



**CHRISTIES BEACH  
HIGH SCHOOL**

# **CURRICULUM**

**HANDBOOK 2024**



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# INTRODUCTION

The Christies Beach High School Curriculum Handbook provides an overview of school programs and subjects available in 2024. The handbook is an important resource to help all students develop a learning pathway through secondary school that leads towards successful transition to life beyond school.

The handbook is designed to provide an overview of pathways through each learning area and give a summary of specific subjects. It's important to use this resource as one of the many opportunities to seek information about learning programs. These include conversations with teachers, participation in information sharing events, discussions through the course counselling process and asking others with knowledge or experience.

I encourage you to work together in partnership between school and home to make good subject selections that build towards a successful transition to further study and working life. Information on specific school programs is provided as an overview to represent the diversity of programs offered to meet the needs of all student groups in our community.

**Graham Clark**  
Principal



# YEARS 7-9



## OUR MIDDLE SCHOOL CURRICULUM - YEARS 7-9

We are committed to providing young people with high quality teaching and learning programs in an engaging and supportive environment that promotes academic success and wellbeing.

Our Middle School Curriculum builds upon skills acquired in previous learning experiences while allowing students to explore new areas of interest that will give direction for future choices. It also acknowledges that Years 7-9 students are young people who are experiencing profound intellectual, physical, social and emotional changes.

The features of our Middle School structure promote an inclusive school community and positive mental health and wellbeing for all community members. We understand that respectful relationships are the glue that holds a positive school community together and promotes a sense of belonging for students, staff and families. When students feel included and connected to school they will be more likely to participate in the school community and achieve academic success. Care Groups provide an important platform for the development of these relationships.

Our Middle School model fosters learning environments centred on powerful and democratic relationships that support successful transition for students as they move from primary into high school. We provide students in Years 7-9 with a deep and personalised connection with a team of 2 teachers who deliver the Wellbeing Program, English, Mathematics, Science, Humanities and Social Sciences, and is complemented by a wide range of additional subjects that ensure complete engagement with the Australian Curriculum. We aim to provide opportunities for every child to achieve success in all subjects and explore personal strengths through a diverse curriculum.

The Australian Curriculum sets out the essential knowledge, understanding, skills and general capabilities important for all Australian students.

It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community, while making clear what all young Australians should learn as they progress through schooling.

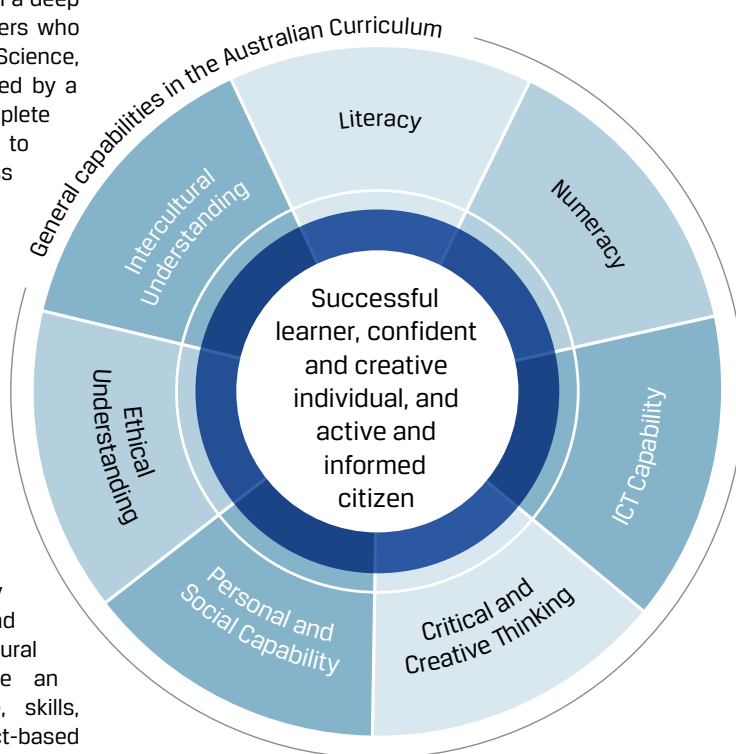
Alongside subject knowledge, the Australian Curriculum provides 7 general capabilities: Literacy; Numeracy; Information and Communication Technology Capability; Critical and Creative Thinking; Personal and Social Capability; Ethical Understanding; and Intercultural Understanding. The general capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that apply across subject-based

content and equip students to be lifelong learners and be able to operate with confidence in a complex, information-rich, globalised world.

The Years 7-9 curriculum is designed to develop successful learners, confident and creative individuals, and active and informed citizens, whilst providing increased opportunities for students to make choices and specialise in learning of particular interest.

Our Years 7-9 students experience a range of subjects in the following learning areas:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Languages
- Digital Technology
- Design Technology
- Food Technology
- Textiles
- Health and Physical Education
- The Arts.



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## YEAR 7 AND YEAR 8 OVERVIEW

Students in Year 7 experience all subjects from a range of different learning areas. The table below identifies the subjects students experience and the length of time of each course. Students in Year 8 choose elective subjects.

LEARNING AREA	SUBJECT	LENGTH OF TIME
English		1 year
Mathematics		1 year
Science		1 year
Humanities and Social Sciences	History Geography Business and Economics Civics and Citizenship	1 year
Health and Physical Education	Physical Education	1 year
Languages	Spanish	1 semester
The Arts	Performing Arts Media Arts Music Visual Arts	1 term (Year 7) 1 semester (Year 8)
Design, Technology and Engineering	Design Technology Digital Technology	1 semester
Home Economics	Cooking and Textiles	1 semester

## YEAR 9 OVERVIEW

Students in Year 9 experience a selection of subjects from a range of different learning areas. During the course counselling process, students are provided with detailed information regarding each subject so they are able to make informed decisions regarding their selections for Year 9. The table below identifies the subjects students experience and the length of time of each course.

LEARNING AREA	SUBJECT	LENGTH OF TIME
English		1 year
Mathematics		1 year
Science		1 year
Humanities and Social Sciences	History Geography Business and Economics Civics and Citizenship	1 year
Health and Physical Education	Physical Education	1 year
The Arts	Performing Arts Music Visual Arts	1 semester or 1 year
Design, Technology and Engineering	Construction with Wood Construction with Metal Auto Projects Media, Film and Animation Game Creation F1 in Schools Subs in Schools	1 semester
Home Economics	Creative Cooking Taste the World Fashion	1 semester

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# YEARS 7-9

## YEARS 7-9 DAILY TIMETABLE STRUCTURE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>YEAR 7</b>	9:00-9:20	Care Group	Care Group	Care Group	Care Group
	9:20-11:00	MESH	Wellbeing	MESH	MESH
	11:00-11:30	Lunch	Lunch	Lunch	Lunch
	11:30-1:10	Experience 1	Experience 1	HPE	Experience 2
	1:10-1:30	Recess	Recess	Recess	Recess
	1:30-3:10	MESH	MESH	MESH	MESH
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>YEAR 8</b>	9:00-9:20	Care Group	Care Group	Care Group	Care Group
	9:20-11:00	MESH	Wellbeing	MESH	MESH
	11:00-11:30	Lunch	Lunch	Lunch	Lunch
	11:30-1:10	MESH	MESH	MESH	MESH
	1:10-1:30	Recess	Recess	Recess	Recess
	1:30-3:10	Elective 1	Elective 1	HPE	Elective 2
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>YEAR 9</b>	9:00-9:20	Care Group	Care Group	Care Group	Care Group
	9:20-11:00	MESH	Wellbeing	MESH	Elective 1
	11:00-11:30	Lunch	Lunch	Lunch	Lunch
	11:30-1:10	Elective 1	Elective 2	Elective 3	MESH
	1:10-1:30	Recess	Recess	Recess	Recess
	1:30-3:10	MESH	MESH	MESH	Elective 2

MESH: Mathematics, English, Science, Humanities and Social Sciences



## TRANSITION INTO HIGH SCHOOL

The purpose of our comprehensive transition program is to ensure all students feel connected to their new learning environment by providing opportunities for students to develop positive working relationships with their peers and teachers and developing support structures that cater to the individual learning and wellbeing needs of all students.

Moving from primary to secondary school is a significant event in every child and their family's education journey. This transition although exciting, can be challenging for some students as they undergo a period of great change in a new educational environment and begin to form individual opinions, values and beliefs. We acknowledge the strong connection between wellbeing and learning and are committed to supporting and monitoring the wellbeing of every student.

Our students transition from local primary schools throughout the southern suburbs of Adelaide. An extensive Transition to High School program is offered which includes various Principal Tours showcasing our middle schooling environment (bookings via [www.cbhs.sa.edu.au](http://www.cbhs.sa.edu.au)), half and whole day visits to our school, regular high school staff visits to local feeder primary schools, Parent Information Nights, Targeted Learning Centre experience days and regular opportunities for primary school classes to undertake activities in our learning spaces with their peers and current primary school teachers.

We acknowledge the powerful learning and relationships that exist within our primary schools, working closely with primary school staff to ensure that every child experiences a smooth and successful transition into high school. Primary and secondary school teachers meet regularly throughout the transition process to ensure that we understand the learning and wellbeing needs of every student and provide suitable support for each student's needs upon their arrival. Some students who require additional support during this time of change will engage with an alternative transition program that is tailored to their needs and may include additional school visits, parent/school conferences, practicing school routines at site, participating in lessons and undertaking alternative program activities. We are committed to supporting the individual needs of all students during their transition to secondary school, and provide them with every opportunity to achieve success.

For more information regarding our Transition Program please request a copy of our Transition to High School brochure.

## CAMPS AND EXCURSIONS – YEARS 7-9

Our Years 7-9 program offers exciting opportunities for students to engage in camps and excursions linked to the Australian Curriculum and general capabilities, both locally within SA, and interstate.

### Year 7 Adventure Camp

A 3-day Adventure Camp is offered to Year 7 students in Semester 1. This provides an opportunity for students to connect with teachers and peers outside the daily school routine and they are challenged to problem solve, build resilience and interact positively with each other. The camp links explicitly to 2 General Capabilities of the Australian Curriculum: Critical and Creative Thinking and Personal and Social Capability.

### Year 8 Naracoorte Caves Camp

In Year 8, students are given the opportunity to attend a 3-day camp at Naracoorte Caves. Staying at the Wirreanda Bunkhouse in the Naracoorte Caves National Park, whose facilities and accommodation areas are occupied by our school group alone, students are provided with a range of fun and engaging activities covering several main educational themes: palaeontology (the study of fossils), the secret world of bats, cave science and geology, and team building (adventure caving). Other important concepts are woven into the delivery of the main educational themes, such as: World Heritage, conservation and sustainable use, extinction, evolution, biodiversity and tourism. The Naracoorte Caves Camp aims to develop students' resilience and independence, their sense of adventure and connections with culture, and build lasting positive relationships with peers and staff.

### Year 9 Port Lincoln Adventure Camp

In Year 9, students are given the opportunity to travel to the Eyre Peninsula on the Port Lincoln Adventure Camp. This 5-day trip visits sights such as Glenforest Tourist Park, swimming with the sea lions, Coffin Bay and Port Lincoln National Parks, aquatics and Orienteering. The purpose is to deepen students' connection with the Australian Curriculum, in the areas of Science (Earth Sciences) and Humanities (Tourism). The Adventure Camp will also set out to develop student knowledge of Aboriginal and Torres Strait Islander histories and cultures in the area. Students will continue to build positive relationships with their peers and staff, while further developing their personal and social capabilities of resilience and independence.



# INTERVENTION AND SUPPORT



We believe all students are capable of learning when they are highly engaged with appropriate learning experiences. Some students need additional support to achieve success and our intervention programs provide this at an individual level.

Additional learning and support needs may relate to a range of circumstances for the child. Teaching staff and external support agencies work together and with families to plan and implement a personalised learning plan known as a One Plan for identified students. Through this process learning goals are designed and supported to meet the needs of each student. The Intervention and Support team works in collaboration across Years 7-12, the Flexible Learning Program and the Inclusive Education Centre.

High quality intervention and support programs in place include:

- the Targeted Learning Centre (TLC) program providing an engaging, inspiring and safe learning space to students in Years 7-10 who require additional learning support
- connecting students, families and education staff with providers as required, including those engaged through National Disability Insurance Scheme (NDIS), Disability Employment Agencies and Department for Education Student Support Services: Speech Pathology, Psychology, Special Education and Behaviour Coach support
- classroom-based support for literacy and numeracy interventions and SACE completion
- a range of alternative programs for students who require additional wellbeing and engagement support (please refer to the Alternative Program information).

## TARGETED LEARNING CENTRE (TLC)

The Targeted Learning Centre program operates within a learning space designed to meet the needs of an identified small group of students with a diverse range of additional learning needs in Years 7-10.

A differentiated curriculum is customised to unique learning needs arising from a broad range of student development levels. Lessons are tailored and adjusted to the student's current ability, while increasing opportunities for success and engagement. Identified students in Years 7-9 attend the TLC every day for all subjects, where they access a significantly modified curriculum, as well as targeted intervention for literacy and numeracy skills. Students work with 1 Care Group teacher and have access to a classroom Support Officer at all times. Identified students in the Year 10 Targeted Learning Centre attend for the core subjects: English, Mathematics, Personalised Learning Plan, Science and History. All remaining elective subjects are undertaken in regular classes. Although most programs offered in the TLC focus on supporting individual progress in literacy and numeracy, the centre also provides

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assistance with cognitive, social, emotional and wellbeing support to the identified students. The TLC aims to improve the academic outcomes and wellbeing of the students, support self-regulation and increase overall engagement in learning. To access the TLC students need to go through a school-based referral process.

## ALTERNATIVE PROGRAMS

We provide a range of alternative programs to encourage participation and engagement in school life and learning experiences.

Alternative programs are tailored to the needs of individual or small groups of students through a case managed model and vary based on need. A range of experts are engaged to ensure high quality is maintained, drawing on the expertise within our immediate community.

Some of the alternative programs currently offered include:

- Art Therapy
- Bike Balance
- Car Restoration
- Creative Art
- Creative Cooking
- Cultural Connections
- Fitness
- Hoops 4 Life
- Ice Factor.
- Labs 'n Life
- SAASTA Connect

## MODIFIED SACE

Modified SACE subjects are highly individualised subjects in which curriculum and assessment are designed around development of 1 or more SACE capabilities and personal learning goals that are appropriate for the student.

A modified SACE pathway enables students with a range of physical cognitive and sensory disabilities to demonstrate their learning in a range of subjects. Modified SACE allows students to develop their capabilities and personal learning goals. Students learn how to identify, develop, and achieve their personal learning goals in the context of the subject undertaken. To be eligible for modified SACE, students need to go through a school-based referral process with relevant Assistant Principals and teaching staff.

## POST SCHOOL PATHWAYS

Students accessing intensive support are further assisted to connect with successful pathways into their life after school.

This includes drawing on community resources and expertise to support students making the transition to adult life, and extends creating clear pathways to work or further study.

### INFORMATION ABOUT THE SACE

The South Australian Certificate of Education (SACE) is an internationally recognised qualification awarded to students who successfully complete certain requirements in their senior secondary education. The SACE forms the basis for entry into higher education.

The SACE ensures that students gain the skills they need for the future, as citizens and employees in a rapidly changing global and technological environment.

The SACE meets the needs of students, families, higher and further education providers, employers and the community by helping students develop the skills and knowledge needed to succeed, whether, they are headed for further education and training, university, an apprenticeship or immediate employment.

The certificate is based on 2 stages of achievement. Stage 1 is typically undertaken in Year 11 and Stage 2 is completed in Year 12. Students will be able to study a wide range of subjects and courses as part of the SACE.

### AS PART OF THE SACE STUDENTS WILL:

- receive credits for different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- have their individual assessment tasks within a subject assessed using performance standards criteria
- have 30% of their work in every Stage 2 subject externally assessed. This will be done in various ways including examinations, investigations, practical or performances
- receive A – E grades for Stage 1 subjects and A+ – E- grades for Stage 2 subjects.

### CAMPS AND EXCURSIONS - YEARS 10-12

#### Year 10 Yorke Peninsula Adventure Camp

In Year 10, students are given the opportunity to travel to the Yorke Peninsula Adventure Camp. This 4-day trip visits sights such as Port Vincent for aquatics, Berry Bay for surfing, Edithburgh for a tidal pool and museum and Marion Bay to sightsee through Innes National Park. The purpose is to build independence and resilience, prepare students for SACE or future career pathways. Students also continue to build positive relationships with their peers and staff, while further developing their personal and social capabilities by trying new skills and preparing their own meals throughout the camp.

#### Year 11 Kangaroo Island Camp

In Year 11, students are given the opportunity to participate in the 4-day Kangaroo Island Camp. The trip visits sights such as Remarkable Rocks, Admirals Arch and Stokes Bay Beach while also participating in new experiences at Little Sahara, Raptor Domain, and KI Wildlife Park. The emphasis will be on developing student identity and personal and social skills to support connections with the SACE capabilities. The Kangaroo Island Camp also educates students in the fields of sustainability and environmental sciences through local learning provided by experts and volunteers at Flinders Chase National Park and Seal Bay Conservation Park. Students develop their sense of agency and strengthen relationships with others in preparation for completing Stage 1 of the SACE.

# YEARS 10-12

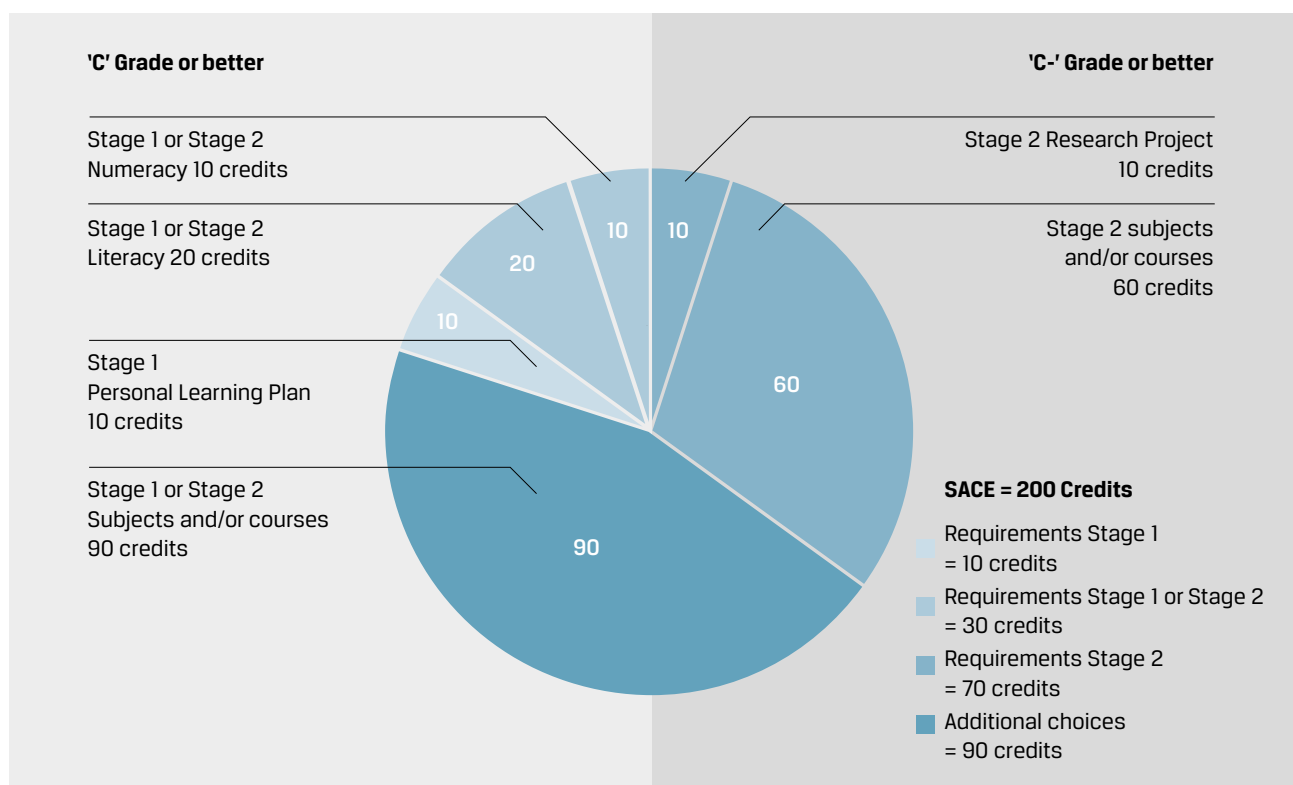
## SACE

### REQUIREMENTS TO ACHIEVE THE SACE

To gain their SACE, students must earn 200 credits as per the SACE pattern requirements as shown below. Ten credits are equivalent to 1 semester or 6 months study in a particular subject or course. 20 credits are equivalent to a full year study in a particular subject or course.

SUBJECTS	CREDITS
<b>Year 10 – Stage 1 subject</b>	
Exploring Identities and Futures (EIF)	10
<b>Year 11 – Stage 1 subjects</b>	
Literacy (from a range of English subjects or courses)	20
Numeracy (from a range of Mathematics subjects or courses)	10
<b>Year 11 or 12 – Stage 1 or Stage 2 subjects</b>	
Other subjects and courses of the student's choice	Up to 90
<b>Year 12 – Stage 2 subjects</b>	
Research Project	10
Stage 2 subjects and courses	60
<b>TOTAL</b>	<b>200</b>

To successfully complete the SACE students must achieve a minimum of a 'C' standard in all their compulsory subjects and a minimum of a 'C' standard at least 3 Stage 2 subjects.



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### WHERE DO YOU GO FOR FURTHER HELP?

Visit the SACE Board website at [www.sace.sa.edu.au](http://www.sace.sa.edu.au) for further information concerning the SACE.

### STUDENTS ONLINE

Students can log into Students Online using their SACE registration number and pin at [www.sace.sa.edu.au](http://www.sace.sa.edu.au) and go to Students Online.

Students Online contains information about an individual student's SACE. It can help students to:

- plan their SACE and consider different subjects and course combinations
- check their progress towards completing the SACE
- access their results.

### STAGE 2 RESEARCH PROJECT

The Year 12 (Stage 2) Research Project is a compulsory 10 credit subject undertaken at Year 11 (Stage 1).

Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

Students enrol in either Research Project A or Research Project B. Research Project A and Research Project B may contribute to a student's Australian Tertiary Admissions Rank (ATAR).

Students choose a research question that is based on an area of interest to them. They explore and develop 1 or more SACE capabilities in the context of their research.

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital planning, research, synthesis, evaluation, and project management skills, through the in-depth exploration of an area of interest.

### STAGE 1 EXPLORING IDENTITIES AND FUTURES

Exploring Identities and Futures (EIF) supports students to explore their aspirations.

They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

# YEARS 10-12

SACE



## YEAR 10

LEARNING AREA	SUBJECT	LENGTH OF TIME
English		1 year
Mathematics		1 year
Science		1 year
Health and Physical Education		1 semester
Humanities and Social Sciences		1 semester
Exploring Identities and Futures		1 semester
Choice 1		2 semesters
Choice 2		2 semesters

## YEAR 11

LEARNING AREA	SUBJECT	LENGTH OF TIME
English		1 year
Mathematics		1 semester
Research Project		1 semester
Choice 1		2 semesters
Choice 2		2 semesters
Choice 3		2 semesters
Choice 4		2 semesters

## YEAR 12

LEARNING AREA	SUBJECT	LENGTH OF TIME
Choice 1		2 semesters
Choice 2		2 semesters
Choice 3		2 semesters
Choice 4		2 semesters

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# INCLUSIVE EDUCATION CENTRE

Our Inclusive Education Centre (IEC) is comprised of 4 disability unit classes and 2 special classes operating as a single program. The classes are co-located on the mainstream campus providing many opportunities for inclusion into whole school celebrations and events. Additionally, students who demonstrate a commitment to work and high academic capability are able to enrol in specialist mainstream classes. A strong learning and wellbeing focus enables quality teaching and learning for all students with special needs within a supportive environment. Teachers and support staff have expert knowledge in addressing the individual needs of students through the One Plan process. Students eligible for the program have varying levels of intellectual disability or significant learning disabilities.

Careful attention is given to class routines and structures that increase predictability in a busy school environment. The following supports exist in each learning space:

- daily schedule
- sensory space tailored to each class
- class agreements for positive behaviours for learning
- noticeboard of class events and information
- evidence of positive learning programs
- One Plan goals.

We have a strong focus on functional literacy and numeracy based around individual student interests, utilising the local community to develop these skills. Students become as independent as possible through the achievement of goals developed in partnership with the Care Group teacher. All learning programs are based on the Australian Curriculum and/or SACE-modified. There is a targeted approach to teaching relationship education which includes the Shine SA Relationships and Sexual Health program, and Child Protection Curriculum. Community learning is embedded into programs and some flexibility is required as we recognise that many students are still learning social skills in the community.

Students in Years 7-9 have the opportunity to access the Department for Education extended water safety program which is offered as part of the Health Curriculum. There is a small fee charged by the swimming centre to access the pool each week. All community learning programs follow an excursion process of permission and are designed to meet the needs of all students.

A One Plan is developed for each student in consultation with families, service providers and staff. It is reviewed each term to ensure students achieve their personal goals. For senior students and their families, we are able to assist with transition pathways planning. Post school options may include supported employment, transition programs, further training, referral to disability employment providers or day options through the National Disability Insurance Scheme (NDIS).

Decisions on enrolment and eligibility requirements into our Inclusive Education Centre are externally managed by a panel process coordinated by the Department for Education. Our Leadership Team work collaboratively with the placement panel by attending regular meetings throughout the year. All enrolment enquiries are directed to the Special Educator at the Noarlunga Education Office.

Students with complex needs are supported through a case management approach which may involve external agency assistance. This approach involves regular case planning meetings to review progress/strategies, develop action plans and celebrate success. Parents/Caregivers are integral to this process and their input is highly valued.

Effective communication and working in close partnership between home and school means consistency in goal setting, and planning and implementation of strategies across both environments further supports the student and enhances learning.

# INCLUSIVE EDUCATION CENTRE

## YEARS 7-9

**LENGTH: Full year**

### CONTENT

Years 7-9 students in the Inclusive Education Centre focus on becoming familiar with high school routines, expectations, environment, teachers and students.

Teachers utilise a range of programs to develop functional literacy and numeracy. Students engage in a range of different activities to develop reading, writing, spelling and communication skills. Students' numeracy skills are developed through a range of strategies with a focus on time, money and every day numeracy.

Students are invited to participate in extended water safety to develop confidence in the pool. They engage in a range of community activities including local excursions, Ladies of Variety events and community sporting events.

## YEARS 10-12

**LENGTH: Full year**

### CONTENT

Years 10, 11 and 12 students are enrolled in a SACE-Modified program. Individual student goals are identified to support the student's transition to employment and post-school options. The SACE-Modified program consists of English, Mathematics, Society and Culture, Creative Arts, Science and Health.

Senior students are also able to participate in specialised programs designed to build their confidence in the community and consolidate skills learnt at school. The Aquatics program runs over 2 days and enables students to use the skills they acquired during extended water safety in an open water setting.

There is also an opportunity for students in Year 10 and 11 to attend a two-night camp. Held on a working station in the Riverland, students learn hands-on about the environment and native flora and fauna as well as opportunities to develop social skills.

All subjects in Years 10-12 support the students to engage in a variety of post-school pathways and in the local community. Senior subjects focus heavily on life skills, post-school options, supporting student wellbeing community living.

Students participate in Work Experience through a range of different providers. In Years 10-12, students are the leaders of the school and we encourage them to be role models for younger students by providing opportunities for peer mentoring and student engagement.



# FLEXIBLE LEARNING PROGRAM AND STUDENT WELLBEING

## **FLEXIBLE LEARNING PROGRAMS**

Our Flexible Learning Programs support young people to re-engage with learning and re-connect with meaningful learning or earning pathways.

Targeted programs are delivered in partnership with a range of service providers and are supported by a multidisciplinary team of teachers, youth workers and support staff.

Access to these programs require a Flexible Learning Options (FLO) enrolment which is a Department for Education strategy that promotes a flexible approach to learning for young people who are disengaged or at risk of becoming disengaged from education. This enrolment/engagement strategy is determined by the school through clear referral criteria and students and families are not able to refer directly to the programs.

The Christies Beach High School Flexible Learning Options include:

### **CBHS Learning Centre**

Our Learning Centre is based at Noarlunga TafeSA and provides learning programs for students in Years 10, 11 and 12 to stay connected with education. All students have a negotiated timetable that reflects their learning needs, interests and future pathways. The focus is on achieving learning outcomes, including SACE and Vocational Education qualifications, with access to case management and wellbeing support to address barriers to learning.

### **Young Mum's Program**

The Young Mum's Program is also based at Noarlunga TafeSA and provides an educational option for students who are keen to achieve their SACE or other vocational qualifications while managing the demands of pregnancy or parenting. Support is provided through case management, access to individualised learning and parent-specific programs such as playgroup, Circle of Security and Bringing Up Great Kids. The program also collaborates with a range of Department for Health services targeted to young and new parents.

### **External Providers**

We partner with a range of different non-government organisations to provide case management and programs for young people. Students who are experiencing multiple and complex needs, issues and barriers to learning can be referred to these service providers for assertive case management support. This support includes individualised 1:1 case management with qualified youth workers and access to a diverse range of programs and other learning opportunities.

## **STUDENT WELLBEING**

All Christies Beach High School students deserve the opportunity to grow into healthy, caring and productive citizens. A whole-school approach to wellbeing addresses student engagement and self-efficacy for learning, by developing students' skills for building positive and respectful relationships and their sense of belonging to our school community. Every element of wellbeing is considered by supporting our students' cognitive, social, emotional and spiritual development.

Our school proudly engages in best-practice for wellbeing, connecting teaching and learning and building enduring community partnerships.

## **CURRICULUM**

We provide a comprehensive and flexible wellbeing curriculum tailored to the developmental and educational needs of all students from Year 7-12.

This includes topics such as Keeping Safe Child Protection, Relationships and Sexual Health, Cyber Safety and Responsible Cyber Citizenship, Positive Mental Health and Self-Efficacy. However, Wellbeing is also directly addressed within the wider curriculum of the school, particularly through the development of key capabilities.



# SUMMARY OF SUBJECTS



## YEAR 7

SUBJECT NAME	PAGE
Cooking and Textiles	48
Design and Digital Technology	24
English	35
F1 in Schools	24
Health and Physical Education	40
Humanities and Social Sciences (HASS)	55
Mathematics	68
Media Arts	89
Music	88
Performing Arts	88
Science	80
Subs in Schools	24
Spanish	65
Visual Arts	88

## YEAR 8

SUBJECT NAME	PAGE
Cooking and Textiles	48
Design and Digital Technology	25
English	35
F1 in Schools	25
Health and Physical Education	40
Humanities and Social Sciences (HASS)	56
Mathematics	68
Media Arts	90
Music	89
Performing Arts	89
Science	80
Spanish	65
Subs in Schools	25
Visual Arts	90

## YEAR 9

SUBJECT NAME	PAGE
Auto Projects	26
Construction with Metal	26
Construction with Wood	26
Creative Cooking	48
English	35
F1 in Schools	27
Fashion	49
Game Creation	27
Health and Physical Education A	40
Health and Physical Education B (Compulsory Option 1)	41
Humanities and Social Sciences (HASS)	57
Mathematics	68
Music A	90

Music B	91
Performing Arts A	91
Performing Arts B	92
Photography, Film and Animation	27
Science	80
Spanish	65
Subs in Schools	28
Taste the World	49
Visual Arts A	92
Visual Arts B	93
Visual Arts Extension	93

## YEAR 10

SUBJECT NAME	PAGE
Advanced Mathematics	70
Advanced Science	81
Auto Projects	29
Child Studies	50
Coding and Control: Robotics	29
Commercial Cooking	49
Construction Products: Metal	28
Construction Products: Wood	28
Cooking for the Future	50
English	36
English Literary Studies	36
Environmental Science	81
Essential Mathematics	69
F1 in Schools	30
Fashion	49
General Mathematics	69
Geography (C) – Environmental Management and Solutions to Global Inequality	58
Health and Healthy Lifestyles (Compulsory Option 2)	41
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# CROSS DISCIPLINARY

## STAGE 1 BUSINESS INNOVATION

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 or 2 semesters  
(10 SACE Credits per semester)**

### CONTENT

The Stage 1 Business Innovation course is designed for students to engage with problem-solving, financial awareness and decision-making models to create a form of business. Students will use business design tools and knowledge to develop a business structure they will pitch to a selected community. They will take into account the different strategies required for existing and start-up businesses.

Some of the studies students will undertake include:

- finding and solving problems
- financial awareness and decision-making
- business information and communication
- global, local, and digital connections

Areas of skill development include:

- engaging and designing decision-making processes
- using product and service development tools to use feedback to test and refine solutions
- proposing, developing and testing cash flow requirements and cost structures
- connecting with communities to identify needs and social problems to develop business models.

## STAGE 1 BUSINESS INNOVATION [CONTINUED]

### ASSESSMENT

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

- Assessment Type 1: Business skills
- Assessment Type 2: Business pitch.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, students selecting this subject should have a proven record of working effectively in group tasks and be open to engaging with members of the public.

**ADDITIONAL CHARGES Nil.**

## STAGE 2 BUSINESS INNOVATION

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year  
(20 SACE Credits)**

### CONTENT

The Stage 2 Business Innovation course is designed to build on the knowledge and skills developed in Stage 1. Students will extend their learning to design, sustain and transform business models through innovative management in ways that are socially, environmentally and economically sustainable. They will work in groups and take on roles within the design process of business creation.

Some of the studies that students will undertake include:

- innovation
- decision-making and project management
- financial literacy and information management
- global, local, and digital perspectives.

Areas of skill development include:

- developing customer-focused approaches to identify and anticipate customer needs
- using business decision-making tools to examine structures and models
- managing and collecting information, while developing methods of recording information sustainably
- exploring product designs and marketing tools.



# CROSS DISCIPLINARY

## STAGE 2 BUSINESS INNOVATION [CONTINUED]

### ASSESSMENT

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

School Assessment (70%):

- Assessment Type 1: Business skills
- Assessment Type 2: Business model

External Assessment (30%):

- Assessment Type 3: Business plan and pitch.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, students selecting this subject should have maintained high levels of achievement in Stage 1 Business Innovation and be open to interacting with members of the public.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 WORKPLACE PRACTICES

**LEVEL:** Year 11 (Stage 1)

**LENGTH:** 1 semester  
(10 SACE Credits)

### CONTENT

The Stage 1 Workplace Practices course is designed to support students seeking vocational pathways. Students will explore a strand of workplace learning depending on their current or future aspirations. They will be provided with time to inquire about the world of work and how it relates to their personal post-school pathways.

Some of the studies students will undertake include:

- industry and work knowledge – the world of work, worker's rights and responsibilities, career plans
- vocational Learning – self-management, industry-specific knowledge, safe work practices
- VET – Inclusion of VET units of competency that can be selected for learning within school.

Areas of skill development include:

- being an effective worker in a professional environment
- completing paid or unpaid work to achieve personal goals
- discussing oneself as a worker in a professional and eloquent manner.

## STAGE 1 WORKPLACE PRACTICES [CONTINUED]

### ASSESSMENT

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Performance
- Assessment Type 3: Reflection.

### RECOMMENDED PRIOR LEARNING

Students selecting this subject must be already engaged in part-time work, actively seeking part-time work or currently studying a VET course or apprenticeship.

**ADDITIONAL CHARGES** Nil.

## STAGE 2 WORKPLACE PRACTICES

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year  
(20 SACE Credits)**

### CONTENT

The Stage 2 Workplace Practices course is designed for students currently engaged in the workforce or completing a form of certified TAFE or VET qualification. Students will continue their investigations into the workplace through engaging and reflecting on their own practice. They begin to learn about the legal and ethical aspects of employment and apply these throughout their assignments.

Some of the studies that students will undertake include:

- investigating patterns of Australian employment and industry trends
- discovering the role of community services and volunteer organisations in society
- evaluating the different rights and responsibilities of employers and employees in the workplace
- accessing work opportunities and networking.

Areas of skill development include:

- understanding the role of different industries in society and their connections with others
- improving ethical understanding of diversity in the workplace
- developing a personal portfolio of learning and qualifications
- connecting the links of Workplace Health and Safety with Industrial Law and employee rights.

## STAGE 2 WORKPLACE PRACTICES [CONTINUED]

### ASSESSMENT

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

School Assessment (70%):

- Assessment Type 1: Folio
- Assessment Type 2: Performance
- Assessment Type 3: Reflection.

External Assessment (30%):

- Assessment Type 4: Investigation.

### RECOMMENDED PRIOR LEARNING

Students selecting this subject must be already engaged in part-time work, actively seeking part-time work or currently studying a VET course or apprenticeship. Although not compulsory, students selecting this subject should have completed Stage 1 Workplace Practices.

**ADDITIONAL CHARGES Nil.**

## STAGE 2 RESEARCH PROJECT

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 Semester  
(10 SACE Credits)**

### CONTENT

The Stage 2 Research Project course is designed for students to undertake a thorough investigation into an area of interest and improve their research and reporting skills for Year 12 subjects. Students will develop skills of analysis and evaluation through class activities and transfer this learning into their own project research.

Areas of skill development include:

- developing skills and templates to organise research and data
- applying ethical research practices through correct referencing and citation
- undertaking surveys and interviews to collect primary data for research
- composing proposals for research
- selecting and applying research tools to collect rigorous data sets
- improving ICT skills through using word processing, presentation and spreadsheet software
- evaluating and reflecting on self-practice in research.

### ASSESSMENT

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

School Assessment (70%):

- Assessment Type 1: Research folio
- Assessment Type 2: Research outcome.

External Assessment (30%):

- Assessment Type 3: Research evaluation.

**RECOMMENDED PRIOR LEARNING Nil.**

**ADDITIONAL CHARGES Nil.**

**COMMUNITY STUDIES A****LEVEL: Year 11 (Stage 1)****LENGTH: 1 semester  
(10 SACE Credits)****CONTENT**

In this subject students develop skills that enable them to create a community activity. By working with teachers, peers, and community members, students use their experiences as a means of achieving personal growth. Students choose a community activity and decide its focus and direction. Students demonstrate their skills and understanding through personal interest and knowledge, and by setting achievable goals. They develop their ability to work independently and to apply their knowledge and skills in practical ways in their communities.

Each student prepares a contract of work to undertake a community activity in 1 of the following 6 areas of study:

- arts and the community
- communication and the community
- foods and the community
- health, recreation, and the community
- science, technology, and the community
- work and the community.

In this subject, students are expected to:

- negotiate, plan, and make decisions about a community activity
- apply knowledge and skills, including literacy and numeracy skills
- work individually and with others
- locate, select, organise, and use ideas, resources, and information
- learn in a range of settings, including the school and the local or wider community
- do a practical action in the community
- seek feedback from the community
- prepare a presentation to an audience
- evaluate and reflect on their learning.

**ASSESSMENT**

Students are assessed using SACE performance standards. They demonstrate evidence of learning through completing the following assessment types:

School Assessment (70%):

- Assessment Type 1: Contract of work
- Assessment Type 2: Reflection.

**RECOMMENDED PRIOR LEARNING** Nil.**ADDITIONAL CHARGES** Nil.**COMMUNITY STUDIES A****LEVEL: Year 12 (Stage 2)****LENGTH: Full year  
(20 SACE Credits)****CONTENT**

In this subject, students choose a community activity and decide its focus and direction. Students demonstrate their skills and understanding through personal interest and knowledge, and by setting achievable goals. They develop their ability to work independently and to apply their knowledge and skills in practical ways in their communities.

Each student prepares a contract of work to undertake a community activity in 1 of the following 6 areas of study:

- arts and the community
- communication and the community
- foods and the community
- health, recreation, and the community
- science, technology, and the community
- work and the community.

In this subject, students are expected to:

- negotiate, plan, and make decisions about a community activity
- apply knowledge and skills, including literacy and numeracy skills
- work individually and with others
- locate, select, organise, and use ideas, resources, and information
- learn in a range of settings, including the school and the local or wider community
- do a practical action in the community
- seek feedback from the community
- prepare a presentation to an audience
- evaluate and reflect on their learning.

**ASSESSMENT**

Students are assessed using SACE performance standards. They demonstrate evidence of learning through completing the following assessment types:

School Assessment (70%):

- Assessment Type 1: Contract of work.

External Assessment (30%):

- Assessment Type 2: Reflection.

**RECOMMENDED PRIOR LEARNING** Nil.**ADDITIONAL CHARGES** Nil.**STAGE 1 EXPLORING IDENTITIES AND FUTURES****LEVEL: Year 10****LENGTH: 1 semester  
(10 SACE Credits)****CONTENT**

Exploring Identities and Futures represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.

In this subject, students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning
- demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

**ASSESSMENT**

Students are assessed using SACE performance standards. They demonstrate evidence of learning through completing the following assessment types:

- Assessment Type 1: Exploring me and who I want to be
- Assessment Type 2: Taking action and showcasing my capabilities.

**RECOMMENDED PRIOR LEARNING** Nil.**ADDITIONAL CHARGES** Nil.

# VET

## VOCATIONAL EDUCATION AND TRAINING

### VOCATIONAL EDUCATION AND TRAINING (VET)

Christies Beach High School students have the opportunity to undertake a wide range of flexible industry pathways to support them in their chosen career pathway.

We are a part of the Southern Adelaide and Fleurieu Secondary School Alliance (SAFSSA), a consortium of 12 schools who offer over 40 courses. Students can access any of the Christies Beach High School-hosted Flexible Industry Programs and can also apply for any of the programs offered within the alliance.

Why should you choose a VET pathway?

- They provide students with a pathway to entry level jobs in South Australia.
- Gain the skills and knowledge that employers look for.
- Can assist in SACE completion.
- Combine school studies with part time or casual employment in your field of interest.
- Learn "on the job" while undertaking work placement.
- Provide pathways into apprenticeships, traineeships (including School-based Apprenticeships and Traineeships), further education or training, and direct employment.
- Whilst at school students are able to complete 1 certificate I course and 1 certificate II course.

#### Flexible industry pathways hosted by Christies Beach High School:

- Aged Care and Disability
- Automotive Retail, Service and Repair
- Early Childhood
- Civil Construction, Resources and Infrastructure.

There are a wide range of flexible industry pathways offered through the Southern Adelaide and Fleurieu Secondary School Alliance (SAFSSA).

These include:

- agriculture
- building and construction
- electrotechnology
- manufacturing and engineering
- hair and beauty
- hospitality and tourism
- plumbing.

Please note: students will be required to arrange their own transport to training and work placements. There will be costs associated with each program.

#### To access flexible industry pathway students must:

- be in Year 11, 12 or 13 and are 16 years of age in the current year of study
- have demonstrated and able to provide evidence of industry preparatory activities, such as work experience, industry immersion programs or volunteering in the chosen industry pathway
- successful completion of a Language, Literacy and Numeracy assessment undertaken by Registered Training Organisation (RTO)
- flexible industry pathways and individual eligibility can be discussed during the course counselling process.

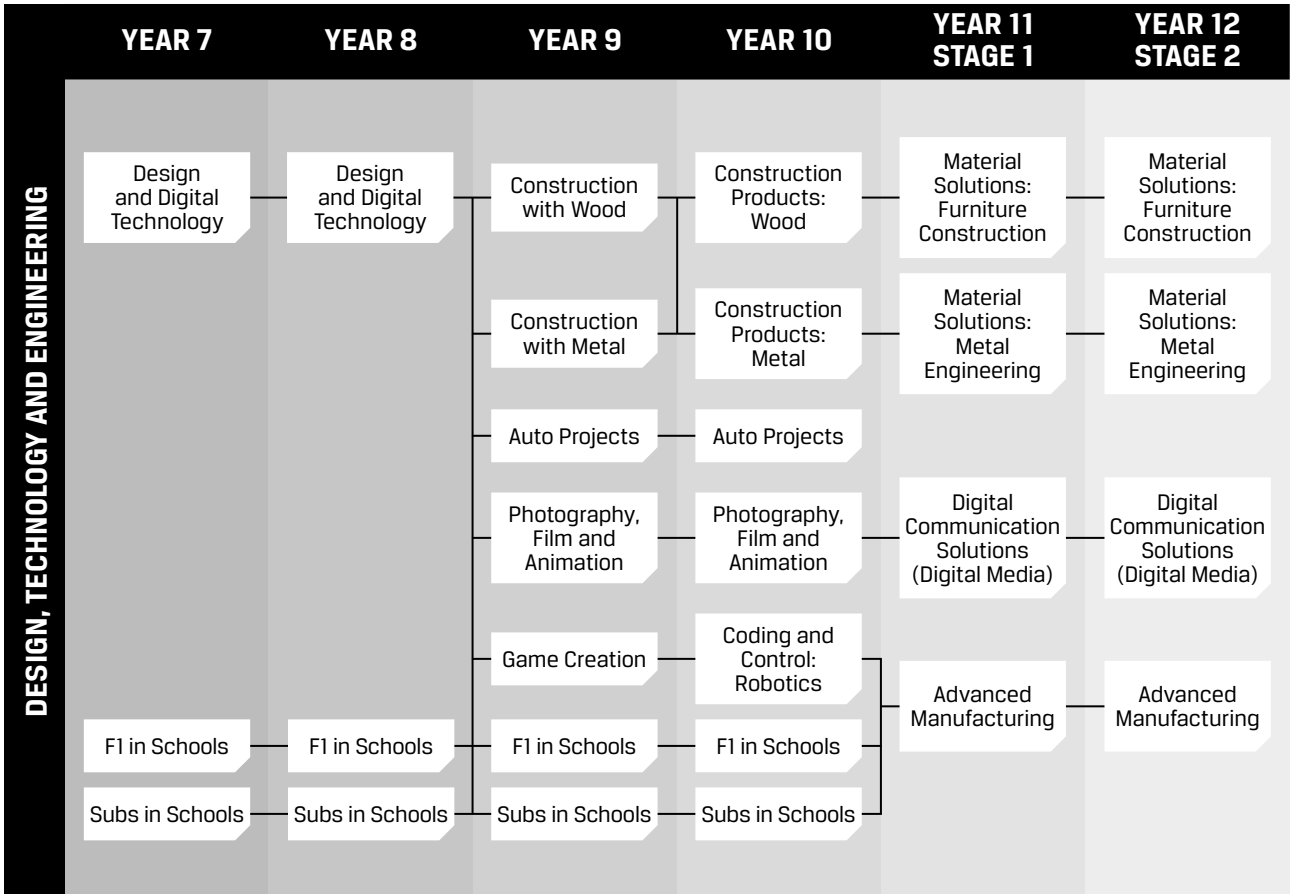
#### Will I need to do some workplace learning as part of my VET course?

Many flexible industry pathways have compulsory work placement requirements for students to undertake structured workplace learning (SWL). This involves learning opportunities related to your pathway in a real or simulated workplace. These placements provide on-the-job training and mentoring to develop your technical and employability skills. SWL also provides opportunity for on-the-job assessment as part of your flexible industry pathway.

Please visit the SAFSSA website for further information on the full range of flexible industry pathways offerings for 2024: <https://safssa.eschoolsolutions.com.au/>



# DESIGN, TECHNOLOGY AND ENGINEERING





**YEAR 7 DESIGN AND DIGITAL TECHNOLOGY**

**LEVEL: Year 7**

**LENGTH: 1 semester**

**CONTENT**

This course is aimed at introducing students to activities within the technologies learning area through hands on skills in design and construction using wood and metal materials, and digital technologies through computational thinking processes with scratch, computational and systems thinking through Minecraft. The course provides a solid foundation for further studies in design and technology and digital technology with a strong focus on the design cycle and design thinking.

During this course students will have the opportunity to:

- develop an understanding of requirements and skills in workshop safety, protective equipment and teamwork
- use hand tools, basic jointing methods, and introduction to some portable power tools and workshop machinery to create products
- measure, cut and fabricate sheet-metal and timber to create design solutions
- use and apply surface finish materials in a safe and competent manner
- develop skills and knowledge in digital technologies through coding with Scratch and Minecraft
- collect and analyse data and create algorithms to represent processes
- use the design cycle to develop, document and produce a chosen design meeting defined criterion in both design technologies and digital technologies.

**ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards:

- safety in the workshop
- metal product tasks
- timber product tasks
- digital design scratch task
- coding programming task
- design tasks (free choice within defined specifications) in both curriculum areas.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

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**YEAR 7 F1 IN SCHOOLS**

**LEVEL: Year 7**

**LENGTH: 1-2 semesters**

**CONTENT**

F1 in schools is a specialised STEM course designed to develop teamwork, problem solving, marketing, and management skills to design, make and test CO<sup>2</sup> F1 race car.

The team of students follows a series of video resources to design, machine the car body using high level computer aided design/drawing software. Students will use basic computer aided manufacturing software to write machine code to produce their first car.

During this course students will have the opportunity to:

- use CFD (Computational Fluid Design) and FEA (Finite Element Analysis) software to test the structure of the design
- test the CO<sup>2</sup> F1 car on the track to adjust design to improve speed
- be introduced to the concept of motion and aerodynamic principles
- develop project management skills through the production of the F1 car, portfolios, team branding and trade display to present their learning and outcomes to the wider community.

It is possible for students to form teams to compete at the State F1 in Schools finals, held at the Royal Adelaide Show in September.

**ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards:

- documented evidence through the final portfolios
- documented testing results
- finished F1 car and CAD files.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES**

Regular course - Nil.

Possible accommodation/travel costs for competitions.

**YEAR 7 SUBS IN SCHOOLS**

**LEVEL: Year 7**

**LENGTH: 1-2 semesters**

**CONTENT**

Subs in schools is a specialised STEM course designed to develop teamwork, problem solving, marketing, and management skills to design, make and test an ROV (remotely operated vessel).

The team of students follows a series of video resources to design, assemble an ROV and construct specialised components using high level computer aided design/drawing software. Students will use basic computer aided manufacturing software to write machine code to produce the specialised components.

During this course students will have the opportunity to:

- use CFD (Computational Fluid Design) and FEA (Finite Element Analysis) software to test the structure of the design
- test the ROV in a tank/pool to develop control systems, test buoyancy and thrusters and complete the challenges required
- be introduced to the concept of fluid dynamics and buoyancy principles
- develop project management skills through the production of the ROV, portfolios, team branding and trade display to present their learning and outcomes to the wider community.

It is possible for students to form teams to compete at the State Subs in Schools finals, held at the Royal Adelaide Show in September.

**ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards:

- documented evidence through the final portfolios
- documented testing results
- working ROV.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES**

Regular course - Nil.

Possible accommodation/travel costs for competitions.

## YEAR 8 DESIGN AND DIGITAL TECHNOLOGY

**LEVEL: Year 8**

**LENGTH: 1 semester**

### CONTENT

This course is aimed at further developing the student's skills within the technologies learning area through hands-on skills in design and construction using wood and metal materials, and digital technologies through computational thinking processes with scratch, computational and systems thinking through Minecraft. The course provides a solid foundation for further studies in design and technology and digital technology with a strong focus on the design cycle and design thinking.

During this course students will have the opportunity to:

- develop an understanding of requirements and skills in workshop safety, protective equipment and teamwork
- use hand tools, basic jointing methods, and introduction to some portable power tools and workshop machinery to create products
- measure, cut and fabricate sheet-metal and timber to create design solutions
- use and apply surface finish materials in a safe and competent manner
- develop skills and knowledge in digital technologies through coding with Scratch and Minecraft
- collect and analyse data and create algorithms to represent processes
- use the design cycle to develop, document and produce a chosen design meeting defined criterion in both design technologies and digital technologies.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards:

- safety in the workshop
- metal product tasks
- timber product tasks
- python Coding programming tasks
- cyber safety through G20K learning
- design tasks (free choice within defined specifications) in both curriculum areas.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 8 F1 IN SCHOOLS

**LEVEL: Year 8**

**LENGTH: 1-2 semesters**

### CONTENT

F1 in schools is a specialised STEM course designed to develop teamwork, problem solving, marketing, and management skills to design, make and test CO<sup>2</sup> F1 race car.

The team of students follows a series of video resources to design, machine the car body using high level computer aided design/drawing software. Students will use basic computer aided manufacturing software to write machine code to produce their first car.

During this course students will have the opportunity to:

- use CFD (Computational Fluid Design) and FEA (Finite Element Analysis) software to test the structure of the design
- test the CO<sup>2</sup> F1 car on the track to adjust design to improve speed
- be introduced to the concept of motion and aerodynamic principles
- develop project management skills through the production of the F1 car, portfolios, team branding and trade display to present their learning and outcomes to the wider community.

It is possible for students to form teams to compete at the State F1 in Schools finals, held at the Royal Adelaide Show in September.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards:

- documented evidence through the final portfolios
- documented testing results
- finished F1 car and CAD files.

**RECOMMENDED PRIOR LEARNING** Nil.

### ADDITIONAL CHARGES

Regular course - Nil.

Possible accommodation/travel costs for competitions.

## YEAR 8 SUBS IN SCHOOLS

**LEVEL: Year 8**

**LENGTH: 1-2 semesters**

### CONTENT

Subs in schools is a specialised STEM course designed to develop teamwork, problem solving, marketing, and management skills to design, make and test an ROV (remotely operated vessel).

The team of students follows a series of video resources to design, assemble an ROV and construct specialised components using high level computer aided design/drawing software. Students will use basic computer aided manufacturing software to write machine code to produce the specialised components.

During this course students will have the opportunity to:

- use CFD (Computational Fluid Design) and FEA (Finite Element Analysis) software to test the structure of the design
- test the ROV in a tank/pool to develop control systems, test buoyancy and thrusters and complete the challenges required
- be introduced to the concept of Fluid dynamics and buoyancy principles
- develop project management skills through the production of the ROV, portfolios, team branding and trade display to present their learning and outcomes to the wider community.

It is possible for students to form teams to compete at the State Subs in Schools finals, held at the Royal Adelaide Show in September.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards:

- documented evidence through the final portfolios
- documented testing results
- working ROV.

**RECOMMENDED PRIOR LEARNING** Nil.

### ADDITIONAL CHARGES

Regular course - Nil.

Possible accommodation/travel costs for competitions.

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## YEAR 9 CONSTRUCTION WITH WOOD

**LEVEL: Year 9**

**LENGTH: 1 semester**

### CONTENT

This course continues to develop student's skills and confidence within the workshop to safely produce timber products of increasing complexity. The course is designed to prepare students wishing to continue studying woodwork or metalwork in Year 10 and SACE.

Some of the studies students may undertake include:

- projects including a bin basketball ring, chopping board, picture frame, spice rack
- introduction to portable power tools and workshop machinery to create products.

Areas of skill development include:

- extending student's understanding of workshop safety, protective equipment and teamwork
- using hand tools, advanced jointing methods, and measuring, cutting and fabricating with timber to create design solutions
- using and applying surface finish materials in a safe and competent manner
- using the design cycle to develop, document and produce a chosen design meeting the defined criteria.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 CONSTRUCTION WITH METAL

**LEVEL: Year 9**

**LENGTH: 1 semester**

### CONTENT

This course continues to develop student's skills and confidence within the workshop to safely produce metal products of increasing complexity. The course is designed to prepare students wishing to continue studying woodwork or metalwork in Year 10 and SACE.

Some of the studies students may undertake include:

- projects including welded sculpture, engineer's square, centre punch, plumb bob, metal sculpture, metal toolbox/pencil box.
- using any of the following to create a range of products:
  - metal work hand tools
  - oxy-acetylene welding equipment
  - sheet metal folding and cutting machines
  - metal lathe.

Areas of skill development include:

- extending student's understanding of workshop safety, protective equipment and teamwork
- measuring, cutting and fabricating with metal to create design solutions
- using and applying surface finish materials in a safe and competent manner
- using the design cycle to develop, document and produce a chosen design meeting defined criterion.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 AUTO PROJECTS

**LEVEL: Year 9**

**LENGTH: 1 semester**

### CONTENT

This course is an introduction to automotive maintenance. Students will repair and maintain various components from bicycles to cars. They will develop an understanding of gears, basic electronics and how to repair and maintain their own car.

During this course students will have the opportunity to:

- dismantle, inspect and reassemble a small engine
- research and describe different systems of engines
- car engine principles-4 stroke and 2 stroke engines.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

Students will be assessed on a range of activities including active participation, teamwork, following instructions and safety requirements. Students will be required to keep a folio of learning.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 PHOTOGRAPHY, FILM AND ANIMATION

**LEVEL: Year 9**

**LENGTH: 1 semester**

### CONTENT

This course is suited to students interested in a photography, movie making or animation.

The subject explores a variety of media genres including film, music, video games, social media, radio and television through a design thinking focus. Students create a folio of work to demonstrate techniques, conventions and technical elements through a variety of digital software packages.

Some of the studies students may undertake include:

- learning about the purpose and uses of digital media genres
- discussing the issues around image capturing and ownership, privacy settings and electronic image distribution
- using the design cycle principles of investigation, planning, production and evaluation to create examples of advertisements, magazines, films and/or websites.

Areas of skill development include:

- exploring basic photography, graphic design and image editing
- developing skills in basic animation
- working independently and collaboratively.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 GAME CREATION

**LEVEL: Year 9**

**LENGTH: 1 semester**

### CONTENT

This subject explores the theory and practical skills required to design and create video games. Students will analyse popular and obscure video games to deconstruct the elements that create meaningful user experiences. Elements may include images, text/visual style, animation, sound effects, music, gameplay, user interface, and narrative techniques.

Areas of skill development include:

- programming through creating a simple 3D game in a game engine
- 3D art through creating a simple 3D textured model in Maya (which can then be 3D printed or laser cut)
- character/story design.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 F1 IN SCHOOLS

**LEVEL: Year 9**

**LENGTH: 1-2 semesters**

### CONTENT

F1 in schools is a specialised STEM course designed to develop teamwork, problem solving, marketing, and management skills to design, make and test CO<sup>2</sup> F1 race car.

The team of students follows a series of video resources to design, machine the car body using high level computer aided design/drawing software. Students will use basic computer aided manufacturing software to write machine code to produce their first car.

During this course students will have the opportunity to:

- use CFD (Computational Fluid Design) and FEA (Finite Element Analysis) software to test the structure of the design
- test the CO<sup>2</sup> F1 car on the track to adjust design to improve speed
- be introduced to the concept of motion and aerodynamic principles
- develop project management skills through the production of the F1 car, portfolios, team branding and trade display to present their learning and outcomes to the wider community.

It is possible for students to form teams to compete at the State F1 in Schools finals, held at the Royal Adelaide Show in September.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards:

- documented evidence through the final portfolios
- documented testing results
- finished F1 car and CAD files.

**RECOMMENDED PRIOR LEARNING** Nil.

### ADDITIONAL CHARGES

Regular course - Nil.

Possible accommodation/travel costs for competitions.

## YEAR 9 SUBS IN SCHOOLS

**LEVEL: Year 9**

**LENGTH: 1-2 semesters**

### CONTENT

Subs in schools is a specialised STEM course designed to develop teamwork, problem solving, marketing, and management skills to design, make and test an ROV (remotely operated vessel).

The team of students follows a series of video resources to design, assemble an ROV and construct specialised components using high level computer aided design/drawing software. Students will use basic computer aided manufacturing software to write machine code to produce the specialised components.

During this course students will have the opportunity to:

- use CFD (Computational Fluid Design) and FEA (Finite Element Analysis) software to test the structure of the design
- test the ROV in a tank/pool to develop control systems, test buoyancy and thrusters and complete the challenges required
- be introduced to the concept of fluid dynamics and buoyancy principles
- develop project management skills through the production of the ROV, portfolios, team branding and trade display to present their learning and outcomes to the wider community.

It is possible for students to form teams to compete at the State Subs in Schools finals, held at the Royal Adelaide Show in September.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards:

- documented evidence through the final portfolios
- documented testing results
- working ROV.

**RECOMMENDED PRIOR LEARNING** Nil.

### ADDITIONAL CHARGES

Regular course - Nil.

Possible accommodation/travel costs for competitions.

## YEAR 10 CONSTRUCTION PRODUCTS: WOOD

**LEVEL: Year 10**

**LENGTH: 1 semester**

### CONTENT

This course continues to develop student's skills and confidence within the workshop to safely produce timber products of increasing complexity. The course is designed to prepare students wishing to continue studying woodwork or metalwork in SACE Stage 1 and Stage 2.

Some of the studies students may undertake include:

- projects including a sling hockey board, a 3-piece puzzle and/or small table or stool
- modelling projects with 3D CAD (computer-aided design) software, prototyping with the laser cutter or 3D printer.

Areas of skill development include:

- extending students' understanding of workshop safety, protective equipment and teamwork
- using a variety of hand tools, portable power tools and workshop machinery to create products
- measuring, cutting and fabricating with timber to create design solutions
- using and applying surface finish materials in a safe and competent manner
- using the design cycle to develop, document and produce a chosen design meeting the defined criteria.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 CONSTRUCTION PRODUCTS: METAL

**LEVEL: Year 10**

**LENGTH: 1 semester**

### CONTENT

This course continues to develop student's skills and confidence within the workshop to safely produce metal products of increasing complexity. The course is designed to prepare students wishing to continue studying woodwork or metalwork in SACE Stage 1 and Stage 2.

Some of the studies students may undertake include:

- projects including a turned pen, folding shovel and/or sliding bar clamp
- modelling projects with 3D CAD (computer-aided design) software, prototyping with the laser cutter or 3D printer.

Areas of skill development include:

- extending student's understanding of workshop safety, protective equipment and teamwork
- measuring, cutting and fabricating with metal to create design solutions
- using and applying surface finish materials in a safe and competent manner
- using the design cycle to develop, document and produce a chosen design meeting the defined criteria
- using any of the following to create a range of products:
  - hand tools
  - oxy-acetylene and MIG welding equipment
  - sheet metal folding and cutting machines
  - metal lathe.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

**YEAR 10 AUTO PROJECTS****LEVEL: Year 10****LENGTH: 1 semester****CONTENT**

This course is an extension to the Year 9 Auto Projects course. Students will develop a deeper understanding of automotive systems.

During this course students will have the opportunity to:

- dismantle, inspect and reassemble a small engine
- research and describe different systems of engines
- identify and test physical systems on the school cars
- create and test electrical circuits.

**ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards:

- students will be assessed on a range of activities including active participation, teamwork, following instructions and safety requirements.
- students will be required to keep a folio of learning and skills developed.

**RECOMMENDED PRIOR LEARNING**

Passing grade of C in any Year 9 design technologies course.

**ADDITIONAL CHARGES** Nil.**YEAR 10 PHOTOGRAPHY, FILM AND ANIMATION****LEVEL: Year 10****LENGTH: 1 semester****CONTENT**

This course is suited to students interested in photography, movie making or animation.

It explores a variety of media genres in more depth. Genres include film, music, video games, social media, radio and television through a design thinking focus. Students create a folio of work to demonstrate techniques, conventions and technical elements through a variety of digital software packages and media types.

Some of the studies students may undertake include:

- exploring photography, image composition, graphic design and image editing
- understanding media conventions such as genre, cinematography, editing, sound production, setting
- learning about national and international influences on media industries and fields
- using the design cycle principles of investigation, planning, production and evaluation to create examples of advertisements, magazines, films and/or websites.

Areas of skill development include:

- using animation software such as Animate, Blender and Maya
- working with industry standard processes and software from the Adobe Design Suite
- working independently and collaboratively.

**ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.**ADDITIONAL CHARGES** Nil.**YEAR 10 CODING AND CONTROL: ROBOTICS****LEVEL: Year 10****LENGTH: 1 semester****CONTENT**

Coding and Control: Robotics develops student's understanding of advanced manufacturing and automation. Students implement computational thinking to logically control electronic components. The STEM (Science, Technology, Engineering and Mathematics) focussed approach to inquiry-based learning challenges students to develop solutions to real world problems.

Some of the studies students may undertake include:

- investigating, planning and developing prototype robotic parts for a specialised purpose
- creating algorithms in coding software to control the prototype robotic parts to perform simulated real-world tasks.

Areas of skill development include:

- critical and creative thinking strategies
- problem solving techniques.
- higher order thinking skills developed through the engineering design cycle
- creating a design folio to document the design process, selection of appropriate materials and application of skills to carry out a product/design solution.

**ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.**ADDITIONAL CHARGES** Nil.

## YEAR 10 F1 IN SCHOOLS

**LEVEL:** Year 10

**LENGTH:** Full year

### CONTENT

F1 in schools is an exciting program that promotes STEM learning through the development of a scale CO<sup>2</sup> F1 race car. Initially, all students develop skills using industry standard software to develop and make their first car.

Some of the studies students may undertake include:

- working in teams of 3-5 students, each with an expertise in a key area, students begin their own design meeting specific criteria
- representing school in the F1 in Schools competition in Term 3 at the Royal Adelaide Show. Success in this course can lead to state, national and World F1 in Schools competitions.

Areas of skill development include:

- integrating STEM through the principles of design, analyse, make, test, race and review
- industry relevant skills that are transferable to other learning areas
- documenting the progress from concept design to race ready car
- working collaboratively to create a team folio.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 MATERIAL SOLUTIONS: FURNITURE CONSTRUCTION

**LEVEL:** Year 11 (Stage 1)

**LENGTH:** 1 semester  
(10 SACE Credits)

### CONTENT

Students utilise the design and realisation process to demonstrate woodworking skills. They produce a set product to meet existing plans and create a digital model using CAD (computer-aided design) software. Students develop a product of their choice through a design folio to document the design process. The course is designed to provide students with a pathway into SACE Stage 2 Material Products (furniture construction).

Areas of skill development include:

- demonstrating joint construction methods
- 3D modelling of projects with CAD software, prototyping with the laser cutter or 3D printer
- using a variety of hand tools, portable power tools and workshop machinery to create products
- measuring, cutting and fabricating with timber to create design solutions
- using and applying surface finish materials in a safe and competent manner
- using the design cycle to develop, document and produce a chosen design meeting the defined criteria.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills (2 tasks) 30%
- Assessment Type 2: Product design and realisation (2 tasks) 70%.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students attained a 'C' grade or higher in Year 10 Construction Products: Wood.

### ADDITIONAL CHARGES

Nil, unless the student has approved a design requiring material in addition to the standard allowance.

## STAGE 1 MATERIAL SOLUTIONS: METAL ENGINEERING

**LEVEL:** Year 11 (Stage 1)

**LENGTH:** 1 semester  
(10 SACE Credits)

### CONTENT

Students utilise the design and realisation process to demonstrate metalwork skills. They produce a set product to meet existing plans and create a digital model using CAD (computer-aided design) software. Students will develop a product of their choice through a design folio to document the design process. The course is designed to provide students with a pathway into SACE Stage 2 Material Products (metal engineering).

Areas of skill development include:

- 3D modelling of projects with CAD software, prototyping with the laser cutter or 3D printer
- demonstrating joint construction methods
- using a variety of hand tools, portable power tools and workshop machinery to create products
- measuring, cutting and fabricating with metal to create design solutions
- using and applying surface finish materials in a safe and competent manner
- using the design cycle to develop, document and produce a chosen design meeting the defined criteria.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills (2 tasks) 30%
- Assessment Type 2: Product design and realisation (2 tasks) 70%.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students attained a 'C' grade or higher in Year 10 Construction Products: Metal.

### ADDITIONAL CHARGES

Nil, unless the student has approved a design requiring material in addition to the standard allowance.

## STAGE 1 DIGITAL COMMUNICATION SOLUTIONS (DIGITAL MEDIA)

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester (10 SACE Credits)**

### CONTENT

This course is suited to students who have an interest in digital media production with a focus on digital photography, digital media or app design.

Through the design process this subject will focus on providing an in-depth understanding of the extensive range of equipment and processes involved in the capture and manipulation of digital content.

Areas of skill development include:

- using the design cycle to investigate and analyse, design and plan
- production of their own work, either independently or in collaboration with others
- evaluation of the design process.

Students can negotiate their area of interest to meet the assessment tasks and performance standards.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills (2 tasks) 30%
- Assessment Type 2: Product design and realisation (2 tasks) 70%.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students attained a 'C' grade or higher in Year 10 Media, Film and Animation.

### ADDITIONAL CHARGES

Nil, unless the student has approved a design requiring material in addition to the standard allowance.

## STAGE 1 ADVANCED MANUFACTURING

**Industry and Entrepreneurial Solutions or Robotics and Electronic Systems**

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester (10 SACE Credits)**

### CONTENT

An exciting, state-of-the-art course where students will use industry standard 3D modelling packages to develop solutions to various sequential exercises.

Some of the studies students may undertake include:

- mechatronics
- coding and control
- CAD.

Areas of skill development include:

- competent use of 3D printing equipment
- drawing skills and conventions
- using the computer controlled equipment to design, draw and make an article using the CAD/CAM (computer aided design/computer aided machining) process

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills (2 tasks) 30%
- Assessment Type 2: Product design and realisation (2 tasks) 70%.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students attained a 'C' grade or higher in Year 10 Coding and Control: Robotics or Year 10 F1 in Schools/Subs in Schools.

### ADDITIONAL CHARGES

Nil, unless the student has approved a design requiring material in addition to the standard allowance.

## STAGE 2 F1 IN SCHOOLS

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year (20 SACE Credits)**

### CONTENT

This work is in an engineering environment and has a strong STEM focus.

Students will design, manufacture and race F1 in Schools cars. Students will use contemporary CAD software, and will make use of the existing extensive software and hardware resources available at Christies Beach High School. Access to the CAD software is free to all students, is available for use at home and can be used on both Windows and Mac machines.

Machines and equipment featured in the course include:

- 3D printers
- laser technologies
- numerically controlled router (NC machine)
- a range of basic metal and wood working machines and equipment.

As an introduction, students will complete a 'first' car and then conduct a series of tests to establish the basic properties of the car.

Major tests include:

- Computational Fluid Dynamics (CFD) - aerodynamics
- Finite Element Analysis (FEA) - displacement and structural strength of the car front wing assemblies
- mass - part of the mass target each student has a challenge
- track testing.

N.B. more tests will be conducted during the design process.



## STAGE 2 F1 IN SCHOOLS [CONTINUED]

Students will:

- learn basic and advanced CAD techniques
- produce a render, and a series of orthogonal drawings to standard
- write G&M code
- use an NC mill to make their cars
- conduct a wide series of tests, including the ones above, to help improve their car design
- design and manufacture an F1 in Schools car
- design and manufacture a wheel and axle system
- design and manufacture front and rear wing assemblies
- guided through the issues and materials studies as part of the externally assessed requirement
- complete a folio of their design process.

### ASSESSMENT

Students will be assessed using the SACE Design, Technology and Engineering framework. The design and manufacture of the car is the major assessment piece.

### RECOMMENDED PRIOR LEARNING

Nil, it is a course for anyone who is interested.

## STAGE 2 MATERIAL SOLUTIONS: FURNITURE CONSTRUCTION

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year  
(20 SACE Credits)**

### CONTENT

Students utilise the design and realisation process to demonstrate woodwork skills. They produce a set product to meet existing plans and create a digital model using CAD (computer-aided design) software. Students will develop a product of their choice through a design folio to document the design process. The course is designed to prepare students for a pathway into a timber trade or related university degree.

Areas of skill development include:

- modelling projects with 3D CAD software, prototyping with the laser cutter or 3D printer
- demonstrating joint construction methods
- using a variety of hand tools, portable power tools and workshop machinery to create products
- measuring, cutting and fabricating with timber to create design solutions
- using and applying surface finish materials in a safe and competent manner
- using the design cycle to develop, document and produce a chosen design meeting the defined criteria.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills (2 tasks) 20%
- Assessment Type 2: Product design and realisation (2 tasks) 50%
- Assessment Type 3: Resource study (2 tasks) 30% Externally Moderated.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students attained a 'C' grade or higher in Stage 1 Material Solutions: Furniture Construction.

### ADDITIONAL CHARGES

Nil, unless the student has approved a design requiring material in addition to the standard allowance.

## STAGE 2 MATERIAL SOLUTIONS: METAL ENGINEERING

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year  
(20 SACE Credits)**

### CONTENT

Students utilise the design and realisation process to demonstrate metalwork skills. They produce a set product to meet existing plans and create a digital model using CAD (computer-aided design) software. Students will develop a product of their choice through a design folio to document the design process. The course is designed to prepare students for a pathway into a metal trade or related university degree.

Areas of skill development include:

- modelling projects with 3D CAD software, prototyping with the laser cutter or 3D printer
- demonstrating joint construction methods
- using a variety of hand tools, portable power tools and workshop machinery to create products
- measuring, cutting and fabricating with metal to create design solutions
- using and applying surface finish materials in a safe and competent manner
- using the design cycle to develop, document and produce a chosen design meeting the defined criteria

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills (2 tasks) 20%
- Assessment Type 2: Product design and Realisation (2 tasks) 50%
- Assessment Type 3: Resource study (2 tasks) 30% Externally Moderated.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students attained a 'C' grade or higher in Stage 1 Material Solutions: Metal Engineering.

### ADDITIONAL CHARGES

Nil, unless the student has approved a design requiring material in addition to the standard allowance.

## STAGE 2 DIGITAL COMMUNICATION SOLUTIONS (DIGITAL MEDIA)

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year (20 SACE Credits)**

### CONTENT

This course continues to challenge students who have an interest in digital media production with a focus on digital photography, digital media or app design.

Through the design process this subject will focus on providing an in-depth understanding of the extensive range of equipment and processes involved in the capture and manipulation of digital content.

Areas of skill development include:

- using the design cycle to investigate and analyse, design and plan
- production of their own work, either independently or in collaboration with others
- evaluation of the design process.

Students can negotiate their area of interest to meet the assessment tasks and performance standards.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills (2 tasks) 20%
- Assessment Type 2: Product design and realisation (2 tasks) 50%
- Assessment Type 3: Resource study (2 tasks) 30% Externally Moderated.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students attained a 'C' grade or higher in Stage 1 Digital Communication Solutions (Digital Media).

### ADDITIONAL CHARGES

Nil, unless the student has approved a design requiring material in addition to the standard allowance.

## STAGE 2 ADVANCED MANUFACTURING

**Industry and Entrepreneurial Solutions or Robotics and Electronic Systems**

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year (20 SACE Credits)**

### CONTENT

An exciting, state-of-the-art course where students will use industry standard 3D modelling packages to develop solutions to various sequential exercises.

Some of the studies students may undertake include:

- mechatronics
- coding and control
- CAD.

Areas of skill development include:

- competent use of 3D printing equipment
- drawing skills and conventions
- using the computer controlled equipment to design, draw and make an article using the CAD/CAM (computer aided design/computer aided machining) process

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills task (2 tasks) 20%
- Assessment Type 2: Product design and realisation (2 tasks) total 50%
- Assessment Type 3: Resource study (2 tasks) 30% Externally Moderated.

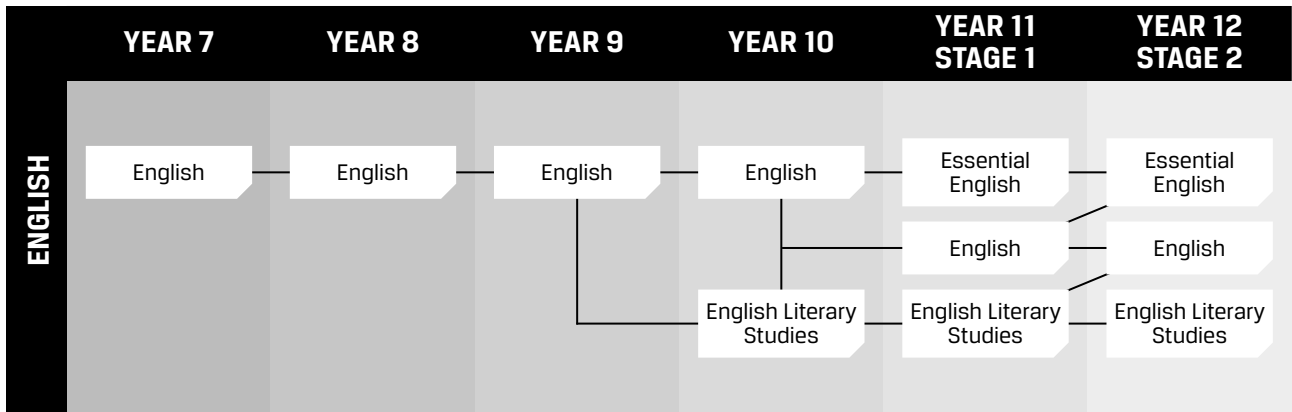
### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students attained a 'C' grade or higher in Stage 1 Advanced Manufacturing.

### ADDITIONAL CHARGES

Nil, unless the student has approved a design requiring material in addition to the standard allowance.

# ENGLISH



## THE AUSTRALIAN CURRICULUM AND SENIOR SECONDARY ENGLISH

In English, our focus is to create students who are critical, creative, connected, compassionate and curious.

The Year 8-12 English curriculum is built around the 3 interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in: listening, reading, viewing, speaking, writing and creating. Wherever possible, tasks reflect student experience, connect to their world and cover historical and contemporary issues and themes. Teachers, with students, select texts and themes in a collaborative way, to ensure that students are engaged and challenged. The study of language through a wide range of texts, including novels, film, short stories, plays and poetry, help to expand language and literacy skills. Explicit teaching, including modelling, deconstruction and joint reconstruction assist students in developing an understanding of writing conventions of various text types.

To complete their SACE, students must complete 2 semesters (1 year) of English at Year 11 (Stage 1) at a C grade or better. From Year 10, students will be provided a choice about what level of English they undertake, in consultation with their teachers.

**English Literary Studies** provides students with opportunities to engage with literature and literary history. Topics such as poetry, Shakespearean plays, and classic film studies will be explored.

**English** allows for students to explore a variety of different methods of communication and their uses. Topics such as film studies, novel studies, and journalism will be studied.

**Essential English** studies effective communication in the workplace and media. Topics such as workplace communication and short stories will be explored to provide students with a range of opportunities to improve their expression.

## YEAR 7 ENGLISH

**LEVEL:** Year 7

**LENGTH:** Full year

### CONTENT

The Year 7 English course will provide opportunities to link areas of previous primary school knowledge together to assist in written, spoken and aural communication. They will complete a wide range of literacy-based activities to promote strong foundations for future learning. They will begin to connect language, literacy and literature with other subject areas through blended learning.

Some of the studies students may undertake include:

- understanding differences between fiction and non-fiction texts
- using technologies to create informative projects about a variety of topics
- creating displays, dioramas and advertisements to educate the community
- using a combination of graphics and texts to tell stories and discuss issues
- composing written short stories.

Areas of skill development include:

- improving spelling, vocabulary use and knowledge of English grammar
- building capabilities to focus and read a wide variety of texts
- develop handwriting skills that are legible and useful
- identifying correct elements of texts and explaining how they can be useful.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 8 ENGLISH

**LEVEL:** Year 8

**LENGTH:** Full year

### CONTENT

The Year 8 English course will provide students opportunities to build on their learning from Year 7 to improve their writing, speaking and listening. They will read and watch a wide range of short and engaging texts such as stories and films, to learn how to identify and use different genres. They may also take part in blended learning with other subjects to connect their skills between disciplines.

Some of the studies students may undertake include:

- personal identity through creating a range of informative texts
- a genre study (e.g. horror, comedy, documentary)
- using technologies to create film and other visual texts
- vocabulary building through poetry and other verse texts
- creating advertisements and other persuasive texts
- composing written short stories
- analysing scenes from films and film trailers.

Areas of skill development include:

- spelling, punctuation and grammar use in writing and speaking
- identifying the purpose of a text and the features that are commonly used
- improving and expanding vocabulary use
- increasing resilience and focus to read longer texts.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 ENGLISH

**LEVEL:** Year 9

**LENGTH:** Full year

### CONTENT

The Year 9 English course is designed for students to build on their learning from Year 8. They will begin the year with studies in narrative and persuasion and then branch into how texts can be created to represent people, their ideas and culture. They will also continue to be provided with opportunities of blended learning with other subjects to connect their skills with different disciplines.

Some of the studies students may undertake include:

- understanding different cultures through the stories they share
- traditional methods of analysing and composing persuasive texts (ethos, pathos, logos)
- a theme study (e.g. survival, mateship, relationships)
- using technologies to create texts to start change in the community
- technical and scientific language and how these can be used to support an argument
- Australian identities and different perspectives of Australia
- transforming ideas from stories into other genres of text.

Areas of skill development include:

- spelling, punctuation and grammar use in writing and speaking
- using texts to inform, persuade and entertain different audiences
- evaluating the language used by others and making suggestions for improvement
- recording research correctly through academic referencing styles.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

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**YEAR 10 ENGLISH****LEVEL: Year 10****LENGTH: Full year****CONTENT**

The Year 10 English course is designed to support students with a pathway into Stage 1 Essential English or Stage 1 English. They will begin with study of a shared text (e.g. a novel or film) and this will be used to identify the interests and skills within the class so the learning will be successful. Students will be provided with opportunities to explore their personal interests through different modern and traditional stories and present these to the class.

Some of the studies students may undertake include:

- exploring social issues such as prejudice, racism and identity through fiction and non-fiction
- comparing 2 or more texts (e.g. a novel and a film) that discuss the same idea
- a genre study that may compare an idea in an older text with a newer text
- using technologies to present texts to a general and specific audience
- reviewing a performance in a film or play viewed by the class
- a personal project about a favourite text
- writing and reading journalistic reports about important events.

Areas of skill development include:

- proof-reading and editing the work of self and others to make improvements
- using strategies to understand complex words and phrases by understanding parts of language
- working in groups to negotiate written and spoken projects and meet deadlines
- improving the use of comparative and evaluative language.

**ASSESSMENT**

Students will be assessed using the Australian Curriculum Achievement Standard.

**RECOMMENDED PRIOR LEARNING** Nil.**ADDITIONAL CHARGES** Nil.**YEAR 10 ENGLISH LITERARY STUDIES****LEVEL: Year 10****LENGTH: Full year****CONTENT**

The Year 10 English Literary Studies course is designed for students who are interested in exploring classic English literature, is a pathway into Stage 1 English Literary Studies or Stage 1 English. Students will learn about various historical periods through the shared reading of traditional novels and how stories are deemed important by various societies. It is an expectation that the majority of reading and viewing texts will be completed in the student's own time, and that they come to class prepared to discuss their understanding of different authors' viewpoints.

Some of the studies students may undertake include:

- a depth study of a Shakespearean play and a range of poetry
- connecting ideas and themes across time through stories
- reviewing a shared text that is studied in class
- designing learning resources that will help other students understand complex stories.

Areas of skill development include:

- using formal language and evidence from literary texts to answer complex questions
- transforming ideas from stories and documentaries into alternative forms
- personal writing style and vocabulary use
- appreciation of literature as points in history and how they discuss and represent different people.

**ASSESSMENT**

Students will be assessed using the Australian Curriculum Achievement Standard.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, students selecting this subject should have maintained high levels of achievement in Year 9 English.

**ADDITIONAL CHARGES** Nil.**STAGE 1 ESSENTIAL ENGLISH****LEVEL: Year 11 (Stage 1)****LENGTH: 2 semesters (10 SACE Credits per semester)****CONTENT**

The Stage 1 Essential English course is designed for students to complete their compulsory Stage 1 Literacy requirement of SACE and is a pathway into Stage 2 Essential English. Students will learn how to create forms of workplace and instructional communication to inform the audience of important information. They will also be provided with opportunities to explore the creative elements of language through a study of a shared story and a range of popular media.

Some of the studies students may undertake include:

- using technologies to create texts to start change in the community
- technical and scientific language and how these can be used to support an argument
- developing visual texts that inform or instruct an audience
- short stories shared by the class.

Areas of skill development include:

- spelling, punctuation and grammar use in writing and speaking
- using texts to inform, persuade and entertain different audiences
- identifying the purpose of a text and the features that are commonly used
- improving and expanding vocabulary use.

**ASSESSMENT**

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types each semester:

- Assessment Type 1: Responding to texts
- Assessment Type 2: Creating texts.

**RECOMMENDED PRIOR LEARNING** Nil.**ADDITIONAL CHARGES** Nil.

**STAGE 1 ENGLISH****LEVEL: Year 11 (Stage 1)****LENGTH: 2 semesters  
(10 SACE Credits per semester)****CONTENT**

The Stage 1 English course is designed for students to complete their compulsory Stage 1 Literacy requirement of SACE and is a pathway into Stage 2 Essential English or Stage 2 English. Students will learn communication life skills and how to use these to inform, persuade and entertain different audiences. They will also explore some elements of narrative and creative texts to understand different perspectives on social, cultural and environmental issues.

Some of the studies students may undertake include:

- analysing and reviewing methods of adaptation from written text to film
- a study on parody, comedy and humour used in stories to entertain and inform audiences
- reporting on current world events through writing and speaking
- delivering speeches to a specific audience to convince them to take action on a social issue.

Areas of skill development include:

- personal writing style and vocabulary use
- composing longer pieces of writing with a sustained voice, supported with references
- developing texts that are for use by the general public
- using technologies to create interactive story-telling and informative texts.

**ASSESSMENT**

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types each semester:

- Assessment Type 1: Responding to texts
- Assessment Type 2: Creating texts
- Assessment Type 3: Intertextual study.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, students selecting this subject should have maintained satisfactory or high levels of achievement in Year 10 English Literary Studies or Year 10 English.

**ADDITIONAL CHARGES** Nil.**STAGE 1 ENGLISH  
LITERARY STUDIES****LEVEL: Year 11 (Stage 1)****LENGTH: 2 semesters  
(10 SACE Credits per semester)****CONTENT**

The Stage 1 English Literary Studies course is designed for students who are interested in exploring classic English literature and is a pathway into Stage 2 English Literary Studies or Stage 2 English.

Some of the studies students may undertake include:

- identifying and replicating the styles used by the 'great' authors
- stories that have inspired controversy and the societies that deemed them controversial
- a classical genre study (e.g. tragedy, romance, coming of age)
- connecting ideas and themes across time through stories.

Areas of skill development include:

- using formal language and evidence from literary texts to answer complex questions
- transforming ideas from stories and documentaries into alternative forms
- personal writing style and vocabulary use
- appreciation of literature as points in history and how they discuss and represent different people.

**ASSESSMENT**

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types each semester:

- Assessment Type 1: Responding to texts
- Assessment Type 2: Creating texts
- Assessment Type 3: Intertextual study.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, students selecting this subject should have maintained high levels of achievement in Year 10 English Literary Studies or Year 10 English.

**ADDITIONAL CHARGES** Nil.**STAGE 2  
ESSENTIAL ENGLISH****LEVEL: Year 12 (Stage 2)****LENGTH: Full year  
(20 SACE Credits)****CONTENT**

The Stage 2 Essential English course is designed for students who are looking to build their general communication skills, while still exploring a range of different fiction, non-fiction and media texts. They will be provided with opportunities to learn about the construction of language for different purposes and how these may affect different groups of people.

Some of the studies students may undertake include:

- analysing the effectiveness of workplace communication and suggesting improvements
- using short stories and shared novels to identify inequality and injustice in a community
- speeches and presentations to influence an audience
- reporting on current world events through writing and speaking.

Areas of skill development include:

- spelling, punctuation and grammar use in writing and speaking
- using texts to inform, persuade and entertain different audiences
- identifying the purpose of a text and the commonly used features of texts
- improving and expanding vocabulary use.

**ASSESSMENT**

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

School Assessment (70%):

- Assessment Type 1: Responding to texts
- Assessment Type 2: Creating texts

External Assessment (30%):

- Assessment Type 3: Language study.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, students selecting this subject should have maintained high levels of achievement in Stage 1 English Literary Studies or Stage 1 English.

**ADDITIONAL CHARGES** Nil.*Back to Contents*

**STAGE 2 ENGLISH****LEVEL: Year 12 (Stage 2)****LENGTH: Full year  
(20 SACE Credits)****CONTENT**

The Stage 2 English course is designed for students who enjoy learning about a wide range of different English topics including narrative, film, journalism and communication. They will be provided with opportunities to engage with mature themes explored in literature and film and create a wide range of different pieces of writing and speaking that also discuss these topics.

Some of the studies students may undertake include:

- analysing and reviewing methods of adaptation from written text to film
- studying how groups of people or historical periods are represented in stories
- reporting on current world events through writing and speaking
- delivering speeches to empathise with characters in stories.

Areas of skill development include:

- personal writing style and vocabulary use
- composing longer pieces of writing with a sustained voice, supported with references
- developing texts that are for use by the general public
- using technologies to create interactive story-telling and informative texts.

**ASSESSMENT**

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

School Assessment (70%):

- Assessment Type 1: Responding to texts
- Assessment Type 2: Creating texts

External Assessment (30%):

- Assessment Type 3: Comparative analysis.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, students selecting this subject should have maintained high levels of achievement in Stage 1 English Literary Studies or Stage 1 English.

**ADDITIONAL CHARGES** Nil.*Back to Contents***STAGE 2 ENGLISH  
LITERARY STUDIES****LEVEL: Year 12 (Stage 2)****LENGTH: Full year  
(20 SACE Credits)****CONTENT**

The Stage 2 English Literary Studies course is designed for students who enjoy reading and writing about literature, history and how stories are created to influence a reader's opinion. Through shared and individual studies of texts, students will encounter different opinions that will challenge the way they think in an opportunity to develop their own ideas about the wider world. It is an expectation that the majority of reading and viewing texts will be completed in the student's own time, and that they come to class prepared to discuss their opinions and understanding of different authors' viewpoints.

Some of the studies students may undertake include:

- discussing tone, mood and emotions created by filmic and other narrative texts
- comparing poetry, novels or performances that share different themes and ideas
- debating the effectiveness of texts and using previous studies to support arguments
- reading of stories through different 'lenses' and perspectives.

Areas of skill development include:

- using formal language and evidence from literary texts to answer complex questions
- transforming ideas from stories and documentaries into alternative forms
- personal writing style and vocabulary use
- appreciation of literature as points in history and how they discuss and represent different people.

**STAGE 2 ENGLISH  
LITERARY STUDIES****[CONTINUED]****ASSESSMENT**

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

School Assessment (70%):

- Assessment Type 1: Responding to texts
- Assessment Type 2: Creating texts.

External Assessment (30%):

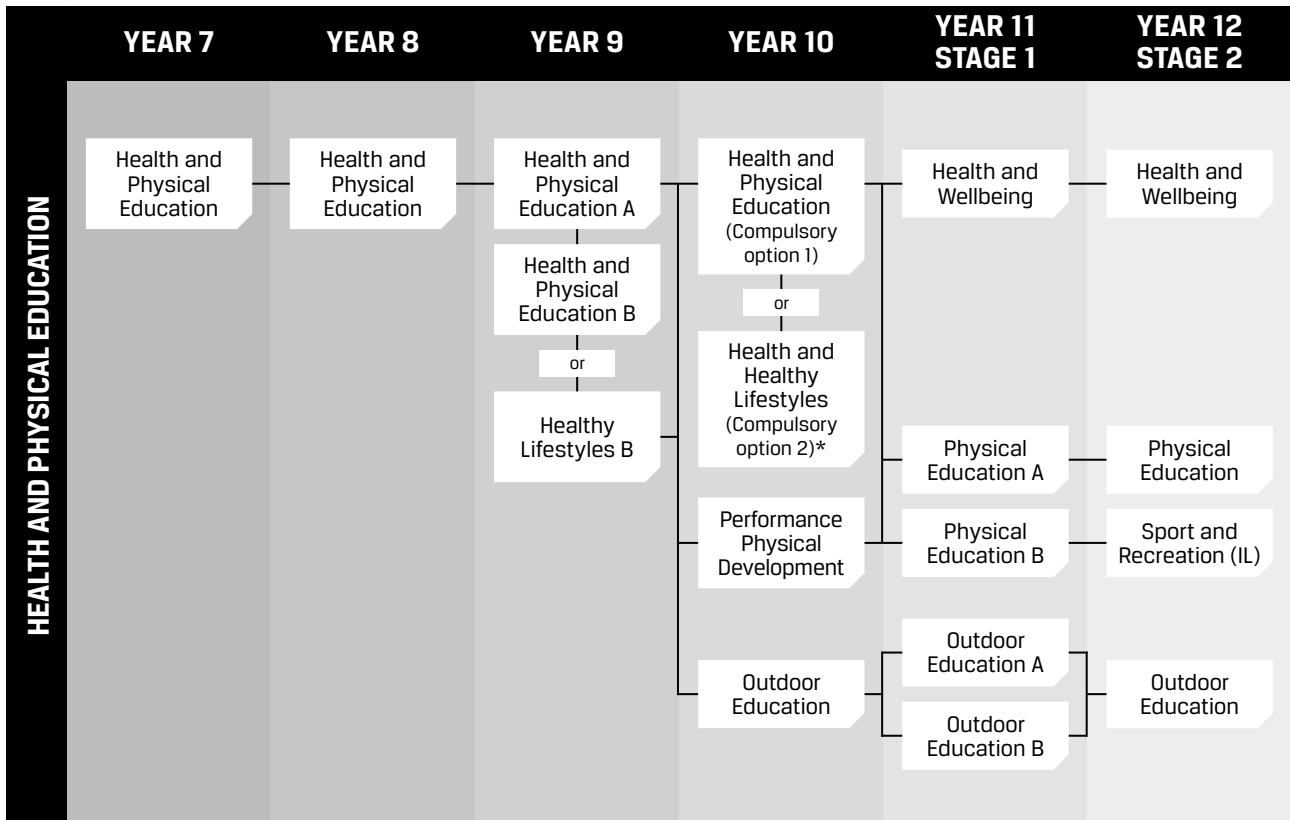
- Assessment Type 3A: Connected text study
- Assessment Type 3B: Examination.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, students selecting this subject should have maintained high levels of achievement in Stage 1 English Literary Studies.

**ADDITIONAL CHARGES** Nil.

# HEALTH AND PHYSICAL EDUCATION



A = semester 1 B = semester 2 (often second unit) C = either semester 1 or 2  
\*Girls only class also available

This course aims to develop student's understanding of the way in which people function physically, socially, emotionally and spiritually as individuals and members of groups.

It also improves the student's ability to make informed decisions about health and wellbeing and how it relates to themselves and their relationships with others. The Health and Physical Education curriculum in Years 7-10 is aligned to the Australian Curriculum and Year 11 (Stage 1) and 12 (Stage 2) is aligned to the SACE.

The content of the Health and Physical Education curriculum is organised into the following strands and sub strands.

### Strand 1: Personal, social and community health

Sub strands:

- being healthy, safe and active
- communicating and interacting for health and wellbeing
- contributing to healthy and active communities.

### Strand 2: Movement and physical activity

Sub strands:

- moving our body
- understanding movement
- learning through movement.

Focus areas that are addressed in Years 7-10 are: risk taking behaviour, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, community health, challenge and adventure activities, active play and minor games, games and sports, culture in sport, lifelong physical activities and rhythmic and expressive movement activities.

Pathways include future work in the health, education and training, food and hospitality, fitness, sport and recreation industries.

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## YEAR 7 HEALTH AND PHYSICAL EDUCATION

**LEVEL: Year 7**

**LENGTH: Full year**

### CONTENT

This course will give students the opportunity to learn about and experience different aspects of health and physical activity. Students will engage with various modified and engaging practical and health topics to develop the skills and knowledge required to be successful. These include:

- practical topics: athletics, dance, aquatics, team building, invasion games, net/wall games, target games and striking and fielding games
- health topics: personal goals and health.

Students will have the opportunity to develop:

- movement skills and sequences
- control and accuracy of a variety of movements
- personal and social skills including getting along with others, initiative and teamwork
- knowledge and understanding of health-related goal setting.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 8 HEALTH AND PHYSICAL EDUCATION

**LEVEL: Year 8**

**LENGTH: Full year**

### CONTENT

This course will give students the opportunity to learn about and experience different aspects of health and physical activity. Students will engage with various practical and health topics to develop the skills and knowledge required to be successful. These include:

- practical topics: athletics and individual pursuits, team games, invasion games, net/wall games, target games and striking and fielding games
- health topics: physical health and wellbeing.

Students will have the opportunity to develop:

- movement skills and sequences
- control and accuracy of a variety of movements
- personal and social skills including getting along with others, initiative and teamwork
- knowledge and understanding of health-related goal setting.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 HEALTH AND PHYSICAL EDUCATION A

**LEVEL: Year 9**

**LENGTH: 1 semester**

### CONTENT

This compulsory course will build on the knowledge and skills students developed in Year 8. This course aims to develop students' knowledge and understanding of healthy lifestyles and further develop their practical skills and abilities in various physical activities. Students will engage with practical and health topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- practical topics: table tennis, korfball, ultimate frisbee and badminton
- health/theory topics: sexual health and relationships, Australian sport and culture and practical skills analysis.

Students will have the opportunity to develop:

- the ability to transfer movement patterns across a variety of sports/games
- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding of healthy lifestyles and Australian sport culture.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards

### RECOMMENDED PRIOR LEARNING

This is a 1 semester compulsory course that all Year 9 students will complete.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 HEALTH AND PHYSICAL EDUCATION B (COMPULSORY OPTION 1)

**LEVEL: Year 9**

**LENGTH: 1 semester**

### CONTENT

This course is 1 of the compulsory options of HPE at Year 9. It is suitable for students who are interested in more competitive sports and games. This course aims to develop student's knowledge and understanding of personal health and wellbeing and further enhance their practical skills and abilities in various sports. Students will engage with various practical and health topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- practical topics: European handball, volleyball, soccer and touch
- health/theory topics: mental health and wellbeing, risk taking behaviour and party safe and modified games.

Students will have the opportunity to develop:

- the ability to transfer movement patterns across a variety of sports/games
- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding of healthy lifestyles and inclusivity in sport.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards

### RECOMMENDED PRIOR LEARNING

Students only complete this course OR Year 9 Health and Healthy Lifestyles as the compulsory component for HPE for the second semester at Year 9. Students cannot do both courses.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 HEALTHY LIFESTYLES (COMPULSORY OPTION 2)

**LEVEL: Year 9**

**LENGTH: 1 semester**

### CONTENT

This course is 1 of the compulsory options of HPE at Year 9. It is suitable for students who are not overly keen on competitive sport environments. This course aims to develop student's knowledge and understanding of personal health and wellbeing and further enhance their practical skills and abilities in various lifestyle sports and activities. Students will engage with various practical and health topics to develop the skills and knowledge required to be successful.

- practical topics: golf, bowls and bowling, bush walking, garden games and team games
- health/theory topics: mental health and wellbeing, risk taking behaviour and party safe and modified games.

Students will have the opportunity to develop:

- the ability to transfer movement patterns across a variety of games and lifestyle activities
- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding of healthy lifestyles and inclusivity in sport.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards

### RECOMMENDED PRIOR LEARNING

Students only complete this course OR Year 9 Health and Physical Education as the compulsory component for HPE for the second semester at Year 9. Students cannot do both courses.

### ADDITIONAL CHARGES

A subject charge may apply to this subject in addition to the Christies Beach High School Materials and Services Charges. Approximate costs for possible excursions - \$30

## YEAR 10 HEALTH AND PHYSICAL EDUCATION (COMPULSORY OPTION 1)

**LEVEL: Year 10**

**LENGTH: 1 semester (compulsory) or full year (optional)**

### CONTENT

This course is a 1 of the compulsory options of HPE at Year 10. It is suitable for students who are interested in more competitive sports and games. This course aims to develop student's knowledge and understanding of personal and community health. It also aims to improve and refine their practical skills and abilities in various sports and physical activities. Students will engage with various practical and health topics to develop the skills and knowledge required to be successful which include:

- practical topics: (student choice of 4): basketball, netball, European handball, soccer, AFL 9s, Gaelic football, volleyball, badminton, tennis, korfbal, AFL 9s, ultimate frisbee, touch and softball
- health topics: fitness intervention programs, sexual health and relationships and first aid.

Students will have the opportunity to develop:

- the ability to transfer skills, tactical knowledge and understanding across a range of sports/games
- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding of the factors that impact on individual and community health
- problem solving skills to respond appropriately to various health scenarios.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards.

### RECOMMENDED PRIOR LEARNING

Students only complete this course OR Healthy Lifestyles as the compulsory component for HPE at Year 10. Students cannot do both courses.

**ADDITIONAL CHARGES** Nil.

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### YEAR 10 HEALTH AND HEALTHY LIFESTYLES (COMPULSORY OPTION 2)

**\* Girls only class also available**

**LEVEL: Year 10**

**LENGTH: 1 semester (compulsory) or full year (optional)**

#### CONTENT

This course is a 1 of the compulsory options of HPE at Year 10. It is suitable for students who are not interested in competitive sport environments. Students will explore healthy relationships, personal development and community health in a safe and supportive environment. This course aims to provide students with practical solutions to gain a healthier body and mind through enjoyable regular exercise. Students will engage with various practical and health topics to develop the skills and knowledge required to be successful which include:

- practical topics: (student choice of 4): fitness and weights training, yoga, walking, meditation and recreational sports such as golf, lawn bowls, bocce, volleyball, frisbee, tennis, table tennis, floor hockey
- health topics: fitness Intervention programs, sexual health and relationships and first aid.

Students will have the opportunity to develop:

- the ability to transfer movement patterns across a range of activities
- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding of intervention programs in the community health
- problem solving skills to respond appropriately to various health scenarios.

### YEAR 10 HEALTH AND HEALTHY LIFESTYLES (COMPULSORY OPTION 2)

[CONTINUED]

#### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards.

#### RECOMMENDED PRIOR LEARNING

Students only complete this course OR Health and Physical Education as the compulsory component for HPE at Year 10. Students cannot do both courses.

#### ADDITIONAL CHARGES

A subject charge may apply to this subject in addition to the Christies Beach High School Materials and Services Charges. Costs for possible excursions - \$30.

### YEAR 10 PERFORMANCE PHYSICAL DEVELOPMENT

**LEVEL: Year 10**

**LENGTH: 1 semester or full year**

#### CONTENT

This subject is a high-performance course which aims to prepare students for success in Stage 1 Physical Education. This is an integrated subject where theory topics are connected to the sports in which the students participate. Students are expected to participate in all components of the course with enthusiasm and persistence.

Some of the studies students may undertake include:

- a net/wall game (volleyball, badminton, table tennis) and exercise physiology
- a team game (European handball, futsal) and movement strategies
- a team game (basketball, netball, korfball) and individual performance improvement.

Areas of skill development include:

- the ability to develop specialised movement sequences and transfer movement patterns across a range of sports
- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding of basic exercise physiology and movement patterns in a variety of sports.

This subject is recommended for students who are interested in completing Stage 1 Physical Education in Year 11.

#### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards.

#### RECOMMENDED PRIOR LEARNING

Successful completion of Year 9 HPE.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 OUTDOOR EDUCATION

**LEVEL:** Year 10

**LENGTH:** 1 semester

### CONTENT

This course offers students a practical approach to learn about the outdoors and the environment by participating in various challenging outdoor adventure activities. Students are expected to attend a fishing camp and local excursions to the Onkaparinga River National Park, Hallett Cove Conservation Park, and Noarlunga Aquatic Centre. Students will learn about risk assessment, environmental awareness and how to plan for adventure activities.

Some of the studies students may undertake include:

- bushwalking and basic navigation
- aquatics and water safety
- fishing and sustainability
- environmental and recreational activities.

Areas of skill development include:

- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding about recreational activities in the natural environment
- specialised movement sequences for aquatics activities (surfing, kayaking, stand-up-paddle boarding, body boarding).

This subject is recommended for students who are interested in completing Stage 1 Outdoor Education in Year 11.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

### ADDITIONAL CHARGES

A charge will apply to this subject in addition to the Christies Beach High School Materials and Services Charges. Costs for local excursions - \$30, and a camp.

## STAGE 1 HEALTH AND WELLBEING

**LEVEL:** Year 11 (Stage 1)

**LENGTH:** 1 semester  
(10 SACE Credits)

### CONTENT

In this subject, students will be expected to develop an empathetic and ethical understanding of health and wellbeing issues. They will apply knowledge and understanding to make informed decisions and critically analyse health trends.

Some of the studies students may undertake include:

- the impact of social and cultural beliefs on health
- strategies to improve lifestyle decisions
- planning and implementing action to improve health outcomes for others
- reflecting on ways to promote personal and community actions to improve health outcomes.

Areas of skill development include:

- knowledge and understanding of the role of Health and Wellbeing in people's lives
- ways of promoting positive outcomes for individuals and communities
- individual learning and group-project skills including research and referencing.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Practical action
- Assessment Type 2: Issue inquiry.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 SPORT AND PHYSICAL PERFORMANCE A (PHYSICAL EDUCATION)

**LEVEL:** Year 11 (Stage 1)

**LENGTH:** 1 semester  
(10 SACE Credits)

### CONTENT

The focus for this course are the ways in which the human body responds to sport and exercise. Students will participate in 2-3 practical activities and investigate factors that influence and improve sport and exercise performance. Participation in practical activities assists students to develop and apply the concepts covered in the theory component. Students are expected to engage with all components of the course to be successful.

Some of the studies students may undertake include:

- exercise physiology – What happens to the body during exercise and sport and how can we improve performance?
- sociological influences on sport – what factors and barriers influence people's decisions to participate in sport?

Areas of skill development include:

- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding about energy systems in the body
- knowledge and understanding about social factors that impact on physical activity levels in the community
- understanding of movement concepts and strategies to be successful in sport.

This subject is recommended for students who are interested in completing Stage 2 Physical Education and/or Stage 2 Sport and Recreation in Year 12.

## STAGE 1 SPORT AND PHYSICAL PERFORMANCE A (PHYSICAL EDUCATION)

[CONTINUED]

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Performance Improvement
- Assessment Type 2: Physical Activity Investigation.

### RECOMMENDED PRIOR LEARNING

Successful completion of Year 10 Performance and Physical Development or Year 10 Health and Physical Education.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 SPORT AND SKILL IMPROVEMENT B (PHYSICAL EDUCATION)

**LEVEL:** Year 11 (Stage 1)

**LENGTH:** 1 semester  
(10 SACE Credits)

### CONTENT

The focus of this subject are the factors that contribute to skill development and performance. Students will participate in 2-3 practical activities to collect evidence and data related to the main topics. Participation in the practical activities assists students to develop and apply concepts covered in the theory component. Students are expected to engage with all components of the course in order to be successful.

Some of the studies students may undertake include:

- skill acquisition and bio-mechanics – how do we learn new skills and how can we change our body movements to improve performance?
- inclusivity in sport – how are the rules of sports changing to make them more inclusive?

Areas of skill development include:

- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding about skill acquisition and biomechanics.

This subject is recommended for students who are interested in completing Stage 2 Physical Education and/or Stage 2 Sport and Recreation in Year 12.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Performance improvement
- Assessment Type 2: Physical activity investigation.

### RECOMMENDED PRIOR LEARNING

Successful completion of Year 10 Performance and Physical Development or Year 10 Health and Physical Education.

**ADDITIONAL CHARGES** Nil

## STAGE 1 OUTDOOR EDUCATION A

**LEVEL:** Year 11 (Stage 1)

**LENGTH:** 1 semester  
(10 SACE Credits)

### CONTENT

Outdoor Education A offers students enjoyable challenges in the practical outdoor activities of surfing and fishing. Students will develop knowledge and understanding about the importance of looking after the natural environment. As a part of their exploration, students will be expected to attend various excursions and a 3-day camp.

Some of the studies students may undertake include:

- surfing and coast care
- fishing and sustainability

Areas of skill development include:

- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding about environmental issues
- specialised movement sequences for surfing.

This subject is recommended for students who are interested in completing Stage 2 Outdoor Education in Year 12.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards demonstrating evidence of their learning through the following assessment types:

- Assessment Type 1: About natural environments
- Assessment Type 2: Experiences in natural environments.

### RECOMMENDED PRIOR LEARNING

Successful completion of Year 10 Outdoor Education.

### ADDITIONAL CHARGES

A charge will apply to this subject in addition to the Christies Beach High School Materials and Services Charges. Approximate cost of excursions and camp - \$60.

## STAGE 1 OUTDOOR EDUCATION B

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester  
(10 SACE Credits)**

### CONTENT

Outdoor Education B offers students enjoyable challenges in the practical outdoor activities of kayaking and bushwalking. Students will develop knowledge and understanding about the importance of looking after the natural environment. As a part of their exploration, students will be expected to attend various excursions and a 3-day camp.

Some of the studies that students may undertake include:

- kayaking and river care
- bushwalking and environmental awareness.

Areas of skill development include:

- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding about environmental issues
- specialised movement sequences for kayaking.

This subject is recommended for students who are interested in completing Stage 2 Outdoor Education in Year 12.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: About natural environments
- Assessment Type 2: Experiences in natural environments.

### RECOMMENDED PRIOR LEARNING

Successful completion of Year 10 Outdoor Education.

### ADDITIONAL CHARGES

A charge will apply to this subject in addition to the Christies Beach High School Materials and Services Charges. Approximate cost of excursions and camp - \$60.

## STAGE 2 HEALTH AND WELLBEING

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full Year  
(20 SACE Credits)**

### CONTENT

In this subject, students will develop knowledge, skills and understandings required to explore and analyse influences on health and wellbeing. They will learn to make informed decisions regarding health and wellbeing.

Some of the studies students may undertake include:

- the influence of diverse social and cultural beliefs on health and wellbeing
- exploring strategies to improve lifestyle decisions
- acting to improve health outcomes for others
- the principles, frameworks, models and theories relating to health and wellbeing.

Areas of skill development include:

- empathy for others and ethical understanding of health and wellbeing issues
- knowledge and understanding to make informed decisions and critically analyse health trends
- ways of promoting positive outcomes for individuals and communities
- reflective skills regarding personal or social actions
- individual learning and group-project skills including research and referencing.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Initiative
- Assessment Type 2: Folio
- Assessment Type 3: External inquiry.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## STAGE 2 PHYSICAL EDUCATION

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full Year  
(20 SACE Credits)**

### CONTENT

In this subject, students build on the knowledge and understanding they developed in Year 11. They will analyse factors that contribute to skill development and improvement as well as individual athletic and team performance. Students will participate in 3-4 practical activities to collect evidence and data related to the main topics. Participation in practical activities assists students to develop and apply concepts covered in the theory component. Students are expected to engage with all components of the course in order to be successful. There is no grade provided for practical performance. Practical activities are used as data for analysis of performance.

Areas of skill development include:

- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding of skill acquisition and biomechanics
- knowledge and understanding of exercise physiology and the body's responses to exercise
- knowledge and understanding of how to improve personal and group performance.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Diagnostics
- Assessment Type 2: Improvement analysis
- Assessment Type 3: Group dynamics.

### RECOMMENDED PRIOR LEARNING

Successful completion of Stage 1 Sport and Physical Performance A and Stage 1 Sport and Skill Improvement B.

**ADDITIONAL CHARGES** Nil.

## STAGE 2 SPORT AND RECREATION

### INTEGRATED LEARNING

**LEVEL:** Year 12 (Stage 2)

**LENGTH:** Full year  
(20 SACE Credits)

### CONTENT

This course is suitable for students who like to learn in a practical and collaborative environment with a sport and recreation focus. Throughout the course, students participate in 2-3 practical activities and reflect on their performance and learning through journals. They will develop skills and knowledge to plan, implement and review sports coaching sessions and a sports event in small groups. Individually, students research and investigate a topic of personal choice related to sport and recreation.

Areas of skill development include:

- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding about event management and sports coaching
- tactical understanding and skill development for 3 different sports/activities.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Practical inquiry
- Assessment Type 2: Connections
- Assessment Type 3: Personal endeavour.

### RECOMMENDED PRIOR LEARNING

Successful completion of 1 semester of Stage 1 Physical Education or Stage 1 Outdoor Education is ideal but not essential.

### ADDITIONAL CHARGES

A charge may apply to this subject in addition to the Christies Beach High School Materials and services Charges. Approximate cost of excursions - \$40.

## STAGE 2 OUTDOOR EDUCATION

**LEVEL:** Year 12 (Stage 2)

**LENGTH:** Full year  
(20 SACE Credits)

### CONTENT

This subject is suitable for students who enjoy participating in the outdoor activities of aquatics and hiking. During these outdoor activities, students will collect evidence to develop knowledge and understanding about different natural environments. To be successful in this subject, students are required to attend various excursions and camps. They will engage with 3 main focus areas to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- conservation and sustainability
- human connections with nature
- personal and social growth and development.

Areas of skill development include:

- personal and social skills including collaboration, cooperation, initiative and leadership
- knowledge and understanding about environmental issues and sustainability
- knowledge and understanding of surf safety, navigation, planning and risk assessment
- practical skills of surfing and hiking.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: About natural environments
- Assessment Type 2: Experiences in natural environments
- Assessment Type 3: Connections with natural environments.

## STAGE 2 OUTDOOR EDUCATION [CONTINUED]

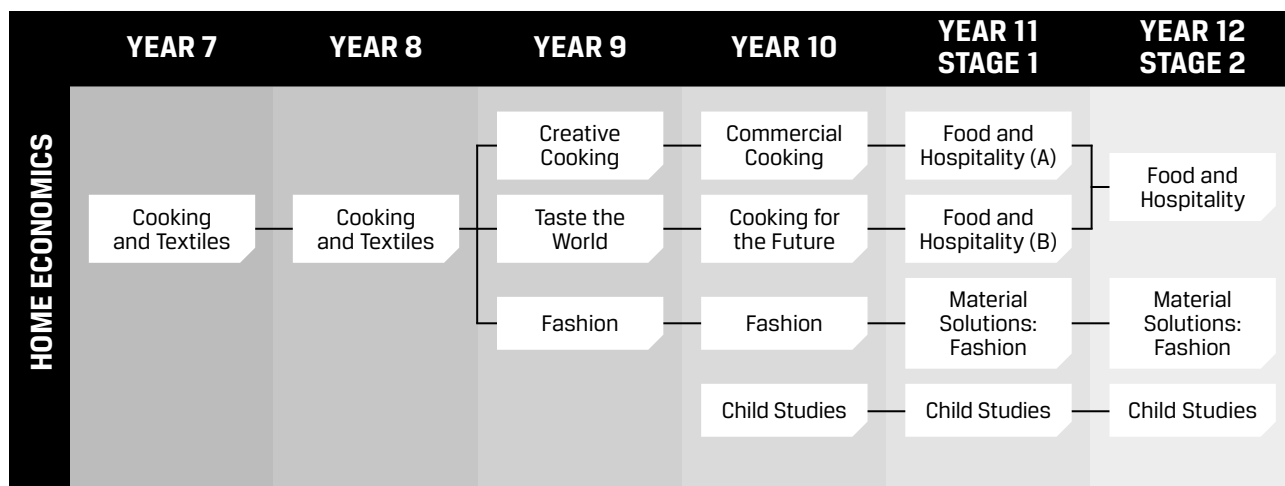
### RECOMMENDED PRIOR LEARNING

Successful completion of at least 1 semester of Stage 1 Outdoor Education.

### ADDITIONAL CHARGES

A charge will apply to this subject in addition to the Christies Beach High School Materials and services Charges. Approximate cost of excursions and camps - \$250.

# HOME ECONOMICS



A = semester 1 B = semester 2 (often second unit) C = either semester 1 or 2

## HOME ECONOMICS

This course aims to develop student's understanding of design and technology through cooking and sewing practical activities and investigative tasks. Students will investigate and select from a range of technologies, including materials, tools and equipment to create designed solutions in food and fibre production and specialise in foods and material. Students will have opportunities to plan, design and produce a variety of products that interest them. They transfer theoretical knowledge to practical activities, apply management plans when designing products and maintain safety procedures to ensure success.

Focus areas addressed in Years 7-10 are; food and fibre production, food specialisations and materials, and technologies specialisations.

The Home Economics curriculum in Years 7-10 is aligned to the Australian Curriculum and Year 11 (Stage 1) and Year 12 (Stage 2) is aligned to the SACE.

Pathways include future work in the health, education and training, food and hospitality, design and fashion industries. There are also a variety of VET options on offer in this subject area for students interested in TAFE and VET future pathways.

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**YEAR 7  
COOKING AND TEXTILES**

**LEVEL: Year 7**

**LENGTH: 1 semester**

**CONTENT**

This course will introduce students to some of the stages of design process with a cooking and textiles focus. They will develop a range of practical skills and abilities in cooking and sewing and will plan, produce and evaluate the products they cook and sew. Students will engage with various practical and theory topics to develop the skills and knowledge required to be successful. These include:

- sustainable practices in the food and fashion industries
- cooking food and creating food dishes for a purpose
- designing and sewing different items for a purpose.

Students will have the opportunity to develop:

- safe and hygienic food preparation skills
- various cooking techniques and skills
- basic hand and machine sewing skills
- personal and social skills of collaboration, cooperation, initiative and leadership.

**ASSESSMENT**

Students will be assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

**YEAR 8  
COOKING AND TEXTILES**

**LEVEL: Year 8**

**LENGTH: 1 semester**

**CONTENT**

This course introduces students to the different stages of design process with a cooking and textiles focus. They will investigate, plan, produce and evaluate the products they cook and sew. Students will engage with various practical and theory topics to develop the skills and knowledge required to be successful. These include:

- sustainable practices in the food and fashion industries
- cooking food and creating food dishes for a purpose
- designing and sewing different items for a purpose

Students will have the opportunity to develop:

- safe and hygienic food preparation skills;
- knowledge and understanding about food and nutrition;
- hand and machine sewing skills;
- personal and social skills of collaboration, cooperation, initiative and leadership.

**ASSESSMENT**

Students will be assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

**YEAR 9  
CREATIVE COOKING**

**LEVEL: Year 9**

**LENGTH: 1 semester**

**CONTENT**

In this subject, students will extend on the skills and knowledge they developed in Year 8 and further develop their food preparation skills. They will learn about nutrition and how to make healthy food choices. Students will design, create and evaluate a range of nutritious snacks and meals and engage with various topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- the use and impact of sugar, salt and fats in food and in the body
- nutritional snacks and meals
- food and meal changes from the 1950s to 2000s.

Areas of skill development include:

- personal and social skills of collaboration, cooperation, initiative and leadership
- food preparation and handling skills
- understanding of the design process.

**ASSESSMENT**

Students will be assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 TASTE THE WORLD

**LEVEL: Year 9**

**LENGTH: 1 semester**

### CONTENT

In this subject, students will extend on the skills and knowledge they developed in Year 8 and further develop their food preparation skills. They will learn about the evolution of Australian cuisine and the influence of other cultures on our food choices. Students will engage with various topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- Australian bush foods and the influence of English settlement on food choices
- the influence of other cultures on our diet (for example Italian, Indian, Thai, Japanese, Greek, etc.)
- an individual investigation on the cuisine of another country.

Areas of skill development include:

- personal and social skills of collaboration, cooperation, initiative and leadership
- food preparation and handling skills
- understanding of the design process.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 FASHION

**LEVEL: Year 9**

**LENGTH: 1 semester**

### CONTENT

Students will extend the skills and knowledge they developed in Year 8 and will continue to develop their understanding of the design process. They will research and investigate recycling, upcycling and waste in the fashion industry. During practical sessions, students will learn and apply basic fashion concepts such as patterns, design, production, and appraisal. Students will engage with various practical and theory topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- changes and waste in the fashion industry
- design a piece of clothing (shorts, skirt etc)
- using the design process for other negotiated projects.

Areas of skill development include:

- personal and social skills of collaboration, cooperation, initiative and leadership
- sewing machine and over-locking techniques and skills
- knowledge and understanding of contemporary issues in the fashion industry.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 COMMERCIAL COOKING

**LEVEL: Year 10**

**LENGTH: 1 semester**

### CONTENT

This subject is suitable for students who are interested in extending their knowledge and abilities in various cooking techniques, knife skills and safe food handling procedures. They will participate in individual and group cooking practicals to develop their food knowledge, preparation and presentation skills. Students will engage with various topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- issues in the food and hospitality industry, in the community and in the world
- yeast investigation
- group catering exercise.

Areas of skill development include:

- personal and social skills of collaboration, cooperation, initiative and leadership
- food preparation and handling skills
- plating and food presentation skills
- critical thinking and problem-solving skills

This subject is recommended for students who are interested in completing Stage 1 Food and Hospitality in Year 11.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 COOKING FOR THE FUTURE

**LEVEL: Year 10**

**LENGTH: 1 semester**

### CONTENT

This subject is suitable for students who are interested in extending their knowledge of healthy and affordable cooking options for the home. They will continue to develop and apply safe food handling practices. Students participate in individual and group cooking practicals to develop their understanding of balanced diets and food preparation skills. Students will engage with various topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- cooking on a budget
- creating nutritional snacks and meals
- cooking with limited food options.

Areas of skill development include:

- personal and social skills of collaboration, cooperation, initiative and leadership
- food preparation and handling skills
- plating and food presentation skills
- critical thinking and problem-solving skills.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 FASHION

**LEVEL: Year 10**

**LENGTH: 1 semester**

### CONTENT

Students will extend on the skills and knowledge they developed in Years 7-9. The course focuses on the design processes of investigation, planning, construction and evaluation. Students will design and create multiple fashion items of choice using a range of fabrics and patterns. Students engage with various practical and theory topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- practical: creating 'Ted in the bed' and a piece of clothing or a bag using various sewing techniques
- theory: textile comparison investigation, design folio and evaluations.

Areas of skill development include:

- sewing machine and over-locking techniques and skills
- advanced hand-stitching skills
- knowledge and use of various textiles
- deeper understanding of the design process.

This subject is recommended for students who are interested in completing Stage 1 Material Solutions: Fashion in Year 11.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 CHILD STUDIES

**LEVEL: Year 10**

**LENGTH: 1 semester**

### CONTENT

This subject is suitable for students who are interested in learning about how children develop and grow. It is an interactive course where students will learn about the nutritional needs of young children and cook appropriate meals. They will learn about a child's stages of learning and create a suitable activity. They will plan a party for a child and design, cook and decorate a cake. Students will engage with various topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- pregnancy and childbirth
- developmental stages of a child
- care of newborns and young children
- puberty and relationships.

Areas of skill development include:

- personal and social skills of collaboration, cooperation, initiative and leadership
- knowledge and understanding about the stages of development in children
- practical understanding of caring for a newborn through a simulated baby experience.

This subject is recommended for students who are interested in completing Stage 1 Child Studies in Year 11.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 FOOD AND HOSPITALITY (A)

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester  
(10 SACE Credits)**

### CONTENT

In this subject, students will design and cook restaurant and café standard dishes. They will learn about customer relations, the ever-changing food industry and popular food choices. Students will work individually and in groups to design and create meals/dishes. It is important to note that although grades are partly awarded for cooking ability, most of a student's grade is related to understanding and recording the design process. Students will engage with various topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- food poisoning prevention and canteen food
- food trucks, catering and investigation
- food and hospitality industry investigation

Areas of skill development include:

- personal and social skills of collaboration, cooperation, initiative and leadership
- food preparation and handling skills
- plating and food presentation skills
- critical thinking and problem-solving skills.

This subject is recommended for students who are interested in completing Stage 2 Food and Hospitality in Year 12.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Practical activity
- Assessment Type 2: Group activity
- Assessment Type 3: Investigation.

### RECOMMENDED PRIOR LEARNING

Successful completion of Commercial Cooking or Cooking for the Future in Year 10.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 FOOD AND HOSPITALITY (B)

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester  
(10 SACE Credits)**

### CONTENT

In this subject, students will design and cook restaurant and café standard dishes. They will learn about customer relations, the ever-changing food industry and popular food choices. Students will work individually and in groups to design and create meals/dishes. It is important to note that although grades are partly awarded for cooking ability, most of a student's grade is related to understanding and recording the design process. Students will engage with various topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- food fusion and takeaway foods
- creative plating techniques
- finger foods and food selection
- food and hospitality industry investigation.

Areas of skill development include:

- personal and social skills of collaboration, cooperation, initiative and leadership
- food preparation and handling skills
- plating and food presentation skills
- critical thinking and problem-solving skills.

This subject is recommended for students who are interested in completing Stage 2 Food and Hospitality in Year 12.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Practical activity
- Assessment Type 2: Group activity
- Assessment Type 3: Investigation.

### RECOMMENDED PRIOR LEARNING

Successful completion of Commercial Cooking or Cooking for the Future in Year 10.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 MATERIAL SOLUTIONS: FASHION

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester  
(10 SACE Credits)**

### CONTENT

In this subject, students will develop and demonstrate specialised skills in sewing by creating various products for a specific purpose. They investigate different textiles and create various sewing samples that showcase different sewing techniques. Students extend their knowledge of the design process to design and create a product of choice. They engage with various practical and theory topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- practical: draw string bag, pin cushion, scrunchie, scarf and an individual design product
- theory: textile comparison investigation and folio.

Areas of skill development include:

- advanced sewing machine and over-locking techniques and skills
- knowledge and use of various textiles
- investigative and evaluative skills.

This subject is recommended for students who are interested in completing Stage 2 Material Solutions: Fashion in Year 12.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills task
- Assessment Type 2: Design process and product.

### RECOMMENDED PRIOR LEARNING

Successful completion of Fashion in Year 10.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 CHILD STUDIES

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester  
(10 SACE Credits)**

### CONTENT

This subject will extend on the knowledge and understanding that students developed in Year 10 Child Studies. It is an interactive course where students will learn about the nutritional, educational and developmental needs of young children. They participate in various practical activities to demonstrate their understanding of the theory topics.

Some of the studies students may undertake include:

- developmental benefits of a 'mobile' for a baby
- nutritional requirements of children with special needs
- the impact of technology on the development of a child
- educational activities for a child with special needs.

Areas of skill development include:

- personal and social skills of collaboration, cooperation, initiative and leadership
- knowledge and understanding about the stages of childhood development and how they differ
- critical analysis and problem-solving skills
- research and investigative skills.

This subject is recommended for students who are interested in completing Stage 2 Child Studies in Year 12.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Practical activity
- Assessment Type 2: Group activity
- Assessment Type 3: Investigation.

### RECOMMENDED PRIOR LEARNING

Successful completion of Child Studies in Year 10.

**ADDITIONAL CHARGES** Nil.

## STAGE 2 FOOD AND HOSPITALITY

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year  
(20 SACE Credits)**

### CONTENT

In this subject, students design and create industry standard dishes. They extend their knowledge of customer relations, the food industry and food trends. Students will work individually and in groups to design and create different types of food. It is important to note that student grades are only partly awarded for cooking ability. Students will engage with various theory topics to develop the skills and knowledge required to be successful.

Some of the studies students may undertake include:

- pub foods
- current food trends
- native foods
- sharing plates
- food truck/pop up restaurant
- food and hospitality industry investigation.

Areas of skill development include:

- personal and social skills of collaboration, cooperation, initiative and leadership
- food preparation and handling skills
- plating and food presentation skills
- investigative, critical thinking and problem-solving skills.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Practical activity
- Assessment Type 2: Group activity
- Assessment Type 3: Investigation.

### RECOMMENDED PRIOR LEARNING

Successful completion of at least 1 semester of Stage 1 Food and Hospitality in Year 11.

**ADDITIONAL CHARGES** Nil.

## STAGE 2 MATERIAL SOLUTIONS: FASHION

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year  
(20 SACE Credits)**

### CONTENT

In this subject, students combine creativity with technical skills to design and produce a special occasion garment. They will practice and refine their design skills and specialised sewing techniques. Students will investigate and analyse 2 materials of choice by creating a series of tests to gather data. They develop a design brief for their special occasion garment and investigate different products they could use. They produce their special occasion garment before evaluating the process end result.

Areas of skill development include:

- technical sewing machine and over-locking techniques and skills
- detailed knowledge and understanding of various textiles
- critical thinking and problem-solving skills
- analytical, investigative and evaluative skills.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills task
- Assessment Type 2: Design process and solution
- Assessment Type 3: Resource study.

### RECOMMENDED PRIOR LEARNING

Successful completion of Stage 1 Material Solutions: Fashion in Year 11.

**ADDITIONAL CHARGES** Nil.

## STAGE 2 CHILD STUDIES

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year  
(20 SACE Credits)**

### CONTENT

In this subject, students develop a deeper understanding of childhood development and the various contributing factors. It is an interactive course where students will be involved in several practical activities. They will design and create many different products related to the theory topics. These may include cooking meals, creating a children's book, designing a game etc.

Some of the studies students may undertake include:

- antenatal care
- the benefits of reading to a child's development
- safe technology use for children
- the importance of 'play'
- diversity and food choices
- current issues for children and in childhood development.

Areas of skill development include:

- personal and social skills of collaboration, cooperation, initiative and leadership
- knowledge and understanding about the stages of development in children
- critical thinking and problem-solving skills
- analytical, investigative and evaluative skills.

### ASSESSMENT

Students will be assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

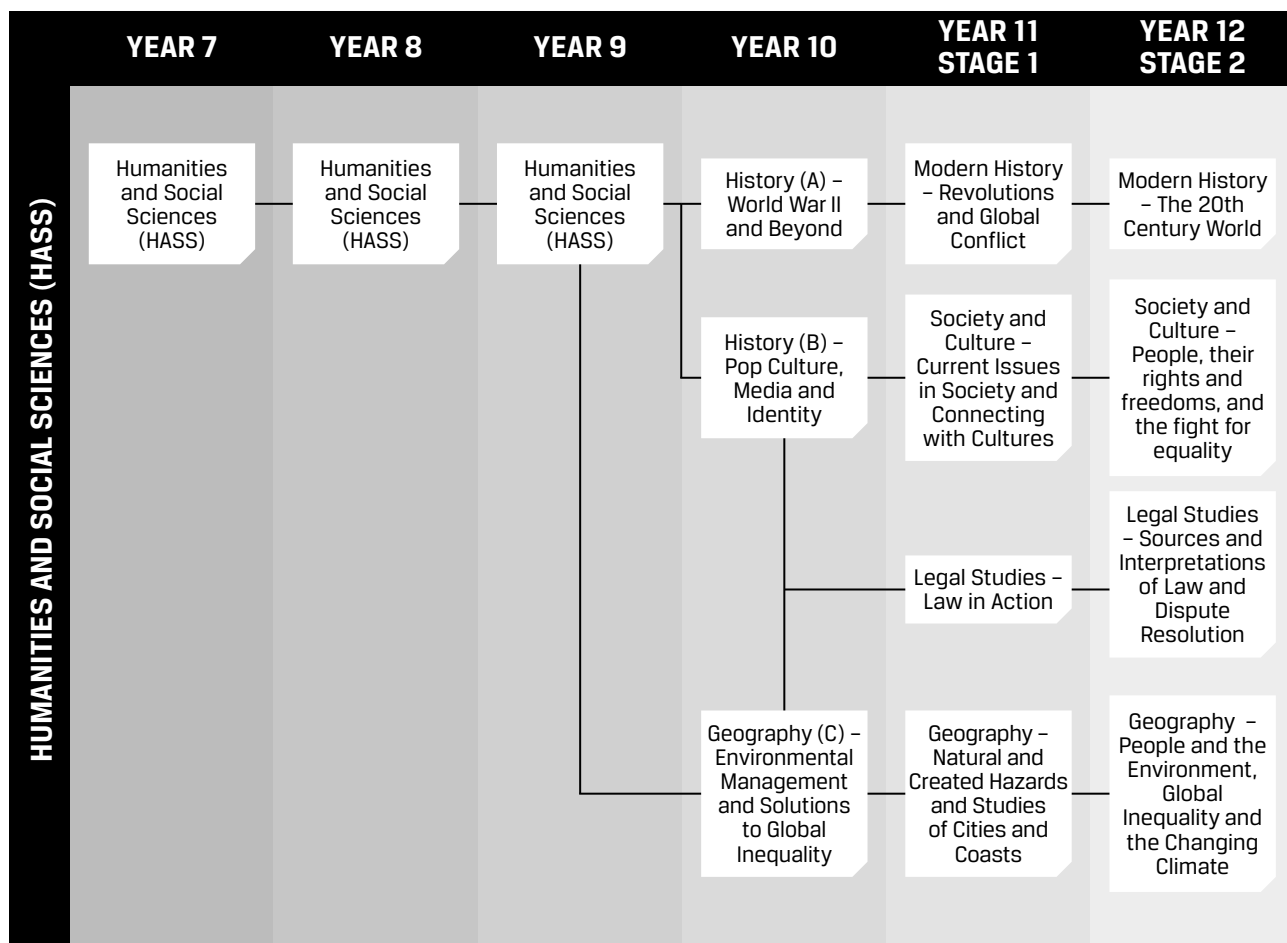
- Assessment Type 1: Practical activity
- Assessment Type 2: Group activity
- Assessment Type 3: Investigation.

### RECOMMENDED PRIOR LEARNING

Successful completion of Stage 1 Child Studies in Year 11 is ideal but not essential.

**ADDITIONAL CHARGES** Nil.

# HUMANITIES AND SOCIAL SCIENCES (HASS)



A = semester 1 B = semester 2 (often second unit) C = either semester 1 or 2

## HUMANITIES AND SOCIAL SCIENCES (HASS)

Humanities and Social Sciences (HASS) focuses on developing critical and knowledgeable students, who have a broad understanding of key historical, geographical, political, legal and societal factors, as they relate to the Australian and global perspectives.

Students develop the ability to question, analyse, solve problems, form opinions and make decisions based on evidence and different viewpoints. Through inquiry based learning, the learning area encourages students to be future, active and informed citizens.

Students will engage with the 4 areas of HASS: History, Geography, Civics and Citizenship, and Business and Economics. At times, the learning will be discipline-specific, and interdisciplinary at others. Students will learn about aspects of business, economics and innovation through their studies in Geography, and debate aspects of civics, citizenry and participation through studies in history.

# HUMANITIES AND SOCIAL SCIENCES (HASS)

## YEAR 7 HUMANITIES AND SOCIAL SCIENCES (HASS)

**LEVEL: Year 7**

**LENGTH: Full year**

### CONTENT

HASS is a combination of 4 subjects: History, Geography, Civics and Citizenship and Economics and Business. In HASS, students explore key concepts including significance, continuity and change, cause and effect, place and space, interconnections, roles, rights and responsibilities and perspectives and action. HASS subjects may be taught in an integrated way, which may include content from other subject areas including mathematics, English, and science.

Year 7 History provides students with opportunities to build upon their knowledge of nation-building, which began in primary school. They will learn about ancient societies such as Egypt and Greece, and the major cultural and social changes and innovations that occurred within these times. Students may also explore ancient Australia, and the First Nations' relationship with country thousands of years ago.

Students will study the following topics:

- the Mediterranean world – ancient Egypt, Rome or Greece
- the Asian world – ancient India or China.

Areas of skill development include:

- sequencing historical events and understanding cause and effect
- identifying points of view and attitudes within historical sources
- creating descriptions and explanations of historical events.

## YEAR 7 HUMANITIES AND SOCIAL SCIENCES (HASS) [CONTINUED]

Year 7 Geography provides students with opportunities to learn about important environmental issues that have affected Australia historically and currently. They will compare Australia's water scarcity issues with those across the world, and also reflect on how water affects where people live and the quality of life.

Students will study the following topics:

- water in the world
- place and liveability.

Areas of skill development include:

- developing questions about the environment and strategies for investigation
- undertaking fieldwork with assistance to learn safe, ethical and responsible behaviours
- use quantitative data to identify trends, outliers and patterns in the environment.

Year 7 Civics and Citizenship provides students with opportunities to build upon their knowledge of Australia's development of democratic systems. They will learn about Australia's government and democracy, laws and obligations around citizens and citizenship, diversity and identity.

Students will study the following topics:

- Australia's political and legal systems.

Areas of skill development include:

- questioning and researching political and legal systems
- examining and acting on an issue
- communicating views and ideas on civics and citizenship issues.

## YEAR 7 HUMANITIES AND SOCIAL SCIENCES (HASS) [CONTINUED]

Year 7 Economics and Business provides students with opportunities to build upon their knowledge of business purposes, being informed consumers and making financial decisions. They will develop an understanding of the relationship between consumers, producers and businesses as well as their role in economic sustainability across time and place.

Students will study the following topics:

- economics and business skills.

Areas of skill development include:

- exploring how consumers and producers interact in the market
- examining successful strategies used for a business or entrepreneurs
- applying economics and business knowledge, skills, and concepts.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.



## HUMANITIES AND SOCIAL SCIENCES (HASS)

### YEAR 8 HUMANITIES AND SOCIAL SCIENCES (HASS)

**LEVEL: Year 8**

**LENGTH: Full year**

#### CONTENT

HASS is a combination of 4 subjects: History, Geography, Civics and Citizenship and Economics and Business. In HASS, students explore key concepts including significance, continuity and change, cause and effect, place and space, interconnections, roles, rights and responsibilities, and perspectives and action. HASS subjects may be taught in an integrated way, which may include content from other subject areas including mathematics, English, and science.

Year 8 History provides students with opportunities to build upon their knowledge of ancient societies and skills of questioning. They will learn about European and Asian countries and groups circa 650-1750 CE. There will be times throughout the year where students will link their historical knowledge and skills with other subject areas, such as English science and mathematics.

Students will study 3 of the following historical topics:

- the vikings
- medieval Europe
- ottoman empire
- Renaissance Italy
- the Angkor/Khmer empire
- shogunate Japan
- Polynesian expansion across the Pacific
- Mongol expansion
- Black Death in Africa, Asia and Europe
- Spanish conquest of the Aztecs and Incas.

Areas of skill development include:

- questioning sources and artefacts to learn about life long ago
- using different interpretations of history in search of the 'truth'
- empathising with people from different points in history to understand their motives and opinions
- comparing life long ago with different aspects of modern society.

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### YEAR 8 HUMANITIES AND SOCIAL SCIENCES (HASS)

[CONTINUED]

Year 8 Geography provides students with opportunities to begin to think about their place in the wider world and how people change different environments to suit their needs. They will also learn about population changes in different countries and how these have resulted in cities and urban spaces. There will be times throughout the year where students will link their geographical knowledge and skills with other subject areas, such as mathematics and science.

Students will study the following topics:

- landforms and landscapes
- changing nations.

Areas of skill development include:

- using data from primary and secondary sources to make recommendations about the environment
- conducting fieldwork in a safe, ethical and responsible manner
- applying knowledge about the wants and needs of people to shape decision-making
- predicting trends in data.

Year 8 Civics and Citizenship provides students with opportunities to build upon their knowledge of Australia's democratic systems. They will learn about the responsibilities and freedoms of citizens, consider how laws are made and the types of laws used in Australia.

Students will study the following topics:

- the freedoms and responsibilities of citizens in Australia's democracy
- how laws are made and applied in Australia
- perspectives on national identity.

Areas of skill development include:

- investigating Australia's political and legal system
- analysing key features of Australia's democracy
- analysing issues around national identity
- presenting reasoned arguments on a civics and citizenship issue.

### YEAR 8 HUMANITIES AND SOCIAL SCIENCES (HASS)

[CONTINUED]

Year 8 Economics and Business provides students with opportunities to build upon their knowledge of economics and business concepts, by exploring the ways markets work within Australia.

Students will study the following topics:

- economics and business skills.

Areas of skill development include:

- explaining how markets operate
- investigating financial and economic decision making
- applying economics and business knowledge, skills, and concepts.

#### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

**YEAR 9 HUMANITIES AND SOCIAL SCIENCES (HASS)**

**LEVEL: Year 9**

**LENGTH: Full year**

**CONTENT**

HASS is a combination of 4 subjects: History, Geography, Civics and Citizenship and Economics and Business. In HASS, students explore key concepts including significance, continuity and change, cause and effect, place and space, interconnections, roles, rights and responsibilities and perspectives and action. HASS subjects may be taught in an integrated way, which may include integrating with content from other subject areas including mathematics, English, and science.

Year 9 History allows students to explore key events that have brought about the modern societies we live in today. They will learn about conflict across the globe and how these began with the removal of people's rights, revolution and conflicting ideas. There will be times throughout the year where students will link their historical knowledge and skills with other subject areas, such as English and science.

Students will study 3 of the following historical topics:

- the Industrial Revolution
- a historical study of an '-ism' (imperialism, nationalism etc)
- movement of peoples
- Australia – making a nation
- Asia and the world
- World War I.

Areas of skill development include:

- understanding how motives can drive people's actions
- identifying points of innovation and explaining short and long-term effects
- using sources to answer questions about life long ago
- comparing the strengths and challenges of belief systems in search of the 'truth'.

**YEAR 9 HUMANITIES AND SOCIAL SCIENCES (HASS)**

**[CONTINUED]**

Year 9 Geography allows students to build on their learning from Year 8. They will use different visual representations of data to discuss the future of food production and its impact on different ecosystems in Australia and internationally. Students will also explore how modern nations have become more connected through improvements in technology and tourism, and they will also analyse the challenges associated with these issues.

Students will study the following topics:

- biomes and food security
- tourism and trade.

Areas of skill development include:

- collecting primary data through fieldwork to answer questions and make recommendations
- identifying the causes and short and long-term effects of different topics through interpreting data
- debating the strengths and challenges of environmental management methodologies
- predicting trends in data.

Year 9 Civics and Citizenship provides students with opportunities to build upon their understanding of Australia's political system and how it enables change. They will learn about the ways political parties, media, individuals and groups influence government and examine global connectedness.

Students will study the following topics:

- influences that shape the operation of Australia's political system
- how Australia's court system works in support of a democratic and just society
- how citizens participate in an interconnected world.

Areas of skill development include:

- investigating how different parties shape parliamentary power
- identifying political methods and media tools which are used to influence people
- presenting reasoned arguments on a civics and citizenship issue.

**YEAR 9 HUMANITIES AND SOCIAL SCIENCES (HASS)**

**[CONTINUED]**

Year 9 Economics and Business provides students with opportunities to build upon their knowledge of economics and business concepts, by exploring the interactions within the global economy.

Students will study the following topics:

- economics and business skills.

Areas of skill development include:

- investigating the economic health of Australia and the global economy
- applying economics and business knowledge, skills, and concepts.

**ASSESSMENT**

Students will be assessed using the Australian Curriculum Achievement Standard.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## HUMANITIES AND SOCIAL SCIENCES (HASS)

### YEAR 10 HISTORY (A) – WORLD WAR II AND BEYOND

**LEVEL: Year 10**

**LENGTH: 1 semester**

#### CONTENT

The Year 10 History A course is designed to complement the historical topics covered in Year 9 to allow for easy transfer of knowledge. Students will learn about the causes, events and effects of World War II and how these have shaped the world that we see today. They will also be provided with opportunities to explore how this world-changing event inspired movements towards racial and gender equality in Australia and the developed world.

Students will study the following historical topics:

- World War II in Australia, Europe and Asia
- human rights and freedoms across the world.

Areas of skill development include:

- working towards complex source analysis of mature and lengthy sources of historical information
- using sources of historical information to support persuasive essays, reports and presentations
- comparing the strengths and challenges of belief systems in search of the 'truth'
- linking key events across the globe.

#### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

### YEAR 10 HISTORY (B) – POP CULTURE, MEDIA AND IDENTITY

**LEVEL: Year 10**

**LENGTH: 1 semester**

#### CONTENT

The Year 10 History B course is designed to extend student's interest in world events and the experiences of their families and communities in recent generations. It is recommended that students choose this subject if they are interested in taking Stage 1 Modern History as part of their SACE. Students will build upon their learning from Year 10 History A to learn about the long-term effects of World War II.

Some of the studies students may undertake include:

- the Cold War – causes, events and consequences
- popular culture – music, art and film from 1945 to 2000
- the environment movement – mother earth, 'hippies' and the nuclear energy debate
- a comparative study between 2 major religions (e.g. Christianity, Judaism, Islam, Buddhism).

Areas of skill development include:

- working towards complex source analysis of mature and lengthy sources of historical information
- using sources of historical information to support persuasive essays, reports and presentations
- analysing forms of media and art to understand beliefs and opinions of peoples and groups
- linking key ideas and beliefs across the globe.

#### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard.

#### RECOMMENDED PRIOR LEARNING

Although not compulsory, students selecting this subject should have a genuine interest in history, geography or learning about different groups of people.

**ADDITIONAL CHARGES** Nil.

### YEAR 10 GEOGRAPHY (C) – ENVIRONMENTAL MANAGEMENT AND SOLUTIONS TO GLOBAL INEQUALITY

**LEVEL: Year 10**

**LENGTH: 1 semester**

#### CONTENT

The Year 10 Geography course is designed to provide students with real-world experiences of what geography looks like in practice and the workplace. Students will undertake excursions and fieldwork to collect data from different places and visit sites of environmental importance in the local community. They will work individually and in groups to create solutions to environmental and social issues that are economically, socially and environmentally sustainable.

Students will study the following topics:

- environmental change and management – what does environmental management look like?
- human wellbeing and global inequality – what are the faces and lives behind the data we use?

Areas of skill development include:

- creating individual and group reports about environmental issues across the world
- presenting solutions to social and economic problems that use data to support them
- creating maps, graphs, tables and other visual sources using different technologies
- conducting fieldwork in a safe, ethical and responsible manner.

#### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard.

#### RECOMMENDED PRIOR LEARNING

Although not compulsory, students selecting this subject should have a genuine interest to learn about the natural environment and different group of people across the world.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 MODERN HISTORY – REVOLUTIONS AND GLOBAL CONFLICT

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 or 2 semesters  
(10 SACE Credits per semester)**

### CONTENT

The Stage 1 Modern History course is designed to provide students with a specialist, more in-depth view of major historical events from 1750CE onwards. Students will begin to develop connections between different theatres of war, western influence across the Americas and Asia, and the toppling of old empires. They will learn about the opinions, values and motives of significant individuals and groups and how these began to shape the modern world that we see today.

Some of the studies students may undertake include:

- imperialism – a nation's rise and colonisation across the globe (e.g. Britain, Germany)
- social movements – a change within a society (e.g. worker's rights, gender rights, voting rights)
- revolution – a historical revolution of a nation (e.g. USA, Russia, Cuba, China)
- decolonisation – an independence movement of a nation (e.g. Vietnam, Indonesia).

Areas of skill development include:

- empathising with the disempowered groups in a society to understand why social change occurs
- comparing social and political change between nations to understand cause and effect
- analysing a range of historical sources to gain evidence and insight
- using historical sources within historical arguments to determine the 'truth'.

## STAGE 1 MODERN HISTORY – REVOLUTIONS AND GLOBAL CONFLICT [CONTINUED]

### ASSESSMENT

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types each semester:

- Assessment Type 1: Historical skills
- Assessment Type 2: Historical study

### RECOMMENDED PRIOR LEARNING

Although not compulsory, students selecting this subject should have maintained satisfactory or high achievement while completing Year 10 history or other humanities subjects.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 SOCIETY AND CULTURE – CURRENT ISSUES IN SOCIETY AND CONNECTING WITH CULTURES

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 or 2 semesters  
(10 SACE Credits per semester)**

### CONTENT

The Stage 1 Society and Culture course requires students to investigate a wide variety of social issues from a different perspectives. Students will develop knowledge of current cultural phenomena and why social change occurs. They will make comparisons between events in Australia and internationally.

Some of the studies students may undertake include:

- popular culture and media, and how identity is expressed through art, music, literature and drama
- local advocacy and social change in the community
- power, authority and representation in Australia and internationally
- sub-cultures in society and young people.

Areas of skill development include:

- working towards complex source analysis of mature and lengthy sources of information
- using information sources to support persuasive essays, reports and presentations
- analysing forms of media and art to understand beliefs and opinions of people and groups
- linking key ideas and beliefs across the globe.

## STAGE 1 SOCIETY AND CULTURE – CURRENT ISSUES IN SOCIETY AND CONNECTING WITH CULTURES [CONTINUED]

### ASSESSMENT

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types each semester:

- Assessment Type 1: Source analysis assessment
- Assessment Type 2: Group activity
- Assessment Type 3: Investigation.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, students selecting this subject should have maintained satisfactory or high achievement while completing Year 10 History or other Humanities subjects.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 LEGAL STUDIES – LAW IN ACTION

**LEVEL:** Year 11 (Stage 1)

**LENGTH:** 1 or 2 semesters  
(10 SACE Credits per semester)

### CONTENT

The Stage 1 Legal Studies course provides students with opportunities to engage with the legal and justice systems and how these 2 areas interact. Students will learn how laws are formed in Australia and how they may be changed in the future. They will engage with a range of case studies and key legal events to understand how different groups of people are affected by the Australian legal systems.

Some of the studies students may undertake include:

- the law-making process through state and federal parliaments and through precedence
- current issues in society and how legal frameworks can be used to analyse them
- specific sub-groups and cultures in society and their relationships with the law
- crime and punishment from different perspectives.

Areas of skill development include:

- understanding the needs and challenges of law in Australian society
- applying case law and knowledge of case studies to current legal issues
- working collaboratively to investigate a legal issue from a variety of perspectives
- developing legal arguments to support opinions of legal cases.

## STAGE 1 LEGAL STUDIES – LAW IN ACTION [CONTINUED]

### ASSESSMENT

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types each semester:

- Assessment Type 1: Analytical response
- Assessment Type 2: Inquiry
- Assessment Type 3: Group presentation.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, students selecting this subject should have maintained satisfactory or high achievement while completing Year 10 history or other humanities subjects.

**ADDITIONAL CHARGES** Nil.

**STAGE 1 GEOGRAPHY –  
NATURAL AND CREATED  
HAZARDS AND STUDIES  
OF CITIES AND COASTS**

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 or 2 semesters  
(10 SACE Credits per semester)**

**CONTENT**

The Stage 1 Geography course is designed to provide students with a wide range of skills to analyse people's relationships with the environment. Students will learn how people have changed natural environments to suit their needs and, conversely, how the natural environment affects the actions of people. They will conduct fieldwork to investigate local environments and make recommendations for improvement.

Some of the studies students may undertake include:

- Australia's energy future – is it nuclear?
- redesigning transport networks to provide equitable access
- analysing Adelaide's coastline
- local and global natural disasters, including earthquakes, tsunamis and volcanic eruptions.

Areas of skill development include:

- creating individual and group reports about environmental issues across the world
- presenting solutions to social and economic problems that use data to support them
- creating maps, graphs, tables and other visual sources using different technologies
- conducting fieldwork in a safe, ethical and responsible manner.

**STAGE 1 GEOGRAPHY –  
NATURAL AND CREATED  
HAZARDS AND STUDIES  
OF CITIES AND COASTS  
[CONTINUED]**

**ASSESSMENT**

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types each semester:

- Assessment Type 1: Skills and applications
- Assessment Type 2: Fieldwork.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, students selecting this subject should have maintained satisfactory or high achievement while completing Year 10 history or other humanities subjects.

**ADDITIONAL CHARGES Nil.**

**STAGE 2 MODERN  
HISTORY – THE 20TH  
CENTURY WORLD**

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year  
(20 SACE Credits)**

**CONTENT**

The Stage 2 Modern History course is designed to build on a student's historical knowledge and skills from Stage 1. Students will undertake an extended study of a global movement or change and a focus nation throughout the whole year. They will analyse the actions of people and groups since World War I and World War II to understand modern nations and the world since 1945CE.

Some of the studies students will undertake include:

- study of a modern nation (e.g. Australia, USA, Germany, the Soviet Union, China)
- the world since 1945CE (e.g. Cold War, United Nations, Middle East, Security).

Areas of skill development include:

- empathising with the disempowered groups in society to understand why social change occurs
- comparing social and political change between nations to understand cause and effect
- analysing a range of historical sources to gain evidence and insight
- using historical sources within historical arguments to determine the 'truth'.

**ASSESSMENT**

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

School Assessment (70%):

- Assessment Type 1: Historical skills
- Assessment Type 2: Historical study.

External Assessment (30%):

- Assessment Type 3: Examination.

**RECOMMENDATIONS**

Although not compulsory, students selecting this subject should have maintained high levels of achievement in Stage 1 Modern History and (preferably) other humanities subjects.

**ADDITIONAL CHARGES Nil.**

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## STAGE 2 SOCIETY AND CULTURE – PEOPLE, THEIR RIGHTS AND FREEDOMS, AND THE FIGHT FOR EQUALITY

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year (20 SACE Credits)**

### CONTENT

The Stage 2 Society and Culture course is designed to build upon knowledge and skills developed in Stage 1. Students will investigate a wide variety of social issues from different perspectives to learn about social ethics, societal responsibility and social change. They will work individually and in groups to create actions to educate, inform or change society.

Some of the studies students will undertake include:

- a study of culture – youth culture, work and leisure, or the material world
- a study of challenges – Social Ethics, Technological Revolutions, or People and the Environment
- a study of global issues – globalisation, human rights, or people and power.

Areas of skill development include:

- working towards complex source analysis of sophisticated and lengthy sources of information
- using sources of information to support persuasive essays, reports and presentations
- analysing forms of media and art to understand beliefs and opinions of peoples and groups
- linking key ideas and beliefs across the globe.

## STAGE 2 SOCIETY AND CULTURE – PEOPLE, THEIR RIGHTS AND FREEDOMS, AND THE FIGHT FOR EQUALITY [CONTINUED]

### ASSESSMENT

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

School Assessment (70%):

- Assessment Type 1: Skills and analysis folio
- Assessment Type 2: Interaction.

External Assessment (30%):

- Assessment Type 3: Investigation.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, students selecting this subject should have maintained high levels of achievement in Stage 1 Society and Culture and (preferably) other humanities subjects.

**ADDITIONAL CHARGES Nil.**

## STAGE 2 LEGAL STUDIES – SOURCES AND INTERPRETATIONS OF LAW AND DISPUTE RESOLUTION

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year (20 SACE Credits)**

### CONTENT

The Stage 2 Legal Studies course is designed for students to extend their knowledge of law, apply law to case studies and build upon legal reasoning developed in Stage 1. Students will learn how laws are applied through parliament and the justice system and the challenges of these applications. They will also question the fairness of historical judgements of persons in Australia.

Some of the studies students will undertake include:

- sources of law – parliament
- sources of law – courts
- dispute resolution and justice systems
- rights and obligations and the interpretations of law.

Areas of skill development include:

- understanding of tensions between 'rights and responsibilities' and 'fairness and efficiency' in law
- applying acts of parliament and legal reasoning to current and historical case studies
- evaluating legal arguments and judgements to reach conclusions and resolutions
- communicating effectively while using legal concepts and arguments.

**STAGE 2 LEGAL STUDIES  
– SOURCES AND  
INTERPRETATIONS OF  
LAW AND DISPUTE  
RESOLUTION [CONTINUED]**

**ASSESSMENT**

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

School Assessment (70%):

- Assessment Type 1: Skills and analysis folio
- Assessment Type 2: Inquiry.

External Assessment (30%):

- Assessment Type 3: Examination.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, students selecting this subject should have maintained high levels of achievement in Stage 1 Legal Studies and (preferably) other humanities subjects.

**ADDITIONAL CHARGES** Nil.

**STAGE 2 GEOGRAPHY  
– PEOPLE AND THE  
ENVIRONMENT, GLOBAL  
INEQUALITY AND THE  
CHANGING CLIMATE**

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year  
(20 SACE Credits)**

**CONTENT**

The Stage 2 Geography course is designed to build on skills and knowledge covered in Stage 1. Students will be provided with opportunities to ask the 'big' questions about the environment and our place within it. They will learn how to use government reports and documentation to produce a range of different assignments that are thoroughly supported and make real-world recommendations to change the world for the better.

Some of the studies students will undertake include:

- ecosystems and people and climate change
- globalisation, global inequality and population change
- individual applications of fieldwork in the local community
- applications of collected primary and secondary data.

Areas of skill development include:

- creating individual and group reports about environmental issues across the world
- presenting solutions to social and economic problems that use data to support them
- creating maps, graphs, tables and other visual sources using different technologies
- conducting fieldwork in a safe, ethical and responsible manner.

**STAGE 2 GEOGRAPHY  
– PEOPLE AND THE  
ENVIRONMENT, GLOBAL  
INEQUALITY AND THE  
CHANGING CLIMATE  
[CONTINUED]**

**ASSESSMENT**

Students are assessed using SACE Performance Standards. They demonstrate evidence of learning through completing the following assessment types:

School Assessment (70%):

- Assessment Type 1: Skills and applications
- Assessment Type 2: Fieldwork report.

External Assessment (30%):

- Assessment Type 3: Examination.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, students selecting this subject should have maintained high levels of achievement in Stage 1 Geography and (preferably) other humanities subjects.

**ADDITIONAL CHARGES** Nil.



# LANGUAGES



LANGUAGES	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 STAGE 1	YEAR 12 STAGE 2
	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish (2025)

Senior languages can be supported through the School of Languages.

## LANGUAGES

At Christies Beach High School, we study the language of Spanish. Studying languages other than English provides young people with a strong working knowledge of spelling, punctuation and grammar, which can assist with their studies in English and other languages. Spanish has an uncomplicated system of grammar and vocabulary, which makes it one of the world's more accessible languages.

Students learn to communicate in Spanish to: socialise, inform, create, translate and reflect and develop an understanding of the language and culture of Spain and surrounding countries. The sub-strands include: systems of language, language variation and change and the role of language and culture.

## YEAR 7 SPANISH

**LEVEL: Year 7**

**LENGTH: 1 semester**

### CONTENT

The Year 7 Spanish course is designed to provide students with a practical approach to learning languages other than English. A strong focus is placed on recognising patterns within language to promote further successful learning. Students will engage with the basic models of Spanish communication, including counting, the alphabet, greetings and phrases, and classroom activities.

Some of the studies students may undertake include:

- learning about the geography of Spain and other Spanish-speaking regions across the world
- planning and making arrangements in social and professional settings using time and place modifiers
- understanding Spanish cultures and identities and how they may differ from those of young South Australians.

Areas of skill development include:

- using different terms of communication depending on who is participating in the conversation (e.g. honorific forms)
- conjugating verbs to be grammatically correct in Spanish
- pronunciation of letters within words in Spanish and their English equivalents.

Students who have been exposed to Spanish in the primary years may be eligible for methods of extension within the classroom.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 8 SPANISH

**LEVEL: Year 8**

**LENGTH: 1 semester**

### CONTENT

The Year 8 Spanish course is designed to provide students with an introduction to the Spanish language, its prevalence across the world, and different Spanish cultures.

Some of the studies students may undertake include:

- foundational forms of interaction, describing self, family, friends, likes and dislikes
- translation of simple texts such as signs, menus and advertisements
- learning about Spanish cuisine, music, television and other parts of culture
- explicit spelling, punctuation and grammar studies through comparison with English.

Areas of skill development include:

- using simple forms of communication to describe people and places
- composing logical forms of expression in Spanish, including correct sentences
- understand the role and importance of pronunciation and intonation in Spanish
- improving group skills through taking turns and helping peers learn.

Students who have been exposed to Spanish in primary years may be eligible for methods of extension within the classroom.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 SPANISH

**LEVEL: Year 9**

**LENGTH: 1 or 2 semesters**

### CONTENT

The Year 9 Spanish course is designed to build on language and culture learning in Year 8. Students will learn how to describe relationships, interactions, events and aspirations. They will create a range of texts in Spanish for a variety of audiences.

Some of the studies students may undertake include:

- foundational forms of exchange, providing information to a general audience
- translation of simple texts such as signs, menus and advertisements
- learning about Spanish cuisine, music, television and other parts of culture
- respond to English texts in Spanish and vice versa.

Areas of skill development include:

- applying the rules of Spanish pronunciation, stress, intonation and accent
- composing logical forms of expression in Spanish, including correct sentences
- describing likes and dislikes via different modes
- improving group skills through working on collective projects about Spanish culture.

Students who have been exposed to Spanish in primary years may be eligible for methods of extension within the classroom.

### ASSESSMENT

Students will be assessed using the Australian Curriculum Achievement Standard.

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## YEAR 9 SPANISH [CONTINUED]

### RECOMMENDED PRIOR LEARNING

Although not compulsory, students selecting this subject should have maintained high levels of achievement in Year 8 Spanish.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 SPANISH

**LEVEL:** Year 10

**LENGTH:** 1 or 2 semesters

### CONTENT

The Year 10 Spanish course is designed to build on language and culture learning in Year 9. Students will learn how to describe relationships, interactions, events and aspirations. They will create a wide range of texts in Spanish for a variety of audiences to inform and entertain.

Some of the studies students may undertake include:

- sophisticated forms of exchange, providing information to a general audience
- translation of a range of texts such as diary entries, scripts, opinion pieces and news articles
- describe and apply knowledge of different Spanish cultures
- respond to English texts in Spanish and vice versa.

Areas of skill development include:

- applying the rules of Spanish pronunciation, stress, intonation and accent
- composing complex forms of expression in Spanish, including paragraphing
- describing likes and dislikes, opinions of self and others, and information via different modes
- improving group skills through working on collective projects about Spanish language.

Students who have been exposed to Spanish in primary years may be eligible for methods of extension within the classroom.

### ASSESSMENT

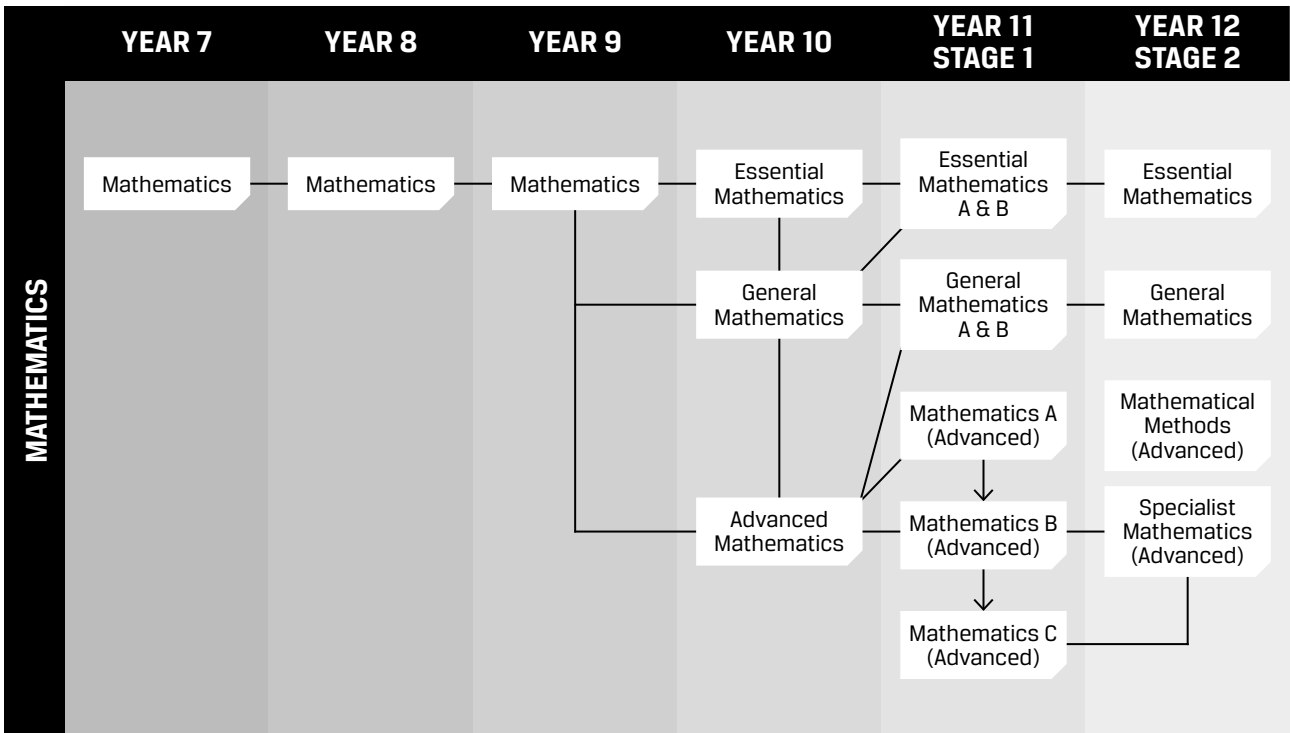
Students will be assessed using the Australian Curriculum Achievement Standard.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, students selecting this subject should have maintained high levels of achievement in Year 9 Spanish.

**ADDITIONAL CHARGES** Nil.

# MATHEMATICS



A = semester 1 B = semester 2 (often second unit) C = either semester 1 or 2

## MATHEMATICS

Mathematics is a vital stepping-stone in developing confident and resilient citizens, when tackling every day and workplace numeracy problems.

In Years 7, 8, 9 and 10 the mathematics curriculum is based on the Australian curriculum content strands of number and algebra, measurement and geometry and statistics and probability. Students explore and develop proficiency in the understanding, fluency, problem solving and reasoning strands. These capabilities enable students to respond to familiar and unfamiliar situations using a range of mathematical strategies.

In SACE Stage 1 and Stage 2, students study mathematics to prepare them for their intended post-school pathways. General and Essential Mathematics courses prepare students for the mathematics found in workplaces and broader society while Specialist Mathematics and Mathematics Methods prepare students for more specialised technical pathways.

In order to be awarded a SACE, all students must pass at least 1 semester of any mathematics course at Stage 1.

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## YEAR 7 MATHEMATICS

**LEVEL: Year 7**

**LENGTH: Full year**

### CONTENT

The Year 7 Mathematics course is designed to help students build on their learning from primary school, stretching each student to improve their mathematical skills and knowledge. Mathematics, English, Science, and HASS (MESH) teams work together to clearly teach across subjects to apply their mathematical knowledge across disciplines to solve everyday problems.

Some of the studies students may undertake include:

- addition and subtraction of positive and negative numbers (integers)
- solve problems involving percentages
- compare costs to make financial positions
- introduction to algebra
- calculate perimeter, area and volume
- plotting points on a cartesian plane
- explore properties of angles
- investigate probability and statistics.

Areas of skill development include:

- developing strategies to solve everyday problems
- developing understanding of mathematical vocabulary
- communicating mathematical ideas
- connecting and interpreting mathematical information
- using formula to solve problems
- following an investigation process.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 8 MATHEMATICS

**LEVEL: Year 8**

**LENGTH: Full year**

### CONTENT

The Year 8 Mathematics course is designed to help students build on their learning, stretching each student to improve their mathematical skills and knowledge. Mathematics, English, Science and HASS (MESH) teams work together to clearly teach across subjects allowing students to apply their mathematical knowledge across disciplines to solve everyday problems.

Some of the studies students may undertake include:

- following mathematical process using the main 4 operations ( $\times, \div, +, -$ )
- financial mathematics (managing money) including percentage
- identifying patterns (algebra) in numbers and graphing equations
- using formula to solve volume of 3D shapes (prisms)
- discovering properties of angles
- exploring and describing statistics.

Areas of skill development include:

- developing strategies to solve everyday problems
- comparing mathematical ideas
- communicating ideas effectively
- connecting related ideas
- interpreting mathematical information
- using formula to solve problems
- following an investigation process.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 MATHEMATICS

**LEVEL: Year 9**

**LENGTH: Full year**

### CONTENT

The Year 9 Mathematics course is designed to help students build on their prior learning, stretching each student to improve their mathematical skills and knowledge. They may also be provided with the opportunity of blended learning with other subjects to connect their skills with different disciplines.

Some of the studies students may undertake include:

- applying index laws, including scientific notation
- financial mathematics (managing money) including calculating interest
- simplifying a range of algebraic expressions
- calculating the surface area of 3D shapes
- using formulae (Pythagoras' theorem and trigonometry) to find the unknown side of a right-angled triangle
- graphing equations to identify patterns (linear and non-linear)
- describing and interpreting data.

Areas of skill development include:

- developing strategies to solve everyday problems
- comparing and contrasting mathematical ideas
- communicating ideas effectively in different ways (written text, calculations and using technology to show patterns)
- connecting related ideas
- interpreting mathematical information
- using mathematical ideas to explain phenomena
- following an investigation process to find the 'truth'
- carrying out procedures and mathematical processes.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 ESSENTIAL MATHEMATICS

**LEVEL: Year 10**

**LENGTH: Full year**

### CONTENT

The Year 10 Essential Mathematics course is designed to support students working towards Stage 1 Essential Mathematics (compulsory SACE requirement). Students will work towards building their basic numeracy skills through fluency and practical based activities. Students are supported to work in small groups and individually to solve problems linking to trade, retail and everyday living. Topics may incorporate problems where the mathematical ideas are applied in other learning areas, including health and physical education, and science.

Some of the studies students may undertake include:

- financial mathematics (managing money) including calculating simple and compound interest
- following mathematical process using the main 4 operations (  $\times, \div, +, -$  )
- problem solving in measurement
- interpreting (understanding/explaining) data
- time and scale
- geometry.

Areas of skill development include:

- using mathematical process (BEDMAS) to solve problems
- communicating ideas using specific terminology
- collecting and communicating information
- fluently transferring information across areas of learning
- choosing appropriate methods to display data (types of graphs)
- using appropriate technology (including graphic calculators and Microsoft Excel).

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 GENERAL MATHEMATICS

**LEVEL: Year 10**

**LENGTH: Full year**

### CONTENT

The Year 10 General Mathematics course is designed to support students with a pathway into either Stage 1 and/or Stage 2 Essential Mathematics or Stage 1 and/or Stage 2 General Mathematics, leading into practical problem-solving skills in real life contexts. Students are supported to work in small groups and individually to solve more complex problems. Topics incorporate problems where the mathematical ideas are applied in other learning areas, including health and physical education, and science.

Some of the studies students may undertake include:

- financial mathematics (managing money) including calculating simple and compound interest
- applying the main 4 operations (  $\times, \div, +, -$  ) to more complicated algebraic equations
- applying algebraic processes
- applying principles of trigonometry to workplace and recreation (compass bearings, surveying and building/ architecture)
- interpreting (understanding/explaining) data
- problem solving in measurement.

Areas of skill development include:

- using mathematical process (formula and proofs) to solve problems
- communicating ideas using specific terminology
- collecting and classifying information
- fluently transferring information across areas of learning
- choosing appropriate methods to display data (types of graphs)
- using appropriate technology (including graphic calculators and Microsoft Excel).

## YEAR 10 GENERAL MATHEMATICS [CONTINUED]

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have a satisfactory general understanding of the ideas and concepts taught in Year 9 Mathematics.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 ADVANCED MATHEMATICS

**LEVEL: Year 10**

**LENGTH: Full year**

### CONTENT

The Year 10 Advanced Mathematics course is designed to support students with a pathway into Stage 1 Mathematics and Stage 2 Mathematical Methods and/or Stage 2 Specialist Mathematics. This topic develops an increasingly complex and sophisticated understanding of mathematical ideas. Students are provided with extra content and a higher level of skills development to enrich and extend their mathematical studies.

Some of the studies students may undertake include:

- financial mathematics (managing money) including calculating simple and compound interest
- applying the main 4 operations ( $\times, \div, +, -$ ) to more complicated algebraic equations
- applying algebraic processes, plus surds and quadratics (specialised field of algebra)
- applying principles of trigonometry to the workplace and recreation (compass bearings, surveying and building/architecture), plus graphical transformations (circles and geometry)
- interpreting data, plus further analysis of data
- problem solving in measurement.

## YEAR 10 ADVANCED MATHEMATICS [CONTINUED]

Areas of skill development include:

- using mathematical process (formula and proofs) to solve problems
- communicating ideas using specific terminology
- collecting and classifying information
- fluently transferring information across areas of learning
- choosing appropriate methods to display data (types of graphs)
- using appropriate technology (including graphic calculators and Microsoft Excel)
- mathematical reasoning
- connecting between related ideas
- conducting a mathematical investigation.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students achieved an A or B grade in Year 9 Mathematics.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 ESSENTIAL MATHEMATICS A

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester (10 SACE Credits)**

### CONTENT

The Stage 1 Essential Mathematics course caters for a range of student abilities and prior knowledge. This course extends student's mathematical skills in ways that apply to practical problem-solving in every day and workplace contexts, in flexible and resourceful ways.

Some of the studies students may undertake include:

- following mathematical process using the main 4 operations ( $\times, \div, +, -$ )
- solving problems relating to time and ratio
- financial mathematics (earning and spending)
- geometry relating to construction industries.

Areas of skill development include:

- fluency and transfer of knowledge
- communicating mathematical ideas
- conducting a mathematical investigation
- use technology to perform calculations.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Skills and application tasks
- Assessment Type 2: Investigations folio

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have a general understanding of the ideas taught in Year 10 Mathematics.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 ESSENTIAL MATHEMATICS B

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester (10 SACE Credits)**

### CONTENT

The Stage 1 Essential Mathematics course caters for a range of student abilities and prior knowledge. This course extends student's mathematical skills in ways that apply to practical problem-solving in every day and workplace contexts, in flexible and resourceful ways.

Some of the studies student may undertake include:

- following mathematical process using the main 4 operations ( $\times, \div, +, -$ )
- solving problems relating to time and ratio
- financial mathematics (spending and investing)
- measurement relating to construction industries.

Areas of skill development include:

- fluency and transfer of knowledge
- communicating mathematical ideas
- conducting a mathematical investigation
- using technology to perform calculations.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Skills and application tasks
- Assessment Type 2: Investigations folio

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have a general understanding of the ideas taught in taught in Year 10 Mathematics.

**ADDITIONAL CHARGES Nil.**

## STAGE 1 GENERAL MATHEMATICS A

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester (10 SACE Credits)**

### CONTENT

Stage 1 General Mathematics A extends student's mathematical skills through practical problem-solving tasks set in real-world contexts. This topic prepares students for further tertiary studies including university and TAFE pathways.

Some of the studies students may undertake include:

- drawing conclusions from mathematical results
- applying strategies to find solutions to problems
- applying mathematical models (graphs, formulae) to find solutions
- personal financial management (loans and interest)
- measurement relating to construction industries.

Areas of skill development include:

- fluency and transfer of knowledge
- communicating mathematical ideas and reasoning to develop arguments
- conducting a mathematical investigation
- using technology to perform calculations.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Skills and application tasks
- Assessment Type 2: Mathematical investigation

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students achieved a minimum of a 'C' grade in Year 10 General Mathematics or Year 10 Advanced Mathematics.

**ADDITIONAL CHARGES Nil.**

## STAGE 1 GENERAL MATHEMATICS B

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester (10 SACE Credits)**

### CONTENT

Stage 1 General Mathematics B continues to extend student's mathematical skills through practical problem-solving tasks set in real-world and workplace contexts. This topic prepares students for further tertiary studies including university and TAFE pathways.

Some of the studies students may undertake include:

- drawing conclusions from mathematical results
- applying strategies to find solutions to problems
- applying mathematical models (graphs, formulae) to find solutions
- geometry relating to construction industries.

Areas of skill development include:

- fluency and transfer of knowledge
- communicating mathematical ideas and reasoning to develop arguments
- conducting a mathematical investigation
- using technology to perform calculations.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Skills and application tasks
- Assessment Type 2: Mathematical investigation

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students achieved a minimum of a 'C' grade in Year 10 General Mathematics or Year 10 Advanced Mathematics.

**ADDITIONAL CHARGES Nil.**



## STAGE 1 MATHEMATICS A (ADVANCED)

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester  
(10 SACE Credits)**

### CONTENT

Stage 1 Mathematics A provides the foundation for Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. This course develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, proofs, and using mathematical models. Stage 1 Mathematics A provides pathways in tertiary education in subjects and careers relating to engineering, computer sciences, and the sciences.

Two semesters (Mathematics A and B) of study are recommended for further study in Stage 2 Mathematical Methods. Three semesters (Mathematics A, B and C) are required for the dual study of Mathematical Methods and Specialist Mathematics at Stage 2.

Areas of skill development include:

- communicating mathematical reasoning and ideas for different purposes
- interpreting and responding to appropriate mathematical language and representations
- analysing information and results
- demonstrating mathematical thinking by posing questions, solving problems, applying models, and making and testing conjectures.

## STAGE 1 MATHEMATICS A (ADVANCED) [CONTINUED]

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Skills and application tasks
- Assessment Type 2: Mathematical investigation

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have an average grade of 'C' in Year 10 Advanced Mathematics.

**ADDITIONAL CHARGES Nil.**

## STAGE 1 MATHEMATICS B (ADVANCED)

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester  
(10 SACE Credits)**

### CONTENT

Stage 1 Mathematics B continues to provide the foundation required to be successful in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. This course develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, proofs, and using mathematical models. Mathematics provides pathways in tertiary education in subjects and careers relating to engineering, computer sciences, and the sciences.

Two semesters (Mathematics A and B) of study are recommended for further study in Stage 2 Mathematical Methods. Three semesters (Mathematics A, B and C) are required for the dual study of Mathematical Methods and Specialist Mathematics in Stage 2.

Areas of skill development include:

- communicating mathematical reasoning and ideas for different purposes
- interpreting and responding to appropriate mathematical language and representations
- analysing information and results
- demonstrating mathematical thinking by posing questions, solving problems, applying models, and making and testing conjectures.

**STAGE 1 MATHEMATICS B  
(ADVANCED) [CONTINUED]**

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Skills and application tasks
- Assessment Type 2: Mathematical investigation

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have an average grade of 'C' in Stage 1 Mathematics A.

**ADDITIONAL CHARGES** Nil.

**STAGE 1 MATHEMATICS C  
(ADVANCED)**

**LEVEL:** Year 11 (Stage 1)

**LENGTH:** 1 semester  
(10 SACE Credits)

**CONTENT**

Stage 1 Mathematics C provides the foundation required to be successful in Stage 2 Specialist Mathematics. This topic develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, proofs, and using mathematical models. Mathematics C provides pathways in tertiary education in subjects and careers relating to engineering, computer sciences, and the sciences.

Two semesters (Mathematics A and B) of study are recommended for further study in Stage 2 Mathematical Methods. Three semesters (Mathematics A, B and C) are required for the dual study of Mathematical Methods and Specialist Mathematics in Stage 2.

Areas of skill development include:

- communicating mathematical reasoning and ideas for different purposes
- interpreting and responding to appropriate mathematical language and representations
- analysing information and results
- demonstrating mathematical thinking by posing questions, solving problems, applying models, and making and testing conjectures.

**STAGE 1 MATHEMATICS C  
(ADVANCED) [CONTINUED]**

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Skills and application tasks
- Assessment Type 2: Mathematical investigation

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have an average grade of 'C' in Stage 1 Mathematics A.

**ADDITIONAL CHARGES** Nil.

## STAGE 2 ESSENTIAL MATHEMATICS

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year  
(20 SACE Credits)**

### CONTENT

Stage 2 Essential Mathematics is designed to support students in a vocational pathway or trade. The subject also extends student's ability to problem solve in everyday living and in the workplace.

Areas of skill development include:

- using appropriate software to explore patterns in data and represent information
- writing a report to explain mathematical information
- interpreting and drawing conclusions from results
- working collaboratively in small groups to solve problems
- working individually to demonstrate problem solving strategies.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Skills and application tasks (30%)
- Assessment Type 2: Investigations folio (40%)
- Assessment Type 3: External assessment - exam (30%).

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have achieved a 'C' grade in Stage 1 Essential Mathematics.

**ADDITIONAL CHARGES** Nil.

## STAGE 2 GENERAL MATHEMATICS

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year  
(20 SACE Credits)**

### CONTENT

Stage 2 General Mathematics provides students with the opportunity to study mathematics using a problem-solving based approach. This topic prepares students for tertiary or further education courses requiring a broad mathematical knowledge base.

Areas of skill development include:

- understanding mathematical ideas and applying mathematical strategies
- investigating and analysing mathematical information
- recognising and applying the mathematical techniques needed when finding a solution to a problem, including the forming and testing of predictions
- interpreting results, drawing conclusions, and reflecting on solutions in context
- effective use of electronic technology to solve problems
- communicating mathematically and presenting mathematical information in a variety of ways.

## STAGE 2 GENERAL MATHEMATICS [CONTINUED]

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Skills and application tasks (40%)
- Assessment Type 2: Mathematical investigations (30%)
- Assessment Type 3: External assessment - exam (30%).

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have achieved a C grade in Stage 1 General Mathematics.

**ADDITIONAL CHARGES** Nil.

**STAGE 2 MATHEMATICAL METHODS (ADVANCED)**

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year (20 SACE Credits)**

**CONTENT**

This course aims to develop an increasingly complex and sophisticated understanding of calculus and statistics. Students develop a deep understanding of the physical world through relationships involving mathematical concepts. Students use statistics to describe and analyse phenomena. Stage 2 Mathematical Methods can lead to tertiary studies of, for example, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as Health or Social Sciences.

Areas of skill development include:

- understanding mathematical concepts, demonstrating mathematical skills, and applying mathematical techniques
- investigating and analysing mathematical information in a variety of contexts
- thinking mathematically by posing questions, solving problems, applying models, and making, testing, and proving conjectures
- interpreting results, drawing conclusions, and determining the reasonableness of solutions in context
- discerning use of electronic technology to solve problems and to refine and extend mathematical knowledge
- communicating mathematically and presenting mathematical information in a variety of ways.

**STAGE 2 MATHEMATICAL METHODS (ADVANCED) [CONTINUED]**

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Skills and application tasks (50%)
- Assessment Type 2: Mathematical investigations (20%)
- Assessment Type 3: External assessment - exam (30%).

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have achieved a 'C' grade in Stage 1 Mathematics.

**ADDITIONAL CHARGES Nil.**

**STAGE 2 SPECIALIST MATHEMATICS (ADVANCED)**

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year (20 SACE Credits)**

**CONTENT**

Stage 2 Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using difficult mathematical arguments, proofs and models. This includes the study of functions and calculus. This subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students pursuing career pathways in related fields would benefit from studying this subject.

**Specialist Mathematics is designed to be studied alongside Stage 2 Mathematical Methods.**

Areas of skill development include:

- understanding mathematical concepts, demonstrating mathematical skills, and applying mathematical techniques
- investigating and analysing mathematical information in a variety of contexts
- thinking mathematically by posing questions, solving problems, applying models, and making, testing, and proving conjectures
- interpreting results, drawing conclusions, and determining the reasonableness of solutions in context
- discerning use of electronic technology to solve problems and to refine and extend mathematical knowledge
- communicating mathematically and presenting mathematical information in a variety of ways.

## STAGE 2 SPECIALIST MATHEMATICS (ADVANCED) [CONTINUED]

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Skills and application tasks (50%)
- Assessment Type 2: Mathematical investigations (20%)
- Assessment Type 3: External assessment - exam (30%).

### RECOMMENDED PRIOR LEARNING

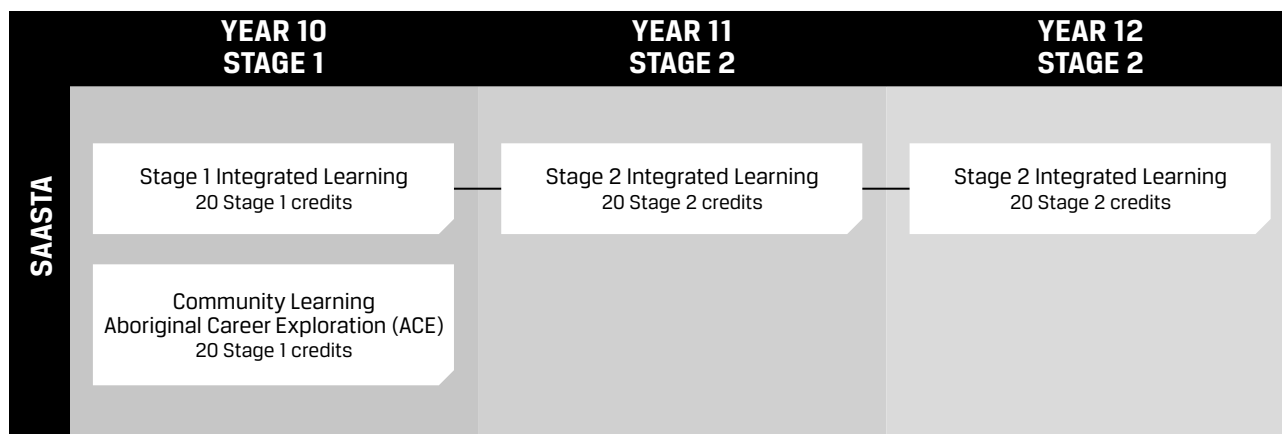
Although not compulsory, it is preferred that students have achieved a 'B' grade or higher in Stage 1 Mathematics A, B and C.

**ADDITIONAL CHARGES** Nil.



# SAASTA

## SOUTH AUSTRALIAN ABORIGINAL SECONDARY TRAINING ACADEMY



### THE SAASTA PROGRAM

The South Australian Aboriginal Secondary Training Academy (SAASTA) offers Aboriginal students a range of highly engaging learning and personal development opportunities. SAASTA builds on education offered in schools, giving students ongoing personal growth and cultural experiences. The CBHS academy is a cluster academy that involves students from multiple other southern schools, completing the program each Wednesday at CBHS. Student must apply to enter SAASTA in Year 10, 11 or 12.

The SAASTA curriculum follows the Integrated Learning SACE course, with each task connected to Aboriginal culture. Each semester culminates in either the Aboriginal Power Cup (Semester 1) or SAASTA Shield (Semester 2) and some tasks are aligned with these experiences. Those students who excel in particular sports can apply to be in specialist soccer, netball or basketball academies, which are run by Head Office and industry specialist staff.

Every SAASTA student is selected based on meeting the key performance indicators of attendance, behaviour and academic achievement throughout all of their schooling. Attendance at the Aboriginal Power Cup and SAASTA Shield are based on meeting these standards. A student beginning their SAASTA journey in Year 10 can accumulate many SACE credits through completing Stage 1 and 2. SAASTA has supported more than 600 Aboriginal students in South Australia to achieve their SACE and gain qualifications towards a career pathway.

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## STAGE 1 INTEGRATED LEARNING

**LEVEL: Year 10**

**LENGTH: Semester 1 and 2**

**CREDITS: 20**

**RECOMMENDED BACKGROUND:**  
**An interest in Aboriginal culture, and capacity to participate in a range of physical activity.**

### CONTENT

This subject offers students the opportunity to complete a range of tasks which support their learning and understanding of Aboriginal people, history and culture. The semesters culminate in excursions with academies competing to win the Aboriginal Power Cup and SAASTA Shield. Students have access to mentoring and coaching from industry specialists to support their learning. Students can also participate in the Aboriginal Career Exploration (ACE) program where they will gain an understanding of potential future pathways and work towards gaining community learning SACE credits.

### ASSESSMENT

Students are assessed on a variety of written, practical and group tasks.

### SPECIAL REQUIREMENTS

Students must maintain high attendance, behaviour and academic achievement.

### PREREQUISITES

Students must be Aboriginal and complete a SAASTA application, contract and interview before joining the academy.

### SUBJECT FEE

All costs are covered by SAASTA including uniform and course fees.

## STAGE 2 INTEGRATED LEARNING

**LEVEL: Year 11 and Year 12**

**LENGTH: Full year**

**CREDITS: 20**

**RECOMMENDED BACKGROUND:**  
**An interest in Aboriginal culture, and capacity to participate in a range of physical activity.**

### CONTENT

This subject offers students the opportunity to complete a range of tasks which support their learning and understanding of Aboriginal people, history and culture. The semesters culminate in excursions with academies competing to win the Aboriginal Power Cup and SAASTA Shield. Students have access to mentoring and coaching from industry specialists support their learning.

Students complete 5 assessment tasks, some of which may align with participation and leadership to younger students in preparation for the Aboriginal Power Cup and SAASTA Shield.

### ASSESSMENT

The Integrated Learning curriculum involves:

School assessment (70%)

- 2x Practical Inquiry tasks (40%)
- 2x Connections tasks (30%)

External assessment (30%)

- 1x Personal Endeavour (30%).

### SPECIAL REQUIREMENTS

Students must maintain high attendance, behaviour and academic achievement.

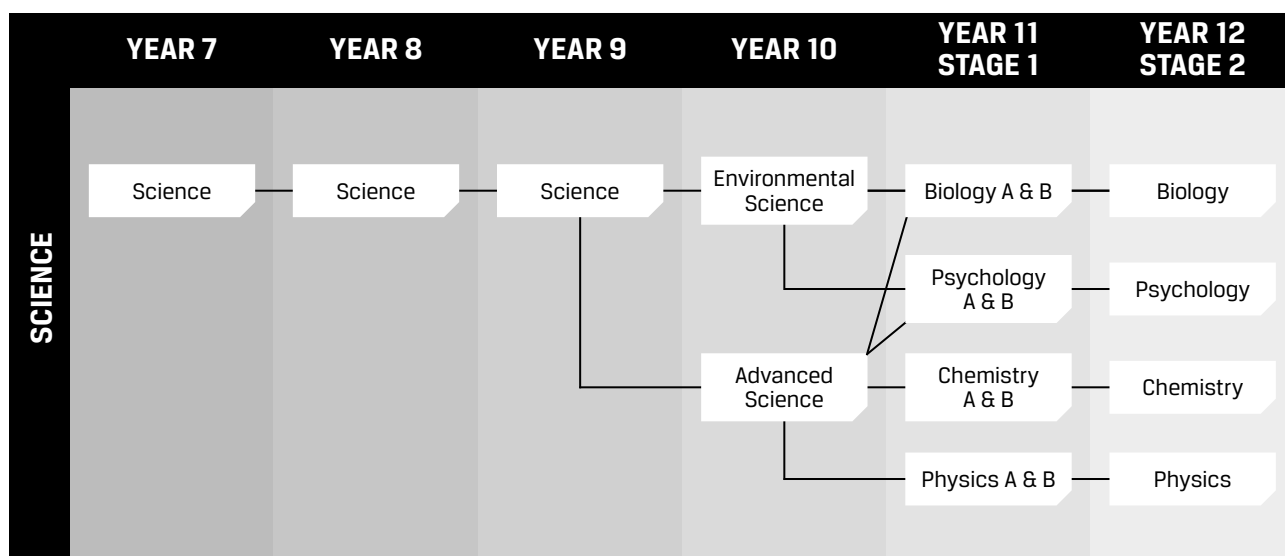
### PREREQUISITES

Students must be Aboriginal and complete a SAASTA application, contract and interview before joining the academy.

### SUBJECT FEE

All costs are covered by SAASTA including uniform and course fees.

# SCIENCE



A = semester 1 B = semester 2 (often second unit) C = either semester 1 or 2

## SCIENCE

Science at Christies Beach High School looks to develop the next generation of scientifically literate citizens.

Our goal is to expand students' curiosity and willingness to explore, ask questions about and speculate on the changing world they live in. Our science courses provide a logical way of answering important questions about the biological, physiological and technological world, through an interrelation of the 3 strands; science understanding, science inquiry skills, and science as a human endeavour. Using the knowledge and skills gained students will have the ability to solve problems and make informed, evidence-based decisions. They will effectively communicate scientific understanding relating to the current and future applications of science while taking into account ethical and social implications of their decisions.

In Stage 1 and Stage 2 students select courses in specialist Science disciplines to further their interests and prepare them for their intended post-school pathways.

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**YEAR 7 SCIENCE****LEVEL: Year 7****LENGTH: Full year****CONTENT**

The Year 7 Science course is designed to build on students' scientific knowledge and skills. Students will learn how to investigate real world problems using scientific experimental methods. Teaching teams work together to clearly teach across disciplines of Mathematics, English, Science and HASS (MESH).

The studies students undertake include:

- biological science
- chemical science
- physical science
- earth and space.

Areas of skill development include:

- comprehending, annotating and summarising scientific texts
- presenting work in different text types (informative, investigation, persuasive)
- display, summarise and describe data
- plan scientific investigations in a fair and safe manner
- use scientific equipment in a safe and ethical manner
- research using reliable sources
- communicate their ideas, methods and findings using scientific language and appropriate representations.

**ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.**ADDITIONAL CHARGES** Nil.**YEAR 8 SCIENCE****LEVEL: Year 8****LENGTH: Full year****CONTENT**

The Year 8 Science course is designed to help students to build on their learning, providing opportunities for each student to improve their scientific skills and knowledge. Mathematics, English, Science and HASS (MESH) teams work together to clearly teach across disciplines, allowing students to apply their scientific knowledge to make connections with the world, life and industry.

Some of the studies students may undertake include:

- biological science
- chemical science
- physical science
- earth and space
- human endeavours in science.

Areas of skill development include:

- comprehending, annotating and summarising scientific text
- presenting work using different text types (persuasive, information, investigation)
- collecting, organising, graphing and comparing results from experiments
- communicating and justifying observations using scientific vocabulary
- using scientific equipment in a safe and ethical manner
- drawing labelled diagrams and creating scientific models
- researching using reliable sources.

**RECOMMENDED PRIOR LEARNING** Nil.**ADDITIONAL CHARGES** Nil.**YEAR 9 SCIENCE****LEVEL: Year 9****LENGTH: Full year****CONTENT**

The Year 9 Science course is designed for students to build on their learning from Year 8, challenging each student to improve their scientific skills and knowledge while connecting with the world, life, and industry. They may also be provided with the opportunity of blended learning with other subjects to connect their skills with different disciplines.

**ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have a general understanding of the ideas taught in Year 8 Science.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 ENVIRONMENTAL SCIENCE

**LEVEL:** Year 10

**LENGTH:** Full year

### CONTENT

The Environmental Science course is designed to help Year 10 students build on their prior learning, allowing each student to improve on their scientific inquiry skills and knowledge. This topic is taught with a strong environmental focus and aimed to link scientific concepts to everyday living and climate change. Environmental Science provides a pathway to Stage 1 Biology, Stage 1 Psychology, or/and Stage 1 Earth and Environmental Science (2025).

Some of the studies students may undertake include:

- Earth and space (understanding Earth's 'spheres' to Terraform Mars)
- biological science (animal adaptations to the ever-changing Earth)
- chemical science (the double edge sword of combustion)
- physical Science (building a rocket to Mars)
- human endeavours in science (sustainability to tackle climate change).

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have a general understanding of the ideas taught in Year 9 Science.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 ADVANCED SCIENCE

**LEVEL:** Year 10

**LENGTH:** Full year

### CONTENT

The Advanced Science course is designed to prepare students for the rigour and scientific understanding required for Stage 1 Chemistry, Stage 1 Physics, Stage 1 Biology, Stage 1 Psychology. This subject develops an increasingly complex and sophisticated understanding of the current scientific theories and technology. Students are provided with extra content and a higher level of skills development to enrich and extend their scientific understanding.

Some of the studies students may undertake include:

- biological science
- chemical science
- physical science
- earth and space
- human endeavours in science.

Areas of skill development include:

- the investigation processes
- writing informative text using science specific vocabulary
- applying scientific theories to multiple contexts
- collecting, recording and displaying data as tables, diagrams, picture graphs and column graphs.
- communicating and justifying observations using scientific vocabulary
- using scientific equipment in a safe and ethical manner
- researching and referencing using reliable sources
- effective communication of data analysis
- creating a scientific model
- identifying and describing scientific relationships
- critically analysing the validity of investigations
- constructing evidence-based arguments.

## YEAR 10 ADVANCED SCIENCE [CONTINUED]

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students achieved a 'B' or 'A' grade in Year 9 Science.

**ADDITIONAL CHARGES** Nil.

**STAGE 1 BIOLOGY A****LEVEL: Year 11 (Stage 1)****LENGTH: 1 semester  
(10 SACE Credits)****CONTENT**

This subject builds upon student's knowledge of cells to understand how DNA (the blueprint to our bodies) works and how this code is able to make a human being. Students will look at ecosystems of the world, learning how all living creatures from the simplest bacteria to the largest organism are linked and reliant on each other. They will learn the connection between the abiotic (non-living) and biotic (living) worlds and how they interact with each other to give us the variety of ecosystems found around the world.

Areas of skill development include:

- designing and conducting practical investigations safely and ethically
- recalling and applying scientific knowledge and ideas
- analysing and interpreting data
- evaluating procedures
- collecting, recording and displaying data as tables, diagrams, picture graphs and column graphs.
- communicating and justifying observations using scientific vocabulary
- using scientific equipment in a safe and ethical manner
- researching and referencing using reliable sources
- effective communication of data analysis.

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations folio
- Assessment Type 2: Skills and application tasks

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have successfully completed Year 10 Science.

**ADDITIONAL CHARGES** Nil.*Back to Contents***STAGE 1 BIOLOGY B****LEVEL: Year 11 (Stage 1)****LENGTH: 1 semester  
(10 SACE Credits)****CONTENT**

This subject gives students the opportunity to learn about the workings of the smallest life forms as well as the cells that make up the human body. Students explore how humanity's history and future is intertwined with diseases. They explore the ways in which the body can mount a defence against these diseases, as well as methods of disease prevention.

Some of the studies students may undertake include:

- the function of cells and how this knowledge is applied at an industrial level.
- the history and evolution of diseases
- modern medicine and vaccination.

Areas of skill development include:

- collecting, recording and displaying data as tables, diagrams, picture graphs and column graphs.
- communicating and justifying observations using scientific vocabulary
- using scientific equipment in a safe and ethical manner
- researching and referencing using reliable sources
- effective communication of data analysis

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations folio
- Assessment Type 2: Skills and application tasks

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have successfully completed Stage 1 Biology A.

**ADDITIONAL CHARGES** Nil.**STAGE 1 PSYCHOLOGY A****LEVEL: Year 11 (Stage 1)****LENGTH: 1 semester  
(10 SACE Credits)****CONTENT**

Students develop familiarity with Psychology as a discipline and explore the different investigation designs and the ethical considerations involved in collecting psychological information. Students investigate the influence of social pressures on individual and group behaviours. They also explore the relationship between structure and function in the brain through the perspective of significant case-studies in history.

Areas of skill development include:

- designing and conducting practical investigations safely and ethically
- recalling and applying scientific knowledge and ideas
- analysing and interpreting data
- evaluating procedures
- collecting, recording and displaying data as tables, diagrams, picture graphs and column graphs.
- communicating and justifying observations using scientific vocabulary
- using scientific equipment in a safe and ethical manner
- researching and referencing using reliable sources
- effective communication of data analysis.

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations folio
- Assessment Type 2: Skills and application tasks

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have successfully completed Year 10 Science.

**ADDITIONAL CHARGES** Nil.

**STAGE 1 PSYCHOLOGY B****LEVEL: Year 11 (Stage 1)****LENGTH: 1 semester  
(10 SACE Credits)****CONTENT**

Students develop familiarity with Psychology as a discipline and explore the different investigation designs and ethical considerations involved in collecting psychological information. They explore psychological concepts related to the experience and expression of emotion and cognition. They learn about the mental processes of acquiring, storing, retrieving and using knowledge, as well as how the physiological and behavioural expression of emotion can be similar and different between cultures.

Areas of skill development include:

- designing and conducting practical investigations safely and ethically
- recalling and applying scientific knowledge and ideas
- analysing and interpreting data
- evaluating procedures
- collecting, recording and displaying data as tables, diagrams, picture graphs and column graphs.
- communicating and justifying observations using scientific vocabulary
- using scientific equipment in a safe and ethical manner
- researching and referencing using reliable sources
- effective communication of data analysis

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations folio
- Assessment Type 2: Skills and application tasks

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have successfully completed Year 10 Science.

**ADDITIONAL CHARGES** Nil.**STAGE 1 CHEMISTRY A****LEVEL: Year 11 (Stage 1)****LENGTH: 1 semester  
(10 SACE Credits)****CONTENT**

Students develop and extend their understanding of how the world is chemically constructed, the interaction between human activities and the environment, and how humans use the planet's resources. They explore dynamic scientific understanding that develops with new evidence, which may involve the application of new technologies.

Some of the studies students undertake include:

- materials and their atoms
- combinations of atoms and molecules.

Areas of skill development include:

- designing and conducting practical investigations safely and ethically
- recalling and applying scientific knowledge and ideas
- analysing and interpreting data
- evaluating procedures
- collecting, recording and displaying data as tables, diagrams, picture graphs and column graphs.
- communicating and justifying observations using scientific vocabulary
- using scientific equipment in a safe and ethical manner
- researching and referencing using reliable sources
- effective communication of data analysis.

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations folio
- Assessment Type 2: Skills and application tasks

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have successfully completed Year 10 Advanced Science.

**ADDITIONAL CHARGES** Nil.**STAGE 1 CHEMISTRY B****LEVEL: Year 11 (Stage 1)****LENGTH: 1 semester  
(10 SACE Credits)****CONTENT**

Students develop and extend their understanding of how the world is chemically constructed, the interaction between human activities and the environment, and how humans use the planet's resources. They explore examples of dynamic scientific understanding that develops with new evidence, which may involve the application of new technologies.

The studies students undertake include:

- mixtures and solutions
- acids and bases
- redox (oxidation-reduction) reactions.

Areas of skill development include:

- designing and conducting practical investigations safely and ethically
- recalling and applying scientific knowledge and ideas
- analysing and interpreting data
- evaluating procedures
- collecting, recording and displaying data as tables, diagrams, picture graphs and column graphs.
- communicating and justifying observations using scientific vocabulary
- using scientific equipment in a safe and ethical manner
- researching and referencing using reliable sources
- effective communication of data analysis.

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations folio
- Assessment Type 2: Skills and application tasks

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have successfully completed Stage 1 Chemistry A.

**ADDITIONAL CHARGES** Nil.*Back to Contents*

**STAGE 1 PHYSICS A****LEVEL: Year 11 (Stage 1)****LENGTH: 1 semester  
(10 SACE Credits)****CONTENT**

This subject is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interactions between them. Students will seek to predict and explain natural phenomena, from the subatomic world to the macro-cosmos.

The studies students undertake include:

- linear motions and forces
- electric circuits
- heat.

Areas of skill development include:

- applying science inquiry skills to deconstruct a problem and design and conduct physics investigations safely and ethically
- recalling and applying scientific knowledge and ideas
- applying science inquiry skills
- obtaining, recording, representing, analysing and interpreting results of investigations
- researching and referencing using reliable sources
- effectively communicating knowledge and understanding of concepts.

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations folio
- Assessment Type 2: Skills and application tasks

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have successfully completed Year 10 Advanced Science.

**ADDITIONAL CHARGES** Nil.**STAGE 1 PHYSICS B****LEVEL: Year 11 (Stage 1)****LENGTH: 1 semester  
(10 SACE Credits)****CONTENT**

This subject is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Students will seek to predict and explain natural phenomena, from the subatomic world to the macro-cosmos.

The studies students undertake include:

- energy and momentum
- waves
- nuclear models and radioactivity.

Areas of skill development include:

- applying science inquiry skills to deconstruct a problem and design and conduct physics investigations safely and ethically
- recalling and applying scientific knowledge and ideas
- applying science inquiry skills
- obtaining, recording, representing, analysing and interpreting results of investigations
- researching and referencing using reliable sources
- effectively communicating knowledge and understanding of concepts.

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations folio
- Assessment Type 2: Skills and application tasks

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have successfully completed Stage 1 Physics A.

**ADDITIONAL CHARGES** Nil.**STAGE 2 BIOLOGY****LEVEL: Year 12 (Stage 2)****LENGTH: Full year  
(20 SACE Credits)****CONTENT**

Students use inquiry and application to understand the diversity of life as it has evolved, the structure and function of living things, and the ways that organisms interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding to evaluate the impact of human activity on the natural world.

The studies students undertake include:

- topic 1: DNA and proteins
- topic 2: cells as the basis of life
- topic 3: homeostasis
- topic 4: evolution.

Areas of skill development include:

- developing and applying science inquiry skills
- deconstructing a problem, and designing and conducting scientific investigations
- recalling and applying scientific knowledge and ideas
- obtaining, recording, representing, analysing and interpreting results of investigations
- researching and referencing using reliable sources
- effectively communicating knowledge and understandings of concepts
- making connections between science and society.

## STAGE 2 BIOLOGY [CONTINUED]

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations folio (30%)
- Assessment Type 2: Skills and application tasks (40%)
- Assessment Type 3: External assessment - exam (30%).

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have successfully completed Stage 1 Biology A and B.

**ADDITIONAL CHARGES** Nil.

## STAGE 2 PSYCHOLOGY

**LEVEL:** Year 12 (Stage 2)

**LENGTH:** Full year  
(20 SACE Credits)

### CONTENT

This subject aims to describe and explain both the universality of human experience and individual and cultural diversity. Students engage in the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Students come to better understand themselves and their social worlds. Psychology also addresses the ways in which behaviour can be changed.

The studies students undertake include:

- social influence
- learning
- personality
- organisational psychology
- psychological health and wellbeing.

Areas of skill development include:

- developing and applying science inquiry skills
- deconstructing a problem, and designing and conducting scientific investigations
- recalling and applying scientific knowledge and ideas
- obtaining, recording, representing, analysing and interpreting results of investigations
- researching and referencing using reliable sources
- effectively communicating knowledge and understandings of concepts
- making informed decisions based on psychological principles
- critically reflecting on the application of psychological principles.

## STAGE 2 PSYCHOLOGY [CONTINUED]

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations folio (30%)
- Assessment Type 2: Skills and application tasks (40%)
- Assessment Type 3: External assessment - exam (30%).

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have successfully completed Stage 1 Psychology A and/or B.

**ADDITIONAL CHARGES** Nil.

**STAGE 2 CHEMISTRY****LEVEL: Year 12 (Stage 2)****LENGTH: Full year  
(20 SACE Credits)****CONTENT**

Students will learn about the ways in which Chemistry and chemical concepts are applied to a range of areas, including managing the environment and its resources, and how chemical processes are controlled and managed in industry. In addition, they will explore organic and biological chemical processes and their applications.

The studies students undertake include:

- topic 1: monitoring the environment
- topic 2: managing chemical processes
- topic 3: organic and biological chemistry
- topic 4: managing resources.

Areas of skill development include:

- developing and applying science inquiry skills
- deconstructing a problem, and designing and conducting scientific investigations
- recalling and applying scientific knowledge and ideas
- obtaining, recording, representing, analysing and interpreting results of investigations
- researching and referencing using reliable sources
- effectively communicating knowledge and understandings of concepts.

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations folio (30%)
- Assessment Type 2: Skills and application tasks (40%)
- Assessment Type 3: External assessment - exam (30%).

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have successfully completed Stage 1 Chemistry A and B.

**ADDITIONAL CHARGES** Nil.**STAGE 2 PHYSICS****LEVEL: Year 12 (Stage 2)****LENGTH: Full year  
(20 SACE Credits)****CONTENT**

Students will have the opportunity to learn about a range of physical concepts including motion and relativity, the applications of electricity and magnetism, and the physics behind light and atomic theory. All of these incorporate theoretical understanding, practical investigation of concepts and the application of these topics in everyday life.

The studies students undertake include:

- topic 1: motion and relativity
- topic 2: electricity and magnetism
- topic 3: light and atoms.

Areas of skill development include:

- developing and applying science inquiry skills
- developing and applying knowledge to new and familiar contexts
- recalling and applying scientific knowledge and ideas
- obtaining, recording, representing, analysing and interpreting results of investigations
- evaluating procedures and results, and analysing evidence to formulate and justify conclusions
- effectively communicating knowledge and understandings of concepts.

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations folio (30%)
- Assessment Type 2: Skills and application tasks (40%)
- Assessment Type 3: External assessment - exam (30%).

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have successfully completed Stage 1 Physics A and B.

**ADDITIONAL CHARGES** Nil.*Back to Contents*

# THE ARTS



	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 STAGE 1	YEAR 12 STAGE 2
THE ARTS	Music	Music	Music A & B	Music A & B	Music A & B	Music Exploration A & B
	Performing Arts	Performing Arts	Performing Arts A and/or B	Performing Arts A and/or B	Creative Arts (Performing Arts) A & B	Creative Arts (Performing Arts) A & B
	Visual Arts	Visual Arts	Visual Arts A and/or B	Visual Arts A and/or B	Visual Arts A and/or B	Visual Arts A & B
	Media Arts	Media Arts	Visual Arts Extension (by recommendation) A & B	Visual Arts Extension (by recommendation) A & B		

A = semester 1 B = semester 2 (often second unit) C = either semester 1 or 2

## MUSIC

Learning music involves listening, analysing, rehearsing, performing and composing music from a broad range of genres. Students are encouraged to learn 1 or more instruments or singing, and become involved in a range of school ensembles and bands. Practical activities include live music experiences as well as a range of digital music technology options including music production. Students learn musical literacy through theory, aural and composition lessons. The music program is highly collaborative and inclusive, enabling students to develop valuable learning skills of self-regulation and perseverance.

## PERFORMING ARTS

Performing Arts includes the fields of drama and dance.

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Dance is expressive movement with purpose and form. Through dance, students develop movement skills to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

In Stage 1 and 2 Creative Arts (Performing Arts), students have the opportunity to undertake a specialised study within or across 1 or more performing arts disciplines including drama, dance and off-stage theatre roles.

## VISUAL ARTS

Visual Arts includes the fields of art, craft and design. Through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience.

They develop practical skills and engage in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by using visual techniques, technologies, practices and processes. They become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others.

## MEDIA ARTS

Media Arts includes the fields of digital drawing, digital photography, digital design and animation. Through use of digital media students create visual representations that communicate artistic ideas. Working individually and collaboratively, students will gain knowledge and understanding of digital media techniques to create a series of projects. Students will create and manipulate digital drawings and photographs, video, animation, sound and text to communicate concepts and stories.

Students will evaluate the use of digital media in today's society and will analyse media artists and their art works.

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## THE ARTS

### YEAR 7 MUSIC

**LEVEL: Year 7**

**LENGTH: 1 term**

#### CONTENT

Students will develop practical skills on piano, drums, ukulele and guitar. Additional weekly Instrumental Music lessons are offered to all Year 7 students in small groups, for a wide range of musical instruments and singing. Students will have many opportunities to explore their own musical interests through listening, composing and performing. They can start as beginning musicians or continue from previous learning.

Some of the studies students may undertake include:

- the language of music (notation)
- specialised music terminology
- history of rock music
- creating their own music tracks using our digital audio workstation.

Areas of skill development include:

- reading, writing and talking about music using specific terminology
- identifying instruments from around the world
- digital music production skills and programming
- appropriate and responsible use of software and equipment.

#### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

### YEAR 7 PERFORMING ARTS

**LEVEL: Year 7**

**LENGTH: 1 term**

#### CONTENT

In this compulsory Performing Arts course, students explore performing as an art form as they practice drama and dance. They build on their awareness of the body and will be encouraged to use their learning and imagination to develop roles and characters independently and collaboratively. They explore and extend their knowledge of dance and develop understanding of safe dance practices.

Practical and theory learning activities will be linked to the elements of drama and dance.

Some of the studies students may undertake include:

- the elements of drama and dance
- analysing and responding to drama and dance from a range of cultures, times and places.

Areas of skill development include:

- character development through actor research, costumes, props, emotions
- control, accuracy, alignment, strength, balance, coordination, placement, flexibility, endurance and articulation
- stage skills including movement, voice, spontaneity, tableau, characterisation, role play.

#### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

### YEAR 7 VISUAL ARTS

**LEVEL: Year 7**

**LENGTH: 1 term**

#### CONTENT

In this compulsory Visual Arts course, students investigate artworks and learn how artists communicate ideas. Students explore traditional and modern Australian art and the arts of Aboriginal and Torres Strait Islander Peoples and learn that they are used for different purposes.

Students experiment with materials, techniques, and technologies and create mixed media artworks to develop their artistic skills.

Students learn how to draw inspiration from artists and how to plan their artworks. They apply the learnt skills to create their own artworks.

Some of the studies students may undertake include:

- drawing
- painting
- printmaking
- 3D sculpture
- mixed media.

Areas of skill development include:

- exploring the work of selected artists and drawing inspiration for own artworks
- experimenting with available materials and techniques
- developing skills in planning own art making process and art products
- making artworks using the elements of art (line, texture, colour, shape, form, value, and space).

#### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

**YEAR 7 MEDIA ARTS****LEVEL: Year 7****LENGTH: 1 term****CONTENT**

In this compulsory Media Arts course, students explore different media such as digital drawing and painting, digital photography, video and animation. They gain knowledge and understanding of different media techniques and create a series of projects. Students investigate media artworks and learn how media artists communicate ideas. They learn how to draw inspiration from artists and how to plan their digital artworks.

Students will be encouraged to work individually or collaboratively.

Practical and theory learning will be linked to the elements and principles of art and design.

Some of the studies students may undertake include:

- digital drawing and painting
- manipulation of digital images
- photography, video and animation.

Areas of skill development include:

- exploring the work of selected media artists and drawing inspiration for own artmaking
- experimenting with available mediums and techniques
- developing skills in planning and creating own digital artworks.

**ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.**ADDITIONAL CHARGES** Nil.**YEAR 8 MUSIC****LEVEL: Year 8****LENGTH: 1 semester****CONTENT**

Students will develop practical skills on piano, drums, ukulele and guitar. Additional weekly Instrumental Music lessons are offered to all Year 8 students in small groups, for a wide range of musical instruments and singing. Students will have many opportunities to explore their own musical interests through listening, composing and performing. They can start as beginning musicians or continue from previous learning.

Some of the studies students may undertake include:

- the language of music (notation)
- specialised music terminology
- history of rock music
- creating their own music tracks using our digital audio workstation.

Areas of skill development include:

- reading, writing and talking about music using specific terminology
- identifying instruments from around the world
- digital music production skills and programming
- appropriate and responsible use of software and equipment.

**ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.**ADDITIONAL CHARGES** Nil.**YEAR 8 PERFORMING ARTS****LEVEL: Year 8****LENGTH: 1 semester****CONTENT**

Students explore performing as an art form as they practice drama and dance. They build on their awareness of the body and will be encouraged to use their learning and imagination to develop roles and characters independently and collaboratively. They explore and extend their knowledge of dance and develop understanding of safe dance practices. Practical and theory learning activities will be linked to the elements of drama and dance.

Some of the studies students may undertake include:

- the elements of drama and dance
- analysing and responding to drama and dance from a range of cultures, times and places.
- dramatic genre study (mime, melodrama).

Areas of skill development include:

- character development through actor research, costumes, props, emotions
- control, accuracy, alignment, strength, balance, coordination, placement, flexibility, endurance and articulation
- stage skills including movement, voice, spontaneity, tableau, characterisation, role play.

**ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.**ADDITIONAL CHARGES** Nil.

## THE ARTS

### YEAR 8 VISUAL ARTS

**LEVEL: Year 8**

**LENGTH: 1 semester**

#### CONTENT

Students investigate and analyse a variety of artworks, and learn how artists communicate ideas and contribute to our community culture. Students continue exploring traditional and modern Australian art and the arts of Aboriginal and Torres Strait Islander Peoples and learn they are used for different purposes.

Students experiment with a range of materials, techniques, and technologies, and create mixed media artworks to develop their artistic skills further.

Students draw inspiration from artists and improve skills in planning of their artworks. They apply the learnt skills to create their own artworks.

Some of the studies students may undertake include:

- drawing
- painting
- printmaking
- 3D sculpture
- mixed media.

Areas of skill development include:

- exploring and analysing artist works and drawing inspiration for own artworks
- experimenting with a wide range of available materials and techniques and practice meaningful application in their artworks
- developing a deeper understanding of the elements of art (line, texture, colour, shape, form, value, and space)
- continue developing skills in planning the art process and art products.

#### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

### YEAR 8 MEDIA ARTS

**LEVEL: Year 8**

**LENGTH: 1 semester**

#### CONTENT

Students explore and experiment with different media such as digital drawing and painting, digital photography, video and animation. Students increase knowledge and understanding of different media techniques and create a series of projects. They investigate and analyse a variety of media artworks, and learn how media artists communicate ideas and contribute to our community culture. They draw inspiration from media artists and improve skills in planning of their artworks.

Students work individually or collaboratively in applying their knowledge and artistic skills.

Practical and theory learning will be linked to the elements and principles of art and design.

Some of the studies students may undertake include:

- digital drawing and painting
- manipulation of digital images
- photography, film and animation
- video installations.

Areas of skill development include:

- exploring and analysing work of selected media artists and drawing inspiration for own artmaking
- experimenting with a wide range of available mediums and techniques and practice meaningful application in their artworks
- continue developing skills in planning and creating of own digital artworks.

#### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

### YEAR 9 MUSIC A

**LEVEL: Year 9**

**LENGTH: 1 semester**

#### CONTENT

Students will learn a musical instrument of their choice and/or voice so they can begin to develop specialist technical skills. Music technology will also be a strong focus of learning in this subject.

Practical lessons will allow students to prepare and present music in the class band and as soloists.

Students will begin to explore music industry skills, starting with safe management of live sound equipment such as microphones, cables, amplifiers and speakers.

Some of the studies students may undertake include:

- the origins of blues and jazz
- the purpose and power of music in film and video games
- evaluating music from different cultures and styles.

Areas of skill development include:

- music notation and terminology
- practical music playing/singing skills
- composing digital music works.

Music students are expected to attend weekly instrumental or singing lessons, either at school through the instrumental music program, or outside school in private lessons.

#### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

#### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have access to their musical instrument at home for regular personal practice outside of school hours.

#### ADDITIONAL CHARGES

Instrument hire is available for string, brass and woodwind instruments at \$30 per term.

**YEAR 9 MUSIC B****LEVEL: Year 9****LENGTH: 1 semester****CONTENT**

Students will continue learning their main instrument and/or voice to build specialist technical skills, as well as developing music technology and live sound production skills relevant to the music industry.

Practical lessons will allow students to work together and independently to rehearse and perform in the class band and as soloists. Music industry skills will include use of digital music software and management of sound equipment such as microphones, cables, amplifiers and speakers.

Some of the studies students may undertake include:

- world music and music from Aboriginal and Torres Strait Islander peoples
- the Australian music industry
- the roles and skills of musicians in society.

Areas of skill development include:

- music notation and terminology
- practical music playing/singing skills
- composing digital music works

Music students are expected to attend weekly instrumental or singing lessons, either at school through the instrumental music program or outside school in private lessons.

**ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have access to their musical instrument at home for regular personal practice outside of school hours.

**ADDITIONAL CHARGES**

Instrument hire is available for string, brass and woodwind instruments at \$30 per term.

**YEAR 9 PERFORMING ARTS A****LEVEL: Year 9****LENGTH: 1 semester****CONTENT**

Students build on their performing skills as they practice drama and dance. They improve technical skills in dancing and acting for the stage. Students build their understanding and use of roles, characters, relationships and situations in a range of independent and collaborative activities. They build further on their awareness of the body and increase confidence and accuracy of movement and projection.

Students have the opportunity to improve and explore their personal style using the elements of dance.

They will be encouraged to explore and develop their drama and off-stage skills with the opportunity to begin specialising in their area of preference. Practical and theory learning activities will be linked to the elements of drama and dance.

Some of the studies students may undertake include:

- the elements of drama and dance
- exploring how the elements of dance are manipulated to communicate a choreographer's intent
- analysing and evaluating performing arts work from a range of cultures, times and places.
- contributing to performances as an actor, dancer or off-stage artist.

Areas of skill development include:

- working collaboratively and independently to create and rehearse performance works
- control, accuracy, alignment, strength, balance, coordination, placement, flexibility, endurance and articulation
- stage skills including movement, voice, spontaneity, tableau, characterisation, role play
- using imagination and creativity to find their own individual place and style within the performing arts experiences.

**YEAR 9 PERFORMING ARTS A [CONTINUED]****ASSESSMENT**

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING Nil.****ADDITIONAL CHARGES Nil.**

## YEAR 9 PERFORMING ARTS B

**LEVEL: Year 9**

**LENGTH: 1 semester**

### CONTENT

Students continue building on their performing skills as they practice drama and dance. They improve technical skills in dancing and acting for the stage. Students build their understanding and use of roles, characters, relationships and situations in a range of independent and collaborative activities. They build further on their awareness of the body and increase their confidence and accuracy of movement and projection.

Students have opportunity to improve and explore their personal style using the elements of dance. They will be encouraged to explore and develop their drama and off-stage skills with the opportunity to begin specialising in their area of preference.

Practical and theory learning activities will be linked to the elements of drama and dance.

Some of the studies students may undertake include:

- the elements of drama and dance
- exploring how the elements of dance are manipulated to communicate a choreographer's intent
- analysing and evaluating performing arts work from a range of cultures, times and places.
- contributing to performances as an actor, dancer or off-stage artist.

Areas of skill development include:

- working collaboratively and independently to create and rehearse performance works
- control, accuracy, alignment, strength, balance, coordination, placement, flexibility, endurance and articulation
- stage skills including movement, voice, spontaneity, tableau, characterisation, role play
- using imagination and creativity to find their own individual place and style within the performing arts experiences.

## YEAR 9 PERFORMING ARTS B [CONTINUED]

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 VISUAL ARTS A

**LEVEL: Year 9**

**LENGTH: 1 semester**

### CONTENT

Students build on their skills in investigating and analysing a variety of artworks. They continue exploring traditional and modern Australian art and the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region. Students evaluate how they and others are influenced by artworks from different cultures, times, and places.

Students continue experimenting with a range of materials, techniques, technologies, and create mixed media artworks to develop their artistic skills further. Students adapt, manipulate, deconstruct, and reinvent techniques to challenge themselves.

Students develop further skills in planning, making, and evaluating of their own art making processes and art products. Students draw inspiration from artists and create their own artworks.

Some of the studies students may undertake include:

- drawing
- painting
- printmaking
- 3D sculpture
- mixed media.

## YEAR 9 VISUAL ARTS A [CONTINUED]

Areas of skill development include:

- exploring and analysing work of selected artists and drawing inspiration for own artmaking
- developing deeper understanding of available materials and techniques and practice meaningful application in their artworks
- building on understanding of the elements of art (line, texture, colour, shape, form, value, and space)
- developing skills in planning, making, and evaluating of art processes and products.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 VISUAL ARTS B

**LEVEL:** Year 9

**LENGTH:** 1 semester

### CONTENT

Students build on their skills in investigating and analysing a variety of artworks. They continue exploring traditional and modern Australian art and the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region. Students evaluate how they and others are influenced by artworks from different cultures, times, and places.

Students continue experimenting with a range of materials, techniques, technologies, and create mixed media artworks to develop their artistic skills further. Students adapt, manipulate, deconstruct, and reinvent techniques to challenge themselves.

Students develop further skills in planning, making, and evaluating their own art making processes and art products. Students draw inspiration from artists and create their own artworks.

Some of the studies students may undertake include:

- drawing
- painting
- printmaking
- 3D sculpture
- mixed media.

Areas of skill development include:

- exploring and analysing work of selected artists and drawing inspiration for own artmaking
- developing deeper understanding of available materials and techniques and practice meaningful application in their artworks
- building on understanding of the elements of art (line, texture, colour, shape, form, value, and space)
- developing skills in planning, making, and evaluating of art processes and products.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 9 VISUAL ARTS EXTENSION

**LEVEL:** Year 9

**LENGTH:** Full year

### CONTENT

Visual Arts Extension is a selective program open to students with a natural creative artistic ability. This program enables like-minded students to work as a group to develop, through enrichment and extension, their artistic skills and visual aesthetic awareness to a higher level than would normally be expected. Participation in this program allows these abilities to develop through a mix of visual inquiry, studio work and critical reflection.

Activities are planned to offer students a wide variety of art encounters and challenges in many forms of visual arts, including:

- painting
- ceramics
- sculpture
- drawing
- printmaking
- photography
- design
- textiles
- animation.

Students will be supported to pursue their own interests and strengths and to develop a personal style of art practice. They will engage in collaborative experiences and take part in workshops designed to enrich and extend their art ideas, skills and processes.

Students will exhibit their own work in a variety of competitions, school presentations and wider community exhibitions. They will build an understanding of the important role of the arts industry in society and culture.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

### RECOMMENDED PRIOR LEARNING

Entry to this extension program is through teacher recommendation only. Students are encouraged to aspire to selection through high achievement and engagement in Year 7 and 8 Visual Arts.

**ADDITIONAL CHARGES** Nil.

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## YEAR 10 MUSIC A

**LEVEL: Year 10**

**LENGTH: 1 semester**

### CONTENT

Students will have the option of learning their chosen instrument or voice, following a digital and live sound production pathway, or a combination of these options. They will build their technical skills and learn to present music in a range of styles to live and online audiences.

Some of the studies students may undertake include:

- exploring and understanding music recording processes
- reading and composing music using notation
- the importance of song writing in society with a focus on Australian rock and pop culture.

Areas of skill development include:

- teamwork and communication within the class band environment
- solo performance playing/singing skills
- planning and preparing for musical performances at school and in the community.

Instrumental or singing students are expected to attend weekly instrumental or singing lessons, either at school through the instrumental music program or outside school in private lessons.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have access to their musical instrument at home for regular personal practice outside of school hours.

### ADDITIONAL CHARGES

Instrument hire is available for string, brass and woodwind instruments at \$30 per term.

## YEAR 10 MUSIC B

**LEVEL: Year 10**

**LENGTH: 1 semester**

### CONTENT

Students will continue learning in their chosen instrument, voice, or sound production pathway, or a combination of these options. They will build their technical skills and learn to present music in a range of styles to live and online audiences.

Some of the studies students may undertake include:

- understanding the music industry including recording, editing and mixing
- reading and composing music using notation
- the evolution and features of European music from the 1600s to classical cross-over music used in contemporary film and video games
- digital minimalist music composition.

Areas of skill development include:

- teamwork and communication within the class band environment
- solo performance playing/singing skills
- planning and preparing for musical performances at school and in the community.

Instrumental or singing students are expected to attend weekly instrumental or singing lessons, either at school through the instrumental music program or outside school in private lessons.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have access to their musical instrument at home for regular personal practice outside of school hours.

### ADDITIONAL CHARGES

Instrument hire is available for string, brass and woodwind instruments at \$30 per term.

## YEAR 10 PERFORMING ARTS A

**LEVEL: Year 10**

**LENGTH: 1 semester**

### CONTENT

Students build further on their performing skills as they practice drama and dance. They improve technical skills in dancing and acting for the stage. Students build their understanding and use of roles, characters, relationships and situations in a range of independent and collaborative activities. Students have opportunities to improvise and develop their personal dance style using the elements of dance. They build further on their awareness of the body and increase confidence and accuracy of movement and projection. Students have many opportunities to develop skills in their preferred area of on-stage drama and dance and off-stage roles such as costume and set design.

They will work collaboratively to plan, direct and rehearse performances. Students will also learn to work independently to plan, rehearse and perform a monologue (a presentation involving 1 person).

Some of the studies students may undertake include:

- the elements of drama and dance
- exploring how the elements of dance are manipulated to communicate a choreographer's intent
- analysing and evaluating performing arts work from a range of cultures, times and places.
- evaluating performances and the impact of these works on the Australian performing arts industry
- contributing to performances as an actor, dancer or off-stage artist.

## YEAR 10 PERFORMING ARTS A [CONTINUED]

Areas of skill development include:

- working collaboratively and independently to create and rehearse performance works
- control, accuracy, alignment, strength, balance, coordination, placement, flexibility, endurance and articulation
- stage skills including movement, voice, spontaneity, tableau, characterisation, role play
- performing expressively with awareness of space, time, character and relationships on stage.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 PERFORMING ARTS B

**LEVEL: Year 10**

**LENGTH: 1 semester**

### CONTENT

Students continue building further on their performing skills as they practice drama and dance.

They improve technical skills in dancing and acting for the stage. Students build their understanding and use of roles, characters, relationships and situations in a range of independent and collaborative activities. Students have opportunities to improvise and develop their personal dance style using the elements of dance. They build further on their awareness of the body and increase confidence and accuracy of movement and projection.

Students have many opportunities to develop skills in their preferred area of on-stage drama and dance and off-stage roles such as costume and set design. They will work collaboratively to plan, direct and rehearse performances. Students will also learn to work independently to plan, rehearse and perform a monologue (a presentation involving 1 person).

Some of the studies students may undertake include:

- the elements of drama and dance
- exploring how the elements of dance are manipulated to communicate a choreographer's intent
- analysing and evaluating performing arts work from a range of cultures, times and places.
- evaluating performances and the impact of these works on the Australian performing arts industry
- contributing to performances as an actor, dancer or off-stage artist.

## YEAR 10 PERFORMING ARTS B [CONTINUED]

Areas of skill development include:

- working collaboratively and independently to create and rehearse performance works
- control, accuracy, alignment, strength, balance, coordination, placement, flexibility, endurance and articulation
- stage skills including movement, voice, spontaneity, tableau, characterisation, role play
- performing expressively with awareness of space, time, character and relationships on stage

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

**RECOMMENDED PRIOR LEARNING** Nil.

**ADDITIONAL CHARGES** Nil.



## YEAR 10 VISUAL ARTS A

**LEVEL: Year 10**

**LENGTH: 1 semester**

### CONTENT

Students will be prepared for further study in Year 11 and 12. They will be introduced to the more formal tasks of talking and writing about art using specialised terminology. Students learn how to visualise their practical exploration and visual learning in a folio.

Students continue exploring Australian art, international art, and the art of Aboriginal and Torres Strait Islander Peoples. Students evaluate how they and others are influenced by artworks from different cultures, times, and places. They reflect on different traditional and contemporary styles and how artists can be identified through the style of their artworks.

Students continue experimenting with a range of materials, techniques and technologies, combining 2 or more visual arts forms to develop their artistic skills. They start specialising in practical skills and working to their strengths. Students develop further skills in planning, making, and evaluating art making processes and art products. They draw inspiration from selected artists and artists of their choice and create own artworks.

Some of the studies that students may undertake include:

- drawing
- painting
- printmaking
- 3D sculpture
- mixed media.

## YEAR 10 VISUAL ARTS A [CONTINUED]

Areas of skill development include:

- exploring and analysing work of selected artists and artists of their own choice and drawing inspiration for their own artmaking
- developing deeper understanding of properties and qualities of available materials and techniques and practice meaningful application in their artworks
- building further on understanding of the elements of art (line, texture, colour, shape, form, value, and space)
- developing further skills in planning, making, and evaluating of art processes and products.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have successfully completed at least 1 semester of Year 9 Visual Arts.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 VISUAL ARTS B

**LEVEL: Year 10**

**LENGTH: 1 semester**

### CONTENT

Students will be prepared for further study in Year 11 and 12. They will be introduced to the more formal tasks of talking and writing about art using specialised terminology. Students learn how to visualise their practical exploration and visual learning in a folio.

Students continue exploring Australian art, international art, and the art of Aboriginal and Torres Strait Islander Peoples. Students evaluate how they and others are influenced by artworks from different cultures, times, and places. They reflect on different traditional and contemporary styles and how artists can be identified through the style of their artworks.

Students continue experimenting with a range of materials, techniques and technologies, combining 2 or more visual arts forms to develop their artistic skills. They start specialising in practical skills and working to their strengths. Students develop further skills in planning, making, and evaluating of art making processes and art products. They draw inspiration from selected artists and artists of their choice and create their own artworks.

Some of the studies that students may undertake include:

- drawing
- painting
- printmaking
- 3D sculpture
- mixed media

## YEAR 10 VISUAL ARTS B [CONTINUED]

Areas of skill development include:

- exploring and analysing work of selected artists and artists of their own choice and drawing inspiration for their own artmaking
- developing deeper understanding of properties and qualities of available materials and techniques, and practising meaningful application in their artworks
- building further on understanding of the elements of art (line, texture, colour, shape, form, value, and space)
- developing further skills in planning, making, and evaluating of art processes and products.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have successfully completed at least 1 semester of Year 9 Visual Arts.

**ADDITIONAL CHARGES** Nil.

## YEAR 10 VISUAL ARTS EXTENSION

**LEVEL:** Year 10

**LENGTH:** Full year

### CONTENT

Visual Arts Extension is a selective program open to students with a natural creative artistic ability. This program enables like-minded students to work as a group to develop, through enrichment and extension, their artistic skills and visual aesthetic awareness to a higher level than would normally be expected. Participation in this program allows these abilities to develop through a mix of visual inquiry, studio work and critical reflection.

Activities are planned to offer students a wide variety of art encounters and challenges in many forms of visual arts, including:

- painting
- ceramics
- sculpture
- drawing
- printmaking
- photography
- design
- textiles
- animation.

Students will be supported to pursue their own interests and strengths and to develop a personal style of art practice. They will engage in collaborative experiences and take part in workshops designed to enrich and extend their art ideas, skills and processes.

Students will exhibit their own work in a variety of competitions, school presentations and wider community exhibitions. They will build an understanding of the important role of the arts industry in society and culture.

### ASSESSMENT

Students are assessed using the Australian Curriculum Achievement Standards.

### RECOMMENDED PRIOR LEARNING

Entry to this extension program is through teacher recommendation only. Students are encouraged to aspire to selection through high achievement and engagement in Year 7, 8 and 9 Visual Arts.

**ADDITIONAL CHARGES** Nil.

## STAGE 1 MUSIC A

**LEVEL:** Year 11 (Stage 1)

**LENGTH:** 1 semester  
(10 SACE Credits)

### CONTENT

Students will have the option of working in either the Stage 1 Music Experience or Stage 1 Music Advanced course, depending on their background knowledge and skills. The areas of focus in this course are music industry skills including performances, sound production, composing and arranging music, and using musical literacy (elements of music terminology and music notation) to analyse and critique musical works.

Some of the studies students may undertake include:

- critiquing a live or an online performance
- analysing and reflecting on their own creative works.

Areas of skill development include:

- live solo and group/band performance
- planning and practicing for musical performances at school and in the community
- composing in a range of styles using technical skills in an area of interest

Instrumental or singing students are expected to attend weekly instrumental or singing lessons, either at school through the instrumental music program or outside school in private lessons.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Creative works
- Assessment Type 2: Musical literacy.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have successfully completed at least 1 semester of Music in Year 10. Students who learn an instrument or voice are expected to practice regularly outside of school hours.

### ADDITIONAL CHARGES

Instrument hire is available for string, brass and woodwind instruments at \$30 per term.

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## STAGE 1 MUSIC B

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester  
(10 SACE Credits)**

### CONTENT

Students will have the option of working either in the Stage 1 Music Experience or Stage 1 Music Advanced course, depending on their background knowledge and skills. The areas of focus in this course are music industry skills including performances, sound production, composing and arranging music, and using musical literacy (elements of music terminology and music notation) to analyse and critique musical works.

Some of the studies students may undertake include:

- critiquing music from different times and places
- reflecting upon and evaluating their learning in the music course.

Areas of skill development include:

- live solo and group/band performance
- planning and practicing for musical performances at school and in the community
- composing in a range of styles using technical skills in an area of interest.

Instrumental or singing students are expected to attend weekly instrumental or singing lessons, either at school through the instrumental music program or outside school in private lessons.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Creative works
- Assessment Type 2: Musical literacy.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have successfully completed at least 1 semester of Music in Year 10. Students who learn an instrument or voice are expected to practice regularly outside of school hours.

### ADDITIONAL CHARGES

Instrument hire is available for string, brass and woodwind instruments at \$30 per term.

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## STAGE 1 CREATIVE ARTS (PERFORMING ARTS) A

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester  
(10 SACE Credits)**

### CONTENT

Students have the opportunity to work and specialise within their preferred areas of drama, dance, or off-stage theatre roles to plan, rehearse and perform productions for the stage and film.

They will investigate the skills and processes needed to work productively in the performing arts, using the work of performing arts practitioners as sources of learning and inspiration. Students will need to keep a record of their learning and creative processes, with annotated reflective comments and visual evidence of their creative arts skills and thinking.

Areas of skill development include:

- working collaboratively and creatively with others
- self-directing an individual investigation
- documenting learning processes within the performing arts.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Product
- Assessment Type 2: Folio.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have successfully completed Year 10 Performing Arts: Drama/Dance.

### ADDITIONAL CHARGES

Students will have the opportunity to see a live performance or participate in a workshop during the semester which will result in an additional charge.

## STAGE 1 CREATIVE ARTS (PERFORMING ARTS) B

**LEVEL: Year 11 (Stage 1)**

**LENGTH: 1 semester  
(10 SACE Credits)**

### CONTENT

Students will continue to refine their skills and specialise in their preferred areas of drama, dance, or off-stage theatre roles to plan, rehearse and perform productions for the stage and film.

They will investigate the skills and processes needed to work productively in the performing arts, using the work of performing arts practitioners as sources of learning and inspiration. Students will need to keep a record of their learning and creative processes, with annotated reflective comments and visual evidence of their creative arts skills and thinking.

Areas of skill development include:

- working collaboratively and creatively with others
- self-directing an individual investigation
- documenting learning processes within the performing arts.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Product
- Assessment Type 2: Folio.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have successfully completed Year 10 Performing Arts: Drama/Dance.

### ADDITIONAL CHARGES

Students will have the opportunity to see a live performance or participate in a workshop during the semester which will result in an additional charge.

**STAGE 1 VISUAL ARTS A****LEVEL: Year 11 (Stage 1)****LENGTH: 1 semester  
(10 SACE Credits)****CONTENT**

Students will explore and use a range of materials and technologies as they experiment and develop their visual thinking and art making. They will record and document their ideas and learning progress using visual examples and visual arts language in a folio. Students will build their understanding and ability to analyse and evaluate art through guided research and exploration tasks. Students will apply their technical skills to create practical works using a range of possible materials and technologies.

Some of the studies students may undertake include:

- drawing
- mixed media – painting and collage.

Areas of skill development include:

- presenting a practitioner's statement to describe, explain and evaluate their work
- producing a visual study to explore and experiment with styles, materials and technologies
- basing artwork on their analysis of selected arts practitioners

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual study.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have successfully completed at least 1 semester of Year 10 Visual Arts.

**ADDITIONAL CHARGES** Nil.**STAGE 1 VISUAL ARTS B****LEVEL: Year 11 (Stage 1)****LENGTH: 1 semester  
(10 SACE Credits)****CONTENT**

Students will develop their understanding of the elements and principles of sculpture and working through 3-dimensional making processes as they experiment and develop their visual thinking and art making. They will create a folio to record and document their ideas and learning progress using visual examples and visual arts language. Students will continue to build their understanding and ability to analyse and evaluate art through guided research and exploration tasks.

Some of the studies students may undertake include:

- sculpture
- drawing
- painting.

Areas of skill development include:

- using a range of possible materials and technologies.
- presenting a practitioner's statement to describe, explain and evaluate their work
- producing a visual study to explore and experiment with styles, materials and technologies (focus on 3D art)
- basing artwork on their analysis of selected arts practitioners.

**ASSESSMENT**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual study.

**RECOMMENDED PRIOR LEARNING**

Although not compulsory, it is preferred that students have successfully completed at least 1 semester of Year 10 Visual Arts.

**ADDITIONAL CHARGES** Nil.**STAGE 2 MUSIC EXPLORATIONS****LEVEL: Year 12 (Stage 2)****LENGTH: Full year  
(20 SACE Credits)****CONTENT**

Students must be able to work independently with self-directed learning skills in this subject.

They will explore music in an area and style of personal interest using traditional acoustic instruments, electronic instruments, or digital audio workstations. They will experiment with sound and document their learning experiences through a negotiated focus of learning.

Some of the studies students may undertake include:

- ensemble (group or band) performance
- solo performance
- recording industry skills
- instrument design and crafting
- electronic music production

Areas of skill development include:

- researching and exploring how music is made in their chosen style or genre
- experimenting with software, technology and equipment to create music
- critical and creative thinking through critiquing live music performances
- refining and presenting performances or other music products
- composing and/or arranging music

Written and multimodal tasks include a process journal, comparisons of different musical works and a reflective review of progress and learning.

## STAGE 2 MUSIC EXPLORATIONS [CONTINUED]

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Musical Literacy
- Assessment Type 2: Explorations Portfolio
- Assessment Type 3: Creative Connections.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is preferred that students have successfully completed at least 1 semester of Stage 1 Music. Students who learn an instrument or voice are expected to practice regularly outside of school hours.

### ADDITIONAL CHARGES

Instrument hire is available for string, brass and woodwind instruments at \$30 per term.

## STAGE 2 CREATIVE ARTS (PERFORMING ARTS)

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year (20 SACE Credits)**

### CONTENT

Students work creatively and productively to demonstrate skills in their chosen area of drama, dance or off-stage theatre roles. They will apply their practical skills and techniques to develop and present productions for stage and film. Students will investigate and critically analyse roles and processes needed to be successful in the performing arts, and use their knowledge to improve their own planning, rehearsal and presentation.

Some of the studies students may undertake include:

- conducting an inquiry into an area of performing arts of interest
- documenting the exploration and investigation of creative arts media, materials, techniques, processes, technologies and products.

Areas of skill development include:

- critical reflection of skills and thinking processes
- working collaboratively and creatively with others
- self-directing an individual investigation.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Product
- Assessment Type 2: Inquiry
- Assessment Type 3: Practical skills.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is expected that students have successfully completed Year 11 Performing Arts.

### ADDITIONAL CHARGES

Students will have the opportunity to see a live performance or participate in a workshop which will result in an additional charge.

## STAGE 2 VISUAL ARTS

**LEVEL: Year 12 (Stage 2)**

**LENGTH: Full year (20 SACE Credits)**

### CONTENT

Students will have the opportunity to specialise in their chosen area of practical interest.

They will be encouraged to work in a personal way on topics of their own choice and media.

Through experimentation, students will develop a range of skills and techniques in a variety of forms and technologies to visually communicate their ideas to others.

Areas of skill development include:

- knowledge and understanding of aspects of art
- self-directed inquiry using research, analysis, practice and adaption
- documenting decision-making and problem-solving
- creating their own resolved works of art.

### ASSESSMENT

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study.

### RECOMMENDED PRIOR LEARNING

Although not compulsory, it is expected that students have successfully completed at least 1 semester of full year of Year 11 Visual Arts.

**ADDITIONAL CHARGES Nil.**

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**Government of South Australia**  
Department for Education