The content of the course covers series and sequences, vectors, trigonometric functions, trigonometry, deductive geometry, statistics and counting, relations and functions, growth and decay, polynomials, and numeric trigonometry, matrices, real and complex numbers and introduction to differential calculus. This course will provide students with the necessary skills to enter Stage 2 Methods and Stage 2 Specialist Mathematics. Technology, where applicable, is embedded through the use of graphic calculators

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SPECIALIST MATHEMATICS

(continued)

to consolidate concepts and to provide further opportunities for students to investigate mathematical phenomena.

Students will gain skills in the theoretical concepts of mathematics and focus on their higher order thinking skills in solving complex problems.

This course is particularly suited for students who seek an Engineering pathway.

Assessment:

Students are assessed using the SACE Performance Standards.

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

Assessment Type 1:

Skills and Applications Tasks

Assessment Type 2:

Mathematical Investigation

ESSENTIAL MATHEMATICS

Level: Stage 2

Length: Year (20 SACE Credits)

Contact person: Samantha Hutton

Preferred background/ prerequisite:

An average of a “C” grade or better in exams and assessments in any Stage 1 Mathematics plus teacher’s recommendation.

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.

Students who complete this subject with a “C-“ or better will meet the numeracy requirement of the SACE.

(continued)

ESSENTIAL MATHEMATICS

(continued)

Stage 2 Essential Mathematics consists of the following five topics:

1. Scales, plans and models
2. Measurement
3. Business applications
4. Investments and loans
5. Statistics

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:

Skills and Applications Tasks

Assessment Type 2:

Mathematical Investigation

External Assessment (30%)

Assessment Type 3:

Examination

GENERAL MATHEMATICS

Level: Stage 2

Length: Year (20 SACE Credits)

Contact person: Samantha Hutton

Preferred background/ prerequisite:

An average of a “B” grade or better in exams and assessments in Stage 1 General Mathematics plus teacher’s recommendation.

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.

Students who complete this subject with a “C-“ or better will meet the numeracy requirement of the SACE.

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

Stage 2 General Mathematics consists of the following five topics:

1. Modelling with linear relationships
2. Modelling with matrices
3. Statistical models
4. Financial models
5. Discrete models

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:

Skills and Applications Tasks

Assessment Type 2:

Mathematical Investigation

External Assessment (30%)

Assessment Type 3:

Examination

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MATHEMATICAL METHODS

Level: Stage 2

Length: Year (20 SACE Credits)

Contact person: Samantha Hutton

Preferred background/prerequisite:

An average of a “B” grade or better in exams and assessments in Stage 1 Mathematical Methods plus teacher’s recommendation.

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. Students who complete this subject with a “C-“ grade or better will meet the numeracy requirement of the SACE.

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. This subject can often be a prerequisite subject for a number of tertiary courses.

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.

Stage 2 Mathematical Methods consists of the following six topics:

- **Topic 1:** Further differentiation and applications
- **Topic 2:** Discrete random variables
- **Topic 3:** Integral calculus
- **Topic 4:** Logarithmic functions
- **Topic 5:** Continuous random variables and the normal distribution
- **Topic 6:** Sampling and confidence intervals.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation

External Assessment (30%)

Assessment Type 3: Examination

SPECIALIST MATHEMATICS

Level: Stage 2

Length: Year (20 SACE Credits)

Contact person: Samantha Hutton

Preferred background/prerequisite:

An average of a “B” grade or better in exams and assessments in Stage 1 Specialist Mathematics plus teacher’s recommendation.

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. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Students who complete this subject with a “C-“ or better will meet the numeracy requirement of the SACE.

The topics in Stage 2 extend students’ mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. The general theory of

functions, differential equations, and dynamic systems provides opportunities to analyse the consequences of more complex laws of interaction.

Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving.

Stage 2 Specialist Mathematics consists of the following six topics:

- **Topic 1:** Mathematical Induction
- **Topic 2:** Complex Numbers
- **Topic 3:** Functions and Sketching Graphs
- **Topic 4:** Vectors in Three Dimensions
- **Topic 5:** Integration Techniques and Applications
- **Topic 6:** Rates of Change and Differential Equations.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation

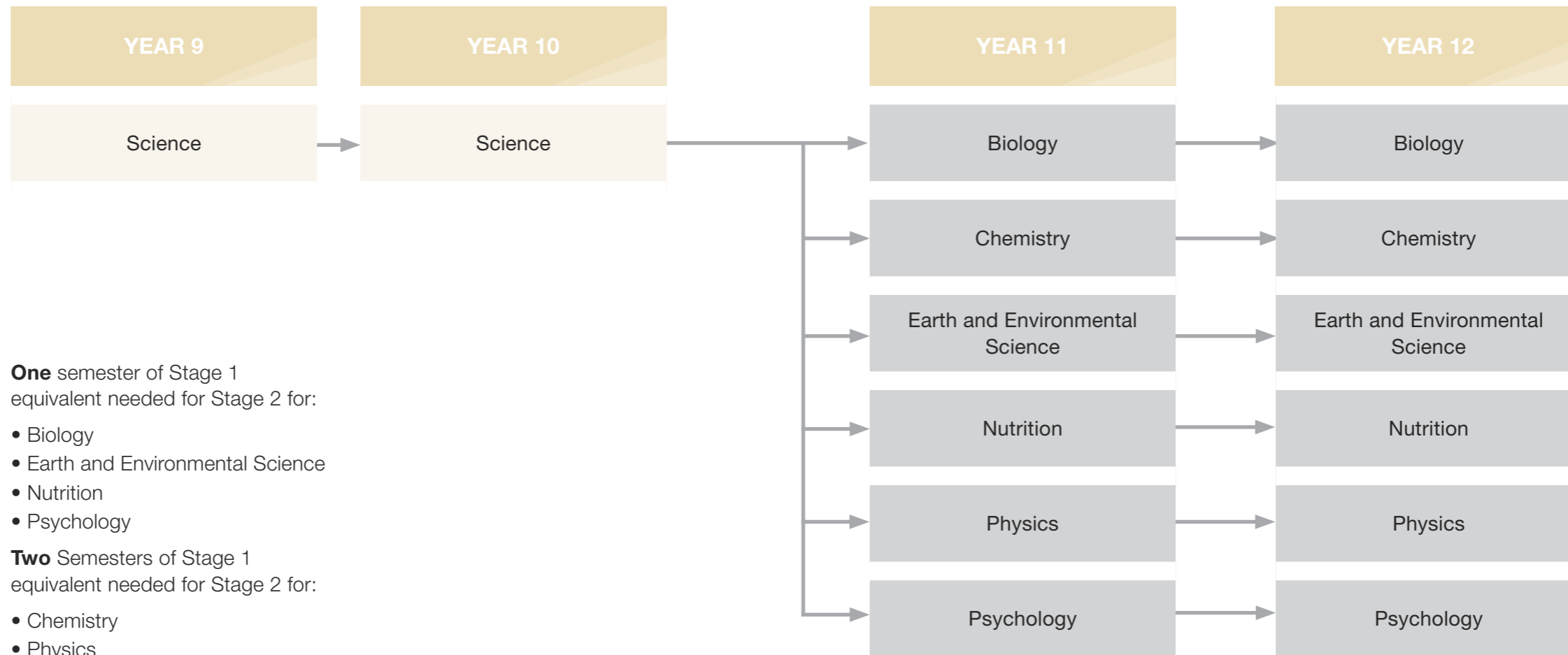
External Assessment (30%)

Assessment Type 3: Examination



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- One** semester of Stage 1 equivalent needed for Stage 2 for:
- Biology
 - Earth and Environmental Science
 - Nutrition
 - Psychology
- Two** Semesters of Stage 1 equivalent needed for Stage 2 for:
- Chemistry
 - Physics

Australian Curriculum
 SACE

Arrows are only an indication of pathways. Please check prerequisites.



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SCIENCE

Level: 9

Length: Year

Contact person: Lewis Weeden

Content:

Each term of study at Year 9 is dedicated to one of four Science disciplines. These Science disciplines, and their content, are outlined below:

- **Physics:**
Students understand energy conservation in simple systems and apply wave and particle models to describe energy transfer.
- **Chemistry:**
Students explain chemical processes in terms of change in atomic structure.
- **Earth Science:**
Students explore interactions within and between Earth's spheres and how these affect the carbon cycle.
- **Biology:**
Students explore the body's coordinated response to stimuli and how the processes of asexual and sexual reproduction have enabled the survival of species.

Additionally, the Year 9 Science course aims to develop the following skills:

- Working safely in the laboratory
- Practical report writing
- Use of scientific equipment such as the microscope and Bunsen burner

- Data analysis
- Numerical analysis
- Research and critical analysis of Science as a Human Endeavour
- Teamwork

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

SCIENCE

Level: 10

Length: Year

Contact person: Lewis Weeden

Content:

Each term of study at Year 10 is dedicated to one of four Science disciplines. These Science disciplines, and their content, are outlined below:

- **Physics:**
Students will critically analyse motion and force in everyday life and use Newton's Three Laws to explain natural phenomena.
- **Chemistry:**
Students will explore properties of elements and how they are arranged in the Periodic Table. Students will investigate different chemical reactions and how factors can affect the rates of reactions.
- **Earth Science:**
Students will study the formation of the universe by way of the Big Bang Theory and investigate star systems and the star cycle. Students will investigate issues of global warming and climate change and the various anthropogenic factors that affect this.
- **Biology:**
Students will develop their knowledge around inheritance, genetics and DNA. Students will explore how genetic and environmental factors may change organisms over time and look at the Theory of Evolution.

Additionally, the Year 10 Science course aims to develop the following skills:

- Working safely in the laboratory
- Practical report writing
- Use of scientific equipment such as the microscope and Bunsen burner
- Data analysis
- Numerical analysis
- Research and critical analysis of Science as a Human Endeavour
- Teamwork

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

BIOLOGY

Level: Stage 1

Length: 1 or 2 Semesters (10 or 20 SACE credits)

Contact person: Lewis Weeden

Preferred background/prerequisite:

"C" grade or higher in Year 10 Science.

Content:

In Biology students investigate and learn about the structure and function of a range of living organisms, how they interact with other living things, and with their environments. Students have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students taking Biology in Semester 1 will study the following topics:

- **Cells and Microorganisms:**
Students will investigate the role of the cell and analyse the structures and systems within cells. Students will learn about microorganisms and their importance and use in modern applications.
- **Ecosystems:**
Students investigate diverse ecosystems, explore biotic and abiotic components to dynamic habitats and analyse measurements of certain properties including species interactions and population.

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BIOLOGY *(continued)*

Students taking Biology in Semester 2 will study the following topics:

- **Exchange Surfaces:**
Students will gain a better understanding of how body tissue works to facilitate the movement of important nutrients from one part of the body to the next. Students investigate the role of exchange surfaces such as the nephron and the alveoli in maintaining a healthy internal environment in the human body.
- **Infectious Diseases:**
Students explore the causes and implications of infectious diseases on both local and global communities. Students research historic and contemporary cases, epidemics and outbreaks to analyse key drivers in the spread and control of disease. Students also study the range of medical innovations available to combat new and existing threats.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Investigations Folio

Assessment Type 2:

Skills and Applications Tasks

CHEMISTRY

Level: Stage 1

Length: Year (20 SACE credits)

Contact person: Lewis Weeden

**Preferred background/
prerequisite:**

“C” grade or higher in Year 10 Science.

Content:

In Chemistry students investigate properties and uses of materials and the atoms involved, and reactions of these materials. Students also critically investigate the social and environmental impact of materials and chemical processes.

Through practical tasks, students develop investigation skills and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Students taking Chemistry will study the following topics across two semesters:

- Materials and their atoms
- Combining atoms
- Molecules
- Mixtures and solutions
- Acids and bases
- Redox reactions

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Investigations Folio

Assessment Type 2:

Skills and Applications Tasks

EARTH AND ENVIRONMENTAL SCIENCE

Level: Stage 1

Length: Semester (10 SACE credits)

Contact person: Lewis Weeden

**Preferred background/
prerequisite:**

“C” grade or higher in Year 10 Science.

Content:

Students will conduct investigations and gather evidence from fieldwork, experiments and research. They have the opportunity to join in debates on issues about Earth Science, its interaction with the environment and how this affects our own lives, as well as on society in general. Students acquire knowledge of geological principles and concepts and use that knowledge to deal with life’s questions, issues, opportunities and challenges.

The focus will be on communication, learning and research based on practical experiences with links to the other sciences including Biology, Chemistry and Physics with a view to providing a foundation course leading to Stage 2 Earth and Environmental Science.

The main themes covered provide opportunities for students to explore links between learning in Earth and Environmental Science and the other sciences, and to discuss social, ethical, historical and environmental contexts. At least three topics will be chosen from the following in negotiation with the students:

- **Topic 1:** The turbulent Earth
- **Topic 2:** Composition of the geosphere
- **Topic 3:** Processes in the geosphere
- **Topic 4:** The Earth’s atmosphere
- **Topic 5:** Importance of hydrosphere
- **Topic 6:** The biosphere

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Investigations Folio

Assessment Type 2:

Skills and Applications Tasks

NUTRITION

Level: Stage 1

Length: 1 or 2 Semesters (10 or 20 SACE credits)

Contact person: Lewis Weeden

**Preferred background/
prerequisite:**

“C” grade or higher in Year 10 Science.

Content:

Students of Nutrition investigate and learn the role of nutrients in the body using current scientific information, as well as social and environmental issues related to nutrition. Students explore the links between food, health and diet-related diseases by using their scientific knowledge and the skills they acquire in their study of nutrition to carry out and design practical investigations. Students have the opportunity to critically examine factors that influence food choices and reflect on local, national, Indigenous, and/or global issues.

They investigate methods of food production and distribution which impact the quantity and quality of food and then consider how these methods affect the health and individual communities. Students work individually and collaboratively to reflect on the nature of work in research sciences and, in particular, the field of nutrition.

The study of Nutrition encourages students to think about the role of nutrition in their own futures and assists them to reinforce or modify their own diets and lifestyle habits to maximise positive health outcomes.

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NUTRITION *(continued)*

The following is a list of topics that can be studied at Stage 1. Depending on the cohort, 3-4 of the following topics will be chosen:

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian Dietary Guidelines and nutrition in the lifestyle
- The psychology of food marketing
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Investigations Folio

Assessment Type 2:

Skills and Applications Tasks

PHYSICS

Level: Stage 1

Length: Year (20 SACE credits)

Contact person: Lewis Weeden

Preferred background/ prerequisite:

“C” grade or higher in Year 10 Science.

Content:

The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of the topics listed below. As well as applying knowledge to solve problems, students develop experimental and investigation design, information literacy and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

Students taking Physics will study the following topics across two semesters:

- Motion and forces
- Electric circuits
- Heat
- Waves and optics
- Energy and momentum
- Nuclear physics

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Investigations Folio

Assessment Type 2:

Skills and Applications Tasks

PSYCHOLOGY

Level: Stage 1

Length: 1 or 2 Semesters (10 or 20 SACE Credits)

Contact person: Lewis Weeden

Preferred background/ prerequisite:

“C” grade or higher in Year 10 Science.

Content:

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, relationships, child rearing, employment and leisure.

Stage 1 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The topics covered in Stage 1 Psychology include:

- Social Influence and Interaction
- Emotion
- Forensic Psychology

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Investigations Folio

Assessment Type 2:

Skills and Applications Tasks

BIOLOGY

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: Lewis Weeden

Preferred background/ prerequisite:

2 semesters of any Stage 1 Science course completed to a “B” minimum are required for entry to this course.

Content:

The study of Biology allows students to investigate and learn about the structure and function of a range of living organisms, how they interact with other living things, and with their environments.

The beginning of the course focuses on Cell Biology, vital understanding for all branches of Biology. The latter part of the course covers how the human body maintains the perfect internal environment, along with evolution and ecological sciences.

After Stage 2, students can pursue scientific pathways in Biology, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

Stage 2 Biology is organised around the following four topics:

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

- Evolution

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:

Investigations Folio

Assessment Type 2:

Skills and Applications Tasks

External Assessment (30%)

Assessment Type 3: Examination



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CHEMISTRY

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: Lewis Weeden

**Preferred background/
prerequisite:**

2 semesters of Stage 1 Chemistry completed to a “B” minimum are required for entry to this course.

Content:

In Chemistry students explore organic and inorganic materials, chemical processes and how they can be controlled, and analytical techniques. Students will also investigate how chemistry impacts on their lives, society and the environment.

The beginning of the course focuses on reactions in the environment and techniques to monitor them, such as photo-chemical smog and acid rain.

Students will also learn how to maximise the product of a chemical reaction, for use in industry production. A focus of the course is also drawing and naming molecule structures for a range of organic compounds. Throughout the topics, the use of resources such as water, soil, and plastics will be covered.

After Stage 2 students can pursue scientific pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Stage 2 Chemistry is organised around the following four topics:

- Monitoring the environment

- Managing chemical processes
- Organic and biological chemistry
- Managing resources

Assessment:

Students are assessed using the SACE Performance Standards.

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

School Assessment (70%)

Assessment Type 1:

Investigations Folio

Assessment Type 2:

Skills and Applications Tasks

External Assessment (30%)

Assessment Type 3: Examination

EARTH AND ENVIRONMENTAL SCIENCE

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: Lewis Weeden

**Preferred background/
prerequisite:**

“C” grade or higher in a semester of any Stage 1 Science course is required for entry into this course.

Content:

Students consider how humans use the Earth’s resources and the impact of human activities on the environment. They assess the evidence around public debate on social and environmental issues.

The beginning of the course focuses on the four spheres of Earth, how they interact with each other and change over time. The latter part of the course covers the resources of Earth, how they are discovered and extracted, along with the effect of these processes on climate change and effecting the sustainability of the planet.

After Stage 2, students can pursue scientific pathways, for example, in environmental science, geology, meteorology, oceanography, seismology, metallurgy, and scientific research.

Stage 2 Earth and Environmental Science is organised around the following four topics:

- Earth systems
- Earth resources
- Earth’s sustainable future
- Climate change

Assessment:

Students are assessed using the SACE Performance Standards.

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

School Assessment (70%)

Assessment Type 1:

Investigations Folio

Assessment Type 2:

Skills and Applications Tasks

External Assessment (30%)

Assessment Type 3: Examination

NUTRITION

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: Lewis Weeden

**Preferred background/
prerequisite:**

“B” grade or higher in a semester of any Stage 1 Science course is required for entry into this course.

Content:

The study of Nutrition involves the investigating and learning about the role of nutrients in the body, as well as social and environmental issues related to nutrition.

By understanding the science of food, students are able to think about the role of nutrition in their own futures and assists them to reinforce or modify their own diets and lifestyle habits to maximise positive health outcomes.

The beginning of the course focuses on the main nutrients required for life, such as the science of absorption and the use of these. After gaining an understanding of the science of food, including production and safety, students are required to analyse and make dietary modifications to reverse diet-related diseases. There is also a focus on sensory issues, analysis of food in cultural, behavioural, psychological and physical contexts.

After Stage, 2 students can pursue scientific pathways, for example, in dietetics, nutrition, food research and production, health, and sports nutrition.

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NUTRITION *(continued)*

Stage 2 Nutrition is organised around the following five topics:

- The fundamentals of human nutrition
- Diet, lifestyle and health
- Food selection and dietary evaluation
- Food, nutrition and the consumer
- Global hunger

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:

Investigations Folio

Assessment Type 2:

Skills and Applications Tasks

External Assessment (30%)

Assessment Type 3: Examination

PHYSICS

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: Lewis Weeden

Preferred background/ prerequisite:

2 semesters of Stage 1 Physics completed to a “B” minimum are required for entry to this course.

Content:

The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion and relativity, electricity and magnetism, and light and atoms.

The beginning of the course focuses on motion and relativity, such as 2D motion, Newton’s Laws, gravity and special relativity. The latter parts of the course cover electric and magnetic fields, along with the study of light, and the physics of atomic structure.

After Stage 2, students can pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

Stage 2 Physics is organised around the following three topics:

- Motion and relativity
- Electricity and magnetism
- Light and atoms

PHYSICS *(continued)*

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:

Investigations Folio

Assessment Type 2:

Skills and Applications Tasks

External Assessment (30%)

Assessment Type 3: Examination

PSYCHOLOGY

Level: Stage 2

Length: Year (20 credits)

Contact person: Lewis Weeden

Preferred background/ prerequisite:

2 semesters of any Stage 1 Science course completed to a “B” minimum are required for entry to this course.

Content:

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

The beginning of the course is an introduction to the field of Psychology and its uses. Students will learn about social cognition, how attitudes breeds behaviour and vice versa. The course also covers altered states of awareness, such as sleep and stress, types of learning, and the theories of personality. There is also a focus on the practices of maintaining a healthy mind in oneself, and how to teach this to others.

After Stage 2, students can pursue scientific pathways in the many sub-fields of psychology, such as education, sports, health,

and clinical practice. The skills and knowledge of this course also apply well to careers in human resources and social work.

Topics studied in Stage 2 Psychology include:

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

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:

Investigations Folio

Assessment Type 2:

Skills and Applications Tasks

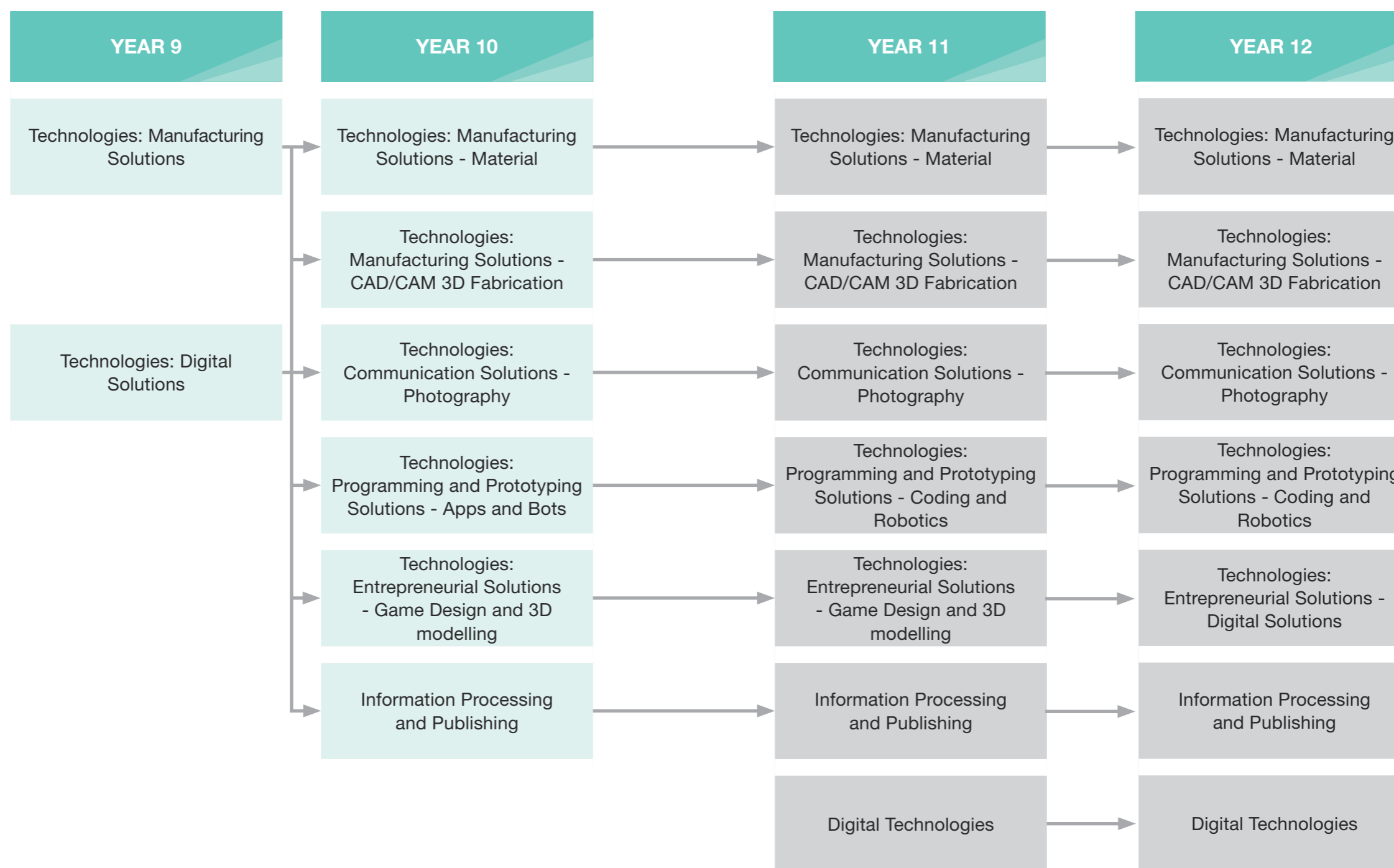
External Assessment (30%)

Assessment Type 3: Examination



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TECHNOLOGIES: MANUFACTURING SOLUTIONS

Level: 9
Length: Semester
Contact person: John Dimitriou

Content:
Did you know that products today are made in many different ways? What may surprise you is that there are many manufactured by Computer Numerically Controlled (CNC) machines executing programming code. What is still relevant today is that there are many products still manufactured with processes using simple materials, tools and machines operated by skilled people.

In this subject you will have the opportunity to use simple tools and machines to manufacture simple solutions using various safe materials.

You will learn and develop skills as well as safe practices within the contexts of:

- Using tools and machining processes
- Fabricating with CAD/CAM CNC 3D printing solutions How to improve their photography skills using their smartphone

Assessment:

Your assessment is focused on evidenced-based understanding and confident use of the skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

TECHNOLOGIES: DIGITAL SOLUTIONS

Level: 9
Length: Semester
Contact person: John Dimitriou

Content:
Did you know that more than 85% of our communication happens with digital solutions?

In this subject you will have the opportunity to explore and investigate digital solutions to help you learn and to develop skills to communicate more efficiently and effectively.

You will learn and develop skills, processes and strategies, as well as safe practices within the contexts of:

- Photography
- Game Design and 3D
- Programming and robotics

Assessment:

Your assessment is focused on evidenced-based understanding and confident use of the skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

TECHNOLOGIES: MANUFACTURING SOLUTIONS - MATERIAL

Level: 10
Length: Semester
Contact person: John Dimitriou

Content:
Did you know that more people today are learning to learn how to make things than ever before? This may not surprise you with the many examples being shared by people on their social pages.

In this subject you will have the opportunity to make things with safe materials, various tools and machines to manufacture solutions using safe practices.

You will learn and develop skills as well as safe practices within the contexts of:

- Using tools and machining processes
- Manufacturing with CNC technologies

Assessment:

Your assessment is focused on evidenced-based understanding and developing proficient skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

TECHNOLOGIES: MANUFACTURING SOLUTIONS - CAD/CAM 3D FABRICATION

Level: 10
Length: Semester
Contact person: John Dimitriou

Content:
Did you know that 3D fabrication is today one of the biggest growth industries globally?

In this subject you will have the opportunity to learn and develop highly useful and sophisticated skills in creating and fabricating 3D parts using Computer Aided Manufacture (CAM) and CNC technologies.

You will learn and develop skills, processes and strategies, as well as safe practices within the contexts of:

- Creating 3D parts and models using CAD
- Fabricating 3D parts and models using 3D printing Fused Filament Fabrication

Assessment:

Your assessment is focused on evidenced-based understanding and developing proficient skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

TECHNOLOGIES: COMMUNICATION SOLUTIONS - PHOTOGRAPHY

Level: 10
Length: Semester
Contact person: John Dimitriou

Content:
Did you know that 8.4 million digital cameras were sold globally in 2021?

What may be even more impressive is that there were 6.34 billion smartphones, with cameras sold in that same time.

In this subject you will have the opportunity to learn and develop highly sophisticated skills in taking and creating pictures in camera and through selective enhancements.

You will learn to develop skills, processes, within the contexts of:

- Composing and taking photographs in camera
- Enhancing techniques in post-production

Assessment:

Your assessment is focused on evidenced-based understanding and developing proficient skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.



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TECHNOLOGIES: PROGRAMMING & PROTOTYPING SOLUTIONS - APPS AND BOTS

Level: 10
Length: Semester
Contact person: John Dimitriou

Content:
For many people today, the importance of programming is obvious but do you know why? Think of all the devices and equipment that you or we use daily. How many of these work because of effective programming that is built in or that you can change?

In this subject you will have the opportunity to explore and learn about simple programming using the processes and protocols to apply to simple solutions relevant to today.

You will explore this within the contexts of:

- Programming for virtual simulations and applications (APPS)
- Programming 'bots' for physical and practical application (BOTS)

Assessment:
Your assessment is focused on evidenced-based understanding and developing proficient skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

TECHNOLOGIES: ENTREPRENEURIAL SOLUTIONS - GAME DESIGN AND 3D MODELLING

Level: 10
Length: Semester
Contact person: John Dimitriou

Content:
The video game industry is immensely large. In fact, it is larger than the movie and music industries combined, and it is only growing. This subject gives you the opportunity to learn the fundamental skills of game development.

You will be using industry standard software (Maya and Unreal Engine) to gain an understanding of the design, planning and creation process within the game development industry, while becoming knowledgeable of industry related careers.

You will learn and develop the skills to:

- 3D Model
- Texture and render models
- Animation models
- Create game play using game mechanics

Assessment:
Your assessment is focused on evidenced-based understanding and confident use of the skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

TECHNOLOGIES: INFORMATION PROCESSING AND PUBLISHING

Level: 10
Length: Semester
Contact person: John Dimitriou

Content:
Students learn skills in word processing, desktop publishing and keyboarding for effective digital communication. Students apply effective communication design principles to produce documents for digital and paper publication.

Desktop Publishing gives students the opportunity to learn and apply skills for effective published documents.

The students will primarily use Microsoft's Office Suite and Adobe Illustrator to complete a variety of creative documents that may include examples such as brochures, magazine covers, newsletters, CD covers, party invitations, party hats, party sweet bags and name tags.

Assessment:
Your assessment is focused on evidenced-based understanding and developing proficient skills and processes relevant to these contexts.

You will be assessed using the current version of Australian Curriculum (AC) Achievement Standards related to Technologies relevant for this year band.

TECHNOLOGIES: MANUFACTURING SOLUTIONS - MATERIAL

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person: John Dimitriou

Content:
Did you know that just knowing how to use some simple tools and tooling processes you can make and repair many things? Imagine having additional machines and equipment at your disposal, what can you imagine to manufacture then?

In this subject you will have the opportunity to use more sophisticated skills and processes with various simple and powered tools and machines to manufacture for solutions using safe practices.

You will learn and develop skills as well as safe practices within the contexts of:

- Using simple and powered tools and machining processes
- Setting up and operating CNC technologies to make accurate parts and/or components
- Manufacturing solutions that use these combined skills and processes

Assessment:
Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1 and AT2 of the SACE Design Technology and Engineering subject outline.

You will find this subject very helpful and most relevant, if you plan to study a SACE Technology subject in year 12.

TECHNOLOGIES: MANUFACTURING SOLUTIONS - CAD/CAM 3D FABRICATION

Level: Stage 1
Length: Semester
(10 SACE credits)
Contact person: John Dimitriou

Content:
Did you know that just the metallic 3D printing market is expected to grow to \$6.6 Billion by 2026? (US data)

This subject gives you the opportunity to gain a much deeper understanding of 3D printing and Fused Filament Fabrication (FFF). You will learn to create 3D parts and models using CAD and then fabricating them using CAM 3D printing.

You will learn and develop sophisticated skills, processes and strategies, as well as safe practices to fabricate solutions within the contexts of:

- Creating CAD parts, models and assemblies
- Creating CAM output codes for fabrication
- Fabricating 3D forms using 3D printing

Assessment:
Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1 and AT2 of the SACE Design Technology and Engineering subject outline.

You will find this subject very helpful and most relevant, if you plan to study a SACE Technology subject in year 12.



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TECHNOLOGIES: COMMUNICATION SOLUTIONS - PHOTOGRAPHY

Level: Stage 1

Length: Semester (10 SACE credits)

Contact person: John Dimitriou

Content:

Did you know that with the increasing demand of virtual and augmented reality, currently worth \$7 Billion today, is expected to be \$80 Billion after 2025? This means using cameras will become even more important. Knowing how to create images and using the technology to create visual resources for virtual environments will be in very high demand. Will you be ready?

This subject gives you the opportunity to gain a much deeper understanding of how to take photographs and creating visuals using the various devices with cameras available to you. You will learn to take and create photo quality pictures and to enhance and repackage them using current software and apps.

You will learn and develop sophisticated skills, processes and strategies, as well as safe practices to produce visual solutions within the contexts of:

- Composing and creating pictures using various camera types
- Editing and enhancing photo quality images using software in post-production
- Repackage images so that they can be used in other applications such as virtual and augmented reality

Assessment:

Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1 and AT2 of the SACE Design Technology and Engineering subject outline.

You will find this subject very helpful and most relevant, if you plan to study a SACE Technology subject in year 12.

TECHNOLOGIES: PROGRAMMING & PROTOTYPING SOLUTIONS - CODING AND ROBOTICS

Level: Stage 1

Length: Semester (10 SACE credits)

Contact person: John Dimitriou

Content:

Did you know that advances in artificial intelligence, machine vision, sensors, motors, hydraulics and materials will change the way products and services are delivered? A surge in tech talent for building, operating and maintaining advanced robots will be very much in demand.

In this subject you will have the opportunity to explore and learn more about programming and coding to control robotic devices and learn the simple protocols that apply to consider simple solutions relevant to today.

You will explore this within the contexts of:

- Programming using code for simple simulations and applications
- Programming 'bots' for physical and practical application (BOTS)

Assessment:

Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1 and AT2 of the SACE Design Technology and Engineering subject outline.

You will find this subject very helpful and most relevant, if you plan to study a SACE Technology subject in year 12.

TECHNOLOGIES: ENTREPRENEURIAL SOLUTIONS - GAME DESIGN AND 3D MODELLING

Level: Stage 1

Length: Semester (10 SACE credits)

Contact person: John Dimitriou

Content:

With the video game industry growing at such a fast rate, the demand for game developers is expected to increase dramatically.

The introduction of simulated job training has opened more avenues for applying the skills learnt through game development.

You will be using industry standard software (Maya and Unreal Engine) to design, plan and create a basic game. You will learn and develop the skills to:

- 3D Model
- Texture and render models
- Animation models
- Create game play using game mechanics

Assessment:

Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1 and AT2 of the SACE Design Technology and Engineering subject outline.

You will find this subject very helpful and most relevant, if you plan to study a SACE Technology subject in year 12.

DIGITAL TECHNOLOGIES

Level: Stage 1

Length: Semester (10 SACE credits)

Contact person: John Dimitriou

Content:

In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Students:

- Apply computational thinking skills to explore problems and possible solutions
- Develop and apply programming skills in creating digital solutions
- Analyse patterns and relationships in data sets and/or algorithms and draw conclusions
- Develop and apply program-design skills to create and evaluate digital solutions
- Research and discuss ethical considerations in digital technologies
- Work individually and collaboratively

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DIGITAL TECHNOLOGIES

(continued)

In Digital Technologies A, students will focus on:

- Programming and data analytics
- Learning the use of MySQL, HTML and PHP to construct web-based solutions to identified problems

Assessment:

Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1 and AT2 of the SACE Digital Technologies subject outline.

You will find this subject very helpful and most relevant, if you plan to study SACE Digital Technologies in year 12.

INFORMATION PROCESSING AND PUBLISHING

Level: Stage 1

Length: Semester (10 SACE credits)

Contact person: John Dimitriou

Content:

Information Processing and Publishing focuses on the use of technology to design and implement information-processing solutions. This subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts. It focuses on the application of practical skills to provide creative solutions to text-based communication tasks.

Students:

- Select and use appropriate hardware and software in the completion of text-based communication tasks
- Apply manipulative skills appropriate to the use of information-processing hardware and software
- Apply acquired skills to produce text-based information accurately
- Understand and apply the design process and layout principles to text-based tasks
- Evaluate a text-based product and the design process used
- Understand, analyse, and evaluate the impact of social and/or ethical issues related to information-processing and publishing technologies

INFORMATION PROCESSING AND PUBLISHING

(continued)

Assessment:

Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1, AT2 and AT3 of the SACE Information Processing and Publishing subject outline.

You will find this subject very helpful and most relevant, if you plan to study a SACE Information Processing and Publishing in year 12.

TECHNOLOGIES: MANUFACTURING SOLUTIONS - MATERIAL

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: John Dimitriou

Preferred background/prerequisite:

It is preferred but not essential that students have completed satisfactorily any Technologies subject at Stage 1.

Content:

In this subject you will have the opportunity to identify and develop skills and processes that will be most relevant for the successful completion of a manufacturing project solution that you negotiate, research, investigate, plan and produce. The final solution will be informed by data that you have produced through an investigation of most relevant resources and testing applicable to the success of your idea and your project's solution.

You will make clear connections within the tasks required for each of the Assessment Types, to ensure that you have the best opportunity to secure a successful and high grade.

Assessment:

Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1, AT2 and AT3 of the SACE Design Technology and Engineering subject outline.

Your success will be determined by how well you:

- Plan and prepare for your final major project

- Collect and document the evidence of your progress
- Commit to using the specialised workspace and equipment effectively
- Review the progress of your work and seek feedback
- Set achievable and attainable milestones



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TECHNOLOGIES: MANUFACTURING SOLUTIONS - CAD/CAM 3D FABRICATION

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: John Dimitriou

**Preferred background/
prerequisite:**

It is preferred but not essential that students have completed satisfactorily any Technologies subject at Stage 1.

Content:

In this subject you will have the opportunity to identify and develop skills and processes that will be most relevant for the successful completion of a fabricating project solution that you negotiate, research, investigate, plan and produce. The final solution will be informed by data that you have produced through an investigation of most relevant resources and testing applicable to the success of your idea and your project's solution.

You will make clear connections within the tasks required for each of the Assessment Types, to ensure that you have the best opportunity to secure a successful and high grade.

Assessment:

Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1, AT2 and AT3 of the SACE Design Technology and Engineering subject outline.

Your success will be determined by how well you:

- Plan and prepare for your final major project

- Collect and document the evidence of your progress
- Commit to using the specialised workspace and equipment effectively
- Review the progress of your work and seek feedback
- Set achievable and attainable milestones

TECHNOLOGIES: COMMUNICATION SOLUTIONS - PHOTOGRAPHY

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: John Dimitriou

**Preferred background/
prerequisite:**

It is preferred but not essential that students have completed satisfactorily any Technologies subject at Stage 1.

Content:

In this subject you will have the opportunity to identify and develop skills and processes that will be most relevant for the successful completion of a photographic project solution that you negotiate, research, investigate, plan and produce. The final solution will be informed by data that you have produced through an investigation of most relevant resources and testing applicable to the success of your idea and your project's solution.

You will make clear connections within the tasks required for each of the Assessment Types, to ensure that you have the best opportunity to secure a successful and high grade.

Assessment:

Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1, AT2 and AT3 of the SACE Design Technology and Engineering subject outline.

Your success will be determined by how well you:

- Plan and prepare for your final major project

- Collect and document the evidence of your progress
- Commit to using the specialised workspace and equipment effectively
- Review the progress of your work and seek feedback
- Set achievable and attainable milestones

TECHNOLOGIES: PROGRAMMING & PROTOTYPING SOLUTIONS - CODING AND ROBOTICS

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: John Dimitriou

**Preferred background/
prerequisite:**

It is preferred but not essential that students have completed satisfactorily any Technologies subject at Stage 1.

Content:

In this subject you will have the opportunity to identify and develop skills and processes that will be most relevant for the successful completion of a programming robotic project solution that you negotiate, research, investigate, plan and produce. The final solution will be informed by data that you have produced through an investigation of most relevant resources and testing applicable to the success of your idea and your project's solution.

You will make clear connections within the tasks required for each of the Assessment Types, to ensure that you have the best opportunity to secure a successful and high grade.

Assessment:

Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1, AT2 and AT3 of the SACE Design Technology and Engineering subject outline.

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TECHNOLOGIES: PROGRAMMING & PROTOTYPING SOLUTIONS - CODING AND ROBOTICS

(continued)

Your success will be determined by how well you:

- Plan and prepare for your final major project
- Collect and document the evidence of your progress
- Commit to using the specialised workspace and equipment effectively
- Review the progress of your work and seek feedback
- Set achievable and attainable milestones

TECHNOLOGIES: ENTREPRENEURIAL SOLUTIONS - DIGITAL SOLUTIONS

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: John Dimitriou

Preferred background/ prerequisite:

It is preferred but not essential that students have completed satisfactorily any Technologies subject at Stage 1.

Content:

In this subject you will have the opportunity to identify and develop skills and processes that will be most relevant for the successful completion of an entrepreneurial project solution that may be in game design, web design, app design, 3D modelling or anything that you negotiate, research, investigate, plan and produce. The final solution will be informed by data that you have produced through an investigation of most relevant resources and testing applicable to the success of your idea and your project's solution.

You will make clear connections within the tasks required for each of the Assessment Types, to ensure that you have the best opportunity to secure a successful and high grade.

Assessment:

Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1, AT2 and AT3 of the SACE Design Technology and Engineering subject outline.

TECHNOLOGIES: ENTREPRENEURIAL SOLUTIONS - DIGITAL SOLUTIONS (continued)

Your success will be determined by how well you:

- Plan and prepare for your final major project
- Collect and document the evidence of your progress
- Commit to using the specialised workspace and equipment effectively
- Review the progress of your work and seek feedback
- Set achievable and attainable milestones

DIGITAL TECHNOLOGIES

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: John Dimitriou

Preferred background/ prerequisite:

It is preferred but not essential that students have completed satisfactorily any Technologies subject at Stage 1.

Content:

In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Students:

- Apply computational thinking skills, including abstraction, to approach, identify, deconstruct, and solve problems of interest
- Analyse data sets related to problems of interest to identify patterns and/or trends, draw conclusions, and make predictions
- Apply iterative project-development techniques to manage and evaluate proposed digital solutions to problems of interest

- Apply design and programming skills to create and document digital solutions
- Research and discuss ethical considerations in digital technologies
- Work individually and collaboratively to create and explain digital solutions

Assessment:

Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1, AT2 and AT3 of the SACE Digital Technologies subject outline.

Your success will be determined by how well you:

- Plan and prepare for your final major project
- Collect and document the evidence of your progress
- Commit to using the specialised workspace and equipment effectively
- Review the progress of your work and seek feedback
- Set achievable and attainable milestones



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INFORMATION PROCESSING AND PUBLISHING

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: John Dimitriou

**Preferred background/
prerequisite:**

It is preferred but not essential that students have completed satisfactorily the Information Processing and Publishing subject at Stage 1.

Content:

Information Processing and Publishing focuses on the use of technology to design and implement information-processing solutions. This subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts. It focuses on the application of practical skills to provide creative solutions to text-based communication tasks.

Students:

- Understand, select, and use appropriate hardware and software for the completion of text-based communication tasks
- Apply manipulative and organisational skills to the use of information-processing technology
- Apply layout and design principles to the production of text-based documents or presentations
- Understand and apply the design process in planning and producing text-based products
- Evaluate text-based products and the design process used

- Understand, analyse, and evaluate the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies

Assessment:

Your assessment is focused on evidenced-based understanding of the SACE assessment criteria and performance standards relevant to AT1, AT2 and AT3 of the SACE Digital Technologies subject outline.

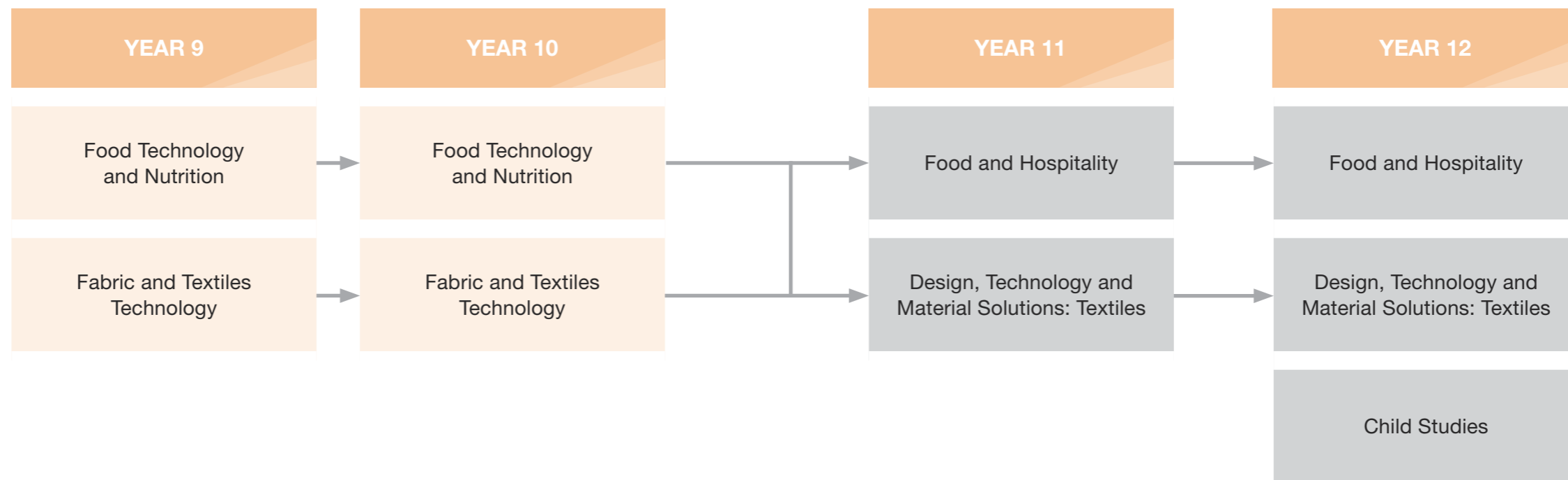
Your success will be determined by how well you:

- Plan and prepare for your final major project
- Collect and document the evidence of your progress
- Commit to using the specialised workspace and equipment effectively
- Review the progress of your work and seek feedback
- Set achievable and attainable milestones





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FABRIC AND TEXTILES TECHNOLOGY

Level: 9
Length: Semester
Contact person: John Dimitriou

Content:
The Fabric and Textile Technology course is focused on skill development.

Practical work is a strong feature of this course and students will have the opportunity to make a wide variety of articles (simple and/or commercial) appropriate to their skill level.

Basic construction techniques will be explored and applied to the articles researched and designed by students.

Topics studied may include:

- Safety and equipment
- Skills and techniques
- Working with commercial patterns
- Natural and synthetic fibres

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
Students may want to purchase their own fabric and/or commercial pattern if the ones provided are not suitable for their preference.

FOOD TECHNOLOGY AND NUTRITION

Level: 9
Length: Semester
Contact person: John Dimitriou

Content:
The Food Technology and Nutrition course includes:

- Food preparation and safety
- Investigation of Dietary Guidelines and their relation to healthy eating
- Analysis of food labelling, additives and packaging requirements
- Sustainability including the environment
- Examination of how food is a feature of social occasions

Students will have the opportunity to investigate a wide range of issues related to the above topics.

They will design and create a variety of products which will be followed by critical evaluation and recommendations for the future.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

FABRIC AND TEXTILES TECHNOLOGY

Level: 10
Length: Semester
Contact person: John Dimitriou

Content:
Students will have the opportunity to make a wide variety of articles (simple and/or commercial) appropriate to their skill level.

Students plan, design and create their own articles from available or sourced fabric and commercial patterns.

Basic and creative construction techniques will be explored and applied to the articles to be created.

Topics include:

- Safety and equipment
- Skills and techniques
- Fabric technology
- Fashion and trends

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.

Additional charges:
Students may want to purchase their own fabric and/or commercial pattern if the ones provided are not suitable for their preference.

FOOD TECHNOLOGY AND NUTRITION

Level: 10
Length: Semester
Contact person: John Dimitriou

Content:
Students will develop a range of food preparation skills using an extensive variety of ingredients to create contemporary and traditional dishes.

Students learn and develop techniques for the creative presentation of contemporary dishes and current dietary trends.

Students examine the cultural impact of various foods on the local cuisine and study the range of dishes available for contemporary tastes and menus.

Assessment:
Students are assessed using the Australian Curriculum Achievement Standards.



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DESIGN, TECHNOLOGY AND MATERIAL SOLUTIONS: TEXTILES

Level: Stage 1
Length: Semester
(10 SACE credits)

Contact person: John Dimitriou

Content:

In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems.

Students:

- Learn to create a design brief that provides the basis for the development of potential solutions to design problems.
- Review design features, processes, materials and production techniques to assist with the realisation of the solution. A solution in this subject is an outcome of the design and realisation process in relation to the chosen context.
- Analyse influences on a product or system including ethical, legal, economic, and/or sustainability issues.
- Consider the practical implication of these issues on society or design solutions.
- Use new and evolving technologies.
- Apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

- Use a range of manufacturing technologies, machines and systems to design and create fashion solutions with material textiles.
- Examine the factors that influence choices on individuals, families and communities.
- Negotiate to create and construct articles/garments.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Specialised Skills Task

Assessment Type 2:

Design Process and Solution

Additional charges:

Students may want to purchase their own fabric and/or commercial pattern if the ones provided are not suitable for their preference.

FOOD AND HOSPITALITY

Level: Stage 1
Length: Semester
(10 SACE credits)

Contact person: John Dimitriou

**Preferred background/
prerequisite:**

It is preferred but not essential that students have some background by undertaking Food Technology and Nutrition in Year 10.

Content:

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

Students:

- Apply knowledge and problem-solving skills to practical activities in food and hospitality and to reflect on processes and outcomes.
- Develop and implement practical skills, including management skills, in an individual or a collaborative context.

- Make and justify decisions about issues related to food and hospitality.
- Select and use appropriate technology to prepare and serve food, applying safe food-handling practices.
- Investigate and reflect on contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings.
- Work individually and collaboratively to prepare and present activities that support healthy eating practices.
- Reflect on the impact of technology on food and hospitality.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1:

Practical Activity

Assessment Type 2:

Group Activity

Assessment Type 3:

Investigation

Additional charges:

A subject charge will apply this subject in addition to the Adelaide High School Materials and Services Charges.

CHILD STUDIES

Level: Stage 2
Length: Year (20 SACE credits)
Contact person: John Dimitriou

Content:

Stage 2 Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills with the aim to develop a learning program in partnership with an early childhood educational setting. Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.

This subject comprises all five areas of study.

- Contemporary and future issues
- Economic and environmental influences
- Political and legal influences
- Sociocultural influences
- Technological influences

Assessment

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1:

Practical Activity

Assessment Type 2:

Group Activity

External Assessment (30%)

Assessment Type 3: Investigation



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DESIGN, TECHNOLOGY AND MATERIAL SOLUTIONS: TEXTILES

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: John Dimitriou

Preferred background/ prerequisite:

It is preferred but not essential that students have some background by undertaking any Design, Technology and Engineering subject in Stage 1.

Content:

In Design, Technology and Engineering, students use the design and realisation process to engineer solutions for the development of products or systems.

Students:

- Investigate and analyse design features, processes, materials, and production techniques and apply creative thinking to the design of a solution.
- Plan, develop and test design concepts and communicate potential features and solutions to a problem or challenge.
- Apply knowledge and understanding of skills, processes, engineering procedures, and techniques using technology to realise the solution.
- Evaluate the solution with reference to the design brief and reflect on processes used in design development and realisation.
- Analyse ethical, legal, economic and/or sustainability issues related to technology, materials selected, processes used and/or solution design.

- Apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

- Use new and evolving technologies.

- Use a range of manufacturing technologies, machines and systems to design and create fashion solutions with material textiles.

- Examine the factors that influence choices on individuals, families and communities.

- Negotiate to create and construct articles/garments.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

Assessment Type 1: Specialised Skills Task

Assessment Type 2: Design Process and Solution

External assessment (30%)

Assessment Type 3: Resource Study

Additional charges:

Students may want to purchase their own fabric and/or commercial pattern if the ones provided are not suitable for their preference.

FOOD AND HOSPITALITY

Level: Stage 2

Length: Year (20 SACE credits)

Contact person: John Dimitriou

Preferred background/ prerequisite:

It is preferred but not essential that students have some background by undertaking Food and Hospitality in Stage 1.

Content:

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

Students:

- Apply knowledge and problem-solving skills to practical activities in food and hospitality and to evaluate processes and outcomes.
- Apply management, organisational, and problem-solving skills to demonstrate an understanding of contemporary issues in the food and hospitality industry.

- Make and justify decisions about issues related to food and hospitality.

- Select and use appropriate technology to prepare and serve food, applying safe food-handling practices.

- Investigate, critically analyse, and evaluate contemporary trends and/or issues related to food and hospitality.

- Work individually and collaboratively to prepare and present activities to support healthy eating practices.

- Evaluate the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

Assessment Type 1: Practical Activity

Assessment Type 2: Group Activity

External Assessment (30%)

Assessment Type 3: Investigation

Additional charges:

A subject charge will apply to this subject in addition to the Adelaide High School Materials and Services Charges.



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The study of VET or Vocational Education Training is an optional pathway or experience for students in years 11-12. VET is an nationally recognised term used to describe the education and training accreditations which allow students to explore career pathways and acquire skills and knowledge for work.

By undertaking a VET course, students are able to access industry-developed training packages and gain accreditation, as well as SACE credits. VET courses are available for purchase to Adelaide High School students in Years 11 – 12 through our membership of Eastern Adelaide Schools Vocational Alliance (EASVA).

Our students can also purchase VET courses offered through other alliances, TAFE SA and a range of private Registered Training Organisations (RTOs). All proposed VET courses are based on training packages from the Australian Quality Training Framework (AQTF), the national set of standards which assures nationally consistent, high-quality VET training and assessment services.

All VET courses have day sessions. All entry-level courses have prerequisites, such as good literacy and numeracy skills and a desire to learn about and develop skills in the industry. All courses stipulate that regular, full attendance, full participation and the completion of set work to a satisfactory standard are required. Some courses also require the completion of a stated number of hours or shifts of Structured Work Placement in the industry.

SACE Credits:

- Certificate I or II level training generally attract Stage 1 credits
- Certificate III level or higher training usually attract Stage 2 credits (Note that Certificate III Retail Operations only attracts Stage 1 credits)
- Students who complete those Certificate III level training courses which are listed on the SACE Board's VET Recognition Register (given that they contain mostly Stage 2 accreditation) can use this to help generate an Australian Tertiary Admissions Rank (ATAR), required for tertiary study entrance
- Only one such Certificate III can contribute to ATAR generation
- The number and level of SACE credits listed below are a guide only, as they are subject to change, depending on changes to AQTF training packages

School-Based Apprenticeships

Some senior students prefer to gain SACE credits through the completion of a School-Based Apprenticeship, should a vacancy arise in an industry of their choice. Potential school-based apprentices have generally completed some VET training and/or work experience in their field of interest.

2023 VET Courses

Adelaide High School students can access a range of VET courses through a variety of training providers.

VET courses offered through our EASVA Alliance - <https://easva.eschoolsolutions.com.au/pages/public/viewcourses.aspx>

VET Courses offered through Tafe SA - https://www.tafesa.edu.au/docs/default-source/vet_in_schools/vet-for-secondary-schools.pdf?sfvrsn=f8033c14_51

VET courses offered through alternative training providers - <https://studentpathways.sa.edu.au/> (Carers, Artisans, Technologists, Coordinators, Generators, Informers, Designers)

If you are interested in undertaking a VET course, school-based apprenticeship, or traineeship in 2024, please contact Evan Ganiaris to arrange a meeting to discuss your options.

Contact person: Evan Ganiaris, Director of Learning SACE/VET/ Careers. evan.ganiaris284@schools.sa.edu.au

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