Please Note: While every effort has been made to provide accurate information, changes may be necessary to content and assessment tasks.
INTRODUCTION

This Curriculum Handbook describes the curriculum structure and provides detailed information about choices available to students at Seaton High School for 2022.

These choices include:
- Stand-alone subjects
- Programs and options available as part of our work as an Entrepreneurial Specialist School
- VET courses offered as part of our collaboration with other schools in the Western Area Secondary Schools Network.

This information, together with the individual counselling process in Term 3, helps students and parents choose courses for next year. Care Group Teachers, Subject Teachers, Student Counsellors, and Year Level/House Coordinators are also available to discuss selections, and to assist students and parents to consider courses and future options for further study and employment.

In the senior years, course selection can have a significant influence on post-school options, tertiary education or employment prospects. Appropriate selection makes it much easier to achieve personal goals. Students should choose wisely by thinking carefully about what they hope to gain from their studies.

They should ask themselves:
- What am I interested in?
- What am I good at?
- What kind of job, or types of work, will allow me to pursue my interests?

(Remember that there are often many careers available in an area of employment, so try not to be too narrow in your career choice at the beginning.)

- What options do I need to achieve my career choice?

(Try to select options which will open doors to a range of careers within your area of interest, rather than aiming for specialisation at the start. This will provide flexibility and greater choice later.)

Students should discuss their hopes and aspirations with parents and other trusted people. They should research the implications of subject choices from the information available in publications and websites such as the South Australian Tertiary Admissions Centre (SATAC) Guide, TAFE and University Handbooks, and seek help and advice from Teachers or Student Counsellors. There are several informative websites that provide information about career pathways and areas of skills shortages. These will be given to students during the course counselling process.

The school will approve courses provisionally by the end of Term 3, but these will need to be confirmed in December. Final assessment grades and the numbers choosing particular subjects will determine which subjects will be available and whether students need additional counselling to consider changes to their subject choices.

I hope that the information in this handbook is helpful and invite students and parents to utilise Seaton’s counselling and other support services.

Richard Abell
Principal
2021
WHO CAN HELP YOU?

Throughout the year you may require specific information about subjects. For many enquiries your first contact will be your Care Group Teacher. For additional information we recommend that you contact the following staff members.

<table>
<thead>
<tr>
<th>Subject / Program</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>All The Arts</td>
<td>Mr T Jeffrey – Curriculum Leader</td>
</tr>
<tr>
<td>All Maths, All Sciences</td>
<td>Mr M Crump – Curriculum Leader</td>
</tr>
<tr>
<td>All English / All HASS</td>
<td>Ms P Virgo – Curriculum Leader</td>
</tr>
<tr>
<td>Japanese / LOTE</td>
<td>Ms K Sivewright – Curriculum Leader</td>
</tr>
<tr>
<td>All Health &amp; Physical Education</td>
<td>Mr S Cavanagh – Curriculum Leader</td>
</tr>
<tr>
<td>All Learning Technologies</td>
<td>Mr T Nash – Curriculum Leader</td>
</tr>
<tr>
<td>Entrepreneurial / Specialist Programs</td>
<td>Mr T Griffith, Mr Sa Danh</td>
</tr>
<tr>
<td>Student Learning Program</td>
<td>Ms V Germanos</td>
</tr>
<tr>
<td>Vocational Education &amp; Training</td>
<td>Mr M Huggett / Mr C Spyrou</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr R Abell</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Ms J Hernandez</td>
</tr>
<tr>
<td>AP Senior School</td>
<td>Ms S Smith</td>
</tr>
<tr>
<td>Wellbeing Practitioners</td>
<td>Mr M Huggett / Ms V Holtby / Ms K Scheffler</td>
</tr>
<tr>
<td>AP Middle School / Year 7 Coordinator</td>
<td>Mr P Lenartowicz</td>
</tr>
<tr>
<td>Year 8 Coordinator</td>
<td>Ms T Sands</td>
</tr>
<tr>
<td>Year 9 Coordinator</td>
<td>Mr J Wenham</td>
</tr>
<tr>
<td>White House 10,11, 12 Coordinator</td>
<td>Ms C West</td>
</tr>
<tr>
<td>Blue House 10,11, 12 Coordinator</td>
<td>Mr C Spyrou / Ms M Jeffrey</td>
</tr>
<tr>
<td>Orange House 10,11, 12 / SACE Coordinator</td>
<td>Mr A Stockley</td>
</tr>
</tbody>
</table>
The Middle School program provides stability and challenging learning, so that every student can make a successul transition to high school and from one year to the next. Care Group teachers typically teach their classes for one node (either *Local & Global Perspectives* or *The Physical & Natural World*). This enables teachers to know their students, and to provide effective supervision and support.

### Year 7 Curriculum Overview

<table>
<thead>
<tr>
<th>Full Year</th>
<th>Local &amp; Global Perspectives (English, HASS &amp; Japanese)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Year</td>
<td>The Physical &amp; Natural World (Maths, Science &amp; STEM)</td>
</tr>
<tr>
<td>Semester</td>
<td>Induction, Immersion &amp; Connection</td>
</tr>
<tr>
<td>Semester</td>
<td>Health &amp; Happiness</td>
</tr>
<tr>
<td>Semester</td>
<td>Arts Hothouse</td>
</tr>
<tr>
<td>Semester</td>
<td>The Made World</td>
</tr>
</tbody>
</table>

The curriculum program for students who have been accepted into one of the specialist entry programs (Entrepreneurial Specialist Program, Diamond Sports Specialist Program) or the Language Academy, will vary slightly to the above ‘standard’ program. Students will be advised of this variation.

### Year 8 Curriculum Overview

<table>
<thead>
<tr>
<th>Full Year</th>
<th>Local &amp; Global Perspectives (English, HASS &amp; Japanese)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Year</td>
<td>The Physical &amp; Natural World (Maths, Science &amp; STEM)</td>
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<td>Semester</td>
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The curriculum program for students who have been accepted into one of the specialist entry programs (Entrepreneurial Specialist Program, Diamond Sports Specialist Program) or the Language Academy, will vary slightly to the above ‘standard’ program. Students will be advised of this variation.

**Induction, Immersion & Connection**

At year 7 (and Yr 8 in 2022) students will complete a new subject: ‘Induction, Immersion & Connection’. This subject is designed to equip students with the knowledge, essential skills and habits required to be successful, confident and entrepreneurial learners. It will also see students begin to map their learning journey through high school using the personal E-portfolio.
Year 9 Curriculum Overview

Full Year
- English & History
- Maths & Science

Semester
- Health & Physically Active Subject – Health & Happiness, Dance or Diamond Sports
- Choice
- Choice
- Choice

A wide range of semester subjects are offered to meet individual needs and pathways. These include:

- The Arts: Art and Innovation, Dance, Drama, Music, Visual Art
- Design & Technology -
  - Emerging Technologies – semester or full year options
  - Electronics & Control Technologies
  - Timber & Metal Materials Technologies
- Home Economics
- LOTE: Japanese – Full Year
- Diamond Sports (Baseball or Softball) - Full Year
- Health & Happiness
- Geography

Please note:
- English as an Additional Language or Dialect (EALD) and other special assistance as needed.
- Intensive Literacy and Numeracy support is provided as necessary.
- All Year 9 students are taught digital technology skills as part of their courses.
ART and INNOVATION
Semester
This subject is a continuation of the Year 8 Specialist entry program; it is only available to students who were involved in the Specialist program in Year 8.

SUBJECT OUTLINE
Students in this class explore to a higher level the skills and techniques used in the art making process and work in a more collaborative manner. Using higher order thinking skills they record processes, make creative decisions and document processes they undertake individually or in groups.

Content / Topics
• Practical areas such as painting, drawing, printmaking and 3D, predominantly clay is supported by visual research giving a deeper and authentic approach to this area of the curriculum
• Students maintain a folio of their work as evidence for the assessment process
• Provides opportunities for further development of skills and understandings in a range media, both practical and theoretical

ASSESSMENT
• Visual study: Study of visual art techniques and artists
• Folio: Idea development through higher order thinking
• Practical work

REQUIREMENTS FOR SUCCESS
Designed for those students who were enrolled and were successful in the Year 8 Visual Art & Innovation course.

FUTURE STUDY PATHWAYS
• Year 10 Visual Art & Innovation
• Design, Innovation and Entrepreneurship Package

DIAMOND SPORTS - Baseball
Full Year

SUBJECT OUTLINE
This course is for students with above average Athletic potential.

Content / Topics
• Provides students with the opportunity to develop skills and knowledge in baseball, including throwing, pitching, catching, fielding, hitting, running, team offence and defence situations and injury prevention
• Alcohol and Drugs – harm minimisation
• SHineSA - relationships and sexual health
• A light weights program is incorporated into the training. Students gain a level 1 accreditation in scoring and a level 0 accreditation in umpiring

ASSESSMENT
• Practical
• Theory

REQUIREMENTS FOR SUCCESS
Year 8 Baseball is a prerequisite, or a successful tryout. Participation in Australian Baseball Focus Schools Tournament (cost is dependent on where it is held), and the Year 8/9 State Knockout.

DANCE
Semester

SUBJECT OUTLINE
This subject is designed for those students who havea strong interest in Dance and creative expression through movement. Dance practice integrates choreography, performance and appreciation of and responses to dance and dance making.

Content / Topics
• SHineSA - relationships and sexual health
• Contemporary, Hip-hop and Jazz technique, flexibility and strength, fitness, composition and performance

ASSESSMENT
• Technique
• Composition
• Performance
• Appreciation

REQUIREMENTS FOR SUCCESS
Out of hours rehearsals and participation in out of hours performances is expected. As a requirement for OHS, students need to purchase black jazz shoes and or half soles/foot undies to practice in for rehearsals and performance.

FUTURE STUDY PATHWAYS
• Year 10 Dance
• Performing Arts & Industry Package
FUTURE STUDY PATHWAYS
• Diamond Sports Academy

DIAMOND SPORTS - Softball
Full Year

SUBJECT OUTLINE
This course is for students with above average athletic potential.

Content / Topics
• Provides students with the opportunity to develop skills and knowledge in softball, including throwing, pitching, catching, fielding, hitting, running, team offence and defence situations and injury prevention
• Alcohol and Drugs – harm minimisation
• SHineSA - relationships and sexual health
• A light weights program is incorporated into the training
• Students gain a level 1 accreditation in scoring and a level 0 accreditation in umpiring

ASSESSMENT
• Practical
• Theory

REQUIREMENTS FOR SUCCESS
Year 8 Softball is a prerequisite, or a successful tryout. Participation in local or country Softball Tournament (cost varies), the Year 8/9 State Knockout.

FUTURE STUDY PATHWAYS
• Diamond Sports Academy

DRAMA
Semester

SUBJECT OUTLINE
This course is designed for students with an interest in performance and the world of theatre. Students develop skills in voice and movement. There is a focus on Improvisation and Physical Theatre. Students will also develop skills in review writing. In this course students will work individually, in pairs, and in small groups.

Content / Topics
• Improvisation
• Realism

ASSESSMENT
• Performance
• Folio: review and report
• Acting and ensemble skills

REQUIREMENTS FOR SUCCESS
Interest in drama and attendance at majority of lessons. Participation in out of hours Performing Arts showcase an expectation.

FUTURE STUDY PATHWAYS
• Yr 10 Drama
• Performing Arts and Industry Package

ELECTRONIC & CONTROL TECHNOLOGIES
Semester

SUBJECT OUTLINE
This course will assist students in developing their Design and Technology skills in the Systems Engineering area of study. It will provide students with the opportunity to gain confidence with software, tools and machines used in electronics, programming, robotics and 3D printing.

Content / Topics
• By applying the design process students will see the required relationship between investigations, drawing and written presentations, construction and evaluation
• Projects planned aim to demonstrate the learned skills and the design process
• A safe working ethic in this learning area is required and essential for progress
• Electronic circuits design and construction
• Programming and robotics control technology
• Computer aided design

ASSESSMENT
• Ongoing assessment which includes all written, drawing and practical work based on the design cycle

REQUIREMENTS FOR SUCCESS
Completion of a folio of work that meets the ACARA standards.
YEAR 9 SUBJECT DESCRIPTORS

FUTURE STUDY PATHWAYS
- Year 10 Digital Technology
- Entrepreneurial Design Solutions Package (UAV)

EMERGING TECHNOLOGIES
Semester
This subject is a continuation of the Year 8 Specialist entry program; it is only available to students who were involved in the Specialist program in Year 8.

SUBJECT OUTLINE
This course is a deep dive into 3D Design and microcontrollers (e.g. Arduinos). Students will be provided with a strong understanding of part/assembly design and additive manufacturing. They will also be guided through coding C++ to control a microcontroller, although the skills taught here could be used elsewhere.

Content / Topics
- Autodesk Fusion 360 tutorials
- Rethinking products at home: product design and manufacturing (which includes the design cycle).
- Programming microcontrollers to interpret inputs and outputs.
- Creating Arduino-powered rovers (which includes the design cycle as well).

ASSESSMENT
Ongoing assessment includes written and practical work (based on the design cycle).

REQUIREMENTS FOR SUCCESS
Designing, realising, and creating a poster around a high-quality 3D-designed product. Building, programming, problem solving, and creating a folio around an Arduino-controlled rover.

FUTURE STUDY PATHWAYS
- Year 10 Digital Technology
- Entrepreneurial Design Solutions Package (UAV)

GEOGRAPHY
Semester

SUBJECT OUTLINE
This course extends concepts covered in Year 8 Local and Global Perspectives through a study of two units – Biomes & Food Security and Geographies of Interconnection. There will be an emphasis on practical geography skills and excursions, as well as links to the wider world.

Content / Topics
- Geographical method of enquiry
- Biomes and their connection to food & fibre production
- Environmental challenges to food and fibre production
- Connections between people and places
- Reading maps and GPS devices
- Field research

ASSESSMENT
- Field Report
- Model
- Learning Journal
- Academic Poster

REQUIREMENTS FOR SUCCESS
Sound interest and grades in Year 8 Local and Global Perspectives and a strong interest in the environment.

FUTURE STUDY PATHWAYS

HEALTH & HAPPINESS
Semester

SUBJECT OUTLINE
This course explores concepts of what it is to be healthy and happy from perspectives around the globe. We develop an understanding of how and why we move our bodies to highlight the importance of having a positive attitude to physical activity and a healthy lifestyle.

Content / Topics
- Mental Health and Wellbeing
- Games and Sports
- Alcohol and Other Drugs – harm minimisation
- Health Benefits of Physical Activity
- Safety
- Relationships and Sexuality
- Lifelong Physical Activity
- Food and Nutrition

ASSESSMENT
- Completion of assignments aligned to Australian Curriculum achievement standards

2022 Curriculum Handbook
YEAR 9 SUBJECT DESCRIPTORS

REQUIREMENTS FOR SUCCESS
Appropriate clothes to change into for practical lessons

FUTURE STUDY PATHWAYS
- Year 10 HPE
- Sports Industry Pathways Package
- Connect Package

HOME ECONOMICS - Foods & Textiles
Semester

SUBJECT OUTLINE
This course consists of 1 term of cookery and 1 term of textiles. It is designed to further develop students’ skills in design and technology. It will provide students with the opportunity to gain confidence with foods, materials, tools and equipment.

Content / Topics
- An understanding of food safety and hygiene, and safe and correct equipment use
- An introduction to and the development of different cookery methods and their uses in food production
- An understanding of safe work practices when working with sewing equipment
- An introduction to how hand and machine skills can be used in the construction of a simple textile article(s)
- By applying the design process, students will use the procedures of investigating, designing, making and appraising a food product and textile article
- Reading and interpreting recipes
- Time management
- Pastry making
- Meat and meat alternative cookery
- Egg cookery
- Baking
- Measuring
- How to use a both a sewing machine and needle felting machine
- Fabric embellishment technique
- Simple hand sewing techniques

ASSESSMENT
- Ongoing assessment which includes bothpractical and written tasks
Demonstration of skills and knowledge through a “Design, investigate, produce and evaluate assignment” for each terms work

REQUIREMENTS FOR SUCCESS
All students are expected to participate in all areas of study to learn and practice the necessary skills for successful outcomes.

FUTURE STUDY PATHWAYS
- Year 10 Food Management
- Food Futures Package

JAPANESE
Full Year

SUBJECT OUTLINE
An interactive course in which students will increase their understanding of Japanese language and culture and develop their communication skills.

Content / Topics
- Hiragana script
- Katakana script
- Kanji script
- Everyday topics eg family & friends, weather, going to a restaurant, school life
- Speaking, listening, reading, writing in Japanese
- Japanese culture
- How cultural values and perspectives are embedded in language

ASSESSMENT
- Reading and writing in Japanese
- Speaking and listening in Japanese
- Oral Presentations
- Vocabulary and grammar tests
- Creation of a range of texts in both English and Japanese

REQUIREMENTS FOR SUCCESS
If you were successful in Year 8 Japanese and you love the challenge of learning a language, this is the subject for you! To be successful in this subject you also need to be interested in other cultures and looking at the world from a different perspective. Additionally, only students who are studying Japanese will be considered for the Japan Trip

FUTURE STUDY PATHWAYS
- Year 10 Japanese.
**MUSIC**  
Semester  

**SUBJECT OUTLINE**  
This course is designed for students who have a strong interest in music and would like to learn to play an instrument/sing or for students that have demonstrated ability, understanding and interest in the music course during Year 8.  

**Content / Topics**  
- Further develop ensemble/solo practical skills  
- Listen to perform, and arrange music  
- Understanding the elements of music  
- Basic music composition  

**ASSESSMENT**  
- Ensemble Practical Performance  
- Song Investigation, Analysis, Folio  
- Basic Composition  

**REQUIREMENTS FOR SUCCESS**  
Interest in music. Lesson attendance and participation in out of hours performances is a requirement in this subject.  

**FUTURE STUDY PATHWAYS**  
- Year 10 Music and / or Yr 10 Creative Music  
- Performing Arts and Industry Package  

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**TIMBER & METAL TECHNOLOGY**  
Semester  

**SUBJECT OUTLINE**  
This course will assist students in developing their design and technology skills in the timber and metal materials area of study. It will provide students with the opportunity to gain confidence with software, tools and machines used in timber and metal construction.  

**Content / Topics**  
- By applying the design process students will see the required relationship between investigations, drawing and written presentations, construction and evaluation  
- Projects planned aim to demonstrate the learned skills and the design process  
- A safe working ethic in this learning area is required and essential for progress  
- Timber and metal design and construction methods using a range of machines and tools  
- Understanding the safe operation of complex machines such as metal lathes and wood work machines  
- Computer aided design  

**ASSESSMENT**  
- Ongoing assessment which includes all written, drawing and practical work based on the design cycle  

**REQUIREMENTS FOR SUCCESS**  
Completion of a folio of work that meets the ACARA standards.  

**FUTURE STUDY PATHWAYS**  
- Year 10 Timber & / or Metal  

---  

**VISUAL ART**  
Semester  

**SUBJECT OUTLINE**  
This course will provide opportunities for students to develop their skills and applications in Art and Design, including areas such as painting, drawing, printmaking and clay.  

**Content / Topics**  
- Practical areas undertaken are supported by visual research giving a more meaningful understanding  
- Students maintain a folio of their experimentations and discoveries as evidence for the assessment process  
- Provides opportunities for further development of skills and understandings in a range media, both practical and theoretical  
- Visual study: Study of visual art techniques and artists  
- Folio: Idea development through higher order thinking  
- Practical work  

**FUTURE STUDY PATHWAYS**  
- Year 10 Visual Art and Innovation  
- Design, Innovation and Entrepreneurship Package
SEATON HIGH SCHOOL’S SENIOR SCHOOL

Senior School: Years 10, 11 & 12

The Senior School provides a wide range of courses and pathways to enable students to achieve their SACE (South Australian Certificate of Education), and to prepare students for success in further study, employment and positive adulthood and citizenship. A vertical Care Group structure, which includes students having the same Care Group teacher for 3 years, enables the Care Group teacher to get to know their students well, fostering a supportive and more adult environment. In some cases, students are assigned a case manager to support students’ success in tailored programs.

Most students will have scheduled independent learning time. The development of effective independent learning skills and strategies in years 7, 8 and 9 is critical if students are to make the most of this valuable time.

What is the SACE?

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (years 10, 11 & 12).

In working towards their SACE students will develop skills, knowledge and capabilities 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 will be able to study a wide range of subjects and courses as part of the SACE. With our entrepreneurial focus there will be some courses offered that integrate Stage 1 & Stage 2 subjects, and can be studied by students from Year 10 onwards.

The requirements to achieve the SACE

To gain their SACE certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months of study in a particular subject or course.

Some elements of the SACE are compulsory
These are:
- A Personal Learning Plan (PLP) at Stage 1 (usually undertaken in Year 10), worth 10 credits
- At least 20 credits towards literacy from a range of English subjects usually at Stage 1
- At least 10 credits towards numeracy from a range of Mathematical subjects 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.
- Students must achieve either an A, B or C in the compulsory subjects to successfully complete their SACE.
- Completion of remaining 90 credits from subjects and courses from Stage 1 or 2.

COMPLETION OF SACE

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Subject</td>
<td>Compulsory Subject</td>
</tr>
<tr>
<td>Yr10 PLP</td>
<td>English 10 credits</td>
</tr>
<tr>
<td>10 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 10 credits</td>
</tr>
</tbody>
</table>

Must pass with A, B or C Stage 1 or Stage 2 Subjects Must pass with A, B or C
### SACE PATTERN

**Year 10**
- Personal Learning Plan: 10 credits

**Year 11 (Stage 1)**
- Literacy (from a range of English subjects and courses): 20 credits
- Numeracy (from a range of mathematics subjects and courses): 10 credits

**Year 11 or 12 (Stages 1 or 2)**
- Other subjects and courses of the student’s choice: up to 90 credits

**Year 12 (Stage 2)**
- Research Project: 10 credits
- Other Stage 2 subjects and courses*: 60 or more credits

**Total**: 200 credits

*Most students will complete subjects or courses worth more than 70 credits at Stage 2.

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**Subjects**

#### Stage 1 - Years 10 & 11
- **Personal Learning Plan** (compulsory)
- **Numeracy** (compulsory)
  - from a range of mathematics subjects
- **Literacy** (compulsory)
  - from a range of English subjects

#### Stage 2 - Year 12
- **Research Project** (compulsory)

- **Stage 2 subjects**: 60 credits
- **Free choice subjects** from either Stage 1 or Stage 2: 90 credits

**SACE = 200 Credits**
Year 10 marks the beginning of students’ journey towards completing the South Australian Certificate of Education (SACE). All students must complete and pass the Personal Learning Plan (PLP), which earns students 10 credits towards their SACE. Students will have the opportunity to undertake Work Experience and participate in a Round Table Presentation. The course will also encourage students to look at their own strengths and areas for improvement in the capabilities, thus preparing them for Stage 1 and Stage 2.

Additionally, students will participate in various seminars about road safety and personal health issues. Units from the Child Protection Curriculum and SHineSA Relationships & Sexual Health curriculum will be delivered on special program days and forums. Students will also undertake a “CBD Passport” where they need to find various locations within the city centre, with the aim of introducing map reading skills, team building and developing knowledge of resources within the city.

### YEAR 10: CURRICULUM OVERVIEW

<table>
<thead>
<tr>
<th>Full Year</th>
<th>English</th>
<th>SACE ACCREDITATION</th>
<th>Stage 1 or 2 SACE credits depending on the package and the student’s pathway(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Year</td>
<td>Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Year</td>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Year</td>
<td>Entrepreneurial SACE Package</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Modern World History</th>
<th>10 SACE credits: Must pass with A, B or C (Stage 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Personal Learning Plan (PLP)</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Choice</td>
<td></td>
</tr>
</tbody>
</table>

### YEAR 10 SUBJECTS

#### REQUIRED
- English – Essential General Literary Studies
- Maths – Essential General Advanced
- Science
- Entrepreneurial Package
- PLP (10 credit SACE unit)
- Subjects with a physical activity component:-(Dance, Diamond Sports Academy, Health & Physical Education, or Sports Industry Package)
- Modern History

#### CHOICE
- Business Innovation
- Digital Technology
- Drama
- Food Management
- Japanese (2 units)
- Material Solutions - Metal
- Material Solutions - Timber
- Music (Sem 1)
- Creative Music (Sem 2)
- Visual Art and Innovation

<table>
<thead>
<tr>
<th>Students choose Semester units from:</th>
<th>Full Year Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entrepreneurial Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Applied Environmental Science</td>
<td></td>
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<tr>
<td>Changemakers: Voice in Modern Media</td>
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<tr>
<td>Changemakers: Voice in Modern Media Plus</td>
<td></td>
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<tr>
<td>Connect</td>
<td></td>
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<tr>
<td>Design, Innovation &amp; Entrepreneurship</td>
<td></td>
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<tr>
<td>Design, Innovation and Entrepreneurship Plus</td>
<td></td>
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<td>Diamond Sports Academy</td>
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<td>Diamond Sports Academy Plus</td>
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<td>Entrepreneurial Design Solutions (UAV)</td>
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<tr>
<td>Food Futures</td>
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<tr>
<td>Kick Starter Entrepreneurship in Action</td>
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<tr>
<td>Performing Arts and Industry</td>
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<tr>
<td>Sports Industry Pathways</td>
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<td>Sports Industry Pathways Plus</td>
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Due to ongoing development of the Entrepreneurial Packages the delivery of courses in 2022 is subject to change.

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2022 Curriculum Handbook
Entrepreneurial SACE Packages and Vocational Education and Training

Seaton High School is one of South Australia’s five Entrepreneurial Specialist Schools. As an Entrepreneurial Specialist School we aim to develop an entrepreneurial mindset in all of our students and create a highly engaging learning environment where students find opportunity, learn by doing and make things happen.

A major part of Seaton High School’s entrepreneurial focus is the development of ten Entrepreneurial SACE Packages and a diverse range of Vocational Educational and Training (VET) Programs. The Entrepreneurial SACE Packages and VET Programs integrate SACE subjects and industry qualifications, designed to ignite students’ sense of passion and purpose in an area of their interest. They are delivered as a fully immersive program one day a week.

The programs have been designed through innovative educational approaches and are all framed around entrepreneurial ways of thinking and doing. All programs have a strong focus on the collaboration between education, industry and the community.

In 2022, Wednesdays will be designated for students to engage in Entrepreneurial SACE Packages and VET Courses. This will maximise the opportunity for students to engage in and embrace these entrepreneurial educational experiences with no detrimental impact on their other areas of study.

Students are strongly encouraged to take up the opportunity to engage in three Entrepreneurial SACE Packages progressively from Years 10 – 12.

For program flyers please view via the following link: https://bit.ly/3rzsgMc

Key Learning:

- Finding purpose and passion
- Spotting opportunity and problem solving
- Strategic thinking
- Understanding community needs
- Learning through real world application
- Collaboration
- Embracing challenge and uncertainty
- Accepting failure as a part of learning
- Forming connections and mobilising resources
- Venture planning and management
- Ethical, sustainable and global perspectives
- Financial and economic acumen
- Persuasive communication and presentation

Program Coordinator: Tom Griffith | Phone: 8445 2944 | Email: tom.griffith647@schools.sa.edu.au

2022 Curriculum Handbook
Applied Environmental Science 2022

If you have a passion for the environment, producing fresh fruit and vegetables and making the world a better place, then Applied Environmental Science is for you. Students in this program are involved in running the school’s garden, learning about the environment and looking at ways we can better manage our food waste. The Seaton High School Applied Environmental SACE Package examines the local impact of climate change and the solutions through green industries, community gardening and waste management.

This program is open to Year 10, 11 and 12 students at Seaton High School in 2022. By engaging in this program students will gain vital industry insight from community and industry collaborators. Students will complete either Stage 1 or Stage 2 Cross Disciplinary Studies (20 credits). Students also engage in the following workshops:

- Composting and Pruning
- Waste Management
- Food Miles

Students explore and investigate real world problems and issues related to ecosystem function and services. Students develop skills in the identification of environmental problems at local, regional and global scales and design and implement investigations that aim to provide evidence-based information to inform management and conservation efforts. Students complete fieldwork that involves outdoor activities such as kayaking and walking.

This program will prepare students for a wide range of tertiary pathways in areas such as environmental science, resource management, conservation and earth sciences.

Applications close Wednesday 11th August 2021. Please follow the link provided to fill out your online application: https://bit.ly/3kwKGVd

Promotional video https://youtu.be/7GahjIz4Ycc

If you would like to attend the Parent Information Evening on Tuesday 10th August 2021 from 6-7.30pm please RSVP via the link: https://bit.ly/2SMvJFK

Key Learning

- Environmental change
- Sustainable environmental practices
- Human impact on waterways
- Experiences in natural environments (Bushwalking)

Industry Opportunities

- Work with Environmental Scientists
- Conservation Management
- Coast Care
- Agriculture

Program Coordinator: Stephen Cavanagh | Phone: 8445 2944 | Email: stephen.cavanagh363@schools.sa.edu.au
Changemakers: Voice in Modern Media 2022


The Seaton High School Changemakers: Voice in Modern Media program is an Entrepreneurial SACE Package offered in collaboration with Pink Sun Productions, Young Blood Media, Expressions Media and Podbooth. In this program, students have the opportunity to work with a range of social change agents and community leaders.

This program has two levels. Changemakers, encompassing Stage 1 English (10 credits) and Stage 1 Media Studies (10 credits). This is open to Year 10 and 11 students in 2022.

Changemakers Plus, encompassing Stage 2 English (20 credits). This is open to Year 11 and 12 students in 2022. Changemakers Plus students will graduate with the following credentials:

- Short Course in Podcasting
- Introduction to Adobe Premiere Pro Video Editing Certificate

Students in these programs will develop entrepreneurial capabilities through purposeful and authentic experiences. Students’ passions and skills will be cultivated across a range of mediums to develop their ideas and express their voice. Students will develop the capacity to identify problems and opportunities and initiate and implement meaningful change. They will do so by sharing perspectives within their community and beyond.

Applications close Wednesday 11th August 2021. Please follow the link provided to fill out your online application https://bit.ly/2ULwJ5a

If you would like to attend the Parent Information Evening on Tuesday 10th August 2021 from 6-7.30pm please RSVP via the link https://bit.ly/2SMVJFK

Program Coordinator: Phoebe Virgo | Phone: 8445 2944 | Email: phoebe.virgo648@schools.sa.edu.au

Key Learning

- Confidence, Connection, Compassion, Conscience, Commitment, Communication, Critical thinking
- Creating texts for publication with Expressions Media
- Film making and Film editing
- Podcasting
Connect 2022

The Seaton High School Connect Program is an Entrepreneurial SACE Package offered in collaboration with The Resilience Project. This program combines Stage 1 Integrated Learning (10 credits) and Stage 2 Community Studies (10 or 20 credits).

This program is open to Year 10 and 11 students at Seaton High School in 2022.

Students in this program will engage in a diverse range of external experiences aimed at igniting their sense of passion and purpose. Through volunteering or engaging in community projects, students will create value and change for themselves by creating value and change for those around them, locally and within the wider community.

This package enables students to pursue specific pathways that include, but are not limited to:
- Allied Health, Community Volunteering, Community Service and Education.

Applications close Wednesday 11th August 2021. Please follow the link provided to fill out your online application:

If you would like to attend the Parent Information Evening on Tuesday 10th August 2021 from 6-7:30pm please RSVP via the link: https://bit.ly/2SMVjFK

Key Learning
- Health and wellbeing strategies
- G.E.M principles (Gratitude, Empathy, Mindfulness)
- Social entrepreneurship
- Team building and trust
- Entrepreneurial mindset development

Industry Opportunities
- Annie Harvey – The Still Effect
- Sea Shepherd Conservation Society
- Sekseed
- Community Learning
- Cleland Wildlife Park

Program Coordinator: Tom Griffith | Phone: 8445 2944 | Email: tom.griffith647@schools.sa.edu.au
Design, Innovation and Entrepreneurship 2022

The Seaton High School Design, Innovation and Entrepreneurship SACE Package is offered in collaboration with JamFactory Contemporary Craft and Design Centre, Flinders University New Venture Institute, NotoSh and Pip Kruger.

By engaging in this program, students will gain vital industry insight from designers, innovators and entrepreneurs. This program is open to Year 10, 11 and 12 students in 2022. Students will graduate with Stage 1 Design (10 credits) and Stage 2 Integrated Learning (20 credits).

Two one week internships are also available to selected students of this SACE Package, where students will work on industry standard projects and be mentored through the development of their own work.

Through participation in this SACE Package, students will develop their entrepreneurial mindset and enterprising capacity and be equipped with the in-depth knowledge required to establish and maintain their own successful business in a complex and rapidly changing workforce.

Applications close Wednesday 11th August 2021. Please follow the link provided to fill out your online application: https://bit.ly/3wQuRCH

Promotional video: https://youtu.be/LcSK1HtjVrE

If you would like to attend the Parent Information Evening on Tuesday 10th August 2021 from 6-7.30pm please RSVP via the link: https://bit.ly/2SMVJFK

Key Learning

- Entrepreneurial mindset
- Confidence and willingness to engage in the entrepreneurial ecosystem
- Circular design & sustainability
- Design Thinking
- Personal & business branding
- Product design

Industry Opportunities

- JamFactory Metal Design Studio Internship
Diamond Sports Academy 2022

The Seaton High School Diamond Sports Academy is offered as an Entrepreneurial SACE Package in collaboration with Baseball SA, Softball SA, SA Starz and the Adelaide Giants. In this program students work collaboratively with professional diamond sports’ coaches and organisations who provide a window into the world of professional sport. With access to industry mentors, first class facilities and data analysis platforms, students will enhance their understanding of performance at an elite level.

This program is open to Year 10, 11 and 12 students at any South Australian Secondary School in 2022. By engaging in this program students will complete Stage 1 Integrated Learning (20 credits) or Stage 2 Integrated Learning (20 credits).

In this program, students will have the opportunity to develop their own college promotional CV. This program will prepare students for a wide range of pathways such as college and professional sport, sports science and sports administration. Students have after hours access to the diamond sports indoor training facility.

Applications close Wednesday 11th August 2021. Please follow the link provided to fill out your online application:

Softball promotional video:  https://youtu.be/vYSdX_jjRWA
Baseball promotional video:  https://youtu.be/V_GcP5rUv5A

If you would like to attend the Parent Information Evening on Tuesday 10th August 2021 from 6-7:30pm please RSVP via the link:  https://bit.ly/2SMVJFK

Key Learning
• Data Analysis
• Specialised Skill Development

Industry Opportunities
• South Australian Baseball League
• Softball SA
• Adelaide Giants
• SA Starz
• Elite Talent Identification (Detroit Tigers: Kevin Hooker)
• USA Colleges (Jack Stead, Stephanie Collett)
• Professional Players (Jack O’Loughlin, Josh Tols)
• Life Mentoring (Tony Harris, Life mentor and Pittsburgh Pirates Scout)
• Steph Trzcinski (Softball Pitching Coach)
• Josh Spence (Adelaide Giants Pitching Coach)
Entrepreneurial Design Solutions (UAV) 2022

The Seaton High School UAV (Unmanned Aerial Vehicle) Program is offered as an Entrepreneurial SACE Package in collaboration with Firefly UAV Systems Engineering.

This program is open to Year 10, 11 and 12 students in 2022. By engaging in this program, students will complete Stage 1 Scientific Studies (10 credits), and Stage 2 Design, Technology and Engineering: Industry and Entrepreneurial Solutions (20 credits).

Students will also have the opportunity to:
- apply for an ARN (Aviation Reference Number)
- achieve their remotely piloted aircraft (RPA) operator accreditation
- learn about air legislation and human factors
- undertake drone flight training.

This program will prepare students for a wide range of tertiary pathways in areas such as aerospace and engineering.

Applications close Wednesday 11th August 2021. Please follow the link provided to fill out your online application: https://bit.ly/3iY54M

Promotional video: https://youtu.be/lc1v0gp0y7s

If you would like to attend the Parent Information Evening on Tuesday 10th August 2021 from 6–7 30pm please RSVP via the link https://bit.ly/2SMVJFK

Key Learning:
- System Engineering
- CAD and Advanced Manufacturing
- Programming
- Specifications testing
- Low altitude aerial data acquisition
- Pix4D data analysis

Industry Opportunities:
- Firefly UAV Systems Engineering
- A variety of small drone business work experience opportunities

Program Coordinator: Tom Griffith | Phone: 8445 2944 | Email: tom.griffith647@schools.sa.edu.au
Food Futures 2022

The Seaton High School Food Futures program is an Entrepreneurial SACE Package offered in collaboration with Forage Supply Co. and Fork in the Road. In this program, students will be exposed to contemporary food movements and trends to gain a deeper understanding of the need for sustainability and ethical perspectives at a local and global level. Working with food, students will collaborate and connect with industry and community mentors such as Greg Tillman (director of Fork on the Road) and Scott Rogasch and Justin Westhoff (founders of Forage Supply Co.) to contribute to their community in a meaningful way.

This program is open to Year 10 and 11 students in 2022. By engaging in this program, students will gain industry standard qualifications and be exposed to a range of meaningful pathways and networks within the food and hospitality industry. Students will graduate with the following SACE subjects and qualifications:
- Stage 1 Food and Hospitality (10 credits)
- Stage 1 Integrated Learning (10 credits)
- Prepare and serve espresso coffee (SITHFB005)
- Use hygienic practices for food safety (SITXFA001)

In this program students will have access to industry relevant mentors to support and develop key skills in venture planning and implementation. This will empower students to identify and pursue their own entrepreneurial opportunities.

Applications close Wednesday 11th August 2021. Please follow the link provided to fill out your online application:
https://bit.ly/3xXL1vu

If you would like to attend the Parent Information Evening on Tuesday 10th August 2021 from 6-7.30pm please RSVP via the link:

Key Learning
- Sustainable practices in the food industry
- Industry skills for establishing food businesses
- How to create a social enterprise
- Identifying needs in the food industry market
- How food can solve social issues in the world

Industry Opportunities
- Forage Supply Co. mentorship and work experience
- Fork on the Road mentorship and food truck service

Program Coordinator: Tom Griffith | Phone: 8445 2944 | Email: tom.griffith647@schools.sa.edu.au
Kick Starter
Entrepreneurship in Action 2022

The Seaton High School Kick Starter program is offered as an Entrepreneurial SACE Package in collaboration with Notosh and Forage Supply Co.

This program is open to Year 12 students in 2022. By engaging in this program students will complete Stage 2 Business Innovation (20 credits).

With access to industry mentors, this program will provide a powerful learning experience for aspiring young entrepreneurs. Students within the program will have the opportunity to learn from and work with industry leaders in businesses within the state’s entrepreneurial ecosystem. As an Entrepreneurial Specialist School, students will have access to seed funding to bring their business concept to fruition.

This program will prepare students for a wide range of business and innovation pathways. It will also provide students with the networks, knowledge, skills and capabilities to start their own business.

Applications close Wednesday 11th August 2021. Please follow the link provided to fill out your online application: https://bit.ly/3Bk729J

If you would like to attend the Parent Information Evening on Tuesday 10th August 2021 from 6-7.30pm please RSVP via the link: https://bit.ly/2SMVJFK

Key Learning
- Financial and economic acumen
- Intellectual property
- Business ethics
- Sustainable practices
- Business model canvas
- Pitch decks

Industry Opportunities
- Notosh
- Forage Supply Co. mentorship and work experience
- Fork on the Road mentorship and food truck service

Program Coordinator: Tom Griffith | Phone: 8445 2944 | Email: tom.griffith647@schools.sa.edu.au

2022 Curriculum Handbook
Performing Arts and Industry 2022

The Seaton High School Performing Arts and Industry Program is an Entrepreneurial SACE Package offered in collaboration with The Adelaide Fringe and the State Theatre Company of South Australia. Students in this program work with industry collaborators to gain insight into the opportunities within performing arts organisations in South Australia and beyond. This program is open to Year 10 and 11 students in 2022. By engaging in this Entrepreneurial SACE Package students will graduate with Stage 1 Creative Arts (10 credits) and Stage 1 Integrated Learning (10 credits).

With access to industry mentors, students will have the opportunity to develop their own skills, understandings and connections with the performing arts industries. Students will develop an understanding of how the performing arts reflect a diverse community. Through developing relationships with industry collaborators students will become aware of possible career pathways in the performing arts and supporting industries.

Students in this program will engage with a range of diverse external experiences and develop their self-confidence and passion for the Performing Arts in Australia and globally.

Applications close Wednesday 11th August 2021. Please follow the link provided to fill out your online application:

If you would like to attend the Parent Information Evening on Tuesday 10th August 2021 from 6-7.30pm please RSVP via the link

Program Coordinator: Tony Jeffrey | Phone: 8445 2944 | Email: tony.jeffrey592@schools.sa.edu.au
Sports Industry Pathways 2022

The Seaton High School Sports Industry Pathways Entrepreneurial SACE Package is offered in collaboration with industry to provide insight into the diverse career opportunities within elite and community sporting and recreation organisations.

With access to industry mentorship, first class facilities and data acquisition and analysis platforms, students enhance their aptitude and understanding of performance at an elite level in their chosen field.

This program is open to Year 10, 11 and 12 students in 2022. Students engaging in this program will graduate with either:

- 20 Stage 1 Physical Education credits
  (Sports Industry Pathways)
- OR  20 Stage 2 Physical Education credits
  (Sports Industry Pathways Plus)

Students will also graduate with the following industry qualification:
- Introduction Certificate in Strength and Conditioning

This Entrepreneurial SACE package enables students to pursue specific areas of tertiary study that lead to careers in sporting and community organisations. Some of these include, but are not limited to:

- Human Movement, Occupational Therapy,
  Sports Engineering, Personal Trainer, Sports and
  Recreation Management and Event Management

Applications close Wednesday 11th August 2021. Please follow the link provided to fill out your online application:

Promotional video:  https://youtu.be/U4AreRm2Sk4

If you would like to attend the Parent Information Evening on Tuesday 10th August 2021 from 6-7:30pm please RSVP via the link:  https://bit.ly/2SMVJFK

Program Coordinator: Sa Danh | Phone: 8445 2944 | Email: sa.danh835@schools.sa.edu.au
BUSINESS INNOVATION  
Semester

SUBJECT OUTLINE  
This course gives students the opportunity to gain an introductory understanding to various elements of economic and business theories.

ASSESSMENT  
- Students complete an introductory poster  
- Economy comparison  
- Share market report and test  
- Patent report and presentation  
- Small business case study  
- Small business feasibility report

REQUIREMENTS FOR SUCCESS  
Interest in current affairs and business matters  
Completion of all set tasks  
Some mathematical knowledge/skills

FUTURE STUDY PATHWAYS  
- Stage 1 Business Innovation  
- Kick Starter Package

CREATIVE MUSIC  
Semester 2

SUBJECT OUTLINE  
This course is designed for continuers from Semester 1 Music establishing a solid foundation for success in Stage 1 Creative Music. Alternative entry may be provided via an audition process (held in term 2) for students not enrolled in Music in semester 1.

Content / Topics  
Students extend musicianship skills and understandings developed in Sem 1 Music. Leadership in ensemble work and stagecraft skills are featured in the course.  
- Ensemble performance Practical Skills  
- Music composition  
- Song investigation

ASSESSMENT  
- Practical performance  
- Song investigation - folio  
- Composition

REQUIREMENTS FOR SUCCESS  
Successful completion of previous Music studies, or a successful audition.

Continued commitment to weekly voice and/or instrumental lessons.  
Regular lesson attendance and out-of-hours performances are a requirement of this course.

FUTURE STUDY PATHWAYS  
- Stage 1 Creative Music (Full Year)  
- Performing Arts and Industry Package

DANCE  
Semester

SUBJECT OUTLINE  
Designed for those students who have successfully completed Year 9 Dance and wish to build on existing skills with a view to specialising at Stage 1. Students will analyse the choreographer’s use of elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dance they design, perform and view.  
Students choreography, rehearse and perform dances demonstrating technical and expressive skills appropriate to genre and style.

Content / Topics  
- Further increase knowledge skills and appreciation of the elements of dance  
- Self-disciplined and the ability to work in a group situation  
- A range of dance technique, composition and performance

ASSESSMENT  
- Technique  
- Composition  
- Performance  
- Response

REQUIREMENTS FOR SUCCESS  
C grade or better in Year 9 Dance, or equivalent community experience. Out of hours rehearsals and participation in out of hours performances are expected. As a requirement for OHS, students need to purchase black jazz shoes and or half soles/foot undies to practice in for rehearsals and performance.  
Appropriate change of clothes.

FUTURE STUDY PATHWAYS  
- Stage 1 Dance  
- Performing Arts and Industry Package
DIGITAL TECHNOLOGY
Semester

SUBJECT OUTLINE
Current and future expectations of students entering the workforce are that they can understand and manipulate computer code. Therefore, this course allows students to develop themselves by learning a range of coding languages. Students will have the option of learning C++, Python, and JavaScript, ultimately creating a digital product (such as an application). This course does not focus on game design or cyber-security but has many of the underpinnings required. Students will follow the design process to construct solutions to given problems. The design process includes investigation, graphic and written presentation, programming, and evaluation. This course is solely computer-based, where products students make will be functions and programs, not physical products.

Content / Topics
- Students further develop their knowledge of the design process.
- Students develop their understanding of programming languages, and the application of them to real-world situations.
- There is a strong focus on programming skills and the application of skills learned.

ASSESSMENT
- Assessment is ongoing and includes all written, planning, and programming work

REQUIREMENTS FOR SUCCESS
Like learning any new skill and language, you must be prepared to be curious and want to invest your own time. Completion of all assessment tasks to a competent level.

FUTURE STUDY PATHWAYS
- Stage 1 Applied Technology
- Stage 1 Electronics
- Entrepreneurial Design Solutions Package (UAV)

DRAMA
Semester

SUBJECT OUTLINE
This is for students who have an interest in Drama, theatre, and performing onstage or have an active interest in participating in off stage roles. Students develop their understanding of theatrical movements, and refine their creativity and analytical skills.

Content / Topics
- Students will gain a wider understanding of the business of the theatre and the elements required in developing a production
- Students will explore the technical aspects of theatre and the Arts
- Students will develop skills in voice and movement, building on physical theatre skills
- Students will develop characterisation skills and explore different approaches to Drama

ASSESSMENT
- Participation in a group and individual performances
- Review of a live piece of theatre
- Journals and individual study

REQUIREMENTS FOR SUCCESS
Students will need to attend the majority of classes and actively engage in learning. Out of hours rehearsals may be required and attendance is expected.

FUTURE STUDY PATHWAYS
- Stage 1 Drama
- Performing Arts and Industry Package

FOOD MANAGEMENT
Semester

SUBJECT OUTLINE
This course is designed to extend students cookery skills and knowledge from Year 9. Many of the practicals are individual based enabling students to become independent and responsible for their own outcomes.

Content / Topics
- Food safety & hygiene, how to prevent foodborne illness
- Recipe adaptation, food ordering
- Time planning and resource management
- Food Preservation and Sustainable Practices
• Understanding and producing food labels and nutrition panels. Yeast, pasta, vegetable & meat cookery
• Menu Planning
• Soups, entrees mains & desserts
• Food presentation, plating techniques and table service

ASSESSMENT
• Demonstration of skills and knowledge through practicals and theory tasks

REQUIREMENTS FOR SUCCESS
Students will be expected to have a positive attitude to physical activity and contribute positively in the classroom environment.

FUTURE STUDY PATHWAYS
• Stage 1 Food for Living
• Food Futures Package

HEALTH & PHYSICAL EDUCATION
Semester

SUBJECT OUTLINE
This course comprises of an integrated approach to delivering practical and theoretical components and is designed for students who are enthusiastically interested in physical activity, the sports industry and a healthy lifestyle.

Content / Topics
• Net/Wall games
• Invasion games
• Training programs and the benefits of lifelong physical activity
• Shine – respectful relationships
• Mental health and wellbeing

This course allows students to increase their understanding of:
• Skill Acquisition
• Training Methods and Energy Systems
• Analysis and tactics of various games
• The Components of Fitness

ASSESSMENT
• Performance of skill and tactical understanding
• Analysis of technical and tactical performance and their ability to demonstrate leadership, fairplay and cooperation
• Access, synthesis and application health information from credible sources to propose and justify responses to health situations.

REQUIREMENTS FOR SUCCESS
If you were successful in Year 8 and Year 9 Japanese and you love the challenge of learning a language this is the subject for you! To be successful in this subject you also need to be interested in other cultures and looking at the world from a different perspective. Additionally, only students who are studying Japanese will be considered for the Japan Trip.

FUTURE STUDY PATHWAYS
• Stage 1 Japanese.
Material Solutions - METAL
Semester

SUBJECT OUTLINE
This course provides students with the opportunity to focus on metal as a main material study. It allows students to develop a high skill level in the areas of gas welding and metal machining. Electronic welding will be introduced. Students, upon gaining safe working skills, will follow the design process to construct solutions to given problems. The design process includes investigation, graphic and written presentation, construction and evaluation.

Content / Topics
- Students develop their knowledge of the design process
- Students develop their understanding of metal and how it is processed, manufactured and recycled through an investigation essay
- Strong focus on practical skills and application
- Students develop related hand and machining skills
- Develop appropriate workshop behaviours

ASSESSMENT
- Assessment is ongoing and includes all written, drawing and practical work

REQUIREMENTS FOR SUCCESS
A safe working ethic in this area is required. A high level of workshop management and attention to detail is essential for progress. Completion of all assessment tasks to a competent level.

FUTURE STUDY PATHWAYS
- Stage 1 Metal (Material Solutions)
- Trades or Engineering Pathways.

Material Solutions - TIMBER
Semester

SUBJECT OUTLINE
This course provides students with the opportunity to develop a high skill level in the areas of timber preparation and joining techniques.

Content / Topics
- Students develop their knowledge of the design process
- Students develop their understanding of where timber comes from and how it is processed through an investigation essay, which has a focus on sustainable practices
- Strong focus on practical skills and application
- Students develop related hand skills
- Develop appropriate workshop behaviours

ASSESSMENT
- Assessment is ongoing and includes all written, drawing and practical work

REQUIREMENTS FOR SUCCESS
A safe working ethic in this area is required. A high level of workshop management and attention to detail is essential for progress. Completion of all assessment tasks to a competent level.

FUTURE STUDY PATHWAYS
- Stage 1 Timber (Material Solutions)
- Trades Pathway

ESSENTIAL MATHEMATICS
Full Year

SUBJECT OUTLINE
This full year course is designed for students who have struggled with their understanding of Year 9 Maths and do not wish to pursue careers that specifically require General Mathematics, Mathematical Methods or Specialist Mathematics from their Senior School years.

Content / Topics
- Consumer arithmetic
- Algebra & linear equations, index laws
- Statistics, chance, data & probability
- Measurement
- Geometry Literacy
YEAR 10 SUBJECT DESCRIPTORS

ASSESSMENT
- Skills and Applications tasks
- Investigations
- Application of knowledge/project work
- Exam

REQUIREMENTS FOR SUCCESS
Completion of homework, regular attendance, completion of classroom activities and exam.

FUTURE STUDY PATHWAYS
- Stage 1 Essential Mathematics A & B.

GENERAL MATHEMATICS
Full Year

SUBJECT OUTLINE
This full year course is designed for students who have demonstrated a sound understanding of Year 9 Maths and do not wish to pursue careers that specifically require Mathematical Methods or Specialist Mathematics from their Senior School years.

Content / Topics
- Consumer arithmetic
- Algebra & linear equations, index laws
- Statistics, chance, data & probability
- Geometry, Pythagoras and Trigonometry

ASSESSMENT
- Skills and Applications Tasks
- Investigations
- Application of Knowledge/Project Work
- Exam

REQUIREMENTS FOR SUCCESS
Completion of homework, regular attendance, completion of classroom activities and exam.

FUTURE STUDY PATHWAYS
- Stage 1 General Mathematics
- Stage 1 Essential Mathematics.

ADVANCED MATHEMATICS
Full Year

SUBJECT OUTLINE
This full year course is designed for students who have demonstrated an advanced understanding of Year 9 Mathematics and wish to pursue higher level Mathematics in their Senior School years based on the student’s performance in all assessment tasks.

Content / Topics
- Index laws & exponents, surds
- Algebra, linear & quadratic functions
- Statistics, chance, data & probability
- Geometry & mensuration

ASSESSMENT
- Skills and Applications tasks
- Investigations Exam

REQUIREMENTS FOR SUCCESS
Student admission to this course is by teacher recommendation. Students are required to be achieving at an A/B level in Year 9 Mathematics and be recommended by their teacher.

FUTURE STUDY PATHWAYS
- Stage 1 Specialist Mathematics &/or
- Stage 1 Mathematical Methods
- Stage 1 General Mathematics
- Stage 1 Essential Mathematics.

MODERN HISTORY
Semester

SUBJECT OUTLINE

Content / Topics
- World War 2
- Rights and freedoms with a focus on Aboriginal rights, but a reference to the US civil rights movement
- Migration experiences from 1945 to the present
- Analysis and use of sources, identifying origin, context and usefulness, as well as the role of sources as evidence
- Explaining and communicating, with a focus on the genres most used in history
- Understanding and use of historical terms and concepts, and chronology
- Developing historical questioning and research
- Developing understanding of perspectives and interpretation in history

ASSESSMENT
- Sources analysis
- Historical essay
- Research and report
- Oral presentation
- Exam
**YEAR 10 SUBJECT DESCRIPTORS**

**REQUIREMENTS FOR SUCCESS**
Year 10 History is a compulsory subject for one semester in Year 10. There will be opportunities for success at all academic levels.

**FUTURE STUDY PATHWAYS**
- Stage 1 History A & B
- Stage 1 Society and Culture
- Stage 1 Legal Studies
- Stage 1 Tourism
- Stage 1 Business Innovation.

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**VISUAL ART and INNOVATION**

**Semester**

**SUBJECT OUTLINE**
Students explore to a higher level the skills and techniques they have developed in previous years through their art making process. They record processes they have undertaken and make creative decisions using higher order thinking and problem-solving skills.

**Content / Topics**
- Practical areas such as painting, drawing, and 3D, predominantly clay are supported by visual research
- Students maintain a folio of their work as evidence for the assessment process
- Practical areas undertaken are supported by a rigorous approach to visual research giving a more meaningful understanding to this area of the curriculum

**ASSESSMENT**
- Visual study: Study of visual art techniques and artists
- Folio: Idea development through higher order thinking
- Practical work

**REQUIREMENTS FOR SUCCESS**
This course is designed for students who have demonstrated ability, understanding and interest in the Arts during the previous year.

**FUTURE STUDY PATHWAYS**
- Stage 1 Visual Arts
- Design, Innovation and Entrepreneurship Package

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**TRADES FUTURES 2022**

**Full Year (Wednesday)**

*Selection of this subject will be via negotiation*

**SUBJECT OUTLINE**
In the Pathways to Trades program, students participate in a wide range of activities designed to develop basic knowledge and skills in the building and construction areas. They also develop skills to work safely on building and manufacturing sites. Students become familiar with a wide range of tools and equipment, work in a simulated work environment and participate in work placement on building sites.

**Content/Topics**
Course Module Outline
- White Card (1 week)
- Construction & Plumbing (10 weeks)

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**MUSIC**
Semester 1

**SUBJECT OUTLINE**
This course is designed for students who have demonstrated ability, understanding and interest in the Year 9 Music course or can play a musical instrument or have vocal ability and performance experience (via an audition process). This course will enable students to extend their practical technique, ensemble skills, and understanding of the elements of music.

**Content / Topics**
- Further develop ensemble/solo practical skills
- Listen to, perform and arrange music
- Understanding the ELEMENTS of music
- Basic music composition

**ASSESSMENT**
- Perform and present music
- Basic composition/arranging
- Aural training
- Song investigation - folio

**REQUIREMENTS FOR SUCCESS**
Successful completion of Year 9 Music or a successful audition.
Students are required to attend weekly music instrumental lessons (No Cost). Regular lesson attendance and out of hours performances are a requirement of this course.

**FUTURE STUDY PATHWAYS**
- Stage 1 Creative Music.
YEAR 10 SUBJECT DESCRIPTORS

- Cabinet Making (10 weeks)
- Electrical (5 weeks)
- Welding and Fabrication (5 weeks)
- Being ready for the world of work (5 weeks)
- Work Experience

ASSESSMENT
This course will be assessed as a SACE Stage 1 Integrated Learning LAP - 20 credits

FUTURE PATHWAYS
- This course is designed so that students who may wish to follow a trade pathway can move to a Certificate 2 Course in their chosen field in 2023.
- Provide students with skills required for the Year 11 Materials Solutiona SACE courses options
Students in Year 11 continue to have the opportunity to follow their interests through a variety of traditional subjects, as well as integrated and innovative entrepreneurial packages.

Year 11 is a time for students to engage in a range of subjects allowing them to explore potential career pathways before decisions are made about Year 12. Career awareness opportunities are offered throughout the year, and health & well being programs such as road safety, Power to End Violence and motivational speakers are organised.

When selecting Stage 1 subjects students need to keep in mind their Year 10 results. **Students must successfully pass the majority of their Year 10 subjects to be able to progress into Year 11, ie achieve a grade of “C” or better.**

If successful grades are not being achieved by course counselling time, subject selection for the following year will be delayed until term 4 grades are available.

### Year 11: CURRICULUM OVERVIEW

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<tr>
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<td>Semester Maths</td>
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### COMPLETION OF SACE

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<th>Stage 1</th>
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**Must pass with A, B or C**

**Stage 1 or Stage 2 subjects**

**Must pass with A, B or C**
SUMMARY OF SUBJECTS:- SACE STAGE 1

*NB: If PLP has not been passed at Year 10, it must be completed during Year 11.

| Applied Technology – Robotic & Electronic Systems | Society & Culture |
| Applied Environmental Science | |
| Biology A / B | Tourism |
| Business Innovation | Workplace Practices |
| Chemistry A / B | |
| Dance A / B | |
| Drama A / B | |
| Electronics – Robotic & Electronic Systems | |
| English – Essential, General, or Literary Studies (2 semesters) | |
| Food For Living – Integrated Learning | |
| Japanese (2 semesters) | |
| Legal Studies | |
| Essential Mathematics A & B | |
| General Mathematics A & B | |
| Mathematical Methods A & B | |
| Specialist Mathematics (Sem 2 only) | |
| Material Solutions - Metal | |
| Material Solutions - Timber | |
| Modern History A / B | |
| Music – Creative Arts A / B | |
| Physics A / B | |

**Entrepreneurial Programs**

- Applied Environmental Science
- Changemakers: Voice in Modern Media
- Changemakers: Voice in Modern Media Plus
- Connect
- Design, Innovation and Entrepreneurship
- Design, Innovation and Entrepreneurship Plus
- Diamond Sports Academy
- Diamond Sports Academy Plus
- Entrepreneurial Design Solutions (UAV)
- Food Futures
- Kick Starter Entrepreneurship in Action
- Performing Arts and Industry
- Sports Industry Pathways
- Sports Industry Pathways Plus

Due to ongoing development of the Entrepreneurial Packages the delivery of courses in 2022 is subject to change.
APPLIED TECHNOLOGY  
(Robotic and Electronic Systems)  
Semester

SUBJECT OUTLINE  
The course provides students with the opportunity to use a range of advanced technology manufacturing skills and processes to develop a final product. These will include 3D CAD modelling software, 3D printing and laser cutting, microcontrollers, computational thinking and programming, as well as a range of multimedia software. They will work with a range of materials including timber, metal, manufactured boards and plastics.

Content / Topics  
• Understanding of CAD software  
• Construction techniques: rebate joints, dowel joints, plastics, electronics, programming  
• Integration techniques: wiring, soldering  
• Planning: Developing and keeping to a schedule  
• Following a design process  
• Integrating science and technology

ASSESSMENT  
• Skills and application tasks (CAD)  
• Skills and application tasks (Programming)  
• Materials investigation task  
• Minor project  
• Major project  
• Journal / reflection

REQUIREMENTS FOR SUCCESS  
Self-motivation and an inquiring mind, manual dexterity, production of written reports, working to a schedule.

FUTURE STUDY PATHWAYS  
• Stage 2 Applied Technology  
• Entrepreneurial Design Solutions (UAV)

ART B - VISUAL  
Semester

SUBJECT OUTLINE  
Students in Stage 1 Visual Art B refine their explorations with techniques and approach. Through their folios they record skills and processes learnt. Making creative decisions using higher order thinking and problem solving skills, leading to a final resolved work. Both the folio and resolved work are supported by a visual study & a rigorous approach to visual research.

Content / Topics  
• Students considering studying Stage 2 Art are encouraged to study Art B which is designed with Stage 2 in mind  
• Theoretical tasks will enable students to work as critical thinkers providing evidence through the assessment process

ASSESSMENT  
• Visual Study: Study of visual art techniques and artists (8-12 pages 750 words)  
• Folio: Idea development through higher order thinking (15, A3 pages)  
• One resolved practical work  
• Practitioners statement (250 words)
REQUIREMENTS FOR SUCCESS
Completion of all practical and theory tasks.
Demonstrated ability, interest and skill in Art at Year 10, and or Stage 1 Art A

FUTURE STUDY PATHWAYS
• Stage 2 Visual Arts
• Design, Innovation and Entrepreneurship Plus

BIOLOGY A
Semester

SUBJECT OUTLINE
A stand alone unit. The study of biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Content / Topics
The course offers two areas of study:
• Infectious Disease - Students examine the various agents that can cause infectious diseases, how infectious disease agents spread, enter hosts, and cause immune responses. The structure and function of the main components of the immune system, the contribution of biotechnology, and the global impacts of infectious diseases is also examined
• Multicellular Organisms - Students examine the structure and function of various multicellular organisms, the hierarchical structure of cells, tissues, organs, and organ systems. The specific attributes of the circulatory, respiratory, excretory, and digestive systems in animals are examined

ASSESSMENT
• Practical Investigations
• Science as a Human Endeavour Investigation
• Skills and Applications Tasks
• Exam

FUTURE STUDY PATHWAYS
• Biology B
• Stage 2 Biology

BIOLOGY B
Semester

SUBJECT OUTLINE
A stand alone unit. Cells are the basic unit of life, and this course examines this concept and also examines the world we live in and the interaction of both the living and non-living components.

Content / Topics
The course offers two areas of study:
• Cells and Microorganisms - The study of cell structures and their functions, the development of the cell theory, the exchange of materials, and processes required for cell survival. Students use the microscope and digital modeling and examine the importance of microorganisms. By recognising the impacts of innovations and new technologies on individuals and society, students extend their personal and social capability.
• Biodiversity and Ecosystem Dynamics - Students investigate diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity, and underlying unity of these systems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, and investigate patterns and changes in relationships between species.

ASSESSMENT
• Practical Investigations
• Science as a Human Endeavour Investigation
• Skills and Applications Tasks
• Exam

FUTURE STUDY PATHWAYS
• Stage 2 Biology
• Stage 2 Nutrition

BUSINESS INNOVATION
Semester

SUBJECT OUTLINE
A major component of this course requires students to work in small groups to plan, market, establish, manage and liquidate a small business. Their knowledge of the core topics is enhanced by this practical component.

Content / Topics
Students study this subject through the following two contexts:
Start-up businesses (primary focus)Existing businesses
Through these contexts, students develop and apply their understanding of the following learning strands:
• Finding and solving problems
• Financial awareness and decision-making
• Business information and communication Students gain an understanding of fundamental business concepts and ideas, including:
  • the nature and structure of business
  • key business functions
  • forms of ownership and legal responsibilities
This understanding is developed and applied through each of the learning strands. These learning strands represent the knowledge, skills, understanding, and capabilities fundamental to the learning in the subject.

ASSESSMENT
• Business Skills
• Business Pitch

REQUIREMENTS FOR SUCCESS
This course requires students to work independently and produce written work to support practical activities.

FUTURE STUDY PATHWAYS
• Kick Starter Package.

CHEMISTRY B
Semester
SUBJECT OUTLINE
This course will cover topics such as mixtures and solutions, acids and bases and redox reactions.

Content / Topics
• Integration of science inquiry skills
• Science as a human endeavour
• Science understanding
• Apply knowledge and understanding of concepts in new and familiar contexts
Explore and understand science as a human endeavour

ASSESSMENT
• Practical Investigations
• Science as a Human Endeavour Investigation
• Skills and Applications Tasks
• Exam

REQUIREMENTS FOR SUCCESS
Need to have successfully completed Year 10 Science and Chemistry A.

FUTURE STUDY PATHWAYS
• Stage 2 Chemistry (with teacher recommendation)
• Stage 2 Nutrition

DANCE A &/or B
Semester or Full Year
SUBJECT OUTLINE
Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. Dance has its own movement vocabulary and specific techniques and processes that students learn and apply to their own work as a dancer and choreographer and use to interpret, understand, and appreciate the work of others.
It is highly recommended that Dance A & B are both chosen if wanting to complete Stage 2 Dance the following year. This course is designed for students who have successfully completed year 10 dance or an entry audition process.
Content / Topics
In this subject students are expected to:
• Develop knowledge and understanding of the body, dance skills, dance elements, structural devices, production elements, and safe dance practices
• Apply technical and expressive dance skills in performance
• Communicate choreographic intent to an audience through composition and performance
• Reflect on their own creative works as an artist and that of others as an audience member
• Investigate dance in global contexts

ASSESSMENT
• Understanding Dance
• Creating Dance
• Responding to Dance

REQUIREMENTS FOR SUCCESS
Previous dance training and specific technique and knowledge of terminology are assumed. As a requirement for OHS, students need to purchase black jazz shoes and or half soles/foot undies to practice in for rehearsals and performance.
After hours and holiday rehearsals will be scheduled outside of normal school hours. Full participation is required.
C grade or better in Year 10 Dance is required. It is encouraged that students take dance lessons outside of school hours.
Approx cost of $30 to cover excursions and performance costs.

FUTURE STUDY PATHWAYS
• Stage 2 Dance

Drama A &/or B
Semester or Full Year

SUBJECT OUTLINE
This course is designed for students who have been successful in years 9 and/or 10 Drama or an entry audition process. Students demonstrate a well-developed interest and proven ability in the performing arts. This course explores Drama in both onstage and offstage capacities, providing flexible learning opportunities. Students are active participants of their learning.

Content / Topics
• Students contribute to the development of a performance from the perspective of a theatre company. They actively participate as part of an ensemble, developing dramatic and design skills, to bring theatre to life
• Students develop creativity by exploring how digital technologies shape theatre
• Ensemble work is a focus. Students can also expect to work in small groups, pairs, and individually
• Students apply the Dramatic Process to perform to an audience of peers, family and community members

Students study and participate in live theatre and workshops, building understanding of theatrical movements and styles from the perspective of a dramatic practitioner

ASSESSMENT
• Students actively contribute as part of an ensemble and apply the dramatic process to conceive, develop, refine and perform a dramatic work to a community audience.
• Individual presentation of evidence of learning in the form of: a video essay, a multimedia presentation, a written analysis or a video diary.
• Creation of a written, oral or multimodal response which links learning from one or more drama events (live theatre, workshops, excursions) with their own learning in a role (e.g. actor, designer, director, scriptwriter etc.)
• Students take on the role of director or designer when considering a significant play script. Students explore and experiment with how new technologies shape production.

REQUIREMENTS FOR SUCCESS
Success in Year 10 Drama is advantageous. Students are required to take responsibility for attending classes and rehearsals, as well as spending time out of school preparing for performance and working independently. After school hours rehearsals are an expectation at this level.

FUTURE STUDY PATHWAYS
• Stage 2 Drama.
ELECTRONICS (Robotics & Electronic Systems)
Semester

SUBJECT OUTLINE
This program would be highly desirable for students considering entering the construction and manufacturing and employment areas and related TAFE courses. This subject complements the Plumbing Course.

Content / Topics
- Students will be utilising software that allows them to investigate and experiment with the control capabilities of a range of electronic circuits
- Projects planned aim to demonstrate the learned skills and the design process
- A safe working ethic in this learning area is required and essential for progress
- Electronic circuits design and construction
- In this course students will undertake a range of projects that will enable them to develop a range of hand skills and practical techniques used in the electronics industry
- Students will use the design cycle to demonstrate their ability to create designed solutions for real world problems
- CAD and 3D printing

ASSESSMENT
- Ongoing assessment which includes all written, drawing and practical work based on the design cycle
- Standard of work completed must meet the SACE standards
- Students must produce a folio of work that can be used for external moderation

REQUIREMENTS FOR SUCCESS
Completion of a folio of work that meets the SACE standards.

FUTURE STUDY PATHWAYS
- Stage 2 Essential English.

ENGLISH (General)
Full Year

SUBJECT OUTLINE
Students study a range of text types. They respond to texts, developing their analytical skills. Students also produce texts, based on their understanding of the way different texts are constructed. In addition, students will be required to study the connections between texts.

Content / Topics
- Analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- Identify ways in which ideas and perspectives are represented in texts
- Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- Create oral, written, and/or multimodal texts for particular purposes, contexts and audiences
- Identify and analyse intertextual connections
- Apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions
ENGLISH LITERARY STUDIES

Full Year

SUBJECT OUTLINE
Students study a range of more sophisticated text types. They respond to texts, developing their analytical skills. Students also produce texts, based on their understanding of the way different texts are constructed. In addition, students are required to study the connections between texts, and examine texts from a range of critical perspectives.

Content / Topics
- Analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- Identify ways in which ideas and perspectives are represented in texts
- Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- Create oral, written, and/or multimodal texts for particular purposes, contexts and audiences
- Identify and analyse intertextual connections
- Apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions

ASSESSMENT
- Responding to texts
- Creating texts
- Intertextual study
- Exam at the end of each semester

REQUIREMENTS FOR SUCCESS
This course requires students to work in these areas at a more challenging level than General English. Students electing English Literary Studies at Stage 1 will need to be recommended by their Year 10 English teacher. Students who are recommended should consider studying at this level to maximise their preparation for English or Literary Studies at Stage 2.

FUTURE STUDY PATHWAYS
- Stage 2 English Literary Studies
- Stage 2 General English
- Changemakers VIMM Plus

FOOD FOR LIVING
(Integrated Learning)
Semester

SUBJECT OUTLINE
This course is designed to give students the skills to plan, budget, shop and prepare healthy meals for themselves. Activities and recipes are chosen based on what the class identifies as their learning needs.

Content / Topics
- Reading, understanding and adapting recipes.
- How to cost a recipe and prepare a shopping list.
- Setting up a kitchen and pantry
- What a healthy eating plan looks like and its importance for health
- Budgeting and planning for a personalised menu.
- Developing a cookery skill of choice through inquiry and practice
- Focus on a cookery ingredient of choice through the development of cultural understanding.

Developing various cookery skills as requested by students. (e.g. Meat cookery, baking, pastry cookery, vegetable preparation etc).

ASSESSMENT
- There are 4 assessment tasks requiring students to demonstrate their learning while making connections to the 7 capabilities
- Assignment 1 & 2 are practical applications
- Assignment 3 is about making connections and collaborative work
- Assignment 4 is a personal venture/ folio task
- All assignments involve research/ investigation, critical and creative thinking, cookery and reflection
Students are not assessed on their practical ability, rather, on their application and development, inquiry, and reflection, collaboration and communication.

**REQUIREMENTS FOR SUCCESS**
All students are expected to participate in all areas of study to learn and practice the necessary skills for successful outcomes.

**FUTURE STUDY PATHWAYS**
As this subject is designed under the banner of “Integrated Study” it does not lead into Stage 2 Food and Hospitality.

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**JAPANESE**
**Full Year**

*This unit may run off line, ie. not during normal school hours. This could include before or after school or at another school site through School of Languages; one evening per week.*

**SUBJECT OUTLINE**
Students will further increase their understanding of Japanese language and culture and become more proficient communicators of Japanese.

**Content / Topics**
- The individual
- The Japanese speaking communities
- The changing world
- Japanese scripts
- Understanding of Japanese culture
- Speaking, listening, reading, writing in Japanese

**ASSESSMENT**
- Oral tasks
- Text production
- Text analysis
- Investigation

**REQUIREMENTS FOR SUCCESS**
If you were successful in Year 10 Japanese and you love the challenge of learning a language this is the subject for you! To be successful in this subject you also need to be interested in other cultures and looking at the world from a different perspective.

**FUTURE STUDY PATHWAYS**
- Stage 2 Japanese.

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**LEGAL STUDIES**
**Semester**

**SUBJECT OUTLINE**

**Content / Topics**
- An introduction to Australia’s legal system
- A study of the societal values that underpin the legal system
- Observations of the law in action on a field trip to the courts
- An examination of current issues in relation to the law
- Knowledge and understanding of the Australian legal system and an awareness of the societal values that are reflected in laws
- Communicate informed observations and opinions, using legal terminology
- Display knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society

**ASSESSMENT**
- Folio reflection
- Issues study
- Presentation

**REQUIREMENTS FOR SUCCESS**
Students should be available and willing to undertake field trips as required.

**FUTURE STUDY PATHWAYS**
Although Stage 2 Legal Studies is not offered, it can help prepare students for future study.
- Stage 2 Tourism
- Stage 2 Society and Culture
- Stage 2 Modern History

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**MATERIAL SOLUTIONS - METAL**
**Semester**

**SUBJECT OUTLINE**

This subject complements the Plumbing course.

It is designed for students to focus on metalworking to a greater depth so to develop a greater understanding of the pathways to related industries and vocations.

Students will develop and display the skills in different welding techniques, metal fabrication and machining.

Projects planned aim to demonstrate the learned skills and the design process.

**Content / Topics**
- Students develop their knowledge of the design process
• Students develop their understanding of metal 
How it is processed through an investigation 
essay which has a focus on sustainable 
practices
• Strong focus on practical skills and application
• Develop appropriate workshop behaviours
• Students develop their understanding of metal and how it is processed through an 
investigation essay
• Strong focus on practical skills and application

ASSESSMENT
• Ongoing assessment which includes all 
theory, drawing and practical work
• A portfolio of work will be produced and provide evidence of task completion

REQUIREMENTS FOR SUCCESS
A safe working ethic in this area is required. A high 
level of workshop management and attention to 
detail is essential for progress. Completion of all 
assessment tasks to a competent level

FUTURE STUDY PATHWAYS
• Stage 2 Material Solutions.

ESSENTIAL MATHEMATICS A & B
Semester 1 or 1 & 2

SUBJECT OUTLINE
In essential mathematics there is an emphasis on 
developing students’ computational skills and 
expanding their ability to apply their mathematical 
skills in flexible and resourceful ways. Students 
practise solving problems with and without a 
calculator.

Content / Topics
Stage 1 Essential Mathematics consists of the 
following six topics:
• Topic 1: Calculations, time and ratio
• Topic 2: Earning and spending
• Topic 3: Geometry
• Topic 4: Data in context
• Topic 5: Measurement
• Topic 6: Investing
• Extend mathematical skills in ways that apply to 
practical problem-solving in everyday and 
workplace contexts
• Apply mathematics to diverse settings, including 
everyday calculations, financial management, 
business applications, measurement, geometry 
and statistics in social contexts

ASSESSMENT
• Two skills and application tasks (each semester)
• Two folio tasks (each semester)
• Exam (each semester)
REQUIREMENTS FOR SUCCESS
Consistent effort and regular revision.

FUTURE STUDY PATHWAYS
Does not lead to any Stage 2 Mathematics.

GENERAL MATHEMATICS A & B
Full year

SUBJECT OUTLINE
General mathematics extends students’ mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Content / Topics
Stage 1 General Mathematics consists of the following seven topics:
- Topic 1: Investing and borrowing
- Topic 2: Measurement
- Topic 3: Statistical investigation
- Topic 4: Applications of trigonometry
- Topic 5: Linear and exponential functions and their graphs
- Topic 6: Matrices and networks
- Topic 7: Open topic

A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject

ASSESSMENT
- At least 2 skill assessment tasks (each semester)
- At least 1 mathematical investigation task (each semester)
- Maximum of 4 assessment tasks (each semester)
- At least 1 SAT will be without notes & calculator
- Exam (each semester)

REQUIREMENTS FOR SUCCESS
Consistent effort and regular revision.

FUTURE STUDY PATHWAYS
- Stage 2 General Mathematics if a grade of “B” or above is consistently achieved in both semesters.
- Stage 2 Essential Mathematics may also be chosen if General Mathematics was successfully passed at Stage 1 (with teacher recommendation).

MATHEMATICAL METHODS A & B
Full Year

SUBJECT OUTLINE
Mathematics provides the foundation for further studyin mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Content / Topics
Stage 1 Mathematics consists of twelve topics. As a guide, topics 1 to 6 prepare students for the study of Stage 2 Mathematical Methods, while topics 7 to 12 prepare students for the study of Stage 2 Specialist Mathematics:
- Topic 1: Functions and graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry
- Topic 4: Counting and statistics
- Topic 5: Growth and decay
- Topic 6: Introduction to differential calculus

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently

A problem-based approach is integral to the development of the mathematical models and associated key concepts in each topic

Through key questions, students deepen their understanding of concepts and processes that relate to the mathematical models required to address the problems posed

ASSESSMENT
- At least 2 skill assessment tasks (each semester)
- At least 1 mathematical investigation (each semester)
- Maximum of 4 assessment tasks (each semester)
- At least 1 SAT will be without notes & calculator
- Exam (each semester)

REQUIREMENTS FOR SUCCESS
Consistent effort and regular revision.
FUTURE STUDY PATHWAYS
- Stage 2 Mathematical Methods if a grade of “B” or above is consistently achieved in both semesters.
- Stage 2 Maths General or Stage 2 Essential Mathematics may also be chosen if Mathematical Methods was successfully passed at Stage 1 both semesters (with teacher recommendation).

SPECIALIST MATHEMATICS
Semester 2

SUBJECT OUTLINE
This subject is designed for students with a good understanding of Year 10 Advanced Mathematics and is studied in conjunction with Year 11 Mathematical Methods. It is required for students who wish to study Specialist Mathematics at Stage 2.

Content / Topics
Stage 1 Specialist Mathematics consists of Topics 7 to 12 from the Stage 1 Mathematics subject outline, with the aim of preparing students to study Stage 2 Specialist Mathematics:
- Topic 7: Arithmetic and geometric sequences and series
- Topic 8: Geometry
- Topic 9: Vectors in the plane
- Topic 10: Further trigonometry
- Topic 11: Matrices
- Topic 12: Real and complex numbers
- Problem solving and routine calculations with & without the use of technology
- Application of knowledge to develop algorithms & mathematical models to investigate solutions to complex problems

ASSESSMENT
- At least 2 skill assessment tasks
- At least 1 mathematical investigation
- Maximum of 4 assessment tasks
- At least 1 SAT will be without notes & calculator
- Exam

REQUIREMENTS FOR SUCCESS
Consistent effort and regular revision. Genuine interest and enthusiasm for maths.

FUTURE STUDY PATHWAYS
- Stage 2 Specialist Mathematics if a grade of “B” or above is achieved (with teacher recommendation).

MODERN HISTORY A
Semester

SUBJECT OUTLINE
Content / Topics
- The Russian Revolution
- Imperialism and ideology – Britain post 1750
- Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
- Identify and explain historical concepts
- Apply hypotheses and/or focusing questions to guide historical inquiry
- Analyse and evaluate sources
- Understand and appreciate the role of particular individuals, groups and events in history
- Draw conclusions and develop reasoned historical arguments

ASSESSMENT
- Source analysis
- Historical essay
- Empathy task
- Historical study
- Exam

REQUIREMENTS FOR SUCCESS
Students who undertake Stage 1 Modern History should have experienced a good level of success in Year 10 History.

FUTURE STUDY PATHWAYS
- Stage 1 Modern History B
- Stage 2 Modern History
Other humanity subjects such as
- Stage 2 Tourism
- Stage 2 Society and Culture

MODERN HISTORY B
Semester

SUBJECT OUTLINE
Content / Topics
- Social movements – Civil Rights (US slavery)
- Indigenous peoples – Aboriginal Australia OR other Indigenous groups in Settler Colonial societies
• Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
• Identify and explain historical concepts
• Apply hypotheses and/or focusing questions to guide historical inquiry
• Analyse and evaluate sources
• Understand and appreciate the role of individuals, groups, and events in history
• Draw conclusions and develop reasoned historical arguments

ASSESSMENT
• Sources analysis
• Historical essay
• Empathy task
• Historical study
• Exam

REQUIREMENTS FOR SUCCESS
Students who undertake Stage 1 History should have experienced a good level of success in Year 10 History.

FUTURE STUDY PATHWAYS
• Stage 2 Modern History
Other humanity subjects such as
• Stage 2 Tourism
• Stage 2 Society and Culture

PHYSICS A
Semester

SUBJECT OUTLINE
The course is designed to present physics in such a way as to encourage interest and enjoyment through an emphasis on the understanding of physics concepts and their application. Physics is studied predominantly through the use of language, observations and explanations. Some use of formulae, scientific method and mathematical manipulations are required. Students are provided with the opportunity to address all three core SACE strands;
• Science as a human endeavour (SHE)
• Science inquiry skills (SIS)
• Science understanding (SU)

Content / Topics
Topics studied are:
• Nuclear physics (nuclear structure and decay
• Forces and motion
• Energy, work & momentum
In the course of their studies, students will further develop logical thinking skills, numerical problem solving skills, experimental and investigation design skills, information skills, communication skills, mathematical skills (including using formulae and algebraic manipulations), creativity and imagination.

ASSESSMENT
• Practical Investigations
• Science as a Human Endeavour Investigation
• Skills and Applications Tasks
• Exam

REQUIREMENTS FOR SUCCESS
Students should have achieved at a high level in Year 10 Science. Strong mathematical skills will be an advantage.
FUTURE STUDY PATHWAYS
• Stage 1 Physics B
• Stage 2 Physics (with teacher recommendation)

PHYSICS B
Semester

SUBJECT OUTLINE
The course continues to build on the understanding of physics concepts and their application, which began in first semester. The level of complexity of the work increases, but there is still an emphasis on conceptual understanding through language rather than mathematics.

Content / Topics
Topics studied are:
• Waves (wave equations, light, reflection & refractions)
• Electrical physics (circuits)
• Thermal physics (heat transfer, latent heat)

Skill Development
In the course of their studies, students will further develop logical thinking skills, numerical problem solving skills, experimental and investigation design skills, information skills, communication skills, mathematical skills (including using formulae and algebraic manipulations), creativity and imagination.

ASSESSMENT
• Practical Investigations
• Science as a Human Endeavour Investigation
• Skills and Applications Tasks
• Exam

REQUIREMENTS FOR SUCCESS
Students should have achieved at a high level in Year 10 Science. Strong mathematical skills will be an advantage.

FUTURE STUDY PATHWAYS
• Stage 2 Physics if a grade of “B” or above is achieved (with teacher recommendation).

SOCIETY & CULTURE
Semester

SUBJECT OUTLINE
Students choosing this subject will investigate and analyse contemporary social issues. They will investigate issues using a social inquiry method.

Content / Topics
Each year students have the opportunity to negotiate the focus of the two topics chosen. Examples of topics include:
• The media
• World-shaping phenomena
• Peace and conflict
• Popular culture
• Refugee and migrant experiences
• Investigate and analyse current issues
• Evaluation and use of a range of sources
• Identify and evaluate social changes in society and power structures in society
• Plan and take part in a group social action

ASSESSMENT
• Source analysis
• Group activities
• Investigation

REQUIREMENTS FOR SUCCESS
Students need to be able to work cooperatively and responsibly in a group setting. They also need to be able to work independently, especially in the investigation part of the course. There may be some costs involved in excursions.

FUTURE STUDY PATHWAYS
• Stage 2 Tourism
• Stage 2 Society and Culture.

SPORTS STUDIES A
(Integrated Learning)
Semester

SUBJECT OUTLINE
This course provides preparation for students wishing to study Stage 2 Sport Studies. Students explore the personal and social capability and investigate the factors that influence and improve participation through identifying, exploring, and communicating relevant information, concepts, and ideas.
Content / Topics
Students will study the following topics:
• Fitness components and training principles
• Coaching in the community
• Inclusive participation in sport and physical activity
Students will participate in a variety of physical activities focusing on movement concepts or strategies to consider the application and development of the personal and social capability. These physical activities may include:
• Invasion Games
• Net/Wall Games

ASSESSMENT
• Assessment Type 1: Practical Exploration
• Assessment Type 2: Connections
• Assessment Type 3: Personal Venture

REQUIREMENTS FOR SUCCESS
Ability to combine practical application with inquiry and reflection to develop a chosen capability.

FUTURE STUDY PATHWAYS
• Stage 2 Sports Studies

SPORTS STUDIES B
(Integrated Learning)
Semester

SUBJECT OUTLINE
This course provides preparation for students wishing to study Stage 2 Sport Studies. Students explore the personal and social capability and investigate the factors that influence and improve participation through identifying, exploring, and communicating relevant information, concepts, and ideas.

Content / Topics
Students will study the following topics:
• Game development
• Coaching in the community
• Improving participation in sport and physical activity
Students will participate in a variety of physical activities focusing on movement concepts or strategies to consider the application and development of the personal and social capability. These physical activities may include:
• Invasion Games
• Net/Wall Games

TOURISM
Semester

SUBJECT OUTLINE
In Tourism, students develop an understanding of the Nature of tourists, tourism, and the tourism industry. They investigate local, national and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student’s understanding of the sustainable management of tourism is central to the subject.

Content / Topics
The subject consists of three topics that are informed by the four themes.
• Understanding the tourism Industry
• Identifying visitors and hosts
• Creating sustainable tourism
• Working in the tourism industry

ASSESSMENT
• Case study
• Sources analysis
• Practical activity
• Exam

FUTURE STUDY PATHWAYS
• Stage 2 Tourism

WORKPLACE PRACTICES
Semester

SUBJECT OUTLINE
Students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers’ rights and responsibilities and career planning.
Content / Topics
Students can undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations. Each assessment task relates to the students’ areas of interest or chosen career field. In this way, students remain motivated and they can see the relevance and importance of the work. Students are taught in a flexible manner as each VET course or work placement takes place at a different time.

ASSessment
Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Performance (VET or Workplace)
- Reflection

Requirements for Success
It is recommended to be successful in this subject that students have a part time/casual job or are involved in some form of Vocational Education and Training.

Future Study Pathway
- Stage 2 Workplace Practices
Students, parents and teachers often find this year of schooling an intense and stressful time. There are many externally imposed demands and requirements, which need to be met to ensure students’ achieve satisfaction and success by the time the year draws to a close. At Year 12, we see study as a partnership between teachers, students and parents who are working together to achieve success. Assistance is provided to students and parents through a variety of avenues and activities throughout the year.

Students are supported in their pursuits through a series of information and skills seminars, plus close supervision and support from mentors and subject teachers. Most students will have independent study time throughout the week. A Senior Study Room is available for students to use during this time. Students may also use other rooms and resources in the school. IL is also an option for Year 12 students. A study program is offered to students during the holidays and students are encouraged to seek the specialist support they require at this time. Revision guides for many subjects can be purchased from the Student Services Area to assist students in preparation for exams.

Subject Selection

As part of a Year 12 course students choose 4 lines of subjects plus the Research Project. The subject’s chosen are dependent on the pathway that students are choosing post school and their interests and passions. When selecting Stage 2 subjects students need to keep in mind their Stage 1 results. If successful grades are not being achieved by course counselling time in their Stage 1 subjects, selection for the following year will be on a provisional form until term 4 grades are available.

All subject selections are reviewed at the end of the year, based on final results.

University and TAFE entry

Students who complete the SACE are eligible for university and TAFE entry, provided they meet certain requirements of specific courses. Depending on the course, both TAFE and the universities consider additional factors besides the final ATAR score.

Full details of university and TAFE entry and available course requirements for 2022 onwards can be found on the SATAC website http://www.satac.edu.au

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<th>Year 12: CURRICULUM OVERVIEW</th>
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<td>Research Project</td>
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<td>10 credits: Must pass with A, B or C (Stage2)</td>
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<td>Full Year</td>
<td>Choice</td>
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<td>20 credits: Must pass with A, B or C (Stage2)</td>
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<td>Full Year</td>
<td>Choice</td>
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<td>Full Year</td>
<td>Choice</td>
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### SUMMARY OF SUBJECTS: SACE STAGE 2

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<td></td>
<td>Workplace Practices</td>
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</tbody>
</table>

Due to ongoing development of the Entrepreneurial Packages, the delivery of courses in 2022 is subject to change.
APPLIED TECHNOLOGY
(Robotic and Electronic Systems)
Full Year

SUBJECT OUTLINE
Students should provide evidence of their learning through 6 assessments, including the external assessment component.
Students undertake:
- Two project skills tasks
- One Major project
- One Resources investigations

Students use computational thinking skills to design a solution prior to coding. In at least one of the tasks, students research and discuss the ethical implications of data use and/or digital solutions for individuals, groups, societies, and/or the environment.
Some previous experience in Applied and/or Digital Technology would definitely be an advantage to students choosing this course.

ASSESSMENT
School based assessment
- Project Skills 20%
- Major Project 50%

External assessment
- Resources Study 30%

REQUIREMENTS FOR SUCCESS
A great sense of responsibility as well as a consistent worth ethic.

BIOLOGY
Full Year

SUBJECT OUTLINE
The topics in Stage 2 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge and understanding of the three strands of science.

- Science understanding
- Science inquiry skills
- Science as a human endeavour

Topics covered:
- DNA and proteins
- Cells as the Basis for Life
- Homeostasis
- Evolution

ASSESSMENT
School based assessment
- Investigations folio 30%
- Skills & Applications tasks 40%

External assessment
- Exam 2 hours 30%

REQUIREMENTS FOR SUCCESS
Students should have had success in Science subjects at Stage 1. Completion of Biology A or B is recommended.
It is recommended students purchase study guides to support their exam preparation. (Approx $30)

CHEMISTRY
Full Year

It is strongly recommended that students get a “B” grade or better in Stage 1 Chemistry A and B to select this subject.

SUBJECT OUTLINE
The topics in Stage 2 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:
- Science understanding
- Science inquiry skills
- Science as a human endeavour

Topics covered:
- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

ASSESSMENT
School based assessment
- Investigations folio 30%
- Skills and applications tasks 40%

External assessment
- Exam 2 hours 30%

REQUIREMENTS FOR SUCCESS
Students must have successfully completed Stage 1 Chemistry A and B. It is recommended students
purchase study guides to support their exam preparation (Approx $30)

DANCE
Full Year

Students undertaking this course must have completed a minimum of one semester of study at Stage 1 or have previous external dance experience.

SUBJECT OUTLINE
In this subject students are expected to:
• Develop knowledge and understanding of the body, dance skills, dance elements, structural devices, production elements and safe dance practices in choreography and performance
• Apply technical and expressive dance skills in performance
• Communicate choreographic intent to an audience through composition and performance
• Evaluate their own creative works as an artist and that of others as an audience member
• Research and analyse dance in global contexts.

ASSESSMENT
School based assessment
• Performance Portfolio 40%
• Dance Contexts 30%
External assessment
• Skills Development portfolio 30%

Students provide evidence of their learning through four assessment tasks, including the external assessment component. Students complete:
• One performance portfolio
• Two dance contexts tasks — a recording and a choreographic analysis
• One skills development portfolio.

REQUIREMENTS FOR SUCCESS
Previous dance training and specific technique and knowledge of terminology are assumed. As a requirement for OHS, students need to purchase black jazz shoes and or half soles/foot undies to practice in for rehearsals and performance. After hours and holiday rehearsals will be scheduled outside of normal school hours as well as some during lunch. Full participation is required.

It is encouraged that students take dance lessons outside of school hours.

Approx cost of $30 to cover excursions and performance costs.

DRAMA
Full Year

Students undertaking this course must have completed a minimum of one semester of study at Stage 1 and have actively participated in at least one performance, either in an onstage or offstage capacity.

Out of hours rehearsals on weekends and holidays is a non-negotiable expectation.

SUBJECT OUTLINE
In this course, students further develop their understanding of theatre and film styles. They work as part of an ensemble to create dramatic products and maintain a folio. This course will improve performance and design skills through involvement in a class production as well as individual research and presentations.

ASSESSMENT
School based assessment
• Group Production 40%
• Evaluation and Creativity 30%
External assessment
• Creative Presentation 30%

Approx cost of $50 to cover excursions and performance costs.

REQUIREMENTS FOR SUCCESS
Attendance is an integral factor to success in this subject. Students will need to work independently to prepare for performance outside of class time.
ENGLISH LITERARY STUDIES
Full Year

It is highly recommended that students have been successful in Stage 1 English Literary Studies.

SUBJECT OUTLINE
Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. It also focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students produce responses that show the depth and clarity of their understanding. This involves them in developing convincing and logical arguments, using evidence to support their position, exchanging and developing ideas and producing creative texts. Students who choose this subject should be prepared to read extended texts independently.

ASSESSMENT
School based assessment
• Responding to texts 50%
• Creating texts 20%
External assessment
Part A: Comparative Text study 15%
1500 word essay
Part B: Critical Reading 15%
Exam 1 hour & 40 mins

*Please note students will view live theatre as part of their studies at a cost of approx. $20-$30

GENERAL ENGLISH
Full Year

Students undertaking this course must have successfully completed Stage 1 English or English Literary Studies.

SUBJECT OUTLINE
English focuses on the development of English skills with an emphasis on communication. 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. Students explore how the purpose of a text is achieved by the use of particular language features and styles and how these can be used to position a reader. Students have opportunities to consider personal values and respond to aspects of a wide variety of texts. Students who choose this subject should be prepared to read extended texts independently.

ASSESSMENT
School based assessment
• Responding to texts 30%
• Creating texts 40%
External assessment
• Comparative analysis 30%

*Please note students will view live theatre as part of their studies at a cost of $20-$30

ESSENTIAL ENGLISH
Full Year

SUBJECT OUTLINE
Essential English is a practical approach to the student of English, with students engaging with a range of texts suited to 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. Students should have received more than the minimum C in Stage 1 Essential English to ensure success in this course.

ASSESSMENT
School based assessment
• Responding to Texts 30%
• Creating Texts 40%
External assessment
• Language Study 30%

FOOD AND HOSPITALITY
Full Year

It is highly recommended that students have successfully completed the Food Futures Package.

SUBJECT OUTLINE
This course focuses on the dynamic nature of the food and hospitality industry in Australian society. It integrates active, problem solving approaches where students are
required to think critically to solve problems related to food and hospitality in individual, family and community contexts. Students work both independently and collaboratively to establish an understanding of contemporary issues related to food and hospitality. They will develop skills and safe work practises in the preparation, storage and handling of food, complying with current health and safety legislation for a variety of hospitality situations. By working with a range of people within the school and wider community, students also develop their interpersonal skills. They establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

ASSESSMENT
School based assessment
• Practical activity 50%
• Group activity 20%
External assessment
Investigation 30%

HEALTH
Full Year

SUBJECT OUTLINE
This course offers students the opportunity for students to develop empathetic and ethical understanding of health and wellbeing issues. Students will apply knowledge and understanding of health and well being concepts to contemporary issues and make informed decisions. They will analyse and evaluate health and wellbeing trends and issues in diverse contexts.

Throughout the course they will plan, create, and undertake action to improve health and wellbeing outcomes and evaluate personal and social action through the reflective practice. Topics Include
• Health Literacy
• Health Promotion

ASSESSMENT
School based assessment
• Folio 30%
• Initiative 40%
External assessment
• Investigation (2000 words) 30%

JAPANESE
Full Year

This unit may run off line, ie. not during normal school hours. This could include before or after school or at another school site through School of Languages.

SUBJECT OUTLINE
This course is for students who have successfully met the work demands for Stage 1 Japanese. This course is designed to develop students:
• Ability to use Japanese to communicate with others
• Understanding and appreciation of the cultural contexts in which Japanese is used
• Ability to reflect on their own culture(s)through the study of other cultures
• Understanding of language as a system
• Ability to make connections between Japanese and English and/or other languages
• Cognitive, learning and social skills Japanese at Stage 2 is organised around three themes:
  • The individual
  • The Japanese - speaking communities
  • The changing world

ASSESSMENT
School based assessment 70%
• Folio: Interaction, text production, Text analysis
• Indepth study
External assessment: Exam 3 hours 30%
• Oral exam
• Written exam

MATERIAL SOLUTIONS
(Design Technology & Engineering)
Full year

This course will have some cost associated with it due to materials used.
YEAR 12 SUBJECT DESCRIPTORS

SUBJECT OUTLINE
This course has been developed for students who are seriously considering a career path in the wood or metal trades’ area. The aim of the course is to enable students to acquire competencies that will allow them as school leavers to be aware of the standards required by employers in the trades.

Students are given the opportunity to:
- Participate in the planning of units of work in the area of technology studies in timber and metal
- Use the technology studies workshops, the local community and the wider community as primary resources for their learning
- Develop skills in the practical area of technology studies
- Plan for themselves and take the responsibility organising their time to achieve their goals
- Work with other people and as a part of a team to achieve their goals

Document their planning, progress and learning in a folder for assessment

ASSESSMENT
School based assessment 70%
- Skills application Task 1
- Skills application task 2
External assessment 30%
- Resource Study

REQUIREMENTS FOR SUCCESS
Satisfactory completion of all assessment tasks

ESSENTIAL MATHEMATICS
Full Year

Stage 2 Essential Mathematics may be chosen if Mathematical Methods or General Mathematics was successfully passed at Stage 1 (with teacher recommendation).

SUBJECT OUTLINE
Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. There is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Stage 2 Essential Mathematics consists of the following topics:
- Topic 1: Scales, plans, and models
- Topic 2: Measurement
- Topic 3: Business applications
- Topic 4: Statistics
- Topic 5: Investments and loans

ASSESSMENT
School based assessment
- Skills and applications tasks 30%
- Investigations Folio 40%
External assessment
- Exam 2 hours 30%

REQUIREMENTS FOR SUCCESS
Students should have had success in General Mathematics or Mathematical Methods at Stage 1. It is recommended students purchase study guides to support their exam preparation (Approx.$30)

GENERAL MATHEMATICS
Full Year

It is recommended that students get a “B” grade or better in Stage 1 Mathematics General to select this subject.

SUBJECT OUTLINE
This course is designed for students who want to learn mathematics within a framework which places an emphasis on practical applications.

Students will study all five topics below:
- Topic 1: Modelling with linear relationships
- Topic 2: Modelling with matrices
- Topic 3: Statistical models
- Topic 4: Financial models
- Topic 5: Discrete models

ASSESSMENT
School based assessment:
- Skills and application tasks 40%
- Investigations Folio 30%
External assessment:
- Exam 2 hours 30%

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REQUIREMENTS FOR SUCCESS
Students should have had success in General Mathematics or Mathematical Methods at Stage 1. It is recommended students purchase study guides to support their exam preparation (Approx $30).

MATHMATICAL METHODS
Full Year
It is strongly recommended that students get a “B” grade or better in Stage 1 Mathematics Methods to select this subject.

SUBJECT OUTLINE
The unifying idea behind this subject is ‘utility’ and students will undertake studies in the areas of:
• Working with statistics – utilising observation and deciding from data
• Working with functions and graphs using calculus – utilising functions and calculus for describing change and analysing graphs of functions
• Working with linear equations and matrices – utilising linearity and matrices to solve problems

ASSESSMENT
School based assessment
• Skills and application tasks 50%
• Investigations Folio 20%
External assessment
• Exam 2 hours 30%

REQUIREMENTS FOR SUCCESS
Students must have had success in Stage 1 Mathematical Methods.
It is recommended students purchase study guides to support their exam preparation (Approx $30).

SPECIALIST MATHEMATICS
Full Year
This unit may run off line, ie. not during normal school hours. This could include before or after school at another school site such as Thebarton Senior College.

It is strongly recommended that students get a “B” grade or higher in Stage 1 Specialist Mathematics and Mathematical Methods to select this subject. This subject must be taken in conjunction with Stage 2 Mathematical Methods.

SUBJECT OUTLINE
The unifying idea behind this subject is ‘motion’ and students will undertake studies in the areas of:
• Trigonometric preliminaries
• Polynomials and complex numbers
• Vectors and geometry
• Calculus
• Differential equations

The course is designed for the future creators of scientific research and technology. Developing the theme of motion, students will explore a number of mathematical models which describe change in relation to time. The course will have a geometrical focus and will make use of electronic technology. Therefore the purposeful interplay of numerical, graphical and algebraic modes is an emphasis of this course.

This course leads to engineering / physics and mathematical courses at university.

ASSESSMENT
School based assessment
• Skills and application tasks 45%
• Folio 25%
External assessment
• Exam 3 hours 30%

REQUIREMENTS FOR SUCCESS
Students must have had success in Stage 1 Mathematical Methods and Specialist Mathematics.
It is recommended students purchase study guides to support their exam preparation (Approx $30).

MODERN HISTORY
Full year

SUBJECT OUTLINE
Students study:
• Modern Nations – Germany (1918-1945)
  In this topic students undertake a study of the aftermath of Germany’s defeat in WW1, the Weimar Republic, the rise of Hitler and the Nazi Party, and the Nazi state in peace and war.
• The World Since 1945 – The Changing World Order (1945- )

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In this topic students undertake a study of the Cold War, which involves them examining the origins of superpower rivalry, the nature of the Cold War, the end of the Cold War and the consequences of the Cold War.

- An individual history essay - Students choose their own area of inquiry from 1750 onwards.

**ASSESSMENT**

**School based assessment**
- Folio historical skills, five tasks 50%
- Essay historical study 20%

**External assessment**
- Exam 2 hours 30%

**MUSIC - CREATIVE ARTS**

**Full Year**

**SUBJECT OUTLINE**

This course is designed for students who possess a high level of musicianship and ensemble skills. This course provides an opportunity to extend and refine skills in the development of the following:

- Practical Performance
- Creative arts process, development and production
- Concepts in creative arts

Students design, plan, practise, rehearse, create, perform and/or present Creative Arts products (Music). Arts products can include recording of works and public performances and sound engineering.

**ASSESSMENT**

**School based assessment**
- Product 50%
- Song Inquiry 20%

**External assessment**
- Practical skills folio 30%

**REQUIREMENTS FOR SUCCESS**

Out of hours rehearsals and performances, consistent attendance and the ability to work independently, as well as part of an ensemble, are an integral part of this course.

**PHYSICS**

**Full Year**

It is recommended that students get a ‘B’ grade or better in Stage 1 Physics and Stage 1 Mathematical methods to select this subject.

**SUBJECT OUTLINE**

Topics of study are grouped into three main sections. Within each topic there is an application, which shows one example of how the physics of that topic is used. The main sections and their subtopics are:

- Motion and relativity - projectile motion, forces and momentum, circular motion and gravitation, Einstein’s relativity
- Electricity and magnetism - electric (E) fields, magnetic (B) fields, motion of charged particles in E & B Fields, electromagnetic induction
- Light and atoms - wave behaviour of light, wave-particle duality, structure of the atom and the standard model

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ASSESSMENT
School based assessment
• Investigations folio 30%
• Skills & applications tasks 40%
External assessment
• Exam 2 hours 30%

REQUIREMENTS FOR SUCCESS
Students must have successfully completed Stage 1 Physics A and B. It is recommended students purchase study guides to support their exam preparation (Approx $30)

SOCIETY & CULTURE
Full Year

SUBJECT OUTLINE
This course is designed around three topics which delve into aspects of society and culture in an Australian and global context. These topics are negotiated with students, some examples may include:
• People and power
• Cultural diversity
• Social ethics
• The material world
Students investigate aspects of the chosen topics using an inquiry method, gaining understanding of the influence of power structures within different cultures and social change. Students should have demonstrated success in a Stage 1 Humanities subject to ensure achievement in this subject.

ASSESSMENT
School based assessment
• Folio (various assessment items) 50%
• Interaction: oral activity & group task 20%
External assessment
• Investigation 30%

SPORTS STUDIES
(Integrated Learning)
Full Year

SUBJECT OUTLINE
This course is designed for students who have a keen interest in sport and physical activity. Sports studies is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities, and to develop their understanding of, and empathy towards others. Students will undertake 4 assessment components, including:
• Practical inquiry tasks- aquatics, and additional practical activities to be negotiated with the teacher
• Connectional task collaborative activity and decision making - students coach a sport of their choice to primary aged students
• Personal endeavour - students report on one aspect that affects an athlete’s performance, ie. fitness programs, nutritional plans

ASSESSMENT
School based assessment
• Practical inquiry 40%
• Connectional task 30%
External assessment
• Project 30%

*Please note, the cost for the Aquatics component of this course is $40.

TOURISM
Full Year

SUBJECT OUTLINE
In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. They investigate tourism locally, nationally, and globally and learn that tourism, as the world’s largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people’s lives and on the environment. Students’ understanding of the sustainable management of tourism is central to this subject. Students should have demonstrated success in a Stage 1 Humanities subject to ensure achievement in this subject.

ASSESSMENT
School based assessment
• Folio 20%
• Practical activity 25%
• Investigation 25%
External assessment
• Exam 2 hours 30%

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YEAR 12 SUBJECT DESCRIPTORS

VISUAL ARTS
Full Year

SUBJECT OUTLINE
This course is designed for students who have demonstrated ability in Visual Art at Stage 1 or DIE Package. This course provides opportunities for students to undertake a full year subject, which reflects their visual art strengths, areas of interest and ability. This course allows students to increase understanding in their chosen practical area in art or print media while developing knowledge and understanding of selected theoretical topics through research and investigation.

ASSESSMENT
The following assessment types enable students to demonstrate evidence of learning in Stage 2 Visual Art:
School based assessment
• Folio 40%
• Practical 30%
External assessment
• Visual study 30%

There may be materials costs incurred in this subject.

WORKPLACE PRACTICES
Full Year

SUBJECT OUTLINE
In this course students develop knowledge, skills, and understanding of the nature, type and structure of the workplace.

ASSESSMENT
School based assessment
• Folio 25%
• Performance 25%
• Reflection 20%
External assessment
• Investigation 30%

There may be a cost incurred in this subject.

REQUIREMENTS FOR SUCCESS
It is recommended to be successful in this subject that students have a part time/casual job or are involved in some form of Vocational Education and Training.
2022 Physical Education Subject Pathways

Year 9 Student

Diamond Sports Academy (Stage 1: Integrated Learning 20 credits)

Health and Physical Education

Sports Industry Pathways (Stage 1: Physical Education 10 credits)

Connect (Stage 1: Integrated Learning 20 credits and Stage 2: Community Studies 10 or 20 credits)

Year 10 Subject Choices

Year 11 Subject Choices

Diamond Sports Academy Plus (Stage 2: Integrated Learning 20 credits)

Sports Industry Pathways (Stage 1: Physical Education 10 credits)

Sports Industry Pathways Plus (Stage 2: Physical Education 20 credits)

Connect (Stage 1: Integrated Learning 20 credits and Stage 2: Community Studies 10 or 20 credits)

Diamond Sports Academy (Stage 1: Integrated Learning 20 credits)

Sports Studies (Stage 1: Integrated Learning 20 or 30 credits)

Year 12 Subject Choices

Sports Industry Pathways Plus (Stage 2: Physical Education 20 credits)

Health (Stage 2: Health and Wellbeing 20 credits)

Diamond Sports Academy Plus (Stage 2: Integrated Learning 20 credits or Stage 2: Integrated Learning 20 credits)

Sports Studies (Stage 1: Integrated Learning 20 credits)

** Preclusions

* Diamond Sports Academy Plus and Sports Studies precluded combination