



**Urrbrae**  
**Agricultural**  
**High School**

**Providing unique opportunities for  
learners and future innovators**

**CURRICULUM GUIDE 2020**



# 2020 CURRICULUM HANDBOOK

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# INTRODUCTION

## A MESSAGE FROM THE PRINCIPAL



Urrbrae Agricultural High School is the only special interest agricultural secondary school in South Australia and is recognised as a centre of excellence for studies in agriculture, science, technology and the environment. Located within metropolitan Adelaide, we are no ordinary secondary school, having for our use an outstanding forty-hectare farm in addition to a dedicated wetland for integration with our educational programs.

Our passion for rigorous learning is characterised by the transformation of information to knowledge through scientific methodology and inquiry learning, and our motto, *Science with Practice*, embodies this ethos. Urrbrae enjoys outstanding support from the Agricultural Industry, our parents, teachers and students to make it a “city school with a country feel”. We provide a wide range of co-curricular activities to cater for students’ interests in sports, outdoor education, music and drama, as well as student passions for agriculture, animal husbandry, crop production, and more!

**Our vision** is to provide unique opportunities for learners and future innovators.

**Our mission** is to continue to be an innovative educational leader in Agricultural and Horticultural Science, Technology and the Environment; to develop engaged citizens, with creative and critical minds, a strong social conscience, and a love of learning; and to foster resilience, independence, personal responsibility and respect for others.

This Curriculum Guide has been produced to assist students in making informed choices about their subject pathways from Year 8 through to Year 12. It has been divided up into distinct curriculum areas, with subject offering outlines giving a clear indication as to what is required in each area. Further information can be found on individual subjects by speaking to a range of specialist teachers, the SACE and VET Coordinators and Curriculum Coordinators.

The learning pathways at Urrbrae Agricultural High School are aligned with the requirements of the Australian Curriculum (Years 8-10) and SACE -South Australian Certificate of Education- (Years 11-12). These pathways offer students a range of post-school options ranging from tertiary study, TAFE certificates, apprenticeships and a wide range of agricultural, environmental and technological careers. Urrbrae graduates go on to pursue careers such as veterinary science, medicine, engineering, farming, law, environmental science, music, computer science and design to name a few. Urrbrae’s appeal is the diversity of its curriculum, which prepares our students to take their place to face the global challenges of tomorrow.

I urge you to use the information in this handbook, along with a range of other resources, including career counsellors and the internet, as well as speaking to a range of teachers, friends, family and community members, in order to make informed choices about your future.

A handwritten signature in blue ink, appearing to read 'J. Fox', with a small dot at the end.

Joslyn Fox  
**PRINCIPAL**

# PATTERN OF STUDY

## PATTERN OF STUDY

## YEAR 8

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The special focus of the Urrbrae curriculum is the study of Agriculture with a foci on studies of the Environment and Technology. In the Middle School (Years 8-9), students undertake study in all 8 areas of the curriculum:

- Agriculture
- Arts
- Design & Technology
- English
- Health & Physical Education
- Humanities
- Mathematics
- Science

## PATTERN OF STUDY

## YEAR 9

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As students move from Year 8 to 9, they have opportunities to study particular aspects of some of the learning areas.

All students study a full year of:

- Agriculture
- English
- Science
- Humanities
- Mathematics

All students study a semester of offerings in the following learning areas:

- Arts (1 Semester - choice)
- Design & Technology (1 Semester - choice)
- Health & Physical Education (1 Semester - compulsory)

All students study one more semester chosen from offerings in the following learning areas:

- The Arts
- Technologies
- Health and Physical Education

## PATTERN OF STUDY

## YEAR 10

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Students become part of the Senior School in Year 10 and commence their studies towards completion of the South Australian Certificate of Education (SACE). In selecting courses for Year 10, students should consider their plans for the rest of their senior schooling and beyond. Care should be taken to keep options as open as possible.

The Year 10 study pattern is:

Compulsory units:

- English – Advanced, General or Essential (2 semesters)
- Mathematics- Advanced, General or Essential (2 semesters)
- Science - Advanced, General or Essential (2 semesters)
- Agriculture (1 semester)
- Humanities (1 semester)
- Personal Learning Plan (SACE Unit) (1 semester)
- 1 choice semester from subjects in the Health & PE learning area

### Choice units:

Four additional subjects chosen from the lists below:

#### **AGRICULTURE**

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- Agricultural Production
- Animal Science 1 (SACE Unit)
- Aquaculture (SACE Unit)
- Bee Keeping & Agribusiness
- Introduction to Wine Making & Viticulture
- Rural Skills

#### **ARTS**

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- Art A
- Art B
- Design A
- Design B
- Drama A
- Drama B
- Media Studies
- Music A
- Music B

#### **CROSS-DISCIPLINARY STUDIES**

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- Urrbrae Trails (SACE Unit)

#### **DESIGN & TECHNOLOGY**

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- Automotive Technology
- Automotive Technology – Girls Only
- Computer Aided Design (CAD)
- Digital Technology & Computing
- Electronics
- Environmental Technology - STEM
- Metal Technology
- Wood Technology

#### **HEALTH & PHYSICAL EDUCATION**

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- Food & Nutrition
- Health Education
- Outdoor Education A
- Outdoor Education B
- Physical Education A
- Physical Education B

#### **HUMANITIES**

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- Business Studies
- Geography & Environmental Change
- The Law in Action
- World History

# PATTERN OF STUDY - SACE

## SACE STAGE 1 AND 2 PATTERN OF STUDY

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In Stage 1 and Stage 2, students choose courses from a broad range of SACE offerings and may choose to specialise in a particular pathway, for example one of the Urrbrae Pathways courses, or complete a more diverse course. All pathways to further study and work are strongly supported and our students make successful transitions to post-school destinations. University and TAFE entrance and Vocational Education and Training (VET) are well catered for within the school program.

## WHAT IS THE SACE?

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The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education.

The SACE is designed to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE will help students develop the skills and knowledge needed to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (Year 11) and Stage 2 (Year 12). Students are able to study a wide range of subjects and courses as part of the SACE. A student's SACE program commences in Year 10 with a compulsory subject called the Personal Learning Plan.

## WHAT ARE SOME OF THE FEATURES OF THE SACE?

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As part of the SACE, students:

- Receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service), provided they are recognised by the SACE Board.
- Are able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken.
- Receive A-E grades in every Stage 1 subject.
- Receive A+ to E- grades in every Stage 2 subject.
- Are expected to gain and demonstrate essential skills and knowledge for their future; focusing on the SACE capabilities: Literacy, Numeracy, Information and Communication Technology. Critical and Creative thinking, Person and Social, Ethical Understanding, Intercultural Understanding.
- Have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the state.
- Have 30% of their work in every Stage 2 subject externally assessed. This is assessed in various forms including exams, practical performances and presentations.

## REQUIREMENTS TO ACHIEVE THE SACE:

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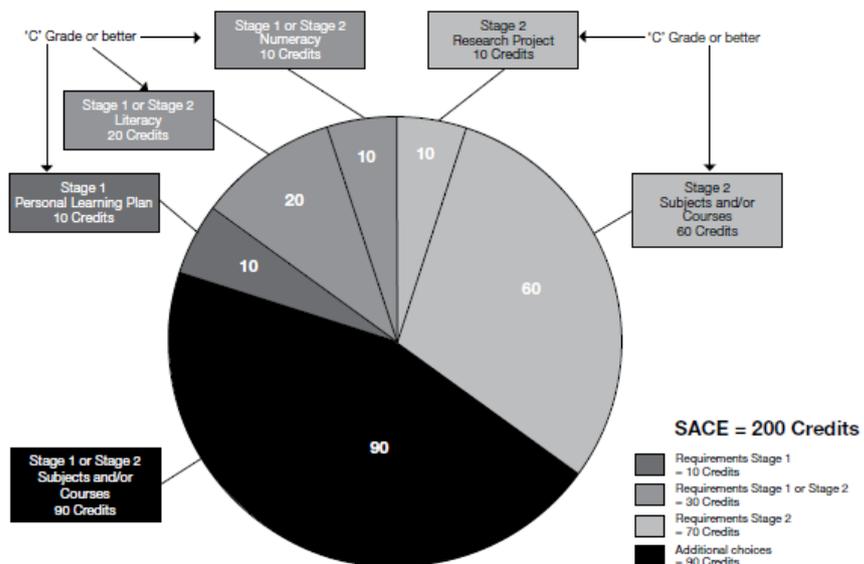
Students need to earn 200 credits. Ten credits are equivalent to one semester (or six months' study) in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- Personal Learning Plan at Stage 1, worth 10 credits.
- At least 20 credits towards literacy from a range of English studies at Stage 1.
- At least 10 credits towards numeracy from a range of Mathematics studies at Stage 1.
- Major project of extended studies called the Research Project at Stage 2, worth 10 credits.
- Completion of at least 60 additional credits in Stage 2 subjects and courses.

Students must achieve a minimum 'C' grade for all the compulsory subjects to achieve the SACE.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.



# ENTRANCE TO HIGHER EDUCATION

## UNIVERSITY OR TAFE

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All students interested in participating in any higher education course (University or TAFE) are strongly urged to discuss entry requirements with the Year Level Coordinator, Senior School Leader or Student Counsellor.

Entry to universities is based on a student's Australian Tertiary Admission Rank (ATAR) and their achievement of the SACE. Entry to TAFE is based on a student's TAFE Selection Score. Both these scores are based on SACE Stage 2 results.

Entry requirements for courses can change from year to year, calculated on at least 4 Stage 2 subjects and the Research Project. VET courses at Certificate III level can also contribute towards entry requirements.

## UNIVERSITY AGGREGATE

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The aggregate for university entrance is based on 90 credits. Students can use four Year 12 twenty credit subjects (Tertiary Admission subjects and Recognised Studies) plus the ten credit compulsory Research Project for their 90 credit university aggregate. VET courses at Certificate III level can contribute towards an ATAR for 20 credits. Students can also, if they choose, do five Year 12 twenty credit subjects (Tertiary Admission subjects and Recognised Studies) plus the ten credit compulsory Research Project, and the 90 credit university aggregate is calculated to give the best possible score from their subject results.

Please refer to the SATAC (South Australian Tertiary Admissions Centre) website [www.satac.edu.au](http://www.satac.edu.au) for further details.

## FLEXIBLE LEARNING PROGRAMS

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There are a number of flexible programs included in the SACE, including Community Studies and Workplace Practices. In addition, students can gain SACE points for community contributions such as Lifesaving and CFS. All of these subjects are flexible, to meet the needs of each student. Students will need to provide certificates for these completed courses to the Senior Leader, Student Pathways. These will then be validated and forwarded to the SACE Board for recognition. This means that the content covered and the learning of each student will be different and personally relevant. For example, it is possible to complete Community Studies with a focus on any aspect of life and learning. Workplace Practices allows students to develop skills and knowledge relating to an area of career interest. Community Studies does not contribute to an ATAR.

# SCHOOL OF LANGUAGES

School of Languages courses are available to students wishing to study a language. SACE Beginners Level language courses in particular are a powerful alternative pathway for students who wish to begin studying a language for the first time. SACE Continuer Level language courses are available for students with a language background.

## LANGUAGE COURSES

### YEARS 8 -10

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Students choosing to study a language at this level at the School of Languages generally do so as a subject in addition to their UAHS program.

## LANGUAGE COURSES

### SACE STAGE 1 & 2

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Students can (and generally do) drop a subject from their UAHS program when taking a SACE language course at the School of Languages.

All courses occur after school hours; one 3 hour lesson per week. Most classes are taught at Adelaide High School.

How to enrol:

Please contact Mr David Price in the front office to organise enrolment. For more detailed information regarding locations, levels and times of classes visit website: <http://www.schooloflanguages.sa.edu.au> or contact the School of Languages to discuss your particular needs with a School of Languages enrolment officer on 83014800. Materials and Service Charges apply to all courses at the School of Languages. A fee schedule is available on request

# VOCATIONAL EDUCATION & TRAINING (VET)

Vocational Education and Training (VET) courses are nationally accredited qualifications. Completing a VET qualification provides increased opportunity for students to connect with industry and school, ensures the focus and content of training is relevant, and that skills are developed to industry standards.

Students who decide that their pathway is through a VET or trade qualification are able to begin their pathway by doing further training while completing their SACE. Students also gain employment experience, to be work-ready, via the workplace learning context of these courses. Some students are able to gain a School Based Apprenticeship while at school, allowing them to gain SACE credits while at school and then transition straight to work. The research shows that students are better off if they have completed their SACE. Current data shows that 20% of the jobs in industries require a university qualification, however over 60% of jobs need a VET qualification at Certificate III or higher.

VET COURSES OFFERED AT URRBRAE AGRICULTURAL HIGH SCHOOL ARE:

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- [Certificate II in Agriculture](#)
- [Certificate II in Automotive Vocational Preparation](#)
- [Certificate II in Automotive Servicing Technology](#)

Through our involvement in the Inner South Schools VET Program, students are able to complete a VET course at one of the 10 schools in our cluster. All VET courses have an associated fee and the details of the fee structure and course outlines are listed in the Inner South School VET program course flyer (see VET Coordinator) and on the ISCA website:

[www.isca.eschoolsolutions.com.au](http://www.isca.eschoolsolutions.com.au)

Students who have a keen interest in gaining a school based apprenticeship are encouraged to select Workplace Practices and Integrated Learning to support a flexible timetable that allows them to be off campus to complete VET and work placement

## INDUSTRY PATHWAYS PROGRAM (IPP)

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At Urrbrae Agricultural High School, we have three IPPs available for students in the areas of Primary Industries (Agriculture), Automotive and Engineering. These industries have been identified by the Australian Government as areas where there are skills shortages in Australia

Students selecting an IPP are provided with opportunities to engage in learning that is linked to their aspirations. The Industry Pathways Programs provide credit towards SACE and qualifications that are recognised within the Australian Qualifications Framework and are supported by industry.

IPPs enable students to pursue apprenticeships and traineeships, go to higher level subsidised training through Guarantee for SACE Students (TGSS) on completion of school, and to continue with related training and employment pathways beyond school. Our Apprenticeship Broker will assist students in signing up with the employer and commencing school-based apprenticeships. This means that students are able to begin their planned vocation while still achieving SACE. **All students doing the above IPPs are encouraged to select Workplace Practices at Stage 1 and Stage 2 to assist with the workplace learning within VET courses.**

# URRBRAE PATHWAY COURSES

Each pathway is a grouping of subjects which best concentrates the possible learning for the senior student who wishes to pursue a possible career and further studies in the particular field.

To gain entry to the courses, students must have satisfactorily completed Year 10. Each pathway is a 2 year SACE accredited pattern and has recommended compulsory and elective units from the curriculum. Where possible National VET modules have been incorporated, resulting in the ability to achieve dual certification. On successful completion, students are awarded an Urrbrae Certificate at a ceremony in March of the following year. Students should choose only one pathway course, over a two year period, comprising compulsory and elective subjects.

## AGRICULTURE PATHWAY

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Stage 1: Compulsory (20 credits)

- Crop and Plant Science
- One of: Cattle Management, Horse Management, Sheep & Goat Management

Stage 1: (20 credits) selected from:

- Animal Science 1
- Animal Science 2
- Aquaculture
- Cattle Management
- Chemistry
- Horse Management
- Fruit, Flower & Vegetable Production
- Sheep & Goat Management
- Certificate II in Agriculture

Stage 2: (40 credits) selected from:

- Agricultural Systems
- Plant Production
- Animal Production
- Chemistry
- Any Mathematics or Biology
- Certificate III in Agriculture

## ANIMAL STUDIES PATHWAY

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Stage 1: Compulsory (20 credits)

- One of: Animal Science 1 or Animal Science 2
- One of: Domestic Animal Care or Native Animal Studies

Stage 1: (20 credits) selected from:

- Animal Science 1:
- Animal Science 2
- Cattle Management
- Chemistry
- Domestic Animal Care
- Horse Management
- Native Animal Studies
- Sheep & Goat Management
- Certificate II in Agriculture
- Certificate II in Animal Studies

Stage 2: (40 credits) selected from:

- Agricultural Systems
- Animal Production
- Chemistry
- Any Mathematics or Biology
- Certificate III in Animal Studies

## HORTICULTURE PATHWAY

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Stage 1: Compulsory (20 credits) selected from:

- Crop & Plant Science
- Fruit, Flower & Vegetable Production
- Advanced Wine Making & Viticulture

Stage 1: (20 credits) selected from:

- Biology B
- Crop & Plant Science
- Chemistry
- Fruit, flower & Vegetable Production
- Advanced Wine Making & Viticulture
- Certificate II in Agriculture
- Certificate II in Horticulture

Stage 2: (40 credits) selected from:

- Agricultural Systems
- Plant Production
- Chemistry
- Environmental Science & Technology
- Any Mathematics or Biology
- Certificate III in Horticulture

## ENVIRONMENTAL PATHWAY

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Stage 1: Compulsory (20 credits) selected from:

- Biology B
- Environmental Science & Technology
- Native Animal Studies

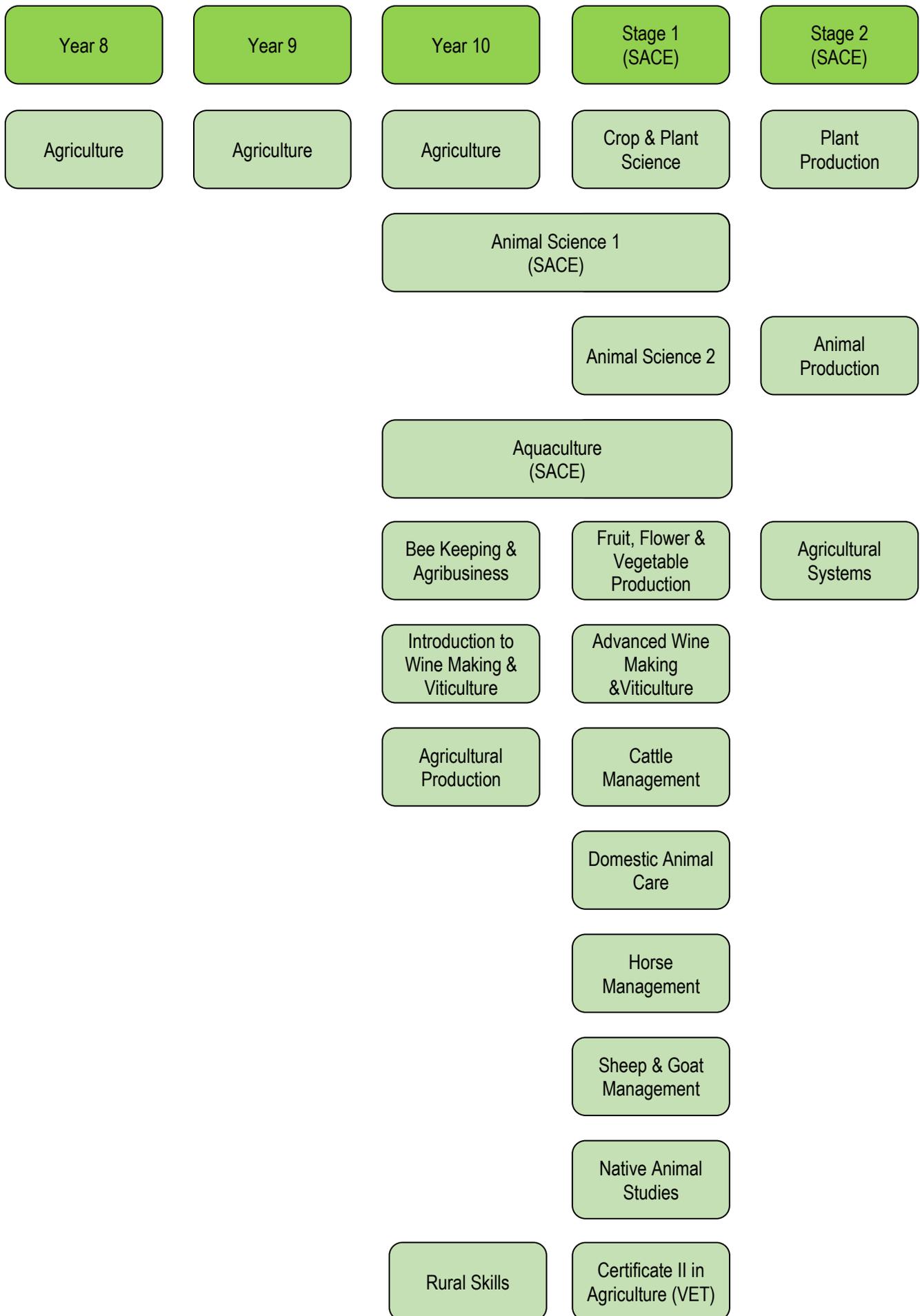
Stage 1: (20 credits) selected from:

- Biology B
- Crop & Plant Science
- Chemistry
- Environmental Science & Technology
- Geography
- Earth & Environmental Science (Geology)
- Native Animal Studies
- Certificate II in Agriculture
- Certificate II in Horticulture

Stage 2: (40 credits) selected from:

- Agricultural Systems
- Plant Production
- Chemistry
- Environmental Science & Technology
- Geography
- Any Mathematics or Biology

# AGRICULTURE



## AGRICULTURE

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### YEAR 8

#### Full year course

#### Course Description

Students will have both theory and practical lessons, experiencing an introduction to the wide range of Agriculture enterprises offered at Urrbrae. This subject will enthuse curiosity, interest and enjoyment in agriculture whilst developing agricultural skills, terminology, concepts and processes.

#### Content

- Animal Studies
- Farm Environment
- Home Project
- Introduction to Horticulture and Cereal Crops
- Layer Poultry
- Vegetable Garden

#### Assessment Components

- Practical skills
- Theory/Class work
- Tests
- Home Project

#### Additional Information

Students will attend the Royal Adelaide Show where they will experience the Agriculture displays; approximate cost is \$25.

## AGRICULTURE

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### YEAR 9

#### Full year course

#### Course Description

Students will have both theory and practical lessons developing knowledge and skills associated with a number of agriculture enterprises offered at Urrbrae. Students will participate in the Active Learning Program where they will run an experimental investigation. Throughout the year each class will have responsibility for managing a batch of meatbirds and calves for a term.

#### Content

- Calves / Bees
- Crops / Pastures
- Goats / Alpacas / Pigs
- Plant Science / Vines
- Poultry (Meat birds)
- Experimental Investigation

#### Assessment Components

- Practical Skills
- Theory / Class Work
- Tests

#### Additional Information

Students will attend the Karoonda Farm Fair to experience a rural show; approximate cost is \$25.

## AGRICULTURE

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### YEAR 10

#### Semester course

##### Course Description

This course continues the development of skills and exposure to the wide range of learning experiences undertaken in Years 8 and 9. Students will gain an understanding of plant and animal studies in agriculture and the environment, through the Wetlands. Students will study a range of topics, both in theory and practical lessons.

##### Content

- Scientific Investigation (Wetland/Landcare)
- Animal Studies (Sheep or cattle)
- Plant Studies (Winemaking/fruit trees)
- Aquaculture
- Agricultural Pathways/Careers

##### Assessment Components

- Wetlands Scientific Investigation (Report/multimedia presentation)
- Practical
- Tests
- Assignments

## AGRICULTURAL PRODUCTION

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### YEAR 10

#### Semester Course

##### Assumed Knowledge/Prerequisites

Successful completion of Year 9 Agriculture

##### Course Description

This semester length subject focuses on understanding how the growth of all plants and animals can be determined by considering the influences of nutrition, management, diseases, environment and breeding. These factors will be discussed in theory, in animal and plant trials and in practical work. Students will also have the opportunity to study how these five factors will affect the growth and production of an animal of their own choice. This individual work will be undertaken in the form of selecting and reviewing articles.

##### Content

- Factors affecting animal and plant production
- Collecting, recording and interpreting data to do with the growth of plants and animals, examples: vegetables, steers and ewes or rams.
- Practical skill development such as vaccinating, drenching, growing plants
- Individual research and reporting in an area of own choice

##### Assessment Components

- Trial reports
- Participation in practical work
- Written test
- Major assignment in area of own choice

## ANIMAL SCIENCE 1 (SACE)

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### YEAR 10

#### Stage 1 Semester Course.-.10 Credits

##### Assumed Knowledge/Prerequisites

Minimum B grade in Year 9 Agriculture.

##### Course Description

Students will develop knowledge and skills in animal management and production, with a strong emphasis on principles and science.

## Content

- Animal Anatomy
- Animal Physiology
- Animal Health
- Nutrition and Digestion

## Assessment Components

- Agricultural Reports
- Application Tasks

## Additional Information

Students are able to choose the subject at either Year 10 or 11.

# **AQUACULTURE (SACE)**

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## **YEAR 10**

### **STAGE 1 Semester Course - 10 Credits**

#### Assumed Knowledge/Prerequisites

Pass in Year 9 Agriculture.

#### Course Description

Students will have the opportunity to work within a small group of students to conduct their own project or investigation into a suitable freshwater species. Typical projects have included: fish breeding, crustacean breeding, plant propagation and displaying of native species, and maintaining the Purple Spotted Gudgeon breeding programme. Students will also develop their knowledge of nutrient recycling and its implications in managing fish. Students will spend time gaining a better understanding of marine aquaculture enterprises in South Australia as well as the biology of selected species.

## Content

- Intensive Recirculation Systems
- Experimental Design
- Marine Aquaculture

## Assessment Components

- Agricultural Reports
- Application Tasks

## Additional Information

Students are able to choose this subject at either Year 10 or Stage 1.

# **BEE KEEPING & AGRIBUSINESS**

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## **YEAR 10**

### **Semester Course**

#### Assumed Knowledge/Prerequisites

Successful completion of Year 9 Agriculture.

#### Course Description

This course is designed for students that have a passion for becoming a registered Bee Keeper in South Australia and operating a small agribusiness by value adding agricultural products. Seasonal apiary management and supporting the sales of school horticultural products such as olives and macadamia nuts will be the focus of practical lessons. Students will need to manage their own agribusiness and sell their products at one or more monthly Barn markets or negotiated market venues.

## Content

- How to register as a bee keeper in South Australia.
- Researching value-added products.
- Setting up a business proposal and projected budget.
- Advertising and marketing.

## Assessment Components

- Business plan proposal 15%
- Working effectively in an enterprise group 15%
- Actual cash flow budget and profit statement 20%
- Evaluation of small business presentation 20%
- Practical skills in apiary management 20%
- Apiary management test 10%

## Additional Information

Students will market their products through the Urrbrae Barn Market.

# **INTRODUCTION TO WINE MAKING & VITICULTURE**

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## **YEAR 10**

### **Semester Course**

#### Assumed Knowledge/Prerequisites

Successful completion of Year 9 Agriculture.

#### Course Description

Students will have the opportunity to develop and extend the principles which underpin successful growth of grapevines and wine making process. This subject has a focus on winemaking theory, basic viticulture yearly calendar and large group wine making. Students will also learn the practical skills associated with viticulture and wine making. With parental consent, students will have the opportunity to help produce and taste wine, using grapes from the school's vineyard.

#### Content

- Basic Viticulture Yearly Calendar
- Wine making theory
- Wine making sequence
- Large group wine making
- Wine Styles

#### Assessment Components

- Practical Journal
- Viticulture practical
- Grape Varietal/ Wine Style Investigation
- Test

# **RURAL SKILLS**

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## **YEAR 10**

### **Semester Course**

#### Assumed Knowledge/Prerequisites

Students should have a genuine interest in developing knowledge and skills in practical agriculture and horticulture.

#### Course Description

Students will develop a range of rural skills and gain the knowledge and understanding associated with these skills.

#### Content

- Rural Safety
- Livestock and Horticulture Skills
- Machinery Operation and Maintenance
- Fencing

#### Assessment Components

- Knowledge and understanding demonstrated through written tasks
- Practical skills assessment

## ADVANCED WINE MAKING & VITICULTURE

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

Successful completion of Year 10 Introduction to Viticulture and Wine Making

#### Course Description

Students will have the opportunity to further develop the principles of winemaking and grape production learned in the previous year. Students will use their knowledge and experience to manage their own ferments and produce their own wine. With parental consent Students will have the opportunity to taste the wine that is produced within the school.

#### Content

- Vineyard management
- Viticultural Principles
- Winemaking and Tasting
- Winery operations

#### Assessment Components

- Agricultural Reports
- Applications Tasks

## ANIMAL SCIENCE 1

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### STAGE 1

#### Semester Course-.10 Credits

#### Assumed Knowledge/Prerequisites

Minimum B grade in Year 10 Agriculture.

#### Course Description

Students will develop knowledge and skills in animal management and production, with a strong emphasis on principles and science.

#### Content

- Animal Anatomy
- Animal Physiology
- Animal Health
- Nutrition and Digestion

#### Assessment Components

- Agricultural Reports
- Application Tasks

#### Additional Information

Students are able to choose the subject at either Year 10 or 11.

## ANIMAL SCIENCE 2

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

Minimum B grade in Year 10 Agriculture or Animal Science 1.

#### Course Description

Students will continue to develop knowledge and skills in animal management and production with a strong emphasis on principles and science.

## Content

- Animal Behaviour
- Animal Genetics
- Animal Growth and Development
- Animal Reproduction and Breeding

## Assessment Components

- Agricultural Reports
- Application Tasks

## Additional Information

Students will visit the Adelaide Zoo as part of their animal behaviour topic.

# AQUACULTURE

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## STAGE 1

### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

Pass in Year 10 Agriculture.

#### Course Description

Students will have the opportunity to work within a small group of students to conduct their own project or investigation into a suitable freshwater species. Typical projects have included: fish breeding, crustacean breeding, plant propagation and displaying of native species, and maintaining the Purple Spotted Gudgeon breeding programme. Students will also develop their knowledge of nutrient recycling and its implications in managing fish. Students will spend time gaining a better understanding of marine aquaculture enterprises in South Australia as well as the biology of selected species.

## Content

- Intensive Recirculation Systems
- Experimental Design
- Marine Aquaculture

## Assessment Components

- Agricultural Reports
- Application Tasks

## Additional Information

Students are able to choose this subject at either Year 10 or Stage 1.

# CATTLE MANAGEMENT

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## STAGE 1

### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

Year 10 Agriculture.

#### Course Description

Students develop knowledge and skills pertaining to beef and dairy cattle management, including management practices. Students will gain an understanding of health issues, nutrition and the principles involved in reproduction and reproductive technologies.

## Content

- Health
- Reproduction
- Management
- Lactation and Milking
- Conformation

## Assessment Components

- Agricultural Reports
- Application Tasks

## CROP & PLANT SCIENCE

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

Minimum B grade in Year 9 Agriculture or minimum C grade completion of Year 10 Agriculture.

#### Course Description

Students will have the opportunity to develop and extend the principles which underpin the successful growth of crops in Australia. This subject addresses plant anatomy and physiology, while providing students with the opportunity to conduct a field trial and investigate environmental issues e.g. crop ecology.

#### Content

- Importance of Crops in Agriculture
- Introduction to Plant Structure
- Crop Rotation and Management
- Crop Trial Investigation
- Crop Growth and Stages

#### Assessment Components

- Agricultural Reports
- Application Tasks

## DOMESTIC ANIMAL CARE

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

Year 10 Agriculture.

#### Course Description

In this course students develop knowledge and skills in domestic animal care in relation to animal health and physiology. This course fosters an appreciation of the principles of hygiene when handling domestic animals. Students will develop an understanding of the behaviour of domestic animals.

#### Content

- Cat and Dog Behaviour
- Cat and Dog Physiology
- Cat and Dog Health
- Cat and Dog Care

#### Assessment Components

- Agricultural Reports
- Application Tasks

## FRUIT, FLOWER & VEGETABLE PRODUCTION

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

Minimum C grade in year 10 Agriculture

#### Course Description

This subject will aid in developing knowledge and skills in various horticultural industries throughout Australia, with a strong focus on the production and management both pre and post-harvest. Students will have the flexibility to negotiate and select a crop/industry to concentrate their theory component on. Theoretical focus will include writing Agricultural reports, practical focus will include skill development in reproduction, maintenance, harvesting and quality control of crops. Students will be given the opportunity to engage in a subject that has a practical focus to be Job ready, or engage in further tertiary education after school within the horticultural sector.

## Content

- Orchard skills and Quality control
- Pre and Post-harvest crop care
- Biosecurity and Career opportunities
- Life Cycle, Needs and Reproduction of Plants
- Development of Report Writing skills

## Assessment Components

- Agricultural Reports
- Application Tasks

## Additional Information

It is expected that a Horticultural excursion will be part of the course. Cost approximately \$25

# **HORSE MANAGEMENT**

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## **STAGE 1**

### **Semester Course - 10 Credits**

#### Assumed Knowledge/Prerequisites

Year 10 Agriculture.

#### Course Description

In this course students develop knowledge and skills in horse management, and the terminology used in the horse industry. There is a strong focus on stable management, saddlery and equipment. Students will develop safe horse handling skills and progress with riding skills.

#### Content

- Health
- Reproduction
- Management
- Stable Skills
- Riding Skills

#### Assessment Components

- Agricultural Reports
- Application Tasks

#### Additional Information

Excursion to Magic Millions Yearling Sales at Morphettville when offered in Semester 1.

# **NATIVE ANIMAL STUDIES**

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## **STAGE 1**

### **Semester Course - 10 Credits**

#### Assumed Knowledge/Prerequisites

Year 10 Science and/or Year 10 Agriculture.

#### Course Description

This course aims to provide an appreciation and understanding of Australia's unique wildlife and students will be given an opportunity to have close interaction with native animals. Course content will focus on the practical and theoretical implications of keeping native animals, breeding and release programmes, natural resource management, conservation and land care.

#### Content

- Native Animal Ethics
- Classification and Physiology
- Terrestrial and Aquatic Ecology
- Conservation and Environmental Management

#### Assessment Components

- Agricultural Reports
- Application Tasks

### Additional Information

It is expected that an overnight camp costing approximately \$100 will take place during the course.

## **SHEEP & GOAT MANAGEMENT**

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### **STAGE 1**

#### **Semester Course - 10 Credits**

#### Assumed Knowledge/Prerequisites

Year 10 Agriculture.

#### Course Description

Students will develop knowledge and skills in sheep and goat management and husbandry, through both theory and practical lessons.

#### Content

- Sheep and Goat Handling / Husbandry Skills
- Sheep and Goat Reproductive Management
- Disease and Parasites
- Nutritional Requirements of Sheep and Goats
- Alternative Management Systems

#### Assessment Components

- Agricultural Reports
- Application Tasks

## **CERTIFICATE II IN AGRICULTURE (AHC20110)**

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### **STAGE 1**

#### **Full Year Course - 65 Credits**

#### Assumed Knowledge/Prerequisites

It is desirable that students have completed Year 10 Agricultural Production and/or Rural Skills. However, students should have a general interest in developing skills and working in the Agriculture industry, or have relevant farming experience.

#### Course Description

This is a competency based Agricultural training course with an emphasis on intensive and extensive livestock skills. In addition, units in chemical use, fencing, monitoring livestock, farm management, animal husbandry management and advances in technology are covered. Students participate in off-site training and complete 20 days of on the job training on the Urrbrae farm or other farming properties for the assessment.

#### Content

- Workplace Safety and First Aid
- Extensive/Intensive Livestock Husbandry and Management
- Machinery Operation and Maintenance
- Chemical Accreditation and Use
- Weather Observation and Data Recording
- Fencing Skills

#### Assessment Components

- Competency based assessment of practical skills, theory knowledge and understanding including investigation, analysis and evaluations
- Competency Log Book
- Students will undertake 3 weeks of work placement on farms

### Additional Information

An additional fee of \$550 includes participation in several Field Excursions and First Aid Certificate. Further information about the course can be found on <https://isca.eschoolsolutions.com.au>. **Students are encouraged to select Workplace Practices at Stage 1 and Stage 2 to assist with the workplace learning.**

# AGRICULTURAL SYSTEMS

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## STAGE 2

### Full Year Course - 20 Credits

#### Assumed Knowledge/Prerequisites

Minimum C grade in Stage 1 Agriculture subjects and/or Biology and Chemistry.

#### Course Description

Students who choose this subject will focus their studies on learning about the scientific principles and concepts that underpin agricultural systems and the management of animals, plants and soils. More specifically in Animal Systems students will learn about digestion, nutrient uptake, animal nutrition requirements and feeding options as well as animal reproduction and breeding programmes. In plant systems student will learn about plant structure and function, how a plant grows and how plant growth can be manipulated to maximise production. In Soil and Water Systems students will learn about the important soil characteristics such as structure, texture, pH and how these characteristics affect plant growth as well as the importance of soil organic matter and soil water.

#### Content

- Animal Systems
- Plant Systems
- Soil and Water Systems
- Experimental Investigation

#### Assessment Components

- 30% Agricultural Reports
- 40% Applications
- 30% Experimental Investigation (External)

# ANIMAL PRODUCTION

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## STAGE 2

### Full Year Course - 20 Credits

#### Assumed Knowledge/Prerequisites

Minimum C grade in Stage 1 Animal Science 1 & 2 or Stage 1 Animal Management subjects.

#### Course Description

Students will extend and integrate their understanding of the key aspects of animal production, including nutrition, reproduction, breeding systems, animal welfare and disease and pest management as well as climate influences and marketing. They apply and evaluate practical animal management skills. In their studies, students maintain a key focus on animal health and welfare.

#### Content

- Animal Nutrition
- Animal Reproduction
- Animal Breeding Systems
- Animal Welfare
- Disease and Pest Management
- Climate Factors affecting practices
- Marketing

#### Assessment Components

- 30% Agricultural Reports (School Assessment)
- 40% Applications Tasks (School Assessment)
- 30% Production Investigation (External Assessment)

#### Additional Information

**Animal Production** and **Plant Production** cannot be studied together.

# PLANT PRODUCTION

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## STAGE 2

### Full Year Course - 20 Credits

#### Assumed Knowledge/Prerequisites

Minimum C grade in Stage 1 Agriculture subjects and or Biology.

#### Course Description

Students will extend and integrate their understanding of the key aspects of plant production, including plant nutrition, reproduction, production practices and disease, pest and weed management as well as soils, water and farming systems. They examine strategies for sustainable production, analysing how these vary according to changing environmental conditions. Students also investigate the role of technology and biotechnology in plant production and explore innovative ways scientists develop and improve technological processes to enhance the productivity of crops in response to global demand.

#### Content

- Plant production practices
- Plant nutrition
- Plant reproduction
- Plant pests and diseases
- Weed management
- Soil management
- Farming systems

#### Assessment Components

- 30% Agricultural Reports (School Assessment)
- 40% Applications Tasks (School Assessment)
- 30% Production Investigation (External Assessment)

#### Additional Information

**Plant Production** and **Animal Production** cannot be studied together.

# ARTS

Year 8	Year 9	Year 10	Stage 1	Stage 2
Art / Design	Art	Art A	Visual Arts Art A	Visual Arts Art
		Art B	Visual Arts Art B	
	Design	Design A	Visual Arts Design A	Visual Arts Design
		Design B	Visual Arts Design B	
Drama	Drama	Drama A	Drama A	Drama
		Drama B	Drama B	
	Media	Media Studies	Media Studies	
Music	Music	Music A	Music	Music (Solo Performance, & Ensemble Performance)
		Music B		

## ART/DESIGN

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### YEAR 8

#### Term Course

##### Course Description

Students build on and further develop artistic skills. A variety of traditional art media and contemporary electronic media are used. Students are required to research, develop ideas, respond to art works and problem solve, to achieve effective results and develop understanding. Students explore art styles and how they are influenced by the context in which they are made.

##### Content

- Visual Art:
- Drawing,
- Printmaking,
- Clay Making,
- Colour Theory,
- Painting, Digital Art

##### Assessment Components

- 80% Practical
- 20% Theory

## DRAMA

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### YEAR 8

#### Term Course

##### Course Description

In Drama students gain an understanding of dramatic techniques and terminology while creating performances. Review writing is also covered.

##### Content

- Script Learning,
- Stage Craft
- Theatre Craft

##### Assessment Components

- Written responses to some class activities
- Group devised and/or scripted performances

##### Additional Information

When possible, students will see a live performance as part of their Drama studies.

## MUSIC

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### YEAR 8

#### Full Year Course

##### Assumed Knowledge/Prerequisites

Students may have no background in Music or may be proficient at playing an instrument (or singing) and reading music (or Tab for guitars).

##### Course Description

Students develop skills in Solo Performance and Ensemble Performance, both through class and extra-curricular ensembles. Students study a theory component including reading and writing music, aural activities and research. Composition and basic arranging skills are explored using computer software and group activities.

##### Content

- Class Ensemble
- Solo Practice
- Composition
- Theory and Aural, Grade 1 level
- Research Topic

## Assessment Components

- Solo Performance
- Ensemble Performance
- Theory Tests
- Composition
- Research Topic

## Additional Information

All students must attend a weekly instrumental or vocal lesson either through DECD or a private teacher. Students need to be involved in one of the extra-curricular lunchtime ensembles when their skills are at the appropriate level.

# ART

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## YEAR 9

### Semester Course

#### Course Description

Students build on and further develop artistic skills. A variety of traditional art media and contemporary electronic media are used. Students are required to research, develop ideas, respond to art works and problem solve, to achieve effective results and develop understanding. Students explore art styles and how they are influenced by the context in which they are made.

#### Content

- Drawing
- Clay Making
- Painting
- Digital Art
- Printmaking
- Sculpture

#### Assessment Components

- 80% Practical
- 20% Theory

# DESIGN

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## YEAR 9

### Semester Course

#### Course Description

This course aims to develop and extend the students' experience and skills in creating and relating to works of design and culture. Students will experience the three areas of Design – Product, Environmental and Graphic Design. Students will experience specialist design equipment and develop skills to gain an understanding of the design process whilst creating original works of design.

#### Content

- What is Design?
- 2D & 3D Drawing Skills
- Pattern Making – Traditional & Digital – Photoshop & Illustrator
- Packaging – Lolly Design
- New Product Invention

#### Assessment Components

- 80% Practical
- 20% Theory

## DRAMA

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### YEAR 9

#### Semester Course

##### Course Description

Students develop performance skills within the context of historical study. Off-stage roles are also studied. They will also have an opportunity to see a professional, live theatre performance.

##### Content

- Group Performances Melodramas
- Theatre Roles (e.g. director, designer, actor)
- Scripted Performance

##### Assessment Components

- 2 Group productions on and/or off-stage
- Review of live performance
- Research /Design Tasks
- Report of involvement in a Group Production

##### Additional Information

Students will need to pay up to \$10 to see a performance.

## MEDIA

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### YEAR 9

#### Semester Course

##### Course Description

During this course, film analysis, film making, animation (hand drawn or using 3-D models), combining live action with green screening, and film poster design are some of the topics covered. Students explore how to create a story in film, and develop skills in digital editing and working in a group. All media produced may be shown to a school audience. Students present responses that show an understanding of media terminology. Digital editing knowledge is not assumed.

##### Content

- Video Production
- Personal Project
- Media Analysis
- Historical and Cultural Aspects in Media

##### Assessment Components

- Short Film (Planned, scripted and edited by students)
- Animation Task
- Individual Design Task
- Film Study Responses

## MUSIC A & B

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### YEAR 9

#### Semester or Full Year Course

##### Assumed Knowledge/Prerequisites

Students will have either completed 1 year of classroom music, Year 8 level or students will have had instrumental or vocal lessons for at least 1 year. Knowledge of Grade 1 theory is assumed.

##### Course Description

Students continue to focus on developing skills in Solo Performance and Ensemble Performance, both through class and extra-curricular ensembles. Students study a theory component including reading and writing music, aural activities and research. Composition and basic arranging skills are explored using computer software and rehearsals.

##### Content

- Class Ensemble
- Solo Practice

- Theory
- Composition
- Research Topic

### Assessment Components

- Solo Performance
- Ensemble Performance
- Theory Tests and Aural Tests
- Composition / Arranging
- Solo Performance Reflection
- Research

### Additional Information

All students must attend a weekly instrumental or vocal lesson either through DECD or a private teacher and. need to be involved in one of the extra-curricular lunchtime ensembles.

## **ART A**

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### **YEAR 10**

#### **Semester Course**

#### Course Description

Students explore media in the areas of drawing, painting, printmaking and digital technology. They will investigate themes drawn from observation, cultures and personal knowledge, while working in the style of an artist. Students will document work showing planning, problem solving and media experimentation, analyse and investigate visual strategies used by an artist related to the topic explored, while developing Visual Art terminology.

#### Content

- Drawing
- Printmaking and Digital Art
- Painting
- Folio (research, written annotation analysis, idea development, exploration)
- Visual Study

#### Assessment Components

- 70% Practical
- 30% Theory

#### Additional Information

Students will be required to pay for the canvas they use in their final painting. There may be an excursion to an exhibition.

## **ART B**

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### **YEAR 10**

#### **Semester Course**

#### Course Description

Students will explore media in the areas of drawing, sculpture, clay, wire and paint rendering. Themes are drawn from observation, cultures and personal experience, while working in the style of an artist. Students will document work showing planning, problem solving and media experimentation, analyse and explore visual strategies used by an artist related to the topic explored, while developing Visual Art terminology.

#### Content

- Drawing
- Clay
- Cardboard Construction
- Folio (research, written annotation analysis, idea development, exploration)
- Wire
- Visual Study

#### Assessment Components

- 70% Practical
- 30% Theory

## DESIGN A

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### YEAR 10

#### Semester Course

##### Course Description

Students will be introduced to the design process and be guided in creating works of design that are for an intended purpose and audience. Students will build on existing skills, knowledge and terminology whilst working as designers and analysing the work of others. Topics covered relate to Graphic and Product Design. Students will be taught problem solving skills, work with traditional materials and relevant design software programs, in order to present their findings.

##### Content

- Drawing
- Digital Technology
- Analysis and Response
- Design Process
- Idea Development

##### Assessment Components

- 80% Practical
- 20% Theory

## DESIGN B

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### YEAR 10

#### Semester Course

##### Course Description

Students will be introduced to the design process and create works of design that are for an intended purpose and audience. Students will develop skills, knowledge and design terminology whilst working as designers and analysing the works of others. Topics covered relate to Graphic and Environmental Design. Students will be taught problem solving skills, work with traditional materials and relevant design software programs, in order to present their findings.

##### Content

- Drawing
- Digital Technology
- Analysis and Response
- Design Process
- Idea Development

##### Assessment Components

- 80% Practical
- 20% Theory

## DRAMA A

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### YEAR 10

#### Semester Course

##### Assumed Knowledge/Prerequisites

Although not essential, it is expected that a semester of 9 Drama has been studied.

##### Course Description

This course develops skills in performance and writing through group devised and scripted plays with a focus on comedy.

##### Content

- Study of Commedia d'ell Arte, and Slap-stick
- Group Performance
- Reflection on Performance/s
- Personal Project
- Viewing Live Theatre Performance

## Assessment Components

- Visual Comedy Performance
- Personal Project
- Live Theatre Review
- Role in Class Production
- Production Report

## **DRAMA B**

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### **YEAR 10**

#### **Semester Course**

#### Assumed Knowledge/Prerequisites

It is essential that students have a genuine desire to succeed in this course as it is preparatory for Stage 1 study. Some experience in Years 8 or 9 is strongly recommended, or at least an audition/discussion with a Drama teacher from the school.

#### Course Description

Students will have opportunities to develop existing and new performance skills and reflect upon their learning.

#### Content

- Group Productions and Performances
- Scripted Play Study
- Peer and Self-Reflection
- Live Theatre Performance Viewing

#### Assessment Components

- Performances
- Production Report
- Theatre Reviews

#### Additional Information

Students will need to pay for their live theatre experience.

## **MEDIA STUDIES**

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### **YEAR 10**

#### **Semester Course**

#### Assumed Knowledge/Prerequisites

Completion of a Year 9 Media course would be helpful, but not necessary.

#### Course Description

During this course film analysis, digital film making including green screening, creating computer generated characters, animation and audio recording are some of the topics covered. Students will explore how to create a story in film, develop skills in digital editing and how to work in a group. All media produced may be shown to a school audience. Students present responses that show an understanding of Media terminology. Digital editing knowledge is not assumed. Students are assessed on the quality and creativity of work produced, including the planning and documenting of process as well as finished product.

#### Content

- Film Making
- Animation (Computer Generated, Hand Drawn and Stop Motion)
- What is the Mass Media?
- Film Study

#### Assessment Components

- A short live action film
- A short animated film
- Individual Design Task (Design)
- Film study responses and Producer's statements

## MUSIC A & B

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### YEAR 10

#### Semester or Full Year Course

#### Assumed Knowledge/Prerequisites

Students will have completed 1 to 2 years of classroom Music or students will have had instrumental or Vocal lessons for at least 2 years. Knowledge of Grade 2 theory is assumed.

#### Course Description

Students continue to focus on developing skills in Solo Performance and Ensemble Performance, both through class and extra-curricular ensembles. Students study a theory component including reading and writing music, aural activities and music appreciation. Composition and basic arranging skills are explored using computer software.

#### Content

- Class Ensemble
- Solo Practice
- Composition / Arranging
- Research Topic

#### Assessment Components

- Solo Performance
- Ensemble Performance
- Theory Tests
- Research
- Composition / Arrangement
- Solo Performance Reflection

#### Additional Information

All students must attend a weekly instrumental or vocal lesson either through DECD or a private teacher and need to be involved in one of the extra-curricular lunchtime ensembles

## DRAMA A

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

Students are expected to have a background in Year 10 Drama, though it is not essential.

#### Course Description

This course develops performance skills through the study of scripted plays and the 20th century theorist, Stanislavski. Review writing is also investigated, as is detailed reflection on their role in a group production.

#### Content

- Group Production
- Production Report
- Review Writing
- Individual Investigation and Presentation

#### Assessment Components

- 50% Performance
- 30% Folio
- 20% Investigation and Presentation

#### Additional Information

Students will need to see a professional theatrical performance for review writing usually at a cost of \$20, as well as be prepared to rehearse after hours.

## DRAMA B

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

Students must have at least a semester's experience of Year 10 Drama.

#### Course Description

Produce one major performance and develop skills either as actors or off-stage practitioners. Students work on an individual project within the performing arts. Students study theatre history and engage with different views to evaluate own and others' work.

#### Content

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation

#### Assessment Components

Each assessment type has a weighting of at least 20%

- Performance
- Folio
- Investigation and Presentation

#### Additional Information

Students will need to see a professional theatrical performance for review writing usually at a cost of \$20, as well as be prepared to rehearse after hours.

## MEDIA STUDIES

---

### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

Some knowledge and/or experience in the area of Media Studies, Digital film editing and Adobe Photoshop.

#### Course Description

Students develop media literacy and production skills and create media products.

#### Content

The course will be tailored to meet the needs and interests of the students participating. Topics of study may be:

- Images of Youth in Media
- Advertising
- Careers in Media
- Media and Leisure

#### Assessment Components

- Folio
- Interaction Study
- Product

## MUSIC A & B

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### STAGE 1

#### Semester or Full Year Course – 10 or 20 Credits

#### Assumed Knowledge/Prerequisites

Students will have completed 2-3 years of classroom Music or students will have had instrumental or vocal lessons for at least 3 years. Students will have theory knowledge of Grade 2 minimum.

#### Course Description

Students continue to focus on developing skills in Solo Performance, Ensemble Performance, Composition and Arranging.

## Content

The course will be tailored to meet the needs and interests of the students participating. Areas of study are:

- Ensemble
- Solo Practice
- Composition / Arranging
- Research Topic

## Assessment Components

- One formative and two summative. Formative based on ensemble rehearsals and summative with part testing
- Solo Performance
- Ensemble Performance
- Composition / Arranging
- Research Topic

## Additional Information

All students must attend a weekly instrumental or vocal lesson either through DECD or a private teacher and need to be involved in one of the extra-curricular lunchtime ensembles. A \$30.00 course fee applies.

# **VISUAL ARTS – ART A**

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## **STAGE 1**

### **Semester Course - 10 Credits**

#### Assumed Knowledge/Prerequisites

It is recommended that students have completed a semester of Year 10 Art. If this is not the case, they should demonstrate a genuine interest in the creating and making of art work.

#### Course Description

Practical: Students will build on their drawing and painting skills through the exploration of and experimentation with a range of media. The focus will be on the human body and portraiture.

Theory: Students will research, explore, analyse and experiment with artists' styles from a range of contexts.

## Content

- Folio - Practical development of a personal idea that works towards a resolved major piece. It will include drawings, experimentation with media, photos and resolved workings of the final concept. It will also include research into artistic styles that relate to the student's direction and annotation of the process.
- Visual Study - Exploring artistic strategies of three chosen artists. Identifying the artist's world and what influenced their style. Analysing and experimenting with the style.
- Practical - A major piece or a suite that demonstrates the final concept. 250 word statement explaining the student's journey and idea behind their piece.

## Assessment Components

- 40% Folio
- 30% Practical
- 30% Visual Study
- Presentation of completed components at nominated dates

## Additional Information

Students will be expected to pay for the canvas they use for their final piece. There will be an excursion to an exhibition or art gallery.

# **VISUAL ARTS - ART B**

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## **STAGE 1**

### **Semester Course - 10 Credits**

#### Assumed Knowledge/Prerequisites

It is recommended that students have completed a semester of Year 10 Art. If this is not the case, they should demonstrate a genuine interest in the creating and making of art work.

## Course Description

Practical: Students will build on their drawing and 3D skills through exploration and experimentation with a range of media.

Theory: Students will research, explore, analyse and experiment with the styles of artists from a range of contexts.

## Content

- Exposure to 3D skills which will result in a clay sculpture and an art piece based on an individually chosen topic.
- Folio - Practical development of a personal idea that works towards a resolved major piece. It will include drawings, photos and resolved workings of the final concept. It will also include research into artistic styles that relate to the student's direction and annotation of the process.
- Visual Study - Exploring artistic strategies of three chosen artists. Identifying the artist's world and what influenced the style. Analysing and experimenting with the style.
- Practical - A major piece or a suite that demonstrates the final concept. 250 word statement explaining student's journey and idea behind their piece.

## Assessment Components

- 40% Folio
- 30% Practical
- 30% Visual Study
- Presentation of completed components at nominated dates

## Additional Information

There will be an excursion to an exhibition or art gallery.

# **VISUAL ARTS - DESIGN A**

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## **STAGE 1**

### **Semester Course - 10 Credits**

#### Assumed Knowledge/Prerequisites

It is recommended that students have completed a unit of Design in Year 10. If this is not the case they should demonstrate a genuine interest in problem solving and working as a designer.

#### Course Description

The course consists of three areas of study that focus on skill development and the creation of design works. Formative work will be undertaken to guide students through the Design Process, building on practical and theoretical skills and the language of Design.

#### Content

- Visual Study - A practical and theoretical investigation into Typography
- Folio – Design of a Corporate Identity
- Practical – Scaled model or prototype of a final product and Practitioner's Statement of 250 words
- Digital Skills – Photoshop and Illustrator

#### Assessment Components

- 40% Folio
- 30% Practical
- 30% Visual Study

# **VISUAL ARTS – DESIGN B**

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## **STAGE 1**

### **Semester Course - 10 Credits**

#### Assumed Knowledge/Prerequisites

It is recommended that students have completed a unit of Design in Year 10. If this is not the case they should demonstrate a genuine interest in problem solving and working as a designer.

#### Course Description

The course consists of three areas of study that focus on skill development and the creation of design works. Formative work will be undertaken to guide students through the Design process, building on practical and theoretical skills and the language of Design in Visual Communication.

## Content

- Visual Study - A practical and theoretical investigation into an area of Design
- Folio – Design of a corporate product
- Practical – Presentation of resolved design of a corporate identity and Practitioner’s Statement of 250 words.
- Digital Skills – Photoshop and Illustrator

## Assessment Components

- 40% Folio
- 30% Practical
- 30% Visual Study

## **DRAMA**

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### **STAGE 2**

#### **Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

It is assumed that students will have knowledge of theorists Stanislavsky and Brecht, and have performed on and possibly off stage.

#### Course Description

Students will develop a performance, study a contemporary innovator, see at least two live performances and investigate a significant play/theatrical event. The developed performance is externally assessed.

#### Content

- Complex Production Analysis and Performance
- Tim Burton Study
- Live Performance Viewing
- Script Investigation

#### Assessment Components

- Group Production (exam)
- Production Report
- 2 Reviews
- Group Presentation
- Essay on a Contemporary Practitioner

#### Additional Information

Students will have to be prepared to pay for and see plays after hours usually at a cost of \$20.00 each, as well as attend production rehearsals on weekends and after school.

## **MUSIC – ENSEMBLE PERFORMANCE**

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### **STAGE 2**

#### **Full Year Course - 10 Credits (usually studied in conjunction with Solo Performance for a total of 20 credits)**

#### Assumed Knowledge:

Students will have completed 3-4 years of classroom Music or students will have had instrumental or vocal lessons for at least 3 years.

#### Course Description

Music performance (ensemble) develops students’ skills on a chosen instrument or their voice. They learn to apply these skills through developing an awareness of their instrument, its function within various styles of music and in an ensemble. They also develop an ability to accurately discuss key musical elements of their chosen repertoire and develop strategies to improve and refine their own musical performance.

#### Content

- Ensemble rehearsals and performance
- Part testing
- Discussion of chosen repertoire using musical terminology and reflection on strategies used to develop the performance aspects of the course.

## Assessment Components

- Students perform a repertoire consisting of a minimum of 18 minutes over 2 summative school based assessments and a third externally moderated assessment.
- In the second assessment students will need to deliver a reflection of their work consisting of a four minute oral presentation or an 800 word written reflection.
- For external moderation a three minute oral presentation or 500 word written reflection is required.

## **MUSIC – SOLO PERFORMANCE**

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### **STAGE 2**

**Full Year Course - 10 Credits (usually studied in conjunction with Ensemble Performance for a total of 20 credits)**

#### Course Description

Music performance (solo) develops student's skills on a chosen instrument or their voice. They learn to apply these skills through developing an awareness of their instrument and its function within various styles of music through solo performance pieces. They also develop an ability to accurately discuss key musical elements of their chosen repertoire and develop strategies to improve and refine their own musical performance.

#### Content:

- Solo Practice
- Discussion of chosen repertoire using musical terminology and reflection on strategies used to develop the performance aspects of the course.

#### Assessment Components

- Students perform a repertoire consisting of a minimum of 18 minutes over 2 summative school based assessments and a third externally moderated assessment.
- In the second assessment students will need to deliver a reflection of their work consisting of a four minute oral presentation or an 800 word written reflection
- For external moderation a three minute oral presentation or 500 word written reflection is required.

## **VISUAL ARTS – ART**

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### **STAGE 2**

**Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

It is recommended that students have completed a semester of Year 11 Art. If this is not the case, they should demonstrate a genuine interest in the creating and making of art work.

#### Course Description

Students will be required to choose a topic for each section of the course. Students will explore, research, experiment and document their findings. This will culminate in a Visual Study (2000 words), 2 Folios and 2 Major Pieces.

#### Content

- Folio - Documentation (practical and written) of visual learning which supports the development of resolved works of art.
- Practical - Resolved work demonstrating a personal idea and developed practical skills. It will be accompanied by a written practitioner's statement.
- Visual Study - Explores and experiments with one or more styles, ideas, concepts, media, materials, methods, techniques or technologies.

#### Assessment Components

- 40% Folio
- 30% Practical
- 30% Visual Study
- Presentation of completed pieces at nominated times.

#### Additional Information

There will be an excursion to view the SACE Year 12 Art Show. Students will be required to attend other exhibitions out of school hours and students may need to purchase material for their major pieces e.g. large canvas.

# VISUAL ARTS – DESIGN

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## STAGE 2

### Full Year Course - 20 Credits

#### Assumed Knowledge/Prerequisites

It is recommended that students have completed a unit of Year 11 Design. If this is not the case, they should demonstrate a genuine interest in the designs of others and creating works of design.

#### Course Description

With support and guidance, students will choose a topic for each area of learning. Students will research, explore, experiment and create final works that demonstrate their learning in Design.

#### Content

- Folio – Documentation (practical & written) of visual learning which reflects the development of resolved works of design.
- Practical – Resolved works of design, demonstrating development of original ideas showing developed technical skills. This also includes a Practitioner’s Statement of 500 words.
- Visual Study – A personal investigation into a chosen area of design. It involves research, exploration, experimentation with forms, ideas, concepts, media, materials, methods, techniques and technologies.

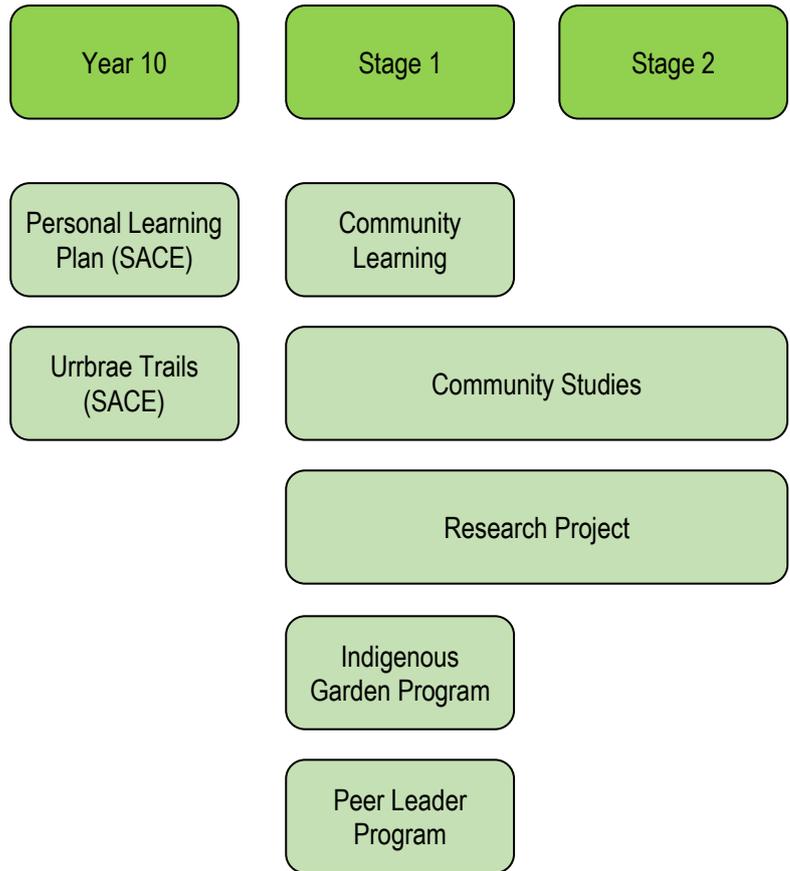
#### Assessment Components

- 40% Folio
- 30% Practical
- 30% Visual Study

#### Additional Information

There will be an excursion to view the SACE Year 12 Art Show. Students may need to attend out of hours sessions and may need to purchase extra materials for their major pieces.

# CROSS DISCIPLINARY



## PERSONAL LEARNING PLAN (SACE)

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### STAGE 1

#### Semester Course - 10 Credits

##### Course Description

The Personal Learning Plan is a compulsory SACE subject completed in semester one. Students are guided through a variety of tasks to assist them in gaining an understanding of their strengths, learning styles, how they like to work and what keeps them interested. One week is devoted to completing work experience based on personal interest. Students increase their knowledge of career pathways by exploring and researching their specific area of interest. This enables them to make informed subject choices for their final years of school that leads to their career pathway. Students gain some valuable life skills that can be transferred to later in life when they may wish to change career direction.

##### Content

Students will:

- Develop personal and learning goals
- Organise and participate in one week Work Experience
- Identify and research career paths and options (including further education, training and work)
- Choose school subjects and vocational courses for senior school based on research and plans for future work and study

##### Assessment Components

- 5 assignments including one round table discussion between students, teachers and parents.

##### Additional Information

Students will be supported and are encouraged to arrange a work placement during term 1.

## URRBRAE TRAILS (SACE)

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### STAGE 1

#### Semester Course - 10 Credits

##### Assumed Knowledge/Prerequisites

This subject requires selection by a panel. Interested students are required to submit an expression of interest in which they outline their skills, knowledge and desire to be involved in the subject. The selection panel considers this as well as previous achievement and recommendation from teachers.

##### Course Description

The Trails course provides students with the skills and knowledge to conduct guided tours of the Urrbrae Farm to school groups and the general public. They are given information about each area of the farm to assist them on their tours. Students are also taught skills including communication, team work, interpersonal skills and public speaking. They are able to improve these skills and reflect on development as they conduct tours.

##### Content

- Public Speaking
- Interpersonal Skills
- Group Management
- Behaviour Management
- Collaborative Involvement
- Leadership

##### Assessment Components

- Folio of Reflection
- Trails Manual
- Oral Presentation
- Video Presentation

##### Additional Information

A \$60 fee includes a compulsory overnight camp at Monarto Zoo and an Urrbrae Trails polo top

## COMMUNITY LEARNING

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### STAGE 1

#### Semester or Full Year Course – 10 or 20 Credits

##### Course Description

The Community Learning framework is another way in which individual students can gain credit for learning which is based in the community. This course offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment.

##### Content

SACE credits for Community Learning can be achieved in two ways – Community-Developed Programs and Self-Directed Community Learning.

Community-Developed Programs: These could include; Scouts, SA Country Fire Service, Cadets,

Self-Directed Community Learning: This is gained through community learning as a result of activities such as coaching a sports team, umpiring or leading an environmental project in the community. Students can apply for recognition in one or two of the following areas; this is achieved through an interview.

- Community Development
- Independent Living
- Performance
- Recreation skills and management
- Self –development
- Sport skills and management
- Volunteering
- Work skills and career development

##### Additional Information

Contact the Community Studies Teacher or Senior School Coordinator for more information.

## COMMUNITY STUDIES

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### STAGE 1

#### Semester or Full Year Course – 10 or 20 Credits

##### Course Description

This course offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

##### Content

By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. Community Studies can be studied as a 10 credit subject or a 20 credit subject in one or more of the 6 areas of study listed below.

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science and Technology in the Community
- Work and the Community

##### Assessment Components

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

- Contract of Work (60 hours for 10 credits, 120 hours for 20 credits)
- Community Activity
- Folio
- Reflection

##### Additional Information

This subject leads to Stage 2 Community Studies.

## INDIGENOUS GARDEN PROGRAM

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### STAGE 1

#### Semester Course – 10 Credits

#### Assumed Knowledge/Prerequisites

Students have participated in a Club and or satisfactorily completed Year 10 English and PLP.

#### Course Description

The Indigenous Garden Program requires students to apply their knowledge and skills around the Indigenous Garden at Urrbrae and subsequent Indigenous Enterprises. Students work collaboratively but identify their individual role in a practical task around gaining knowledge, growing, maintaining indigenous plants and sharing their produce with the wider community.

#### Content

- Gaining knowledge of Indigenous Plants and Indigenous Culture
- Cultivating Indigenous Plants
- Marketing and selling Indigenous Produce

#### Assessment Components

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

- Group Project-individual report
- Skills and application
- Reflection

#### Additional Information

Students will participate in at least 2 field excursions. This leads to Stage 2 Cross Disciplinary Studies which contributes to an ATAR.

## PEER LEADER PROGRAM

---

### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

Students must attend and participate in a two day training and selection process in the fourth term of Year 10.

#### Course Description

In the Peer Leader Program, Year 11 students provide orientation for Year 8 students and run activities to promote positive relationships and build resilience.

#### Content

- Leadership Skills
- Positive Role Modelling
- Organisational and Management Skills

#### Assessment Components

- Reflective Review
- Teacher and Student Feedback Surveys
- Assessed as a “Self Directed Learning” Unit

#### Additional Information

Peer Leaders must attend the Year 7 Transition Day the Year 8 Orientation Day and the Year 8 Camp and “Show Day” with Year 8 students in term three

## RESEARCH PROJECT

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### STAGE 2

#### Semester Course - 10 Credits

#### Course Description

The Research Project is a Stage 2 subject that is completed in Year 11 giving students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing research and presentation skills. Students must elect to do the Research Project as either A or B, both of which count towards an ATAR:

## Content

All students will explore their area of interest within a common research framework of:

- Planning their research
- Conducting their research
- Evaluating/reviewing their research.

## Assessment Components

- 30 % Folio - Same as RPB
- 40% Research Outcome -1500 words or 10 minutes (Research Project A) OR 2000 words or 12 minutes (Research Project B)
- 30% Review in any format (Research Project B) OR 30% Evaluation in written format (Research Project B). This is a challenging task where students must demonstrate high level literacy and critical evaluation skills.

## Additional Information

The Research Project is a compulsory subject and students must pass with a C- grade or better to achieve the SACE.

# **COMMUNITY STUDIES**

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## **STAGE 2**

### **Semester or Full Year Course – 10 or 20 Credits**

#### Course Description

This course gives students the chance to learn in and contribute to their community, which can include students' school, workplace, sports club, leisure venues and home. This subject allows students to make decisions about what they are going to learn and how they will go about learning it. Students negotiate with their teacher and other people in the community as to their learning plan and the skills and knowledge required to reach their goals. Much of the learning will take place in the community and may be self-directed and unsupervised, with the support of the school and other members of the community.

#### Content

- Goal Setting and Progress Monitoring
- New Knowledge and Skills in Relation to Chosen Topic
- Effective Decision Making
- Relating to Others
- Communicating in Different Contexts
- Dealing with Change

#### Assessment Components

- Assessment is individually negotiated with the teacher

# DESIGN & TECHNOLOGY

Year 8	Year 9	Year 10	Stage 1	Stage 2
Digital Technology & Computing		Automotive Technology	Automotive Technology	Automotive Technology
		Automotive Technology GIRLS ONLY	Cert II in Auto Vocational Preparation	Cert II in Auto Servicing Technology
	Computer Aided Design (CAD)	Computer Aided Design (CAD)	Computer Aided Design (CAD)	Computer Aided Design (CAD)
	Electronics	Electronics		
	Digital Technology & Computing	Digital Technology & Computing		
	Environmental Technology - STEM	Environmental Technology - STEM	Environmental Science & Technology	Environmental Science & Technology
	Metal Technology	Metal Technology	Metal Technology A Metal Technology B	Metal Technology
	Wood Technology	Wood Technology	Furniture Construction Outdoor Construction Workplace Practices A Workplace Practices B	Furniture Construction Workplace Practices

## DESIGN & DIGITAL TECHNOLOGY

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### YEAR 8

#### Semester Course

##### Course Description

Students design and make products from a variety of materials, solve practical problems and learn to work safely in a workshop environment. Students move through different areas and complete work in electronics, Computer Aided Design and Computer Aided Manufacturing (CAD/CAM), wood, sheet metal and plastics.

##### Content

- Sheet Metalwork
- Wood Technology
- CAD/CAM
- Electronics/Plastics

##### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standards.

## COMPUTER AIDED DESIGN (CAD)

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### YEAR 9

#### Semester Course

##### Course Description

This is an introductory course in Computer Aided Design (CAD) using Siemens NX software. Students learn to design engineering products using 3D solid modelling to appropriate standards, develop an understanding of orthogonal and isometric drawing representation, presentation of 'working' drawings, reverse engineering techniques and product design.

##### Content

- Modelling Skills
- Watch Tutorial
- Model Assembly – toy car
- Reverse Engineering – glue stick
- Design Interpretation – bike lift
- Product Design - prototype using 3-D printer

##### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standards.

## DIGITAL TECHNOLOGY & COMPUTING

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### YEAR 9

#### Semester Course

##### Course Description

In this course students will learn basic file management and formatting, they will be introduced to the Microsoft Office suite with a focus on Databases and Spreadsheets. They will also enhance their computing skills using Control Technologies, basic Robotics, Digital Photography and Web Publishing.

##### Content

- LEGO robotics
- Photoshop basics
- Web design & HTML
- Spreadsheets
- Databases

##### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standards.

# ELECTRONICS

---

## YEAR 9

### Semester Course

#### Course Description

In this course students learn and practice basic electronic principles through circuit design, analysis and construction. Students learn to solve practical problems and work safely in the workshop with machines and equipment. It involves a major unit of electronic project construction and problem solving requiring soldering and circuit skills.

#### Content

- Electrical Theory
- Electrical Safety
- Soldering, Assembly, Component Identification
- Bread Board Modelling
- Electronics Applications
- Project Design and Assembly

#### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standards.

# ENVIRONMENTAL TECHNOLOGY - STEM

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## YEAR 9

### Semester Course

#### Course Description

In this course students investigate issues surrounding sustainable energy technologies and use various materials to model these. Students may examine broader issues associated with sustainability and resource management, environmental management using design and technology principals.

#### Content

- Investigations – sustainable energy and the greenhouse effect
- Practical Modelling - sustainable energy systems
- Practical Investigation – solar power
- Oral Presentation – practical energy solutions

#### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standards.

# METAL TECHNOLOGY

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## YEAR 9

### Semester Course

#### Course Description

In this course students design and make products, solve practical problems and learn to work safely in the workshop with machines. The course involves a number of formative pieces of work to learn welding and machining skills including the use of Computer Aided Design and Manufacturing (CAD/CAM) to program and control a CNC lathe and CNC plasma cutter.

#### Content

- Metal Lathe
- Gas Welding
- General Workshop Machines
- Hand and Power Tools
- CNC Lathe and Plasma Cutter
- 3D CAD modelling

#### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standards.

## WOOD TECHNOLOGY

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### YEAR 9

#### Semester Course

##### Course Description

In this course students design and make products, solve practical problems, and learn to work safely in the workshop with portable and fixed machines. It involves using timber, utilising both traditional construction methods and modern CAD/CAM computer programming and machine control.

##### Content

- Joint Skills
- CAD/CAM
- Laminating/Design
- Store-it Design
- Framing Skills

##### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standards.

## AUTOMOTIVE TECHNOLOGY

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### YEAR 10

#### Semester Course

##### Course Description

This is a practical workshop course that uses small single cylinder engines to introduce automotive principles, engine design and mechanics. Students learn the fundamentals of the four stroke, two stroke and diesel cycles. Safety and environment issues are important elements of the course.

##### Content

- Dismantling, tuning, and adjusting small engines
- Fault finding in engines
- Studying mechanical principles and engine design
- Reading and interpreting workshop manuals
- Buying a used car
- Road safety

##### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standards.

## AUTOMOTIVE TECHNOLOGY – GIRLS ONLY

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### YEAR 10

#### Semester Course

##### Course Description

This is a course for GIRLS ONLY. It is a practical workshop course that uses small single cylinder engines to introduce automotive principles, engine design and mechanics. Students learn the fundamentals of the four stroke, two stroke and diesel cycles. Safety, Women in trades and environment issues are important elements of the course.

##### Content

- Dismantling, tuning, and adjusting small engines
- Fault finding in engines
- Studying mechanical principles and engine design
- Reading and interpreting workshop manuals
- Buying a used car
- Road safety
- Women in trades

##### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standards.

## COMPUTER AIDED DESIGN (CAD)

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### YEAR 10

#### Semester Course

##### Course Description

Students analyse and redesign commercial real-life products and devise solutions to design problems using sketching techniques, Computer Aided Design (CAD/CAM) software and model-making using CNC machines. Students work at their own level; they can begin this course with no prior experience and undertake structured exercises to learn CAD skills and reverse engineer commercial products.

##### Content

- Skill Development Series of Six Models
- Product Investigation
- Reverse Engineer Model
- Product Design
- Model Assembly
- CAD/CAM Project
- 3D Printing / Laser cutting or Engraving

##### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standard

## DIGITAL TECHNOLOGY & COMPUTING

---

### YEAR 10

#### Semester Course

##### Course Description

In this course students will be introduced to Control Technologies, basic Robotics, Digital Photography and Web Publishing. They will also enhance their computing skills using the Microsoft Office suite with a focus on Databases and Spreadsheets.

##### Content

- LEGO robotics
- Photoshop basics
- Web design & HTML
- Spreadsheets
- Databases

##### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standards.

## ELECTRONICS

---

### YEAR 10

#### Semester Course

##### Course Description

A practical course with an emphasis on using Circuit Wizard software. Students use problem solving skills to design and build actual working systems. A practical investigation into Logic Gates, Integrated Circuits and Amplifiers will be used as an example.

##### Content

- Electronic Systems
- Electronic Soldering and Kit Assembly
- Circuit Analysis

##### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standard

##### Additional Information

An additional fee may be required to cover the costs of materials if a student designs an oversized project. Further information will be provided.

## ENVIRONMENTAL TECHNOLOGY - STEM

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### YEAR 10

#### Semester Course

##### Course Description

Students work in teams to examine the issues and design surrounding housing energy use. Students examine house design materials, orientation, and passive and active energy saving methods. Students investigate energy efficient housing principles, and design and conduct a practical investigation into one or more efficiency principles.

##### Content

- Energy Efficient Housing
- Building Design Principles
- Energy Efficiency Audits
- Practical House Construction
- Modelling Practical House Design

##### Assessment Components

- Tasks will be weighted and judged by the Australian Curriculum achievement standard

##### Additional Information

An additional fee may be required to cover the costs of materials if a student designs an oversized project. Further information will be provided

## METAL TECHNOLOGY

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### YEAR 10

#### Semester Course

##### Assumed Knowledge/Prerequisites

It is an advantage if students have had previous experience in Year 9 metal work.

##### Course Description

A practical course which involves metal machining, welding and fabricating.

##### Content

- General machining using lathes to tolerances and specifications
- Introduction to the milling machine
- Welding using gas, manual arc and MIG welding
- CAD/CAM using the CNC lathe and plasma cutter
- 3D CAD modelling

##### Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standard

##### Additional Information

An additional fee may be required to cover the costs of materials if a student designs an oversized project. Further information will be provided.

## WOOD TECHNOLOGY

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### YEAR 10

#### Semester Course

##### Course Description

Students design and construct solid timber framed projects using a range of machines and portable power tools. They have the opportunity to design a project using CAD/CAM software, and machine using the computer controlled router. Assignments including research topics, design problems, drawing and material costing, are related to the practical work.

##### Content

- Joints
- Framing
- Design Principles

## Assessment

- Tasks will be weighted and judged by the Australian Curriculum achievement standard

## Additional Information

An additional fee may be required to cover the costs of materials if a student designs an oversized project. Further information will be provided

# **AUTOMOTIVE TECHNOLOGY**

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## **STAGE 1**

### **Semester Course – 10 Credits**

#### Assumed Knowledge/Prerequisites

Year 10 Automotive Technology is an advantage.

#### Course Description

A course in which students develop mechanical skills in the maintenance and service requirements of a car, and study engine components and design.

#### Content

- Major Project consists of dismantling, Tuning and Adjusting Single and Multi-Cylinder Motors or students work on own engine or motorbike by negotiation.
- Fault Finding and Adjustments
- Workshop Manuals
- Use of Hand Power Tools

#### Assessment Components

- 20% - 2 Skills tasks.
- 30% - Folio of work with record of design projects.
- 50% - Minor and Major Project. Student Choice.

#### Additional Information

An additional fee may be required to cover the costs of materials if a student works on their own vehicle. Further information will be provided.

# **COMPUTER AIDED DESIGN (CAD)**

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## **STAGE 1**

### **Semester Course – 10 Credits**

#### Assumed Knowledge/Prerequisites

Year 10 Design and Technology.

#### Course Description

This course focuses on the industrial design and drawing aspects of technology. High-level industry standard Computer Aided Design software, Siemens NX, is used to communicate ideas, design and model products and produce prototypes using CAD/CAM on computer controlled machines and 3-D Printers.

#### Content

- Model Development
- Model Assembly
- CAD/CAM and Tool Paths
- Product Design
- Prototype Design using 3-D Printing

#### Assessment Components

- Skills task
- Folio of Product Design
- Model and Prototype Development Prototype using CNC Machine or 3-D Printer
- Model Assembly

## ENVIRONMENTAL SCIENCE & TECHNOLOGY

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### STAGE 1

#### Semester Course – 10 Credits

##### Assumed Knowledge/Prerequisites

There are no prerequisites, but students are expected to have studied Year 10 Science or Year 10 Environmental Technology.

##### Course Description

This is a science based course in which students choose an environmental theme and design investigation, and discuss issues around that theme. It is a field based science and students will practice working safely and appropriately to accurately manage investigations and gather data. Students are expected to be self-directed. Students may be required to construct apparatus.

##### Content

- Field Investigation Techniques
- Design and Management of Practical Investigations
- Analysis of Data and Evaluation of Information
- Critical Evaluation of Scientific Practices
- Safe and Appropriate Scientific Practice

##### Assessment Components

- Practical Investigations
- Issues Investigation
- Demonstration or Collaborative Presentation

##### Additional Information

Some after school work may be required. There will be a compulsory fee of \$30.

## FURNITURE CONSTRUCTION

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### STAGE 1

#### Semester Course – 10 Credits

##### Course Description

A practical workshop course for students interested in woodwork and cabinet making.

##### Content

- Cabinet Design and Construction
- Material Preparation
- Jointing
- Research - drawing, costing, machining, safety

##### Assessment Components

- Practical Skills and Application
- Design and Problem Solving
- Folio of Design and Inquiry

##### Additional Information

An additional fee may be required to cover the costs of materials if a student designs an oversized project. Further information will be provided.

## METAL TECHNOLOGY A

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### STAGE 1

#### Semester Course – 10 Credits

##### Assumed Knowledge/Prerequisites

It is desirable if students have had prior experience in Year 9/10 Metal Technology.

##### Course Description

A practical workshop course involving metal fitting and machining, welding and fabrication. A skills based course with small project work, with the option of a small design project at the end.

## Content

- Metal Lathe Machining
- Welding - gas, arc and GMAW
- CAD/CAM, CNC Lathe and Plasma Cutter

## Assessment Components

- 65% Practical – machining, welding skills and projects
- 35% Theoretical – Design folio and planning research

## Additional Information

An additional fee may be required to cover the costs of materials if a student designs an oversized project. Further information will be provided.

# METAL TECHNOLOGY B

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## STAGE 1

### Semester Course – 10 Credits

#### Assumed Knowledge/Prerequisites

It is desirable if students have had prior experience in Year 9/10 Metal Technology.

#### Course Description

A practical workshop course involving the design and construction of a major project using machining, welding and fabrication, and CAD/CAM skills.

#### Content

- Development of a design folio including drawings and specifications
- Production of major project

#### Assessment Components

- 65% Practical – machining, welding and fabrication skills
- 35% Theoretical – Design folio, project planning

#### Additional Information

An additional fee may be required to cover the costs of materials if a student designs an oversized project. Further information will be provided.

# OUTDOOR CONSTRUCTION

---

## STAGE 1

### Semester Course – 10 Credits

#### Course Description

Students will be involved in a variety of tasks related to building and construction. Examples of tasks could include animal shelters, paving, fencing, repairs and/or alterations to existing structures. Tasks will largely be dictated by the identified needs of the school at the time.

#### Content could include

- Fabrication/ welding
- Concreting and form work
- Timber/steel frame construction
- Fence Construction and Repair
- Laser levelling & paving

#### Assessment Components

- 20% Skills and Application
- 30% Folio
- 50% Product

## WORKPLACE PRACTICES A

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### STAGE 1

#### Semester Course – 10 Credits

##### Assumed Knowledge/Prerequisites

Successful completion of Personal Learning Plan.

##### Course Description

Students will explore post school options, prepare for and gain an understanding of industry and work. Opportunity is provided through work placement to develop and apply relevant work skills. Students will identify and investigate processes and issues related to work, industry and the workplace. This course supplements VET qualifications undertaken by students.

##### Content

- Industrial relations - Workers' Rights and Responsibilities
- Future trends of work
- Work experience performance and Portfolio
- Employability skills

##### Assessment Components

- Folio with various tasks
- One week workplace learning
- Workplace learning log book

##### Additional Information

Students will be required to undertake 25 – 30 hours of work placement.

## WORKPLACE PRACTICES B

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### STAGE 1

#### Semester Course – 10 Credits

##### Assumed Knowledge/Prerequisites

Successful completion of Workplace Practices A is preferred.

##### Course Description

Students will explore post school options, prepare for and gain an understanding of industry and work. Opportunity is provided through work placement to develop and apply relevant work skills. Students will identify and investigate processes and issues related to work, industry and the workplace. This course supplements VET qualifications undertaken by students.

##### Content

- Changing Nature of Work
- Information and Communication Technologies
- Employer and Employee Rights and Responsibilities
- Personal Action Plan
- Future Career Options

##### Assessment Components

- Folio with various tasks
- One week of workplace learning
- Oral reflection on workplace experiences
- Interview with Industry Employers

##### Additional Information

Students will be required to undertake 25 – 30 hours of work placement.

# CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

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## STAGE 1

**Full Year Course (1st year of a 2 year course) 20 SACE credits (as part of the total 40 credits over 2 years)**

### Course Description

Students will gain skills in working in an automotive workplace, performing a range of servicing and operations on light vehicles, heavy vehicles and/or motorcycles within an automotive service or repair business.

### Content – 7 units per year

- AURAEA002 - Follow environmental and sustainability best practice in an automotive workplace
- AURASA002 – Follow safe working practices in an automotive workplace
- AURETR003 – Identify automotive electrical systems and components
- AURLTA001 – Identify automotive mechanical systems and components
- AURTTB007 – Remove and replace brake assemblies
- AURHTF001 – Inspect heavy commercial vehicle fuel systems
- AURAF005 – Write routine texts in an automotive workplace

### Assessment Components

- Competency based assessment of practical skills
- Competency based assessment of theory knowledge
- Students will undertake a minimum 4 weeks of structured work placement per year with support from MTA

### Additional Information

A **once off** and **upfront** fee of \$750.00 includes course fees and consumables for the 2 year course. Students are required to purchase personal protective equipment as required. Further information about the course can be found on <https://isca.eschoolsolutions.com.au> **Students are encouraged to select Workplace Practices at Stage 1 and Stage 2 to reinforce and assist with the workplace learning.**

## AUTOMOTIVE TECHNOLOGY

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### STAGE 2

**Full Year Course – 20 Credits**

### Prerequisite

Successful completion of Year 11 Automotive Technology.

### Course Description

A full year automotive mechanics course based on servicing and maintaining a car, and the manufacture of student choice minor and major products and systems. Examples include rebuild of vehicle clutch and brake systems, light bar testing, wiring manufacture and bracket designs. Fridge slides and other accessories for vehicles. Students have the opportunity to service and work on their own vehicle or one will be provided.

### Content

- Engine Design and Systems
- Safety and Routine Checks
- Servicing and Engine Tuning
- Basic Maintenance
- Automotive Electrical design and construction
- Automotive accessories design and construction.

### Assessment Components

- 20% Skills and Application
- 50% Product
- 30% Folio – Student designed minor and major products and/or systems. This will include evaluation of a system or product.

### Additional Information

An additional fee may be required to cover the costs of materials if a student designs an oversized project or uses externally sourced vehicle accessories. Further information will be provided.

## COMPUTER AIDED DESIGN (CAD)

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### STAGE 2

Full Year Course – 20 Credits

#### Assumed Knowledge/Prerequisites

Stage 1 Design and Technology subjects with Stage 1 CAD an advantage.

#### Course Description

A full year course which can be studied in Year 11 by advanced graphics students followed by Stage 2 Design and Technology Studies in Year 12 or as a single Year 12 subject. This course has an emphasis on practical CAD drawing skills and industrial design.

#### Content

- CAD - Reverse Engineering a Commercial Product
- Analysis and Redesign of a Commercial Product
- Industrial Issues Study
- Material Investigation
- Product Design and Prototyping using CNC machine and 3-D Printing

#### Assessment Components

- 20% Skills and Application
- 50% Product
- 30% Folio – product design and evaluation

## ENVIRONMENTAL SCIENCE & TECHNOLOGY

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### STAGE 2

Full Year Course – 20 Credits

#### Course Description

This course is for students wishing to continue into tertiary or further studies in Science, Environmental Science or Environmental Technology. This is a largely self-directed course where students choose a topic associated with an environmental or sustainability issue. Through the use of mentors, students design and construct investigations, gather and interpret data, and critically evaluate the impact of science and technology on the environment.

#### Content

- Field Science Principles and Practice
- Design Investigation
- Analysis and Interpretation of Scientific Data
- Critical Evaluation of Scientific Practices

#### Assessment Components

- Investigation
- Practical Investigations
- Issues investigations
- Demonstration
- Data Interpretation Exercise

#### Additional Information

A course fee of \$80 includes materials for student projects. Due to the practical nature of the scientific investigations conducted, there is often a requirement for after school, weekend and school holiday work.

## FURNITURE CONSTRUCTION

---

### STAGE 2

#### Full Year Course – 20 Credits

##### Course Description

In this course students construct a bedside table as their skills task and then design and produce another piece of furniture of their choice.

##### Content

- Frame & Drawer Construction
- Material Testing
- Design Folio for Major Project
- Machine Operation
- Construction of Major Project

##### Assessment Components

- 20% Skills and Application
- 50% Product
- 30% Folio – product design and evaluation

##### Additional Information

An additional fee may be required to cover the costs of materials if a student designs an oversized project. Further information will be provided.

## METAL TECHNOLOGY

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### STAGE 2

#### Full Year Course – 20 Credits

##### Course Description

A practical metal course involving lathe work, general machining, welding, fabrication and bench work. The Skills Task is a mitre clamp. The course has a focus on CAD/CAM using the CNC lathe and CNC plasma cutter. Students will design and construct a major project of their own choice negotiated with the teacher.

##### Content

- Welding – gas, arc, GMAW (MIG), TIG
- Metal machining - Lathe
- Fabrication
- Design – folio development and project planning

##### Assessment Components

- 20% Skills Exercises
- 50% Major Product
- 30% Folio – product design

##### Additional Information

An additional fee may be required to cover the costs of materials if a student designs an oversized project. Further information will be provided.

## WORKPLACE PRACTICES

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### STAGE 2

#### Full Year Course – 20 Credits

##### Course Description

This subject provides opportunities to learn about the world of work, application for employment, industrial relations and industry skill training. It is suitable for all students, including those planning tertiary study or work, in their transition from school. Students will do work placements and industry skill training (VET course) of their choice to match the industry pathway they may follow on completion of secondary school.

## Content

- Finding employment
- Industrial relations
- Workplace ethics
- Performance in work experience
- Work experience reflections
- Balance work, life and learning

## Assessment Components

- Folio Assignments
- Work Experience Portfolio
- Issues Investigation
- Performance in the Workplace Reflections

## Additional Information

Students are required to undertake 50 – 60 hours of work placement.

# **CERTIFICATE II IN AUTOMOTIVE SERVICING TECHNOLOGY**

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## **STAGE 2**

**Full Year Course (2nd year of a 2 year course) 20 SACE credits (as part of the total 40 credits over 2 years)**

### Course Description

Students will gain skills in working in an automotive workplace, performing a range of servicing and operations on light vehicles, heavy vehicles and/or motorcycles within an automotive service or repair business.

This course has been selected to support pathways into Diesel (heavy machinery) and Rural related occupations.

### Content – 7 units per year

- AURTTK002 - Use and maintain tools and equipment in an automotive workplace
- AURAF004 - Resolve routine problems in an automotive workplace
- AURTTA004 - carry out service operations
- AURETR035 – Apply knowledge of petrol & diesel engine operation
- AURTTA006 – Inspect and service hydraulic systems
- AURAF003 - Communicate effectively in an automotive workplace
- AURETR015 - Inspect, test and service batteries
- AURAMA001 - Work effectively with others in an automotive workplace

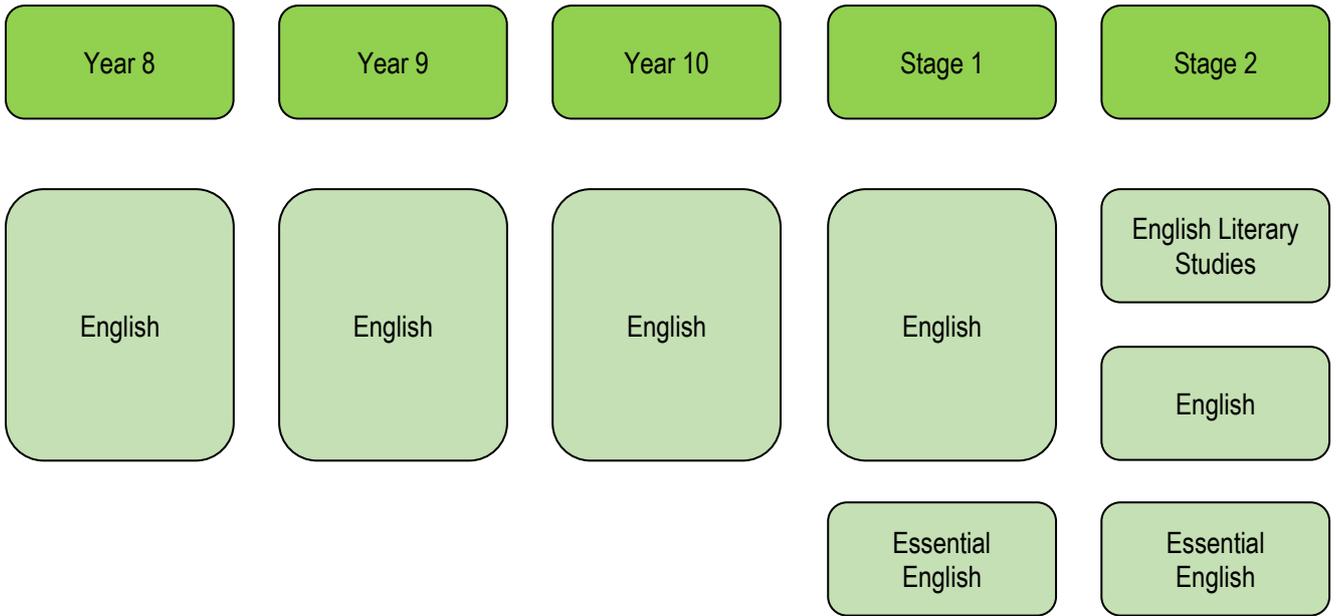
### Assessment Components

- Competency based assessment of practical skills
- Competency based assessment of theory knowledge
- Students will undertake a minimum 4 weeks of structured work placement per year with support from MTA

### Additional Information

A fee of \$750.00 includes course fees and consumables payable in the first year for the 2 year course. Students are required to purchase personal protective equipment as required. Further information about the course can be found on <https://isca.eschoolsolutions.com.au> **Students are encouraged to select Workplace Practices at Stage 2 to assist with the workplace learning.**

# ENGLISH



## ENGLISH

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### YEAR 8

#### Full Year Course

##### Assumed Knowledge/Prerequisites

Classes are mixed ability. Recommendations based on achievement and skill level are made at the end of Year 8 as to placement in Advanced, General or Essential classes in Year 9.

##### Course Description

The curriculum is built around the Australian Curriculum strands of Language, Literature and Literacy, to develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Teachers revisit and strengthen concepts, skills and processes developed in earlier years as needed. Students interpret, create, evaluate, discuss and perform a wide range of texts, including texts designed to inform and persuade.

##### Content

- Study of print, visual and multimodal texts
- Text production
- Language study

##### Assessment Components

- Eight to ten summative assessment tasks over the year:
- Responding to texts (written or oral)
- Creating texts (written or oral)
- Written tasks performed under timed conditions
- Tests

##### Additional Information

Students attend one or more performances, cost usually amounting to \$10 each or thereabouts. Students complete ACER PAT-Reading assessments to inform teaching and learning.

## ENGLISH

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### YEAR 9

#### Full Year Course

##### Assumed Knowledge/Prerequisites

Classes are levelled as Advanced, General and Essential, with placement based upon Year 8 results in combination with teacher recommendation.

##### Course Description

The curriculum is built around the Australian Curriculum strands of Language, Literature and Literacy, to develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Teachers revisit and strengthen concepts, skills and processes developed in earlier years as needed. Students interpret, create, evaluate, discuss and perform a wide range of texts, including texts designed to inform and persuade.

##### Content

- Study of print, visual and multimodal texts
- Text production
- Language study

##### Assessment Components

- Eight to ten summative assessment tasks over the year:
- Responding to texts (written or oral)
- Creating texts (written or oral)
- Written tasks performed under timed conditions
- Tests

##### Additional Information

Students attend one or more performances, cost usually amounting to \$10 each or thereabouts. Students complete ACER PAT-Reading assessments to inform teaching and learning.

# ENGLISH

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## YEAR 10

### Full Year Course

#### Assumed Knowledge/Prerequisites

Classes are levelled as Advanced, General and Essential, with placement based upon Year 9 results in combination with teacher recommendation.

#### Course Description

The curriculum is built around the Australian Curriculum strands of Language, Literature and Literacy, to develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Teachers revisit and strengthen concepts, skills and processes developed in earlier years as needed. Students interpret, create, evaluate, discuss and perform a wide range of texts, including texts designed to inform and persuade.

#### Content

- Study of print, visual and multimodal texts
- Text production
- Language study

#### Assessment Components

- Eight to ten summative assessment tasks over the year:
- Responding to texts (written or oral)
- Creating texts (written or oral)
- Written tasks performed under timed conditions
- Tests

#### Additional Information

Students attend one or more performances, cost usually amounting to \$10 each or thereabouts. Students complete ACER PAT-Reading assessments to inform teaching and learning.

# ENGLISH

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## STAGE 1

### Full Year Course – 20 Credits

#### Assumed Knowledge/Prerequisites

Sound passes in English at Year 10 are recommended, given both the language-rich nature of this subject and the focus on analysis.

#### Course Description

Students consider and analyse ideas, values and beliefs in a range of written, oral and visual texts and make connections with personal experiences, ideas, values and beliefs. They discuss, develop and demonstrate understanding of techniques used by authors, and their effects. After reading and discussing examples, students develop their own texts. They develop skills of critical thinking and argument, and learn to proof-read and edit their own and others' work.

#### Content

- Responding to texts – novels, films, short stories, poetry, close readings
- Creating texts - narrative, exposition, free choice
- Intertextual Studies:
- Comparative essay or
- Transformative task with writer's statement

#### Assessment Components

- Eight summative tasks over the year
- Responding to texts- written, oral and multimodal responses
- Creating texts – written, oral and multimodal pieces
- Two Intertextual Studies:
- Comparative essay or
- Transformative task with writer's statement

### Additional Information

All SACE Stage 1 English students will attend one or more performances involving a cost, usually amounting to \$10 each or thereabouts. Students are required to attain a C standard to fulfil requirements for SACE.

## **ESSENTIAL ENGLISH**

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### **STAGE 1**

#### **Full Year Course – 20 Credits**

#### Assumed Knowledge/Prerequisites

Passes in English at Year 10.

#### Course Description

The study of Essential English helps students to develop their personal and social identity through reading and composing texts. Students have opportunities to reflect on their values and those of other people by responding to aesthetic and cultural aspects of texts. Students explore, respond to, and compose texts for a range of personal social, cultural, and/or vocational contexts. They also learn to proof-read and edit their own and others' work.

#### Content

- Responding to texts – novel, short story, film, website
- Creating texts - narrative, exposition, free choice

#### Assessment Components

- Eight summative tasks over the year
- Responding to texts – written, oral or multimodal responses, e.g. review, monologue, website
- Creating texts – written, oral or multimodal pieces e.g. letter of application, workplace text, multimedia instructional display, narrative

### Additional Information

All SACE Stage 1 English students will attend one or more performances involving a cost, usually amounting to \$10 each or thereabouts. Students are required to attain a C standard to fulfil requirements for SACE.

## **ENGLISH**

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### **STAGE 2**

#### **Full Year Course – 20 Credits**

#### Assumed Knowledge/Prerequisites

Strong passes in English in Stage 1 are highly recommended, given the language-rich nature of this subject.

#### Course Description

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

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

#### Content

- Responding to texts (novel, film, poetry)
- Creating texts (exposition, narrative, free choice)
- Comparative analysis (of two texts)

#### Assessment Components

- Eight summative tasks over the year.
- 30% Responding to texts (two written pieces, one oral)
- 40% Creating texts (three written pieces and a writer's statement)
- 30% External Assessment: Comparative Analysis (two texts)

## ENGLISH LITERARY STUDIES

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### STAGE 2

#### Full Year Course – 20 Credits

##### Assumed Knowledge/Prerequisites

High passes in English in Stage 1 are strongly recommended, given both the language-rich nature of this subject and the focus on analysis, understanding of technique and development of critical argument.

##### Course Description

Stage 2 English 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. English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways, and of how texts challenge or support cultural perceptions.

##### Content

- Responding to texts (prose, film, drama, poetry, short texts)
- Creating texts (transformative text with writer's statement, e.g. poem to drama script, free choice)
- Comparative text study (one from Shared Studies, the other chosen by the student)

##### Assessment Components

- Eight summative tasks over the year.
- 50% Responding to texts (four tasks)
- 20% Creating texts (two texts)
- 30% External Assessment: Text study (Comparative text study 15%; Critical reading 15%)

## ESSENTIAL ENGLISH

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### STAGE 2

#### Full Year Course – 20 Credits

##### Assumed Knowledge/Prerequisites

A pass in Stage 1 English.

##### Course Description

The study of Essential English helps students develop personal and social identity through reading and composing texts. In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

##### Content

- Responding to texts (e.g. novel, short story, film media)
- Creating texts
- Language study

##### Assessment Components

- Eight summative tasks over the year.
- 30% Responding to texts (written, multi-modal and or oral responses)
- 40% Creating texts (written, multimodal and or oral pieces)
- 30% Language study

# HEALTH & PHYSICAL EDUCATION

Year 8	Year 9	Year 10	Stage 1	Stage 2
Health & Physical Education	Health & Physical Education	Physical Education A	Physical Education A	Physical Education
	Physical Educationr	Physical Education B	Physical Education B	
		Outdoor Education A	Outdoor Education A	Outdoor Education
		Outdoor Education B	Outdoor Education B	
		Health Education	Health Education	Health
			Child Studies	Child Studies
Food & Nutrition	Food & Nutrition	Food & Nutrition	Food & Hospitality A	Food & Hospitality
			Food & Hospitality B	

## HEALTH & PHYSICAL EDUCATION

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### YEAR 8

#### Semester Course

##### Course Description

Through a range of teaching strategies students learn how to take positive action to enhance their own and others' health, safety and wellbeing. There is a focus on developing movement competence and confidence. Students develop specialised movement skills and understanding in a range of Physical activity settings.

##### Content

- Alcohol & Other drugs, Mental Health & Wellbeing, Food & Nutrition, Relationships & Sexuality, Being Healthy, Safe and Active, Safety, Challenge & Adventure, Games & Sports, Lifelong Physical Activities, Expressive Movement, Health Benefits of Physical Activity

##### Assessment Components

- Students are assessed on performance in theory and practical formats. Performance checklists covering two strands: Movement and Physical Education and Personal, Social and Community Health.

##### Additional Information

Students are expected to be changed into the Physical Education uniform and are expected to participate fully. Modifications to our program will be made for individuals with long term medical problems.

## FOOD & NUTRITION

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### YEAR 8

#### Term Course

##### Course Description

Through a range of teaching strategies students learn how to take positive action to enhance their own and others' health, safety and wellbeing. There is a focus on developing a toolbox of skills to make choices to create a sustainable life. Food and nutrition explores the role of food and nutrition in enhancing health, wellbeing, and performance.

##### Content

- Hygiene & Preparing Food Safely
- Weighing and Measuring
- Go for 2 Fruit and 5 Vegetables
- Knife Skills
- Sustainable Food Choices and Reducing Food Waste.

##### Assessment Components

- Students are assessed on performance in theory and practical formats. Performance checklists covering Personal, Social and Community Health are used.

## HEALTH & PHYSICAL EDUCATION

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### YEAR 9

#### Semester Course

##### Course Description

The core focus throughout this semester is the development of aerobic fitness. A range of fitness testing is undertaken at the beginning and conclusion of the semester. Various circuit-training programmes are undertaken in one term and high activity team sports using the 'Sport Education' methodology are undertaken in the other. An extensive theory assignment needs to be completed. A Health unit of study with a sex education focus is also delivered within the semester.

##### Content

- Being Healthy, Safe and Active
- Communicating and Interacting for Health and Wellbeing
- Contributing to Healthy and Active Communities
- Moving our Body
- Understanding Movement
- Learning Through Movement

## Assessment Components

- Students are assessed on performance in theory and practical formats. Performance checklists covering two strands: Movement and Physical Education, and Personal, Social and Community Health.

## Additional Information

Students are expected to be changed into the Physical Education uniform and are expected to participate fully. Modifications to our program will be made for individuals with long-term medical problems.

# PHYSICAL EDUCATION

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## YEAR 9

### Semester Course

#### Course Description

The core focus throughout this semester is developing greater skill and strategic development in a range of games. The theory component involves students undertaking an investigation into various body systems. Students will also complete an Issues Analysis investigating an issue exploring Drugs in Sport.

#### Content

- Being Healthy, Safe and Active
- Communicating and Interacting for Health and Wellbeing
- Contributing to Healthy and Active Communities
- Moving our Body
- Understanding Movement
- Learning Through Movement

## Assessment Components

Students are assessed on performance in theory and practical formats. Performance checklists covering two strands: Movement and Physical Education, and Personal, Social and Community Health.

## Additional Information

Students are expected to be changed into the Physical Education uniform and are expected to participate fully. Modifications to our program will be made for individuals with long-term medical problems.

# FOOD & NUTRITION

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## YEAR 9

### Semester Course

#### Course Description

Students will develop skills in preparing healthy food in safe and hygienic ways. They will investigate eating guidelines and use these to plan healthy meals. Students will investigate sustainable food choices and eco-friendly packaging. They will explore the impact of dietary excesses (Fat, Salt and Sugar) and deficiencies (Fibre) They will make and create healthier recipes to reduce fat, sugar and increase fibre..

#### Content

- Hygiene and Preparing Food Safely
- Australian Dietary Guidelines
- Australian Guide to Healthy eating
- Healthy Food Choices
- Food Packaging
- Recipe Makeovers

## Assessment Components

- Investigations
- Group Work
- Practical Performance Checklists
- Evaluations

## FOOD & NUTRITION

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### YEAR 10

#### Semester Course

##### Course Description

The focus of this course is to provide students with an experience to develop creativity in the planning and service of food. They will investigate various aspects of sustainable and ethical food issues and apply associated techniques to a variety of practical situations. A gourmet gift box will also be made using largely recycled materials and local foods.

##### Content

- Multicultural Foods
- Sustainable and Ethical Food Issues
- Gourmet Basket
- Food Labelling
- Multi-sensory dining

##### Assessment Components

- Investigations
- Group Work
- Action Plans
- Practical Work
- Evaluations

##### Additional Information

An additional fee of \$90 includes consumable products.

## HEALTH EDUCATION

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### YEAR 10

#### Semester Course

##### Course Description

Relationships: Students are given opportunities to understand themselves and to explore the importance of healthy relationships.

Sexuality: Students gain a better understanding of, how they work, how we protect ourselves from sexually transmitted infections and unwanted pregnancies, what we do when things don't work out the way we hoped and how we make difficult decisions. Stress management techniques are also explored.

##### Content

- Identity
- Relationships
- Sexual Reproductive System
- Sexually Transmitted Infections
- Decision Making

##### Assessment Components

- Reflective Writing
- Dilemma Solving
- Research Assignment
- Group Work

## OUTDOOR EDUCATION A

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### YEAR 10

#### Semester Course

##### Course Description

Natural environments provide for the breadth of learning that must be taught in order for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for this band of learning. These environments, usually National Parks, provide for both personal and physical development. The development of these skills takes place in the school environment to prepare students for every opportunity for success.

## Content

- Cycling
- First Aid
- Navigation
- Environmental Studies
- Rock Climbing

## Assessment Components

Students are assessed on performance in theory and practical formats. Performance checklists covering two strands: Movement and Physical Education, and Personal, Social and Community Health.

## Additional Information

An additional fee of \$220 includes transport, hire of specialist equipment and a 3 day cycling camp. **Students require access to their own multi speed (16+ gears with low ratio) mountain bike.**

# OUTDOOR EDUCATION B

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## YEAR 10

### Semester Course

#### Course Description

Natural environments provide for the breadth of learning that must be taught in order for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for this band of learning. These environments, usually National Parks, provide for both personal and physical development. The development of these skills takes place in the school environment to prepare students for every opportunity for success.

#### Content

- Minimal Impact Camping
- First Aid
- Navigation
- Environmental Studies
- Kayaking
- Bushwalking

#### Assessment Components

Students are assessed on performance in theory and practical formats. Performance checklists covering two strands: Movement and Physical Education, and Personal, Social and Community Health.

#### Additional Information

An additional fee of \$220 includes transport, hire of specialist equipment and a 3 day bushwalking camp.

# PHYSICAL EDUCATION A

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## YEAR 10

### Semester Course

#### Course Description

Students undertake this course to develop their technical and strategic skill to a suitably high standard. They will be required to execute these skills in a game situation. The theory component is applied to the development of the performance of these skills. A high degree of social skills is needed to work in a team environment. Activities will take place in both inside and outside sporting venues.

#### Content

- Fitness
- Exercise Physiology
- Issues Analysis
- Components of Fitness
- Various Sports

#### Assessment Components

Students are assessed on performance in theory and practical formats. Performance checklists covering two strands: Movement and Physical Education, and Personal, Social and Community Health.

### Additional Information

An additional fee of \$65 includes transport and use of community facilities.

## **PHYSICAL EDUCATION B**

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### **YEAR 10**

#### **Semester Course**

#### Course Description

Students undertake this course to develop their technical and strategic skill to a suitably high standard. They will be required to execute these skills in a game situation. The theory component is applied to the development of the performance of these skills. A high degree of social skills is needed to work in a team environment. Activities will take place in both inside and outside sporting venues. Activities will include Volleyball, European Handball and Indoor Hockey.

#### Content

- Issues Analysis
- Sports Injury
- Biomechanics
- Skill Learning
- Disability Sport
- Various Sport

#### Assessment Components

Students are assessed on performance in theory and practical formats. Performance checklists covering two strands: Movement and Physical Education, and Personal, Social and Community Health.

### Additional Information

An additional fee of \$65 includes transport and use of community facilities.

## **CHILD STUDIES**

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### **STAGE 1**

#### **Semester Course – 10 Credits**

#### Course Description

Students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. They research how important play is to the physical, social and cognitive development of children and produce a game to promote this. Nutritious foods suitable for children will be produced, puppets will be designed, constructed and used in plays to educate children on safety issues. Research will be conducted on a current childhood issue in our community.

#### Content

- The importance of child's play
- Preparing Healthy food for children
- Puppet safety show
- Contemporary issues affecting children

#### Assessment Components

- Investigations
- Group Work
- Action Plan
- Practical work
- Evaluations

### Additional Information

An additional fee of \$55 includes consumable products.

## FOOD & HOSPITALITY A

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### STAGE 1

#### Semester Course – 10 Credits

##### Course Description

Students will develop Skills in safe food handling practices when using potentially hazardous foods. They will use local produce to prepare dishes suitable for the Food and Hospitality industry. Students will investigate careers in the hospitality industry and visit various site. They will investigate the café culture and the healthy eating trends in food and hospitality.

##### Content

- Safe Food Handling Practices
- Use of Local Produce in the Food and Hospitality Industry
- Careers in Hospitality Industry
- Healthy Eating Trends in Food and Hospitality
- Café Culture

##### Assessment Components

- Investigations
- Group Work
- Action Plans
- Practical work
- Evaluations

##### Additional Information

An additional fee of \$110 includes consumables products.

## FOOD & HOSPITALITY B

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### STAGE 1

#### Semester Course – 10 Credits

##### Course Description

Students will develop skills in modifying recipes to increase the nutritional value. They will investigate and produce healthy dishes from other cultures. Students will investigate and produce dishes using Australian native ingredients. They will investigate trends in the Food and Hospitality industry.

##### Content

- Improving the nutritional Value of Recipes
- Multicultural Buffets
- Native Australian Ingredients
- Coffee Trends
- Chocolate Trends

##### Assessment Components

- Investigation
- Group Work
- Action Plans
- Practical work
- Evaluations

##### Additional Information

An additional fee of \$110 includes consumable products.

## HEALTH EDUCATION

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### STAGE 1

#### Semester Course – 10 Credits

##### Course Description

This course aims to allow students the opportunities to develop an understanding of defining health, health and relationships and mental and emotional health. Students investigate current health issues and trends in selected communities and learn to analyse

current media, both print and visual. Group tasks allow students to collaborate, share ideas and apply health promoting actions through selected presentations.

### Content

- Analysis of the roles of community agencies, health professionals and governments in addressing health and well-being issues.
- Investigate into support networks at schools and in the local community for individual health relationships.
- Work independently and develop group skills and apply them in a practical area related to health to improve outcomes for individuals and communities.

### Assessment Components

- Issue Response
- Group Activity
- Investigations
- Media response

## **OUTDOOR EDUCATION A**

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### **STAGE 1**

#### **Semester Course – 10 Credits**

#### Course Description

Students develop practical skills and theoretical knowledge to a suitably high standard. They are required to apply practical skills effectively in natural environments that provide for both physical and personal challenge situations. Evidence of the application of theoretical knowledge to practical situations also takes place in the natural environment. The ability to effectively plan and complete a four day camp is the vehicle for assessment.

### Content

- Rock Climbing
- Cycling
- Minimal Impact Camping
- First Aid
- Environmental Studies
- Navigation

### Assessment Components

- 60% Practical Performance Checklist
- 20% Folio
- 20% Report

### Additional Information

An additional fee of \$250 includes a 3-4 night cycling camp. Students require access to their own multi speed (16+ gears with low ratio) mountain bike.

## **OUTDOOR EDUCATION B**

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### **STAGE 1**

#### **Semester Course – 10 Credits**

#### Course Description

Students develop practical skills and theoretical knowledge to a suitably high standard. They are required to apply practical skills effectively in natural environments that provide for both physical and personal challenge. Evidence of the application of theoretical knowledge to practical situations also takes place in the natural environment. The ability to effectively plan and complete a four day camp is the vehicle for assessment.

### Content

- Kayaking
- Minimal Impact Camping
- First Aid
- Environmental Studies
- Navigation
- Planning

## Assessment Components

- 60% Practical Performance Checklists
- 20% Folio
- 20% Report

## Additional Information

An additional fee of \$250 includes a 3 night kayaking or canoeing camp.

# PHYSICAL EDUCATION A

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## STAGE 1

### Semester Course - 10 Credits

#### Course Description

Students will undertake three different sporting activities throughout the semester. Within each activity they will undertake deeper investigation, focussing on: Psychological demands for improvement; Cultural demands to enable activity and Physiological adaptations to improve performance

#### Content

Sports may include

- Surf rescue
- Badminton
- Touch

#### Assessment Components

- Students will need to complete 2 Improvement Analysis' & 1 Physical Activity Investigation: Each task will carry a weighting of 20%
- Improvement Analysis: Students explore and analyse evidence of physical activity to provide feedback on ways in which performance improvement can be achieved. The use of technology is encouraged in the collection of evidence
- Physical Activity Investigation: Students investigate how personal, social and cultural factors affect or are influenced by participation. Students collect data from the activities undertaken by recording data, using Apps, video analysis or self/peer assessment feedback.

#### Additional Information

Students considering Stage 2 Physical Education are advised to take this course.

Additional fees may be charged to cover community facilities.

# PHYSICAL EDUCATION B

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## STAGE 1

### Semester Course – 10 Credits

#### Course Description

Students will undertake three different sporting activities throughout the semester. Within each activity they will undertake deeper investigation, focussing on Psychological demands for improvement, Cultural demands to enable activity and Physiological adaptations to improve performance

#### Content

Sports may include

- Surfing
- Volleyball
- Basketball

#### Assessment Components

- Students will need to complete 2 Improvement Analysis' & 1 Physical Activity Investigation: Each task will carry a weighting of at least 20%
- Improvement Analysis: Students explore and analyse evidence of physical activity to provide feedback on ways in which performance improvement can be achieved. The use of technology is encouraged in the collection of evidence.
- Physical Activity Investigation: Students investigate how personal, social and cultural factors affect or are influenced by participation. Students collect data from the activities undertaken by recording data, using Apps, video analysis or self/peer assessment feedback

### Additional Information

Students considering Stage 2 Physical Education are advised to take this course.  
Additional fees may be charged to cover community facilities.

## **CHILD STUDIES**

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### **STAGE 2**

**Semester or Full Year Course – 10 or 20 Credits**

#### Assumed Knowledge/Prerequisites

Stage 1 Home Economics or Health would be an advantage, but is not essential.

#### Course Description

This course focuses on children's growth and development from conception to 8 years. Students critically examine contemporary issues relating to children 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. Students will be involved in planning and implementing activities with primary school aged children and designing and creating a variety of resources suitable for children.

#### Content

- Special Dietary requirements
- Teaching safety through food preparation
- Children Literature
- Working with Children
- Advertisements for children's television
- Developing classroom resources for Junior Primary

#### Assessment Components

- Investigation
- Group Work
- Action Plans
- Practical work
- Evaluations

#### Additional Information

An additional fee of \$70 includes materials for practical assignments.

## **FOOD & HOSPITALITY**

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### **STAGE 2**

**Semester or Full Year Course – 10 or 20 Credits**

#### Assumed Knowledge/Prerequisites

Stage 1 Home Economics or Health would be an advantage, but is not essential.

#### Course Description

This course focused on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of the economic, environment, legal, political, sociocultural and technological factors at local, national and global levels.

#### Content

- The impact of current trends legislation and marketing strategies on the food and hospitality industry
- The influence of digital technologies and social media on the food and hospitality industry
- The response of the food and hospitality industry to the needs of diverse community groups within society
- The contribution of the food and hospitality industry to local economies
- The environmental impact of the changing nature of the food and hospitality industry.

#### Assessment Components

- 70% Practical Tasks (action plan, research, evaluations)
- 30% Independent Investigation related to an area of study selected by the student.

#### Additional Information

An additional fee of \$190 includes materials for practical assignments

## HEALTH

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### STAGE 2

#### Full Year Course – 20 Credits

##### Course Description

This subject is offered to any student who has a commitment to their personal growth and is prepared to develop an increased awareness of appropriate health behaviour. In this course, students will be encouraged to challenge, develop and affirm their own values, opinions and beliefs about a variety of aspects related to health. Students will need to decide and act on issues affecting the health of individuals and the community whilst identifying health promotion to improve health status and well-being.

##### Content

- Determinants of Health – Identifying what constitutes good health and the factors affecting individuals and communities' health status and well-being; development of life skills to improve or maintain personal health; strategies in creating supportive environments
- Completing an Applied First Aid Course
- Sexuality and Relationships – Identifying sexual identity of individuals using sex-role stereotypes and role models; Identifying relationship importance including the role of power in relationships; socialisation of sexual identity and gender construction.

##### Assessment Components

- 70% Group assignment, issues analysis, practical activities
- 30% Independent investigation related to an area of study selected by the student.

##### Additional Information

An additional fee of \$125 includes the MADEC Provide First Aid Certificate.

## OUTDOOR EDUCATION

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### STAGE 2

#### Full Year Course – 20 Credits

##### Course Description

Two practical activities will be selected by the students including bushwalking and an aquatic activity e.g. sailing. The main focus is to develop the students understanding of the environment/eco systems they travel and study, and to enable them to develop their own sound environmental ethics. The two field-based activities incorporated into this program allow students to develop technical skills, leadership and independence. They are able to explore and apply sustainable practices in relation to the environment.

##### Content

- Folio Work
- First Aid
- Leadership and Planning
- Risk Management
- Environmental Studies

##### Assessment Components

- Bushwalking camp
- Aquatics camp
- Self reliant expedition/ camp
- Investigation

##### Additional Information

An additional fee of \$500 includes all camps and first aid. Students will spend a minimum of 11 days out of school while on camp.

## PHYSICAL EDUCATION

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### STAGE 2

#### Full Year Course – 20 Credits

##### Assumed Knowledge/Prerequisites

A proven commitment to physical activity and completion of Stage 1 Physical Education A and/or B is an advantage.

## Course Description

Students will undertake three different sporting activities throughout the year. Within each activity they will undertake deeper investigation, focussing on: Psychological demands for improvement; Cultural demands to enable activity and Physiological adaptations to improve performance.

## Content

Sports may include

- Aquatics (Sailing, Kayaking, Windsurfing, etc.)
- Touch
- Badminton

## Assessment Components

Students will need to complete 2 Diagnostics Analysis', 2 Improvement Analysis' & 1 Group Dynamics Task

- Diagnostic Analysis: Students explore sports in terms of movement patterns, physiological demands, implement modifications to improve performance and evaluate effectiveness. The use of technology is encouraged in the collection of evidence.
- Improvement Analysis: Students explore and analyse evidence of physical activity to provide feedback on ways in which performance improvement can be achieved. The use of technology is encouraged in the collection of evidence.
- Group Dynamics: Students work with a group of peers to organise an event. This could include a lunchtime competition, coaching clinic for another group of students, or another option discussed with the class teacher. Students collect data from the activities undertaken by recording data, using Apps, video analysis or self/ peer assessment feedback

## Additional Information

An additional fee to access community services and specialist tuition may be required depending on the sports covered. This amount is subject to variation.

# HUMANITIES

Year 8	Year 9	Year 10	Stage 1	Stage 2
Humanities	Humanities	Humanities		
		Business Studies	Business Innovation	
		Geography & Environmental Change	Geography & Environment	Geography
		The Law in Action	Legal Studies	Legal Studies
		World History	Modern History	Modern History
			Tourism	Tourism

## HUMANITIES

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### YEAR 8

#### Full Year Course

##### Course Description

This course provides students with an overview of a variety of areas including History, Geography, Civics and Citizenship, and Economics and Business. This course allows students to study a number of historical changes that have occurred through the world from Ancient to Modern times, explore geographical processes, and recognise the environmental, social and economic factors that attribute to change. Students are exposed to a number of skills they will require through their studies including ethical research, group work, critical thinking and field work.

##### Content

- Japan under the Shoguns
- The Black Death
- Medieval History
- Landforms and Landscapes
- Changing Nations
- The Australian Marketplace
- The Law and You

##### Assessment Components

- Research Skills
- Source Analysis
- Film Study
- Essay Writing
- Tests
- Field Work
- Oral Presentations

## HUMANITIES

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### YEAR 9

#### Full Year Course

##### Course Description

This course provides students with an overview of a variety of areas including History, Geography, Civics and Citizenship, and Economics and Business. This course has a modern world emphasis, focusing on the turn of the 20th century to the modern day. Students develop an understanding of Australia's position in the global world.

##### Content

- The Industrial Revolution
- Forming a Nation
- World War I and the ANZAC Spirit
- Biomes and Food Security
- Geographies of Interconnections
- Value of International Tourism to Australia
- Government, Democracy and Law

##### Assessment Components

- Tests
- Source Analysis
- Research Tasks
- Oral Presentations
- Essays

## HUMANITIES

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### YEAR 10

#### Semester Course

##### Assumed Knowledge/Prerequisites

Year 8 and Year 9 Humanities.

##### Course Description

This course has an Australian emphasis and explores essential aspects of our nation's history. Students will study a number of changes to Australian society from the end of the First World War to current day. Students will be encouraged to view themselves as global citizens and identify how changes in the past have influenced their current society.

##### Content

- World War II and Australia's Involvement in the Pacific
- Rights and Freedoms
- Globalisation

##### Assessment Components

- Research Task
- Oral Presentation
- Source Analysis
- Film Study
- Essay Writing
- Tests

## BUSINESS STUDIES

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### YEAR 10

#### Semester Course

##### Assumed Knowledge/Prerequisites

Successful completion of Year 8 and 9 Economics and Business topics in Humanities.

##### Course Description

Students will gain practical information on how to manage their personal finances and the skills needed to establish and run a business. They will gain practical knowledge on personal investments including taking part in the on-line Share Market Game run by the Australian Securities Exchange.

##### Content

- Personal Finance
- Business Operations
- The Australian Economy and Global Economy
- Australia's Engagement with Asia: Opportunities for Business

##### Assessment Components

- Research/Investigations
- Oral Presentations
- Online Discussions
- Tests

## GEOGRAPHY & ENVIRONMENTAL CHANGE

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### YEAR 10

#### Semester Course

##### Course Description

This course gives students the opportunity to use geographical thinking, skills and technological tools to examine environmental challenges. It provides the chance to discuss, understand and suggest change for environmental management, and examine issues that will affect their future lives.

## Content

The class will select two of the following environmental challenges to study throughout the semester:

- Coastal Erosion and Sea Levels
- Marine Resources and the Oceans
- River Basins
- Urban Biophysical Environments
- Mountains
- Land Degradation
- Climate Change

## Assessment Components

- Independent Inquiry
- Field Work
- Constructing Special Purpose Maps
- Research

## Additional Information

Opportunity for a field work excursion – approximate cost \$30.

# THE LAW IN ACTION

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## YEAR 10

### Semester Course

#### Assumed Knowledge/Prerequisites

Year 8 and 9 Civics and Citizenship topics in Humanities.

#### Course Description

This course allows students to further their knowledge of the structure and operation of the Australian legal system. Students will visit the courts to observe the operation of various court cases in the Magistrates, District and Supreme Courts.

#### Content

- The Australian Legal System
- Criminal Justice System
- Changing Law
- Justice and Society

#### Assessment Components

- Media Analysis
- Oral Presentation
- Research Investigations
- Online Group Discussions

# WORLD HISTORY

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## YEAR 10

### Semester Course

#### Course Description

This course provides students with an overview of the knowledge, analysis, and skills required for senior History. Students are exposed to topics where they can examine history and different views of how societies have developed. It is a flexible program which allows for big thinking and cements ideas learnt in middle school history. Much of the course is designed to develop students' capacity to achieve effective historical understanding by asking questions and developing critical analysis.

#### Content

- Varying aspects of human history

#### Assessment Components

Assessments are outlined similarly to what students can expect in senior History. They can include any of the following.

- an essay
- a sources analysis
- a multimodal presentation

- an empathetic piece
- a primary source trail
- a photo-story
- a time capsule
- a museum exhibit

## **BUSINESS INNOVATION**

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### **STAGE 1**

#### **Semester Course - 10 Credits**

##### Assumed Knowledge/Prerequisites

Successful completion of Year 10 Business Studies preferred.

##### Course Description

This course allows students to gain an understanding of fundamental business concepts and ideas, including the nature and structure of business, key business functions, and forms of ownership with associated legal responsibilities. Students apply these skills to develop business models for start-up and existing businesses, to analyse data to inform the decision-making process, and then communicate with a range of stakeholders.

##### Content

- Determining consumer issues and problem-solving these
- Understanding how business models are constructed using based on financial awareness
- Reflection of the viability and risk of failure associated with different business models

##### Assessment Components

- Individual Evaluations and Group Task: Weighting 70%:
- Business Pitch – weighting 30 %

## **GEOGRAPHY & ENVIRONMENT**

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### **STAGE 1**

#### **Semester Course - 10 Credits**

##### Assumed Knowledge/Prerequisites

Successful completion of Year 10 Geography or Humanities preferred.

##### Course Description

This course is focused on the study of human management of resources and the relationship between ecosystems and population. Students will be introduced to the concept of conducting a field investigation, formulating a question, collecting, analysing and interpreting data.

##### Content

- Population Distributions
- Natural Environments at Risk
- People, Resources and Development
- Issues for Geographers

##### Assessment Components

- Skills and Applications Tasks
- Individual Inquiry
- Fieldwork
- Investigation

##### Additional Information

A fieldwork excursion may be conducted – approximate cost \$30.

## LEGAL STUDIES

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### STAGE 1

#### Semester Course - 10 Credits

##### Assumed Knowledge/Prerequisites

Successful completion of Year 10 The Law in Action preferred.

##### Course Description

Students study the dynamic nature of the Australian legal system. They learn about the structures of the Australian legal system and how it responds to and initiates change. Students learn about law making, dispute resolution and the administration of justice. They investigate contemporary issues in society and make informed judgements about the strengths and weaknesses of the Australian legal system.

##### Content

- Law and Society
- Three other topics chosen by teacher and/or students

##### Assessment Component

- 60% Folio – at least 2 pieces of work which could consist of oral presentations and reports, audio-visual presentations, multimedia presentations, interviews, debates, essays, tests and/or exam
- 20% Issue Study
- 20% Group Presentation

## MODERN HISTORY

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### STAGE 1

#### Semester Course - 10 Credits

##### Assumed Knowledge/Prerequisites

Successful completion of Year 10 Humanities or Year 10 World History preferred.

##### Course Description

In this course students will explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

##### Content

Imperialism

Decolonisation

Indigenous peoples

Social movements

Revolution

##### Assessment Component

- 60% Folio – 3 pieces of work which could consist of an essay, a sources analysis, a multimodal presentation, an empathetic piece, a primary source trail, a photo-story, a time capsule, a museum exhibit
- 20% Historical Study
- 20% Exam

## TOURISM

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### STAGE 1

#### Semester Course - 10 Credits

##### Assumed Knowledge/Prerequisites

Successful Completion of Year 10 Humanities preferred.

##### Course Description

Students develop understanding of the tourism industry in Australia from a range of perspectives and will explore contemporary issues. This course incorporates a five day camp/tour of Victoria's most iconic tourist destinations.

## Content

- The History of the Australian Tourism Industry
- The Social, Economic and Environmental Impacts of Tourism
- Understanding the Role of Organisations and Government in Tourism
- Exploring Tourism in the Local Area

## Assessment Components

- Practical activity: Interview and Report
- Source Analysis: Illustrated Essay and Source Evaluation
- Case Study: Oral and Visual Presentations
- Investigation: Extended Written Response
- Exam (Optional)

## Additional Information

This course provides excellent preparation for students intending to progress to further study in Tourism. There is a five day camp associated with this course which costs approximately \$495.

# **GEOGRAPHY**

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## **STAGE 2**

### **Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

Successful completion of Stage 1 Geography preferred.

#### Course Description

Students will develop skills in geographical enquiry utilising fieldwork skills and technologies. They will gain the ability to analyse patterns and processes related to spatial issues. Students will conduct studies to evaluate social, economic, environmental and political implications of geographical issues. There is an opportunity to reflect on sustainability when examining geographical issues.

#### Content

- Population
- Resources
- Water as a Resource
- Development Issues

#### Assessment Components

- 30% Exam
- 25% Individual Field Investigation
- 20% Geographical Enquiry
- 25% School Based Assessment

#### Additional Information

Fieldwork excursions are a key feature of this subject.

# **LEGAL STUDIES**

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## **STAGE 2**

### **Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

Successful completion of Stage 1 Legal Studies preferred.

#### Course Description

A study of the four topics provides an exploration of the Australian legal system for the local level to its global connections. Students examine the key concepts of parliamentary democracy, constitutional government, and participation in understanding our parliament system. Central to this understanding is the concept that law-making and dispute resolution are social forces that can affect individuals or groups; generate social, economic, or technological change; and cause conflict or inequity within society.

#### Content

- The Australian Legal System
- Constitutional Government
- Law making

- Justice Systems

### Assessment Components

- 50% Folio
- 20% Inquiry
- 30% Exam

## **MODERN HISTORY**

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### **STAGE 2**

#### **Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

Successful completion of Stage 1 Modern History preferred.

#### Course Description

This course explores changes in the world since 1750, particularly the growth of modern nations at a time of rapid global change. It involves the study of one nation and of interactions between or among nations. Students will build skills in historical method through inquiry by examining and evaluating sources. The course engages in the study of one topic from 'Modern Nations' and one topic from 'The World Since 1945'.

#### Content

Students study topics from 'Modern Nations,' and 'The World Since 1945.' The topic for inquiry for the essay may be developed from any of the eleven topics available for study in the subject, or from any other area of interest relevant to modern history since c. 1750.

#### Assessment Components

- School Assessment (70%)
- Assessment Type 1: Historical Skills (50%) – 5 pieces
- Assessment Type 2: Historical Study (20%)
- External Assessment (30%)
- Assessment Type 3: Examination (30%) (2 hour exam)

## **TOURISM**

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### **STAGE 2**

#### **Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

Successful completion of Stage 1 Tourism preferred.

#### Course Description

Students will investigate the operations and structure of the tourism industry, with a focus on travellers' perceptions, host communities and their visitors. Students will develop an understanding of tourism planning and management, and investigate work opportunities in the tourism industry.

#### Content

- Management of Local Area Tourism
- Impacts of Tourism
- Special Interest Tourism
- Responsible Travel
- Role of Governments and Tourism Organisations

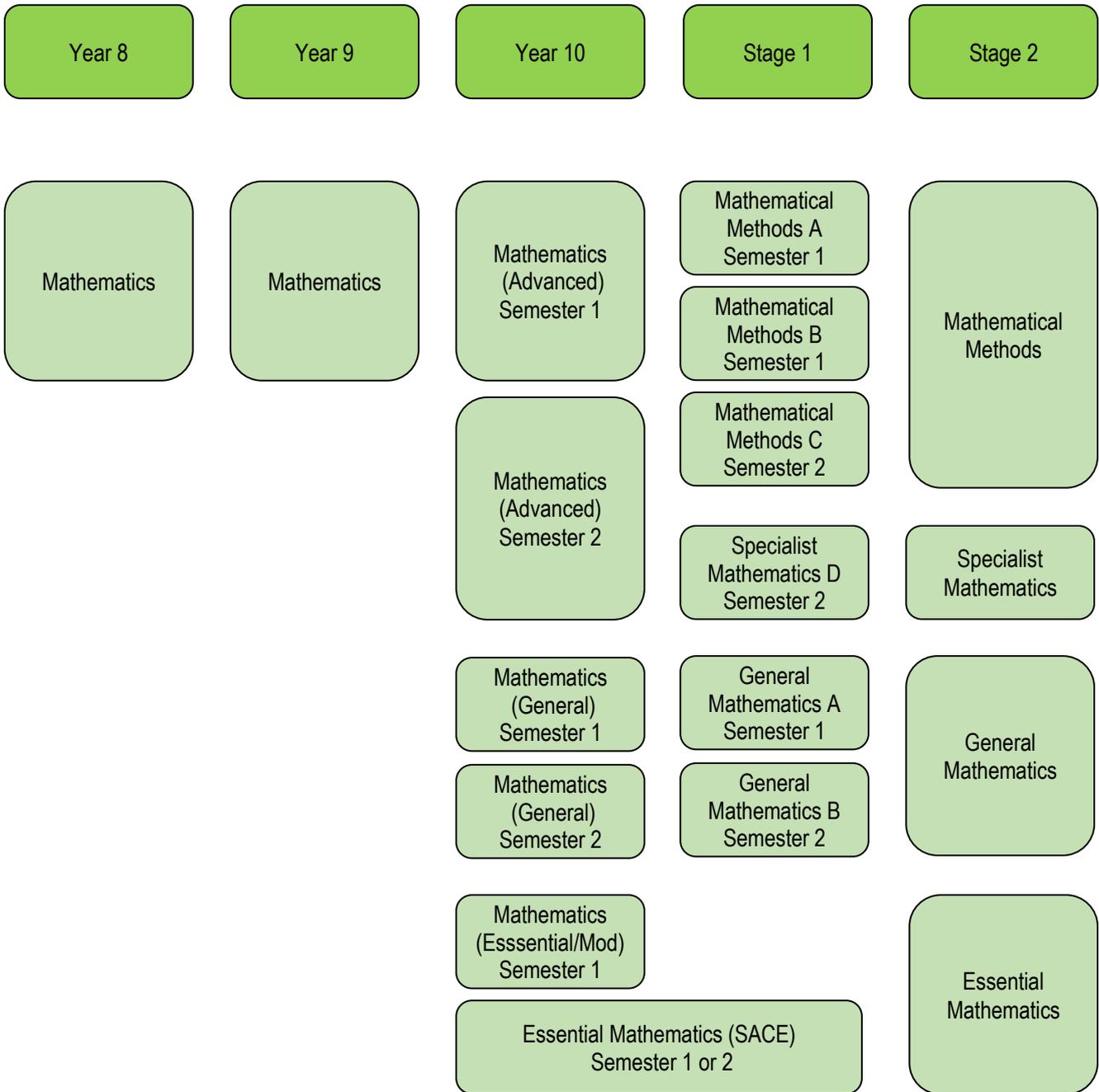
#### Assessment Components

- 20% Folio
- 25% Practical Activity
- 25% Investigation
- 30% Exam

#### Additional Information

An additional fee of \$495 includes a 5 day field trip to Melbourne with a focus on sustainable management and the Tourism Industry.

# MATHEMATICS



## MATHEMATICS

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### YEAR 8

#### Full Year Course

##### Assumed Knowledge/Prerequisites

Classes are mixed ability for Term 1. A small Essential (Modified) Mathematics class is formed early Term 1 to provide extra support to students with particular numeracy needs. All remaining students are offered either General or Advanced Mathematics from Term 1 based on Term 1 achievement. Students are able to move at any time between classes based on teacher recommendations.

##### Course Description

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. Teachers use a variety of assessment approaches to accurately reflect student understanding.

##### Content

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

##### Assessment Components

- Tests
- Investigations
- Group Work
- Projects
- Observations
- Online Tasks

##### Additional Information

Calculators and appropriate IT will be used throughout the year. Mathematical competitions run throughout the year extend students' knowledge and understanding. Maths help at lunchtimes is available to all students

## MATHEMATICS

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### YEAR 9

#### Full Year Course

##### Assumed Knowledge/Prerequisites

There are three levels of Mathematics classes. A small Essential (Modified) Mathematics class provides extra support for students with particular numeracy needs. All remaining students are offered either General or Advanced Mathematics based on achievement in Year 8. Students are able to move between classes based on teacher recommendations, although students wishing to study Advanced Mathematics in Senior School must study Advanced Mathematics at Years 8, 9 and 10.

##### Course Description

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. Teachers use a variety of assessment approaches to accurately reflect student understanding.

##### Content

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

##### Assessment Components

- Tests
- Investigations
- Group Work
- Projects
- Observations
- Online Tasks

## Additional Information

Calculators and appropriate IT will be used throughout the year. Mathematical competitions run throughout the year extend students' knowledge and understanding. Maths help at lunchtimes is available to all students.

# MATHEMATICS

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## YEAR 10

### Full Year Course

#### Assumed Knowledge/Prerequisites

There are three levels of Maths classes.

A small Essential (IModified) Mathematics class provides extra support to students with particular numeracy needs, and in Semester 2 this class is Stage 1 (SACE accredited) to assist students to meet the minimum SACE requirements of passing a semester of Mathematics. However, this class does not lead to further Mathematics study.

All remaining students are offered either General or Advanced Mathematics based on achievement and Year 11 aspirations. Students wishing to study Advanced Mathematics in Senior School must study Advanced Mathematics at Years 8, 9 and 10.

#### Course Description

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. Teachers use a variety of assessment approaches to accurately reflect student understanding.

#### Content

- Number & Algebra
- Measurement & Geometry
- Statistics & Probability

#### Assessment Components

- Test
- Investigations
- Group Work
- Projects
- Observations
- Online tasks

## Additional Information

Calculators and appropriate IT will be used throughout the year. Mathematical competitions run throughout the year extend students' knowledge and understanding. Maths help at lunchtimes is available to all students.

# ESSENTIAL MATHEMATICS

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## STAGE 1

### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

Experience in Year 10 Mathematics

#### Course Description

This course is designed to consolidate numeracy skills of students, with a focus on 'real life' mathematics. This course is offered to Year 11 students in Semester 1 and Year 10 'Modified' Mathematics students in Semester 2. Students unable to pass Stage 1 General Mathematics in Semester 1 may be able to pick up the class (with Year 10 students) in Semester 2. It is viewed as the final Mathematics course for students who need to meet the minimum SACE requirement of one successful semester of Mathematics over the course of their Senior Schooling. It does not lead to Stage 2 Essential Mathematics.

#### Content

- Earning & Spending - Income, taxation, budgeting
- Measurement, Trigonometry, Statistics and Algebra
- Examination

#### Assessment Components

- 70% Skills & Application Tasks (including tests)
- 30% Investigations Folio

## GENERAL MATHEMATICS A

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### STAGE 1

#### Semester 1 - 10 Credits

##### Assumed Knowledge/Prerequisites

Year 10 Mathematics (Advanced or General) with consistent C grades or better and good study habits. Students wishing to study Stage 2 General Mathematics must consistently produce satisfactory work in Stage 1 General Mathematics A & B. This course prepares students for Stage 2 General Mathematics. General Mathematics A & B are critical in preparation for Stage 2 General Mathematics.

##### Course Description

In this course students develop abilities to solve real world problems and gain an understanding of the uses of Maths in a variety of situations. They will further develop the mathematical skills which are useful in everyday life, and the basics of statistics and how they are used in society.

##### Content

- Finance
- Measurement
- Shares
- Examination

##### Assessment Components

- 75% Skills & Application Tasks (including tests)
- 25% Investigations Folio

##### Additional Information

Graphics calculator required.

## GENERAL MATHEMATICS B

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### STAGE 1

#### Semester 2 - 10 Credits

##### Assumed Knowledge/Prerequisites

Stage 1 Mathematical Methods or General Mathematics A with consistent C grades or better and good study habits. Students wishing to study Stage 2 Mathematical Methods must consistently produce satisfactory work in Stage 1 General Mathematics.

##### Course Description

In conjunction with General Mathematics this unit prepares students for the Stage 2 General Mathematics course. It can be taken independently by students wishing to study Mathematics with a business focus. It develops the students' abilities to solve 'real world' problems, including the use of mathematical skills (particularly involving finance) useful in everyday life in a technological society.

##### Content

- Trigonometry
- Statistics
- Linear Equations
- Examination

##### Assessment Components

- 75% Skills & Application Tasks (including tests)
- 25% Investigations Folio

##### Additional Information

Graphics calculator required.

## MATHEMATICAL METHODS A

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### STAGE 1

#### Semester 1 - 10 Credits

#### Assumed Knowledge/Prerequisites

Year 10 Advanced Mathematics with a C+ or better grade and good study habits.

#### Course Description

This course (in conjunction with Mathematical Methods B & C) is designed to prepare students for Stage 2 Mathematical Methods. When combined with Mathematical Methods D, students are prepared for Stage 2 Specialist Mathematics. Students build on a broad range of mathematical concepts and skills from Year 10 including reasoning, problem solving, abstract thinking, algebraic use, manipulation and communicating mathematical ideas, and the use of technologies, including graphics calculators.

#### Content

- Functions and Graphs
- Polynomials
- Arithmetic & Geometric
- Sequences and Series
- Examination

#### Assessment Components

- 75% Skills & Application Tasks (including 3 tests)
- 25% Investigations Folio

#### Additional Information

Graphics calculator required.

## MATHEMATICAL METHODS B

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### STAGE 1

#### Semester 1 - 10 Credits

#### Assumed Knowledge/Prerequisites

Year 10 Advanced Mathematics with a C+ or better grade and good study habits.

#### Course Description

This course (in conjunction with Mathematical Methods A & C) is designed to prepare students for Stage 2 Mathematical Methods. When combined with Mathematical Methods D, students are prepared for Stage 2 Specialist Mathematics. Students build on a broad range of mathematical concepts and skills from Year 10 including reasoning, problem solving, abstract thinking, algebraic use, manipulation and communicating mathematical ideas, and the use of technologies including graphics calculators.

#### Content

- Trigonometry
- Unit Circle
- Counting
- Statistics and Normal Distributions
- Examination

#### Assessment Components

- 75% Skills & Assessment Tasks (including 3 tests)
- 25% Investigations Folio

#### Additional Information

Graphics calculator required.

## MATHEMATICAL METHODS C

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### STAGE 1

#### Semester 2 - 10 Credits

#### Assumed Knowledge/Prerequisites

Stage 1 Mathematical Methods A & B with at least a C+ or better grade and good study habits.

## Course Description

This course (in conjunction with Mathematical Methods A & B) is designed to prepare students for Stage 2 Mathematical Methods. When combined with Specialist Mathematics D, students are also prepared for Stage 2 Specialist Mathematics. Students build on a broad range of mathematical concepts and skills from Year 10 including reasoning, problem solving, abstract thinking, algebraic use and manipulation, communicating mathematical ideas, statistical calculations and interpretations, and the use of technologies including graphics calculators.

## Content

- Growth and Decay
- Introduction to Differential Calculus
- Circle Geometry
- Examination

## Assessment Components

- 75% Skills & Assessment Tasks (including 3 tests)
- 25% Investigations Folio

## Additional Information

Students studying Stage 1 Mathematics Methods who do not meet the pre-requisite standard of work for Stage 2 Mathematical Methods or Specialist Mathematics may enrol in Stage 2 General Mathematics provided a reasonable attempt has been made in assessment pieces throughout the Stage 1 Mathematics Methods units.

# **SPECIALIST MATHEMATICS D**

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## **STAGE 1**

### **Semester 2 - 10 Credits**

#### Assumed Knowledge/Prerequisites

Stage 1 Mathematical Methods A, B & C with at least a B grade and good study habits. This course is optional but recommended for students wanting to do Stage 2 Mathematical Methods, but compulsory for students wanting to do Stage 2 Specialist Mathematics.

#### Course Description

This course (in conjunction with Mathematical Methods A, B & C) is designed to prepare students for Stage 2 Specialist Mathematics. Students build on a broad range of mathematical concepts and skills including reasoning, problem solving, abstract thinking, high-level algebraic use and manipulation, communicating mathematical ideas, skills of proof in vectors, trigonometry and geometry, and the use of technologies including graphics calculators. Students also study the world of imaginary numbers.

#### Content

- Vectors in the Plane
- Advanced Trigonometry
- Real and Complex Numbers
- Examination

#### Assessment Components

- 75% Skills & Assessment Tasks (including 3 tests)
- 25% Investigations Folio

# **ESSENTIAL MATHEMATICS**

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## **STAGE 2**

### **Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

Stage 1 General Mathematics A or B (preferably both)

#### Course Description

This subject allows students to extend their mathematical skills on ways that apply to practical problem solving in every day and workplace contexts. A problem -based approach is integral to the development of mathematical skills and associated key ideas in this subject.

## Content

- Topic 1: Scales, Planes & Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investments & Loans
- Mid-year Internal Examination

## Assessment Components

- 30% Skills and Assessment Tasks
- 40% Investigations – Folio
- 30% End of Year Examination (on Topics 2, 4 & 5)

# GENERAL MATHEMATICS

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## STAGE 2

### Full Year Course - 20 Credits

#### Assumed Knowledge/Prerequisites

Sound passes in either Stage 1 Mathematical Methods or General Mathematics and good study habits.

#### Course Description

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

A problem-based approach is integral to the development of both the models and the associated key concepts in the topics. These topics cover a range of mathematical applications, including linear functions, matrices, statistics, finance, and optimization.

## Content

- Topic 1. Modelling with Linear Relationships
- Topic 2. Statistical Models
- Topic 3. Financial Models
- Topic 4. Discrete Models
- Topic 5. Open Topic Small Business Management
- Mid-year Internal Examination

## Assessment Components

- 40% Skills & Application Tasks (5 tests)
- 30% Investigations (2 investigations)
- 30% End of Year Examination (on Topics 2, 3 & 4)

## Additional Information

Students studying Stage 1 Mathematics Methods who do not meet the pre-requisite standard of work for Stage 2 Mathematical Methods or Specialist Mathematics may enrol in Stage 2 General Mathematics provided a reasonable attempt has been made in assessment pieces throughout the Stage 1 Mathematics Methods units.

# MATHEMATICAL METHODS

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## STAGE 2

### Full Year Course - 20 Credits

#### Assumed Knowledge/Prerequisites

Good grades (C+ or better) in Stage 1 Mathematical Methods A, B & C and good study habits.

#### Course Description

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics

## Content

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals Statistics
- Mid-year Internal Examination

## Assessment Components

- 50% Skills & Application Tasks (6 Tests)
- 20% Investigations Folio (1 Investigation)
- 30% End of Year Examination

## Additional Information

Graphics calculator required.

# **SPECIALIST MATHEMATICS**

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## **STAGE 2**

### **Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

Good grades (B or better) in Stage 1 Mathematical Methods D and good study habits.

#### Course Description

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.

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.

## Content

- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications
- Topic 6: Rates of Change and Differential Equations
- Mid-year Internal Examination

## Assessment Components

- 50% Skills & Application Tasks (6 tests)
- 20% Investigations Folio (1 Investigation)
- 30% End of Year Examination

# SCIENCE

Year 8	Year 9	Year 10	Stage 1	Stage 2
Science	Science	Science	Physics A Physics B	Physics
			Chemistry A Chemistry B	Chemistry
			Biology A Biology B	Biology
			Earth & Environmental Science (Geology)	Earth & Environmental Science (Geology)
			Environmental Science & Technology	Environmental Science & Technology
			Psychology A Psychology B	Psychology

## SCIENCE

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### YEAR 8

#### Full Year Course

##### Course Description

Year 8 Science is designed to be an engaging entry to high school science. It covers the four branches of science (Biology, Chemistry, Geology, Physics) in easily accessible units that are designed to make science relevant to students' experiences and appropriate to the Urrbrae setting.

##### Content

- Working Scientifically and States of Matter
- Rocks and Minerals
- Using Energy
- Cells and Digestion
- Elements and Materials
- Living Systems
- Mining
- Heat Energy

##### Assessment Components

- Major Assignments
- Quizzes
- Practical Reports
- Oral Presentations
- End of Topic Tests

## SCIENCE

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### YEAR 9

#### Full Year Course

##### Course Description

Year 9 Science is designed to continue the progress made in year 8, continuing the integrated study of the branches of science. Experimentation continues to be an important aspect of the course with increasing levels of independence being demonstrated by students as the year progresses.

##### Content

- Atoms
- Plate Tectonics
- Light, Sound and EMR
- Coordination, Control and Disease
- Living Together
- Types of Reactions
- Electrical Energy

##### Assessment Components

- Major Assignments
- Quizzes
- Practical Reports
- Oral Presentations
- End of Topic Tests

# SCIENCE

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## YEAR 10

### Full Year Course

#### Assumed Knowledge/Prerequisites

Advanced, General and Essential Science Courses are offered to support different learners' ability and interest. Students doing the Advanced course must have good passes in Year 9 Science and have shown good study habits and interest in continuing in science at a high academic level. Students doing the General course will have passes in Year 9 Science, and students doing Essential Science will be interested in science as it relates to applied contexts. At the change over from semester 1 to 2, negotiation may be made to move between levels.

#### Course Description

Year 10 Science continues on from the Australian Curriculum Year 8 and 9 course in the same integrated way, with topics in the areas of physics, chemistry, biology and geology all being studied. By this level the content becomes more sophisticated and the assessment more rigorous as students prepare for choosing subjects in Years 11 and 12, particularly the Advanced and General Courses.

#### Content

- Geological Time
- Genetics and Evolution
- The Periodic Table
- Motion and Energy
- Chemical Reactions
- The Universe

#### Assessment Components

- Major Assignments
- Quizzes
- Practical Reports
- Oral Presentations
- End of Topic Tests

# BIOLOGY A

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## STAGE 1

### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

C grade or better in Year 10 Science. Note that Biology A is NOT a prerequisite for Biology B – they can be taken independently.

#### Course Description

In this course students explore cells as the basis for all life, including their structure and functions. They will follow this with an examination of single celled organisms. This will lead into detailed examination of the causes and prevention of disease. Students will develop both an understanding of and skills in Biology through these contexts, as well as developing their research and problem solving skills. If students intend to only take one semester of Biology at Stage 1 and then go on to Stage 2 Biology then it is recommended they choose Stage 1 Biology A.

#### Content

- Cells and Microorganisms
- Infectious Diseases
- Scientific Method and Experimental Design

#### Assessment Components

- 40% Investigations Folio
- 60% Skills and Applications Tasks

## BIOLOGY B

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

C grade or better in Year 10 Science. Note that Biology A is NOT a prerequisite for Biology B – they can be taken independently.

#### Course Description

In this course students study the systems and processes in multicellular organisms. This will be followed by examining how organisms interact with their environment, with a focus on the diversity of living things. Students will develop both an understanding of and skills in Biology through these contexts, as well as developing their research and problem solving skills.

#### Content

- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics
- Scientific Method and Experimental Design

#### Assessment Components

- 40% Investigations Folio
- 60% Skills and Applications Tasks

## CHEMISTRY A

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

A high pass in Science in Year 10.

#### Course Description

In this course students will be introduced to the fundamental concepts in Chemistry. Many of the concepts are abstract and will require students to think in a creative and theoretical way. To help with this students complete a number of practical explorations that aim to make the models more accessible in real world terms.

#### Content

- Materials and their Atoms
- Combinations of Atoms
- Molecules

#### Assessment Components

- 50% Tests and Exam
- 25% Practical Work
- 25% Assignments

## CHEMISTRY B

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

A pass in Stage 1 Chemistry A.

#### Course Description

Using the fundamentals gained in Chemistry A students will expand their understanding of Chemistry. Many aspects of this course are more applied than Chemistry A and students will begin to get an impression of the value of Chemistry to society and individuals.

#### Content

- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

## Assessment Components

- 50% Tests and Exam
- 25% Practical Work
- 25% Assignments

## **EARTH & ENVIRONMENTAL SCIENCE (GEOLOGY)**

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### **STAGE 1**

#### **Semester Course - 10 Credits**

#### Assumed Knowledge/Prerequisites

C grade or better in any Year 10 Science subject.

#### Course Description

In this course students explore the range of natural hazards posed by the Earth and its atmosphere, from volcanoes, earthquakes and mega-tsunamis to landslides, hurricanes and tornadoes. We will be looking at the opening and closing of oceans, the formation of mountain ranges, hot spot volcanos and deep ocean trenches. In addition students will learn how to identify specimens of rocks and mineral crystals and how to recognise features of geological interest in the field.

#### Content

- Impacts of natural hazards around the world
- Prediction and control of volcanic eruptions and earthquakes
- Extra-terrestrial impacts and the consequences for life
- Practical identifications of rocks and mineral crystals
- How rocks are made and subsequently destroyed on planet Earth
- Radioisotopes and dating rocks using fossils

#### Assessment Components

- 50% Practical Investigation
- 25% Research Investigation
- 25% Tests

#### Additional Information

There will be at least two field trips essential to completing this course, with associated costs.

## **ENVIRONMENTAL SCIENCE & TECHNOLOGY**

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### **STAGE 1**

#### **Semester Course - 10 Credits**

#### Assumed Knowledge/Prerequisites

There are no prerequisites, but students are expected to have studied Year 10 Science or Year 10 Environmental Technology.

#### Course Description

This is a science based course in which students choose an environmental theme and design investigation, and discuss issues around that theme. It is a field based science and students will practice working safely and appropriately to accurately manage investigations and gather data. Students are expected to be self-directed. Students may be required to construct apparatus.

#### Content

- Field Investigation Techniques
- Design and Management of Practical Investigations
- Analysis of Data and Evaluation of Information
- Critical Evaluation of Scientific Practices
- Safe and Appropriate Scientific Practice

#### Assessment Components

- Practical Investigations
- Issues Investigation
- Demonstration or Collaborative Presentation

#### Additional Information

Some after school work may be required. There will be a compulsory fee of \$30.

## PHYSICS A

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

A high pass in Year 10 Science and Advanced Mathematics.

#### Course Description

This course aims to introduce the fundamentals of Physics with an emphasis on forces and motion. Students will develop understanding of and improve their problem solving skills, as well as applying Physics knowledge to a variety of situations.

#### Content

- Linear Motion and Forces
- Energy and Momentum
- Electric Circuits

#### Assessment Components

- 60% Investigation Folio (practicals and issues report)
- 40% Skills and Application Tasks (tests)

## PHYSICS B

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

A pass in Stage 1 Physics A.

#### Course Description

This course continues the exploration of the fundamentals of Physics with an emphasis on energy. Students will develop understanding of and improve their problem solving skills, as well as applying Physics knowledge to a variety of situations.

#### Content

- Waves
- Heat
- Nuclear Models and Radioactivity

#### Assessment Components

- 60% Investigation Folio (practicals and issues report)
- 40% Skills and Application Tasks (tests)

## PSYCHOLOGY A

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### STAGE 1

#### Semester Course - 10 Credits

#### Assumed Knowledge/Prerequisites

C grade or better in any Year 10 Science subject. Entry into this course without achieving this grade will only occur by way of Coordinator approval. Students should also be aware that literacy skills are required due to the language requirements of the course.

#### Course Description

The study of Psychology enables students to understand their own behaviours and the behaviours of others. Stage 1 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. The course introduces students to the four levels of explanation of behaviour (biological, basic processes, person, and sociocultural) that underpins all topics. Stage 1 consists of a compulsory topic Introduction to Psychology and 2 additional topics. At least one topic must integrate all 4 levels.

#### Content

- Introduction to Psychology
- Human Psychology Development
- (One of the following by negotiation not to be repeated in Semester 2)
- Social Behaviour, Intelligence Brain and Behaviour, and potentially a new area of study

## Assessment Components

- 30% Investigations: Folio Group Investigation and Issues Investigation
- 70% Skills and Applications Tasks

## **PSYCHOLOGY B**

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### **STAGE 1**

#### **Semester Course - 10 Credits**

#### Assumed Knowledge/Prerequisites

C grade or better in any Year 10 Science subject. Entry into this course without achieving this grade will only occur by way of Coordinator approval. Students should also be aware that literacy skills are required due to the language requirements of the course.

#### Course Description

The study of Psychology enables students to understand their own behaviours and the behaviours of others. Stage 1 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. The course introduces students to the four levels of explanation of behaviour (biological, basic processes, person, and sociocultural) that underpins all topics.

#### Content

- Introduction to Psychology
- Emotions
- (One of the following by negotiation not to be repeated from Semester 1)
- Cognition, Intelligence, Brain and Behaviour, and potentially a new area of study

#### Assessment Components

- 30% Investigations: Folio Group Investigation and Issues Investigation
- 70% Skills and Applications Tasks

## **BIOLOGY**

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### **STAGE 2**

#### **Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

A pass in any Stage 1 Science subject.

#### Course Description

Students will develop an appreciation for the scientific process as a means of enquiry into the living world, as well as an awareness of the social implications that research in the biological field creates. They will develop their ability to communicate a comprehensive understanding of a wide variety of biological concepts and to subsequently apply these to new situations.

#### Content

- Macromolecules
- Cells
- Organisms
- Ecosystems

#### Assessment Components

- 40% Investigations Folio
- 30% Skills and Applications Tasks
- 30% Examination

## **CHEMISTRY**

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### **STAGE 2**

#### **Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

A pass in Stage 1 Chemistry A & B.

## Course Description

Students who complete this course will have demonstrated an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts. They will have shown their ability to formulate questions, manipulate apparatus, record observations, and design and undertake chemistry investigations.

## Content

- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry
- Materials

## Assessment Components

- 40% Investigations Folio
- 30% Skills and Applications Tasks
- 30% Examination

# **EARTH & ENVIRONMENTAL SCIENCE**

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## **STAGE 2**

### **Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

A pass in any Stage 1 Science subject.

#### Course Description

This course considers how human beings use the Earth's resources and the impact of human activities on the environment. Students will complete an investigation into an Earth or environmental issue. They will look at how the use of geological resources affects their lifestyle, the future of renewable energy such as solar, wind and wave power, pollution of the atmosphere, rivers and oceans, the environmental impact of mining and exploration techniques, the melting of the ice sheets, ocean temperatures and currents and the impact of fossil fuels on ecosystems.

#### Content

- Earth Systems
- The Earth's Resources
- Does the earth have a sustainable future?
- Climate change

#### Assessment Components

- 30% Investigation Folio
- 40% Skills and Applications Tasks
- 30% Earth Systems Study

# **ENVIRONMENTAL SCIENCE & TECHNOLOGY**

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## **STAGE 2**

### **Full Year Course - 20 Credits**

#### Course Description

This course is for students wishing to continue into tertiary or further studies in Science, Environmental Science or Environmental Technology. This is a largely self-directed course where students choose a topic associated with an environmental or sustainability issue. Through the use of mentors, students design and construct investigations, gather and interpret data, and critically evaluate the impact of science and technology on the environment.

#### Content

- Field Science Principles and Practice
- Design Investigation
- Analysis and Interpretation of Scientific Data
- Critical Evaluation of Scientific Practices

#### Assessment Components

- Investigation
- Practical Investigations

- Issues investigations
- Demonstration
- Data Interpretation Exercise

### Additional Information

A course fee of \$80 includes materials for student projects. Due to the practical nature of the scientific investigations conducted, there is often a requirement for after school, weekend and school holiday work.

## **PHYSICS**

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### **STAGE 2**

#### **Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

A pass in Stage 1 Physics A & B.

#### Course Description

Students who complete this course will understand some of the key concepts in Physics, the characteristics of Physics and the ways physicists ask questions about nature. They will understand how physics concepts are used in selected applications and show the ability to solve problems using physics ideas. They will develop skills in the communication of physics ideas.

#### Content

- Motion in 2 Dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

#### Assessment Components

- 40% Investigations Folio
- 30% Skills and Applications Tasks
- 30% Examination

### Additional Information

A good scientific calculator is essential for this course. The purchase of a work book is required (approximately \$40). A study guide is recommended (approximately \$30).

## **PSYCHOLOGY**

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### **STAGE 2**

#### **Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

C grade or better in any Year 11 Science subject. Entry into this course without achieving this grade will only occur by way of Coordinator approval. Students should also be aware that literacy skills are also required due to the language requirements of the course.

#### Course Description

Psychology seeks to describe, explain, and predict in relation to thoughts, feelings and behaviour. In this unit students utilise the research tools used in Psychology. They develop skills in the use of the scientific method as it applies to Psychology and learn to select the appropriate research design for a given investigation. Ethical issues relating to each topic and investigation are explored and analysed.

#### Content

- Introduction to Psychology
- Social Cognition
- Personality
- Altered States of Awareness (sleep)
- Learning
- Mental Health

#### Assessment Components

- 30% Investigation Folio
- 40% Skills and Applications Tasks
- 30% External Component (Exam)

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**Government of South Australia**

**Department for Education**