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This course handbook has been produced to help students choose the most appropriate subjects and/or courses at each year level.

Choices should be made in the context of information sessions during Home Group, assemblies, completion of the Personal Learning Plan, and individual career and course counselling sessions which Urrbrae runs.

I strongly urge students to also access information regarding further education options through career counsellors, the internet and in hard copy at school.

Students are also encouraged to discuss their interests and possible post-school pathways with family, friends, teachers and community members.

I offer all students the resources and support of Urrbrae so as to maximise the benefits of their secondary education in our unique community.

Walter Czernezkyj
PRINCIPAL
The special focus of the Urrbrae curriculum is the study of Agriculture with a focus on studies of the Environment and Technology.

In the Middle School (Years 8-9), students undertake study in all 8 areas of the curriculum.

All students study a full year of:
- Agriculture
- English
- Mathematics
- General Science
- Humanities

To ensure that all students study the 8 learning areas of the curriculum, but can choose some specialisation, the remaining subjects can be chosen in one of the following patterns.

Students choose either:

1. Three terms of Arts plus:
   - 1 term of Food & Nutrition
   - 1 semester of Health and Physical Education
   - 1 semester of Technology - Design & Digital

2. Three terms of Health and Physical Education plus:
   - 1 term of Food & Nutrition
   - 1 semester of Arts
   - 1 semester of Technology - Design & Digital

3. Four terms of Music plus:
   - 1 semester of Health and Physical Education
   - 1 semester of Technology - Design & Digital

4. Three terms of Technology - Design & Digital plus:
   - 1 term of Food & Nutrition
   - 1 semester of Arts
   - 1 semester of Health and Physical Education

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
- Mathematics
- General Science
- Humanities

All students study a semester of offerings in the following learning areas:
- The Arts (1 Semester)
- Technologies (1 Semester)
- Health and Physical Education (1 Semester)

All students study one more semester chosen from offerings in the following learning areas:
- The 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:
- Personal Learning Plan – SACE Unit (1 semester)
- Agriculture (1 semester)
- English – Advanced, Standard or Modified (2 semesters)
- Mathematics – Advanced, Standard or Modified (1 semester)
- Mathematics – Advanced, Essential, Standard or Trade (1 semester)
- Science – General (1 semester)
- Science – Advanced or General (1 semester)
- Humanities (1 semester)
- 1 Semester from offerings in the Health and PE learning area

Choice units:
Four units chosen from offerings in the following learning areas:
- Agriculture
- Arts
- Technologies
- Health and Physical Education
- Humanities
The choice subjects in each learning area are as follows:

**AGRICULTURE**
- Agribusiness
- Aquaculture (SACE Unit)
- Horticultural Management and Wine Production (SACE Unit)
- Animal Science 1 (SACE Unit)
- Rural Skills
- Agricultural Production

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

**TECHNOLOGIES**
- Automotive Technology
- Basic Electronics
- Computer Aided Design (CAD)
- Environmental Technology
- Metal Technology
- Wood Technology

**CROSS-DISCIPLINARY STUDIES**
- Urrbrae Trails (SACE Unit)

**HEALTH AND PHYSICAL EDUCATION**
- Health Education
- Home Economics
- Outdoor Education A
- Outdoor Education B
- Physical Education A
- Physical Education B

**HUMANITIES**
- Geography and Environmental Change
- World History
- Business Studies
- The Law in Action

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**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.

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**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 and Stage 2. Students are able to study a wide range of subjects and courses as part of the SACE. A student’s SACE program commences in Year 10 with a compulsory subject called the Personal Learning Plan.

**What are some of the features of the SACE?**

**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 communication, citizenship, personal development, work and learning.
- 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 done in various ways 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 of a particular subject or course.

Some elements of the SACE are compulsory. These are:
- the Personal Learning Plan at Stage 1, worth 10 credits.
- at least 20 credits towards literacy from a range of English studies at Stage 1.
- at least 10 credits towards numeracy from a range of Mathematics studies at Stage 1.
- a major project of extended studies called the Research Project at Stage 2, worth 10 credits.
- completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the SACE successfully.

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.
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 Years 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 Two subjects and the Research Project. VET courses at Certificate III level can contribute towards entry requirements.

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

Please refer to the SATAC (South Australian Tertiary Admissions Centre) website www.satac.edu.au for further details.
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 Year 8 -10**

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**

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

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

**How to enrol**

Please contact Mr Bruce Oerman in the front office to organise enrolment. For more detailed information regarding locations, levels and times of classes visit website: http://www.schooloflanguages.sa.edu.au or contact the School of Languages to discuss your particular needs with a School of Languages enrolment officer on 83014800. Materials and Service Charges apply to all courses at the School of Languages. A fee schedule is available on request.
Vocational Education and Training (VET) courses are nationally accredited qualifications. Completing a VET qualification provides increased opportunity for students to connect with industry and school, ensures the focus and content of training is relevant, and that skills are developed to industry standards.

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

VET courses offered at Urrbrae Agricultural High School are:
Certificate I in Agrifood Operations (AHC10210)
Certificate II in Agriculture (AHC20110)
Certificate II in Automotive Servicing Technology (AUR20512)
Certificate III in Engineering – Fabrication [partial] (MEM30205)

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

Courses offered in the Inner South VET Program are:

**Agriculture and Horticulture**
Animal Care and Husbandry
Certificate I in Agrifood Operations
Certificate I in Food Processing – Viticulture
Certificate II in Agriculture
Certificate II in Food Processing - Cafe & Barista Skills

**Business Services and Information Technology**
Certificate II and III in Information, Digital Media and Technology
Certificate II in Business
Certificate II in Information, Digital Media and Technology
Certificate III in Business Administration

**Creative Industries**
Certificate II in Creative Industries - Media
Certificate III in Media - 3D Animation and Game Development
Certificate III in Media - Animation for Games, Film and Multimedia
Certificate III in Technical Production - Music Industry and Recording
Certificate III in Technical Production - Theatre, Live, Studio and Electronic
Certificate IV in Sound Production

**Health and Community Services**
Certificate II in Dance
Certificate II in Sport and Recreation
Certificate II in Sport Coaching
Certificate III in Aquatics
Certificate III in Aquatics - Pool Lifeguard
Certificate III in Aquatics - Swimming Teacher (Austswim)
Certificate III in Community Services Work
Certificate III in Fitness

**Science, Trades and Technology**
Aviation SACE Stage 2
Certificate I in Automotive Vocational Preparation
Certificate I in Construction, Doorways 2 Construction
Certificate II in Automotive Servicing Technology
Certificate II in Electronics
Certificate II in Engineering - Metal Trade Skills
Certificate III in Engineering – Fabrication [partial]
Certificate III in Doorways 2 Construction Plus
Certificate III in Laboratory Skills - General/ Pathology
Doorways 2 Construction – Plumbing
Doorways 2 Construction - Plumbing Plus

**Service Industries**
Certificate II in Kitchen Operations
Certificate II in Tourism
Certificate III in Travel

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

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

IPPs enable students to pursue apprenticeships and traineeships, go to higher level subsidised training through Guarantee for SACE Students (TGSS) on completion of school, and to continue with related training and employment pathways beyond school. Our Apprenticeship Broker will assist students in finding and commencing school-based apprenticeships. This means that students are able to begin their planned vocation while still achieving SACE. All students doing the above IPPs are encouraged to select Workplace Practices at Stage 1 and Stage 2 to assist with the workplace learning within VET courses.
Each pathway is a grouping of subjects which best concentrates the possible learning for the senior student who wishes to pursue a possible career and further studies in the particular field.

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

**AGRICULTURE PATHWAY**

Stage 1
Compulsory (20 credits)
- Crop and Plant Science
- One of: Cattle Management, Horse Management, Sheep & Goat Management

Options (20 credits) selected from:
- Animal Science 1
- Animal Science 2
- Aquaculture
- Cattle Management
- Chemistry
- Horse Management
- Horticulture
- Native & Agrifoods
- Sheep & Goat Management
- Certificate I in Agrifood Operations

Stage 2
(40 credits) selected from:
- Agriculture & Horticultural Science
- Agronomy
- Animal Studies
- Chemistry
- Any Mathematics or Biology
- Certificate II in Agriculture (Stage 1)

**ANIMAL STUDIES PATHWAY**

Stage 1
Compulsory (20 credits)
- One of: Animal Science 1 or Animal Science 2
- One of: Domestic Animal Care or Native Animal Care

Options (20 credits) selected from
- Animal Science 1:
- Animal Science 2
- Cattle Management
- Chemistry
- Domestic Animal Care
- Horse Management
- Native Animal Care
- Sheep & Goat Management
- Certificate I in Agrifood Operations
- Workplace Practices

Stage 2
(40 credits) selected from:
- Agriculture & Horticultural Science
- Animal Studies
- Chemistry
- Any Mathematics or Biology
- Certificate II in Agriculture
- Certificate II in Animal Studies

**AUTOMOTIVE PATHWAY**

Stage 1
(40 Credits) selected from:
Compulsory Units
- Certificate II Automotive Servicing Technology (partial)
- Basic First Aid Certificate
- Industry Mathematics (or higher level Maths)

Options
- Automotive Technology
- Metal Technology
- Physics
- Workplace Practices A or B (provides for the work placement requirements)

Stage 2
(40 Credits) selected from:
Compulsory Units
- Certificate II in Automotive Servicing Technology
- Mathematical Pathways (or higher level Maths)
- Physics
- Metal Technology
- Workplace Practices
- Automotive Technology

**ENGINEERING PATHWAY**

Stage 1
(50 Credits) selected from:
Compulsory Units
- Certificate II in Engineering Pathways
- Basic First Aid Certificate
- Industry or Applied Maths (or higher level Maths)

Options
- Engineering Drawing / Computer Aided Design (CAD)
- Furniture Construction
- Physics
- Workplace Practices A or B (provides for the work placement requirements)

Stage 2
(50 Credits) selected from:
Compulsory Units
- Certificate III Engineering – Fabrication (partial)
- Certificate III in Engineering – Fabrication (partial)
- Computer Aided Design (CAD)
- Furniture Construction
- Maths Applications or higher
- Physics
- Workplace Practices
**ENVIRONMENTAL PATHWAY**

Stage 1
Compulsory (20 credits)
- Two of: Australian Biology, Environmental Science & Technology or Native Animal Care

Options (20 credits) selected from:
- Australian Biology
- Crop and Plant Science
- Chemistry
- Environmental Science & Technology
- Geography
- Geology
- Native Animal Care
- Certificate I in Agrifood Operations

Stage 2
(40 credits) selected from:
- Agriculture & Horticultural Science
- Chemistry
- Environmental Science
- Geography
- Any Mathematics or Biology
- Certificate I in Agriculture
- Certificate II in Horticulture

**HORTICULTURE PATHWAY**

Stage 1
Compulsory (20 credits)
- Two of: Crop and Plant Science, Horticulture or Native & Agrifoods

Options (20 credits) selected from:
- Australian Biology
- Crop and Plant Science
- Chemistry
- Horticulture
- Native & Agrifoods
- Certificate I in Agrifood Operations

Stage 2
(40 credits) selected from:
- Agriculture & Horticultural Science
- Agronomy
- Chemistry
- Environmental Science
- Any Mathematics or Biology
- Certificate II in Agriculture
**AGRICULTURE**

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

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

**Assessment Components**
- Practical skills
- Theory/Class work
- Tests
- Home Project

**Additional Information**
Students will attend the Royal Adelaide Show where they will experience the Agriculture displays; approximate cost is $20.

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

**Content**
- Scientific Investigation (wetlands/Landcare)
- Animal Studies (sheep or cattle)
- Plant Studies (winemaking/fruit trees)
- Aquaculture
- Agricultural Pathways/Careers

**Assessment Components**
- Wetlands Scientific Investigation (report/multimedia presentation)
- Practical investigations
- Tests
- Assignments

**Assumed Knowledge**
Minimum B grade in Year 9 Agriculture or minimum C 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**
- 60% Investigations Folio
- 40% Skills and Application

**Additional Information**
Students are able to choose the subject at either Year 10 or 11.
**Agriculture**

**Aquaculture**

**Assumed Knowledge**
Pass in Year 10 Agriculture or minimum C grade in Year 9.

**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**
- 60% Investigations Folio
- 40% Skills and applications tasks

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

**Agricultural Production**

**Assumed Knowledge**
Successful completion of Year 9 Agriculture.

**Course Description**
To develop an awareness and understanding of the principles and practices of different agricultural production systems. Students will negotiate which enterprises they will focus on. Practical skill activities will relate to seasonal requirements using the schools apiary, vineyard and livestock. Students will also drive and operate the GPS auto steer vehicle.

**Content**
- Animal Digestion and Reproduction
- Current Technology in Agricultural Production
- Current Environmental Issues
- Marketing and Quality Control

**Assessment Components**
- Research Assignment
- Practical Skills
- Practical Journal
- Topic Test
- Graphic Skills Assignment

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

**Horticultural Management and Wine Production**

**Assumed Knowledge**
Minimum C Grade in Year 9 Agriculture and Science.

**Course Description**
Students will have the opportunity to develop and extend the principles which underpin successful growth of horticultural crops, particularly grapevines, in Australia. The subject also has a major focus on winemaking and the Australian wine industry. With parental consent, students have the opportunity to help produce and taste wine, using grapes from the school’s vineyard.

**Content**
- Wine Grape Varieties
- Vineyard Establishment
- Horticultural Principles
- Winemaking and Tasting
- Crop Growth and Stages

**Assessment Components**
- 60% Investigations Folio
- 40% Skills and Application Tasks

**Additional Information**
Students are able to choose this subject at either Year 10 or Stage 1.
RURAL SKILLS
Semester Course
Year 10

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

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

Content
• Rural Safety
• Livestock and Horticulture Skills
• Machinery Operation and Maintenance
• Fencing

Assessment Components
• Practical skills diary
• Knowledge and understanding demonstrated through written tasks
• Practical skills assessment

ANIMAL SCIENCE 2
Semester Course
Stage One
10 Credits

Assumed Knowledge
Good to high passes 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
• 60% Investigations Folio
• 40% Skills and Application

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

CROP AND PLANT SCIENCE
Semester Course
Stage One
10 Credits

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

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

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

Assessment Components
• 60% Investigations Folio
• 40% Skills and Application Tasks

NATIVE AND AGRIFOODS
Semester Course
Stage One
10 Credits

Assumed Knowledge
Year 10 Agriculture or Horticultural Management and Winemaking.

Course Description
Students develop knowledge and skills in the management and production of native foods and agrifoods. Students will study a range of agrifoods and food processes.

Content
• Crop Management
• Harvesting and Processing
• Food Production
• Marketing

Assessment Components
• 60% Investigation Folio
• 40% Skills and Application

NATIVE AND AGRIFOODS
Semester Course
Stage One
10 Credits

Assumed Knowledge
Year 10 Agriculture or Horticultural Management and Winemaking.

Course Description
Students develop knowledge and skills in the management and production of native foods and agrifoods. Students will study a range of agrifoods and food processes.

Content
• Crop Management
• Harvesting and Processing
• Food Production
• Marketing

Assessment Components
• 60% Investigation Folio
• 40% Skills and Application

NATIVE AND AGRIFOODS
Semester Course
Stage One
10 Credits

Assumed Knowledge
Year 10 Agriculture or Horticultural Management and Winemaking.

Course Description
Students develop knowledge and skills in the management and production of native foods and agrifoods. Students will study a range of agrifoods and food processes.

Content
• Crop Management
• Harvesting and Processing
• Food Production
• Marketing

Assessment Components
• 60% Investigation Folio
• 40% Skills and Application

NATIVE AND AGRIFOODS
Semester Course
Stage One
10 Credits

Assumed Knowledge
Year 10 Agriculture or Horticultural Management and Winemaking.

Course Description
Students develop knowledge and skills in the management and production of native foods and agrifoods. Students will study a range of agrifoods and food processes.

Content
• Crop Management
• Harvesting and Processing
• Food Production
• Marketing

Assessment Components
• 60% Investigation Folio
• 40% Skills and Application

RURAL SKILLS
Semester Course
Year 10

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

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

Content
• Rural Safety
• Livestock and Horticulture Skills
• Machinery Operation and Maintenance
• Fencing

Assessment Components
• Practical skills diary
• Knowledge and understanding demonstrated through written tasks
• Practical skills assessment

ANIMAL SCIENCE 2
Semester Course
Stage One
10 Credits

Assumed Knowledge
Good to high passes 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
• 60% Investigations Folio
• 40% Skills and Application

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

CROP AND PLANT SCIENCE
Semester Course
Stage One
10 Credits

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

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

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

Assessment Components
• 60% Investigations Folio
• 40% Skills and Application Tasks

NATIVE AND AGRIFOODS
Semester Course
Stage One
10 Credits

Assumed Knowledge
Year 10 Agriculture or Horticultural Management and Winemaking.

Course Description
Students develop knowledge and skills in the management and production of native foods and agrifoods. Students will study a range of agrifoods and food processes.

Content
• Crop Management
• Harvesting and Processing
• Food Production
• Marketing

Assessment Components
• 60% Investigation Folio
• 40% Skills and Application
CATTLE MANAGEMENT
Semester Course  Stage One  10 Credits

Assumed Knowledge
Year 10 Agriculture.

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

Content
• Health
• Reproduction
• Management
• Lactation and Milking
• Conformation

Assessment Components
• 60% Investigations Folio
• 40% Skills and Application

DOMESTIC ANIMAL CARE
Semester Course  Stage One  10 Credits

Assumed Knowledge
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
• 60% Investigations Folio
• 40% Skills and Application

HORSE MANAGEMENT
Semester Course  Stage One  10 Credits

Assumed Knowledge
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
• 60% Investigations Folio
• 40% Skills and Application

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

SHEEP AND GOAT MANAGEMENT
Semester Course  Stage One  10 Credits

Assumed Knowledge
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
• 60% Investigations Folio
• 40% Skills and Application
**NATIVE ANIMAL STUDIES**

Semester Course  
Stage One  
10 Credits

**Assumed Knowledge**
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**
- 60% Investigation Folio
- 40% Skills and Application

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

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**CERTIFICATE I IN AGRIFOOD OPERATIONS (AHC10210)**

Semester or Full Year Course  
Stage One  
20 Credits

**Assumed Knowledge**
Students should have a general interest in developing skills and working in the Agriculture industry, or relevant farming experience.

**Course Description**
This qualification is an entry-level qualification aimed at individuals entering the agriculture, horticulture, conservation and land management industries. It is a competency based course, allowing individuals to develop basic skills and knowledge to prepare for work. Students will gain competency in extensive and intensive livestock, the operation of basic machinery and equipment, irrigation, woolshed work, agriculture crop work and the use of hand tools.

**Content**
- Workplace Safety
- Extensive/Intensive Livestock Work
- Machinery and Equipment Operation
- Cropping and Irrigation Procedures

**Assessment Components**
- Competency based assessment of practical skills
- Competency based assessment of theory knowledge and understanding including investigation, analysis and evaluations
- Students will undertake 2 weeks of work placement on farms

**Additional Information**
An additional fee of $450 includes participation in several Field Excursions and an Agricultural Tour. Further information about the course can be found on https://isca.eschoolsolutions.com.au. Students are encouraged to select Workplace Practices at Stage 1 and Stage 2 to assist with the workplace learning.

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**CERTIFICATE II IN AGRICULTURE (AHC20110)**

Full Year Course  
Stage One  
65 Credits

**Assumed Knowledge**
It is desirable that students have completed Certificate I in Agrifood Operations. However, students should have a general interest in developing skills and working in the Agriculture industry, or have relevant farming experience.

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

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

**Assessment Components**
- Competency based assessment of practical skills, theory knowledge and understanding including investigation, analysis and evaluations
- Competency Log Book
- Students will undertake 2 weeks of work placement on farms

**Additional Information**
An additional fee of $450 includes participation in several Field Excursions and an Agricultural Tour. Further information about the course can be found on https://isca.eschoolsolutions.com.au. Students are encouraged to select Workplace Practices at Stage 1 and Stage 2 to assist with the workplace learning.
AGRICULTURE

AGRICULTURAL AND HORTICULTURAL SCIENCE

Stage Two

Full Year Course

20 Credits

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

Course Description
Students who choose this subject will gain a sound understanding of relevant and useful agricultural and horticultural concepts. There is a strong focus on agricultural and horticultural practices and principles, especially those associated with plants, soils, micro-organisms and animals. Students will learn how plants grow and how that growth can be manipulated. They will also study relevant agricultural micro-organisms, soil characteristics and fertility. In the animal science topic, students will focus on digestion and reproduction. Students will undertake an experimental investigation in an area of their choice.

Content
- Experimental Investigation
- Plant Science
- Micro-organisms and Invertebrates
- Soil Science
- Animal Science

Assessment Components
- 50% Skills and Application: four Topic Tests, three Practical Reports and one Research Assignment
- 20% Investigation
- 30% External Examination

ANIMAL STUDIES

Stage Two

Full Year Course

20 Credits

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

Course Description
Students will focus on the principles of animal anatomy, physiology, nutrition, health and breeding, and how these relate to and influence animal husbandry and management. Students will develop practical animal husbandry skills, and the skills and knowledge relating to technology used in the industry. Students will undertake an experimental investigation relating to animals.

Content
- Animal Requirements
- Animal Reproduction, Genetics and Breeding Techniques
- Animal Diseases, Health and Welfare
- Animal Husbandry and Management
- Animal Experimental investigation

Assessment Components
- 40% Practical Skills
- 30% Skills and Applications Tasks
- 30% External Component [Investigation]

Additional Information
If continuing to university studies, entrance rules dictate that Animal Studies and Agronomy cannot be studied together.

AGRONOMY

Stage Two

Full Year Course

20 Credits

Assumed Knowledge
Stage 1 Crop and Plant Science or Horticultural Management and Wine Production.

Course Description
Students will be able to develop an understanding of the interaction between soils and plants within agricultural and horticultural production systems. Students have the opportunity to develop a number of practical skills in relation to current technology used in farm crop management.

Content
- Soils
- Agronomic Crops in SA
- Crop and Pasture Growth and Nutrition
- Weeds, Pests and Diseases
- Chemical Use in Agriculture and Horticulture
- Harvesting, Storage and Marketing

Assessment Components
- 40% Practical Skills
- 30% Skills and Applications Tasks
- 30% External Component [Investigation]

Additional Information
If continuing to university studies, entrance rules dictate that Animal Studies and Agronomy cannot be studied together.
ARTS

Three Term Course

Year 8

Course Description
This course incorporates Visual Art, Drama and Design/Media. In Art, students gain an understanding of Art techniques, materials and terminology while creating art works. The work of artists and their influence on everyday life is explored. Drama provides students with the opportunity to perform to peers after they have developed skills. A brief overview of Ancient Greek Theatre and review writing is also covered.

Content
• Visual Art – drawing, printmaking, claymaking, colour theory and painting, digital art
• Drama – theatre history, mime and movement, script learning, stage craft
• Design/Media – group planning processes, creating and developing a product, presentation to a wider audience

Assessment Components
• Visual Art – 80% Practical, 20% Theory
• Drama – Written responses to class activities, mime performance, group devised and/or scripted performances
• Design/Media – Individual tasks, group project

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

Semester Course

Year 8

Course Description
This course incorporates Visual Art and Drama. In Art, students gain an understanding of Art techniques, materials and terminology while creating art works. The work of artists and their influence on everyday life is explored. Drama provides students with the opportunity to perform to peers after they have developed skills. A brief overview of Ancient Greek Theatre and review writing is also covered.

Content
• Visual Art – drawing, printmaking, claymaking, colour theory and painting, digital art
• Drama – theatre history, mime and movement, script learning, stage craft

Assessment Components
• Visual Art – 80% Practical, 20% Theory
• Drama – Written responses to class activities, mime performance, group devised and/or scripted performances

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

MUSIC

Year Course

Year 8

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

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

Content
• Class Ensemble
• Solo Practice
• Group Percussion Composition
• Grade 1 Theory
• Negotiated Research Topic

Assessment Components
• Solo Performance
• Ensemble Performance
• Theory Tests
• Composition
• Solo Performance Reflection
• Research Topic

Additional Information
All students must attend a weekly instrumental or vocal lesson either through DECD or a private teacher. Students learning through DECD need to be involved in one of the extra-curricular lunchtime ensembles. Students studying music will not undertake Food & Nutrition.

Semester Course

Year 9

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. A unit of work will be conducted in the Resource Centre incorporating Guided Enquiry and the Tech Deck Maker Space area to create examples of Art.

Content
• Drawing Methods and Media
• Clay Making & Sculpture
• Painting
• Digital Art
• Printmaking

Assessment Components
• 80% Practical
• 20% Theory
MEDIA
Semester Course

Course Description
During this course, film analysis, film making, creating a radio programme and a website are some of the topics covered. Students explore how to create a story in film, and skills in digital editing and working in a group. In radio students plan, create and record their own programme. 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. A unit of work will be conducted in the Resource Centre incorporating Guided Enquiry and the Tech Deck Maker Space area to create examples of Media.

Content
• Video Production
• Web Design
• Personal Project
• Media Analysis
• Indigenous Culture in Media

Assessment Components
• Short Film (planned, scripted and edited by students)
• Radio program (10 minutes per student in group)
• Print/Online Media Publication front Page
• Film Study Responses

MUSIC
Semester or Full Year Course

Assumed Knowledge
Students will have completed 1 year of Music or be proficient at playing an instrument and reading music (or Tab for guitars). Students will have had instrumental or vocal lessons for at least 1 year. Knowledge of Grade 1 theory is assumed.

Course Description
Students continue to focus on developing skills in Solo Performance and Ensemble Performance, both through class and extra-curricular ensembles. Students study a theory component including reading and writing music, aural activities and research. Composition and basic arranging skills are explored using computer software and rehearsals. A unit of work will be conducted in the Resource Centre incorporating Guided Enquiry and the Tech Deck Maker Space area to create examples of Music.

Content
• Class Ensemble
• Solo Practice
• Grade 2 Theory
• Composition
• Rock Music Research

Assessment Components
• Solo Performance
• Ensemble Performance
• Theory Tests and Aural Tests
• Composition
• Solo Performance Reflection
• Research

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

<table>
<thead>
<tr>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td><strong>ART A</strong> Semester Course</td>
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<tr>
<td><strong>Course Description</strong></td>
<td>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.</td>
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<tr>
<td><strong>Content</strong></td>
<td></td>
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<tr>
<td>• Drawing</td>
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<tr>
<td>• Printmaking and Digital Art</td>
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<td><strong>Additional Information</strong></td>
<td>Students will be required to pay for the canvas they use in their final painting. There may be an excursion to the SALA exhibition.</td>
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<td><strong>DESIGN A</strong> Semester Course</td>
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<tr>
<td><strong>Course Description</strong></td>
<td>Students will be introduced to the design process and be guided in creating works of design that are for an intended purpose and audience. Students will develop skills, knowledge and design terminology whilst working as designers and analysing the works of others. Topics covered relate to Graphic and Product Design. Students will be taught problem solving skills, work with traditional materials and relevant design software programs, in order to present their findings.</td>
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<tr>
<td><strong>Content</strong></td>
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<tr>
<td>• Drawing</td>
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<tr>
<td>• Digital Technology</td>
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<td>• Analysis and Response</td>
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<tr>
<td>• Design Process</td>
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<td>• Idea Development</td>
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<td><strong>ART B</strong> Semester Course</td>
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<tr>
<td><strong>Course Description</strong></td>
<td>Students will explore media in the areas of drawing, sculpture, clay 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.</td>
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<td><strong>Content</strong></td>
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<td>• Drawing</td>
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<tr>
<td>• Clay</td>
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<tr>
<td>• Cardboard Construction and Rendering Techniques</td>
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<td>Students will be introduced to the design process and create works of design that are for an intended purpose and audience. Students will develop skills, knowledge and design terminology whilst working as designers and analysing the works of others. Topics covered relate to Graphic and Environmental Design. Students will be taught problem solving skills, work with traditional materials and relevant design software programs, in order to present their findings.</td>
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DRAMA A
Semester Course
Year 10

Assumed Knowledge
Although not essential, it is expected that Year 9 Drama has been studied.

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

Content
- Study of Commedia dell’Arte, Clowning 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
Semester Course
Year 10

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

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

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

Assessment Components
- Performances
- Production Report
- Theatre Reviews

Additional Information
Students will need to pay for their live theatre experience.

MEDIA STUDIES
Semester Course
Year 10

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

Course Description
During this course film analysis, digital film making, creating computer generated characters, animation and an audio programme 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. Students plan, create and record their own audio programme. 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 processes as well as the finished product.

Content
- Film Making
- Animation (Computer Generated and Stop Motion)
- Radio
- What is the Mass Media?
- Film Study

Assessment Components
- A short film and producer’s statement
- A short animated film
- Planning and recording an audio program
- Film study responses

MUSIC A
Semester Course
Year 10

Assumed Knowledge
Students will have completed 1½ – 2 years of Music or be proficient at playing an instrument and reading music (or Tab for guitars). Students have had instrumental or vocal lessons for at least 2 years.

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

Content
- Class Ensemble
- Solo Practice
- Funk Music (or negotiated topic)
- Grade 2-3 Theory
- Sibelius Tutorials and Composition

Assessment Components
- Solo Performance
- Ensemble Performance
- Theory Tests
- Research
- Composition or Arrangement
- Solo Performance Reflection

Additional Information
All students must attend a weekly instrumental or vocal lesson either through DECD or a private teacher. Students learning through DECD need to be involved in one of the extra-curricular lunchtime ensembles.
Assumed Knowledge
Students will have completed 1½ - 2 years of Music or be proficient at playing an instrument and reading music (or Tab for guitars). Students have had instrumental or vocal lessons for at least 2 years.

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

Assessment Components
• Solo Performance
• Ensemble Performance
• Theory and Aural Tests
• Research
• Composition or Arrangement
• Solo Performance Reflection

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

Assessment Components
• 40% Product
• 60% Folio

Additional Information
This subject would suit students with a keen interest in pursuing a specific strand of creative arts and a strong desire to complete a relevant project.

DRAMA A
Semester Course
Stage One
10 Credits

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

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

Content
• Group Production
• Production Report
• Review Writing
• Individual Investigation and Presentation

Assessment Components
• 50% Performance
• 30% Folio
• 20% Investigation and Presentation

Additional Information
Students will need to see a professional theatrical performance for review writing, as well as be prepared to rehearse after hours.
## VISUAL ARTS – ART A Semester Course
**Stage One**  
**10 Credits**

### Assumed Knowledge
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
All students must pay for the canvas they use for their final piece.

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## MUSIC A Semester Course  
**Stage One**  
**10 Credits**

### Assumed Knowledge
Students will have completed 2-3 years of Music or be proficient at playing an instrument and reading music (or Tab for guitars). Students 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. Topics are organised through negotiation with students.

### Content
- **Ensemble**
- **Solo Practice**
- **Composition**
- **Arranging**
- **Research Topic**

### Assessment Components
- **Solo Performance**
- **Ensemble Performance**
- **Composition and Arranging**
- **Research Topic**

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

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## MUSIC B Semester Course  
**Stage One**  
**10 Credits**

### Assumed Knowledge
Students will have completed 2-3 years of Music or be proficient at playing an instrument and reading music (or Tab for guitars). Students 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. Topics are organised through negotiation with students.

### Content
- **Ensemble Rehearsal**
- **Solo Practice**
- **Composition**
- **Arranging**
- **Research**

### Assessment Components
- **Solo Performance**
- **Ensemble Performance**
- **Composition and Arranging**
- **Research Topic**

### Additional Information
All students must attend a weekly instrumental or vocal lesson either through DECD or a private teacher. Students learning through DECD need to be involved in one of the extra-curricular lunchtime ensembles.
Assumed Knowledge
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 torso 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.

Assumed Knowledge
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 Marketing and Advertising
- Folio - Design of a corporate identity
- Practical - Presentation of resolved design of a corporate identity and Practitioner’s Statement of 250 words.

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 will be required to attend out of school hours sessions and may need to purchase materials for their major pieces eg. large canvas.
Assumed Knowledge
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. This will culminate in a Visual Study – 20 x A3 pages and 2,000 words, Folio (40 x A3 pages) and 2 Practical Works or a Body of Work.

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 will need to attend out of hours sessions and may need to purchase extra materials for their major pieces.

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.

Assumed Knowledge
A desire to explore a chosen area of the Arts is essential as is some knowledge and/or experience in a particular area of the Creative Arts directly related to their chosen area of study. It is advised that students undertake Creative Arts Stage 1 prior to choosing this option at Stage 2.

Course Description
Students undertake specialised study within or across one or more Arts disciplines, largely of a highly personalised nature. They actively participate in the development and presentation of creative arts projects eg. visual art, digital media, photography or video. Students analyse and evaluate creative arts products, develop skills that they can use in developing products and reflect on aspects of the skills they have developed. They produce in-depth portfolios of evidence.

Content
The course will be tailored to meet the needs and interests of the students participating. However, common areas of study are:
• Creative Arts Process
• Development and Production
• Concepts in Creative Arts Disciplines
• Creative Arts in Practice

Assessment Components
• 70% School Assessment (Product 50%, Investigation 20%)
• 30% External Assessment (Practical Skills)

Additional Information
This subject would suit students with a keen interest in pursuing a specific strand of Creative Arts and a strong desire to complete a relevant project. Those considering this course should discuss their intentions for the course with the Media teacher.
MUSIC – ENSEMBLE PERFORMANCE
Semester Course
Stage Two
10 Credits

Assumed Knowledge
Students will have completed 3-4 years of Music or be proficient at playing an instrument or singing and reading music. Students have had instrumental or vocal lessons for at least 3 years.

Course Description
Ensemble Performance develops students’ skills on a chosen instrument or their voice, and the application of these skills, musical understanding and aesthetic awareness in solo performance.

Content
- Ensemble Rehearsals and Performances
- Part Testing

Assessment Components
- Students will perform for a minimum of 20 minutes across 2 summative assessments
- Third summative performance moderated by an external assessor (10 - 12 minutes)

Additional Information
All students must attend a weekly instrumental or vocal lesson through DECD or a private teacher.

MUSIC – INDIVIDUAL STUDY
Semester Course
Stage Two
10 Credits

Assumed Knowledge
It is an advantage, but not essential, for students to have completed 3-4 years of Music or be proficient at playing an instrument or singing and reading music.

Course Description
Students undertake an individual study on a topic of their choice. This may be an area in which they are interested or in which they have a special talent. Topic choices include the music industry, music cultures, music communities and tutoring.

Content
- Research
- Journal
- Product Development

Assessment Components
- 30% Folio
- 40% Product
- 30% Report

Additional Information
Students must attend a weekly instrumental or vocal lesson through DECD or a private teacher.

MUSIC – SOLO PERFORMANCE
Semester Course
Stage Two
10 Credits

Assumed Knowledge
Students will have completed 3-4 years of Music or be proficient at playing an instrument or singing and reading music. Students have had instrumental or vocal lessons for at least 3 years.

Course Description
Solo Performance develops students’ skills on a chosen instrument or their voice, and the application of these skills, musical understanding and aesthetic awareness in solo performance.

Content
- Solo Practice
- Master Classes

Assessment Components
- Students will perform for a minimum of 18 minutes over 2 summative assessments
- Third summative performance moderated by an external assessor (10 - 12 minutes)

Additional Information
All students must attend a weekly instrumental or vocal lesson either through DECD or a private teacher.
CROSS DISCIPLINARY

Year 10

Stage 1

Research Project

Community Studies

Personal Learning Plan (SACE)

Urrbrae Trails (SACE)

Stage 2

Research Project

Community Studies

Peer Leader Program

Research Practices

Pathway Planning

Year 10 Personal Learning Plan (SACE)

Urrbrae Trails (SACE)

Community Studies

Peer Leader Program

Research Practices

Pathway Planning
PERSONAL LEARNING PLAN  
Semester Course  
Stage One  
10 Credits

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

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

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

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

URRBRAE TRAILS  
Semester Course  
Stage One  
10 Credits

Assumed Knowledge
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.

RESEARCH PROJECT  
Semester Course  
Stage Two  
10 Credits

Course Description
The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing research and presentation skills. Students must elect to do the Research Project in one of the following formats:
• Research Project A – does not contribute to a student’s ATAR
• Research Project B – may contribute to a student’s ATAR

Content
All students will explore their area of interest within a common research framework of:
• Planning their research
• Conducting their research
• Evaluating/reviewing their research.

Assessment Components
Research Project A
• 30 % Folio
• 40% Research Outcome
• 30% Review in any format

Research Project B
• 30 % Folio
• 40% Research Outcome
• 30% Evaluation in written format

Additional Information
Students who are on a University pathway and require an ATAR should complete the Research Project at Stage One. The Research Project is a compulsory subject and students must pass with a C-grade or better to achieve the SACE.
**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**

- Leadership Skills
- Positive Role Modelling
- Delivering 4 Pastoral Care Sessions on Lifeskills
- Organisational and Management Skills during Home Group

**Assessment Components**

- Assessment is individually negotiated with the teacher

**Assumed Knowledge**

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
- Delivering 4 Pastoral Care Sessions on Lifeskills
- Organisational and Management Skills during Home Group

**Assessment Components**

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

**Pathway Planning**

This course aims to allow students the opportunities to develop time management, stress management and study skills techniques, to help them successfully cope with the rigorous of Senior School. It allows students the opportunity to visit TAFE/Universities within South Australia and develop the ability to research and plan their post school pathway. Students will have access to University and TAFE lecturers and students, who can act as mentors for students while at school. A close link with Flinders University and Tonsley TAFE will be utilised.

**Content**

- Development of study skills and time management techniques.
- Goal Setting - students set goals that allow them to focus on 3 priority areas of their life including, school, personal and emotional wellbeing.
- Visit to TAFE and Universities within South Australia (this may include Roseworthy)
- Pathway Planning

**Assessment Components**

- Study Skills
- Student Pathways
- Student Wellbeing
- Career Development
The flowchart implies that students studying a higher level are also capable of study at the lower level(s). The following points need to be considered:

- Year 10 Standard Students with at least a B grade may be considered for English (Advanced) at Stage 1.
- Year 10 Modified Students with at least a B grade may be considered for English (Standard) at Stage 1.
- Stage 1 English (Advanced) students need a strong B grade to be considered for English Studies.
- Stage 1 English (Standard) students need a strong C grade to be considered for English Communications.
English Full Year Course Year 8

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

Course Description
The curriculum is built around the 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:
- Text Response (written or oral)
- Text Production (written or oral)
- Written Tasks performed under timed conditions
- Tests

Additional Information
Students attend one or more performances; total cost usually amounting to $20 or less. Students complete ACER PAT-Reading assessments to inform teaching and learning.

English Full Year Course Year 9

Assumed Knowledge
Classes are levelled as Advanced, Standard and Modified, with placement based upon Year 8 results in combination with teacher recommendation.

Course Description
The curriculum is built around the 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:
- Text Response (written or oral)
- Text Production (written or oral)
- Written Tasks performed under timed conditions
- Tests

Additional Information
Students attend one or more performances; total cost usually amounting to $20 or less. Students complete ACER PAT-Reading assessments to inform teaching and learning.

English Full Year Course Year 10

Assumed Knowledge
Classes are levelled as Advanced, Standard and Modified, with placement based upon Year 9 results in combination with teacher recommendation.

Course Description
The curriculum is built around the 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:
- Text Response (written or oral)
- Text Production (written or oral)
- Written Tasks performed under timed conditions
- Tests

Additional Information
Students attend one or more performances; total cost usually amounting to $20 or less. Students complete ACER PAT-Reading assessments to inform teaching and learning.
ENGLISH LITERATURE
Full Year Course
Stage One
20 Credits

Assumed Knowledge
Good to high passes (B or higher) in English at Year 10 are strongly recommended, given both the language-rich nature of this subject and the focus on analysis.

Course Description
Students 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
- Text Response – novels, short stories, poetry, close readings
- Text Production - including narrative, exposition, free choice
- Intertextual Study:
  - Language Study – considering the way language influences us (e.g. advertising)
  - Connected Texts Study – comparative study of two texts

Assessment Components
Eight summative tasks over the year (12.5% weighting for each task)
- Written and Oral Text Response (essays, reports, presentations)
- Written and Oral Text Production (multimodal presentation, dramatic monologue)
- Intertextual Study: Language of Advertising Study - essay or report
- Intertextual Study: Connected Texts Study - essay

Additional Information
All SACE Stage 1 English students will attend one or more performances involving a cost, the total usually amounting to $20 or less. Students are required to attain a C standard to fulfil requirements for SACE.

ESSENTIAL ENGLISH
Full Year Course
Stage One
10 Credits

Assumed Knowledge
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
- Text Response – e.g. novel, short story, film, website
- Text Production - including narrative, exposition, free choice

Assessment Components
- Eight summative tasks over the year (12.5% weighting for each task)
- Text Response – written, oral of multimodal responses, e.g. review, monologue, website
- Text Production – written, oral or multimodal pieces e.g. letter of application, workplace text, multimedia instructional display, narrative

Additional Information
All SACE Stage 1 English students will attend one or more performances involving a cost, the total usually amounting to $20 or less. Students are required to attain a C standard to fulfil requirements for SACE.
ENGLISH LITERARY STUDIES
Full Year Course
Stage Two
20 Credits

Assumed Knowledge
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
• Shared Studies: Study of three texts: prose, film, drama; Study of poetry; Study of short texts
• Comparative Text Study (one from Shared Studies, the other chosen by the student).
Creating Texts
• Transforming text, e.g. poem to drama script
• Student choice - written, oral, or multimodal

Assessment Components
Up to nine assessments over the year.
• 50% Responding to Texts (up to five tasks)
• 20% Creating Texts (two texts)
• 30% External Assessment: Text Study (Comparative Text Study 15%; Critical Reading 15%)

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% Comparative Analysis (two texts) External Assessment

ESSENTIAL ENGLISH
Full Year Course
Stage Two
20 Credits

Assumed Knowledge
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 (two written pieces, one oral)
• 40% Creating Texts (three written pieces and a writer’s statement)
• 30% Comparative Analysis (two texts) External Assessment

Assumed Knowledge
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.
HEALTH AND PHYSICAL EDUCATION Year 8

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
- Food & Nutrition
- Being Healthy, Safe and Active
- Challenge & Adventure
- Lifelong Physical Activities
- Health Benefits of Physical Activity
- Mental Health & Wellbeing
- Relationships & Sexuality
- Safety
- Games & Sports
- Expressive 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 Year 8

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
- Making Healthy Choices in Relation to Food and Nutrition
- Understanding Energy Needs
- Nutritional Requirements
- Nutrition for Performance & Wellbeing
- Cultural and Contextual Factors which Shape what We Eat

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

HEALTH AND PHYSICAL EDUCATION Year 9

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

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

Assessment Components

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  
Semester Course  
Year 9

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

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

Assessment Components  

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.

HOME ECONOMICS  
Semester Course  
Year 9

Course Description  
Students will develop skills in preparing healthy food in safe and hygienic ways. They will explore ways to improve the nutritional value of food by using herbs and spices and refining recipes to reduce fat, salt and sugar.

Content  
- Hygiene and Preparing Food Safely  
- Weighing and Measuring  
- Herbs and Spices  
- Healthy Food Choices  
- Australian Dietary Guidelines  
- Recipe Makeovers

Assessment Components  
- Investigations  
- Group Work  
- Practical Performance Checklists  
- Evaluations

PHYSICAL EDUCATION A  
Semester Course  
Year 10

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  
- Community Recreation  
- Sport

Assessment Components  

Additional Information  
An additional fee of $60 includes transport and use of community facilities.

HEALTH EDUCATION  
Semester Course  
Year 10

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 male and female body parts, 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.

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

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

Content  
- Community Recreation  
- Sport  
- Biomechanics  
- Skill Learning

Assessment Components  

Additional Information  
An additional fee of $60 includes transport and use of community facilities.

PHYSICAL EDUCATION B  
Semester Course  
Year 10

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.
OUTDOOR EDUCATION A  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. A variety of cultural and social frameworks form the foundation of developing a range of practical skills used in these scenarios.

Content
• Food as a Socialiser
• Cottage Industry Foods
• Foods of Other Cultures
• Menu Planning and Entertaining

Assessment Components
• Overall Skill level
• Research Assignments
• Presentations

Additional Information
An additional fee of $85 includes consumable products.

OUTDOOR EDUCATION B  Year 10
Semester Course

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

Content
• Minimal Impact Camping
• First Aid
• Navigation
• Environmental Studies
• Kayaking
• Bushwalking

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

Additional Information
An additional fee of $200 includes transport, hire of specialist equipment and a 3 day camp.

PHYSICAL EDUCATION A  Stage One
Semester Course

Course Description
Students develop practical, technical and strategic skills to a suitably high standard. They have to apply practical and technical skills effectively in competition or performance. They have to apply theoretical knowledge to: performance, skills, practical situations, personal and societal lifestyles. Students have to demonstrate analytical and critical understanding of the topics presented. The ability to work as part of a team is essential.

Content
• Exercise Physiology
• Issues in Sport
• Aquatics
• Volleyball
• Archery

Assessment Components
• 60% Practical
• 40% Folio

Additional Information
An additional fee of $70 includes access to community facilities. Students intending to study Stage 2 Physical Education are advised to undertake this course.
**HEALTH EDUCATION**

**PHYSICAL EDUCATION B**

**Semester Course**  
**Stage One**  
**10 Credits**

**Course Description**

Students develop practical technical and strategic skills to a suitably high standard. They have to apply practical and technical skills effectively in competition or performance. They have to apply theoretical knowledge to: performance, skills, practical situations, personal and societal lifestyles. Students have to demonstrate analytical and critical understanding of the topics presented. The ability to work as part of a team is essential.

**Content**

- Skill Learning and Coaching Methods
- Aquatics
- Badminton
- Touch

**Assessment Components**

- 60% Practical
- 40% Folio

**Additional Information**

An additional fee of $70 includes access to community facilities. Students intending to study Stage 2 Physical Education are advised to undertake this course.

**CHILD STUDIES**

**Semester Course**  
**Stage One**  
**10 Credits**

**Course Description**

This course will appeal to students who may wish to work in the diverse range of fields associated with children and health. They will examine the period of childhood from conception to 8 years, and issues related to the growth, health and wellbeing of children. Students will explore diverse attitudes, values and beliefs in caring for children, the nature of contemporary families, and the changing roles of children in a contemporary consumer society.

**Content**

- The Nature of Childhood
- Socialisation and Development of Children
- Children in Wider Society
- Children, Rights and Safety

**Assessment Components**

- Practical Activity
- Group Work
- Investigation

**Additional Information**

An additional fee of $55 includes materials for the practical activity.

**HOME ECONOMICS A**

**Semester Course**  
**Stage One**  
**10 Credits**

**Course Description**

Students will develop practical experience in food and catering, and understand its place in the hospitality industry. They will gain practical experience in food and catering. They will be expected to select and prepare recipes and menus with a specific focus and budget.

**Content**

- Catering Using Urrbrae Farm Produce
- Bulk Food Preparation
- Hospitality Industry
- Safe Hygiene Work Practices
- Healthy Eating Practices

**Assessment Components**

- Issue Responses
- Action Plans
- Evaluations
- Practical Performance Checklists
- Group Work

**Additional Information**

An additional fee of $105 includes consumables for cooking practicals.
OUTDOOR EDUCATION A
Semester Course
Stage One
10 Credits

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

Content
• Rock Climbing
• Cycling
• Minimal Impact Camping
• First Aid
• Environmental Studies
• Navigation

Assessment Components
• 60% Practical Performance Checklist
• 20% Folio
• 20% Report

Additional Information
An additional fee of $220 includes a 3-4 night camp. Students require access to their own multi speed (16+ gears with low ratio) mountain bike.

PHYSICAL EDUCATION
Full Year Course
Stage Two
20 Credits

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

Course Description
Students need to achieve a level of proficiency in physical activity specific to designated performance-related criteria. They will need to critically analyse, understand and evaluate the personal and community implications of physical activity. Students have to apply and reflect on principles and issues related to physical performance and activity. The ability to demonstrate initiative, self-reliance and effective interpersonal skills is essential.

Content
• Exercise Physiology
• Skill Acquisition
• Biomechanics
• Lawn Bowls
• Badminton
• Touch

Assessment Components
• 50% Practical (performance checklists)
• 50% Theory (issues paper, assignments, exam)

Additional Information
An approximate additional fee of $120 includes access to community services and specialist tuition. This amount is subject to variation.
HEALTH AND PHYSICAL EDUCATION

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. This course will enable students to make informed choices about health matters. Students will need to decide and act on issues affecting their health.

Content
• Work Experience in a Community Health Centre and/or completion of a First Aid Course.
• Major causes of ill health today and changes over time.
• Investigate and practise skills in forming, maintaining and ending relationships. Students will consider the role of sexuality and work towards developing a clear self-image by accepting themselves as individuals with strengths and weaknesses.

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 $120 includes the Red Cross First Aid Certificate.

Assumed Knowledge
Stage One Home Economics or Health would be an advantage, but is not essential.

Course Description
This course helps students to build on their knowledge and skills, in particular in the hospitality area. Students will develop an understanding of the nature and scope of the food and hospitality industry. Students work within set parameters to develop menus and recipes within a budget. Opportunities exist for students to trial recipes prior to completing a product for assessment.

Content
• Safe Food Handling
• Food and Hospitality in a Culturally Diverse Society
• Food and Hospitality Industry
• Food Selection, Preparation and Presentation
• Technological Influences on the Food and Hospitality Industry
• Management Practices

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 $185 includes materials for practical assignments.
Course Description
This course provides students with an overview of a variety of areas including History, Geography, Civics and Citizenship, and Economics and Business. This course allows students to study a number of changes that have occurred through the world from Ancient to Modern times. 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
• Domestic Tourism Business – Case Study
• The Law and You

Assessment Components
• Research Skills
• Source Analysis
• Film Study
• Essay Writing
• Tests
• Field Work
• Oral Presentations

Course Description
This course provides students with an overview of the knowledge, analysis, and skills required for senior History. Students are exposed to topics relating to Modern History, with an emphasis on Modern European History. Much of the course is designed to develop students’ capacity to achieve effective historical understanding by asking questions and developing critical analysis.

Content
• Modern European History
• Revolutions
• Significant Wars
• Country Leaders

Assessment Components
• Research Skills
• Source Analysis
• Film Study
• Essay Writing

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 Industrial Revolution
• Forming a Nation
• World War 1 and the ANZAC Spirit
• Biomes and Food Security
• Geographies of Interconnections
• Value of International Tourism to Australia
• Government, Democracy and Law

Assessment Components
• Tests
• Source Analysis
• Research Tasks
• Oral Presentations
• Essays

Additional Information
Opportunity for a field work excursion – approximate cost $30.
HUMANITIES

Semester Course

Year 10

Assumed Knowledge
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 2 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

Semester Course

Year 10

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

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

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

Assessment Components
- Research/Investigations
- Oral Presentations
- On Line Discussions
- Tests

THE LAW IN ACTION

Semester Course

Year 10

Assumed Knowledge
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
- On Line Group Discussions

MODERN HISTORY

Semester Course

Stage One

Year 10

Assumed Knowledge
Successful completion of Year 10 Humanities is preferred and Year 10 History is an advantage.

Course Description
This course covers three important historical periods in three different parts of the world (Japan, Europe and Vietnam) and their links. It provides the opportunity to actively inquire into the activities of historical figures in order to gain an understanding of their motivations and the results of particular actions in certain places at particular times, to make comparisons and draw conclusions.

Content
- Modern Japanese History – The Meiji Restoration to World War 2
- The Rise of Adolf Hitler
- The Nazi Treatment of Jewish People in World War 2 – The Holocaust
- The Vietnam War - Causes and Effects and Australia’s Involvement

Assessment Components
40% Folio
- Argumentative essay on Japanese Modern History
- Essay on Hitler’s rise to power
- Film critique of Platoon (Vietnam War)
30% Source Analysis
- Treatment of European Jews during WW2
30% Investigation
- Individual investigation and report on a topic related to the Vietnam War

Additional Information
This course provides excellent preparation for students intending to progress to further study in History.
TOURISM
Semester Course
Stage One
10 Credits

Assumed Knowledge
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

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.

AUSTRALIAN HISTORY
Semester Course
Stage One
10 Credits

Assumed Knowledge
Successful completion of Year 10 Humanities preferred.

Course Description
This subject covers a variety of themes in Australian History and Culture through viewing and reviewing a number of celebrated Australian feature films. Class and group discussions and research feature in this language rich subject. Essential skills in the study of history will be developed including source analysis and argumentative essay construction.

Content
- The Australian Identity
- Australians at War
- Changing Roles of Australian Women
- Prejudice and Discrimination
- Australians as Global Citizens

Assessment Components
- Source Analysis: Prejudice and discrimination
- Group Activity: Australians in the world global focus
- Group Investigation and Source Analysis: Contemporary social or cultural issues
- Individual Investigation: Topic of choice

Additional Information
Successful completion of this course will provide students with good preparation for Stage 2 History or Tourism.

GEOGRAPHY & ENVIRONMENT
Semester Course
Stage One
10 Credits

Assumed Knowledge
Preferably Year 10 Geography or Humanities.

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
Semester Course
Stage One
10 Credits

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

Content
- Law and Society
- Lawmaking
- People, Structures and Processes
- Justice and Society

Assessment Components
- Folio
- Issues Study
- Mock Trial
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### MODERN HISTORY
**Full Year Course**

**Stage Two**
20 Credits

**Assumed Knowledge**
A study of Stage 1 History or Year 10 History is preferred. The ability to write a formal essay, debate and analyse is desirable.

**Course Description**
Students choose one topic from a choice of six for the thematic study, and one topic from a choice of five for the depth study. 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. 1500.

**Content**
- A Thematic Study: Revolution and Turmoil: Social and Political Upheavals since c.1500 (Russia)
- Depth Study: Age of Catastrophes – The Great Depression, Dictators and the Second World War
- A Major Essay

**Assessment Components**
- 50% Seven Folio Pieces
- 20% Major Essay (2000 words)
- 30% An External Exam (two essays and one source analysis)

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### GEOGRAPHY
**Full Year Course**

**Stage Two**
20 Credits

**Assumed Knowledge**
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.

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### TOURISM
**Full Year Course**

**Stage Two**
20 Credits

**Assumed Knowledge**
Stage 1 Tourism is preferable, but not essential.

**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 $300 includes a 3 day field trip with a focus on sustainable management and the tourism Industry. Possible destinations include, for example, Kangaroo Island.

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### LEGAL STUDIES
**Full Year Course**

**Stage Two**
20 Credits

**Course Description**
This subject provides insight into lawmaking, the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in our society. They reflect on, and make informed judgements about strengths and weaknesses of the Australian legal system. Students consider how, and to what extent, these weaknesses can be remedied.

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

**Assessment Components**
- 50% Folio
- 20% Inquiry
- 30% Exam

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Advanced and Standard Mathematics courses are offered to support different learners. Students will explore mathematical content and develop mathematical skills described by the four proficiencies: Understanding, Fluency, Problem Solving and Reasoning. They will be describing, connecting, explaining, calculating, recognising, formulating, modelling, justifying, deriving and deducing.

**Content**
- Number and Percentages
- Algebra, Laws and Equations
- Geometry of Polygons
- Measurement – length, area, volume
- Coordinate Geometry
- Rates, Proportion, Ratios
- Statistics and Probability

**Assessment Components**
- Tests
- Assignments
- Group Work
- Projects
- Observations

**Additional Information**
Calculators and appropriate IT will be used throughout the year.

This subject runs in semester 2 for students with specific numeracy needs. This smaller class allows greater time for students to improve their number and numeracy skills. Assessment is adjusted to support student learning. Students can move to Standard Mathematics classes during the year if appropriate.

**Course Description**
Students will explore mathematical content and develop mathematical skills described by the four proficiencies: Understanding, Fluency, Problem Solving and Reasoning. They will be describing, connecting, explaining, calculating, recognising, formulating, modelling, justifying, deriving and deducing.

**Content**
- Algebra, Laws and Equations
- Geometry of Polygons
- Coordinate Geometry
- Statistics and Probability

**Assessment Components**
- Tests
- Assignments
- Group Work
- Projects
- Observations

**Additional Information**
Calculators and appropriate IT will be used throughout the year.

Advanced, Standard and Modified Mathematics courses are offered to support different learners. Students doing Year 9 Advanced Mathematics must have successfully completed Year 8 Advanced Mathematics with good passes. Students who have studied Year 8 Modified or Standard Mathematics can continue studying at these levels in Year 9 with any changes of levels to be negotiated with the Mathematics teacher. Students wishing to do Year 9 Advanced Mathematics must do so from the start of the year.

**Course Description**
Students will explore mathematical content and develop mathematical skills described by the four proficiencies: Understanding, Fluency, Problem Solving and Reasoning. They will be describing, connecting, explaining, calculating, recognising, formulating, modelling, justifying, deriving and deducing.

**Content**
- Algebra, Indices and Formulae
- Measurement, Surds and Pythagoras
- Factorisation, Linear and Simultaneous Equations
- Coordinate Geometry
- Trigonometry
- Probability

**Assumed Knowledge**
This subject runs in semester 1 for students with specific numeracy needs. This smaller class allows greater time for students to improve their number and numeracy skills. Assessment is adjusted to support student learning. Students can move to Standard Mathematics classes during the year if appropriate.
Assessment Components
- Tests
- Assignments
- Group Work
- Projects
- Observations

Additional Information
Calculators and appropriate IT will be used throughout the year.

Assumed Knowledge
Advanced, Standard and Modified courses are offered to support different learners. Students doing the Advanced course must have successfully completed Year 9 Advanced Mathematics with good passes and have sound study habits. Students who have studied Year 9 Standard or Modified Mathematics can continue studying at these levels with any change of levels to be negotiated with the Mathematics teacher.

Course Description
All students will study the Australian Curriculum Year 10 Mathematics content. Students intending to choose Stage One Pure Mathematics must also do additional content in Year 10 (called 10A). The extra requirements of 10A will be integrated into the Year 10 Advanced Mathematics course, with elements also offered to students in Standard Mathematics as possible extension work.

Content
- Indices and Surds
- Area, Surface Area, Volume
- Trigonometry
- Probability
- Algebraic Techniques

Assessment Components
- Test
- Assignments
- Group Work
- Projects
- Observations

Additional Information
Calculators and appropriate IT will be used throughout the semester. Students wishing to study Advanced Mathematics at Stage One must do a full year of Year 10 Advanced Mathematics.
Assumed Knowledge
Successful completion of Year 10 Mathematics, at a minimum of Modified level.

Course Description
This course focuses on consolidation of skills, knowledge and processes learned in middle school Mathematics. There will be further development of real life aspects of Mathematics applied in meaningful and relevant contexts.

Content
- Numeracy for Work
- Numeracy for Daily Life
- Numeracy for Leisure
- Number Skills

Assessment Components
- Skills and Application Tasks
- Investigations

Additional Information
Although this subject is offered in Year 10, it is a SACE Stage One subject. This course does not lead to any Stage Two subject. However, an A grade and teacher recommendation can (in special cases) result in students being recommended for Stage One Industry Mathematics.

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

Course Description
This course (in conjunction with Pure Mathematics A & C) is designed to prepare students for Stage 2 Mathematical Methods. When combined with Pure Maths 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
- Matrices
- Introduction to Differential Calculus

Assessment Components
- 70% Skills & Assessment Tasks (including tests)
- 30% Investigations Folio
- Examination

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

Assumed Knowledge
Year 11 Pure Mathematics A & B with at least a C+ or better grade, and good study habits.

Course Description
This course (in conjunction with Pure Mathematics A & B) is designed to prepare students for Stage 2 Mathematical Methods. When combined with Pure Mathematics D, students are prepared for Stage 2. 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
- Counting and Statistics
- Circle Geometry

Additional Information
Graphics calculator required.
Assessment Components
- 70% Skills & Assessment Tasks (including tests)
- 30% Investigations Folio
- Examination

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

Assumed Knowledge
Year 11 Pure Mathematics A, B & C with at least a B grade, and good study habits. This course is optional for students wanting to do Stage 2 Mathematical Methods, but compulsory for students wanting to do Stage 2 Specialist Mathematics.

Course Description
This course (in conjunction with Pure Mathematics 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.

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

Assessment Components
- 70% Skills & Assessment Tasks (including tests)
- 30% Investigations Folio
- Examination

Assumed Knowledge
Year 10 Mathematics (Advanced or Standard) with consistent C grades or better, and good study habits. Students wishing to study Stage 2 Mathematical Applications must consistently produce satisfactory work in Stage 1 Applied and/or Business Mathematics. In conjunction with Business Mathematics, this course prepares students for Stage Two Mathematical Applications. It can be taken independently by students wishing to study Mathematics with an applied focus, although financial maths skills covered in Business Mathematics are critical in preparation for Stage 2 Mathematical Applications.

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

Content
- Measurement
- Statistics
- Trigonometry

Assessment Components
- 60% Skills & Application Tasks (including tests)
- 40% Investigations Folio
- Examination

Additional Information
Graphics calculator required.

Assumed Knowledge
Year 11 Pure or Applied Mathematics with consistent C grades or better, and good study habits. Students wishing to study Stage 2 Mathematical Applications must consistently produce satisfactory work in Stage 1 Applied and Business Mathematics.

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

Content
- Earning and Spending
- Network and Matrices
- Saving and Borrowing
Assessment Components
• 60% Skills & Application Tasks (including tests)
• 40% Investigations Folio
• Examination

Additional Information
Graphics calculator required.

Assumed Knowledge
Year 10 Trade Mathematics or Year 10 Essential Mathematics (C+ or better grades preferred).

Course Description
This course is designed to further develop students’ understanding of mathematical concepts related to industry. This will involve a focus on the requirements for the trades of engineering, electrical, construction and others. This course is designed to support students sitting trade exams and to maximise their opportunities for success. This can lead to Mathematical Pathways at Stage Two, for which an A or B grade in Stage 1 Industry Mathematics is required.

Content
• Measurement, Trigonometry, Statistics and Algebra
• Literacy Skills for the Workplace
• Application Writing

Assessment Components
• 70% Skills & Application Tasks (including tests)
• 30% Investigations Folio
• Examination

Assumed Knowledge
Good grades (B or better) in Stage One Pure Mathematics D and good study habits.

Course Description
Students can gain from Specialist Mathematics the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

Content
• Counting
• Complex Numbers
• Mathematical Induction
• Inequalities
• Calculus
• Vectors and Geometry
• Functions and Graphs

Assessment Components
• 45% Skills & Application Tasks (school based)
• 25% Investigations Folio
• 30% Examination
• Mid-year Internal Examination

Additional Information
Graphics calculator required.
Assumed Knowledge
Sound passes in either Stage 1 Pure Mathematics, Applied Mathematics or Business Mathematics, and good study habits.

Course Description
This course has an emphasis on practical applications and uses of mathematics in everyday life and careers such as retail, office management, building and construction, aquaculture, agriculture, visual arts and self-employment. Students learn techniques and knowledge used in a variety of business and real-life contexts including investing in the share-market, statistical analysis and finance.

Content
- Statistics
- Share Investments
- Investments and Loans
- Mathematics and Small Business

Assessment Components
- Skills & Application Tasks
- Investigations
- End of year examination on the second semester’s work only

Additional Information
Students studying Stage 1 Pure Mathematics 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 Pure Mathematics units.

Assumed Knowledge
Stage 1 Industry Mathematics.

Course Description
This subject gives students the opportunity to further develop their understanding of mathematical concepts related to industry and the mathematics useful in everyday life. The course provides more complex, technical mathematics which helps to prepare students for trade/school mathematics courses and apprenticeships. Students are to maintain a folio containing all assessment tasks. The standard of coursework is similar to Mathematical Applications.

Content
- Numeracy Skills - with and without technology
- Industry Relevant Skills - measurement, trigonometry, relevant algebra, statistics, running a small business, investments and loans
- Literacy Skills - comprehension of technical problems, application writing and report writing

Assessment Components
- 45% Skills and Assessment Tasks
- 25% Investigations – Folio
- 30% Supervised Investigation
Course Description
Year 8 Science is designed to be an engaging entry to high school science. It covers the four branches of science (Biology, Chemistry, Geology, Physics) in easily accessible units that are designed to make science relevant to students' experiences and appropriate to the Urrbrae setting.

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

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

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

Course Description
Year 10 Science continues on from the year 8 and 9 course in the same integrated way. By this level the content becomes more sophisticated and the assessment more rigorous as students prepare for choosing subjects in Years 11 and 12.

It is intended that most students who opt for this science subject are either intending to drop science in Years 11 and 12 or are likely to study only a single semester science course, usually Biology, Geology or Psychology.

Content
- Geological Time
- Genetics and Evolution
- The Periodic Table
- Motion and Energy
- Forensic Science
- Chemical Reactions
- The Universe
- Systems and Structures

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

Assumed Knowledge
A good pass in Year 9 Science and Year 10 Semester 1 General Science.

Course Description
This course continues from General Science in Semester 1 and continues the general science course design of that subject. It covers the same content as General Science but has a greater emphasis on the scientific process and skills that will be essential if students are intending to do two science subjects in years 11 and 12.

Content
- Geological Time
- Genetics and Evolution
- The Periodic Table
- Motion and Energy
- Forensic Science
- Chemical Reactions
- The Universe
- Systems and Structures

Assessment Components
- Major Assignments
- Quizzes
- Practical Reports
- Oral Presentations
**PHYSICS A**  
Semester Course  
Stage One  
10 Credits

**Assumed Knowledge**  
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
- Nuclear Models & Radioactivity

**Assessment Components**  
- 60% Investigation Folio [practicals and issues report]
- 40% Skills and Application Tasks [tests]

**PHYSICS B**  
Semester Course  
Stage One  
10 Credits

**Assumed Knowledge**  
A high pass in Year 10 Science and Advanced Mathematics.

**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**  
- Electric Circuits
- Waves
- Heat

**Assessment Components**  
- 60% Investigation Folio [practicals and issues report]
- 40% Skills and Application Tasks [tests]

**CHEMISTRY A**  
Semester Course  
Stage One  
10 Credits

**Assumed Knowledge**  
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**  
- 60% Tests and Exam
- 20% Practical Work
- 20% Assignments

**CHEMISTRY B**  
Semester Course  
Stage One  
10 Credits

**Assumed Knowledge**  
A high 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**  
- 60% Tests and Exam
- 20% Practical Work
- 20% Assignments
BIOLOGY A  
Semester Course  
Stage One  
10 Credits

Assumed Knowledge
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.

Content
- Cells and Microorganisms
- Infectious Diseases

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

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BIOLOGY B  
Semester Course  
Stage One  
10 Credits

Assumed Knowledge
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 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

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GEOLOGY  
Semester Course  
Stage One  
10 Credits

Assumed Knowledge
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
- 20% Practical Investigation
- 20% Fieldwork Report
- 20% Research Investigation
- 40% Tests

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

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ENVIRONMENTAL SCIENCE AND TECHNOLOGY  
Semester Course  
Stage One  
10 Credits

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

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

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

Assessment Components
- Practical Investigations
- Issues Investigation
- Demonstration or Collaborative Presentation

Additional Information
Some after school work may be required. There will be a compulsory fee of $30.
Assumed Knowledge
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 underlie all topics. Possible topics are: Social Behaviour, Intelligence, Cognition, Brain and Behaviour, and Emotion.

Content
Compulsory Topic
• Introduction to Psychology

2 Option Topics
• Social Behaviour, Intelligence, Cognition, Emotion, Brain and Behaviour
• Negotiated Topic (this may expand an existing topic or introduce a new area of study).

Assessment Components
• 50% Investigations: Folio Group Investigation and Issues Investigation
• 50% Skills and Applications Tasks

Assumed Knowledge
A pass in Stage 1 Physics A & B.

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

Content
• Motion in 2 Dimensions
• Electricity and Magnetism
• Light and Matter
• Atoms and Nuclei

Assessment Components
• 40% Investigations Folio
• 30% Skills and Applications Tasks
• 30% Examination

Additional Information
A good scientific calculator is essential for this course. The purchase of a work book is required (approximately $40). A study guide is recommended (approximately $30).
Assumed Knowledge
A pass in any Stage 1 Science subject.

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

Content
• Macromolecules
• Cells
• Organisms
• Ecosystems

Assessment Components
• 40% Investigations Folio
• 30% Skills and Applications Tasks
• 30% Examination

Assessment Components
• 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.
TECHNOLOGIES

Year 8

Technology Design & Digital (3 Terms)

Year 9

Computer Aided Design (CAD)

Wood Technology

Metal Technology

Electronics

Environmental Technology

Environmental Technology

Year 10

Automotive Technology

Automotive Servicing Technology Certificate II (partial)

Computer Aided Design (CAD)

Basic Electronics

Engineering Drawing

Farm Maintenance

Wood Technology

Furniture Construction

Metal Technology A

Metal Technology B

Engineering Certificate III (partial)

Workplace Practices A

Workplace Practices B

Stage 1

Automotive Technology

Automotive Servicing Technology Certificate II (partial)

Computer Aided Design (CAD)

Engineering Drawing

Farm Maintenance

Stage 2

Automotive Technology

Automotive Servicing Technology Certificate II (partial)

Computer Aided Design (CAD)

Furniture Construction

Outdoor Construction

Metal Technology

Engineering Certificate III (partial)

Workplace Practices A

Workplace Practices B

Technology Design & Digital (Semester)
TECHNOLOGIES

TECHNOLOGY - DESIGN & DIGITAL Year 8
Three Term 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), digital technology, wood, sheetmetal and plastics. Students will also focus on the use of various software to enhance their skills in ICT. The course incorporates an introduction to digital photography, robotics and 3D printing.

Content
• Sheet Metal Work
• Wood Technology
• CAD/CAM
• Electronics/Plastics
• Digital Photography
• Control Technology
• Spreadsheets
• 3D Printing

Assessment Components
• 65% Practical - skills and processes, safety
• 35% Folio - design briefs, evaluations, investigations

TECHNOLOGY - DESIGN & DIGITAL 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), digital technology, wood, sheetmetal and plastics.

Content
• Sheet Metal Work
• Wood Technology
• CAD/CAM
• Electronics/Plastics
• 3D Printing

Assessment Components
• 65% Practical - skills and processes, safety
• 35% Folio - design briefs, evaluations, investigations

COMPUTER AIDED DESIGN (CAD) 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 3D printer

Assessment Components
• Folio of skills models
• Model parts in assembly (toy car)
• Folio of watch
• Folio of assembled glue stick parts
• Demonstration - video clip of bike lift movement range
• Designed product prototype using 3-D printer

WOOD TECHNOLOGY 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 and with machines. It involves using timber, utilising both traditional construction methods and modern CAD/CAM computer programming and machine control.

Content
• Joint Skills
• CAD/CAM
• Laminating/Design
• Basic Carcase Construction
• Store-it Design
• Framing Skills

Assessment Components
• 65% Practical - skills and processes, safety
• 35% Folio – Design briefs, evaluations, investigations

METAL TECHNOLOGY 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 and with machines. The course involves a number of formative pieces of work to learn welding and machining skills including the use of Computer Aided Design and Manufacturing (CAD/CAM) to program and control a CNC lathe and CNC plasma cutter.

Content
• Metal Lathe
• Gas Welding
• General Workshop Machines
• Hand and Power Tools
• CNC Lathe and Plasma Cutter

Assessment Components
• 65% Practical - skills and processes, safety
• 35% Folio – Design briefs, evaluations, investigations
Course Description
In this course students learn and practice basic electronic principles through circuit analysis, design and construction. Students learn to solve practical problems and work safely in the workshop with machines and equipment. It involves a major unit of electronic project construction and problem solving requiring soldering and circuit skills.

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

Assessment Components
- 65% Practical – soldering, assembly, materials use, processes, safety
- 35% Folio – investigations design and evaluations, test, hazards, safety

ENVIRONMENTAL TECHNOLOGY Year 9 Semester Course

Course Description
In this course students investigate issues surrounding sustainable energy technology and use various materials to model these systems and principles. Students may identify environmental problems or projects that exist in the school grounds and use design and technology to investigate sustainable solutions.

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

Assessment Components
- 65% Practical – skills, material use and characteristics, processes, practical investigation.
- 35% Folio – investigations, design and evaluation, oral presentation.

AUTOMOTIVE TECHNOLOGY 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

Assessment Components
- 65% Practical – workshop skills
- 35% Theoretical – problem solving folio, research, test

Additional Information
An additional fee of $30 includes materials for student projects.

COMPUTER AIDED DESIGN (CAD) Year 10 Semester Course

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

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

Assessment Components
- Folio of completed models [skills]
- Folio of reverse engineer model
- Design folio of product design [presentation task]
- Folio of assembly task with video clip demonstrating degrees of movement
- CNC modelling project
- Designed product prototype using 3-D Printer

Additional Information
A course fee of $10 includes materials for student projects.
### BASIC ELECTRONICS
**Semester Course**
**Year 10**

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

**Content**
- Electronic Systems
- Electronic Soldering and Assembly
- Project Assembly
- Electrical Safety

**Assessment Components**
- 65% Practical – workshop skills, safe work practices
- 35% Theoretical – investigations, design and evaluation

**Additional Information**
A course fee of $30 includes materials for student projects.

---

### WOOD TECHNOLOGY
**Semester Course**
**Year 10**

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

**Content**
- Joints
- Framing
- Design Principles

**Assessment Components**
- 65% Practical – workshop practices, projects
- 35% Theoretical – design folio, research

**Additional Information**
A course fee of $30 includes materials for student projects.

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### ENVIRONMENTAL TECHNOLOGY
**Semester Course**
**Year 10**

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

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

**Assessment Components**
- Folio – investigations, audit, design, evaluation
- Practical – modelling, teamwork, workshop practices

**Additional Information**
A course fee of $30 includes materials for student projects.

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### METAL TECHNOLOGY
**Semester Course**
**Year 10**

**Assumed Knowledge**
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 GMAW (MIG) welding
- CAD/CAM using the CNC lathe and plasma cutter

**Assessment Components**
- 65% Practical – welding and turning skills and projects
- 35% Theory – design folio, test, research

**Additional Information**
An additional fee of $30 includes materials for student projects. Extra charges will be made if students design large take-home projects which exceed the standard fee payment.
**AUTOMOTIVE TECHNOLOGY**

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

**Content**
- Dismantling, Tuning and Adjusting Multi-Cylinder Motors
- Fault Finding and Adjustments
- Workshop Manuals
- Use of Hand Power Tools

**Assessment Components**
- Workshop Participation and Performance
- Skills and Safety
- Research Assignments
- Folio

**Additional Information**
A course fee of $40 includes materials for student projects.

**Assumed Knowledge**
Year 10 Automotive Technology is an advantage.

---

**METAL TECHNOLOGY B**

**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**
- 65% Practical – machining, welding and fabrication skills
- 35% Theoretical – design folio

**Assessment Components**
- Workshop Participation and Performance
- Skills and Safety
- Research Assignments
- Folio

**Additional Information**
A course fee of $40 includes materials for student projects.

---

**METAL TECHNOLOGY A**

**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 research

**Additional Information**
A course fee of $40 includes materials for student projects.

---

**COMPUTER AIDED DESIGN (CAD)**

**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

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

**Additional Information**
A course fee of $10 includes materials for student projects.

---

**Assumed Knowledge**
It is desirable if students have had prior experience in Year 9/10 Metal Technology.
FARM MAINTENANCE
Semester Course
Stage One
10 Credits

Course Description
Students will be involved in a variety of tasks related to the school farm. Examples of activities include suitable farm construction projects, tractor operation and maintenance, diesel engine operation, and fencing skills.

Content
• Welding skills
• Basic Machining
• Basic Vehicle Maintenance
• Fence Construction and Repair
• Concreting

Assessment Components
• 20% Skills and Application
• 30% Folio
• 50% Product

ENGINEERING DRAWING
Semester Course
Stage One
10 Credits

Assumed Knowledge
Year 10 Design and Technology.

Course Description
This course has an emphasis on preparing and reading drawings related to industry standards and trade applications. This subject covers conventional hand drawing, drawing interpretation and introductory CAD/CAM drawing for CNC machine operations. The emphasis is on reading and producing drawings to industry standards.

Content
• Orthogonal Drawing
• Drawing Interpretation
• CAD Modelling and Drafting
• CAM

Assessment Components
• Folio
• Written Assignment
• Practical CAM task
• Design Folio of Kitchen or Office

Additional Information
A course fee of $10 includes materials for student projects.

FURNITURE CONSTRUCTION
Semester Course
Stage One
10 Credits

Assumed Knowledge
Year 10 Wood Technology is an advantage.

Course Description
A practical workshop course for students interested in woodworking and cabinet making.

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

Assessment Components
• Practical Skills and Application
• Design and Problem Solving
• Folio of Design and Inquiry

Additional Information
A course fee of $40 includes materials for student projects. Extra charges will be made if students design large take-home projects which exceed the standard fee payment.

WORKPLACE PRACTICES A
Semester Course
Stage One
10 Credits

Assumed Knowledge
Successful completion of Personal Learning Plan.

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

Content
• Workers’ Rights and Responsibilities
• Workplace Trends
• Occupational Health and Safety
• Industry Experience

Assessment Components
• Folio with various tasks
• One week workplace learning
• Workplace learning log book
• Oral reflection on workplace experiences
• Interview with Industry Employers

Additional Information
Students will be required to undertake 1 week work placement.
### Assumed Knowledge
Successful completion of Workplace Practices A is preferred.

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

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

### Assessment Components
- Folio with various tasks
- One week workplace learning
- Workplace learning log book
- Oral reflection on workplace experiences
- Interview with Industry Employers

### Additional Information
Students will be required to undertake 1 week work placement.

### AUTOMOTIVE TECHNOLOGY
#### Full Year Course

<table>
<thead>
<tr>
<th>Assumed Knowledge</th>
<th>Stage Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 or 11 Automotive Technology is an advantage.</td>
<td>20 Credits</td>
</tr>
</tbody>
</table>

#### Course Description
A full year automotive mechanics course based on servicing and maintaining a car, and the study of engine components and design. Students have the opportunity to service and work on their own vehicle or one will be provided.

#### Content
- Engine Design and Systems
- Safety and Routine Checks
- Servicing and Engine Tuning
- Basic Maintenance
- Automotive Electrical

#### Assessment Components
- 20% Skills and Application
- 50% Product
- 30% Folio – product design and evaluation of a system and control product

#### Additional Information
A course fee of $40 includes materials for student projects.

---

### CERTIFICATE II IN AUTOMOTIVE SERVICING TECHNOLOGY
#### (AUR20512)
##### Full Year Course

<table>
<thead>
<tr>
<th>Assumed Knowledge</th>
<th>Stage Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>No assumed knowledge, but a demonstrated interest in this career pathway.</td>
<td>Up to 45 Credits</td>
</tr>
</tbody>
</table>

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

#### Content
- Troubleshooting Processes to Inspect and Service Batteries
- Braking, Cooling, Steering and Suspension Systems
- Engine Service, Drive Assemblies, Transmissions and Petrol Fuel Systems
- Electrical Circuits
- Charge and Replace Batteries

#### Assessment Components
- Competency based assessment of practical skills
- Competency based assessment of theory knowledge
- Students will undertake 1 week of structured work placement over the year

#### Additional Information
An additional fee of $500 per year includes course fees and consumables. Students are required to purchase personal protective equipment as required. Further information about the course can be found on https://isca.eschoolsolutions.com.au. Students are encouraged to select Workplace Practices at Stage 1 and Stage 2 to assist with the workplace learning.
**TECHNOLOGIES**

**COMPUTER AIDED DESIGN (CAD) Stage Two**

**Full Year Course**

**20 Credits**

**Assumed Knowledge**

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

**Course Description**

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

**Content**

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

**Assessment Components**

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

**Additional Information**

A course fee of $20 includes materials for student projects.

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**OUTDOOR CONSTRUCTION Stage Two**

**Full Year Course**

**20 Credits**

**Assumed Knowledge**

Stage 1 Design and Technology subjects are an advantage.

**Course Description**

A full year practical course of building construction, with a focus on the skills and knowledge in a variety of building trades, and working as a team member.

**Content**

- Working Drawings
- Site Preparation
- Timber Structure Construction
- Concrete
- Brick Paving
- Home Improvement
- Material Investigation

**Assessment Components**

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

**Additional Information**

A course fee of $80 includes materials for student projects.

---

**METAL TECHNOLOGY Stage Two**

**Full Year Course**

**20 Credits**

**Assumed Knowledge**

Stage 1 Metal Technology A and Metal Technology B.

**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**

- Lathing
- Welding - gas, arc, GNAW (MIG), TIG
- Fabrication
- Design - folio development

**Assessment Components**

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

**Additional Information**

A course fee of $80 includes materials for student projects.

---

**FURNITURE CONSTRUCTION Stage Two**

**Full Year Course**

**20 Credits**

**Course Description**

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

**Content**

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

**Assessment Components**

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

**Additional Information**

A course fee of $80 includes materials for student projects.
**TECHNOLOGIES**

**WORKPLACE PRACTICES**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage Two</td>
<td>Full Year Course</td>
<td>20</td>
</tr>
</tbody>
</table>

**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**

- Working Conditions and Work Safety
- Work Placement
- Reflective Workplace Journal
- Career Pathway – Issue Investigation

**Assessment Components**

- Folio Assignments – working conditions, finding employment
- Work Experience Portfolio
- Issues Investigation
- Performance in the Workplace Reflections

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**CERTIFICATE III IN ENGINEERING - FABRICATION (PARTIAL)**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage One</td>
<td>Full Year Course completed over 2 years</td>
<td>Up to 30</td>
</tr>
<tr>
<td>and Stage Two</td>
<td>and up to 30 Credits</td>
<td>in Stage One</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**

Workshop experience in a Year 10 Technologies course. Sound literacy and numeracy skills are essential. Students will need to complete a written application and undertake an interview prior to acceptance in this course.

**Course Description**

This course is for students wishing to pursue a career in the Metals and Engineering trades or related industries. It is a practical based course with regular theory topics including sheet metal work, welding and fabricating, and metal machining. Students will read and interpret engineering drawings.

**Content**

- Metal Workshop Competencies (hand tools, portable power tools, industrial machines)
- Metal Machining, Lathe and Milling, Welding and Fabrication
- Computer Numerical Controlled (CNC) Machinery

**Assessment Components**

- Competency based assessment of practical skills
- Competency based assessment of theory knowledge
- 1 week of structured work placement over the year

**Additional Information**

An additional fee of $500 includes course fees and consumables. Students will need to supply their own personal protective equipment. Further information about the course can be found on https://esca.eschoolsolutions.com.au. At Stage 1, students will complete Certificate II in Engineering Pathways that provides exposure to both Mechanical Engineering and Fabrication streams. At Stage 2, students will complete a partial Certificate III in Engineering Fabrication. Students are encouraged to select Workplace Practices at Stage 1 and Stage 2 to assist with the workplace learning.
### Year 8 Subjects
- Agriculture: 11
- Arts (3 term): 18
- Arts (Semester): 18
- English: 31
- Food & Nutrition: 35
- General Science: 54
- Health and Physical Education (3 Terms): 35
- Health and Physical Education (Semester): 35
- Humanities: 42
- Mathematics: 47
- Modified Mathematics (Sem 1): 47
- Modified Mathematics (Sem 2): 47
- Music: 18
- Technology - Design & Digital (3 Terms): 60
- Technology - Design & Digital (Semester): 60

### Year 9 Subjects
- Agriculture: 11
- Art: 18
- Computer Aided Design (CAD): 60
- Design: 19
- Drama: 19
- Electronics: 61
- English: 31
- Environmental Technology: 61
- General Science: 54
- Health and Physical Education: 35
- Home Economics: 36
- Humanities: 42
- Mathematics: 47
- Media: 19
- Metal Technology: 60
- Music: 19
- Physical Education: 36
- Wood Technology: 60

### Year 10 Subjects
- Advanced Science: 54
- Agribusiness: 12
- Agricultural Production: 12
- Agriculture: 11
- Animal Science (Stage 1): 11
- Aquaculture (Stage 1): 12
- Art A: 20
- Art B: 20
- Automotive Technology: 61
- Basic Electronics: 62
- Business Studies: 43
- Computer Aided Design (CAD): 61
- Design A: 20
- Design B: 20
- Drama A: 21
- Drama B: 21
- English: 31
- Environmental Technology: 62
- Essential Mathematics (Stage 1): 49
- General Science: 54
- Geography & Environmental Change: 42
- Health Education: 36
- Home Economics: 37
- Horticultural Management and Wine Production (Stage 1): 12
- Humanities: 43
- Mathematics (Sem 1): 48
- Mathematics (Sem 2): 48
- Media Studies: 21
- Metal Technology: 62
- Music A: 21
- Music B: 22
- Outdoor Education A: 37
- Outdoor Education B: 37

### Year 10 Subjects cont.
- Personal Learning Plan (Stage 1): 28
- Physical Education A: 36
- Physical Education B: 36
- Rural Skills: 13
- The Law In Action: 43
- Trade Mathematics: 48
- Urrbrae Trials (Stage 1): 28
- Wood Technology: 62
- World History: 42

### Stage 1 Subjects
- Animal Science 1: 11
- Animal Science 2: 13
- Applied Mathematics: 50
- Aquaculture: 12
- Australian History: 44
- Automotive Technology: 63
- Biology A: 56
- Biology B: 56
- Business Mathematics: 50
- Cattle Management: 14
- Certificate I in Agriculture Operations: 15
- Certificate II in Agriculture (AHC20101): 15
- Certificate II in Automotive Servicing Technology (AUR20512): 65
- Chemistry A: 55
- Chemistry B: 55
- Child Studies: 38
- Community Studies: 29
- Computer Aided Design (CAD): 63
- Creative Arts: 22
- Crop and Plant Science: 13
- Domestic Animal Care: 14
- Drama A: 22
- Drama B: 22
- Engineering Drawing: 64
- English: 32
- English Literature: 32
- Environmental Science and Technology: 56
- Essential English: 32
- Essential Mathematics (Sem 2): 49
- Farm Maintenance: 64
- Furniture Construction: 64
- Geography & Environment: 44
- Geology: 56
- Health Education: 38
- Home Economics A: 38
- Home Economics B: 39
- Horse Management: 14
- Horticultural Management and Wine Production: 12
- Industry Mathematics: 51
- Legal Studies: 44
- Metallurgy: 63
- Metal Technology A: 63
- Metal Technology B: 63
- Modern History: 43
- Music: 23
- Music B: 23
- Native and Agroforests: 13
- Native Animal Studies: 15
- Outdoor Education A: 39
- Outdoor Education B: 39
- Pathway Planning: 29
- Peer Leader Program: 29
- Personal Learning Plan: 28
- Psychology: 57
- Physics A: 55
- Physics B: 55

### Stage 2 Subjects
- Agricultural and Horticultural Science: 16
- Agronomy: 16
- Animal Studies: 16
- Automotive Technology: 65
- Biology: 58
- Certificate II in Automotive Servicing Technology (AUR20512): 65
- Chemistry: 57
- Child Studies: 40
- Community Studies: 29
- Computer Aided Design (CAD): 66
- Creative Arts: 25
- Drama: 25
- English: 33
- English Literary Studies: 33
- Environmental Science and Technology: 58
- Essential English: 33
- Essential Mathematics: 52
- Food and Hospitality: 40
- Furniture Construction: 66
- General Mathematics: 52
- Geography: 45
- Health: 40
- Legal Studies: 45
- Mathematical Methods: 51
- Metal Technology: 66
- Modern History: 45
- Music – Ensemble Performance: 26
- Music – Individual Study: 26
- Music – Solo Performance: 26
- Outdoor Construction: 66
- Outdoor Education: 40
- Physics: 37
- Physical Education: 39
- Psychology: 58
- Research Project: 28
- Specialist Mathematics: 51
- Tourism: 45
- Visual Arts - Art: 24
- Visual Arts - Design: 25
- Workplace Practices A: 64
- Workplace Practices B: 67