



# Urrbrae Agricultural High School

## **CURRICULUM GUIDE 2018**

Providing unique opportunities for  
learners and future innovators

# 2018 CURRICULUM HANDBOOK

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# INTRODUCTION



## A MESSAGE FROM THE PRINCIPAL

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

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

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

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

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

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

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

A handwritten signature in blue ink, appearing to read 'Joslyn Fox'.

Joslyn Fox

**ACTING PRINCIPAL**

# PATTERN OF STUDY

## PATTERN OF STUDY

## YEAR 8

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

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

- Agriculture
- English
- Mathematics
- General Science
- Humanities
- The Arts
- Health & Physical Education
- Technologies

## PATTERN OF STUDY

## YEAR 9

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

All students study a full year of:

- Agriculture
- English
- 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

## PATTERN OF STUDY

## YEAR 10

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

# PATTERN OF STUDY - SACE

## SACE STAGE 1 AND 2 PATTERN OF STUDY

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

## WHAT IS THE SACE?

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

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

The certificate is based on two stages of achievement: Stage 1 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 the SACE capabilities: Literacy, Numeracy, Information and Communication Technology. Critical and Creative thinking, Person and Social, Ethical Understanding, Intercultural Understanding.
- have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the state.
- have 30% of their work in every Stage 2 subject externally assessed. This is assessed in various forms including exams, practical performances and presentations.

Requirements to achieve the SACE:

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

Some elements of the SACE are compulsory.

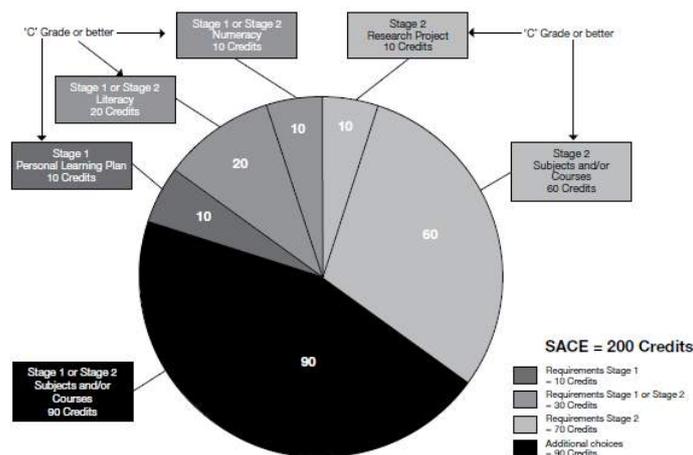
These are:

- 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.



## ENTRANCE TO HIGHER EDUCATION

### UNIVERSITY OR TAFE

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.

### UNIVERSITY AGGREGATE

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

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

### FLEXIBLE LEARNING PROGRAMS

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

## SCHOOL OF LANGUAGES

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

LANGUAGE COURSES 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 David Price in the front office to organise enrolment. For more detailed information regarding locations, levels and times of classes visit website:

<http://www.schooloflanguages.sa.edu.au> or contact the School of Languages to discuss your particular needs with a School of Languages enrolment officer on 83014800.

Materials and Service Charges apply to all courses at the School of Languages. A fee schedule is available on request

# VOCATIONAL EDUCATION & TRAINING (VET)

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

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

VET courses offered at Urrbrae Agricultural High School are:

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

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

## **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  
Certificate III in Micro Business Operations

### **Creative Industries**

Certificate II in Creative Industries  
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 IV in Sound Production  
Live Audio/Sound, Visual and Lighting Theatre Production  
Certificate III & IV in Screen and Media -Film  
Certificate II in Music  
Certificate II in Dance

### **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  
Certificate III in Health Services Assistance  
Certificate III in Early Childhood Education  
Certificate III in individual Support - Disability

### **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  
Certificate III in Laboratory Skills  
Certificate II Electrotechnology - Megatronics

### **Service Industries**

Certificate II in Kitchen Operations  
Certificate II in Tourism  
Certificate III in Travel  
Certificate II in Food Processing- Café, Sales & Barista Skills  
Certificate II in Hospitality  
Certificate II in Retail Services

### **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.

# VOCATIONAL EDUCATION & TRAINING(VET)

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

IPPs enable students to pursue apprenticeships and traineeships, go to higher level subsidised training through Guarantee for SACE Students (TGSS) on completion of school, and to continue with related training and employment pathways beyond school.

Our Apprenticeship Broker will assist students in signing up with the employer and commencing school-based apprenticeships. This means that students are able to begin their planned vocation while still achieving SACE. **All students doing the above IPPs are encouraged to select Workplace Practices at Stage 1 and Stage 2 to assist with the workplace learning within VET courses.**

## URRBRAE PATHWAY COURSES

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

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

### AGRICULTURE PATHWAY

#### 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
- Work Place Practices
- Integrated Learning

#### Stage 2

(40 credits) selected from:

- Agricultural Systems
- Plant Production
- Animal Production
- Chemistry
- Any Mathematics or Biology
- Certificate II in Agriculture (Stage 1)
- Work Place Practices
- Integrated Learning

### 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 Agrifoods Operations
- Certificate II in Agriculture
- Workplace Practices
- Certificate II in Animal Studies

#### Stage 2

(40 credits) selected from:

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

# URRBRAE PATHWAY COURSES

## 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)
- Integrated Learning

### Stage 2

(40 Credits) selected from:

#### Compulsory Units

- Certificate II Automotive Servicing Technology

#### Options

- Mathematical Pathways (or higher level Maths)
- Physics
- Metal Technology
- Workplace Practices
- Automotive Technology
- Integrated Learning

## 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)
- Integrated Learning

### Stage 2

(50 Credits) selected from:

#### Compulsory Units

- Certificate III Engineering – Fabrication (partial)

#### Options

- Computer Aided Design (CAD)
- Furniture Construction
- Maths Applications or higher
- Physics
- Workplace Practices
- Integrated Learning

## 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 Agrifoods Operations

### Stage 2

(40 credits) selected from:

- Agricultural Systems
- 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:

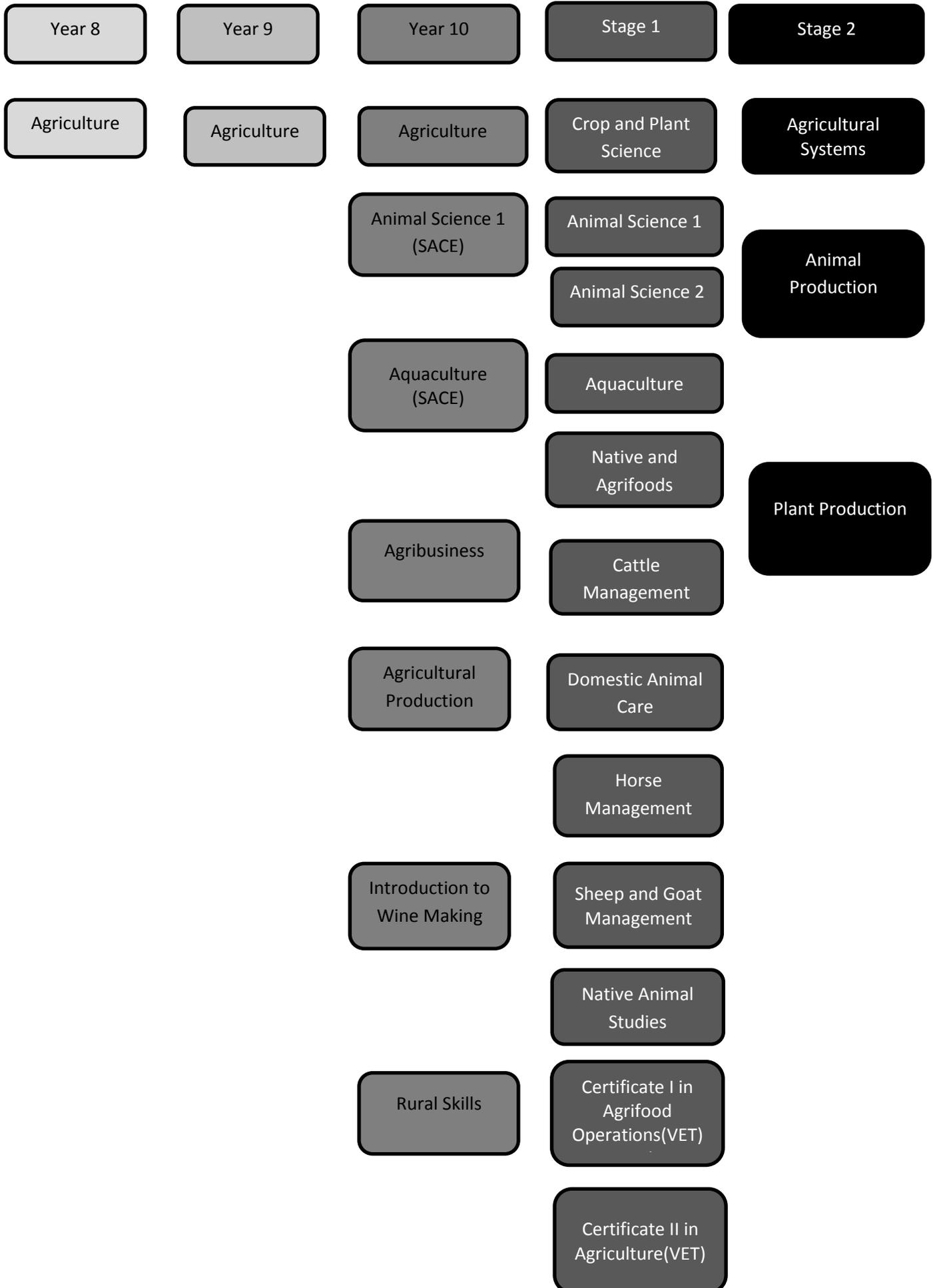
- Australian Biology
- Crop and Plant Science
- Chemistry
- Horticulture
- Native & Agrifoods
- Certificate I in Agrifoods Operations
- Certificate II in Horticulture

### Stage 2

(40 credits) selected from:

- Agricultural Systems
- Plant Production
- Chemistry
- Environmental Science
- Any Mathematics or Biology
- Certificate II in Agriculture
- Certificate II in Conservation & Land Management
- Certificate III in Sports Turf Management

# AGRICULTURE



# AGRICULTURE

## AGRICULTURE

Year 8

### Full Year Course

#### Course Description

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

#### Content

- 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.

## AGRICULTURE

Year 9

### Full Year Course

#### Course Description

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

#### Content

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

#### Assessment Components

- Practical Skills
- Theory / Class Work
- Tests

#### Additional Information

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

## AGRICULTURE

Year 10

### Semester Course

#### Course Description

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

#### Content

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

#### Assessment Components

- Wetlands Scientific Investigation (report/multimedia presentation)
- Practicals
- Tests
- Assignments

## ANIMAL SCIENCE 1

STAGE 1

### Semester Course

10 Credits

#### 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

STAGE 1

Semester Course

10 Credits

### 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.

## AGRIBUSINESS

YEAR 10

Semester Course

### Assumed Knowledge

Successful completion of Year 9 Agriculture.

### Course Description

This course will appeal to students who wish to develop and market primary and value-added agricultural and horticultural products. Students will operate a small agribusiness.

### Content

- Processing and Marketing of a Product
- Researching Primary and Value-Added Products
- Working in an Enterprise Group
- Review of an Agribusiness

### Assessment Components

- Business Plan
- Evaluation Report
- Practical Enterprise Skills
- Review of Small Business

### Additional Information

Students will market their products through the Urrbrae Barn Market.

## AGRICULTURAL PRODUCTION

YEAR 10

Semester Course

### 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

## INTRODUCTION TO WINE MAKING

YEAR 10

Semester Course

### Assumed Knowledge

Successful completion of Year 9 Agriculture.

### Course Description

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

### Content

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

### Assessment Components

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

# AGRICULTURE

## RURAL SKILLS

YEAR 10

### Semester Course

#### 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

## CROP PLANT SCIENCE

STAGE 1

### Semester Course

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

## ANIMAL SCIENCE 2

STAGE 1

### Semester Course

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.

## NATIVE AND AGRIFOODS

STAGE 1

### Semester Course

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

# AGRICULTURE

## CATTLE MANAGEMENT

STAGE 1

Semester Course

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

STAGE 1

Semester Course

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

STAGE 1

Semester Course

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 Morphetville when offered in Semester 1.

## SHEEP AND GOAT MANAGEMENT

STAGE 1

Semester Course

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

# AGRICULTURE

## NATIVE ANIMAL STUDIES

STAGE 1

Semester Course

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.

## CERTIFICATE I IN AGRIFOOD OPERATIONS (AHC10210)

STAGE 1

20 Credits

Full Year Course

### 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 3 weeks of work placement on farms

### Additional Information

An additional fee of \$500 includes participation in Field Excursions plus First Aid Certificate. Further information about the course can be found on

<https://isca.eschoolsolutions.com.au>. **Students are encouraged to select Workplace Practices at Stage 1 and Stage 2 to assist with the workplace learning.**

## CERTIFICATE II IN AGRICULTURE (AHC20110)

STAGE 1

65 Credits

FULL YEAR COURSE

### 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 3 weeks of work placement on farms

### Additional Information

An additional fee of \$550 includes participation in several Field Excursions and First Aid Certificate. Further information about the course can be found on

<https://isca.eschoolsolutions.com.au>. **Students are encouraged to select Workplace Practices at Stage 1 and Stage 2 to assist with the workplace learning.**

# AGRICULTURE

## AGRICULTURAL SYSTEMS

STAGE 2

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

### Content

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

### Assessment Components

- 30% Agricultural Reports
- 40% Applications
- 30% Experimental Investigation

## ANIMAL PRODUCTION

STAGE 2

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

### Content

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

### Assessment Components

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

### Additional Information

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

## PLANT PRODUCTION

STAGE 2

Full Year Course

20 Credits

### Assumed Knowledge

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

### Course Description

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

### Content

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

### Assessment Components

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

### Additional Information

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

# ARTS

Year 8	Year 9	Year 10	Stage 1	Stage 2
Art / Design	Art	Art A	Visual Arts Art A	Visual Arts Art
		Art B	Visual Arts Art B	
	Design	Design A	Visual Arts Design A	Visual Arts Design
		Design B	Visual Arts Design B	
Drama	Drama	Drama A	Drama A	Drama
		Drama B	Drama B	
	Media	Media Studies	Creative Arts	Creative Arts
Music	Music	Music A	Music	Music Choose any 2 from Solo Performance, Ensemble Performance, or Music Individual Study
		Music B		

# ARTS

## ARTS / DESIGN Year 8

### Semester Course

#### Course Description

Students build on and further develop artistic skills. A variety of traditional art media and contemporary electronic media are used. Students are required to research, develop ideas, respond to art works and problem solve, to achieve effective results and develop understanding. Students explore art styles and how they are influenced by the context in which they are made. A unit of work may be conducted in the Resource Centre incorporating Guided Enquiry and the Tech Deck Maker Space area to create examples of Art. In Design/Media students investigate a range of materials, genres and conventions. They collaborate and develop contemporary products which may include video, digital manipulation, drawing, illustration etc.

#### Content

- Visual Art:
  - Drawing,
  - Printmaking,
  - Clay making,
  - Colour Theory,
  - Painting, Digital Art
- Design / Media:
  - Group planning process,
  - Creating and developing a product,
  - Presentations to a wider audience.

#### Assessment Components

- 80% Practical
- 20% Theory

## DRAMA Year 8

### Semester Course

#### Course Description

In Drama students gain an understanding of dramatic techniques and terminology while creating performances. A brief overview of Ancient Greek Theatre and review writing is also covered.

#### Content

- Theatre History
- Mime and Movement
- Script learning,
- Stage craft

#### Assessment Components

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

#### Additional Information

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

## MUSIC Year 8

### Semester Course

#### 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 need to be involved in one of the extra-curricular lunchtime ensembles when their skills are at the appropriate level.

## ART Year 9

### Semester Course

#### Course Description

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

# ARTS

## DESIGN Year 9

### Semester Course

#### Course Description

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

#### Content

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

#### Assessment Components

- 80% Practical
- 20% Theory

## DRAMA Year 9

### Semester Course

#### Course Description

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

#### Content

- Minor Group Performances Based on Melodramas
- Theatre Roles (eg director, designer, actor)
- Group Devised Performance

#### Assessment Components

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

#### Additional Information

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

## MEDIA Year 9

### 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 Year 9

### 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.

#### Content

- Class Ensemble
- Solo Practice
- Theory
- Composition

#### 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 and need to be involved in one of the extra-curricular lunchtime ensembles.

# ARTS

## ART A Year 10

### Semester Course

#### Course Description

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

#### Content

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

#### Assessment Components

- 80% Practical
- 20% Theory

#### Additional Information

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

## ART B Year 10

### Semester Course

#### Course Description

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.

#### Content

- Drawing
- Clay
- Cardboard Construction and Rendering Techniques
- Folio (research, written annotation analysis, idea development, exploration)

#### Assessment Components

- 80% Practical
- 20% Theory

#### Additional Information

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

## DESIGN A Year 10

### Semester Course

#### Course Description

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

#### Content

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

#### Assessment Components

- 80% Practical
- 20% Theory

## DESIGN B Year 10

### Semester Course

#### Course Description

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

#### Content

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

#### Assessment Components

- 80% Practical
- 20% Theory

# ARTS

## DRAMA A Year 10 Semester Course

### Assumed Knowledge

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

### Course Description

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

### Content

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

### Assessment Components

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

## DRAMA B Year 10 Semester Course

### 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 YEAR10 Semester Course

### 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 process as well as 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 Year 10 Semester or Full Year Course

### Assumed Knowledge

Students will have completed 1 to 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
- 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 and need to be involved in one of the extra-curricular lunchtime ensembles

# ARTS

## CREATIVE ARTS

STAGE 1

Semester Course

10 CREDITS

### Assumed Knowledge

Some knowledge and/or experience in a particular area of the creative arts directly related to their chosen area of study.

### Course Description

Students undertake specialised study within or across one or more Arts disciplines. They actively participate in the development and presentation of creative arts projects eg. visual art, digital media, animation, 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 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

- 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

STAGE 1

Semester Course

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.

## DRAMA B

STAGE 1

Semester Course

10 CREDITS

### Assumed Knowledge

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

### Course Description

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

### Content

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

### Assessment Components

- Performance
- Folio
- Investigation and Presentation
- Each assessment type has a weighting of at least 20%

### Additional Information

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

# ARTS

## MUSIC STAGE 1 Semester Course or Full Year Course 20 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

The course will be tailored to meet the needs and interests of the students participating. However, common areas of study are:

- 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 and need to be involved in one of the extra-curricular lunchtime ensembles. A \$30.00 course fee applies.

## VISUAL ARTS – ART A STAGE 1 Semester Course 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

Students will be expected to pay for the canvas they use for their final piece.

## VISUAL ARTS - ART B STAGE 1 Semester Course 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 3D skills through exploration and experimentation with a range of media.

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

### Content

Exposure to 3D skills which will result in a clay sculpture and an art piece based on an individually chosen topic.

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

# ARTS

## Assessment Components

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

## Additional Information

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

## **VISUAL ARTS - DESIGN A** **STAGE 1** **Semester Course** **10 CREDITS**

### 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.

### Content

- Visual Study - A practical and theoretical investigation into Typography
- Folio – Design of thematic chair
- Practical – Scaled model or prototype of a final product and Practitioner's Statement of 250 words

### Assessment Components

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

## **VISUAL ARTS – DESIGN B** **STAGE 1** **Semester Course** **10 CREDITS**

### 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

## **VISUAL ARTS – ART** **STAGE 2** **Full Year Course** **20 Credits**

### Assumed Knowledge

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

### Course Description

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

### Content

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

### Assessment Components

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

### Additional Information

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

# ARTS

## **VISUAL ARTS – DESIGN**

**STAGE 2**

**Full Year Course**

**20 Credits**

### 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.

## **DRAMA**

**STAGE 2**

**Full Year Course**

**20 Credits**

### Assumed Knowledge

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

### Course Description

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

### Content

- Complex Production Analysis and Performance
- Tim Burton Study
- Live Performance Viewing
- Oh! What A Lovely War Investigation

### Assessment Components

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

### Additional Information

Students will have to be prepared to pay for and see plays after hours, as well as attend production rehearsals on weekends and after school.

## **CREATIVE ARTS**

**STAGE 2**

**Full Year Course**

**20 Credits**

### 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.

# ARTS

## **MUSIC – SOLO PERFORMANCE STAGE 2** **Semester Course 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.

## **MUSIC – ENSEMBLE PERFORMANCE STAGE 2** **Semester Course 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 and other musical knowledge in an ensemble.

### 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

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

## **MUSIC – INDIVIDUAL STUDY STAGE 2** **Semester Course 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.

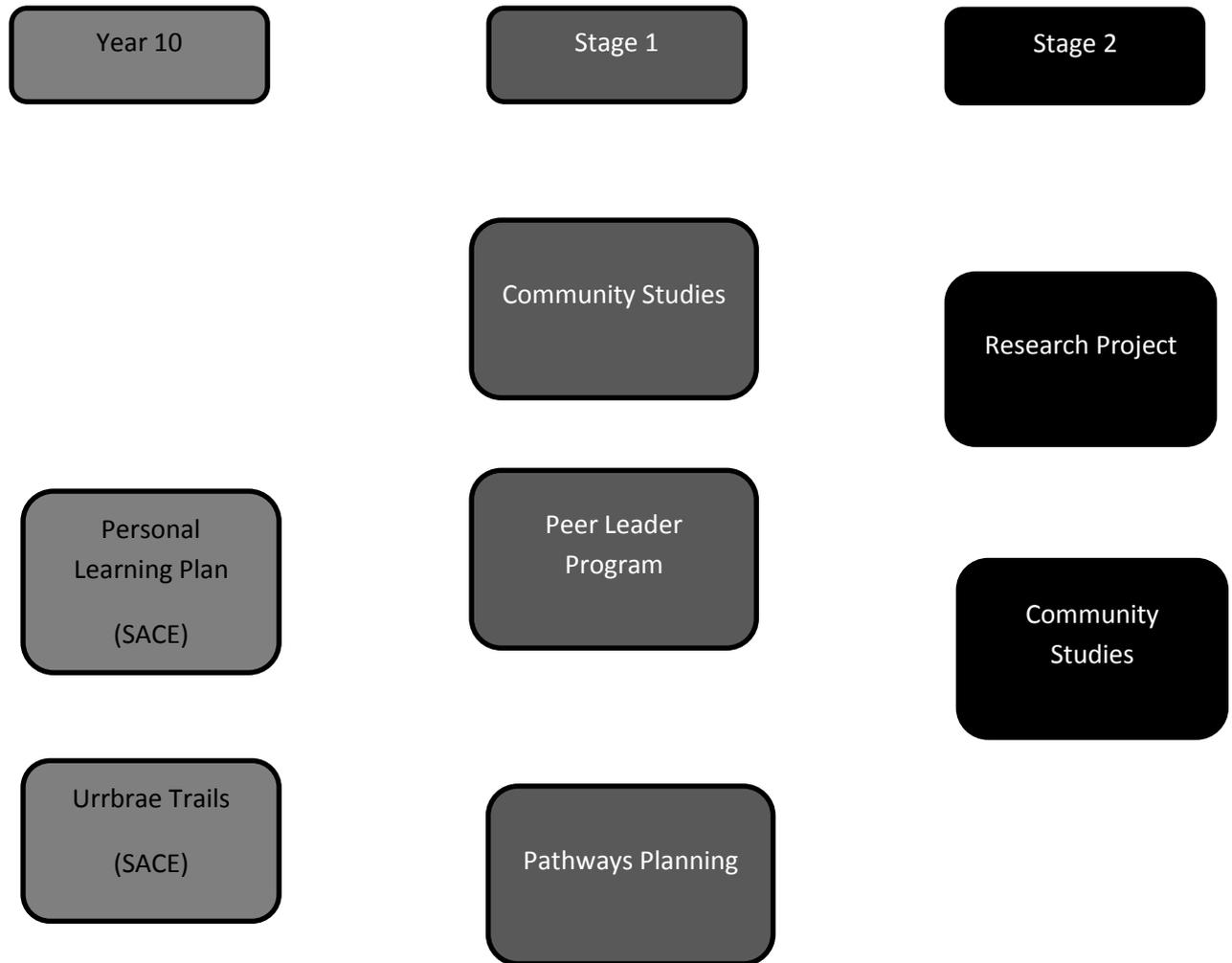
### Content

- Research
- Journal
- Product Development

### Assessment Components

- 30% Folio
- 40% Product
- 30% Report

# CROSS DISCIPLINARY



# CROSS DISCIPLINARY

## PERSONAL LEARNING PLAN STAGE 1 Semester Course 10 Credits

### Course Description

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

### Content

Students will:

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

### Assessment Components

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

### Additional Information

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

## URRBRAE TRIALS STAGE 1 Semester Course 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 STAGE 2 Semester Course 20 Credits

### Course Description

The Research Project is a stage 2 subject that is completed in Year 11 which 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, both of which count towards an ATAR:

- Research Project A
- Research Project B

### 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 - Same as RPB+
- 40% Research Outcome -1500 words or 10 minutes
- 30% Review in any format

#### Research Project B

- 30 % Folio - Same as RPA
- 40% Research Outcome - 2000 words or 12 minutes
- 30% Evaluation in written format. This is a challenging task where students must demonstrate high level literacy and critical evaluation skills

### Additional Information

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

# CROSS DISCIPLINARY

## COMMUNITY STUDIES STAGE 1 or STAGE 2

### Semester Course

#### Course Description

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

#### Content

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

#### Assessment Components

Assessment is individually negotiated with the teacher

## PEER LEADER PROGRAM STAGE 1

### Semester Course 10 Credits

#### 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
- Organisational and Management Skills during Home Group

#### Assessment Components

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

#### Additional Information

Peer Leaders attend the Year 8 camp early in term one and "Show Day" with Year 8 students in term three. Two half day training sessions and three pastoral care sessions are also devoted to training.

## PATHWAY PLANNING

### Semester Course

## STAGE 1

### 10 Credits

#### Course Description

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.

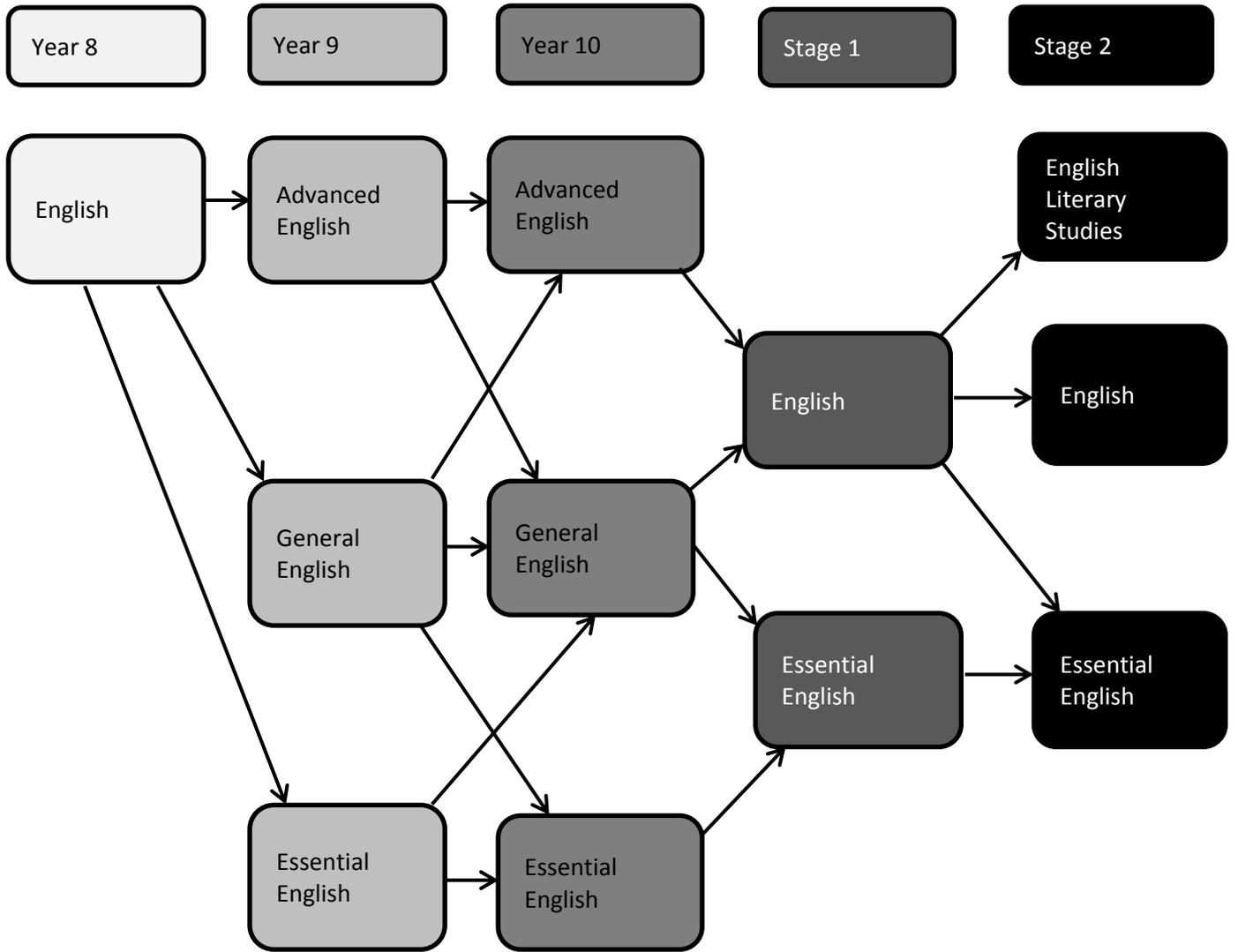
#### Content

- 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

# ENGLISH



# ENGLISH

## ADVANCED ENGLISH GENERAL ENGLISH ESSENTIAL 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, General 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:

- Responding to Texts (written or oral)
- Creating Texts (written or oral)
- Written tasks performed under timed conditions
- Tests

#### Additional Information

Students attend one or more performances, total cost usually amounting to \$20 or thereabouts. Students complete ACER PAT-Reading assessments to inform teaching and learning.

## ADVANCED ENGLISH GENERAL ENGLISH ESSENTIAL 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:

- Responding to Texts (written or oral)
- Creating Texts (written or oral)
- Written tasks performed under timed conditions
- Tests

#### Additional Information

Students attend one or more performances, total cost usually amounting to \$20 or thereabouts. Students complete ACER PAT-Reading assessments to inform teaching and learning.

## ADVANCED ENGLISH GENERAL ENGLISH ESSENTIAL ENGLISH Full Year Course

### YEAR 10

#### Assumed Knowledge

Classes are levelled as Advanced, General 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:

- Responding to Texts (written or oral)
- Creating Texts (written or oral)
- Written tasks performed under timed conditions
- Tests

#### Additional Information

Students attend one or more performances, total cost usually amounting to \$20 or thereabouts. Students complete ACER PAT-Reading assessments to inform teaching and learning.

# ENGLISH

## ENGLISH

Full Year Course

## STAGE 1

20 Credits

### Assumed Knowledge

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

### Course Description

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

### Content

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

### Assessment Components

Eight summative tasks over the year (12.5% weighting for each task)

- Responding to texts (essays, reports, presentations)
- Creating Texts (multimodal presentation, dramatic monologue)
- Intertextual Studies:
  - Comparative essay or
  - Transformative task with writer's statement

### Additional Information

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

## ESSENTIAL ENGLISH

Full Year Course

## STAGE 1

20 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)

- Responding to Texts – written, oral or multimodal responses, e.g. review, monologue, website
- Creating Texts – written, oral or multimodal pieces e.g. letter of application, workplace text, multimedia instructional display, narrative

### Additional Information

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

# ENGLISH

## ENGLISH LITERARY

Full Year Course

STAGE 2

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 (prose, film, drama, poetry, short texts)
- Creating Texts (transformative text with writer's statement, eg poem to drama script, free choice)
- Comparative Text Study (one from Shared Studies, the other chosen by the student)

### 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%)

## ENGLISH

Full Year Course

STAGE 2

20 Credits

### 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. 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 2

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

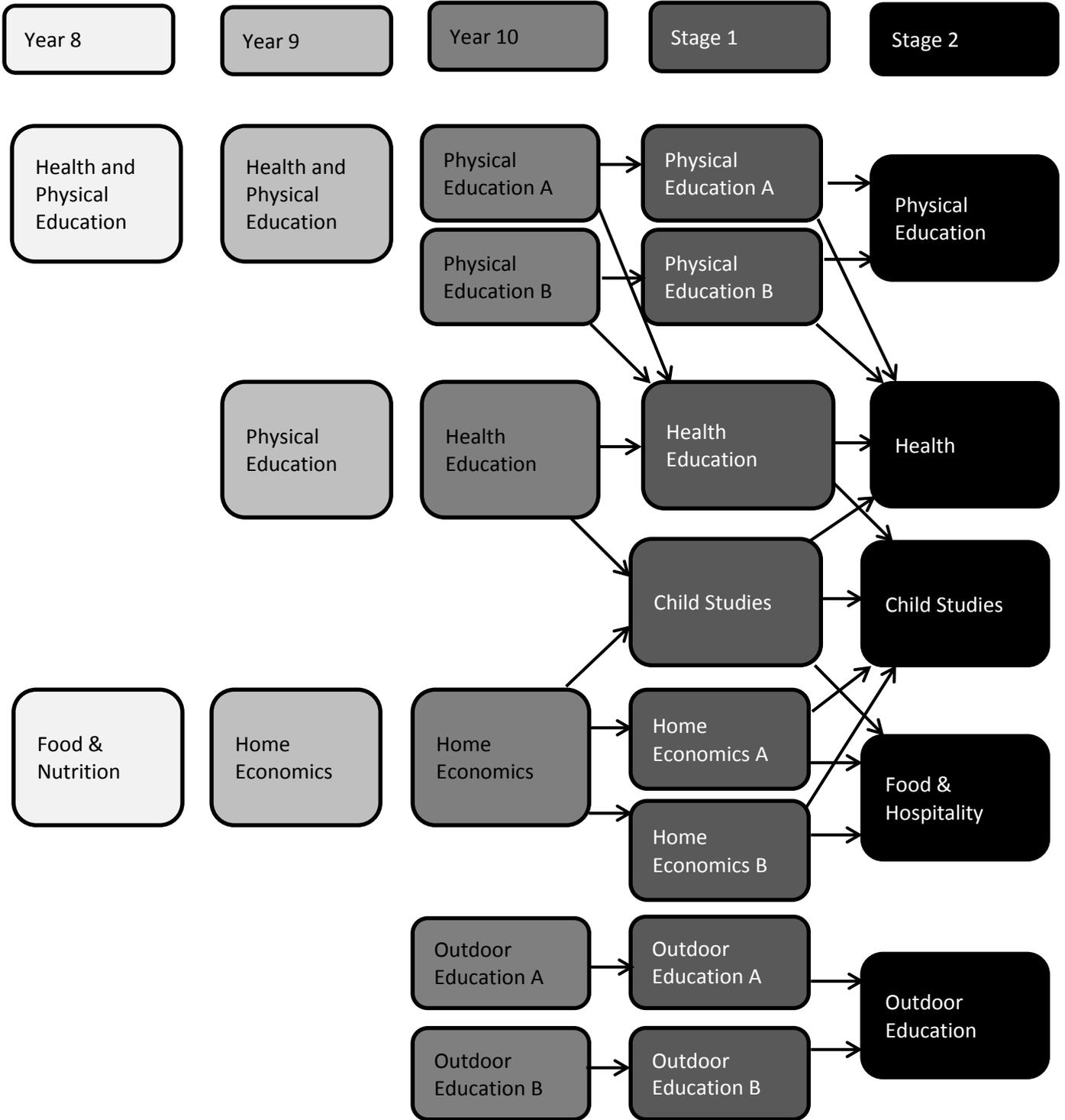
- Responding to Texts (e.g. novel, short story, film media)
- Creating Texts
- Language Study

### Assessment Components

Eight summative tasks over the year.

- 30% Responding to Texts (written, multi-modal and or oral responses)
- 40% Creating Texts (written, multimodal and or oral pieces)
- 30% Language Study

# HEALTH AND PHYSICAL EDUCATION



# HEALTH AND PHYSICAL EDUCATION

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

### Assessment Components

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

### Additional Information

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

## FOOD & NUTRITION Year 8

### Term Course

### Course Description

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

### Content

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

### Assessment Components

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

## HEALTH AND PHYSICAL EDUCATION Year 9

### Semester Course

### Course Description

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

### Content

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

### Assessment Components

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

### Additional Information

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

# HEALTH AND PHYSICAL EDUCATION

## PHYSICAL EDUCATION Year 9

### Semester Course

#### Course Description

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

#### Content

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

#### Assessment Components

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

#### Additional Information

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

## HOME ECONOMICS Year 9

### Semester Course

#### Course Description

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

#### Content

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

#### Assessment Components

- Investigations
- Group Work
- Practical Performance Checklists
- Evaluations

## PHYSICAL EDUCATION A Year 10

### Semester Course

#### Course Description

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

#### Content

- Fitness
- Exercise Physiology
- Community Recreation
- Sport

#### Assessment Components

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

#### Additional Information

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

## PHYSICAL EDUCATION B Year 10

### Semester Course

#### Course Description

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

#### Content

- Community Recreation
- Sport
- Biomechanics
- Skill Learning

#### Assessment Components

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

#### Additional Information

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

# HEALTH AND PHYSICAL EDUCATION

## HEALTH EDUCATION

Year 10

### Semester Course

#### Course Description

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

**Sexuality:** Students gain a better understanding of 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

## HOME ECONOMICS

Year 10

### Semester Course

#### Course Description

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

#### Content

- Multicultural Foods
- Sustainable and Ethical Food Issues
- Preparing Finger Foods
- Gourmet Basket
- Food Labelling

#### Assessment Components

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

#### Additional Information

An additional fee of \$90 includes consumable products.

## OUTDOOR EDUCATION A

Year 10

### Semester Course

#### Course Description

Natural environments provide for the breadth of learning that must be taught in order for students to acquire and demonstrate the knowledge, understanding and skills

described in the achievement standard for this band of learning. These environments, usually National Parks, provide for both personal and physical development. The development of these skills takes place in the school environment to prepare students for every opportunity for success.

#### Content

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

#### Assessment Components

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

#### Additional Information

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

## 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 \$220 includes transport, hire of specialist equipment and a 3 day camp.

# HEALTH AND PHYSICAL EDUCATION

## PHYSICAL EDUCATION A

STAGE 1

Semester Course

10 Credits

### Course Description

#### FOCUS AREA 1: **Physiological Perspectives in Physical Activity**

Students explore the Body in Action through developing and extending their understanding of physiological systems. They investigate how the body responds to physical activity and how training may be used to improve performance. Students undertake activities that reinforce the connections between the key ideas and physical performance. The use of technology for data collection and analysis is a focus for applying key concepts in performance contexts and for developing their critical thinking skills. Students work collaboratively in performance contexts and demonstrate fair play, teamwork, and effective communication. They develop and extend their ability to work effectively with others as they apply tactics and strategies in sporting performances

### Content

#### Key Idea A: **How the Body Responds to Physical Activity.**

- Muscular Skeletal System
- Cardio Respiratory System
- Sources of Nutrients
- Energy Systems and Fatigue.

#### Key Idea B: **How Training Affects the Body**

- Fitness components and fitness testing
- Training Methods and Principles
- Chronic Adaptations

### Assessment Components

#### Assessment Type 1: **PERFORMANCE**

Students need to work collaboratively and individually to reflect on and apply feedback for performance improvement. Students are required to investigate, collect and analyse data on their own body's response to physical activity, the effectiveness of training, and their performance of movement sequences.

#### Assessment Type 2: **CONNECTION**

Students make connections between the key ideas and theoretical aspects of one or more focus areas and the practical implications for physical performance.

### Additional Information

An additional fee of \$75 includes access to community facilities. Students intending to study Stage 2 Physical Education are advised to undertake this course.

## PHYSICAL EDUCATION B

STAGE 1

Semester Course

10 Credits

### Course Description

#### FOCUS AREA 1: **Skill Dynamics in Sport**

Students explore the Body in Action through developing and extending **their understanding of skill learning** and the differences between a novice and skilled performer. They explore the ways in which skills can be learned and developed through practical activities. Students investigate the factors that affect skill learning and how biomechanical principles are applied in the development of efficient movement sequences. They examine how skill acquisition and performance can be improved through their understanding of the psychology of sporting performance.

The use of technology for data collection and analysis is a focus for applying key concepts in performance contexts and for developing their critical thinking skills. Students work collaboratively in performance contexts and demonstrate fair play, teamwork, and effective communication. They develop and extend their ability to work effectively with others as they apply tactics and strategies in sporting performances

### Content

#### Key Idea A: **How skills are learned and performed**

- Skill Classification
- Stages of Learning
- Factors affecting skill Performance

#### Key Idea B: **How skill acquisition & performance is improved**

- Process to improve Skill Learning
- Biomechanical efficiency for skilled Performance
- Psychology of Sporting Performance

### Assessment Components

#### Assessment Type 1: **PERFORMANCE**

Students need to work collaboratively and individually to reflect on and apply feedback for performance improvement. Students are required to investigate, collect and analyse data on their own body's response to physical activity, the effectiveness of training, and their performance of movement sequences.

#### Assessment Type 2: **CONNECTION**

Students make connections between the key ideas and theoretical aspects of the focus area and the practical implications for physical performance.

### Additional Information

An additional fee of \$75 includes access to community facilities. Students intending to study Stage 2 Physical Education are advised to undertake this course.

# HEALTH AND PHYSICAL EDUCATION

## HEALTH EDUCATION STAGE 1

Semester Course 10 Credits

### Course Description

This course aims to allow students the opportunities to develop an understanding of health care including health professionals, community agencies and careers in health. The course also allows students to develop an understanding of health relationships of individuals and communities.

### Content

- Occupational health and safety, manual handling and basic First Aid.
- Work placement in a health care facility / agency.
- Communication with community health professionals and work in teams and groups.
- Analysis of the roles of community agencies, health professionals and services.
- Investigation into support networks at school and in the local community for individual health and relationships.

### Assessment Components

- Responses
- Group Activity
- Investigations
- Work Placement

### Additional Information

An additional fee of \$45 includes access to specialist health professionals.

## CHILD STUDIES STAGE 1

Semester Course 10 Credits

### Course Description

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

### Content

- The importance of child's play
- Preparing Healthy food for children
- Puppet safety show
- Children's services in the community

### Assessment Components

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

### Additional Information

An additional fee of \$55 includes consumable products.

## FOOD & HOSPITALITY A STAGE 1

Semester Course 10 Credits

### Course Description

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

### Content

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

### Assessment Components

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

### Additional Information

An additional fee of \$110 includes consumables products.

## HOME ECONOMICS B STAGE 1

Semester Course 10 Credits

### Course Description

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

### Content

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

### Assessment Components

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

### Additional Information

An additional fee of \$110 includes consumable products.

# HEALTH AND PHYSICAL EDUCATION

## OUTDOOR EDUCATION A Stage 1 Semester Course 10 Credits

### Course Description

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

### Content

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

### Assessment Components

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

### Additional Information

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

## OUTDOOR EDUCATION B Stage 1 Semester Course 10 Credits

### Course Description

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

### Content

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

### Assessment Components

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

### Additional Information

An additional fee of \$220 includes a 3 night kayaking or bushwalking camp.

## PHYSICAL EDUCATION STAGE 2 Full Year Course 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 STAGE 2 Full Year Course 20 Credits

### Course Description

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

### Content

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

# HEALTH AND PHYSICAL EDUCATION

## Assessment Components

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

## Additional Information

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

## CHILD STUDIES

STAGE 2

One Semester or

20 Credits

Full Year Course

## Assumed Knowledge

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

## Course Description

This course focuses on children's growth and development from conception to 8 years. Students critically examine contemporary issues relating to children and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills. Students will be involved in planning and implementing activities with primary school aged children and designing and creating a variety of resources suitable for children.

## Content

- Special Dietary requirements
- Teaching safety through food preparation
- Children Literature
- Working with Children
- Advertisements for children's television
- Working with Children

## Assessment Components

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

## Additional Information

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

## FOOD AND HOSPITALITY

STAGE 2

One Semester or

20 Credits

Full Year Course

## Assumed Knowledge

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

## Course Description

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

## Content

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

## Assessment Components

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

## Additional Information

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

## OUTDOOR EDUCATION

STAGE 2

Full Year Course

20 Credits

## Course Description

Students undertake studies in safe planning for a self-reliant expedition. A high level of understanding and personal fortitude is needed to face physical and personal challenges. It is essential that a student can work as part of a team to ensure safety in a natural environment.

## Content

- Planning
- Equipment
- Navigation
- Emergency Procedures

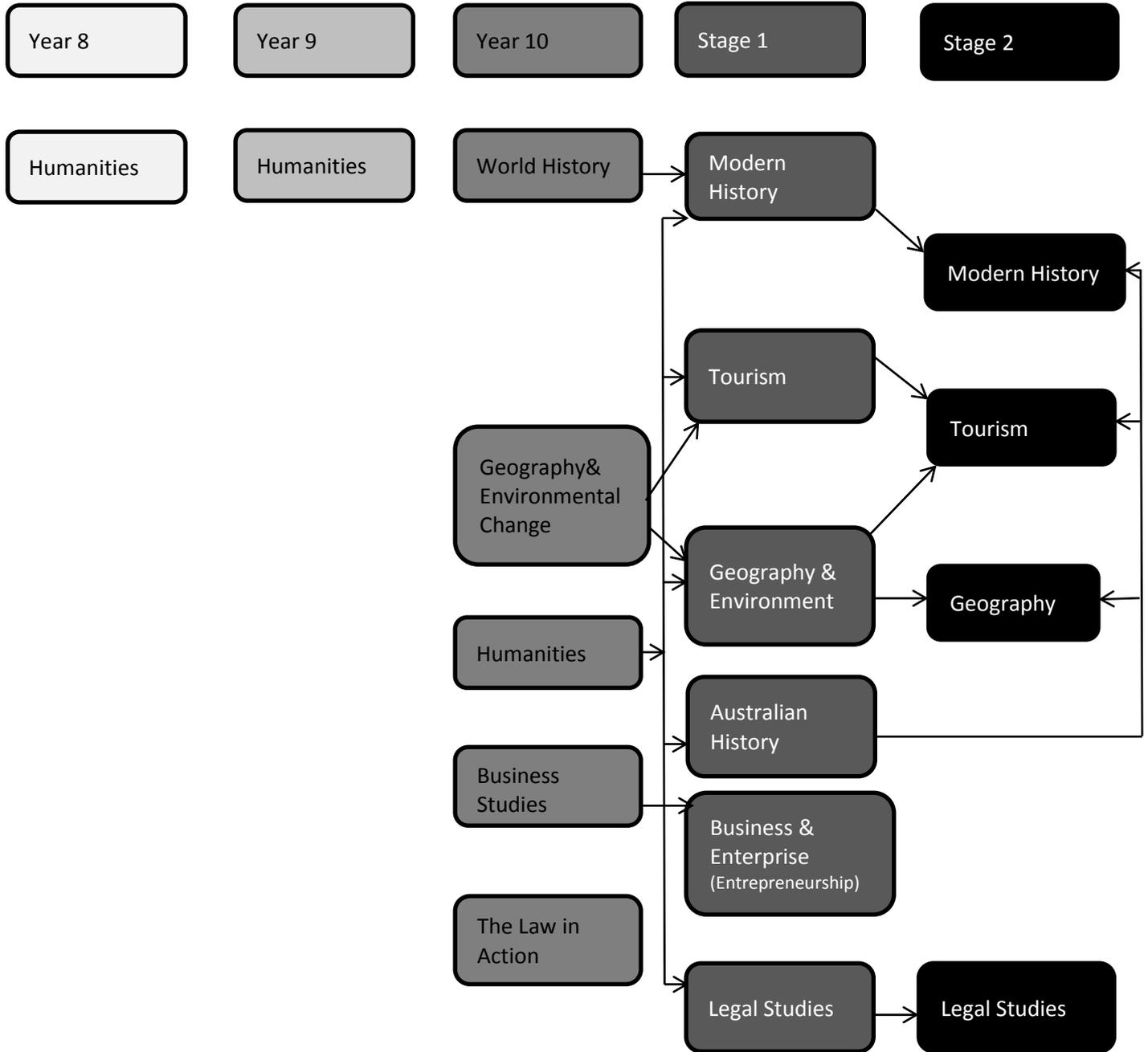
## Assessment Components

- 70% Performance Checklist
- 30% Independent Investigation related to an area of study selected by the student.

## Additional Information

An additional fee of \$500 includes a range of practical activities. Costs can vary significantly, depending on the type of practical activities chosen. Students will spend a minimum of 12 days out of school on outdoor activities including a camp and excursions into the natural environment.

# HUMANITIES



# HUMANITIES

## HUMANITIES

Year 8

### Full Year Course

#### Course Description

This course provides students with an overview of a variety of areas including History, Geography, Civics and Citizenship, and Economics and Business. This course allows students to study a number of 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

## HUMANITIES

Year 9

### Full Year Course

#### Course Description

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

#### Content

- The Industrial Revolution
- Forming a Nation
- World War 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

## WORLD HISTORY

Year 10

### Semester Course

#### Course Description

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

#### Content

- Varying aspects of human history

#### Assessment Components

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

- an essay
- a sources analysis
- a multimodal presentation
- an empathetic piece
- a primary source trail
- a photo-story
- a time capsule
- a museum exhibit

## GEOGRAPHY & ENVIRONMENTAL CHANGE

### Semester Course

Year 10

#### Course Description

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

#### Content

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

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

#### Assessment Components

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

#### Additional Information

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

# HUMANITIES

## HUMANITIES

Year 10

### Semester Course

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

Year 10

### Semester Course

#### 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

Year 10

### Semester Course

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

STAGE 1

### Semester Course

10 Credits

#### Assumed Knowledge

The successful completion of year 10 Humanities, Year 10 History is desirable

#### Course Description

In this course students will explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals.

It provides students with an 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.

#### Content

- Revolutions
- Social Movements – Peace and anti-war movements

#### Assessment Component

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

# HUMANITIES

## TOURISM

STAGE 1

Semester Course

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
- Exam (Optional)

### Additional Information

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

## GEOGRAPHY & ENVIRONMENT

STAGE 1

Semester Course

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.

## AUSTRALIAN HISTORY

STAGE 1

Semester Course

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.

# HUMANITIES

## BUSINESS & ENTERPRISE (ENTREPRENEURSHIP)

STAGE 1

Semester Course

10 Credits

### Assumed Knowledge

There are no pre-requisites for this course.

### Course Description

The 21<sup>st</sup> Century is being defined as much by worldwide challenges and uncertainty as it is by the enormous opportunities afforded by technology, global communications and the increasing drive to develop socially, economically, and environmentally sound new ventures. The global focus on innovation has sparked an entrepreneurial revolution focussing on designing solutions to real-world problems. In this Stage 1 course, students explore the entrepreneurial mindset and develop their own ability to identify and solve real-world problems.

### Content

- Understanding the global entrepreneurial revolution
- Exploring the entrepreneurial revolution
- Design thinking for the 21<sup>st</sup> Century: identifying opportunities
- Commercial and social entrepreneurship
- Planning for business: funding, finance and marketing

### Assessment Components

- Folio 50% Core topic: Business and Enterprise in Practice
- Practical 20% Investor Pitch
- Issues Study 30% Option Topic: Entrepreneurship: The Enterprising Person

## LEGAL STUDIES

STAGE 1

Semester Course

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

The successful completion of year 10 Humanities. Year 11 Legal Studies gives students an insight into law-making and the processes of dispute resolution. Students examine Australia's legal system, looking at trials and the merit of justice. They reflect on legal issues and make judgements about the strengths and weaknesses of the Australian legal system, Law and Society, People, Structures and Processes, and Justice and Society

### Assessment Component

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

## MODERN HISTORY

STAGE 2

Full Year Course

20 Credits

### Assumed Knowledge

The successful completion of year 11 History is desired.

### 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

Students will study Germany '1918 – 1945' as part of the Modern Nations component of the course. They will look at the rise and fall of Hitler and the social, political, and economic changes that shaped the development of the nation. Student will also study a topic under the title of 'the world since 1945'. This will be negotiated with the teacher and together they will investigate the political, social, and economic interactions among nations and states, and the impact of these interactions on national, regional, and/or international development.

They will also need to complete an individual historical study which will be negotiated with their teacher.

### Assessment Components

#### School Assessment (70%)

- Assessment Type 1: Historical Skills (50%) – 5 pieces
- Assessment Type 2: Historical Study (20%)

#### External Assessment (30%)

Assessment Type 3: Examination (30%) (2 hour exam)

# HUMANITIES

## TOURISM

STAGE 2

Full Year Course

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.

## GEOGRAPHY

STAGE 2

Full Year Course

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.

## LEGAL STUDIES

STAGE 2

Full Year Course

20 Credits

### Course Description

This subject provides insight into law-making, 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.

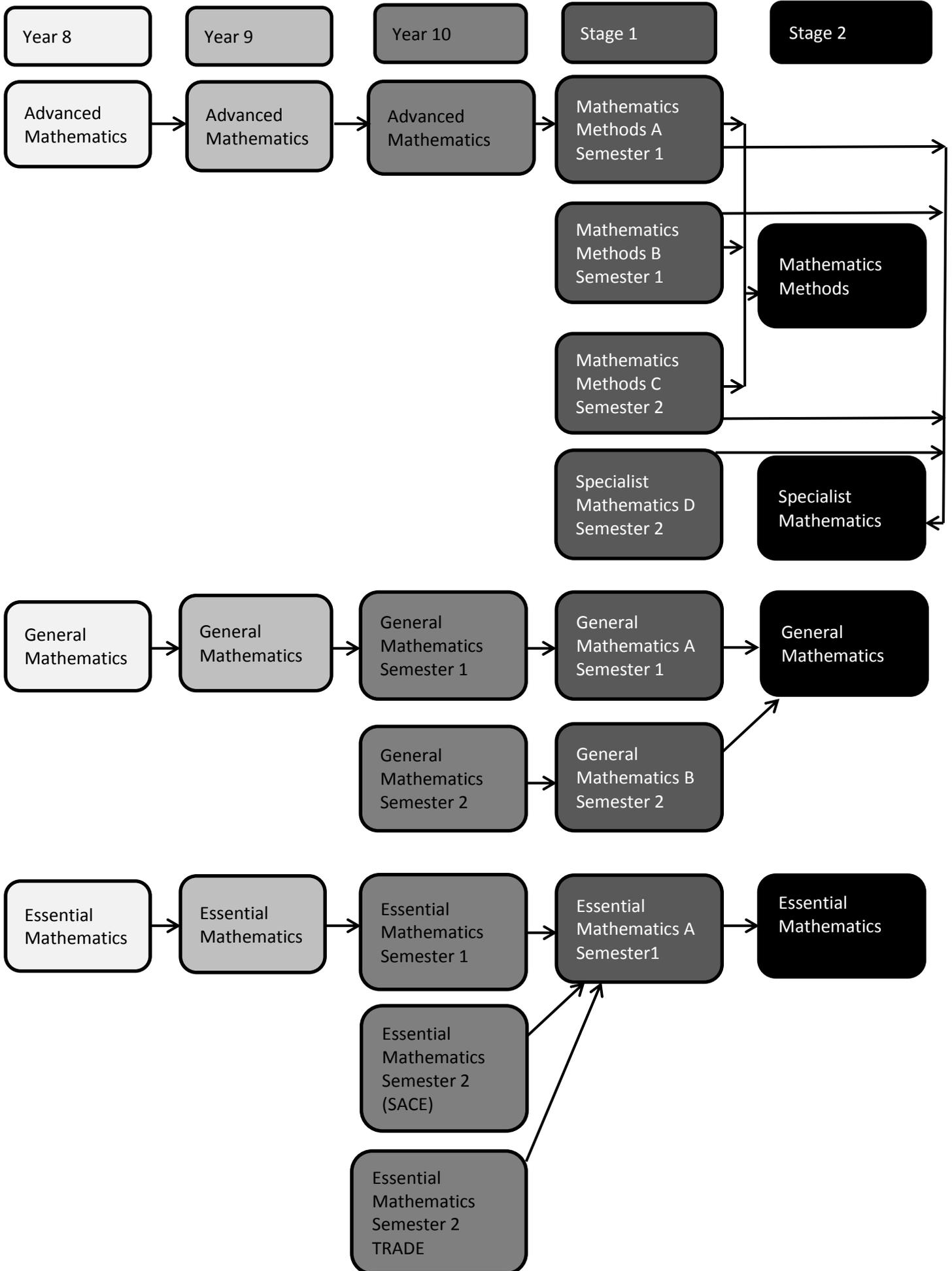
### Content

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

### Assessment Components

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

# MATHEMATICS



# MATHEMATICS

## ADVANCED MATHEMATICS & GENERAL MATHEMATICS

Year 8

### Full Year Course

#### 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

- Number and Place value
- Real Numbers
- Money a& Financial Mathematics
- Patterns and Algebra
- Linear & Non Linear relationships
- Measurement & Geometry
- Geometric Reasoning
- Statistics and Probability
- Data Representation & Interpretation

#### Assessment Components

- Tests
- Assignments
- Group Work
- Projects
- Observations

#### Additional Information

Calculators and appropriate IT will be used throughout the year. Mathematical competitions run throughout the year extend students' knowledge and understanding.

## ESSENTIAL MATHEMATICS

Year 8

### Full Year Course

#### Assumed Knowledge

This subject is 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 General 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

- Number and Percentage
- 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.

## ADVANCED MATHEMATICS

Year 9

## GENERAL MATHEMATICS

## ESSENTIAL MATHEMATICS

### Full Year Course

#### Assumed Knowledge

Advanced, General and Essential courses are offered to support different learners. Students doing the Advanced course must have successfully completed Year 8 Advanced Mathematics with good passes and have sound study habits. Students who have studied Year 8 General or Essential Mathematics can continue studying at these levels with any change of levels to be negotiated with the Mathematics teacher. Students wishing to study Advanced Mathematics must do so from the start of the year.

#### Course Description

Students will study the Australian Curriculum Year 9 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

- Real Numbers
- Money a& Financial Mathematics
- Patterns and Algebra
- Linear & Non Linear relationships
- Measurement & Geometry
- Geometric Reasoning
- Pythagoras & Trigonometry
- Statistics and Probability
- Data Representation & Interpretation

#### Assessment Components

- Test
- Assignments
- Group Work
- Projects
- Observations

#### Additional Information

Calculators and appropriate IT will be used throughout the semester.

# MATHEMATICS

## ADVANCED MATHEMATICS Year 10 GENERAL MATHEMATICS ESSENTIAL MATHEMATICS Semester 1 Course

### Assumed Knowledge

Advanced, General and Essential 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 General or Essential 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 Mathematics Methods 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 General Mathematics as possible extension work. Essential Mathematics class work will continue to build on student learning from Year 9

### 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.

## ADVANCED MATHEMATICS Year 10 GENERAL MATHEMATICS Semester 2 Course

### Assumed Knowledge

Advanced and General courses are offered to support different learners. Students doing the Advanced course must have successfully completed Year 10 semester 1 Advanced Mathematics with good passes and have sound study habits. Students who have studied Year 10 General or Essential 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 Mathematic Methods 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 General Mathematics as possible extension work.

### Content

- Financial Mathematics
- Ratio and Rates
- Equations
- Linear and Non-Linear Relationships
- Statistics
- Properties of Geometrical Figures

### Assessment Components

- Test
- Assignments
- Group Work
- Projects
- Observations

### Additional Information

A graphics calculator is required.

## ESSENTIAL MATHEMATICS Year 10 Trade Focus Semester 2 Course

### Assumed Knowledge

Successful completion of Year 10 General Mathematics, in semester 1.

### Course Description

This course is designed to further develop students' understanding of mathematical concepts related to industry. It will involve a focus on the requirements for trade engineering, electrical, construction or individual trades. It aims to establish a renewed interest and ability in Maths, and to consolidate and develop basic skills necessary for employment in industry.

### Content

- Fundamentals of Algebra
- Number Skills
- Statistics
- Trigonometry
- Weights and Measures

### Assessment Components

- Skills and Application Tasks
- Investigation

# MATHEMATICS

## ESSENTIAL MATHEMATICS

STAGE 1

Semester 2 Course

10 Credits

### Assumed Knowledge

Successful completion of Year 10 General Mathematics, in Semester 1.

### 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. This course allows Students to achieve the required 10 units of Mathematics for SACE.

## MATHEMATIC METHODS A

STAGE 1

Semester Course 1

10 Credits

### Assumed Knowledge

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

### Course Description

This course (in conjunction with Pure Maths B & 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

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

### Assessment Components

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

### Additional Information

Graphics calculator required.

## MATHEMATICS METHODS B

STAGE 1

Semester Course 1

10 Credits

### 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
- Unit Circle
- Counting
- Statistics and normal Distributions

### Assessment Components

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

### Additional Information

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

# MATHEMATICS

## MATHEMATIC METHODS C STAGE 1 Semester Course 2 10 Credits

### Assumed Knowledge

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

### Course Description

This course (in conjunction with Mathematic Methods A & B) is designed to prepare students for Stage 2 Mathematical Methods. When combined with Specialist 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
- Introduction to Differential Calculus
- Circle Geometry

### Assessment Components

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

### Additional Information

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

## SPECIALIST MATHEMATICS D STAGE 1 Semester Course 10 Credits

### Assumed Knowledge

Stage 1 Mathematics Methods 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 Mathematics Methods A, B & C) is designed to prepare students for Stage 2 Specialist Mathematics. Students build on a broad range of mathematical concepts and skills including reasoning, problem solving, abstract thinking, high-level algebraic use and manipulation, communicating mathematical ideas, skills of proof in vectors, trigonometry and geometry, and the use of technologies including graphics calculators.

### Content

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

### Assessment Components

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

## GENERAL MATHEMATICS STAGE 1 Semester 1 10 Credits

### Assumed Knowledge

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

### Course Description

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

### Content

- Finance
- Measurement
- Shares

### Assessment Components

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

### Additional Information

Graphics calculator required.

# MATHEMATICS

## GENERAL MATHEMATICS B

STAGE 1

Semester 2

10 Credits

### Assumed Knowledge

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

### Course Description

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

### Content

- Trigonometry
- Statistics
- Linear Equations

### Assessment Components

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

### Additional Information

Graphics calculator required.

## ESSENTIAL MATHEMATICS

STAGE 1

Semester Course

10 Credits

### Assumed Knowledge

Year 10 Essential Mathematics Trade 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 Essential 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

## MATHEMATICAL METHODS

STAGE 2

Full Year Course

20 Credits

### Assumed Knowledge

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

### Course Description

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

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

Students who complete this subject with a C- or better will meet the numeracy requirement of the SACE.

### Content

Stage 2 Mathematical Methods consists of the following six topics:

Topic 1: Further Differentiation and Applications

Topic 2: Discrete Random Variables

Topic 3: Integral Calculus

Topic 4: Logarithmic Functions

Topic 5: Continuous Random Variables and the Normal Distribution

Topic 6: Sampling and Confidence Intervals Statistics

### Assessment Components

- 50% Skills & Application Tasks (school based)(6 Tests)
- 20% Investigations Folio (1 Investigation)
- 30% Examination (1 Exam)

### Additional Information

Graphics calculator required.

# MATHEMATICS

## SPECIALIST MATHEMATICS

STAGE 2

Full Year Course

20 Credits

### Assumed Knowledge

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

### Course Description

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

Students who complete this subject with a C grade or better will meet the numeracy requirement of the SACE.

Stage 2 Specialist Mathematics is a 20-credit subject.

The topics in Stage 2 extend students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. The general theory of functions, differential equations, and dynamic systems provides opportunities to analyse the consequences of more complex laws of interaction.

Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving.

### Content

Stage 2 Specialist Mathematics consists of the following six topics:

Topic 1: Mathematical Induction

Topic 2: Complex Numbers

Topic 3: Functions and Sketching Graphs

Topic 4: Vectors in Three Dimensions

Topic 5: Integration Techniques and Applications

Topic 6: Rates of Change and Differential Equations

### Assessment Components

- 50% Skills & Application Tasks (school based)(6 tests)
- 20% Investigations Folio (1 Investigation)
- 30% Examination (1 Exam)
- Mid-year Internal Examination

## GENERAL MATHEMATICS

STAGE 2

Full Year Course

20 Credits

### Assumed Knowledge

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

### Course Description

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of

mathematical modelling and its application to problem-solving in everyday workplace contexts

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

### Content

Stage 2 General Mathematics at Urrbrae consists of the following five topics:

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

### Assessment Components

- 40% Skills & Application Tasks (5 tests)
- 30% Investigations ( 2 Investigation)
- End of year examination on topics
  2. Statistical Models
  3. Financial Models
  4. Discrete Models

### Additional Information

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

## ESSENTIAL MATHEMATICS

STAGE 2

Full Year Course

20 Credits

### Assumed Knowledge

Stage 1 Essential Mathematics.

### Course Description

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

### Content

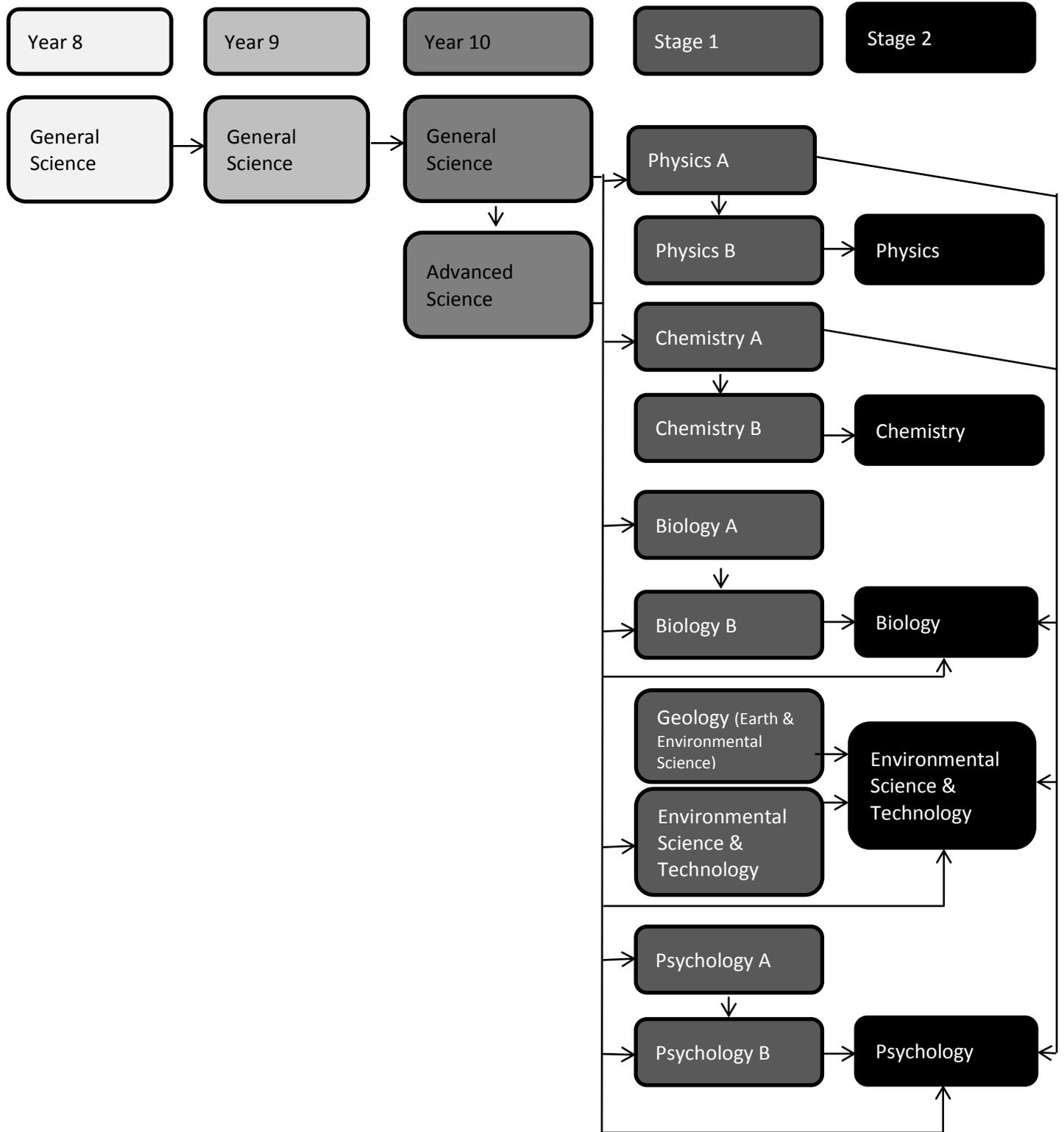
Stage 2 Essential Mathematics at Urrbrae consists of the following five topics:

- Topic 1: Scales, Planes & Models (not examined)
- Topic 2: Measurement
- Topic 3: Business Applications (not examined)
- Topic 4: Statistics
- Topic 5: Investments & Loans

### Assessment Components

- 45% Skills and Assessment Tasks
- 25% Investigations – Folio
- 30% End of Year Examination

# SCIENCE



# SCIENCE

## GENERAL SCIENCE Year 8

### Full Year Course

#### Course Description

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

#### Content

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

#### Assessment Components

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

## GENERAL SCIENCE Year 9

### Full Year Course

#### Course Description

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

#### Content

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

#### Assessment Components

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

## GENERAL SCIENCE Year 10

### Semester or Full Year Course

#### 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

## ADVANCED SCIENCE Year 10

### Semester Course

#### 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

# SCIENCE

## PHYSICS A STAGE 1 Semester Course 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
- Electric Circuits

### Assessment Components

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

## PHYSICS B STAGE 1 Semester Course 10 Credits

### Assumed Knowledge

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

- Waves
- Heat
- Nuclear Models and Radioactivity

### Assessment Components

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

## CHEMISTRY A STAGE 1 Semester Course 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

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

## CHEMISTRY B STAGE 1 Semester Course 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

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

## BIOLOGY A STAGE 1 Semester Course 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

# SCIENCE

## BIOLOGY B

STAGE 1

Semester Course

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

### Content

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

### Assessment Components

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

## GEOLOGY (Earth & Environmental Science) STAGE 1

Semester Course

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

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

### Additional Information

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

## ENVIRONMENTAL SCIENCE AND TECHNOLOGY

STAGE 1

Semester Course

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.

## PSYCHOLOGY A

STAGE 1

Semester Course

10 Credits

### 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 underpins all topics. Stage 1 consists of a compulsory topic Introduction to Psychology and 2 additional topics. At least one topic must integrate all 4 levels.

# SCIENCE

## Content

- Introduction to Psychology
- Human Psychology Development

(One of the following by negotiation not to be repeated in Semester 2)

- Social Behaviour, Intelligence Brain and Behaviour, and potentially a new area of study

## Assessment Components

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

## PSYCHOLOGY B

STAGE 1

Semester Course

10 Credits

## 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 underpins all topics.

## Content

- Introduction to Psychology
- Emotions

(One of the following by negotiation not to be repeated from Semester 1)

- Cognition, Intelligence, Brain and Behaviour, and potentially a new area of study

## Assessment Components

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

## PHYSICS

Full Year Course

STAGE 2

20 Credits

## 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).

## CHEMISTRY

Full Year Course

Stage 2

20 Credits

## Assumed Knowledge

A pass in Stage 1 Chemistry A & B.

## Course Description

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

## Content

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

## Assessment Components

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

# SCIENCE

## BIOLOGY

Full Year Course

STAGE 2

20 Credits

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

## ENVIRONMENTAL SCIENCE AND TECHNOLOGY

Full Year Course

STAGE 2

20 Credits

### Course Description

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

### Content

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

### Assessment Components

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

### Additional Information

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

## PSYCHOLOGY

Full Year Course

STAGE 2

20 Credits

Assumed Knowledge

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

### Course Description

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

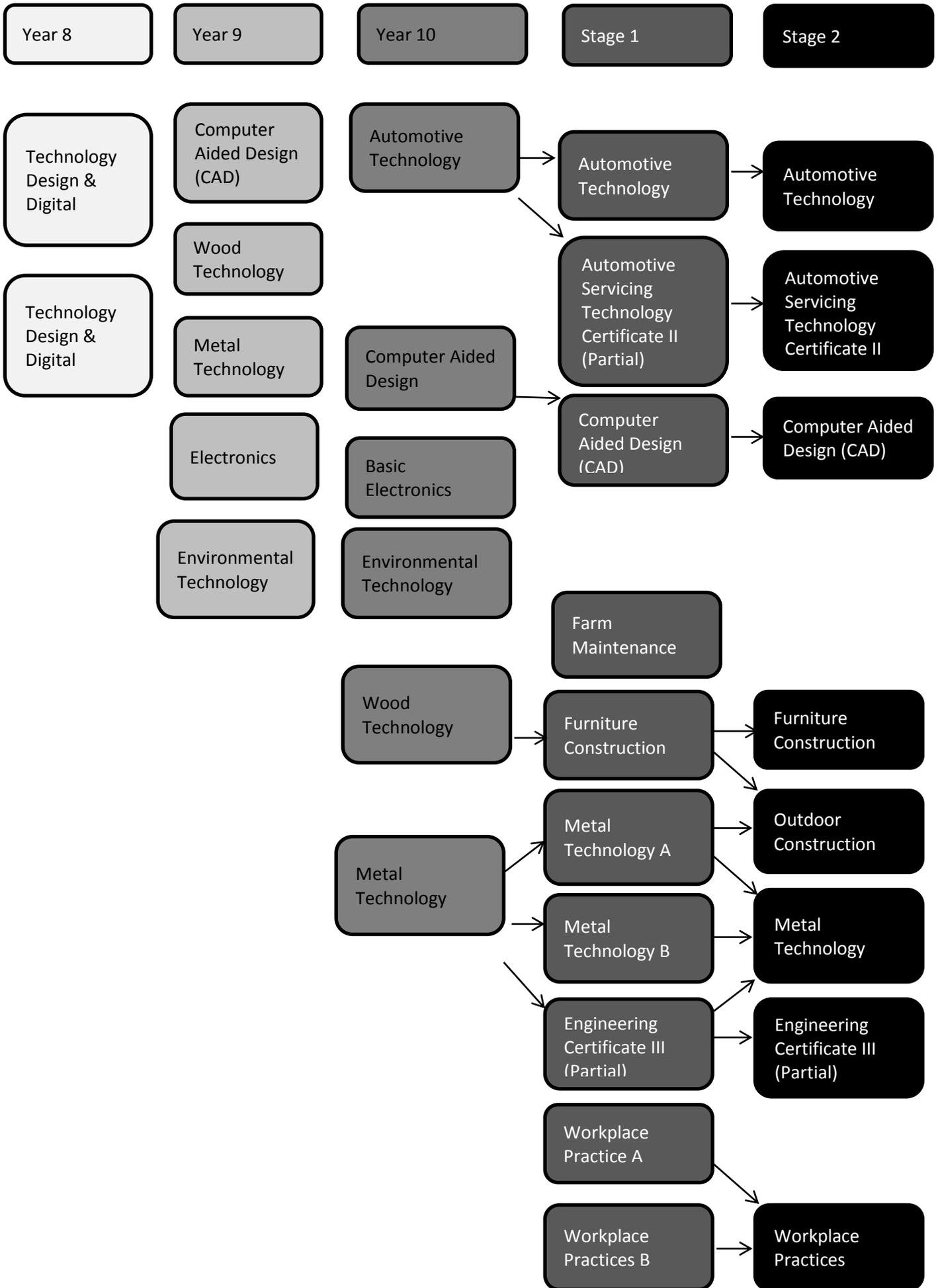
### Content

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

### Assessment Components

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

# TECHNOLOGIES



# TECHNOLOGIES

## TECHNOLOGY - DESIGN & DIGITAL Year 8

### 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
- Robotics
- Data & Internet
- Spreadsheets
- 3D Printing

## TECHNOLOGY - DESIGN & DIGITAL Year 8

### 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

## 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 3-D 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
- 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

# TECHNOLOGIES

## ELECTRONICS

Year 9

### Semester Course

#### 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 technologies and use various materials to model these. Students may examine broader issues associated with sustainability and resource management, environmental management using design and technology principals.

#### Content

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

#### Assessment 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 \$35 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 project

# TECHNOLOGIES

## BASIC ELECTRONICS

Year 10

### Semester Course

#### 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, Integrated Circuits and Amplifiers 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 \$35 includes materials for student projects.

## ENVIRONMENTAL TECHNOLOGY

Year 10

### Semester Course

#### Course Description

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

#### Content

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

#### Assessment Components

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

#### Additional Information

A course fee of \$35 includes materials for student projects.

## WOOD TECHNOLOGY

Year 10

### Semester Course

#### Course Description

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

#### Content

- Joints
- Framing
- Design Principles

#### Assessment Components

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

#### Additional Information

A course fee of \$35 includes materials for student projects.

## METAL TECHNOLOGY

Year 10

### Semester Course

#### 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 \$35 includes materials for student projects. Extra charges will be made if students design large take-home projects which exceed the standard fee payment.

# TECHNOLOGIES

## AUTOMOTIVE TECHNOLOGY STAGE 1 Semester Course 10 Credits

### Assumed Knowledge

Year 10 Automotive Technology is an advantage.

### Course Description

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

### Content

- Dismantling, Tuning and Adjusting Single and 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 \$45 includes materials for student projects. It is desirable that students supply a small motor of their own eg: lawn motor or motorbike.

## METAL TECHNOLOGY A STAGE 1 Semester Course 10 Credits

### Assumed Knowledge

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

### Course Description

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

### Content

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

### Assessment Components

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

### Additional Information

A course fee of \$45 includes materials for student projects.

## METAL TECHNOLOGY B STAGE 1 Semester Course 10 Credits

### Course Description

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

### Content

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

### Assessment Components

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

### Additional Information

A course fee of \$45 includes materials for student projects.

## COMPUTER AIDED DESIGN(CAD) STAGE 1 Semester Course 10 Credits

### Assumed Knowledge

Year 10 Design and Technology.

### Course Description

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

### Content

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

### Assessment Components

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

### Additional Information

A course fee of \$10 includes materials for student projects

# TECHNOLOGIES

## FARM MAINTENANCE

STAGE 1

Semester Course

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

## FURNITURE CONSTRUCTION

STAGE 1

Semester Course

10 Credits

### Course Description

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

### Content

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

### Assessment Components

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

### Additional Information

A course fee of \$45 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 STAGE 1

Semester Course

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 of work placement.

## WORKPLACE PRACTICES B

STAGE 1

Semester Course

10 Credits

### 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 of workplace learning
- Oral reflection on workplace experiences
- Interview with Industry Employers

### Additional Information

Students will be required to undertake 1 week of work placement.

# TECHNOLOGIES

## **AUTOMOTIVE TECHNOLOGY STAGE 2** **Full Year Course 20 Credits**

### Prerequisite

Successful completion of Year 11 Automotive Technology.

### Course Description

A full year automotive mechanics course based on servicing and maintaining a car, and the study of vehicle 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 \$90 includes materials for student projects. Where possible it is desirable that students supply their own vehicles for assessment tasks.

## **CERTIFICATE II IN STAGE 1** **AUTOMOTIVE SERVICING STAGE 2** **TECHNOLOGY (AUR20512)** **Full Year Course Up to** **Completed over 2 years 45 Credits**

### Assumed Knowledge

No assumed knowledge, but a demonstrated interest in this career pathway.

### 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 a minimum 2 weeks of structured work placement per year

### Additional Information

An additional fee of \$350 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.**

## **COMPUTER AIDED DESIGN(CAD) STAGE 2** **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 covers materials for used.

## **FURNITURE CONSTRUCTION STAGE 2** **Full Year Course 20 Credits**

### Course Description

In this course students construct a bedside table as their skills task and then design and produce 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 \$90 includes materials for student projects.

# TECHNOLOGIES

## OUTDOOR CONSTRUCTION

STAGE 2

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

## METAL TECHNOLOGY

STAGE 2

Full Year Course

20 Credits

### Course Description

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

### Content

- 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 \$90 includes materials for student projects

## WORKPLACE PRACTICES

STAGE 2

Full Year Course

20 Credits

### Course Description

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

### Content

- 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

### Additional Information

Students are required to undertake 1 week of work placement.

## CERTIFICATE III IN ENGINEERING

Stage 1 & 2

FABRICATION (PARTIAL)

Up to 30 credits

(MEM30205)

in Stage 1

Full Year Course

and up to 30 credits

Completed

in Stage 2

### Assumed Knowledge

Workshop experience in a Year 10 Technologies course. Sound literacy and numeracy skills are essential. Students will need to 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 \$600 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://isca.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.**

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