



# Urrbrae Agricultural High School

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

**CURRICULUM GUIDE 2024**



# 2024 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 7 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 7-10) 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, which appears to read 'Joslyn Fox'.

Joslyn Fox  
**PRINCIPAL**

# PATTERN OF STUDY

## PATTERN OF STUDY

## YEAR 7

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 7-9), 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 8

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 7-9), 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

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:

- Arts
- Technologies
- Health and Physical Education

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)
- Humanities (1 semester)
- Exploring Identities and Futures (formerly Personal Learning Plan) (SACE Unit) (1 semester)
- 1 choice semester from subjects in the Agriculture learning area
- 1 choice semester from subjects in the Health & PE learning area

**Choice units:**

- Four additional semester subjects

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# PATTERN OF STUDY - SACE

## SACE STAGE 1 AND 2 PATTERN OF STUDY

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?

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 Exploring Identities and Futures (formerly Personal Learning Plan).

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

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:

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

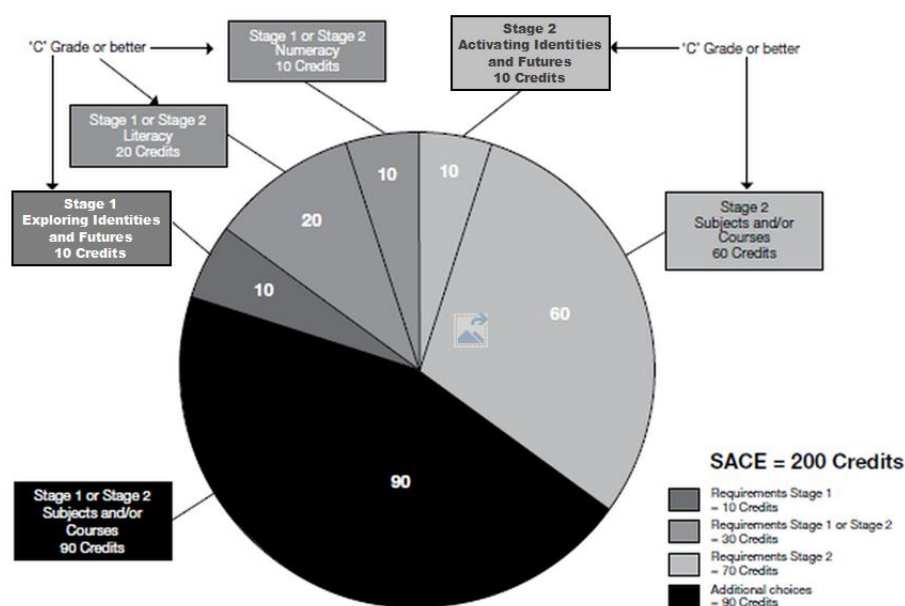
Some elements of the SACE are compulsory.

These are:

- Exploring Identities and Futures (formerly PLP) 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 Activating Identities and Futures (formerly RP) 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 Activating Identities and Futures (formerly 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 the Activating Identities and Futures 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 the Activating Identities and Futures, 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 the school 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. VET completion can count towards the completion of SACE and, in certain cases, the calculation of an ATAR.

Students who decide that their career pathway is best achieved through a VET qualification are able to begin by undertaking VET training while, at the same time, studying their SACE. Students also gain employment experience, to be Work-Ready, via the Workplace Learning context of these courses.

At Urrbrae Agricultural High School students are able to access VET training on campus in a range of industry areas including:

- Agriculture
- Horticulture
- Animal Husbandry

Through our school's involvement in an alliance, students are able to have access to a wider range of VET options at one of the 10 schools in the Inner Southern Area. Students may also access an even wider range of VET options outside of Urrbrae AHS through other regional school clusters, TAFE SA and private RTOs. Information about these options may be obtained from the VET Coordinator.

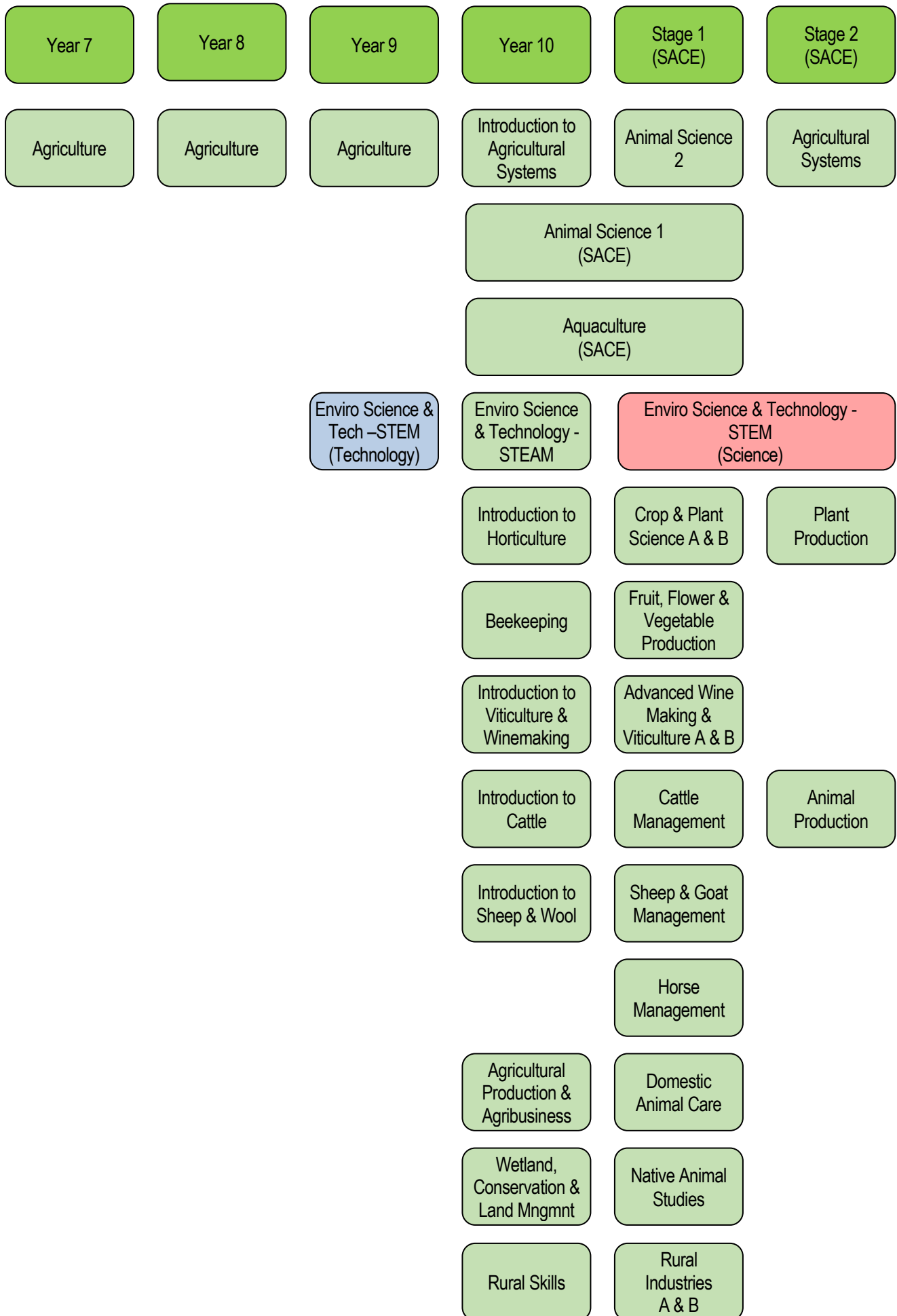
All VET courses have an associated fee.

## PART-TIME SCHOOL-BASED APPRENTICESHIPS AND/OR TRAINEESHIPS (SBAS)

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If they wish, students may enter into a part-time School Based Apprenticeship while still at school either undertaking Stage 1 or Stage 2. This allows them to complete the SACE while, at the same time, commencing an apprenticeship or traineeship and then, on completion of Stage 2, transition straight to work. Many employers prefer their apprentices and trainees to have achieved the SACE before commencing full-time employment, so it is a win-win situation. Those who have completed the compulsory components of SACE (English, Maths, Exploring Identities & Futures (PLP) and Activating Identities & Futures (RP)) in Year 11 may participate in the Flexible Apprenticeship program offered at Urrbrae AHS for Year 12 students. In this program students must have first signed a Contract of Training with an Employer and subsequently attend school one day per week while working four days a week. Two Stage 2 subjects are studied at school and the remainder of the credits necessary for SACE are gained from the conversion of VET Units of Competence into SACE credits according to the formula, 70 Nominal Hours of VET Training completed is equal to 10 SACE credits. Certificate II units generally give credit at Stage 1 and Certificate III units (typically associated with an apprenticeship), give Stage 2 credit. A year 12 student would then need to present 140 hours of completed VET units in order to claim the 20 Stage 2 credits needed for SACE completion.

# AGRICULTURE



# AGRICULTURE

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## YEAR 7

### 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. Additionally Environmental and Sustainable Land Practices are explored. Throughout the year each class will have responsibility for managing the layer enterprise and the school recycling. Students follow the Urrbrae Middle School Agriculture Curriculum Guide.

#### Content

- Work Health & Safety/Recycling
- Introduction to Agriculture and the History of Urrbrae
- Vegetable Gardens
- Poultry/Layers
- Native Animals
- Environment- Conservation, Wetlands
- Lego Technics
- Introduction to Farm Animals

#### Assessment Components

- Practical/Reports and skills
- Theory/Application Tasks/Class work
- Tests

# 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. Throughout the year each class will have responsibility for managing the broiler enterprise. Students follow the Urrbrae Middle School Agriculture Curriculum Guide.

#### Content

- Animal Studies- Goats/Alpacas/Sheep
- Farm Environment
- Home/School Investigation Project
- Introduction to Horticulture and Cereal Crops
- Poultry/Broilers
- Vegetable/Plant Propagation
- Adelaide/Country Shows
- Pigs
- Careers/Pathways

#### Assessment Components

- Practical/Reports and skills
- Theory/Application Tasks/Class work
- Tests
- Home/School Investigation Project

#### Additional Information

Students are involved in specialised Practical Rotations. Fieldtrips and Excursions in a variety of areas are conducted.

# 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 several agriculture enterprises offered at Urrbrae. Students will participate in the Active Learning Program where they will run an experimental investigation. Additionally, students investigate the importance of Wetlands to agriculture enterprises. Throughout the year each class will have responsibility for managing calves and the Game bird enterprises for a term. Students follow the Urrbrae Middle School Agriculture Curriculum Guide.

#### Content

- Calves/Cows Create Careers
- Bees
- Aquaculture
- Paddock to Plate
- ALP/ Experimental Investigation/Food-Fibre
- Plant Science and Production/Vines
- Ducks/Game Birds
- Introduction to Equine

#### Assessment Components

- Practical/Reports and skills
- Theory/Application Tasks/Class work
- Tests

#### Additional Information

Students are involved in specialised Practical Rotations. Fieldtrips and Excursions in a variety of areas are conducted.

# AGRICULTURAL PRODUCTION & AGRIBUSINESS

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## YEAR 10

### Semester Course

#### Assumed Knowledge/Prerequisites

Successful completion of Year 9 Agriculture

#### Course Description

This subject can lead into Stage 1 Business Innovations and Stage 2 Business Innovation and Enterprise, Stage 2 Animal Production and Stage 2 Plant Production. There are 3 core topics: Insight into Business & Agriculture, Running a Business and Production & Marketing. Students in this course will support the schools packing of olives and macadamia nuts, tomato seedlings, intensive enterprises (poultry, pigs and sheep). Students will run their own small business.

#### Content

- Insight into Business & Agriculture – What is Agricultural Production and Business, Small business in Australia, Creativity and Adaptability.
- Running a Business – Students plan and run their own business, conduct a Business Plan, SWOT Analysis, Projected and Actual Gross Margins, Cash Flow, Profit and Loss Statement.
- Production & Marketing – How to produce a product/commodity and what is involved in advertising, designing and marketing the product.

#### Assessment Components

- Agricultural Reports
- Application Tasks
- 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

This subject can lead into Stage 1 Animal Science 2, Stage 1 Domestic Animal Care and Stage 2 Animal Production and Stage 2 Agricultural Systems, Stage 1 and Stage 2 Biology. Students will develop knowledge and skills in animal management and production, with a strong emphasis on principles and science. There are 3 core topics: Nutrition & Digestion, Animal Health & Disease and Living Things & Cells

##### Content

- Nutrition & Digestion – Nutrition and Diet, Digestive systems and Feed Rations.
- Animal Health & Disease – Monitor Animal Health and the Husbandry of animals.
- Living things & Cells – Microscope skills, Identify structures and function of cells.

##### Assessment Components

- Agricultural Reports
- Application Tasks/SHE Task
- Additional Information

##### 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

Successful completion of Year 9 Agriculture.

##### Course Description

This subject gives students the opportunity to conduct a Stage 1 subject in year 10. There are 3 core topics: Freshwater Fish Species & Habitat, Aquaculture Recirculation Systems and Marine Aquaculture.

##### Content

- Freshwater Fish Species & Habitat - Investigations into Aquaponics, Yabby Growth, Barramundi Growth, Southern Purple Spotted Gudgeon Habitat and Valisarea Growth.
- Aquaculture Recirculation Systems – Components, Water Quality, Biomass, Bio mass medium, Characteristics of suitable species.
- Marine Aquaculture - Anatomy and Physiology of Finfish and Molluscs and an introduction into how structure and function of selected species relates to management, production and environmental issues.

##### Assessment Components

- Agricultural Reports
- Application Tasks/SHE Task
- Agricultural Reports

##### Additional Information

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

## BEEKEEPING

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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 and an interest in becoming a registered Bee Keeper with the intension of purchasing their own hive after completing this course. There are 3 core topics: Running a beehive/apiary business, Management and Building a hive.

### Content

- Running a beehive/apiary business - How to register as a bee keeper in South Australia, parts of a hive and bee keeping equipment.
- Management – Bee casts and lifecycle, pests and diseases, seasonal management, Re-queening and establishing a new hive.
- Building a hive - Make a Bee-hive and wiring board, honey extraction and marketing.

### Assessment Components

- Agricultural Reports
- Application Tasks
- Construction of a hive

## **ENVIRONMENTAL SCIENCE & TECHNOLOGY - STEAM**

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### **YEAR 10**

#### **Semester Course**

#### Assumed Knowledge/Prerequisites

Successful completion of Year 9 Agriculture.

### Course Description

This subject can lead into Stage 1 Environmental Science & Technology - STEM, Stage 1 Business Innovations, Stage 2 Agriculture Production and Stage 2 Agriculture Systems. There are 3 core topics: Agriculture Technologies, Precision Agriculture and Application in Agriculture.

### Content

- Agriculture Technologies – use of Technology, analyse the technological environment, sensors, drones and automation/robotics. Students will be trained to fly the school drone, record and analyse the detailed flight data and complete an investigation into the viability of using it as a bird deterrent on the Urrbrae Farm.
- Precision Agriculture – systems, monitoring, decision making, improvements and developments within Industry and environmental impact.
- Application in Agriculture – Plan, design, construct and apply a technology, model or process into Agriculture. Learn and/or extend the programming skills (Yr9) on a micro-bit and use this to design and create a self-watering garden.
- Students attend a Field trip to see examples of agricultural technology in practise and will investigate a recent innovation and present their findings to the class.

### Assessment Components

- Agricultural Reports
- Application Tasks/SHE Task

## **INTRODUCTION TO AGRICULTURAL SYSTEMS**

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### **YEAR 10**

#### **Semester course**

#### Assumed Knowledge

Minimum B Grade in Year 9 Agriculture

### Course Description

This subject aims to give students a foundation of understanding for SACE Agriculture Subjects, in particular Stage 2 Agricultural Systems, Animal Production and Plant Production. There are 3 core topics: Animal Systems, Plant Systems and Soil & Water Systems.

### Content

- Animal Systems – Introduction to Animal Anatomy & Physiology with focus on Digestion, Reproduction and Health.
- Plant Systems – Introduction to Plant Anatomy & Physiology with focus on Growth & Nutrition, Reproduction and Health.
- Soil & Water Systems – Wetlands Investigation Unit – Designing investigations to determine how characteristics of Soil and Water influence farming systems.

## Assessment Components

- Agricultural Reports
- Application Tasks

## **INTRODUCTION TO CATTLE**

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### **YEAR 10**

#### **Semester course**

#### Assumed Knowledge/Prerequisites

Successful completion of Year 9 Agriculture.

#### Course Description

This subject can lead into Stage 1 Cattle Management. There are 3 core topics: Cattle Reproduction, Prepare Cattle for Showing and Cattle Husbandry. This includes calves, dairy and beef cattle.

#### Content

- Cattle Reproduction – Introduction to understanding the reproduction anatomy and physiology of Cattle.
- Prepare Cattle for Showing – Breaking in, wash, clip and lead cattle.
- Cattle Husbandry – Animal health, signs and symptoms.

#### Assessment Components

- Agricultural Reports
- Application Task
- Practical Skills

## **INTRODUCTION TO HORTICULTURE**

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### **YEAR 10**

#### **Semester course**

#### Course Description

This subject can lead into Stage 1 Fruit, Flower and Vegetable Production, Stage 1 Business Innovation and Stage 2 Plant Production. There are 3 core topics: Vegetable & Fruit Production, Propagation and Developments in Horticultural Enterprises.

#### Content

- Vegetable & Fruit Production – Growing, nurturing and harvesting vegetables.
- Propagation – Horticultural propagation techniques and soil mediums used within industry.
- Developments in Horticultural Enterprises – The use of technology and efficiently utilising resources.

#### Assessment Components

- Agricultural Reports
- Application Task/SHE Question and brief report
- Propagation Techniques

## **INTRODUCTION TO SHEEP & WOOL**

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### **YEAR 10**

#### **Semester Course**

#### Assumed Knowledge/Prerequisites

Successful completion of Year 9 Agriculture

#### Course Description

This subject can lead into Stage 1 Sheep and Goat Management. There are 3 core topics: Sheep Reproduction, Prepare sheep for Showing and Sheep Husbandry

#### Content

- Sheep Reproduction – Introduction to understanding the reproduction anatomy and physiology of Sheep.
- Prepare sheep for showing – Breaking in, wash, clip and lead sheep.
- Sheep Husbandry – Animal health, signs and symptoms.

## Assessment Components

- Agricultural Reports
- Application Tasks
- Practical Skills

## **INTRODUCTION TO VITICULTURE & WINEMAKING**

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### **YEAR 10**

#### **Semester Course**

#### Assumed Knowledge/Prerequisites

Successful completion of Year 9 Agriculture.

#### Course Description

This subject can lead into Stage 1 Advanced Winemaking and Viticulture. There are 3 core topics: Vineyard Operations, Basics of Winemaking and Marketing

#### Content

- Vineyard Operations – Vine maintenance, pruning, training, harvest and canopy management.
- Basics of Winemaking– Maturity analysis, crushing, fermentation and wine maintenance.
- Marketing – Label design and Legal requirements, Regional Investigation.

#### 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

Successful completion of Year 9 Agriculture. Students should have a genuine interest in developing knowledge and skills in practical agriculture and horticulture.

#### Course Description

This subject can lead into Rural Industries, Certificate III Agriculture and Certificate III Rural Operations. There are 3 core topics: The Rural Industry, Maintenance on the Farm and Managing Animal & Plant Production.

#### Content

- The Rural Industry – Careers in the Agricultural Industry, Safety in the Workplace
- Maintenance on the Farm – Assist in maintaining and running the Urrbrae Farm, tractor driving and the operation of hand tools.
- Managing Animal & Plant Production – Assist in the livestock operations and development of the crops/pastures and other horticultural enterprises on the Urrbrae Farm.

#### Assessment Components

- Agricultural Reports
- Application Tasks
- Journal
- Practical Skills

## **WETLAND, CONSERVATION & LAND MANAGEMENT**

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### **YEAR 10**

#### **Semester Course**

#### Assumed Knowledge/Prerequisites

Successful completion of Year 9 Agriculture



### Course Description

Designed for students with a passion and interest for the environment. This subject can lead into Stage 1 Native Animals and Stage 2 Agriculture Systems. There are 3 core topics: Wetlands, Environment Conservation and Land Management.

### Content

- Wetlands – Importance and Relevance to Agriculture Industries, Habitat and biodiversity and sustainable practices.
- Environment Conservation – Ecosystems, Native plant propagation, Human impact.
- Land Management – Use and Purpose, Reclaiming, Indigenous Perspectives.

### Assessment Components

- Agricultural Reports
- Application Tasks

## **ADVANCED VITICULTURE & WINEMAKING A**

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### **STAGE 1**

**Semester Course - 10 Credits**

### Assumed Knowledge/Prerequisites

Successful completion of Year 10 Introduction to Wine Making & Viticulture

### 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

- Environmental Science: Environmental impact investigation
- Fruit & Juice Analysis: Sugars, acids, sensory analysis
- Manipulation of Juice & Wine: Acid additions, dilutions, yeast inoculations
- General Winery Operations: Crushing, fermentation, malolactic fermentation, oak maturation

### Assessment Components

- Agricultural Reports/SHE Task
- Applications Tasks

## **ADVANCED VITICULTURE & WINEMAKING B**

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### **STAGE 1**

**Semester Course - 10 Credits**

### Assumed Knowledge/Prerequisites

Successful completion of Year 10 Introduction to Wine Making & Viticulture and Stage 1 Advanced Viticulture & Winemaking A.

### Course Description

Students will have the opportunity to further develop the principles of winemaking and grape production learned previously. Students will use their knowledge and experience to manage and further develop the Urrbrae Vineyard and Winery. With parental consent students will have the opportunity to taste the wine that is produced within the school.

### Content

- Viticultural Pests & Diseases and Control: Fungus, bacteria, insects and nematodes
- Grapevine Development & Manipulation: Pruning, training and canopy management
- Wine Storage & Barrel Aging: Sensory analysis, sulphur analysis and maintenance
- Marketing: General marketing and hosting tastings

### Assessment Components

- Agricultural Reports/SHE Task
- 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/SHE Task
- 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/SHE Task
- 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/SHE Task
- 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

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

## Assessment Components

- Agricultural Reports/SHE Task
- Application Tasks

# **CROP & PLANT SCIENCE A**

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## **STAGE 1**

**Semester Course - 10 Credits**

## Assumed Knowledge/Prerequisites

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. This subject can lead into Stage 2 Agricultural Systems and Plant Production.

## Content

- Importance of Crops in Agriculture
- Introduction to Plant Structure
- Crop Rotation & Management
- Crop Trial Investigation: Practical based
- Crop Growth & Stages: Monitor growth, assess and implement strategies as required

## Assessment Components

- Agricultural Reports/SHE Task
- Application Tasks

## CROP & PLANT SCIENCE B

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### STAGE 1

**Semester Course - 10 Credits**

#### Assumed Knowledge/Prerequisites

Minimum C grade completion of Year 10 Agriculture and Stage 1 Crop & Plant Science A.

#### 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 growth and physiology, while providing students with the opportunity to monitor and investigate environmental issues. This subject can lead into Stage 2 Agricultural Systems and Plant Production.

#### Content

- Importance of Crops & Pastures in Agriculture
- Crop Rotation, Management & Hay Production
- Crop Yields, Storage & Markets: Harvesting, supply and demand, domestic, national and international markets
- Crop Growth & Stages: Monitor growth, assess and implement strategies as required

#### Assessment Components

- Agricultural Reports/SHE Task
- 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.

## **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/SHE Task
- Application Tasks

### Additional Information

Direct involvement in the school's Equine program..

## **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/SHE Task
- Application Tasks

### Additional Information

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

## RURAL INDUSTRIES A & B

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### STAGE 1

**FULL YEAR COURSE - 2 x 10 Credits**

#### Assumed Knowledge/Prerequisites

Year 10 Agriculture.

#### Course Description

Rural Industries replaces Certificate II Agriculture and therefore is a platform from Year 10 Rural Skills/Year 10 Agriculture into Certificate III Agriculture or Rural Operations. This subject can give students a foundation of understanding for SACE Agriculture Subjects, in particular Animal Production and Plant Production.

Students will have the opportunity to further develop skills and the understanding of management practices and the agricultural industry. Some VET competencies will be integrated into the program e.g. Chemcert and First Aid. This subject has a practical, hands-on focus and students will be required to undertake two weeks work placement in an area of Agriculture.

#### Content

- Work Health and Safety, Environmentally sustainable work practices, Livestock management and observation (intensive and extensive), animal health, movement of livestock, feeding, identify and tag livestock.
- Monitor water supplies, Carry out basic electric fencing, Install, repair and maintain fencing.
- Assist in Artificial Insemination programs, Operate basic machinery and equipment, Use hand-tools.
- Grazing strategies, Assist in Crop establishment and the use of Technology in agriculture.

#### Assessment Components

- Agricultural Reports
- Application Tasks
- Chemcert Accreditation
- First Aid Certificate

## 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/SHE Task
- Application Tasks

## 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 s 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 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
Art / Design	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 A	Drama A	Drama
			Drama B	Drama B	
		Media	Media Studies	Media Studies	
Music	Music	Music A	Music A	Music A	Music (Solo Performance, & Ensemble Performance)
		Music B	Music B	Music B	

## ART/DESIGN

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### YEAR 7

#### Term Course

##### Course Description

Students build on and further develop artistic skills. 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
- Printmaking
- Clay
- Painting and Colour Theory

##### Assessment Components

- 80% Practical
- 20% Theory

## MUSIC

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### YEAR 7

#### Term Course

##### Course Description

Students are introduced to fundamental music concepts through learning to read and write music and play instruments.

##### Content

- Learning instruments
- Music theory
- Analysis
- Composition

##### Assessment Components

- Practical skill development
- Music theory test
- Analysis of a chosen work
- Composition

##### Additional Information

This program runs for approximately 10 weeks. Students can elect to continue studying music in Year 8.

## 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 digital 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

- Observational Drawing
- Ceramics
- Painting and Colour Theory
- Digital Art

##### Assessment Components

- 80% Practical
- 20% Theory

# DRAMA

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## YEAR 8

### Term Course

#### Course Description

In this class students have the opportunity to gain an understanding of dramatic techniques and terminology while developing short performances. Students study three scripts and explore backstage roles in order to support their performances.

#### Content

- Theatre History
- Mime and Movement
- Script Learning,
- Stage Craft

#### Assessment Components

- Written/oral responses to some class activities and performances
- 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

### Semester Course (or Full Year Course)

#### Assumed Knowledge/Prerequisites

You may have had experience playing/singing but it is not a requirement.

#### Course Description

Students learn an instrument and perform as part of a class band as well as performing short pieces in front of the class. Students develop knowledge of music history, theory (reading notation and understanding the science/language of music) and compose and arrange music for different types of instruments and genres.

#### Content

- Ensemble performance
- Solo performance
- Composition
- Theory and aural
- Music in context

#### 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 DfE or a private teacher. Instruments available to study through Year 8 music include: woodwind (flute, clarinet and saxophone), brass (trumpet and trombone), classical strings (violin, viola and cello), voice, piano, bass guitar and percussion. Students wishing to study guitar or drum kit must negotiate this with the music teachers.

# 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 Methods and Media
- Ceramics
- 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 are introduced to the three areas of Design – Visual Communication Design, Environmental Design (Architecture) and Product Design. Students are introduced to Adobe Illustrator and develop digital skills. No prior knowledge is assumed. Students develop an understanding of the design process whilst creating original works of design.

#### Content

- What is Design?
- 2D & 3D Drawing Skills
- Visual Communication Design – Design a Sports Logo
- Architecture – Design Your Dream Bedroom
- Packaging – Lolly Packaging Design

#### 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 melodrama. Off-stage roles including sound, lighting and multimedia are also studied. They will also have an opportunity to see a professional, live theatre performance.

#### Content

- Minor Group Performances based on Melodramas
- Theatre Roles (e.g. director, designer, actor)
- Group Devised or other Performance

#### Assessment Components

- 2 Group productions on and/or off-stage
- Review of live performance
- Review of 2 Group Productions
- Research /Design Tasks

- [Report of involvement in a Group Production](#)

### Additional Information

Students may attend 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**

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### **YEAR 9**

#### **Semester**

#### Assumed Knowledge/Prerequisites

Students will have completed Year 8 Music or had one year's experience of instrumental lessons and be able to demonstrate capability in the performance aspects and written components of the subject.

#### Course Description

Students further develop solo and ensemble performance skills, building on those developed in Year 8 and going into all aspects of music in more depth. They have more choice in repertoire and begin a study of the art of improvisation, whilst developing song writing and composition skills through study of pop/rock music and jazz/orchestral.

#### 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 DfE or a private teacher and. need to be involved in one of the extra-curricular lunchtime ensembles.

## MUSIC B

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### YEAR 9

#### Semester

#### Assumed Knowledge/Prerequisites

Students will have completed Year 8 Music or had one year's experience of instrumental lessons and be able to demonstrate capability in the performance aspects and written components of the subject.

#### Course Description

Students further develop solo and ensemble performance skills, building on those developed in Year 8 and going into all aspects of music in more depth. They have more choice in repertoire and begin a study of the art of improvisation, whilst developing song writing and composition skills through study of pop/rock music and jazz/orchestral.

#### 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 DfE 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

- 80% Practical
- 20% 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
- Ceramics
- Cardboard Construction
- Folio (research, written annotation analysis, idea development, exploration)
- Wire
- Visual Study

##### Assessment Components

- 80% Practical
- 20% Theory

## DESIGN A

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### YEAR 10

#### Semester Course

##### Course Description

Students will work with the design process and be guided in creating works of design that are for an intended purpose. Students will build on existing skills, knowledge and terminology whilst working as designers and analysing the work of others. Areas of Design studied are Graphic and Product Design. Possible topics covered are logo design & clothing 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 - Illustration techniques
- Digital Technology - Photoshop and Illustrator
- Analysis and Response
- Design Process - Logo Design
- 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 the use of design terminology whilst working as designers and analysing the works of others. Topics covered relate to Graphic - Drink Packaging and Environmental Design - Tiny House. Students will be taught problem solving skills, work with traditional materials and relevant design software programs, in order to present their findings.

##### Content

- Drawing - sketching and planning
- Digital Technology - presentation techniques
- 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. It can be chosen by students who have no or limited drama experience.

#### Course Description

This course develops skills in performance and writing through group devised and scripted plays with a focus on comedy. It provides opportunities to work in teams to present performances to invited audiences, and to experiment and create whilst mastering skills.

#### 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

There is no assumed knowledge for this course although experience in previous years is recommended. Students need to be able to work collaboratively and to enjoy entertaining others.

#### 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 attend a 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

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## YEAR 10

### Semester

#### Assumed Knowledge/Prerequisites

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

#### Course Description

Students focus on honing performance skills and refining instrumental skills. They will develop a strong attention to detail with solo and ensemble performance skills. The study of a hugely diverse range of repertoire enables students to further develop their appreciation and understanding of music of all genres. Exploring improvisation and composition will be a prime focus and study of jazz harmony begins.

#### 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 DfE or a private teacher and need to be involved in one of the extra-curricular lunchtime ensembles.

## MUSIC B

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### YEAR 10

#### Semester

#### Assumed Knowledge/Prerequisites

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

#### Course Description

Students focus on honing performance skills and refining instrumental skills. They will develop a strong attention to detail with solo and ensemble performance skills. The study of a hugely diverse range of repertoire enables students to further develop their appreciation and understanding of music of all genres. Exploring improvisation and composition will be a prime focus and study of jazz harmony begins.

#### 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 DfE 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

Year 10 drama experience or community theatre experience is desirable but not essential. If a student has no prior drama experience, enrolment is through negotiation with the teacher.

#### Course Description

This course develops performance skills through the study of scripted plays and 20th Century theorists such as Stanislavski. Students learn about theatrical performance through their involvement in rehearsal and performances of plays and by viewing the performance of a professional theatre production. The written component of this course includes a detailed reflection on the process of staging a theatre performance and a review of the professional production seen. Students may focus on acting or off-stage roles or both.

#### Content

- Creating a theatre company, staging a play and documenting the process. Writing a review of a professional theatre production
- Small group creative performance presentation

#### Assessment Components

- 40% Theatre Company
- 30% Review writing
- 30% Creative Presentation

#### Additional Information

Students will need to see a professional theatrical performance for review writing, 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, as well as be prepared to rehearse after hours.

## MEDIA STUDIES

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### 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 DfE 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, 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

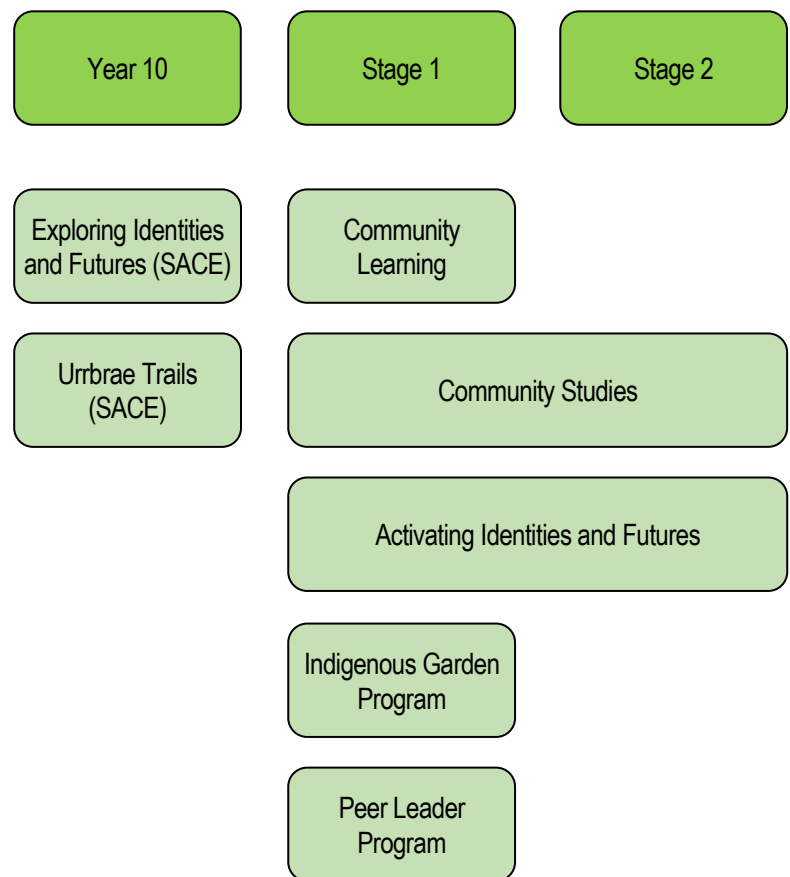
- 40% Folio
- 30% Practical
- 30% Visual Study

### 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



## EXPOLORING IDENTITIES AND FUTURES (SACE)

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### STAGE 1

#### SEMESTER COURSE - 10 CREDITS

##### Course Description

Exploring Identities and Futures is a compulsory SACE subject completed in semester one or two. 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 or Term 3.

## 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. An additional fee of \$200 includes a 3-4 day camp in the Flinders Ranges experiencing Indigenous Culture.

This leads to Stage 2 Cross Disciplinary Studies which contributes to an ATAR.

## PEER LEADER PROGRAM

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### 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

## ACTIVATING IDENTITIES AND FUTURES

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### STAGE 2

**Semester Course - 10 Credits**

#### Course Description

Activating Identities and Futures (AIF) is a compulsory Stage 2 subject that is completed in Year 11 which aims to foster independent learning and the skills of lifelong learning in students. AIF gives students the opportunity to study an area of interest in

depth, encouraging them to use their creativity and initiative, while developing research skills. AIF is the revitalised Research Project and counts towards an ATAR.

### Content

- Students will explore their area of interest, developing student agency and co-agency to:
- Develop a learning intention/goal.
- Develop research strategies and seek perspectives to progress their learning.
- Check and reflect on learning progress.

Appraise their learning progress and output or achievement of the goal.

### Assessment Components

30 % Portfolio

40% Progress Check -1500 words or 10 minutes

30% Appraisal – 1000 words or 6minutes

(All assessment components may be presented in a format of the student's choice)

### Additional Information

Activating Identities and Futures 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 & ENGINEERING

Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
Digital Technology	Design Technology		Automotive Technology	Mechanical Technology	
		Computer Aided Design (CAD)	Computer Aided Design & Manufacture	Computer Aided Design (CAD)	Computer Aided Design (CAD)
		Electronics	Electronics		
		Digital Technology	Digital Tech & Automation		
		Enviro Science & Technology - STEM	Enviro Science & Tech-STEAM (Agriculture)	Enviro Science & Tech - STEM (Science)	
		Metal Technology	Metal Technology	Metal Technology A	Metal Technology
				Metal Technology B	
		Wood Technology	Wood Technology	Creative Woodwork	Furniture Construction
			Wood Technology GIRLS ONLY	Furniture Construction	
				Outdoor Construction	
				Workplace Practices A	Workplace Practices
				Workplace Practices B	

## DESIGN & DIGITAL TECHNOLOGY

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### YEAR 7

#### Semester Course

##### Course Description

Students focus on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and understanding of the digital world. Students move through different areas and complete work in Technical graphics, Computer Aided Design and Computer Aided Manufacturing (CAD/CAM), Coding in both Arduino and Scratch, online safety, and trends in Digital Technologies.

##### Content

- Digital Technologies – Data and the internet - trends and safe practices
- Technical graphics – Orthographic and Isometric
- CAD/CAM – Design task using Fusion360 and 3D printing
- Coding with Scratch (block code) – Coding with Arduino (text code C++)

##### Assessment

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

## MATERIALS 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

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## YEAR 9

### Semester Course

#### Course Description

In this course students will develop programming skills initially through GameMaker to create classic arcade style computer games. We will then use the Arduinos to learn control technology, combining programming and electronics to create various sensors and applied Agricultural automation applications.

Students will also explore a contemporary issue and/or ethics of Information Technology to examine topics such as Artificial Intelligence, Cybercrime Quantum Computing or Big Data.

#### Content

- GameMaker
- Arduino
- Agritech control Technologies
- Prototyping – electronics and 3D printing

#### Assessment

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

# ELECTRONICS

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## 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
- Circuit Wizard Software
- Project Design and Assembly

#### Assessment

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

# ENVIRONMENTAL SCIENCE & TECHNOLOGY - STEM

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## YEAR 9

### Semester Course

#### Course Description

This subject is a junction of Mathematics, Science and Technology used to look at and develop engineering solutions. It is both academic and practical. Students work in teams to examine the issues and design surrounding environmental housing 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. It will include a visit to a sustainable housing village to observe and record some of the features in practise.

Students will work in teams to learn and teach each other about recent developments in sustainable technologies and then plan, design and build model a solar car.

Students will also be taught basic block programming for Microbits and use their knowledge make various small projects.

#### Content

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



- [Modelling Practical House Design](#)

### 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 Plasma Cutter & CNC Lathe](#)

### 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](#)
- [Project Designing](#)
- [General workshop safety and machine use](#)
- [CAD/CAM – Laser etching & 3D printing](#)
- [Laminating/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.

## **COMPUTER AIDED DESIGN & MANUFACTURE (CAD/CAM)**

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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 & 3D printing to realise personal designs. 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 & AUTOMATION**

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### **YEAR 10**

#### **Semester Course**

#### Course Description

In this course students will further develop programming skills through GameMaker to create their own arcade computer games. We will then use the Arduinos and/or Raspberry-Pi to combining programming and electronics and create various Agritech applications.

Students will also explore a contemporary issue and/or ethics of Information Technology to examine topics such as the impact of emerging technologies in Agritech, Artificial Intelligence, Cybercrime Quantum Computing or Big Data.

#### Content

- GameMaker
- Arduino/ Raspberry Pi
- IoT & GIS (Internet of Things & Global Information Systems)
- Prototyping – electronics and 3D printing

#### 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
- Circuits Wizard software
- Control Technology

### 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.

## **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

- General skills task
- Framing construction joints
- Major project design
- Workshop and machine safety
- Design Principles
- Material testing

### 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 – GIRLS ONLY

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### YEAR 10

#### Semester Course

##### Course Description

This course is designed to further foster girl's interest and skills in the woodwork area. Students design and construct solid / man made timber projects using a range of machines and portable power tools. Students 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

- General skills task
- Framing construction joints
- Major project design
- Workshop safety & general workshop and machine use
- Design Principles
- Material testing

##### 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

## 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 using CNC Machine or 3-D Printer
- Model Assembly

## CREATIVE WOODWORK

---

### STAGE 1

#### Semester Course – 10 Credits

##### Course Description

A practical workshop course for students interested in woodwork. The aim of this course is to further develop student's project design skills aiming for Innovative project design within general guidelines to enhance student's creativity.

##### Content

- Innovative project design

- Looking at space saving ideas and designing projects with creativity
- Modern design skills with traditional Construction techniques
- Material Preparation
- Jointing
- Research - drawing, costing, machining, safety
- Materials testing

#### 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.

## **FURNITURE CONSTRUCTION**

---

### **STAGE 1**

**Semester Course – 10 Credits**

#### Course Description

A practical workshop course for students interested in woodwork and cabinet making. Students construct a skills based minor project followed by a personally designed major project

#### Content

- Cabinet Design and Construction
- Material Preparation
- Jointing
- Materials Testing
- 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.

## **MECHANICAL TECHNOLOGY**

---

### **STAGE 1**

**Semester Course – 10 Credits**

#### Assumed Knowledge/Prerequisites

Year 10 Automotive Technology is an advantage.

#### Course Description

An Integrated Learning course in which students develop mechanical skills in maintenance and servicing requirements, and study engine components and design.

#### Content

- Major Project consists of Maintenance and servicing of vehicles and machinery. Students may work on own engine or motorbike by negotiation
- Fault Finding and Adjustments
- Workshop Manuals
- Use of Hand Power Tools
- Introduction to fluid power

#### Assessment Components

- Assessment Type 1: Practical Exploration

- [Assessment Type 2: Connections](#)
- [Assessment Type 3: Personal Venture](#)

### 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.

## **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

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## 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

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

# WORKPLACE PRACTICES A

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## STAGE 1

Semester Course – 10 Credits

### Assumed Knowledge

Successful completion of Personal Learning Plan/Exploring Identities & Futures.

### 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
- Work experience performance and Portfolio
- Employability skills

### Assessment Components

- Folio with various tasks
- One week workplace learning
- Workplace learning log book
- Reflection on work experience

### 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

Industrial relations

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
- Reflection on work experience
- Interview with Industry Employers

### Additional Information

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

## **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% Major Product, Product Folio - product design & evaluation
- 30% Materials testing and Impact essay

## **FURNITURE CONSTRUCTION**

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### **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 for a major project.

### Content

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

### Assessment Components

- 20% Skills and Application
- 50% Major Product, Product Folio - product design & evaluation
- 30% Materials testing and Impact essay



### 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, Product Folio - product design & evaluation
- 30% Materials testing and Impact essay

### 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
- Changing nature of work
- 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

# ENGLISH

Year 7

Year 8

Year 9

Year 10

Stage 1

Stage 2

English

English

English

English

English

English Literary  
Studies

English

Essential  
English

Essential  
English

## ENGLISH

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### YEAR 7

#### Full Year Course

#### Assumed Knowledge/Prerequisites

Classes are mixed ability.

#### 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. Students complete ACER PAT-Reading assessments to inform teaching and learning.

## ENGLISH

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### YEAR 8

#### Full Year Course

#### Assumed Knowledge/Prerequisites

Classes are mixed ability.

#### 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. 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 mixed ability.

#### 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. 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 mixed ability.

#### 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. 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. 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. 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% External Assessment: Language study

# HEALTH & PHYSICAL EDUCATION

Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
Health & Physical Education	Health & Physical Education	Health & Physical Education Physical Education	Physical Education A Physical Education B	Physical Education A Physical Education B	Physical Education
			Outdoor Education A Outdoor Education B	Outdoor Education A Outdoor Education B	Outdoor Education
			Health Education	Health Education	Health
				Child Studies	Child Studies
	Fod & Nutrition	Food & Nutrition	Food & Nutrition	Food & Hospitality A Food & Hospitality B	Food & Hospitality



## HEALTH & PHYSICAL EDUCATION

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### YEAR 7

#### Full Year 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

- Puberty and Body Changes, Lifestyle Choices, 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.

## HEALTH & PHYSICAL EDUCATION

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### YEAR 8

#### Semester Course or Full Year Course (including 1 Term of Food & Nutrition)

##### 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, 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
- Foods from different culture
- Healthy Food Choices
- Paddock to Plate – Foods from our Farm
- Sustainable Food Choices and Reducing Food Waste
- Foods from Different Cultures

## Assessment Components

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

## **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
- Sustainable Food Packaging
- Recipe Makeovers
- Foods from Different Cultures

#### Assessment Components

- Investigations
- Group Work
- Practical Performance Checklists
- Evaluations

## **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
- Relationships and Sexuality
- 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..

##### 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 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

- Showcasing Urrbrae Farm Indigenous and Seasonal Produce
- 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

- MTB Cycling
- Canoe/Kayaking
- Basic First Aid Skills and Risk Minimisation
- Camp Craft Skills
- Environmental Studies

#### 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 \$250 includes transport, hire of specialist equipment and a 3 day MTB cycling camp. **Students require access to their own multi speed (gears with low ratio preferred) 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

- Rock Climbing
- Bushwalking
- Basic First Aid and Risk Minimisation
- Navigation
- Environmental Studies

#### 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 \$250 includes transport, hire of specialist equipment and a 3 day Rock Climbing and A 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
- Components of Fitness
- Various Individual and Team 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

**Students are expected to be changed into the Physical Education uniform and are expected to participate fully.** Some activities may incur an additional fee of up to \$80 (total) 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

- Sports Injury
- Biomechanics
- Skill Learning
- Various Individual and Team 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

**Students are expected to be changed into the Physical Education uniform and are expected to participate fully.** Some activities may incur an additional fee of up to \$80 (total) 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 story bag to promote this, puppets will be designed and constructed as a main component. Nutritious foods suitable for children will be produced and a current childhood issue in our community will be researched. Paddock to plate activities for children will be planned

and ran with children. In Semester 2 this will involve running workshops with children in the Learning Centre at the Royal Adelaide Show over a number of days.

### Content

- Child development
- The importance of child's play
- Preparing healthy food for children
- Creating a story bag including a puppet
- Contemporary issues affecting children
- Paddock to plate activities for children

### Assessment Components

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

### Additional Information

An additional fee of \$70 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. 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 \$125 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 \$125 includes consumable products.

## HEALTH EDUCATION

---

### 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 three to four-day camp is the mode for assessment.

#### Content

- Canoe/Kayaking
- MTB Cycling
- Minimal Impact Camping Techniques
- First Aid
- Environmental Studies
- Navigation

### Assessment Components

- 70% Experiences in Nature
- 30% Environmental Investigation

### Additional Information

An additional fee of \$250 includes a 3 to 4-night light weight canoe/kayaking camp. **Students are required access to their own multi speed (gears with low ratio preferred) 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 three to four-day camp is the mode for assessment.

#### Content

- Rock Climbing
- Bushwalking
- Minimal Impact Camping Techniques
- First Aid
- Environmental Studies
- Navigation
- Planning

#### Assessment Components

- 70% Experiences in Nature
- 30% Environmental Investigation

#### Additional Information

An additional fee of \$250 includes a 3 to 4-night light weight bushwalking camp.

## PHYSICAL EDUCATION A

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### STAGE 1

Semester Course - 10 Credits

#### Course Description

Students will undertake a variety of sporting activities throughout the semester. Within each activity they will undertake deeper investigation, focussing on either analysis for improvement or factors affecting participation.

#### Content

Sports may include

- Fencing
- Badminton
- Touch Football
- Other sports as facilities allow

#### Assessment Components

- Performance Improvement Analysis: Students collect and analyse evidence of physical activity to provide feedback on ways in which performance improvement can be achieved. Students collect data through observation and the use of technology from the activities undertaken.  
1 task weighted 50%
- Physical Activity Investigation: Students investigate factors that affect participation in activities such as Fencing.  
1 task weighted 50%.

#### Additional Information

**Students are expected to be changed into the Physical Education uniform and are expected to participate fully.** 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 coaching and skill learning and development, Cultural demands to enable activity and Physiological adaptations to improve performance.

### Content

Sports may include

- Aquatics - Surfing
- Coaching Unit for Primary School students
- Skills Analysis in a sport chosen by the group

### Assessment Components

- 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. The students will also complete a coaching unit for Primary School aged students. 2 tasks weighted 80%.
- Physical Activity Investigation: Students investigate how personal, social and cultural and equity factors affect or are influenced by participation in Surfing. Students collect data from the activities undertaken by recording data, using Apps, video analysis or self/ peer assessment feedback. 1 task weighted 20%.

### Additional Information

**Students are expected to be changed into the Physical Education uniform and are expected to participate fully.** 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 Child Studies or Food & Hospitality

### 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's literature
- Working with children
- Advertisements for children's television
- Developing classroom resources for Junior Primary

### 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 \$70 includes materials for practical assignments.

## FOOD & HOSPITALITY

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### STAGE 2

#### Assumed Knowledge/Prerequisites

Stage 1 Food & Hospitality or Child Studies

#### Course Description

This course focuses 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 \$200 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 Provide First Aid Certificate.

## OUTDOOR EDUCATION

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### STAGE 2

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

#### Course Description

Two to three 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 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

- 50% Experience in Natural Environments
- 20% About Natural Environments
- 30% External Investigation

## Additional Information

An additional fee of approximately \$500 includes all camps and first aid course. Students will spend a minimum of 9 days out of school while on camps.

# 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.)
- A combination of Individual and Team Sports

## 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

**Students are expected to be changed into the Physical Education uniform and are expected to participate fully.** An additional fee to access community services and specialist tuition may be required depending on the sports covered. This will vary depending on the activities chosen.

# HUMANITIES

Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
Humanities	Humanities	Humanities	Humanities		
			Business Studies	Business Innovation	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 7

#### Full Year Course

##### Course Description

This course provides students with an overview of a variety of areas including History, Geography and Civics and Citizenship. This course allows students to study the earliest human communities to the end of the ancient period, 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

- Investigating the Ancient Past
- Ancient Rome
- Ancient China
- Water in the World
- Place and Liveability
- Government and Democracy

##### Assessment Components

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

## 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 and Civics and Citizenship. 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
- Government and Democracy

##### 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 and Civics and Citizenship. 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
- 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

Nil

#### 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
- Plan and conduct running a business for a period of time

## Assessment Components

- Research Task
- Investigations
- Oral Presentations
- Practical Business Skills

# **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 is preferred.

#### Course Description

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

#### Content

- Analysis and evaluation of start-up and existing businesses
- Fundamental business concepts and ideas including the nature of business, key business functions and the forms of ownership and legal responsibilities

#### Assessment Components

- Business Model Summary – Existing Business
- Business Model Summary – Start-up Business
- Business Pitch

## 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 and how laws and legal systems aim to create harmony. 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. The focus is to understand the following concepts: Rights; Fairness and Justice, Power; Change; Their role as a citizen.

### Content

- Law and Communities
- Two 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.

## BUSINESS INNOVATION

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### STAGE 2

**Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

Successful completion of Year 10 Business Studies and Stage 1 Business Innovation is preferred.

#### Course Description

Students will engage in designing, sustaining and transforming business in the modern world. Students learn through doing, using design thinking and assumption-based planning process to anticipate, find and solve problems. Students will engage with complex, dynamic, real world problems to identify and design, test, iterate and communicate viable business solutions. Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

#### Content

- Designing, sustaining and transforming business
- Fundamental business concepts and ideas including: the nature of business, key business functions and the forms of ownership and legal responsibilities

#### Assessment Components

School Assessment (70%)

- Business Skills (40%)
- Business Model (30%)

External Assessment (30%)

- [Business Plan & Pitch \(30%\)](#)

## 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

Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
Mathematics	Mathematics	Mathematics	Mathematics (Advanced) Semester 1	Mathematical Methods A Semester 1	Mathematical Methods
				Mathematical Methods B Semester 1	
			Mathematics (Advanced) Semester 2	Mathematical Methods C Semester 2	
				Specialist Mathematics D Semester 2	Specialist Mathematics
			Mathematics (Standard) Semester 1	General Mathematics A Semester 1	General Mathematics
			Mathematics (Standard) Semester 2	General Mathematics B Semester 2	
			Mathematics (Foundation) Semester 1		Essential Mathematics
			Essential Mathematics (SACE) Semester 1 or 2		

# MATHEMATICS

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## YEAR 7

### Full Year Course

#### Assumed Knowledge/Prerequisites

Classes are mixed ability for Term 1. A small Foundation Mathematics class is usually formed early Term 1 to provide extra support to students with particular numeracy needs. All remaining students are offered either Standard or Advanced Mathematics from Term 2 based on Term 1 achievement. Students are able to move at any time between classes based on teacher recommendations only.

#### 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.

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning, and problem-solving skills. The concepts, skills, procedures and processes essential to the learning of mathematics are organised under six interrelated strands, in a sequence of development that increases in depth and breadth across the years of schooling.

The three content strands also specify content aimed at progressively developing students' knowledge and use of mathematical, statistical and computational thinking through the processes of mathematical modelling, computational thinking, statistical investigation, probability experiments and simulations. When students are actively engaged in learning experiences involving the mathematical processes, they draw upon and further develop their mathematical understanding, fluency, reasoning and problem-solving skills in an integrated way.

#### Content

- Number and Algebra
- Space and Measurement
- 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.

# MATHEMATICS

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## YEAR 8

### Full Year Course

#### Assumed Knowledge/Prerequisites

There are three levels of Mathematics classes. A small Foundation Mathematics class provides extra support for students with particular numeracy needs. All remaining students are offered either Standard or Advanced Mathematics based on achievement in Year 7. Students are able to move between classes based on teacher recommendations only. Advanced Mathematics in Year 8 is only available to those students who are in the Advanced class in Semester 2 of Year 7.

#### 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.

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning, and problem-solving skills. The concepts, skills, procedures and processes essential to the

learning of mathematics are organised under the three interrelated strands, in a sequence of development that increases in depth and breadth across the years of schooling.

The three content strands also specify content aimed at progressively developing students' knowledge and use of mathematical, statistical and computational thinking through the processes of mathematical modelling, computational thinking, statistical investigation, probability experiments and simulations. When students are actively engaged in learning experiences involving the mathematical processes, they draw upon and further develop their mathematical understanding, fluency, reasoning and problem-solving skills in an integrated way.

### Content

- [Number and Algebra](#)
- [Space and Measurement](#)
- [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.

## MATHEMATICS

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### YEAR 9

#### Full Year Course

#### Assumed Knowledge/Prerequisites

There are three levels of Mathematics classes. A small Foundation Mathematics class provides extra support for students with particular numeracy needs. All remaining students are offered either Standard or Advanced Mathematics based on achievement in Year 8. Students are able to move between classes based on teacher recommendations only. Advanced Mathematics in Year 9 is only available to those students who are in the Advanced class in Semester 2 of Year 8.

#### 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.

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning, and problem-solving skills. The concepts, skills, procedures and processes essential to the learning of mathematics are organised under the three interrelated strands, in a sequence of development that increases in depth and breadth across the years of schooling.

The three content strands also specify content aimed at progressively developing students' knowledge and use of mathematical, statistical and computational thinking through the processes of mathematical modelling, computational thinking, statistical investigation, probability experiments and simulations. When students are actively engaged in learning experiences involving the mathematical processes, they draw upon and further develop their mathematical understanding, fluency, reasoning and problem-solving skills in an integrated way.

### Content

- [Number and Algebra](#)
- [Space and Measurement](#)
- [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.

## MATHEMATICS

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### YEAR 10

#### Full Year Course

#### Assumed Knowledge/Prerequisites

There are three levels of Mathematics classes at Year 10.

A small Foundation Mathematics class provides extra support to students with particular numeracy needs, and in Semester 2 this class is Stage 1 Essential Mathematics (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 Standard or Advanced Mathematics based on achievement.

The Advanced course at Year 10 is only available to those students who studied in the Advanced class in Semester 2 in Year 9.

The Advanced course is entirely different in content to the Standard course, and the two classes use different texts.

#### 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.

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning, and problem-solving skills. The concepts, skills, procedures and processes essential to the learning of mathematics are organised under the three interrelated strands, in a sequence of development that increases in depth and breadth across the years of schooling.

The three content strands also specify content aimed at progressively developing students' knowledge and use of mathematical, statistical and computational thinking through the processes of mathematical modelling, computational thinking, statistical investigation, probability experiments and simulations. When students are actively engaged in learning experiences involving the mathematical processes, they draw upon and further develop their mathematical understanding, fluency, reasoning and problem-solving skills in an integrated way.

#### Content

- Number and Algebra
- Space and Measurement
- Statistics and Probability

#### Assessment Components

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

### Additional Information

Calculators and appropriate IT will be used throughout the year. A Casio Graphics Calculator will be required for all Year 10 classes. The booklist will provide details of the specific model required.

Mathematical competitions run throughout the year extend students' knowledge and understanding.

## 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

- Ratios and Scale
- Earning & Spending - Income, taxation, budgeting
- Measurement

### Assessment Components

- 75% Skills & Application Tasks (including tests)
- 25% 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. 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. It can be taken independently by students wishing to study Mathematics with a business focus.

#### Content

- Finance
- Measurement
- Shares
- Examination

#### Assessment Components

- 75% Skills & Application Tasks (including tests) - SACE Grade
- 25% Investigations Folio - SACE Grade
- Exam - Non SACE

#### Additional Information

A Casio 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 General Mathematics 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. 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

- Trigonometry
- Statistics

- Linear Equations
- Examination

### Assessment Components

- 75% Skills & Application Tasks (including tests) - SACE Grade
- 25% Investigations Folio - SACE Grade
- Exam - Non SACE

### Additional Information

A Casio Graphics calculator required.

## **MATHEMATICAL METHODS A**

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### **STAGE 1**

#### **Semester 1 - 10 Credits**

#### Assumed Knowledge/Prerequisites

Year 10 Advanced Mathematics in Semester 2, with a C+ or better grade. Engagement and interest in Mathematics is also essential.

#### 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

A Casio graphics calculator will be required.

## **MATHEMATICAL METHODS B**

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### **STAGE 1**

#### **Semester 1 - 10 Credits**

#### Assumed Knowledge/Prerequisites

Year 10 Advanced Mathematics in Semester 2, with a C+ or better grade. Engagement and interest in Mathematics is also essential.

#### 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

A Casio Graphics calculator will be 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. Engagement and interest in Mathematics is also essential.

## 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.

A Casio Graphics calculator will be required.

# **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. This course is optional but recommended for students wanting to do Stage 2 Mathematical Methods, but it is 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

### Additional Information

A Casio Graphics calculator will be required.

## **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)

### Additional Information

A Casio Graphics calculator will be required.

## **GENERAL MATHEMATICS**

---

### **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, statistics, finance, and optimisation.

### 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.

A Casio Graphics calculator will be required.

## **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

A Casio Graphics calculator is required.

## **SPECIALIST MATHEMATICS**

---

### **STAGE 2**

**Full Year Course - 20 Credits**

#### Assumed Knowledge/Prerequisites

Good grades (B or better) in Stage 1 Specialist Mathematics 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

#### **Additional Information**

A Casio Graphics calculator is required.

# SCIENCE

Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
Science	Science	Science	Science	Physics A	Physics
				Physics B	
				Chemistry A	Chemistry
				Chemistry B	
				Biology A	Biology
				Biology B	
				Earth & Environmental Science (Geology)	Earth & Environmental Science (Geology)
		Enviro Science & Technology – STEM (Technology)	Enviro Science & Technology – STEAM (Agriculture)	Environmental Science & Technology - STEM	Environmental Science & Technology - STEM
				Psychology A	Psychology
				Psychology B	

# SCIENCE

---

## YEAR 7

### Full Year Course

#### Course Description

Year 7 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

- Welcome to High School Science
- Circle of Life
- Enough water Fit for Drinking
- Science of Toys
- Earth and Space

#### Assessment Components

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

# SCIENCE

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## YEAR 8

### Full Year Course

#### Course Description

Year 8 Science 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

Classifying Matter

Using Energy

Cells and Microscopes

The Rock Cycle

Body Systems

Plate Tectonics

Chemical Changes

#### 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**

---

### **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**

---

### **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

---

### 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 - STEM

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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 subject is a junction of Mathematics, Science and Technology used to look at and develop engineering solutions. It is both academic and practical. Students will apply inquiry-based approaches to design, plan, and undertake investigations on issues around energy generation and alternative technologies. Both collaboratively, and individually, they will employ a scientific approach

to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions. It feeds naturally into Environmental Science & Technology - STEM (Scientific Studies) at Stage 2.

### Content

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

### 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**

---

### **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

- Cells as the Basis of Life
- DNA & Proteins
- Homeostasis
- Evolution

### Assessment Components

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

## **CHEMISTRY**

---

### **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

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

### Assessment Components

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

## **EARTH & ENVIRONMENTAL SCIENCE**

---

### **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 - STEM

---

### 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. It is a junction of Mathematics, Science and Technology used to look at and develop engineering solutions. This is a largely self-directed course where students choose a topic associated with an environmental or sustainability issue, that requires and engineering solution. 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, and develop a working or model solution. Both collaboratively, and individually, they will employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

#### 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 and Relativity
- Electricity and Magnetism
- Light and Atoms

#### 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

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

#### Assessment Components

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



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