Introduction

At Blackwood High School we are committed to students achieving their personal best by providing them with opportunities to excel through support and challenge. We aim for all students to strive to achieve, in conjunction with their teachers, enabling them to have a broad breadth and choice of post school options.

This prospectus describes the curriculum in Years 8 to 12 at Blackwood High School for 2016. The subject selection process is very important in shaping potential and desired future pathways through to further education, training and employment. The information provided is designed to support students and their families in making informed choices for their future through course options.

The curriculum at Blackwood High School in Years 8 to 10 is the International Baccalaureate Middle Years Program (IBMYP) and is consistent with the Australian Curriculum. The IBMYP curriculum is internationally accredited and is supported through strong curriculum connections within and across the Mitcham Hills Partnership. Students coming to Blackwood from within the Mitcham Hills Partnership from Coromandel Primary School continue with the five year IBMYP program to the end of Year 10. Students who come from schools outside this primary school are able to complete the IBMYP through Years 8 to 10. Belair, Blackwood, Coromandel Valley and Eden Hills Primary Schools deliver the International Baccalaureate Primary Years Program (IBPYP). There is synergy between the IBPYP and IBMYP.

The IBMYP equips students with the skills and abilities to engage in a full range of courses in the South Australian Certificate of Education (SACE) at Year 11 and 12 as well as developing globally minded young people. Within Year 9 and 10, students are able to make some choices to follow their passions, strengths and interests. Students in Year 10 commence their SACE studies by undertaking the compulsory component, the Personal Learning Plan (PLP), delivered through their Pastoral Care Program. There are a number of aspects of the IBMYP that prepare students into their senior schooling years. The IBMYP uses criteria based assessment supporting movement into the performance standards of the SACE. It includes students undertaking a Personal Project of interest which assists them to develop the research skills needed to be successful in the compulsory SACE Stage 2 Research Project. Students are also involved in volunteering as part of the Community Service aspect of the IBMYP.

The senior school curriculum is consistent with the SACE offering both SACE Stage 1 (Year 11) and SACE Stage 2 (Year 12) opportunities. Students at Blackwood High School can undertake a range of courses in the senior school including a comprehensive range of Vocational Education and Training (VET) programs. Details of the requirements to complete the SACE and the opportunities available are provided in the prospectus.

Blackwood High School actively seeks links with the tertiary sector to offer curriculum that enables students to have tertiary experience. This includes enrolment in some tertiary programs and tertiary staff working with students and our staff. Flinders University offers an Extension Studies program where Year 12 students can undertake two topics (equivalent to a full year) in most undergraduate areas. The results from the Extension Studies courses can be counted towards student’s Australian Tertiary Admission Rank (ATAR). In 2015 the school formed a relationship with the University of Adelaide for their Early Entry program into science related courses. The University of Adelaide offers the Headstart Scholarships for Year 12 students to undertake selected First Year Undergraduate courses. Opportunities change from year to year; however, as options become available, students are provided with information and are supported by the staff in the school.

To enable the important process of course selection and counselling, student assemblies to explain the process and parent information evenings will be conducted early in Term 3 prior to the Course Counselling Day.

Course selection requires making wise decisions. These decisions need to be based on student individual interests, past successes and desired futures. Staff at Blackwood High School are available to assist students and parents in providing information and advice about course requirements and opportunities.

I commend this prospectus to you to support the course counselling process for studies in 2016.

Marion Coady
Principal
# INTRODUCTION

# CONTENTS

## COURSE COUNSELLING AND SUBJECT SELECTION

## SPECIAL INTEREST SPORT PROGRAMS

<table>
<thead>
<tr>
<th>Special Interest Netball and Football Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## INTERNATIONAL STUDENT PROGRAMS

<table>
<thead>
<tr>
<th>International Student Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM

<table>
<thead>
<tr>
<th>International Baccalaureate Middle Years Program (IBMYP)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The IB Learner Profile</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>Middle Years Curriculum Pattern</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary of Year 8, 9 and 10 Subjects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SENIOR SCHOOL

<table>
<thead>
<tr>
<th>South Australian Certificate of Education (SACE)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the SACE?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Advice to Year 11 and 12 Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SACE Planner 2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post School Pathways</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational Education and Training</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 1 (Year 11) Subjects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2 (Year 12) Subjects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Personal Learning Plan</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Research Project</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Learning and Community Studies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## LEARNING AREAS

<table>
<thead>
<tr>
<th>The Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business and Enterprise, Design, Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross-Disciplinary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design, Home Economics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English, Language and Literature, ESL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Physical Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities, Individuals and Societies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Acquisition, Languages other than English (LOTE)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## GLOSSARY

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

## REFERENCES

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>
BLACKWOOD HIGH SCHOOL VISION

To educate students, at an internationally accredited school, to be inspired to achieve, to respect others, to learn about the importance of community and traditions, and to be responsible and active as local and global citizens.
Selecting Courses for 2016
Course counselling and subject selection is a process that involves students, parents/caregivers and the school. It is most important that students talk with families and other knowledgeable adults well ahead of time about their interests, talents, abilities and aspirations. The Blackwood High School Prospectus provides a great deal of information that can help with these discussions. The Prospectus is published on the school’s website.

Information regarding course counselling and subject selection is distributed to Year 8 - Year 11 students and discussed by Care Group teachers and Year Level Leaders at key times.

A SACE Parent Information Evening will be organised for parents/caregivers of Year 10 and 11 students early in Term 3 to provide information about subject selection, pathways planning, the South Australian Certificate of Education (SACE) and post-school options.

Dates and times of key events will be published in the school newsletter, on the school website and through information sheets that are sent home with students via Care Groups.

The Course Counselling Process
At school, Care Group teachers help to prepare students for Course Counselling with the support of Year Level Leaders and the Executive Team. A specialist staff team that includes the SACE Coordinator, Student Counsellors, the Personalised Learning Coordinator and the VET/Pathways Coordinator is also available to advise on particular pathways and/or subject choices. Students and parents/caregivers are encouraged to contact Curriculum Leaders and subject teachers for more information about specific subjects and pathways to further education, training and careers.

In 2015, all Year 8, 9, 10 and 11 students will use an online preference system called Web Preferences to select subjects for 2016. Each student will be provided with unique login name and password. Further information on the use of Web Preference to select subjects will be distributed via Care Group in early Term 3.

Subject Selection
Year 8 and 9 students will select subjects for 2016 in consultation with their Care Group teacher and parents/caregivers using the online preference system, Web Preferences. Students will print out, sign and forward their subject selection receipt to their Care Group teacher.

Year 10 and 11 students attend appointments on Course Counselling Day to discuss pathways and subject selections with parents/caregivers and teachers, and submit their subject selection receipts printed from Web Preferences. On Course Counselling Day Years 10 and 11 students only attend their counselling appointments. They do not attend their usual classes. Parents/caregivers book appointments online using the School Online Booking System (SOBS).

Additional information regarding these processes is provided in the school newsletter, on the school website and through information letters sent home with students via Care Group early in Term 3.

Course Confirmation
Students and parents/caregivers receive a confirmation of subjects selected for 2016 which is signed at parent/teacher interviews at the end of Term 3. It is important to note that this does not provide a guarantee of subjects to be studied in 2016. This final confirmation happens later in the year after final assessment grades are known and subjects are scheduled. Although every effort will be made to meet students’ preferred choices, this will be possible only within the school’s capacity to provide the required teachers and to form viable classes. Students and families should also be aware that some students may need to revise decisions if subjects they wish to study are scheduled at the same time. When this happens the school makes every effort to be flexible and parents/caregivers are informed about changes that may be required.

Year 7 Process
Year 7 parents/caregivers and students will be notified by post of critical dates and the timeline for return of subject selection and enrolment information in late August. Year 7 students will not need to use the online preference system and students will be provided with a subject selection form via post.

Recommendations to all students about selecting a course
Before selecting a course or subject there are a number of important steps to follow:

- It is important to consider possible future pathways based on students’ current level of performance as well as their ambitions and capabilities. Thinking about future options can be a very challenging and difficult process so students should seek as much advice and information as possible to determine a realistic learning program.
- It is important to be aware of the subject selection process. Students need to know, for example, the number of subjects that they must select, the subject selection timeline, and the staff who can answer any questions.
- In thinking about future pathways, students need to consider the possibilities of university entry, TAFE enrolment and employment. Universities and TAFE impose their own criteria for selection purposes in some courses. Refer to the Post School Pathways section of this booklet for more information.
- Look carefully at the information in the various flow charts. If students need further clarification on a particular subject they should speak to the contact person listed in the subject information.
- Students must base their subject choices on as much information as possible. They should seek information from a variety of sources including subject teachers and Curriculum Leaders. The more information they have, the more informed their choices will be and the greater chance they will have of achieving personal success.
- Refer to the back of this Prospectus for a list of useful publications and websites.

Specific recommendations for Year 10 and 11 students
Students need to thoroughly familiarise themselves with the range of SACE and Flexible Learning Options available.

- They need to learn the terminology used to describe the senior school curriculum.
- It is important to fully understand the requirements of the South Australian Certificate of Education (SACE) and Vocational Education and Training (VET). Refer to the SACE section and the glossary in the back of this prospectus.
Special Interest Netball Program

Since 1994 Blackwood High School has offered the Special Interest Netball Program to foster excellence and elite skills in talented young athletes.

The Netball Program is available as a subject in Years 8, 9, 10 and 11 and is open to girls who demonstrate talent and potential in Netball.

The program is endorsed by Netball South Australia (Netball SA) through the provision of resources and specialist coaching.

The Netball Program is aimed at students who:
• demonstrate skill and a commitment to Netball
• wish to spend time in further development
• aim to compete at a higher level than that of the average student

This may include school, club, regional association or state level.

Entry to the program is by application and a trialling process is conducted by Netball SA during Term 2. Once accepted all students in the Netball Program must play for a club outside the school. This club must be affiliated with Netball SA (Metropolitan, Hills, SUNA). SAUCNA is not part of this group. The Special Interest Netball Program is a demanding course that requires students to be motivated and capable both academically and physically.

The program incurs fees to cover travel, equipment and clothing.

For more information please contact Bianca Reddy/Glen Little (Netball Program Manager). See the Health and Physical Education section for further subject information.

Special Interest Australian Football Program

Boys with a genuine interest in Australian Rules Football may apply to join the Football Program.

The program is supported by Nationally Accredited Coaches from the school, community and state football associations.

The Football Program provides the opportunity for players to maximise their development as they train and receive football coaching within the school curriculum.

The program aims to meet the needs of students who demonstrate a high level of skill, a commitment to football and a wish to compete at a higher level, which may include school, club, regional association or state.

As part of the application process students may need to attend a skills testing session and an interview with their parents/caregivers.

The Special Interest Football Program is a demanding course that requires students to be motivated and capable both academically and physically.

For further details please contact Glen Little (Football Program Manager). See the Health and Physical Education section for further subject information.
Blackwood High School is a large metropolitan high school located in the hills of Adelaide. Currently our enrolment caters for approximately 844 students.

International students are very welcome at our school. Blackwood High School is characterized by large open green areas, extensive sporting fields, views of the Adelaide Hills and beautiful grounds abundant with trees, gardens and native Australian birds.

At Blackwood High School we offer Study Abroad, Intensive Secondary English (ISEC) and High School graduate programs to fee paying international students. An extensive academic curriculum and co-curriculum provides opportunities for study in a supportive and friendly environment. The International Student Program Coordinator monitors and supports all international students at the school.

German, Japanese and Spanish languages can be studied at the school while other languages (including Background Speakers Japanese, Chinese, Vietnamese and Korean) can be studied off campus by negotiation. Entry to the Special Interest Sport Programs for Netball and Football is considered by special application.

The Intensive Secondary English Course (ISEC) program is delivered in a learning environment that nurtures social cohesion and intercultural perspectives for students before they enter mainstream study programs. This class consists of no more than fifteen students, with a program specially designed to assist in developing their English proficiency and their knowledge of Australia and Australian culture and lifestyle. Introductory courses in Science and Technology, Practical English, English as an Additional Language or Dialect and Society and Culture are included to prepare students for entry to mainstream studies.

English as an Additional Language and language support is available at SACE Stage 1 and 2 levels, and a strong Pastoral Care Program supports student welfare and orientation.

Visit by Short Term Study tours are also available by negotiation with International Education Services (IES). Please visit: www.internationalstudents.sa.edu.au

Blackwood High School delivers education programs to international students on behalf of the South Australian Department for Education and Child Development (DECD). CRICOS PROVIDER CODE: 00018A

For further information
Mail: Blackwood High School
       4 Seymour Street
       Eden Hills 5050
       South Australia
Phone: 0011 61 8 8278 0900
Fax: 0011 61 8 8278 0999
Email: international@bhs.sa.edu.au

Please refer to the school website, International Section for further details. www.bhs.sa.edu.au
The IBMYP Program and the Australian Curriculum

The development of the Australian Curriculum is guided by the Melbourne Declaration on Educational Goals for Young Australians, adopted by the Council of State and Territory Education Ministers in December 2008.

Blackwood High School’s Middle School curriculum is consistent with the Australian Curriculum. The Years 8 to 10 curricula have been redeveloped to ensure that they meet the standards for the new curriculum and the International Baccalaureate Middle Years Program (IBMYP).

The IBMYP will continue to provide the framework, assessment criteria and the philosophy underpinning studies in the Middle Years at Blackwood High School.

What is the Middle Years Program?

Life in the 21st Century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning.

The IBMYP is designed to help students find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning.

The IBMYP framework supports the delivery of the Australian Curriculum and builds upon the very best Middle Schooling methodology. The model illustrated below (left) places the students at the centre of the curriculum with a strong focus on approaches to effective teaching and learning in the curriculum as well as the establishment of both contextual and conceptual understanding in our students. Also central to the IBMYP model are the ideas of students’ ‘action’, ‘service’ and ‘international-mindedness’. The IBMYP has eight Areas of Study which align with those of the Australian Curriculum and the current South Australian Department for Education and Child Development (DECD) requirements.

IBMYP

Language and Literature
Language Acquisition
Design
Individuals and Societies
Health and Physical Education
Sciences
Arts
Mathematics

Australian Curriculum

English
German, Japanese
Design and Technology, Home Economics
History and Geography
Health and Physical Education
Science
Visual and Performing Arts
Mathematics
THE YEAR 10 PERSONAL PROJECT

The Personal Project, introduced late in Year 9 and completed in Year 10, is an individual research project undertaken by each IBMYP student based on an area of personal interest. The student produces a significant product or outcome that provides evidence of their learning journey. Staff members act as supervisors of the process. The Personal Project aids students in developing their time management, critical thinking and inquiry skills. It is also great practice for the SACE Research Project that students must complete in their senior years.

The mid-year Personal Project Exhibition is a highlight of the school year.

Assessment in the IBMYP

Students are assessed in each subject against criteria set down by the IBMYP. The criteria are explicit and provide for basic to very high achievement. Please enquire at the school for more information about the assessment criteria.

The IB Learner Profile

Inquirers
The student’s natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable
Students explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.

Critical Thinkers
Students exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.

Communicators
Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

Risk-Takers
Students approach unfamiliar situations with confidence and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

Principled
Students have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.

Caring
Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.

Open-Minded
Through an understanding and appreciation of their own culture, students are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

Well-Balanced
Students understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.

Reflective
Students give thoughtful consideration to their own learning and personal development. They are able to analyse their strengths and weaknesses in a constructive manner.
KEY CONCEPTS

The IBMYP focuses on making the curriculum relevant to our students by making explicit conceptual links between what is being studied and other broader contexts.

To meet this end, the program outlines sixteen key concepts that are shared across all learning areas (see table below). These are then accompanied by specific subject-related concepts.

### IBMYP Key Concepts

<table>
<thead>
<tr>
<th>Aesthetics</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communities</td>
</tr>
<tr>
<td>Connections</td>
<td>Creativity</td>
</tr>
<tr>
<td>Culture</td>
<td>Development</td>
</tr>
<tr>
<td>Form</td>
<td>Identity</td>
</tr>
<tr>
<td>Logic</td>
<td>Perspectives</td>
</tr>
<tr>
<td>Relationships</td>
<td>Symptoms</td>
</tr>
<tr>
<td>Global interactions</td>
<td>Time, place and space</td>
</tr>
</tbody>
</table>

Harmony Day 2015
The following table illustrates the required and choice units of work undertaken by students from each of the eight learning areas. A ‘unit’ is a half year semester of study.

**Personalised Curriculum Programs**
In the interest of addressing the skills, abilities and passions of individual student’s acceleration to a subject or course at a higher year level may be approved by negotiation with the Principal and/or her delegate.

Learning Support in Literacy and Numeracy is available to suit the needs of some identified learners in Years 8-10.
### SUMMARY OF YEAR 8, 9 and 10 SUBJECTS

#### Year 8 Subjects

<table>
<thead>
<tr>
<th>Required Subjects</th>
<th>Choice Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individuals and Societies</strong></td>
<td><strong>Design: Home Economics</strong></td>
</tr>
<tr>
<td><strong>Language and Literature</strong></td>
<td><strong>Health and Physical Education: Physical Education</strong></td>
</tr>
<tr>
<td><strong>Language Acquisition: German</strong></td>
<td><strong>Design: STEM Innovation in Technology</strong></td>
</tr>
<tr>
<td><strong>Language Acquisition: Japanese</strong></td>
<td><strong>The Arts: Dance</strong></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>The Arts: Drama</strong></td>
</tr>
<tr>
<td><strong>Health and Physical Education: Netball A &amp; B (Special Application)</strong></td>
<td><strong>The Arts: Music</strong></td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td><strong>The Arts: Visual Arts</strong></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Design: Home Economics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Design: Design and ICT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The Arts: Performing Arts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The Arts: Visual Arts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Choice Subjects</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Design: Home Economics</strong></td>
<td><strong>Choose 1 subject from here</strong></td>
</tr>
<tr>
<td><strong>Health and Physical Education: Physical Education</strong></td>
<td><strong>STEM Advanced Technologies</strong></td>
</tr>
<tr>
<td><strong>Health and Physical Education: Football (Special Application)</strong></td>
<td><strong>Electrotechnology</strong></td>
</tr>
<tr>
<td><strong>Design: STEM Innovation in Technology</strong></td>
<td><strong>Mixed Materials Technology</strong></td>
</tr>
<tr>
<td><strong>The Arts: Dance</strong></td>
<td><strong>Home Economics: Food</strong></td>
</tr>
<tr>
<td><strong>The Arts: Drama</strong></td>
<td><strong>Home Economics: Textile</strong></td>
</tr>
<tr>
<td><strong>The Arts: Music</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The Arts: Visual Arts</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 9 Subjects

<table>
<thead>
<tr>
<th>Required Subjects</th>
<th>Choice 1 subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individuals and Societies</strong></td>
<td><strong>Dance 1</strong></td>
</tr>
<tr>
<td><strong>Language and Literature</strong></td>
<td><strong>Dance 2</strong></td>
</tr>
<tr>
<td><strong>Language Acquisition: German</strong></td>
<td><strong>Design</strong></td>
</tr>
<tr>
<td><strong>Language Acquisition: Japanese</strong></td>
<td><strong>Drama 1</strong></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Drama 2</strong></td>
</tr>
<tr>
<td><strong>Health and Physical Education: Netball A &amp; B (Special Application)</strong></td>
<td><strong>Music</strong></td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td><strong>Visual Arts 1</strong></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Visual Arts 2</strong></td>
</tr>
<tr>
<td><strong>Design: Home Economics</strong></td>
<td><strong>Choose 1 subject</strong></td>
</tr>
<tr>
<td><strong>Design: Design and ICT</strong></td>
<td><strong>STEM Advanced Technologies</strong></td>
</tr>
<tr>
<td><strong>The Arts: Performing Arts</strong></td>
<td><strong>Electrotechnology</strong></td>
</tr>
<tr>
<td><strong>The Arts: Visual Arts</strong></td>
<td><strong>Mixed Materials Technology</strong></td>
</tr>
<tr>
<td><strong>Choice Subjects</strong></td>
<td><strong>Home Economics: Food</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Home Economics: Textile</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Arts: Dance</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Arts: Drama</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Arts: Music</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Arts: Visual Arts</strong></td>
</tr>
</tbody>
</table>
## Year 10 Subjects

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals and Societies</td>
<td>47</td>
</tr>
<tr>
<td>Language and Literature</td>
<td>42</td>
</tr>
<tr>
<td>Language and Literature: Intensive Secondary English Course</td>
<td>42</td>
</tr>
<tr>
<td>Language Acquisition: German</td>
<td>52</td>
</tr>
<tr>
<td>Language Acquisition: Japanese</td>
<td>52</td>
</tr>
<tr>
<td>Mathematics</td>
<td>58</td>
</tr>
<tr>
<td>Health and Physical Education: Football (Special Application)</td>
<td>65</td>
</tr>
<tr>
<td>Health and Physical Education: Girls and Physical Activity</td>
<td>65</td>
</tr>
<tr>
<td>Health and Physical Education: Specialist Physical Education</td>
<td>64</td>
</tr>
<tr>
<td>Health and Physical Education: The World Outdoors</td>
<td>65</td>
</tr>
<tr>
<td>Health and Physical Education: Sports Studies</td>
<td>65</td>
</tr>
<tr>
<td>Language Acquisition: German</td>
<td>52</td>
</tr>
<tr>
<td>Language and Literature</td>
<td>42</td>
</tr>
<tr>
<td>Language Acquisition: Japanese</td>
<td>52</td>
</tr>
<tr>
<td>Mathematics</td>
<td>58</td>
</tr>
<tr>
<td>Health and Physical Education: Football (Special Application)</td>
<td>65</td>
</tr>
<tr>
<td>Health and Physical Education: Girls and Physical Activity</td>
<td>65</td>
</tr>
<tr>
<td>Health and Physical Education: Specialist Physical Education</td>
<td>64</td>
</tr>
<tr>
<td>Health and Physical Education: The World Outdoors</td>
<td>65</td>
</tr>
<tr>
<td>Health and Physical Education: Sports Studies</td>
<td>65</td>
</tr>
<tr>
<td>Design: STEM Advanced Production Technologies</td>
<td>82</td>
</tr>
<tr>
<td>Design: Electrotechnology</td>
<td>82</td>
</tr>
<tr>
<td>Design: Mixed Materials Technologies</td>
<td>82</td>
</tr>
<tr>
<td>Design: Digital Photography</td>
<td>83</td>
</tr>
<tr>
<td>Design: Home Economics: Child Studies</td>
<td>70</td>
</tr>
<tr>
<td>Design: Home Economics: Food Technology 1</td>
<td>71</td>
</tr>
<tr>
<td>Design: Home Economics: Food Technology 2</td>
<td>71</td>
</tr>
<tr>
<td>Design: Home Economics: Textile Technology</td>
<td>71</td>
</tr>
<tr>
<td>The Arts: Dance 1</td>
<td>32</td>
</tr>
<tr>
<td>The Arts: Dance 2</td>
<td>32</td>
</tr>
<tr>
<td>The Arts: Design 1</td>
<td>32</td>
</tr>
<tr>
<td>The Arts: Design 2</td>
<td>33</td>
</tr>
<tr>
<td>The Arts: Drama 1</td>
<td>33</td>
</tr>
<tr>
<td>The Arts: Drama 2</td>
<td>33</td>
</tr>
<tr>
<td>The Arts: Music 1</td>
<td>34</td>
</tr>
<tr>
<td>The Arts: Music 2</td>
<td>34</td>
</tr>
<tr>
<td>The Arts: Visual Arts 1</td>
<td>31</td>
</tr>
<tr>
<td>The Arts: Visual Arts 2</td>
<td>31</td>
</tr>
<tr>
<td>The Arts: Visual Arts 3</td>
<td>32</td>
</tr>
<tr>
<td>and / or</td>
<td></td>
</tr>
<tr>
<td>Extension Mathematics</td>
<td>58</td>
</tr>
<tr>
<td>Extension Science</td>
<td>76</td>
</tr>
<tr>
<td>Big History</td>
<td>47</td>
</tr>
</tbody>
</table>
The SACE

Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to further education and training.

The SACE has been updated and strengthened to ensure it meets the 21st Century context and needs of students, families, higher and further education providers, employers and the community. The SACE helps students to develop the skills and knowledge they need to succeed – whether they are aiming for further education and training, university, apprenticeship or direct entry to the workforce. Students may now combine study at school with other forms of training or education. These more flexible programs of study are negotiated on an individual basis and usually involve Community Learning and/or Vocational Education and Training (VET) pathways. Further details of these options are provided in the Cross-disciplinary section of the Prospectus (see p. 24).

The SACE is based on two stages of achievement:

- Stage 1 (normally undertaken in Year 11)
- Stage 2 (normally undertaken in Year 12)

Assessment

Students provide evidence of their learning which is assessed against Performance Standards, which describe five levels of achievement from A - E.

Students will receive a school grade (from A to E) for each subject at Stage 1 and 2. However, at Stage 2, students’ final grades are reported to the SACE Board from A+ to E−.

How Do Students Achieve the SACE?

At Blackwood High School, most students study towards their SACE certificate over three years via the following pathway of study:

- The Personal Learning Plan, which most students are expected to complete in Year 10.
- Stage 1, which most students continue in Year 11 by enrolling in a minimum of 5 subjects per semester, plus a Research Practices subject in Semester 1 and Research Project in Semester 2.
- Stage 2, which most students continue in Year 12 by enrolling in a minimum of four full year subjects (or the equivalent).

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

The Compulsory Subjects are:

- Personal Learning Plan (10 credits at Stage 1) (see p. 23)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1)
- Research Project – an individual major research and inquiry project (10 credits at Stage 2) studied in Year 11
- Other Stage 2 subjects totalling at least 60 credits

Students must pass (gain at least a C) in the compulsory subjects to gain the SACE.

The remaining 90 credits can be gained through additional SACE Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choosing, such as VET, recognised or community learning.
Subject Choices

Beyond the compulsory subjects, the SACE offers a wide range of other subjects and courses. Subjects are generally offered by the SACE Board and some courses are offered by other organisations, such as TAFE, then recognised by the Board to count towards the SACE.

Refer to pages 22 and 23 for the lists of subjects to be offered at Stage 1 and 2 at Blackwood High School.

Students With Disabilities or Special Needs

The SACE offers a range of modified subjects as options for students with significant disabilities and special provisions are available for students with special needs.

Where do you go for further help?

Visit the SACE Board website at www.sace.sa.edu.au for more information about the SACE.

Students Online

Students Online is a one-stop-shop for information about an individual student's SACE. It can help students:

• Plan their SACE and look at different subject, or subject and course, combinations
• Check progress towards completing their SACE
• Access their results

Students can log in to Students Online using their SACE registration number and pin at:
www.sace.sa.edu.au/students-online

Special Advice to Year 11 Students

Year 11 students will be expected to choose a minimum of five subjects (50 credits) in Semester 1 and five subjects (50 credits) in Semester 2 including the compulsory literacy and numeracy requirements. Students may choose up to 60 credits per semester plus offline subjects (not scheduled during the course of the school day) by negotiation.

When not engaged in face to face contact with teachers, Year 11 students are expected to use their supervised study time efficiently and manage their time. Flexible timetables become a feature of study in the Senior School and students are supported in making effective use of their independent study time.

In Semester 1, Year 11 students will be supported through enrolment in Research Practices which is designed to assist students to develop research/inquiry skills in preparation for the Research Project.

In Semester 2, Year 11 students will be expected to study the SACE Stage 2 Research Project subject.

For satisfactory completion of the SACE, students must achieve a C- grade or better for the Research Project (see p. 24).
Special Advice to Year 12 Students

Year 12 students generally choose a minimum of four 20 credit Stage 2 subjects. This enables students to maximise their options for future pathways and for tertiary entrance.

Some flexibility exists to allow students to choose to study three 20 credit Stage 2 subjects, plus two or more 10 credit subjects. This pattern of study can be selected by negotiation, and may be recommended to support students who are undertaking Negotiated Education Plans, Vocational Education and Training (VET) or other recognised learning programs.

Every Stage 2 subject has 30% external assessment, which means experts from outside the school will assess students’ work. 70% of the subject’s assessment is school based. These assessment tasks are moderated by personnel from outside the school as part of the SACE Board’s quality assurance processes.

Students need to ensure their work demonstrates evidence to meet the Performance Standards for each course of study.

Year 12 Extension Studies

Extension Studies provides selected high achieving senior secondary school students with the opportunity to enrol in university topics to complement and extend their SACE studies at Blackwood High School.

The aim of the program is to enrich educational opportunities for high achieving Year 12 students. Students have the opportunity to study either one (1 semester) or two topics (2 semesters) at Flinders University. Students may only undertake one topic each semester.

The benefits to Year 12 students include enhanced academic challenge and gaining an experience of university life. Students who successfully complete a topic will gain credit towards their SACE completion and can use the result towards their Australian Tertiary Admissions Rank (ATAR). Students must be aware that the 10 credits for a semester or 20 credits for two semesters cannot count towards the requirement for 60 credits at C or better at Stage 2.

Students should check the Flinders University website for details of the topics available and the timetables. In 2016 subject tuition fees payable to Flinders University may apply.

Students who wish to apply to be involved in this program need to complete a special application form and make an appointment with Assistant Principal, Mary Hodson to discuss their application. Parents/caregivers need to give permission and be aware of the extra demands on the student of studying a university environment.

For further information contact Mary Hodson
mary.hodson@bhs.sa.edu.au
### YEAR 10
You must complete the Personal Learning Plan

<table>
<thead>
<tr>
<th>Personal Learning Plan</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

### YEAR 11
You must complete 20 credits focused on **literacy**
Choose from the range of English subjects or courses available

<table>
<thead>
<tr>
<th>English (10 credit choice)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td>English (10 credit choice)</td>
<td>10</td>
</tr>
</tbody>
</table>

You must complete 10 credits focused on **numeracy**
Choose from the range of Mathematics subjects or courses available

<table>
<thead>
<tr>
<th>Mathematics (10 credit choice)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Subtotal: 40

You must complete at least 70 credits of SACE Stage 1 subjects
Choose from a range of SACE Stage 1 subjects and/or courses

Free choice:

| 1 | 10 |
| 2 | 10 |
| 3 | 10 |
| 4 | 10 |
| 5 | 10 |
| 6 | 10 |
| 7 | 10 |

Subtotal: 70

### YEAR 12
You must complete 80 additional credits at Stage 2
60 of these credits must be for 3 x 20 credits (full year) Stage 2 subjects

<table>
<thead>
<tr>
<th>1 (20 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td>2 (20 credits)</td>
<td>20</td>
</tr>
<tr>
<td>3 (20 credits)</td>
<td>20</td>
</tr>
<tr>
<td>4 (2 x 10 credits or 1 x 20 credits)</td>
<td>20</td>
</tr>
<tr>
<td>Research Project (10 credits) - this is completed in Year 11</td>
<td>10</td>
</tr>
</tbody>
</table>

Subtotal: 90

To gain the SACE, you must earn 200 credits

Total: 200
Post School Pathways

To be eligible for the selection process into a university course, students must obtain an Australian Tertiary Admissions Rank (ATAR).

Tertiary Admission Subjects (TAS)

All Stage 2 subjects, except Community Studies, may be used for calculation of the ATAR. Whilst there are no grouping restrictions, there may be pre-requisite and/or assumed knowledge requirements for some tertiary courses.

Students and parents are advised to check the South Australian Tertiary Admissions Centre (SATAC) Guide or the SATAC website (www.satac.edu.au) for details of pre-requisite requirements, assumed knowledge, precluded combinations of subjects, counting restrictions and further details of application procedures and timelines for TAFE and University entrance.

Tertiary institutions also provide their own information about courses and selection requirements in printed form and via their websites, as well as during Open Days in Term 3. Tertiary counselling is offered as part of the Year 12 program.

To calculate the ATAR or TAFE SA selection scores Tertiary Admissions Subjects (TAS) will be used.

University and TAFE Entry

Full details of university and TAFE entry requirements will be included in the Tertiary Entrance Booklet 2016, 2017, 2018 to be published by the South Australian Tertiary Admissions Centre (SATAC) and available in August of 2015.

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. TAFE SA courses offered through SATAC have Minimum Entry Requirements (MER).

Scaled scores in lieu of Vocational Education and Training (VET) or higher education are calculated from the average of the first 70 credits of TAS (Tertiary Admissions Subjects).

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits of TAS or Recognised Studies. Of these 90 credits, the first 70 credits of the aggregate must come from 20 credits TAS (or a valid pair). The final Stage 2 credits are the Flexible Option which contributes to the university aggregate.

Go to the SATAC website for more information: www.satac.edu.au.

University Entry Requirements

The ATAR is a rank given to students and is calculated from the university aggregate using the best scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) plus the best outcome from the flexible option.

Scaling

All results for SACE subjects contributing to a student’s ATAR will continue to be scaled.

Scaling is a process which converts students’ subject scores into tertiary admission points in each of their SACE Stage 2 subjects. This means that when different subjects are used to calculate an ATAR, the ATAR’s produced are comparable from student to student, regardless of the subjects they have studied.

Please note that it is highly recommended that students choose subjects based on their pathways, strengths and interests.

Scaling should not be taken into account when selecting subjects.

The SATAC website www.satac.edu.au has more information on scaling and university aggregate scores.

TAFE Eligibility

For information on TAFE visit www.tafesa.edu.au or on 1800 882 661.

• There is no Course Admission Requirement (CAR) for non-competitive Certificates I, II and III.
• Admission requirements into Competitive Certificate I, II and III level courses will vary:
  • Set dates for applying throughout the year
  • Ranking may apply
• Minimum CAR for Certificate IV and above are:
  • SACE Completion or the equivalent
  • Any certificate III
  • Achievement in the TAFE SA Assessment of Basic Skills (TABS)
  • Prerequisite subjects or related subject
Vocational Education and Training is industry specific and nationally recognised training that can be undertaken while a student is still at school.

**What is VET and how can I do it?**

Vocational Education and Training (VET) is industry specific and nationally recognised training that can be undertaken while a student is still at school.

VET Programs are recognised within the SACE, providing credits toward the completion of Stage 1 and/or Stage 2.

Of the 200 credits which students must gain to complete the SACE, 150 can be gained through VET, for either completed or partially completed qualifications.

Students can earn five SACE credits for successfully completing 35 hours of VET and 10 SACE credits for 70 hours. The SACE Board decides whether the SACE credits earned for a particular VET qualification are recognised at Stage 1 or Stage 2. For more information about VET and to check the VET Recognition Register, visit: [http://www.sace.sa.edu.au/subjects/recognised-learning/vet-vocational-education-and-training](http://www.sace.sa.edu.au/subjects/recognised-learning/vet-vocational-education-and-training)

Students can undertake training at a number of different Certificate levels whilst still at school; although Certificate I, II and III are the most common.

Certificate I offers an entry level qualification in a chosen industry. Students completing a Certificate I can use this to help with Stage 1 SACE completion and to move forward into the next level of training. These Certificates can often be commenced during Year 10 and into Year 11.

Certificate II offers students a higher level of qualification and will demand a greater level of understanding. A Certificate II generally helps with Stage 1 completion, although some Certificate II courses may be credited at Stage 2 level.

Certificate III is the equivalent of Stage 2 standard and can contribute to a student’s Stage 2 completion. Most completed Certificate III courses can also contribute for calculating in ATAR. Many Certificate III courses can only be done under a Contract of Training as an Apprentice or Trainee.

**What are the benefits of choosing VET?**

- Gaining a nationally recognised qualification whilst completing the SACE
- Getting a head start in a chosen career
- Providing opportunities to learn on-the-job through workplace learning
- Gaining the skills and knowledge that employers are looking for
- Providing pathways to apprenticeships, traineeships, further training or direct employment

**Vocational Education and Training (VET) at Blackwood High School**

At Blackwood High School VET options are generally offered to Year 10, 11 and 12 students.

Blackwood High School currently offers a complete Certificate II in Sport and Recreation through the Special Interest Netball Program. The Electrotechnology Industry Pathways Program (IPP) also provides a partial Certificate II in Electronics.

**Regional VET programs**

The Inner South Curriculum Alliance (ISCA) assists schools to provide opportunities for students to participate in a wide range of courses in many vocational areas. Courses offered via ISCA can be accessed through the Inner South 2016 VET booklet.

Alternative VET Programs can be accessed through the school’s VET Coordinator, Luke Northcote. Email: luke.northcote@bhs.sa.edu.au
How do students apply for a Regional VET Program?

Step 1: Working with the school’s VET Coordinator, students choose the course that they are interested in applying for and carefully read, then fill in, a copy of the Regional Course Application Form with their parents / caregivers.

Step 2: Completed and signed enrolment forms are returned to the school’s VET Coordinator.

Step 3: Students will be advised of the outcome of their enrolment during Term 4. Some courses may require students to attend an interview or information session prior to confirmation of enrolment.

How much will it cost?

Course costs vary. They are paid for by the student or their family. The school’s VET Coordinator will provide details during the course counseling process.

Certain Skills Shortage qualifications may mean select students are eligible for ‘Work Ready’ subsidised training, which lowers the cost of completing targeted courses.

How will students get to training?

All students are required to arrange their own transport to VET Courses and Work Experience.

Will there be Work Experience?

Some VET Programs require students to complete Work Placement as part of their training, in a real or simulated work environment. These placements provide valuable training and mentoring to aid development of technical and employability skills.

What other SACE subjects fit with a VET Program?

A SACE subject highly recommended for VET students is Stage 1 and 2 Workplace Practices. Students who gain the most from this subject are usually involved in a VET program, part time work, apprenticeships or traineeships, volunteering or community work.

How will a VET Course impact on University and TAFE entry?

Some fully completed VET Courses, at Certificate III level or above, can contribute to an Australian Tertiary Admissions Rank (ATAR). TAFE SA recognises SACE completion as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications (including VET) and experiences in its entry selection processes. The SACE and VET Coordinators will be able to advise on how each qualification will be recognised.

Will doing a VET Course affect other subjects?

Students may miss lessons for other subjects whilst at a VET program and work experience. It is important to be well organised and work closely with subject teachers and VET Coordinator to ensure this impact is minimised.

Australian School Based Apprenticeships and Traineeships

A School Based Apprenticeship (SBA) is a great way to start a career while completing SACE. SBAs enable students from Years 10 – 12 to combine paid work, training and school, while working towards both the SACE and a nationally recognised qualification. Students undertaking an SBA commence work under a Contract of Training, which can be facilitated by the Trade School Apprenticeship Brokers.

Before commencing an SBA, it is recommended that students have participated in a VET program. This demonstrates a genuine interest to any potential employers.

Some benefits of undertaking a School Based Apprenticeship are:

- Earning money whilst still at school
- Working towards or gaining a nationally recognised qualification
- Gaining hands on experience
- Earning SACE credits and completing the SACE
- Starting a career whilst still at school

Our Regional Apprenticeship Brokers work with students to prepare them for employment; connect students with potential employers and complete the Apprenticeship sign-up process.

For more information or to set up a meeting with a Broker, please contact the school’s VET Coordinator.

Work Ready

Work Ready is a state government initiative that will replace the Training Guarantee for SACE Students (TGSS) and will be phased in from 1 July 2015. It will ensure that Government investment in training is targeting the areas of greatest strategic need to industry and a transitioning economy.

It has been designed to improve training completion rates and strengthen connections to employment opportunities. Work Ready will support direct connections between training and jobs at the local level and connect people to the training best suited to them over a working lifetime.

Students interested in the targeted qualifications and who meet the minimum entry criteria will be eligible to enroll in these courses.

Please visit http://workready.statedevelopment.sa.gov.au/ to check on course lists and availability.
With its green spaces and natural views of the hills, Blackwood High School inspires students to learn, achieve and flourish.
# SACE Stage 1 (Year 11) Subjects

<table>
<thead>
<tr>
<th>Learning Area/Subject Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>Dance 1</td>
<td>34</td>
</tr>
<tr>
<td>Dance 2</td>
<td>35</td>
</tr>
<tr>
<td>Drama 1</td>
<td>35</td>
</tr>
<tr>
<td>Drama 2</td>
<td>35</td>
</tr>
<tr>
<td>Music 1</td>
<td>36</td>
</tr>
<tr>
<td>Music 2</td>
<td>36</td>
</tr>
<tr>
<td>Visual Arts: Art Focus 1</td>
<td>36</td>
</tr>
<tr>
<td>Visual Arts: Art Focus 2</td>
<td>37</td>
</tr>
<tr>
<td>Visual Arts: Art Focus 3</td>
<td>37</td>
</tr>
<tr>
<td>Visual Arts: Design Focus 1</td>
<td>37</td>
</tr>
<tr>
<td>Visual Arts: Design Focus 2</td>
<td>38</td>
</tr>
<tr>
<td><strong>CROSS DISCIPLINARY</strong></td>
<td></td>
</tr>
<tr>
<td>Community Studies and Learning</td>
<td>25</td>
</tr>
<tr>
<td>Personal Learning Plan (completed in Year 10)</td>
<td>23</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
</tr>
<tr>
<td>English - Choose 2 semesters from the following:</td>
<td></td>
</tr>
<tr>
<td>* English A &amp; B</td>
<td>42</td>
</tr>
<tr>
<td>* Essential English A &amp; B</td>
<td>43</td>
</tr>
<tr>
<td>* English as an Additional Language A &amp; B</td>
<td>43</td>
</tr>
<tr>
<td><strong>HOME ECONOMICS</strong></td>
<td></td>
</tr>
<tr>
<td>Child Studies</td>
<td>72</td>
</tr>
<tr>
<td>Food and Hospitality 1</td>
<td>72</td>
</tr>
<tr>
<td>Food and Hospitality 2</td>
<td>72</td>
</tr>
<tr>
<td>Textile Technology</td>
<td>73</td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>48</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>48</td>
</tr>
<tr>
<td>Tourism</td>
<td>48</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td></td>
</tr>
<tr>
<td>German (continuers) A &amp; B</td>
<td>52</td>
</tr>
<tr>
<td>Japanese (continuers) A &amp; B</td>
<td>53</td>
</tr>
<tr>
<td>Spanish (beginners) A &amp; B</td>
<td>53</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics - Choose at least 1 of the following:</td>
<td>52</td>
</tr>
<tr>
<td>* Specialist Mathematics 1 &amp; 2</td>
<td>59</td>
</tr>
<tr>
<td>* Mathematical Methods 1 &amp; 2</td>
<td>59</td>
</tr>
<tr>
<td>* General Mathematics 1 &amp; 2</td>
<td>59</td>
</tr>
<tr>
<td>* Essential Mathematics 1 &amp; 2</td>
<td>58</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION and HEALTH</strong></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>66</td>
</tr>
<tr>
<td>Health</td>
<td>67</td>
</tr>
<tr>
<td>Netball A &amp; B</td>
<td>67</td>
</tr>
<tr>
<td>Physical Education A &amp; B</td>
<td>67</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>68</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td></td>
</tr>
<tr>
<td>Biology 1</td>
<td>76</td>
</tr>
<tr>
<td>Biology 2</td>
<td>76</td>
</tr>
<tr>
<td>Chemistry A</td>
<td>77</td>
</tr>
<tr>
<td>Chemistry B</td>
<td>77</td>
</tr>
<tr>
<td>Physics A</td>
<td>77</td>
</tr>
<tr>
<td>Physics B</td>
<td>77</td>
</tr>
<tr>
<td>Psychology 1</td>
<td>78</td>
</tr>
<tr>
<td>Psychology 2</td>
<td>78</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced Manufacturing Technologies</td>
<td>83</td>
</tr>
<tr>
<td>Business and Enterprise</td>
<td>85</td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>83</td>
</tr>
<tr>
<td>Materials Products: Furniture Construction</td>
<td>83</td>
</tr>
<tr>
<td>Digital Photography</td>
<td>84</td>
</tr>
<tr>
<td>Workplace Practices</td>
<td>85</td>
</tr>
<tr>
<td>Learning Area/Subject Name</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>ARTS</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>38</td>
</tr>
<tr>
<td>Drama</td>
<td>39</td>
</tr>
<tr>
<td>Music</td>
<td>39</td>
</tr>
<tr>
<td>• Music Ensemble Performance</td>
<td>39</td>
</tr>
<tr>
<td>• Music Individual Study</td>
<td>39</td>
</tr>
<tr>
<td>• Music Solo Performance</td>
<td>39</td>
</tr>
<tr>
<td>• Music Technology</td>
<td>39</td>
</tr>
<tr>
<td>• Musicianship</td>
<td>39</td>
</tr>
<tr>
<td>• Music in Context</td>
<td>39</td>
</tr>
<tr>
<td>Visual Arts: Art Focus</td>
<td>40</td>
</tr>
<tr>
<td>Visual Arts: Design Focus</td>
<td>40</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION and HEALTH/HOME ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>Child Studies</td>
<td>73</td>
</tr>
<tr>
<td>Food and Hospitality</td>
<td>73</td>
</tr>
<tr>
<td>Health</td>
<td>68</td>
</tr>
<tr>
<td>Physical Education</td>
<td>68</td>
</tr>
<tr>
<td>SCIENCE</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>78</td>
</tr>
<tr>
<td>Chemistry</td>
<td>79</td>
</tr>
<tr>
<td>Physics</td>
<td>79</td>
</tr>
<tr>
<td>Psychology</td>
<td>79</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>Advanced Manufacturing Technologies</td>
<td>84</td>
</tr>
<tr>
<td>Business and Enterprise</td>
<td>85</td>
</tr>
<tr>
<td>Materials Products: Furniture Construction</td>
<td>84</td>
</tr>
<tr>
<td>Digital Photography</td>
<td>85</td>
</tr>
<tr>
<td>Workplace Practices</td>
<td>85</td>
</tr>
<tr>
<td>ENGLISH</td>
<td></td>
</tr>
<tr>
<td>English Communications</td>
<td>44</td>
</tr>
<tr>
<td>English Studies</td>
<td>45</td>
</tr>
<tr>
<td>English as an Second Language</td>
<td>45</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td>49</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>48</td>
</tr>
<tr>
<td>Tourism</td>
<td>49</td>
</tr>
<tr>
<td>LANGUAGES</td>
<td></td>
</tr>
<tr>
<td>German (continuers) A &amp; B</td>
<td>54</td>
</tr>
<tr>
<td>Japanese (continuers) A &amp; B</td>
<td>54</td>
</tr>
<tr>
<td>Spanish (beginners) A &amp; B</td>
<td>55</td>
</tr>
</tbody>
</table>
The Cross-disciplinary area has been expanding in the SACE and provides flexible learning programs for students.

The Personal Learning Plan (a compulsory 10 credit subject in SACE Stage 1) and The Research Project (a compulsory 10 credit subject in SACE Stage 2) are part of this learning area.

Courses developed under the frameworks of Integrated Learning, Community Studies and Recognised Learning - including VET - can be chosen by students to provide more flexible learning options for study within the school and in the community.

The Cross-disciplinary area has been expanding in the SACE and provides flexible learning programs for students.

The Personal Learning Plan (a compulsory 10 credit subject in SACE Stage 1) and The Research Project (a compulsory 10 credit subject in SACE Stage 2) are part of this learning area.

Courses developed under the frameworks of Integrated Learning, Community Studies and Recognised Learning - including VET - can be chosen by students to provide more flexible learning options for study within the school and in the community.

The Personal Learning Plan

**LEVEL:** Year 10  
**LENGTH:** undertaken in Care Group Lessons during Year 10  
**CREDITS:** 10 SACE Credits  
**CONTACT PERSON:** David Garrett

**Content**
The Personal Learning Plan (PLP) is a compulsory 10 credit subject completed during Year 10. The PLP assists students to plan for their future by:

* Helping them to make informed decisions about subjects they will study in Years 11 and 12, and pathways beyond school
* Investigating possible career choices and ideas for community service
* Exploring how best to prepare for their career options and goals

Students normally complete the PLP in Year 10 and must achieve a C grade or better to achieve their SACE.

**Topics can include:**
- Communication
- Social Living and Responsibility
- Personal Development
- Work Skills Learning and Thinking Skills
- Planning and Decision Making Skills
- Interpersonal and Relationship Skills

**PLP Assessment in Year 10:**
Students provide evidence of their learning through a set of four assessment tasks that are presented as:

* Reflection on the Personal Project
* Careers Research Task, including Work Experience
* Learning Pathways Research Task
* Preparation of a Personal Portfolio

These tasks provide activities that allow students to demonstrate development of the SACE capabilities:

- Literacy
- Numeracy
- Information and Communication Technology Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding
Cross-disciplinary Studies.....continued

The Stage 2 Research Project A & B

The Research Project is a 10-credit subject based on a student choice topic. It is a compulsory requirement of the SACE and is studied in Semester 2 of Year 11 at Blackwood High School.

Students must attain a C grade or better in the Research Project to gain their SACE.

In this subject, students are expected to:
• Work independently and with others to initiate an idea and to plan and manage a research project
• Choose one or more SACE capability and explore the concept and how it/they can be developed in the context of their research
• Analyse information and explore ideas to develop their research
• Develop and apply specific knowledge and skills
• Communicate and evaluate their research outcome in written or multi-modal form
• Evaluate the research processes used and their chosen capability

At Blackwood High School students will be enrolled in Research Project B.

The Research Project B may be used by the student to count towards the ATAR.

See below for a more detailed explanation of the Research Project A and B assessment requirement.

**Research Project A**

**LEVEL: Stage 2**
**LENGTH: Semester - 10 Credits**
**CONTACT PERSON: Mary Hodson**

**Content**
• A folio showing the planning and development of the research
• A choice of written, oral and / or multimodal research outcome of 1500 words maximum or 10 minute maximum for an oral presentation
• Externally Assessed Review:
  • Review knowledge and skills specific to the research question
  • Reflect on challenges, opportunities and discuss how these were overcome
• Reflect on the research outcome

Does not contribute to the Australian Tertiary Admission Rank (ATAR)

**Assessment**
School – based assessment 70%
Folio (30%) – Preliminary Ideas and Research Proposal, Research Development, Discussion
Research Outcome (40%)
External Assessment 30%
Review:
• 150 word summary of their research question and outcome or a maximum of one minute for an oral/multimodal
• 1500 word written review or a maximum of ten minutes for an oral presentation or the equivalent in multimodal

**Research Project B**

**LEVEL: Stage 2**
**LENGTH: Semester - 10 Credits**
**CONTACT PERSON: Mary Hodson**

**Content**
• A folio showing the planning and development of the research
• A choice of written, oral or multimodal research outcome of 2000 words maximum or 12 minutes for an oral presentation
• Externally Assessed Evaluation:
  • Discuss and evaluate the processes used to research
  • Evaluate challenges, opportunities and discuss how these were overcome
• Evaluate the research outcome

Contributes to the Australian Tertiary Admission Rank (ATAR)

**Assessment**
School – based assessment 70%
Folio (30%) – Preliminary Ideas and Research Proposal, Research Development, Discussion
Research Outcome (40%)
External Assessment 30%
Evaluation:
• 150 word written summary of the Research Project, processes used and outcome
• A common, written external assessment of 1500 words maximum excluding summary
Community Learning is a framework through which senior students gain credit for Cross Curricular Learning in the community.

**Community Studies**

**LEVEL:** Stage 1 and 2  
**LENGTH:** Semester - 10 or 20 Credits  
**CONTACT PERSON:** Ben Dening

Community Studies is a timetabled subject which offers students the opportunity to learn in a community context and to interact with teachers, peers and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill or knowledge. The course and assessment plan are individually negotiated with the student.

Stage 1 and 2 Community Studies can be studied as a 10 credit subject or a 20 credit subject in one or more of the ten areas of study listed below:

- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science and the Community
- Technology and the Community
- Work and the Community

**Assessment**

Students demonstrate evidence of their learning through four types of assessment:

- Contract of Work
- Folio
- Community Activity
- Reflection

**Community Learning**

The Community Learning framework is another way in which individual students can gain credit for learning which is based in the community. SACE credits for Community Learning can be achieved in two ways: Community-developed Programs and Self-directed Community Learning.

**Community-developed Programs** include, for example, the Australian Music Examinations Board, the Duke of Edinburgh Award and the SA Country Fire Service. Program details are updated as new information becomes available.

See the SACE website [https://www.sace.sa.edu.au/](https://www.sace.sa.edu.au/) for further information.

**Self-directed Learning** is gained through community activities such as coaching a sports team, being the primary carer of a family member or leading an environmental project in the community. Students need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.


The SACE Leader, Ben Dening is the contact person for all individually negotiated community based credit arrangements.
The Arts
The Arts includes Visual and Performing Arts including Dance, Drama and Music

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts (Required)</td>
<td>Visual Arts 1</td>
<td>Visual Arts 1</td>
<td>Visual Arts: Art Focus 1</td>
<td>Visual Arts: Art Focus</td>
</tr>
<tr>
<td>Design</td>
<td>Visual Arts 3</td>
<td>Visual Arts: Design 1</td>
<td>Visual Arts: Design 2</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Dance 1</td>
<td>Drama 1</td>
<td>Drama 1</td>
<td>Drama</td>
</tr>
<tr>
<td>Music</td>
<td>Dance 2</td>
<td>Drama 2</td>
<td>Drama 2</td>
<td>Dance</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music 1</td>
<td>Music 1</td>
<td>Music</td>
</tr>
</tbody>
</table>

- **Visual Arts**: Includes Art Focus 1, Art Focus 2, Art Focus 3, Design Focus 1, Design Focus 2
- **Drama**: Includes Drama Focus 1, Drama Focus 2
- **Dance**: Includes Dance Focus 1, Dance Focus 2
- **Music**: Includes Music Focus 1, Music Focus 2
**VISUAL ARTS (REQUIRED)**

**LEVEL:** Year 8  
**LENGTH:** 1 Term  
**CONTACT PERSON:** Jeanette Beadnall, Jenny Remete

**Recommended Background:** Nil

**Advice to Students**  
This course introduces students to the variety of visual art courses. Students develop an understanding of the value of the visual arts in our community through working as artists, and develop knowledge that can be applied to critically observing and judging art, craft and design works.

**Note:** Students who have a special interest in the visual arts should also select the Year 8 Visual Arts Elective subject.

**Learning Outcomes**  
At the end of this subject students should be able to:
- Express ideas through visual arts works
- Work with a variety of media in a safe manner
- Observe and analyse works of art using appropriate terminology
- Understand the cultural significance of activity in the visual arts

**Content**  
**Practical**
- Development of drawing and painting skills using a variety of techniques and media
- Graphic design to demonstrate an inventive problem solving process
- Computer generated drawings using vectors in Microsoft Word

**Theory**
The Process Journal includes the following:
- Investigation into the elements of art
- Colour theory
- Research into art works
- Personal reflection on progress and outcomes of practical work

**Assessment**
Students are assessed against the IBMYP criteria for the Arts: Knowing and understanding, Developing skills, Thinking creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

**Special Requirements:** Nil  
**Subject Costs:** Nil

---

**PERFORMING ARTS (REQUIRED)**

**LEVEL:** Year 8  
**LENGTH:** 1 Term  
**CONTACT PERSON:** Robyn Trebilcock

**Recommended Background:** Nil

**Advice to Students**  
This course introduces students to the variety of performing arts courses. Students develop an understanding of the value of the performing arts in our community through working as performers, and develop knowledge that can be applied to critically observing and judging music and drama performances.

**Experienced music students may audition for a place in an Accelerated Music Class.**

**Content**  
**Year 8 Drama** introduces students to basic acting and stagecraft skills while expecting more experienced students to use their initiative to reach the highest standards possible, both in practical and written work. Students will study Mime and Movement, Characterisation, Improvisation and Scriptwriting. The class will be working together to devise group performances, culminating in a performance for an invited audience. Students with an interest in back-stage and theatre audio and lighting with be given the opportunity to develop their skills to support the actors.

**Year 8 Music** introduces students to basic performing and music creating skills through experimenting with sound. Topics of study include Composing and Performing, where students explore musical sound through a range of practical activities and Music in Society, where students study the music of our own and other societies. Topics include western and non-western music traditions, television and African music. Students who learn, or would like to learn an instrument will be allocated lessons, and opportunities to perform in ensembles and community performances.

**Note:** Students interested in learning a musical instrument should indicate this on the selection form.

**Assessment**
Students are assessed against the IBMYP criteria for the Arts: Knowing and understanding, Developing skills, Thinking creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

In **Drama** students participate in acting workshops, theatre games, complete a research project on an aspect of theatre skills, document their progress in their Process Journal and perform an off- or on-stage role in a polished performance.

In **Music** students compose and perform their own music and the music of others using the keyboard laboratory, tuned and untuned percussion and computerized sound. They will complete a research project on an aspect of Music in Context and document their progress in their Process Journal.

**Special Requirements:** Nil  
**Subject Costs**  
Students may attend a live performance – cost approximately $20. This excursion is highly recommended, however it is not a compulsory component of the course.
THE ARTS

VISUAL ARTS (CHOICE)
LEVEL: Year 8
LENGTH: Semester
CONTACT PERSON: Jenny Remete

Recommended Background
Students should select this unit if they are interested in developing skills and knowledge in freehand drawing, painting, printmaking and three-dimensional building techniques.

Advice to Students
Students with a special interest in the visual arts should select this subject.

Learning Outcomes
At the end of this subject students should be able to:
- Express ideas through a variety of visual arts works
- Enjoy working independently in a studio setting
- Express personal views when analysing art
- Understand the cultural and social significance of art activity

Content
Practical
- Drawing and painting towards a style of art or craft
- Modeling of free standing sculptural forms
- Computer generated artwork using drawing and painting software
- Graphic or product design

Theory
The Process Journal includes the following:
- Investigation and documentation of the principles of visual composition
- Recording of materials and techniques
- Research into artists and their work
- Personal analysis and evaluation of art using appropriate terminology

Assessment
Students are assessed against the IBMYP criteria for the Arts:
Knowing and understanding, Developing skills, Thinking creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

Special Requirements: Nil

Subject Costs: Nil

DANCE (CHOICE)
LEVEL: Year 8
LENGTH: Semester
CONTACT PERSON: Katrina Constantopoulos

Recommended Background
An interest in performing arts, dance, calisthenics or gymnastics.

Students participate in acting workshops, theatre games, complete a research project on an aspect of theatre skills, document their progress in their Process Journal and perform an off or on-stage performance. Experienced students are invited to join our larger school ensembles.

Assessment
Students are assessed according to the IBMYP criteria for the Arts.

Special Requirements: Nil

Subject Costs
$20 for dance performances and specialist workshops.

DRAMA (CHOICE)
LEVEL: Year 8
LENGTH: Semester
CONTACT PERSON: Robyn Trebilcock

Recommended Background
An interest in Performing Arts

Content
Year 8 Drama studies basic acting and stagecraft skills while expecting more experienced students to use their initiative to reach the highest standards possible, both in practical and written work. Students study Characterisation, Improvisation, Physical Theatre, Voice Production, Stagecraft, Improvisation, History of Theatre and Scriptwriting. The class work together to devise group performances, culminating in a performance for an invited audience. Students with an interest in back-stage and theatre audio and lighting are given the opportunity to develop their skills to support the actors.

Assessment
Students participate in acting workshops, theatre games, complete a research project on an aspect of theatre skills, document their progress in their Process Journal and perform an off or on-stage role in a polished performance. They are assessed against the IBMYP criteria for the Arts.

Special Requirements: Nil

Subject Costs
Students may attend a live theatre performance - cost approximately $20. This excursion is highly recommended, however it is not a compulsory component of the course.

MUSIC (CHOICE)
LEVEL: Year 8
LENGTH: Semester
CONTACT PERSON: Robyn Trebilcock

Recommended Background
The love of music and performing. It is expected that all students undertake lessons in voice or a musical instrument, either at school or privately.

Content
Vocal/ Instrumental tuition
Most instruments are available for tuition. Free Instrumental Music Service lessons are available to continuing students in classical guitar, strings, brass, voice and woodwind. Private providers available for piano/keyboard, electric guitar, percussion and voice.

Composing and Arranging
Students study rhythm and pitch notation, terminology, harmonic development, including development of aural skills and use of computer music programs.

Year 8 Ensemble
Students participate in a class ensemble culminating in a public performance. Experienced students are invited to join our larger school ensembles.
Music in Context
Students study the music of our own and other societies including western and non-western traditions, television and multi-media.

Assessment
Students compose and perform their own music and the music of others, using the keyboard laboratory and in the class ensemble. They complete music theory tasks, a research project on an aspect of Music in Society, perform as an ensemble in a public concert and document their progress in their Process Journal. They are assessed against the IBMYP criteria for the Arts.

Special Requirements: Nil

Subject Costs
$35 per term payable to the school, which subsidises instrumental consumables, accompaniment and ensemble workshops. $30 per term instrument hire (if applicable). Students who receive tuition from an outside source are invoiced for the cost of the accompaniment and music provided.

VISUAL ARTS 1
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSON: Jeanette Beadnall

Recommended Background
Students may select this unit if they are interested in developing skills and knowledge in freehand drawing, painting, printmaking and sculpture. This subject should also be selected if students are thinking of studying visual arts in the senior school.

Advice to Students
Students develop an understanding of the value of the visual arts in our community through working as artists, and develop knowledge that can be applied to critically observing and judging art, craft and design works.

Content
Practical
• Observation drawings of natural and manufactured forms
• Paintings, printmaking and sculpture using a range of media and subject matter
• The development of art works that demonstrate understanding of the process of abstraction and expression

Theory
The Process Journal includes the following:
• Investigation into the elements and principles of composition.
• Research into artists and their works
• Documentation of processes, experiments and final presentations including personal comments

Assessment
Students are assessed against the IBMYP criteria for the Arts: Knowing and understanding, Developing skills, Thinking creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

Special Requirements: Nil

Subject Costs: Nil

VISUAL ARTS 2
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSON: Jenny Remete

Recommended Background
Students may select this unit if they are interested in developing skills and knowledge in visual arts, particularly freehand drawing, painting and digital illustration. This subject should also be selected if students are considering studying visual arts in the senior school.

Advice to Students
Students develop an understanding of the value of the visual arts in our community through working as artists and critics. They also develop knowledge and understanding of the use of technology in visual arts.

Content
Practical
• Observation drawings
• Painting using a range of media, techniques and subject matter
• Computer generated images using a range of programs
• The development of art works that demonstrate understanding of the process of abstraction and expression

Theory
The Process Journal includes the following:
• Investigation into the elements and principles of composition.
• Research into artists and their works
• Documentation of processes, experiments and final presentations including personal comments

Assessment
Students are assessed against the IBMYP criteria for the Arts: Knowing and understanding, Developing skills, Thinking creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

Special Requirements: Nil

Subject Costs: Nil

DANCE 1
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSON: Katrina Constantopoulos

Recommended Background
Students should have an interest and ability in dance, calisthenics or gymnastics and an involvement in dance as co-curricular activity.

Content
Students undertake practical and theory work. Students have the opportunity to learn practical technique skills in a range of dance styles, create movement sequences and learn choreographic skills. Students learn individual and ensemble performance skills and present in a formal performance. Interested students need to be committed to extra rehearsal and performance sessions outside of school hours.

Assessment
Students perform set composition tasks with a partner and in a group; learn a choreographed dance and perform this in a production; compose a virtual performance using ‘Stage-Struck” and complete theory and practical tasks on a Hip-Hop topic. Progress is documented in their Process Journal. They are assessed against the IBMYP criteria for the Arts.
DANCE 2
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSON: Katrina Constantopoulos

Recommended Background
Students should have an interest and ability in dance, calisthenics or gymnastics and an involvement in dance as an co-curricular activity.

Content
Students undertake practical and theory work in Year 9 Dance. Students have the opportunity to learn practical technique skills in a range of dance styles, create movement sequences and learn choreographic skills. Students learn individual and ensemble performance skills and present in a formal performance. Interested students need to be committed to extra rehearsal and performance sessions outside school hours.

Assessment
Students complete dance technique classes in jazz and contemporary; perform set composition tasks with a partner, and in a group; learn a choreographed dance and perform this in a production; complete theory and practical tasks on 'Dance in Different Cultures' and participate in a community dance program. Progress is documented in their Process Journal. They are assessed against the IBMYP criteria for the Arts.

Special Requirements: Nil

Subject Costs
$20 for visits to dance performances and specialist workshops.

THE ARTS

Special Requirements: Nil

Subject Costs
Large or complex pieces of design, or works that use expensive materials, may incur a cost above the normal student allocation for this subject.

DRAMA 1
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSON: Robyn Trebilcock

Recommended Background
Students should have an interest and ability in drama and/or performing arts.

Content
Students will study aspects of early theatre, voice production, scriptwriting and theatre reviews. The class work together to devise group performances, culminating in a performance for an invited audience. Students with an interest in back-stage and theatre audio and lighting are given the opportunity to develop their skills to support the actors.

Assessment
Students participate in acting workshops, theatre games, complete a research project on an aspect of modern theatre, and perform an off- or on-stage role in a polished performance to an invited audience, documenting their progress in their Process Journal. They are assessed against the IBMYP criteria for the Arts.

Special Requirements: Nil

Subject Costs
$20 for students to attend a live theatre performance. However, this is not a compulsory component of the course.

DRAMA 2
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSON: Robyn Trebilcock

Recommended Background
Students should have an interest and ability in drama and/or performing arts.

Content
Students study aspects of stagecraft, performance skills and theatre reviews. The class work together to devise group performances, culminating in a performance for an invited audience. Students with an interest in back-stage and theatre audio and lighting are given the opportunity to develop their skills to support the actors.

Assessment
Students participate in acting workshops, theatre games, complete a research project on an aspect of modern theatre, and perform an off- or on-stage role in a polished performance to an invited audience, documenting their progress in their Process Journal. They are assessed against the IBMYP criteria for the Arts.

Special Requirements: Nil

Subject Costs
Students attend a live theatre performance – cost $20. However, this is not a compulsory component of the course.
MUSIC
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSON: Robyn Trebilcock

Recommended Background
It is recommended that students have successfully completed Year 8 music or have the equivalent experience in learning and playing a musical instrument.

Content
Vocal/Instrumental tuition
Most instruments are available for tuition. Free Instrumental Music Service lessons are available to continuing students in classical guitar, strings, brass, voice and woodwind. Private providers available for piano/keyboard, electric guitar, percussion and voice.
Composing and Arranging
Students continue to study rhythm and pitch notation, terminology, harmonic development, including development of aural skills and use of computer music programs.
Year 9 Ensemble
Students participate in class ensembles culminating in a public performance. Experienced students are invited to join our larger school ensembles.
Music in Context
Students study the music of our own and other societies including rock music, jazz, music from other cultures and multi-media.

Assessment
Students compose and perform their own music and the music of others, using the computer and keyboard laboratory and in the class ensemble. They complete music theory tasks, a research project on an aspect of Music in Context, perform as an ensemble in a public concert and document their progress in their Process Journal. They are assessed against the IB MYP criteria for the Arts.

Special Requirements: Nil
Subject Costs
$70 per semester payable to the school, which subsidises instrumental tuition, accompaniment and ensemble workshops. $30 per term instrument hire (if applicable). Students who receive tuition from an outside source will be invoiced for the cost of the accompaniment and music provided.

VISUAL ARTS 1
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Jenny Remete

Recommended Background
This course is for students with an interest in art.

Advice to Students
Students have opportunities to undertake practical work with emphasis on 2D. Students explore the interface between studio work and electronic media. Practical work involves creating, planning and making works of art. They also develop and acquire knowledge and appreciation of art history and culture.

Content
Practical
Creating works of art including drawing, painting and printmaking.
Theory
Art research includes artist, art movements, and art from a variety of cultures.

Assessment
Students are assessed against the IB MYP criteria for the Arts: Knowing and understanding, Developing skills, Thinking creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

Special Requirements: Nil
Subject Costs
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.

VISUAL ARTS 2: CREATING DIMENSIONAL ART
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Jeanette Beadnall

Recommended Background
This course is for students with an interest in art.

Advice to Students
Students have opportunities to undertake practical work with emphasis on 3D. The practical work involves creating, planning and making works of art. They also develop and acquire knowledge and appreciation of art history and culture.

Content
Practical
Creating works of art including, drawing, painting, ceramics and sculpture.
Theory
Art research includes artist, art movements, and art from a variety of cultures.

Assessment
Students are assessed against the IB MYP criteria for the Arts: Knowing and understanding, Developing skills, Thinking creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

Special Requirements: Nil
Subject Costs
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.
**VISUAL ARTS 3: CRAFT**  
LEVEL: Year 10  
LENGTH: Semester  
CONTACT PERSON: Jeanette Beadnall

**Recommended Background**  
This course is for beginners with an interest in craft.

**Advice to Students**  
Craft emphasises practical work and provides opportunities for students to study a range of techniques and styles. Students develop specific craft skills through the creation of practical works that display their understanding of the importance of the craft process.

**Content**  
**Practical**  
Creating works of craft, including mosaics, fabric printing, dyeing and paper crafts.

**Theory**  
Craft research includes safety aspects and craft from a variety of cultures.

**Assessment**  
Students are assessed against the IBMYP criteria for the Arts: Knowing and understanding, Developing skills, Thinking creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

**Special Requirements:** Nil

**Subject Costs**  
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.

---

**DANCE 2**  
LEVEL: Year 10  
LENGTH: Semester  
CONTACT PERSON: Katrina Constantopoulou

**Recommended Background**  
Students should have an interest and ability in dance. Satisfactory completion of 10 Dance A and/or an involvement in dance as an co-curricular activity.

**Content**  
Students undertake practical and theory work. Students have the opportunity to learn practical technique skills in contemporary dance, create movement sequences and learn choreographic skills. Students learn individual and ensemble performance skills and present in a formal performance. Interested students need to be committed to extra rehearsal and performance sessions outside school hours.

**Topics of study include:**
- Further extend their dance technique skills, by participating in classes with the teacher and guest dancers.
- Have an opportunity to create a group dance piece and perform at the Choreographic Awards.
- Learn a class choreographed dance and perform this dance to a selected audience.
- Participate in a community dance project.
- Research and create a dance film.

**Assessment**  
Students complete dance technique classes, create a group modern dance piece, learn a class-choreographed dance and perform this to a selected audience, participate in a community dance project, complete a research project on a classical ballet topic, and document their progress in their Process Journal. They are assessed against the IBMYP criteria for the Arts.

**Special Requirements:** Nil

**Subject Costs:** $25 for visits to dance performances and specialist workshops.

---

**VISUAL ARTS 3: CRAFT**  
LEVEL: Year 10  
LENGTH: Semester  
CONTACT PERSON: Jeanette Beadnall

**Recommended Background**  
This course is for beginners with an interest in craft.

**Advice to Students**  
Craft emphasises practical work and provides opportunities for students to study a range of techniques and styles. Students develop specific craft skills through the creation of practical works that display their understanding of the importance of the craft process.

**Content**  
**Practical**  
Creating works of craft, including mosaics, fabric printing, dyeing and paper crafts.

**Theory**  
Craft research includes safety aspects and craft from a variety of cultures.

**Assessment**  
Students are assessed against the IBMYP criteria for the Arts: Knowing and understanding, Developing skills, Thinking creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

**Special Requirements:** Nil

**Subject Costs**  
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.

---

**DANCE 2**  
LEVEL: Year 10  
LENGTH: Semester  
CONTACT PERSON: Katrina Constantopoulou

**Recommended Background**  
Students should have an interest and ability in dance. Satisfactory completion of 10 Dance A and/or an involvement in dance as an co-curricular activity.

**Content**  
Students undertake practical and theory work. Students have the opportunity to learn practical technique skills in contemporary dance, create movement sequences and learn choreographic skills. Students learn individual and ensemble performance skills and present in a formal performance. Interested students need to be committed to extra rehearsal and performance sessions outside school hours.

**Topics of study include:**
- Further extend their dance technique skills, by participating in classes with the teacher and guest dancers.
- Have an opportunity to create a group dance piece and perform at the Choreographic Awards.
- Learn a class choreographed dance and perform this dance to a selected audience.
- Participate in a community dance project.
- Research and create a dance film.

**Assessment**  
Students complete dance technique classes, create a group modern dance piece, learn a class-choreographed dance and perform this to a selected audience, participate in a community dance project, complete a research project on a classical ballet topic, and document their progress in their Process Journal. They are assessed against the IBMYP criteria for the Arts.

**Special Requirements:** Nil

**Subject Costs:** $25 for visits to dance performances and specialist workshops.

---

**DANCE 1**  
LEVEL: Year 10  
LENGTH: Semester  
CONTACT PERSON: Katrina Constantopoulou

**Recommended Background**  
Students should have an interest and ability in dance. Satisfactory completion of Year 9 Dance and/or an involvement in dance as an co-curricular activity.

**Content**  
Students undertake practical and theory work. Students have the opportunity to learn practical technique skills in contemporary dance, create movement sequences and learn choreographic skills. Students learn individual and ensemble performance skills and present in a formal performance. Interested students need to be committed to extra rehearsal and performance sessions outside school hours.

**Assessment**  
Students complete dance technique classes, create a group modern dance piece, learn a class-choreographed dance and perform this to a selected audience, participate in a community dance project, complete a research project on a classical ballet topic, and document their progress in their Process Journal. They are assessed against the IBMYP criteria for the Arts.

**Special Requirements:** Nil

**Subject Costs:** $25 for visits to dance performances and specialist workshops.

---

**DESIGN 1: COMMUNICATION and PRODUCT DESIGN**  
LEVEL: Year 10  
LENGTH: Semester  
CONTACT PERSON: Naoko Matsumoto

**Recommended Background**  
Students should select this unit if they have an interest in applying drawing, painting and computing skills to communication problems in the community.

**Advice to Students**  
Design is about building practical skills and a theoretical knowledge of inventive problem solving related to our designed environment. Year 10 Design can lead to Stage 1 and 2 Visual Arts Studies or Design, both as one or two unit sequences. The topics can form the basis of a range of future study at University, TAFE and employment pathways, especially in Graphic Design, Architectural studies and Industrial Design.

**Content**  
**Practical (Creating Works of Design)**  
Students present two works of design. Each work may be a set or suite. This includes briefs, research, inventive development of ideas, and finished presentations.
Contemporary Practice
Investigation on aspects of design theory including elements and principles of composition, models of design evaluation; and a report into an aspect of contemporary practice, centred on the application of technology.

Assessment
Students are assessed against the IBMYP criteria for the Arts: Knowing and understanding, Developing skills, Thinking creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection based on submission of research, sketches, notes, and finished works of design. Essays and a portfolio containing examples of theory, and investigation into technology need to be submitted.

Special Requirements: Nil

Subject Costs
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.

DESIGN 2: ENVIRONMENTAL DESIGN
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Naoko Matsumoto

Recommended Background
Students should select this unit if they have an interest in architecture, interior furniture and industrial design, or associated computer programs including C.A.D.D.

Advice to Students
Design is about building practical skills and a theoretical knowledge of inventive problem solving, related to our designed environment. Year 10 Design can lead to Stage 1 and 2 Visual Arts Studies or Design, both as one or two unit sequences. The topics can form the basis of a range of future study at University, TAFE and employment pathways, especially in Graphic Design, Architectural Studies and Industrial Design.

Content
Practical (Creating Works of Design)
Students will present two works of design. Each work may be a set or suite. This will include briefs, research, inventive development of ideas, and finished presentations.

Contemporary Practice
Investigation into aspects of design including ergonomics, models of design evaluation and a report into an aspect of contemporary practice centred on the application of technology.

Assessment
Students are assessed against the IBMYP criteria for the Arts: Knowing and understanding, Developing skills, Thinking creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

Special Requirements: Nil

Subject Costs
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.

DRAMA 1: TO BE OR NOT TO BE
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Robyn Trebilcock

Recommended Background
Year 9 Drama or by negotiation.

Content
Students will study aspects of Elizabethan Theatre, film and stage adaptations of Shakespeare’s works, different ways to stage a play and theatre reviews. The class works together to devise group performances, culminating in a performance for an invited audience. Students with an interest in back-stage and theatre audio and lighting have the opportunity to develop their skills to support the actors.

Assessment
Students participate in acting workshops, theatre games, complete a research project on an aspect of Elizabethan Theatre, and perform an off-stage role in a polished performance to an invited audience, documenting their progress in their Process Journal. They are assessed against the IBMYP criteria for the Arts.

Special Requirements: Nil

Subject Costs
Students attend a live theatre performance – Cost approximately $20. However, this is not a compulsory component of the course.

DRAMA 2: PLAYING FOR LAUGHS
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Robyn Trebilcock

Recommended Background
Year 9 Drama or by negotiation.

Content
Students study aspects of comic improvisation, Commedia dell’Arte, comedy in theatre and television, scriptwriting and theatre reviews. The class works together to devise group performances, culminating in a performance for an invited audience. Students with an interest in back-stage and theatre audio and lighting have the opportunity to develop their skills to support the actors.

Assessment
Students participate in acting workshops, theatre games, complete a research project on an aspect of Commedia dell’Arte and perform an offstage role in a polished performance to an invited audience, documenting their progress in their Process Journal. They are assessed according to the IBMYP criteria for the Arts.

Special Requirements: Nil

Subject Costs
Students attend a live theatre performance – cost approximately $20. However, this is not a compulsory component of the course.
THE ARTS

MUSIC 1
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Robyn Trebilcock

Recommended Background
Students are expected to have successfully completed Year 9 Music or have the equivalent experience in learning and playing a musical instrument.

Content
Vocal/Instrumental tuition. Students continue weekly tuition practice.

Composing and Arranging
The development of notation, aural and arranging/composition skills. Writing original songs or instrumental works using computer music software including Acid, Sibelius, Mixcraft. Performance development of instrumental and vocal skills through rehearsal and performance in a range of ensembles.

Music in Context
Students study the interaction between music and society (western and non western). They research and prepare a variety of music related individual topics. Participation in Year 10 small performance ensembles and out of hours school ensembles.

Assessment
Students compose and perform their own music and the music of others, using the computer and keyboard laboratory and in the class ensemble. They complete music theory tasks, a research project on an aspect of Music in Context, perform as a soloist and in an ensemble in a public concert and document their progress in their Process Journal. They are assessed against the IBMYP criteria for the Arts.

Special Requirements: Nil

Subject Costs
$70 per semester payable to the school, which subsidises instrumental tuition, accompaniment and ensemble workshops. $30 per term instrument hire (if applicable). Students who receive tuition from an outside source are invoiced for the cost of the accompaniment and music provided.

DANCE 1
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Katrina Constantopoulos

Recommended Background: Nil

Subject Information
This subject leads to Dance B Stage 1 and Stage 2 Dance.

Content
Stage 1 Dance has a practical focus and provides students with opportunities to study dance as a performing art. The four areas of study include:

Technique
Students develop practical skills in hip-hop/jazz dance technique.

Composition
The compositions are approximately one minute and involve exploration and innovation through manipulating movement in space, time, and energy, devising movement based on a specific idea or theme developing movement by working through a process of improvisation, selection and refinement.

Performance or Presentation
The student participate in a group production on or an off-stage.

Response
Students explore and research historical perspectives on dance-origins of tap dance and innovative tap dance.

Assessment
Technique (20%) Students participate in a structured technique class in which they demonstrate the use of technical skills as a tool for communication and expression. Composition (30%) Compositions are one minute each and involve exploration and innovation through:
- Manipulating, devising movement and by working through a process of improvisation, selection, and refinement.
Performance (30%) Performers are assessed on three to five minutes of dance work. Off-stage students demonstrate their evidence of learning through a presentation of three to five minutes.
Written response (20%) Response is a maximum of 800 words if written or a maximum of five minutes if oral, or the equivalent in multimodal form.
THE ARTS

DANCE 2
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Katrina Constantopoulos

Recommended Background: Nil

Subject Information
This subject leads to Stage 2 Dance

Content
Stage 1 Dance has a practical focus and provides students with opportunities to study dance as a performing art. The four areas of study are:

Technique
Students develop practical skills in contemporary dance technique.

Composition
Students compose a group choreography for the choreographic awards.

Performance or Presentation
The student participate in a group production in an on or an off-stage role.

Response
Students explore and research contemporary dance practice and innovations.

Assessment
Technique (20%) Students participate in a structured technique class in which they demonstrate the use of contemporary technical skills as a tool for communication and expression.
Composition (30%) Group choreography
Performance (30%) Performers are assessed on three to five minutes of dance work. Off-stage students demonstrate their evidence of learning through a presentation of three to five minutes.
Written response (20%) A response is a maximum of 800 words if written or a maximum of five minutes if oral, or the equivalent in multimodal form.

Special Requirements: Nil

Subject Costs
$30 for visits to dance performances and specialist workshops is required.

Drama 1
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Robyn Trebilcock

Recommended Background: Nil

Subject Information
This subject leads to Drama 2 and Stage 2 Drama

Content
Group Performance
Students are involved as performers in a play or work in an off-stage role, e.g. stage management, lighting, costumes, publicity, sound effects, props management.
Please note: if students love being around the theatre but are not confident acting, they do not have to perform in public to succeed in this subject.

Folio
Students review live theatre performances, analyse plays written by great writers and research different trends in theatre performance in various formats: written, oral, and multi-media.

Investigation and Presentation
Students undertake a personal project on a topic that really interests them in a field related to performance, e.g. acting, design, scriptwriting, film and video production.

Assessment
Group Performance (40%), Folio (40%), Investigation and Presentation (20%).

Special Requirements: Nil

Subject Costs
Students attend up to four live theatre performances - cost of approximately $20 each. However, these are not a compulsory component of the course.

Drama 2
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Robyn Trebilcock

Recommended Background: Nil

Subject Information
This subject leads to Stage 2 Drama.

Content
Group Performance
Students are involved as performers in a senior play or work in an off-stage role, eg. stage management, lighting, costumes, publicity, sound effects, props management.

Folio
Students review live theatre performances, analyse plays written by great writers and research different trends in theatre performance in various formats: written, oral, and multi-media.

Investigation and Presentation
Students undertake a personal project on a topic that really interests them in a field related to performance, e.g. acting, design, scriptwriting, film and video production.

Assessment
Group Performance (40%), Folio (40%), Investigation and Presentation (20%).

Special Requirements: Nil

Subject Costs
Students attend up to four live theatre performances - cost of approximately $20 each. However, these are not a compulsory component of the course.
THE ARTS

MUSIC 1
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Ben Dening, Robyn Trebilcock

Recommended Background
Year 10 Music or audition.

Subject Information
This subject leads to the Stage 2 music units of Music Technology, Solo Performance, Ensemble Performance, and Individual Study.

Content
Instrumental tuition
Students are required to continue with tuition on their chosen instrument(s).

Senior Ensemble
Students participate in one or more of the following - Senior Ensemble, String Ensemble, Guitar Ensemble, Stage Band or other negotiated ensemble.

Solo / Small Group Performance
Students learn to prepare solo or small group work for performance critically evaluate their own and other’s performances.

Recording Projects
Students explore live recording techniques and editing processes. A range of computer programs are used. Research essays into core music technology topics are required.

Assessment
Skills presentation (40%), Skills Development (30%) and Folio (30%)

Special Requirements: Nil

Subject Costs
$70 per semester payable to the school, which subsidises instrumental tuition, accompaniment and ensemble workshops.
$30 per term instrument hire (if applicable). Students who receive tuition from an outside source are invoiced for the cost of the accompaniment and music provided.

Music in Context
Students study the music of our society, tracing history through different forms in music e.g. Symphony, Concerto and Music in the 20th Century including jazz.

Solo / Small Group Performance
Students learn to prepare solo or small group work for performance critically evaluate their own and other’s performances.

Assessment
Skills presentation (40%), Skills Development (30%) and Folio (30%)

Special Requirements: Nil

Subject Costs
$70 per semester payable to the school, which subsidises instrumental tuition, accompaniment and ensemble workshops.
$30 per term instrument hire (if applicable). Students who receive tuition from an outside source are invoiced for the cost of the accompaniment and music provided.

VISUAL ARTS: ART FOCUS 1
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Jenny Remete, Jeanette Beadnall

Recommended Background: Nil

Subject Information
This subject leads to the Stage 2 Visual Arts.

Content
Creating works of 2D visual art: painting, drawing and/or printmaking.

Practical resolution
A series of technical examples presented in a folder, with notes and accompanying theory topics (first half of semester) and a major 2D assignment is undertaken, making use of skills and knowledge culminating in the exhibition of the work in an appropriate format (2nd half of semester).

Visual Thinking
The development and experimentation in skill and technique in the chosen media should be evident and give tangible form to the development of ideas for works of visual art. The process is clearly documented and includes investigation, observational drawings, expression of thoughts and ideas, studies, sketches and models. Students are also required to study modern art movements.

Visual Arts in Context
The study of artists and their works in the context of culture. This could be a practical, theoretical study, or a blend. The specific art and artists can be chosen from any period or cultural tradition.

Assessment
Assessment is based on submission of investigation, development of ideas and investigations into media, presentation. Essays and a folio of experiments will also form part of the assessment. Practical (30%), Folio (40%), Visual Study (30%).

Special Requirements: Nil

Subject Costs
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.
**VISUAL ARTS: ART FOCUS 2**  
**LEVEL:** Stage 1  
**LENGTH:** Semester - 10 Credits  
**CONTACT PERSONS:** Jenny Remete, Jeanette Beadnall

**Recommended Background:** Nil

**Subject Information**  
This subject leads to the Stage 2 Visual Arts.

**Content**  
Creating works of 2D visual art: painting, drawing, printmaking, photography digital illustration.  

**Practical Resolution**  
A series of technical examples presented in a folder, with notes and accompanying theory topics (first half of semester) and a major 2D assignment is undertaken, making use of skills and knowledge culminating in the exhibition of the work in an appropriate format (2nd half of semester).

**Visual Thinking**  
The development and experimentation in skill and technique in the chosen media should be evident and give tangible form to the development of ideas for works of visual art. The process is clearly documented and include investigation, observational drawings, expression of thoughts and ideas, studies, sketches and models. Students are also required to study modern art movements.

**Visual Arts in Context**  
The study of artists and their works in the context of culture. This could be a practical, theoretical study, or a blend. The specific art and artists can be chosen from any period or cultural tradition.

**Assessment**  
Assessment is based on submission of investigation, development of ideas and investigations into media, presentation. Essays and a folio of experiments will also form part of the assessment. Practical (30%), Folio (40%), Visual Study (30%).

**Special Requirements:** Nil

**Subject Costs**  
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.

---

**VISUAL ARTS – DESIGN FOCUS 1: ENVIRONMENTAL DESIGN**  
**LEVEL:** Stage 1  
**LENGTH:** Semester - 10 Credits  
**CONTACT PERSONS:** Naoko Matsumoto, Jenny Remete

**Recommended Background:** Nil

**Subject Information**  
This subject leads to the Stage 2 Visual Arts.

**Content**  
Visual Thinking  

Students develop a portfolio of drawings and illustrations, using a variety of media and materials including pencil, pen, markers and paint.

**Practical Resolution**  
In creating Works of Design work is developed from a theme that may include architectural form, interior design, landscape or streetscape design. Students present one major work as a suite or set of drawings, computer generated images or models. A detailed design brief, all research, development of ideas, refinement, finished presentation, and an evaluation is submitted to demonstrate a working knowledge of the problem solving process.

**Design and Culture (Arts in context)**  
Students develop a portfolio showing changes in design, from 1890’s to 1980 in the context of art and design movements of the time.
Assessment
Assessment in this subject is based on submission of research, sketches, notes, and finished works of design. Essays and the portfolio containing personal observations will also be included. Components include Practical (30%), Visual Study (30%) and Folio (40%).

Special Requirements: Nil

Subject Costs
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.

VISUAL ARTS – DESIGN FOCUS 2: VISUAL COMMUNICATIONS and PRODUCT DESIGN
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Naoko Matsumoto, Jenny Remete

Recommended Background: Nil

Subject Information
This subject leads to the Stage 2 Visual Arts.

Content
This subject has three areas of study: Visual Thinking, Practical Resolution and Visual Arts in Context Practical.

Practical Resolution
Products are developed from a theme that may include book illustration, promotion of an event, corporate and business identity or technical illustration using conventional illustration techniques and a range of computing software. Packaging, fashion illustration and a study of ergonomics may also be included in the course, depending on the nature of the practical work undertaken.

Visual Thinking
Students develop a portfolio showing the use of one graphic design computer program.

Design and Culture (Arts in Context)
An overview of the characteristics of modern design in a selection of countries including Japan, US, Europe and Australia.

Assessment
Assessment is based on submission of research, sketches, notes, and finished works of design. Essays and the portfolio containing personal observations will also be included. Components include Practical (30%), Visual Study (30%) and Folio (40%).

Special Requirements: Nil

Subject Costs
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.

DANCE
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Katrina Constantopoulos

Recommended Background: Nil

Subject Information
This is a 20-credit Arts subject.

Content
Stage 2 Dance has a practical focus and provides the student with opportunities to study Dance as a Performing Art. The three areas of study include:

Practical Skills
- Choreography: Students choreograph one four-minute dance or two, two-minute pieces or three 1.3-minute pieces in selected dance style
- Technique-participate in a dance technique class of a selected style
- Folio-A process based evaluation of either the choreography or technique

Response
Students study historical and contemporary perspectives of dance and complete two written responses.

Performance
Students are assessed on one of the following: a dance performance, a choreographic work, or a presentation of one or more off stage roles.

Assessment
Practical Skills (50%), Response (20%), Performance (30%).

Special Requirements: Nil

Subject Costs
$30 for visits to dance performances and specialist workshops as required by the course.
DRAMA
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Robyn Trebilcock

Recommended Background: Nil

Subject Information: This is a 20 credit Arts Subject

Content
Group Presentation
Students take part in a group presentation inspired by a significant play or an innovative drama practitioner. Although students present in a group, they are assessed individually. The group presentation could take a variety of forms, including, for example, a live performance or film, a workshop, or a tutorial.
Folio
Students review live theatre performances and reflect on their own dramatic experiences in various formats: written, oral, and multimedia.

Interpretative Study
Students respond to a great play or innovative dramatist and present their work in a creative way using their choice of visual material, sketches, diagrams, displays, poems, novels, audio, music, songs, film/video excerpts, live performance excerpts, staged readings.

Performance Or Related Off Stage Presentation
Students are involved as performers in a play or work in an off-stage role, e.g. stage management, lighting, costumes, publicity, sound effects, props management. Students may elect to perform or present individually rather than as part of a class group.

Please note: if students love being around the theatre but are not confident with acting, they do not have to perform in public to succeed in this subject.

Assessment
School-based assessment: Group Presentation (20%) Folio (30%)
Interpretative Study (20%).
External Assessment: Group or Individual Performance (30%).

Special Requirements: Nil

Subject Costs
Students attend up to four live theatre performances - cost of approximately $20 each. However, these are not a compulsory component of the course.

MUSIC
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Ben Dening

Recommended Background
Stage 1 Music

Subject Information
This is a full year 20 credit Stage 2 Arts subject in music, comprising two of the following, in consultation with the senior music teachers. It is recommended that students undertake one practical and one investigation-based unit.

Ensemble Performance - 10 credits
Students participate in regular rehearsals in an ensemble and perform with that ensemble a twenty minute program of music over the assessment period with a final performance of ten to twelve minutes duration (Practical based).

Solo Performance - 10 credits
Students attend regular instrumental/voice lessons to prepare a solo program of work for performance. A twenty minute program of music over the assessment period with a final performance of ten to twelve minutes duration is developed (Practical based).

Music Individual Study - 10 credits
Students design their own project in an area of music that interests them. All individual projects must be submitted for approval by the SACE Board. Areas of music study include music industry, community music, music tutoring, instrument building. Examples of topics include writing and recording original student compositions, event management, directing an ensemble, managing a band (Investigation based).

Musicianship - 10 credits
This unit includes theoretical studies, harmonisation, musical analysis, melody writing and arranging, extensive assessment in aural recognition of music concepts and submission of an arrangement (Investigation based).

Music Technology - 10 credits
This course develops recording techniques and editing processes to create original CD tracks. Five minor projects of thirty seconds duration and one major project of five minutes duration with commentaries are developed. The projects are submitted in CD format. Students wishing to further their music studies at university level in technology must submit a folio of recordings.

Music In Context - 10 credits
This course is a study of music and its relation to social and cultural contexts. Students study two core topics, eg. Miles Davis: Jazz Comes of Age and The Beatles and the Beach Boys: Soundtracks of a Generation, and one school developed topic as well as a personal choice investigation negotiated with the teacher (Investigation based).

Assessment
A school based assessment 70%.
An external assessment 30% for either a final performance, a Musicianship exam or a final project.

Special Requirements: Nil

Subject Costs
$70 per semester payable to the school, which subsidises instrumental tuition, accompaniment and ensemble workshops. $30 per term instrument hire (if applicable). Students who receive tuition from an outside source will be invoiced for the cost of the accompaniment and music provided.
VISUAL ARTS: ART FOCUS
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSONS: Jenny Remete, Jeanette Beadnall

Recommended Background: Nil

Subject Information
This is a full year subject with a focus on art. Students can enrol in either Art or Design which can lead to TAFE, university and / or employment, especially in the Visual and Applied Arts, Crafts, Architectural studies, Industrial and Graphic Design.

Content
Folio
Development of a portfolio that documents a knowledge of creative process. The use of drawings, sketches, diagrams, experiments is accompanied by notes that show analysis and refinement of the artistic process.

Practical
One major finished artwork based on the Visual Thinking portfolio. This may be a single piece or suite of works that demonstrate originality and competency of media and technique. Students also complete an artist statement that includes a critical self-assessment of the artwork and an explanation of the meaning or messages behind the final piece.

Visual Study
Lectures research and analysis of concepts, forms and stylised visual art, through the study of individuals or groups of artists in their particular historical and cultural context. Students are encouraged to develop their own personal views on aspects of this study.

Assessment
School assessment (70%)
• Folio (40%)
• Practical (30%)
External assessment (30%)
• Assessment Type 3: Visual Study (30%)

Special Requirements: Nil

Subject Costs
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.

VISUAL ARTS: DESIGN FOCUS
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CREDITS: 20
CONTACT PERSON: Naoko Matsumoto

Recommended Background: Nil

Subject Information
This is a full year subject, with a focus on design. Students can enrol in either Art or Design which can lead to TAFE, university and / or employment, especially in the Visual and Applied Arts, Crafts, Architectural Studies, Industrial and Graphic Design.

Content
Students can work in one of the following areas of Design: Product, Environmental, Graphic or Visual Communication. They develop a portfolio that documents a knowledge of the creative problem solving process. This includes the development of a design brief, research, analysis, exploration of ideas, and preliminary evaluation of a concept.

Practical
One major finished design work based on the Visual Thinking Portfolio. Final products may include graphic, modelled, or prototype items. Students also complete a designer’s statement that will include a critical assessment of the problem solving process and the product in relation to the design brief.

Visual Study
Lectures, research and analysis of concepts, forms and styles of design, through the study of individuals or groups of designers in their particular historical and cultural context. Students are encouraged to develop their own personal views on aspects of this study.

Assessment
School assessment (70%)
• Folio (40%)
• Practical (30%)
External assessment (30%)
• Assessment Type 3: Visual Study (30%)

Special Requirements: Nil

Subject Costs
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.
LANGUAGE and LITERATURE

LEVEL: Year 8
LENGTH: Full year
CONTACT PERSON: Raphael Zadey

Recommended Background: Nil

Content
By the end of this course, students should be able to:

- Use language with enjoyment and as a vehicle for thought, creativity, learning and self-expression
- Respond independently to a variety of texts
- Show an in-depth understanding of human nature and thus of themselves and others
- Develop a critical and analytical approach to literature

The program has a number of components that may be taught independently or in conjunction with each other, depending on students’ needs. The components include:

- Text Response
- Text Production
- Independent Reading

Assessment
Students are assessed in a range of ways to demonstrate their learning. Assessment rubrics are provided for all summative pieces. These are graduated descriptors of student performance against the set criteria for IB MYP, namely Analysing, Organizing, Producing Text and Using Language.

Special Requirements: Nil

Subject Costs
Possible costs may be incurred through non-compulsory class excursions (train/bus fares and admission fees).

The development of knowledge, skills and understandings about language and literacy is essential for any individual’s active and effective participation in their learning, and in their local and global communities.

ENGLISH, LANGUAGE and LITERATURE, ESL

YEAR 8
Language and Literature

YEAR 9
Language and Literature

YEAR 10
Language and Literature

YEAR 11
English

YEAR 12
English Studies

* Eligibility criteria apply

* English as an Additional Language or Dialect (EALD)

ISEC

* English as an Additional Language or Dialect (EALD)

* English as an Additional Language or Dialect (EALD)
ENGLISH, LANGUAGE and LITERATURE, ESL

42

Students create imaginative, interpretive, and/or persuasive texts and make intertextual connections. Reading and examining a range of texts, including Australian texts, and understanding how language and text types work with their teachers across a number of interdisciplinary areas strengthens their skills in using written and spoken English. Students participate in an integrated program to develop and understand human nature and thus of themselves and others.

Students should provide evidence of learning through four assessments, with at least one assessment task from each assessment type, and at least one assessment task delivered as an oral presentation or multimodal form and at least one in written form. Assessment weightings are balanced between text response and text creation skills. Each semester is worth 10 credits.

CONTENT

By the end of this course, students should be able to:

• Use a range of language techniques as a vehicle for thought, creativity, learning and self-expression
• Respond analytically to a variety of texts
• Show a sophisticated and empathetic understanding of human nature and thus of themselves and others
• Develop a critical approach to a variety of examples of literature

The program has a number of components that may be taught independently or in conjunction with each other, depending on students' needs. The components include:

• Text Response
• Text Production
• Independent Reading

Assessment

Students are assessed in a range of ways so that they have every opportunity to demonstrate their learning. Assessment rubrics are provided for all summative pieces. These are graduated descriptors of student performance against the set criteria for IBMYP, namely Analysing, Organizing, Producing Text and Using Language.

Special Requirements: Nil

Subject Costs

Possible costs may be incurred through non-compulsory class excursions (train/bus fares and admission fees).

ENGLISH A & B

LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Raphael Zadey

Recommended Background

Successful completion of Year 10 Language and Literature.

Subject Information

Stage 1 English allows students to engage with a wide range of texts and text types. The subject offers opportunity for students to create their own texts. It is preparatory to English and English Literary Studies at Stage 2.

Content

Students should provide evidence of learning through four assessments, with at least one assessment task from each assessment type, and at least one assessment task delivered as an oral presentation or multimodal form and at least one in written form. Assessment weightings are balanced between text response and text creation skills. Each semester is worth 10 credits.

Responding to texts

Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections.

Creating texts

Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multimodal forms.

Subject Costs

Possible costs may be incurred through non-compulsory class excursions (train/bus fares and admission fees).

INTENSIVE SECONDARY ENGLISH COURSE (ISEC)

LEVEL: Year 10
LENGTH: 10 to 20 weeks
CONTACT PERSON: Karyn Jones

Recommended Background

Available to full fee paying international students and other new arrival students for whom English is a second language.

Content

Students participate in an integrated program to develop and strengthen their skills in using written and spoken English. Students work with their teachers across a number of interdisciplinary areas of study including English, Mathematics, Science, Computing, Humanities and the SACE Personal Learning Plan (PLP).

Students use contextually appropriate opportunities to develop and practice skills that they will use in their subsequent learning programs and subject classes. Students develop an understanding of the Australian style of secondary schooling and gain the confidence to participate in speaking, listening, writing, and reading English in a range of contexts and supportive learning environments. The PLP aims to prepare students for their future career pathways by helping them to investigate a range of post school options and work related studies.

Assessment

Students are actively involved in assessment activities that support and familiarise them with the assessment methodologies of both the IBMYP program and the SACE, as well as EALD skills, knowledge and understandings.

CONTACT PERSON:  Raphael Zadey

LENGTH: Full year
LEVEL: Year 9
CONTACT PERSON: Raphael Zadey

Recommended Background: Nil

Content

By the end of this course, students should be able to:

• Identifying and analysing patterns of action
• Show an in-depth understanding of human nature and thus of themselves and others
• Read widely to promote a lifelong learning in language and literature
• Use language with enjoyment and as a vehicle for thought, creativity, learning and self-expression

The program has a number of components that may be taught independently or in conjunction with each other, depending on students' needs. The components include:

• Text Response
• Text Production
• Independent Reading

Assessment

Students are assessed in a range of ways so that they have every opportunity to demonstrate their learning. Assessment rubrics are provided for all summative pieces. These are graduated descriptors of student performance against the set criteria for IBMYP, namely Analysing, Organizing, Producing Text and Using Language.

Special Requirements: Nil

Subject Costs

Possible costs may be incurred through non-compulsory class excursions (train/bus fares and admission fees).

LEVEL: Year 10
LENGTH: Full year
CONTACT PERSON: Raphael Zadey

Recommended Background: Nil

Content

By the end of this course, students should be able to:

• Use language with enjoyment and as a vehicle for thought, creativity, learning and self-expression
• Respond independently to a variety of texts
• Show an in-depth understanding of human nature and thus of themselves and others
• Develop a critical and analytical approach to literature

The program has a number of components that may be taught independently or in conjunction with each other, depending on students' needs. The components include:

• Text Response
• Text Production
• Independent Reading

Assessment

Students are assessed in a range of ways so that they have every opportunity to demonstrate their learning. Assessment rubrics are provided for all summative pieces. These are graduated descriptors of student performance against the set criteria for IBMYP, namely Analysing, Organizing, Producing Text and Using Language.

Special Requirements: Nil

Subject Costs

Possible costs may be incurred through non-compulsory class excursions (train/bus fares and admission fees).

LEVEL: Year 9
LENGTH: Full year
CONTACT PERSON: Raphael Zadey

Recommended Background: Nil

Content

By the end of this course, students should be able to:

• Use language with enjoyment and as a vehicle for thought, creativity, learning and self-expression
• Respond independently to a variety of texts
• Show an in-depth understanding of human nature and thus of themselves and others
• Develop a critical and analytical approach to literature

The program has a number of components that may be taught independently or in conjunction with each other, depending on students' needs. The components include:

• Text Response
• Text Production
• Independent Reading

Assessment

Students are assessed in a range of ways so that they have every opportunity to demonstrate their learning. Assessment rubrics are provided for all summative pieces. These are graduated descriptors of student performance against the set criteria for IBMYP, namely Analysing, Organizing, Producing Text and Using Language.

Special Requirements: Nil

Subject Costs

Possible costs may be incurred through non-compulsory class excursions (train/bus fares and admission fees).
ESSENTIAL ENGLISH A & B
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Raphael Zadey

Recommended Background
Completion of Year 10 Language and Literature

Subject Information
This subject is designed for those students who need additional support to ensure success. Many texts deal with real world issues such as workplace literacy.

Content
Students should provide evidence of learning through four assessments, with at least one assessment task from each assessment type, and at least one assessment task delivered as an oral presentation or multimodal form and at least one in written form. Assessment weightings are balanced between text response and text creation skills and can be modified to suit individual student needs but no assessment type will be less than 20% weighting. Each semester is worth 10 credits.

Assessment
Assessment at Stage 1 is school-based and may be externally moderated.

Subject Costs
Nil

Intertextual study
Students analyse connections between texts, exploring and evaluating similarities and differences and learning how the construction of texts influences audience response.

Assessment
Assessment at Stage 1 is school-based and may be externally moderated.

Responding to Texts (minimum of 20%) Creating Texts (minimum of 20%) Intertextual Study (minimum of 20%).

Special Requirements: Nil

Subject Costs
Possible costs may be incurred through non-compulsory class excursions (train/bus fares and admission fees).

English as an ADDITIONAL LANGUAGE A & B
LEVEL: Stage 1
LENGTH: Full year - 20 Credits
CONTACT PERSON: Raphael Zadey

Recommended Background
This course is designed for students who qualify for English as an Additional Language or Dialiect (EALD) instruction.

Subject Information
English as an Additional Language is designed for students for whom English is an additional language. The subject is based on responding to and composing oral and written texts in a range of genres and situations.

Content
Students should provide evidence of learning through eight assessments. Students complete at least one assessment from each assessment type. Assessment weightings are balanced between text response, an interactive study and an applied language activity. No assessment type will be less than 20% weighting. This is a two semester course worth 20 credits.

Responding to texts
Students read and view a variety of texts including literary, media, and everyday texts, such as novels, plays, poetry, short stories, biographies, films, documentaries, web texts, social networking texts, and the everyday texts of work, family, and community life. Whole texts or parts of texts may be studied.

Interactive study
Interview: Students (the interviewers) conduct an oral interview with one or more people about an issue or an aspect of cultural life. The interview must be conducted in English. Students present the results of their interview in a written report.
Discussion: Students choose an idea, opinion, or perspective that arises in at least two texts. Students individually present, explain, and discuss with their teacher and/or a small group of students the idea, opinion, or perspective they have studied with reference to the texts.

Applied language activity
For an applied language activity, students identify and analyse the effectiveness of aspects of language used in a variety of texts. The analysis should culminate in the production of a written text, to a maximum of 800 words; an oral should be a maximum of 5 minutes; a text in multimodal form should be of equivalent length.

Assessment
Assessment at Stage 1 is school based and externally moderated.

Responding to texts (minimum of 20%), Interactive Study (minimum of 20%) and Applied Language Activity (minimum of 20%).

Special Requirements: Nil

Subject Costs
Approximately $40 for English as a Second Language workbook. A cost of approximately $30 for a possible optional restaurant outing is highly recommended; however this excursion is not compulsory.
ENGLISH COMMUNICATIONS
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Raphael Zadey

Recommended Background
A grade of C or greater at Stage 1 English Studies or English Communications.

Subject Information
English Communications focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

Content
Students should provide evidence of their learning through ten assessments, including the external assessment component. Students undertake:
- Text Analysis: three responses for text analysis — two written and one oral
- Text Production: three assessments, one of which is written under supervision
- Communication Study: consists of two parts – one comparative piece on one of five categories of communication; and one practical application from a choice of eight.

Part 1 of Communication Study: Analysis and comparison of one of the following categories of communication:
- Mass-media Communication
- Business Communication
- Advertising
- Personal Communication
- Computer-mediated Communication

Part 2 of Communication Study: Completion of a practical application involving the development of a product, reflection on the process of development, and the findings reached by the student. Students select one from the following eight applications:
- Film-making
- Investigating
- Multimedia web authoring
- Workplace writing
- Interacting
- Language
- Oral language
- Writing for publication

Students complete a folio up to a maximum of 2000 words containing:
Part 1: Response to an example of communication.
This could be a short story, novel, poem, or film; or a text used to communicate an idea or information such as a transcript of a speech, or a letter.

Part 2: Text production with writer’s statement.
Students compose a piece of written text and a writer’s statement that outlines their intentions and reflects on the process used to produce it. The text production piece can be creative (e.g. a narrative or expository piece) or functional (e.g. writing for a technical journal).

Assessment
Assessment at Stage 2 is a combination of school-based work externally moderated and external assessment.
School-based: 70% (including Assessment Type 1: Text Analysis and Text Production 40% and Assessment Type 2: Communication Study 30%)
External Assessment: 30% (Assessment Type 3: Folio 30%).

Special Requirements: Nil

Subject Costs
A cost of $25 for excursions is highly recommended; however these excursions are not compulsory.
ENGLISH STUDIES
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Raphael Zadey

Recommended Background
A grade of B or A at Stage 1 English Studies level.

Subject Information
In English Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts.

Content
Students undertake tasks within the following:
- Text Study
- Text Production Study

Text Study
The text study comprises four shared studies and an individual study.
Shared Studies:
- Study of two single texts
- Study of paired texts
- Study of poetry
- Critical reading study of short texts

Individual Study:
The individual study provides scope for the development of student interest outside the texts studied as a class. It is undertaken independently.
- Critical essay
- Collection of supporting material

Text Production Study
Students compose texts, both written and oral covering a range of text types. They will explore a range of forms (e.g. narrative, persuasive, expository, and descriptive) to enable them to model their own text production.

Assessment
School-based 70% Assessment Type 1: Shared Studies 30%, Assessment Type 2 Individual Study 20% and Assessment Type 3: Text Production 20%
External Assessment 30% Assessment Type 4: Examination 30%

Special Requirements: Nil

Subject Costs
It is highly recommended however, it is not compulsory that a revision guide be purchased.

ENGLISH AS A SECOND LANGUAGE
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Raphael Zadey

Recommended Background
This course is designed for students who qualify for ESL instruction.

Subject Information
In Stage 2 English as an Additional Language, students develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers and writers.

Content
Students undertake tasks within the following areas of study:

Communication Study
Students undertake one oral assessment and one written assessment from the listed suggestions:
- Oral
- Television Report
- Job Interview
- Formal Speech
- Advertising Presentation
- Instructions or a Demonstration
- Role Play
- Written Assessment

Text Production Study
Students undertake one oral assessment and one written assessment to complete the requirements of this assessment type.

Interaction Study
Students produce one written report and one oral evaluation, based on one of the following activities:
- Interview an individual. The focus of the interview should be an interesting aspect of someone's life or career, a social issue, or an area of interest.
- Mentoring. Students work with peers or in a cross-age tutoring situation to share their knowledge of any area of interest.
- Investigative Study
  - Students investigate a contemporary issue of their choice. The investigation comprises:
    - A written research report of up to a maximum of 900 words
    - An oral reflection of the process and findings of the investigation of a maximum of six minutes.

Investigative Study
Students investigate a contemporary issue of their choice. The investigation comprises:
- A written research report of up to a maximum of 900 words
- An oral reflection of the process and findings of the investigation of a maximum of six minutes.

Assessment
School-based Assessment 70%: Communication Study (20%); Text production (30%); Language Application (20%)
External Assessment 30%: Investigation 30%

Special Requirements: Nil

Subject Costs
A cost of approximately $30 for an optional restaurant outing is highly recommended, however this excursion is not compulsory.
Using inquiry learning and other processes, the Humanities and Social Sciences encourage students to understand and critically challenge ideas, in order to participate positively and effectively in their schools and communities.

**INDIVIDUALS and SOCIETIES**

**LEVEL:** Year 8  
**LENGTH:** Full year  
**CONTACT PERSON:** Raphael Zadey

**Recommended Background:** Nil

**Content**

The history component of this subject allows students to develop a knowledge of human society from the end of the ancient period to the beginning of the modern period (c.650 – 1750).

The geography component provides students an understanding of geomorphology, as well as an understanding of how nations change through a study of international migration and urbanisation.

The civics and citizenship component provides students an opportunity to investigate political and legal systems, while also exploring the nature of citizenship, diversity and identity in contemporary society.

The business and economics component provides students an understanding of the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources.

Year 8 Individuals and Societies at Blackwood High School incorporates the Australian Curriculum.

**Topics include:**

- History
  - Overview
  - Vikings
  - Shogunate Japan
  - Conquistadors

- Geography
  - The geomorphology of coasts
  - Migration
  - Urbanisation

- Civics and Citizenship

- Business and Economics

**Assessment**

Assessment tasks may include essays, oral presentations, research assignments, homework, tests, fieldwork and projects. Students are assessed against IBMYP criteria, which include:

- Knowing and understanding
- Investigating
- Communicating
- Thinking critically

**Special Requirements:** Nil

**Subject Costs**

Students have opportunities for non-compulsory field excursions, which may incur a cost of up to $10.
INDIVIDUALS and SOCIETIES
LEVEL: Year 9
LENGTH: Full year
CONTACT PERSON: Raphael Zadey

Recommended Background: Nil

Content
The history component of this subject allows students to develop a knowledge about Australia and the world, from the birth of the industrial era to the early 20th Century; its people, history and environments, political, economic and legal systems. The geography component provides students understanding of biomes and food security and focuses on investigating the role of the biotic environment and its role in food and fibre production. It also examines the geographies of interconnections.

Topics covered include:
History (1750-1918) The Making of the Modern World
  • Overview
  • The Industrial Revolution
  • Making A Nation
  • World War 1
Geography
  • Biomes (Australian and global)
  • Geography of interconnections

Assessment
Assessment tasks may include essays, oral presentations, homework, tests, fieldwork and projects. Students are assessed against IBMYP criteria, which include:
  • Knowing and understanding
  • Investigating
  • Communicating
  • Thinking critically

Special Requirements: Nil

Subject Costs
Students have opportunities for non-compulsory field excursions, which may incur a cost of up to $10.

BIG HISTORY
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Raphael Zadey, Jarrod Chave, Nick Gillies

Recommended Background: Nil

Content
‘The Big History Project’ is a global education initiative that has been funded and supported by Bill Gates. Big History is an integrated course in which students use the lenses of History and Science in order to explore the origins of our universe, our world, our species and, finally, our future. As students explore the 13.8 billion years of history, they engage with critical history concepts, along with those of the physical and biological sciences, including cosmology.

In 2013 Blackwood High School was one of only a handful of schools worldwide that was selected to pilot Big History as a part of the IBMYP.

The course addresses the following:
  • Threshold 1: The Big Bang
  • Threshold 2: The Stars Light Up
  • Threshold 3: New Chemical Elements
  • Threshold 4: Earth and the Solar System
  • Threshold 5: Life on Earth
  • Threshold 6: Collective Learning
  • Threshold 7: Agriculture
  • Threshold 8: The Modern Revolution

Assessment
Assessment tasks may include essays, oral presentations, fieldwork and displays. Students are assessed against IBMYP criteria, which include:
  • Knowing and understanding
  • Investigating
  • Communicating
  • Thinking critically

Special Requirements: Nil

Subject Costs
Students have opportunities for non-compulsory field excursions, which may incur a cost of up to $10.
LEGAL STUDIES
LEVEL: SACE Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Mary Hodson, Argie Buesnel

Recommended Background: Nil

Content
Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

Topics studied include:
• Law and Society – exploration of the role of law in Australia, where our laws come from and who makes the law.
• People, Structures, and Processes – consideration of the role of legal institutions such as parliament, government, and the courts, and examination of how participation in these can be encouraged.
• Law-making – discovering who makes laws and why, with an examination of what causes laws in Australia to be changed.
• Justice and Society – exploration of the operation of the adversary system of trial in the resolution of criminal and civil disputes, with determination of whether our system of trial by jury is truly effective.

Assessment
A folio of course work (50%), an Individual or Group Presentation (20%) and an Issue Study (30%).

The Issue Study can come from the topics covered in the course or from the following: Young People and the Law, Victims and the Law, Motorists and the Law, Young Workers and the Law or Relationships and the Law.

Special Requirements: Nil

Subject Costs
Students have opportunities for non-compulsory field excursions, which may incur a cost of up to $10.

HISTORY
LEVEL: SACE Stage 1
LENGTH: Semester – 10 Credits
CONTACT PERSON: Raphael Zadey, Chris Brookes

Recommended Background: Nil

Content
The study of this subject is an advantage to students who wish to study Stage 2 Modern History.

Students with an eye to contemporary world events find this course especially interesting as it explores the most critical events of the 20th Century in order to provide an understanding of the current state of the world. The focus on conflict is especially relevant in our modern world. Topics are taken from events that have shaped our world since the end of World War I, including: Dictators, especially the rise of Hitler and the Nazi Party; World War II; The Cold War; The Middle East; Civil Rights in the US (and the world) and growth of 60s Counter Cultures.

Assessment
A Folio of Course Work (min 20%), Sources Analysis (min 20%) and Investigation (min 20%).

Special Requirements: Nil

TOURISM
LEVEL: SACE Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Argie Buesnel, Jude Wilson

Recommended Background: Nil

Content
Tourism presents and explores opportunities and benefits, as well as problems and threats to people and the environment. Students identify and investigate emerging tourism trends, developments and contemporary tourism issues and/or case studies of tourism activity. They apply their knowledge, skills and understanding about tourism to form personal opinions, make informed recommendations and predict future outcomes.

In the Case Study we explore tourism in the local area, looking at its unique qualities, issues and potential. Through the Sources Analysis we examine the effects of a range of institutions on people preparing for travel. In the investigation, students have the opportunity to plan and develop their own guided tour in the Practical Activity and to identify an emerging trend, development, or contemporary issue in tourism in the Investigation.

Assessment
Source Analysis (20%), Case Study (20%), Practical Activity (30%) and Investigation (30%).

Special Requirements: Nil

Subject Costs
Students have opportunities for non-compulsory field excursions, which may incur a cost of up to $10.

LEGAL STUDIES
LEVEL: SACE Stage 2
LENGTH: Full year – 20 Credits
CONTACT PERSON: Mary Hodson, Argie Buesnel

Recommended Background: Nil

Content
This subject provides an exploration of the Australian Legal System from the local level to its global connections. The Australian Legal System is constantly evolving and has its strengths and weaknesses. Students critically analyse the Australian Legal System. The different legal perspectives and priorities held by diverse cultural and interest groups in society will be explored, this includes the extent to which the legal system influences and is influenced by the Indigenous people of Australia.

In Legal Studies we explore:
• The Australian Legal System – how it strives to reflect and protect the fundamental values and beliefs of the community.
• Constitutional Government – the basic principles and features of constitutional government and the critical features of the constitution system.
• Lawmaking - how law originates from two fundamental sources — parliament and the courts. Students will gain an understanding on how legislation, delegated legislation and case law are created.
• Justice Systems - the variety of lawful mechanisms designed to achieve just outcomes in disputes.
TOURISM
LEVEL: SACE Stage 2
LENGTH: Full year – 20 Credits
CONTACT PERSON: Argie Buesnel

Recommended Background: Nil

Content
In this course students develop an understanding of tourism from the perspectives of host, tourism operator and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon.

The essential themes studied in Tourism are: Operations and Structures of the Tourism Industry; Travellers' Perceptions, and the Interaction of Host Community and Visitor; Planning for and Managing Sustainable Tourism; and; Evaluating the Nature of Work in the Tourism Industry. Students also study a range of topics, including: Management of Local Area Tourism, the Impacts of Tourism and Responsible Travel.

Students work on the following tasks:
• Responsible Tourism at an Event or Site (Clipsal 500, WOMAdelaide, etc.).
• Visitors to overseas locations.
• Planning and Managing Sustainable Tourism (Eco-Tourism at Belair National Park, local beaches or Earth Sanctuary).
• Operations and Structures of the Tourism Industry.
• Travellers' Perceptions.
• Host Community/Visitor Interaction within regional tourism sites and towns.

Assessment
School-based Assessment 70%: Folio (20%), Practical Activity (25%), Investigation (25%)
External Assessment: Examination 30%

Special Requirements: Nil

Subject Costs
It is highly recommended however, it is not compulsory that a revision guide be purchased.

MODERN HISTORY
LEVEL: SACE Stage 2
LENGTH: Full year – 20 Credits
CONTACT PERSON: Raphael Zadey, Chris Brookes

Recommended Background: Nil

Content
In Modern History students develop, through a study of historical events, knowledge and skills of inquiry and critical analysis. They also develop the ability to construct hypotheses and critically evaluate events and ideas, all of which are skills directly applicable to complex employment positions and further study. This subject also provides an opportunity for students to develop a personal appreciation of particular events in history and serves as preparation for tertiary courses such as History, Politics, Law, Economics and Studies of Societies. The Modern History course comprises of the following components:
• Thematic Study: Slaves, Serfs, and Emancipation: Forced Labour since c. 1500. Students will compare slavery in the United States with serfdom in Russia, focusing on how and why such repressive social systems were created, the daily lives and conditions of the subjugated groups, the methods of rebellion and their effectiveness in instigating change.
• Depth Study: Persecution and Hope: Power and Powerlessness in Society since c. 1500. Students will conduct an in-depth study of the Civil Rights Movement in the United States of America where they will research, analyse, interpret and evaluate a range of historical resources in order to respond to focussed propositions and hypotheses.

Assessment
School-based Assessment 70%: Folio (50%), Essay (20%)
External Assessment: Exam 30%

Special Requirements: Nil

Subject Costs
It is highly recommended however, it is not compulsory that a revision guide be purchased.
Language Acquisition - Languages other than English (LOTE)

Consistent with the IBMYP at Blackwood High School, students are encouraged to study their second language until at least the end of Year 10.

**GERMAN**

**LEVEL:** Year 8  
**LENGTH:** Full year  
**CONTACT PERSON:** Karyn Jones

**Recommended Background**

There are no prerequisites for this course, however prior learning is acknowledged.

**Content**

Topics covered include:
- Greetings, meeting people, likes and dislikes
- Self-introduction – age, family
- Countries, colours
- Pets and animals
- Hobbies and sports
- Seasons, birthdays, dates, telling the time
- Snacks and party food
- School, subjects, timetables

A variety of texts, textbooks, CDs, films, music, and ICT resources are used as well as cooking and German visitors in class.

**Assessment**

Students are assessed against the IBMYP criteria for Language B. These include:
- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken and/or written visual text
- Using language in spoken and/or written form

Assessment activities include oral presentations and interviews, producing and analysing written and visual texts including poems, emails, letters, short stories, announcements, brochures, cartoons, journal entries, recipes, posters, surveys and timetables.

**Special Requirements:** Nil

**Subject Costs**

It is highly recommended that students purchase the workbook that accompanies the text ‘Katzensprung 1’, available from the school at cost of approximately $32.
**JAPANESE**

**LEVEL:** Year 8  
**LENGTH:** Full year  
**CONTACT PERSON:** Karyn Jones

**Recommended Background**
There are no prerequisites for this course, however prior learning is acknowledged.

**Content**
Year 8 students are introduced to the following:
- Japanese writing systems - hiragana, katakana and kanji
- Greetings and self-introductions, nationalities
- Numbers
- Classroom expressions
- Family members and friends
- Hobbies, and leisure activities
- Days and dates
- Food and drinks
- A reflection of the past year

**Assessment**
Students are assessed against the IB MYP criteria for Language B. These include:
- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken and/or written visual text
- Using language in spoken and/or written form

Assessment activities include oral presentations and interviews, producing and analysing written texts including poems, emails, letters, short stories, announcements, brochures, cartoons, journal entries, recipes, posters, surveys and timetables.

**Subject Costs**
It is highly recommended that students purchase the workbook that accompanies the text ‘Katzensprung 2’, available from the school at a cost of approximately $32.

---

**JAPANESE**

**LEVEL:** Year 9  
**LENGTH:** Full year  
**CONTACT PERSON:** Karyn Jones

**Recommended Background**
Successful completion of Year 8 Japanese. A working knowledge of the Hiragana and Katakana alphabets is assumed.

**Content**
A variety of texts, film, music, ICT resources are used to introduce the following topics:
- Places and buildings around town
- Summer and winter sports
- Transport
- At the cafe
- Clothing
- Describing people
- Weather
- At home
- Shopping
- Earning and spending money

**Assessment**
Students are assessed against the IB MYP criteria for Language B. These include:
- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken and/or written visual text
- Using language in spoken and/or written form

Assessment activities include oral presentations and interviews, producing and analysing written texts including poems, emails, letters, short stories, announcements, brochures, cartoons, journal entries, recipes, posters, surveys and timetables.

**Special Requirements:** Nil

**Subject Costs**
It is highly recommended that students purchase the workbook that accompanies the text ‘Obentoo Deluxe’, available from the school at a cost of approximately $32. Students use their Year 8 Workbook ‘Obentoo Deluxe’ in Semester 1 and Obentoo Supreme from Semester 2.

---

**GERMAN**

**LEVEL:** Year 9  
**LENGTH:** Full year  
**CONTACT PERSON:** Karyn Jones

**Recommended Background**
Successful completion of Year 8 German.

**Content**
A variety of texts, film, music, ICT resources are used to introduce the following topics:
- Places and buildings around town
- Summer and winter sports
- Transport
- At the cafe
- Clothing
- Describing people
- Weather
- At home
- Shopping
- Earning and spending money

**Assessment**
Students are assessed against the IB MYP criteria for Language B. These include:
- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken and/or written visual text
- Using language in spoken and/or written form

Assessment activities include oral presentations and interviews, producing and analysing written texts including poems, emails, letters, short stories, announcements, brochures, cartoons, journal entries, recipes, posters, surveys and timetables.

**Special Requirements:** Nil

**Subject Costs**
It is highly recommended that students purchase the workbook that accompanies the text ‘Obentoo Supreme’, available from the school for approximately $32.
GERMAN
LEVEL: Year 10
LENGTH: Full year
CONTACT PERSON: Karyn Jones

Recommended Background
Students undertaking this subject should have completed Year 9 German or equivalent at a satisfactory level.

Content
Topics covered include:
- What's on in Berlin, accommodation and sightseeing
- Problems facing young people
- City versus country life
- Interests and daily routines
- National identity, where is home, migration
- Celebrations, invitations and parties

Assessment
Students are assessed against the IB MYP criteria for Language B. These include:
- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken and/or written visual text
- Using language in spoken and/or written form

Assessment activities include: oral presentations and interviews, producing and analysing written texts including poems, emails, letters, short stories, announcements, brochures, cartoons, journal entries, recipes, posters, surveys and timetables.

Special Requirements: Nil

Subject Costs
Students may be asked to contribute to the cost of excursions or film events. However, these excursions are not compulsory.

GERMAN (CONTINUERS) A & B
LEVEL: Stage 1
LENGTH: Stage 1 German at continuers level can be studied as a 10 credits subject (one semester) or a 20 credits subject (full year)
CONTACT PERSON: Karyn Jones

Recommended Background
Successful completion of Year 10 German or equivalent.

Content
In Stage 1 German, students interact with others and create texts in German to share information, ideas, opinions and experiences. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. The focus capabilities for this subject are Communication and Citizenship.

Stage 1 German at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

The Individual
- Personal Identity
- School and Aspirations
- Leisure and Interests

The German speaking Communities
- People and Places
- Past and Present
- Arts and Entertainment

The Changing World
- The World of Work
- Social Issues
- Tourism and Hospitality

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Interaction in German (Oral and Written)
- Text Production (Writing a text in German, Oral Presentation in German)
- Text Analysis (Spoken and Written Texts)
- Investigation

Students must successfully complete at least one example of each assessment type per semester

Special Requirements: Nil

Subject Costs
Students may be asked to contribute to the cost of excursions or film events. However, these excursions are not compulsory.
**JAPANESE (CONTINUERS) A & B**

**LEVEL:** Stage 1  
**LENGTH:** Stage 1 Japanese at continuers level can be studied as a 10 credits subject (one semester) or a 20 credits subject (full year)  
**CONTACT PERSON:** Karyn Jones

**Recommended Background**

Students who wish to study Stage 1 Japanese should have achieved success in Year 10 Japanese (or equivalent).

**Content**

In Stage 1 Japanese, students interact with others and create texts in Japanese to share information, ideas, opinions and experiences. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. The focus capabilities for this subject are Communication and Citizenship.

Stage 1 Japanese at Continuers Level consists of three themes and a number of prescribed topics and suggested subtopics:

- The Individual  
  - Personal Identity  
  - Daily Life  
  - Leisure  
  - Education
- The Japanese speaking Communities  
  - Life in Japan  
  - Visiting Japan
- The Changing World  
  - Working Life  
  - Current Issues

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Interaction in Japanese (Oral and Written)  
- Text Production (Writing a text in Japanese, Oral Presentation in Japanese)  
- Text Analysis (Spoken and Written Texts)  
- Investigation

Students must successfully complete at least one example of each assessment type per semester.

**Special Requirements:** Nil

**Subject Costs**

It is highly recommended that students purchase a copy of ‘Wakatta 1 Workbook 1’, available from the school at a cost of approximately $32. This is a companion text for the course book, provided by the school for the students. Students may be asked to contribute towards the cost of an excursion or film event. However, these excursions are not compulsory.

**SPANISH (BEGINNERS) A & B**

**LEVEL:** Stage 1  
**LENGTH:** Full year – 20 credits  
**CONTACT PERSONS:** Jenny Arezina, Karyn Jones

**Recommended Background**

SACE Language programs at beginners level are designed for senior secondary students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the language at Stage 1.

Students may elect to study Spanish in Stage 1 in addition to the Language B they studied in the IBMYP in the middle school or as a new experience in the senior school. Students may not repeat the course if they are unsuccessful.

The focus capabilities for this subject are Communication and Citizenship.

**Content**

In Beginners Spanish students develop the skills of listening, speaking, reading and writing, to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the language. They develop and apply linguistic and intercultural knowledge, understanding and skills by interacting with others and by creating and analysing texts.

Students study prescribed themes and topics from the following perspectives:

- The Personal World  
- The Spanish-speaking Communities  
- Relationships  
- Family life, Home and Neighbourhood  
- Friends, Recreation and Pastimes  
- Lifestyles  
- People, Places, and Communities  
- Experiences  
- Future Plans and Aspirations

These topics provide the contexts for a range of assessments related to the learning requirements of interacting, creating texts, and interpreting texts.

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Interaction in Spanish (Oral and Written)  
- Text Production (Writing a text in Spanish, Oral Presentation in Spanish)  
- Text Analysis (Spoken and Written Texts)  
- Investigation

Students must successfully complete at least one example of each assessment type per semester.

**Special Requirements:** Nil

**Subject Costs**

Students may be asked to contribute towards the cost of an excursion, restaurant outing or film event. However, these excursions are not compulsory.
GERMAN (CONTINUERS) A & B
LEVEL: Stage 2
LENGTH: Full year – 20 credits
CONTACT PERSON: Karyn Jones

Recommended Background
Students who wish to study Stage 2 German should have achieved success in Stage 1 German (or equivalent).

Content
Stage 2 German at Continuers Level is a 20-credit subject (full year). In Stage 2 German, students interact with others and create texts in German to share information, ideas, opinions and experiences. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Stage 2 German at Continuers Level consists of three themes and a number of prescribed topics and suggested subtopics. It is expected that the topics not covered in Stage 1 will be covered in Stage 2.

Themes:
• The Individual
  • Personal Identity
  • School and Aspirations
  • Leisure and Interests
• The German speaking Communities
  • People and Places
  • Past and Present
  • Arts and Entertainment
• The Changing World
  • The World of Work
  • Social Issues
  • Tourism and Hospitality

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 German at continuers level:

School-based Assessment (70%)
• Assessment Type 1: Folio (50%)
• Assessment Type 2: In-depth Study (20%)

External Assessment (30%)
• Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component.

Students undertake:
• Three to five assessments for the folio
• One oral presentation in German, one written response to the topic in German and one reflective response in English for the in-depth study
• One oral examination
• One written examination

Special Requirements: Nil

Subject Costs
Students may be asked to contribute towards the cost of an excursion or film event. However, these excursions are not compulsory.

JAPANESE (CONTINUERS) A & B
LEVEL: Stage 2
LENGTH: Full year – 20 credits
CONTACT PERSON: Karyn Jones, Naoko Matsumoto

Recommended Background
Students who wish to study Stage 2 Japanese should have achieved success in Stage 1 Japanese (or equivalent).

Content
Stage 2 Japanese at continuers level is a 20-credit subject (full year). The focus capabilities for this subject are Communication and Citizenship.

Students interact with others and create texts in Japanese to share information, ideas, opinions and experiences. They create texts in Japanese to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

The prescribed themes, topics and suggested subtopics are intended to be covered across Stage 1 and 2.

Themes:
• The Individual
  • Personal Identity
  • Daily Life
  • Leisure
  • Education
• The Japanese speaking Communities
  • Life in Japan
  • Visiting Japan
• The Changing World
  • Working Life
  • Current Issues

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Japanese at continuers level:

School-based Assessment (70%)
• Assessment Type 1: Folio (50%)
• Assessment Type 2: In-depth Study (20%)

External Assessment (30%)
• Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component.

Students undertake:
• Three to five assessments for the folio
• One oral presentation in Japanese, one written response to the topic in Japanese and one reflective response in English for the in-depth study
• One oral examination
• One written examination

Special Requirements: Nil

Subject Costs
It is highly recommended that students purchase a copy of ‘Wakatta 2 Workbook’, available from the school at a cost of approximately $32. This is a companion text for the course book, provided by the school for the students.
SPANISH (BEGINNERS)
LEVEL: Stage 2
LENGTH: Full year – 20 credits
CONTACT PERSON: Jenny Arezina, Karyn Jones

Recommended Background
Successful completion of Stage 1 Beginners Spanish

Content
Stage 2 Beginners Spanish is a 20-credit subject (full year) subject. Students will continue to develop and apply linguistic and intercultural knowledge, understanding, and skills by:
• Interacting with others in Spanish in interpersonal situations
• Creating texts in Spanish for specific audiences, purposes, and contexts
• Analysing texts that are in Spanish to interpret meaning
• Comparing languages and how they work as a system
• Reflecting on the ways in which culture is created, expressed, and communicated through language

Students explore the three interconnected themes of Relationships, Lifestyles and Experiences through the perspectives of ‘The Personal World’ and ‘The Spanish-speaking Communities’. Topics covered include:
• Relationships
• Family life, Home and Neighbourhood
• Friends, Recreation and Pastimes
• Lifestyles
• People, Places, and Communities
• Experiences
• Future Plans and Aspirations

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Spanish at beginners level:
School-based Assessment (70%)
• Assessment Type 1: Interaction (30%)
• Assessment Type 2: Text Production (20%)
• Assessment Type 3: Text Analysis (20%)

External Assessment (30%)
• Assessment Type 4: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component.

Students undertake:
• One interaction in spoken Spanish and one presentation and discussion in Spanish for the interaction
• One writing text in Spanish and one responding to written texts in Spanish for the text production
• One analysing and interpreting spoken texts and one analysing and interpreting written texts for text analysis
• One oral examination
• One written examination

Special Requirements: Nil

Subject Costs
Students may be asked to contribute towards the cost of an excursion or film event. However, these excursions are not compulsory.
Mathematics is the study of quantity, space and change. Mathematics is used throughout the world as an essential tool in many fields, including Science, Engineering, Medicine, Social Sciences and Industry.
MATHEMATICS
LEVEL: Year 9
LENGTH: Full year
CONTACT PERSON: Amanda Aulert

Recommended Background: Nil

Advice to Students
The Year 9 course builds on the Year 8 course, reinforcing and extending the topics and concepts studied. New topics are introduced and electronic technology is used more frequently.

Subject Information
On completion of Year 9, students will have consolidated number and algebraic skills and be ready for Year 10 Mathematics, including using electronic technology in problem-solving.

Content
This course has been written in accordance with the requirements of the Australian Curriculum. Students undertake studies in the following topics:

• Number and Algebra
• Linear and non-linear relationships
• Measurement
• Statistics and Probability
• Geometric Reasoning

Assessment
Students are assessed against the criteria set down by the IBMYP for Mathematics including Knowing and understanding, Investigating Patterns, Communicating, Applying Mathematics in Real-life Contexts. Assessment is based on class tests, homework, assignments, investigations and projects. Two common tests are used as part of the IBMYP assessment process.

Special Requirements: Nil

Subject Costs
Students must purchase their own Scientific Calculator.
MATHEMATICS
LEVEL: Year 10
LENGTH: Full year
CONTACT PERSON: Amanda Aulert

Recommended Background
Satisfactory completion of Year 9 Mathematics.

Advice to Students
All students will undertake the same mathematics course. Some classes will move through the work more quickly and have extension material.

Subject Information
On completion of Year 10, students have a sound knowledge and understanding of concepts studied, sufficient to make an informed choice of mathematical study for Stage 1.

Content
This course has been written in accordance with the requirements of the Australian Curriculum. Students undertake studies in the following topics:
• Number and Algebra
• Linear and nonlinear relationships
• Pythagoras Theorem and Trigonometry
• Similarity, financial mathematics, statistics and probability

Assessment
Students are assessed against the criteria set down by the IBMYP for Mathematics including Knowing and understanding, Investigating Patterns, Communicating, Applying Mathematics in Real-life Contexts. Assessment is based on class tests, homework, assignments, investigations and projects. Two common tests are used as part of the IBMYP assessment process.

Special Requirements: Nil

Subject Costs
A graphics calculator is required in the school. Although a scientific calculator is acceptable, it is highly recommended. For Semester 2 a Casio Fx-9860 G Au plus is recommended.

Successful completion of this subject leads to all Stage 1 Mathematics courses.

MATHEMATICS EXTENSION
LEVEL: Year 10
LENGTH: Semester 2
CONTACT PERSON: Amanda Aulert

Recommended Background
Satisfactory completion of Semester 1 Year 10 Mathematics or by teacher recommendation.

Advice to Students
Extension Mathematics will build on the Year 10 course, reinforcing and extending the algebraic topics and concepts studied in preparation for senior school. Extension Mathematics focuses greater emphasis on problem solving and algebraic manipulation and the use of the graphics calculator. It will provide opportunities for students to pursue their passion for mathematics. This course is recommended for students studying Mathematical Methods and Specialist Mathematics in Stage 1.

Subject Information
On completion of Year 10, students should have an in-depth knowledge and understanding of concepts studied, sufficient to make an informed choice of mathematical study for Stage 1.

Content
This course has been written in accordance with requirements of the Australian Curriculum 10 A Mathematics course.
• Algebra
• Operations involving manipulation of algebraic expressions, expansion of brackets. Factorising including trinomials. Linear functions – graphing and solving, coordinate geometry
• Simultaneous equations
• Statistics and Probability
• Normal distribution, Standard Deviation. Simulation of games of chance
• Advanced Trigonometry

Assessment
Students are assessed against the criteria set down by the IBMYP for Mathematics including Knowing and understanding, Investigating Patterns, Communicating, Applying Mathematics in Real-life Contexts. Assessment is based on class tests, homework, assignments, investigations and projects. Two common tests are used as part of the IBMYP assessment process.

Special Requirements: Nil

Subject Costs
A graphics calculator, a Casio Fx-9860 G Au plus is recommended.

ESSENTIAL MATHEMATICS 1 & 2
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Amanda Aulert

Recommended Background
Successful completion of Year 10 Mathematics.

Subject Information
This course is for students with limited mathematics background. Students will explore different applications of mathematics for solving every day problems.

Successful completion of this subject leads to Stage 2 Essential Mathematics.

Content
Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Essential Mathematics provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings. Content may include the following, however, it is still being finalised by the SACE Board.
• Measurement
• Algebra
• Graphs
• Data
• Financial Maths

Assessment
Assessment is in two parts: skills and applications tasks (approximately 50%) and a folio of investigative assessments (approximately 50%).

Special Requirements: Nil

Subject Costs: Nil
**Mathematics**

**General Mathematics 1 & 2**

**Level:** Stage 1  
**Length:** Semester - 10 Credits  
**Contact Persons:** Amanda Aulert

**Recommended Background**  
Successful completion of Year 10 Mathematics.

**Subject Information**  
General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. A problems-based approach is integral to the development of mathematical models and the associated key ideas in the topics.

Successful completion of this subject leads to Stage 2 General Mathematics and Essential Mathematics.

**Content**  
This course has been written in accordance with the requirements of the Australian Curriculum. Content may include the following, however, it is still being finalised by the SACE Board.
- Number and Algebra
- Geometry and Trigonometry
- Graphs and Networks
- Statistics

**Assessment**  
Assessment is in two parts: Skills and Applications tasks (approximately 50%) and a folio of Investigative Assessments (approximately 50%)

**Special Requirements:** Nil

**Subject Costs**  
Graphic calculators will be used in this subject in Semester 2. A Casio Fx-9860 G Au plus Model is essential.

**Mathematical Methods 1 & 2**

**Level:** Stage 1  
**Length:** Semester - 10 Credits  
**Contact Persons:** Denis Orell, Amanda Aulert

**Prerequisite**  
Successful completion of Year 10 Mathematics.

**Subject Information**  
Students explore the use of mathematics in engineering, mathematical sciences, business, management and health sciences.

Successful completion of this subject leads to Stage 2 Mathematical Methods, General Mathematics and Essential Mathematics.

**Content**  
Topics include: Statistics, Models of growth, Quadratic and other Polynomials, Coordinate Geometry and Functions and Graphs.

**Assessment**  
Assessment is in two parts: Skills and Applications tasks (approximately 70%) and folio of Investigative Assessments (approximately 30%)

**Special Requirements:** Nil

**Subject Costs**  
Graphic calculators will be used extensively in this subject. A Casio Fx-9860 G Au plus is essential.

**Mathematical Applications**

**Level:** Stage 2  
**Length:** Full year - 20 Credits  
**Contact Person:** Amanda Aulert

**Prerequisites**  
Successful completion of Year 11 Mathematical Applications or Mathematical Studies.

**Subject Information**  
This subject focuses on contemporary applications of mathematics and is applicable to tertiary social sciences and commercial activities.

**Content**  
Share Investments, Statistics, Investing and Borrowing, and Applied Geometry.

**Assessment**  
Assessment is in two parts:
- A school based component (70%), consisting of skills and applications tasks. Portfolio of directed investigations and/or project
- An external examination (30%)

**Special Requirements:** Nil

**Subject Costs**  
Graphic calculators will be used extensively in this subject. A Casio Fx-9860 G Au or later Casio Model is essential.

It is highly recommended that a revision guide be purchased, through the school, however this is not compulsory.
MATHEMATICAL METHODS
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Amanda Aulert, Trevor Clark

Prerequisites
Successful completion of Year 11 Mathematical Studies.

Subject Information
Students use a wide variety of problem-solving activities, express and interpret mathematical ideas. The subject provides pathways into university science courses.

Content
Topics include statistics, introductory calculus, linear, exponential and power models, linear programming, and matrices.

Assessment
Assessment is in two parts:
• A school based component (70%), consisting of skills and applications tasks. Portfolio of directed investigations and/or project
• An external examination (30%)

Special Requirements: Nil

Subject Costs
Graphic calculators will be used extensively in this subject. A Casio Fx-9860 G Au plus is essential.
It is highly recommended that a revision guide be purchased through the school, however this is not compulsory.

MATHEMATICAL STUDIES
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Denis Orell

Prerequisites
Successful completion of Year 11 Mathematical Studies.

Subject Information
Students explore, describe and explain aspects of the world around them in a mathematical way. The subject provides pathways into university science courses.

Content
Topics include statistics, calculus, linear equations and matrices.

Assessment
Assessment is in two parts:
• A school based component (70%), consisting of skills and applications tasks. Portfolio of directed investigations and/or project
• An external examination (30%)

Special Requirements: Nil

Subject Costs
Graphic calculators will be used extensively in this subject. A Casio Fx-9860 G Au plus is essential.
It is highly recommended that a revision guide be purchased through the school, however this is not compulsory.

SPECIALIST MATHEMATICS
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Denis Orell

Prerequisites
Successful completion of Year 11 Mathematical Studies and Stage 1 Specialist Mathematics.

Subject Information
The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students in economics and commerce may also benefit. Taken only with Mathematical Studies.

Content
Topics include trigonometric preliminaries, polynomials, complex numbers, vectors and geometry, calculus, and differential equations.

Assessment
Assessment is in two parts:
• A school based component (70%), consisting of skills and applications tasks. Portfolio of directed investigations and/or project
• An external examination (30%)

Special Requirements: Nil

Subject Costs
Graphic calculators will be used extensively in this subject. A Casio Fx-9860 G Au plus is essential.
It is highly recommended that a revision guide be purchased through the school, however this is not compulsory.
Health and Physical Education

Physical Education plays an important role in various aspects of human development: physical, social, personal and emotional.

---

**YEAR 8**
- Physical and Health Education (Required)
- Physical Education (Choice)
- Netball A & B
- Football

**YEAR 9**
- Physical and Health Education
- Specialist Physical Education
- Netball A & B
- Football

**YEAR 10**
- Physical and Health Education
- Girls and Physical Activity
- Specialist Physical Education
- Sports Studies
- Netball A & B Year 10/VET
- Football
- The World Outdoors

**YEAR 11**
- Physical Education A
- Physical Education B
- Health
- Netball A & B Year 11/Stage 2
- Football with a Stage 2 Option

**YEAR 12**
- Physical Education
- Health
- Outdoor Education

---

*Student in State Sailing Bic team competing in Victoria 2016*
HEALTH and PHYSICAL EDUCATION (REQUIRED)
LEVEL: Year 8
LENGTH: Semester
CONTACT PERSON: Glen Little

Recommended Background
Commitment to positive participation in all practical lessons and a desire to understand the values of physical activity.

Content
Students are taught basic skills necessary to become competent in a wide variety of physical activities. The topics covered in this unit are dance, games, softball, netball, soccer and athletics. Students will also study topics related to being a healthy teenager, including: drugs, relationships and sexuality.

Assessment
Students are assessed against the criteria for IBMYP Health and Physical Education: Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving performance.

Special Requirements: Nil
Subject Costs: Nil

PHYSICAL EDUCATION (CHOICE)
LEVEL: Year 8
LENGTH: Semester
CONTACT PERSON: Glen Little

Recommended Background
Commitment to positive participation in all practical lessons and a desire to understand the values of physical activity.

Content
Students study different activities from those listed in compulsory Physical Education (above). Students study: gymnastics, indoor hockey, futsal, fitness, touch, orienteering, minimal impact camping, basketball. There is an emphasis on the commitment required to reach a high level of both skills and fitness. Theory topics in this course include fitness components, training methods and training principles provide a foundation for senior school Physical Education.

Assessment
Students are assessed against the criteria for IBMYP Health and Physical Education: Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving performance.

Special Requirements: Nil
Subject Costs: Nil

SPECIAL INTEREST AUSTRALIAN FOOTBALL PROGRAM
LEVEL: Year 8
LENGTH: Semester
CONTACT PERSON: Glen Little

Recommended Background
Students are selected (by written application) on their potential as footballers.

Content
The subject is predominantly practical, however specific theory work is also undertaken.

Topics (practical and theory) include:
- Skill Development
- Team play and tactics
- Positional play
- Fitness
- Umpiring – introductory course
- Nutrition
- Coaching – introductory Auskick

In addition students will be involved in a variety of competitions including inter-school carnivals.

Assessment
Students are assessed against the criteria for IBMYP Health and Physical Education: Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving performance.

Special Requirements: Nil
Subject Costs: The cost of the specialist program is $80. Students will also need to purchase a BHS football uniform (approx. $80).
NETBALL A & B
LEVEL: Year 8
LENGTH: Full year
CONTACT PERSON: Bianca Reddy/Glen Little

Recommended Background
Students are selected (by the SA Netball Association) on their potential as netballers.

Content
The subject is predominantly practical with specific skills, basic skill development, strategic play, game play, specific roles, skill analysis (age appropriate see Netball Australia Skill development pathway). Specific written work is also undertaken in the areas of Sports Nutrition, Rules of the Game and Sports Psychology. Topics include:
• Fitness (assessment and development)
• Sports Nutrition
• Basic skills development
• Umpiring Practical Component
• Court systems
• Sports Psychology (goal setting and relaxation training)
• Court play
• Umpiring Course
• Rules of the game
• Performances in matches
• Players theory exam
• Zone Netball Competition Term 2 and 3, Wednesday 3.30-4.30pm at Netball SA Stadium

In addition students are involved in a variety of competitive situations - carnivals, inter-school and intra-state.

Assessment
Students are assessed against the criteria for IBMYP Health and Physical Education: Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving performance. Practical: Tasks will include skills tests, performance checklists. Theory: Tasks will include worksheets and assignments.

Special Requirements: Nil

Subject Costs: Nil

SPECIALIST PHYSICAL EDUCATION
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSON: Glen Little

Recommended Background
Commitment to positive participation in all practical lessons and a desire to understand the values of physical activity.

Content
Students study different activities from those listed in compulsory Physical Education (above). Students study: tennis, volleyball, handball, fitness, netball, flag football. Topics taught in Physical Education/Health will not be repeated. The emphasis will be on commitment to reach a high level of both skills and fitness. Theory topics in this course: fitness components, training methods, training principles and energy systems.

Assessment
Students are assessed against the criteria for IBMYP Health and Physical Education: Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving performance.

Special Requirements: Nil

Subject Costs: Nil

SPECIAL INTEREST AUSTRALIAN FOOTBALL PROGRAM
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSON: Glen Little

Recommended Background
Students are selected (by written application) on their potential as footballers.

Content
The subject is predominantly practical, however specific theory work is also undertaken.

Topics (practical and theory) include:
• Skill Development
• Team play and tactics
• Positional play
• Fitness
• Umpiring – SANFL Course
• Nutrition
• Prevention and management of injuries
• Pathways in football (goal setting, club administration)

In addition students are involved in a variety of competitions including inter-school carnivals.

Assessment
Students are assessed against the criteria for IBMYP Health and Physical Education: Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving.

Practical: Tasks include skills analysis tasks, skills tests, fitness tests, completion of SANFL umpiring course, coaching at local primary schools and performance checklists.

Theory: Tasks include written reflections and assignments.

HEALTH and PHYSICAL EDUCATION
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSON: Glen Little

Recommended Background
Commitment to positive participation in all practical lessons and a desire to understand the values of physical activity.

Content
Physical Education
The activities and topics undertaken are an extension of the Year 8 course, with an emphasis on improving individual skills and team play. Students study a number of individual sports (volleyball, basketball, floor hockey, football, fitness, self defence, athletics and badminton).

Health
Topics include: Body image, Drugs, Relationships and Sexuality.

Assessment
Students are assessed against the criteria for IBMYP Health and Physical Education: Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving.

Special Requirements: Nil

Subject Costs: Nil
HEALTH and PHYSICAL EDUCATION

LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Glen Little

Recommended Background
Commitment to positive participation in all practical lessons and a desire to understand the values of physical activity.

Content

Physical Education
The activities and topics undertaken are an extension of the Year 9 course, with an emphasis on improving individual skills and team play. Students undertake a number of sports from the following topics (touch, softcrosse, netball, handball, volleyball, golf, planning for performance and badminton) and a choice of a recreational sport (bocce, lawn bowls, croquet, golf, ten pin bowling).

Health
Topics include: Mental Health, Relationships, Sexuality and Drugs.

Assessment
Students are assessed against the criteria for IBMYP Health and Physical Education: Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving performance.

Special Requirements: Nil

Subject Costs
If the group decides to use off campus facilities there may be a cost for each of these activities; however this is not a compulsory component of the course.

SPECIALIST PHYSICAL EDUCATION

LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Glen Little

Recommended Background
An interest in Physical Education and a commitment to being involved in all physical activities.

Content

Topics may include:
- Fitness
- Gaelic Football
- Handball
- Softball
- Tennis
- Volleyball

Theory topics in this course include fitness components, training methods, training principles and energy systems provide a foundation for Senior School Physical Education.

Assessment
Students are assessed against the criteria for IBMYP Health and Physical Education: Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving performance.

Special Requirements: Nil

Subject Costs
If the group decides to use off campus facilities there may be a cost for each of these activities; however this is not a compulsory component of the course.

NETBALL A & B

LEVEL: Year 9
LENGTH: Full year
CONTACT PERSON: Bianca Reddy/Glen Little

Recommended Background
Students are selected (by the SA Netball Association) on their potential as netballers.

Content

To develop players to an elite level this subject is predominantly practical with specific skills, intermediate skill development, strategic play, game play, specific roles, and skill analysis. Specific written work is also undertaken in the areas of Sports Nutrition, Rules of the game and Sports Psychology.

Topics include:
- Fitness (development and assessment)
- Sports Psychology
- Sports nutrition
- Injury prevention
- Basic skills development
- Court systems
- Court play
- Foundation coaching course

Students participate in the Zone Netball Competition during Term 2 and 3, Wednesday 3.30-4.30pm at Netball SA Stadium. In addition students are involved in a variety of competitive situations - carnivals, inter-school and intra-state.

Assessment
Students are assessed against the criteria for IBMYP Health and Physical Education: Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving performance. Practical: Tasks include skills tests, performance checklists. Theory: Tasks include worksheets and assignments.

Special Requirements: Nil

Subject Costs
The cost of the specialist program is $150. Students need to provide their own food during trips and to be involved in fundraising activities to support the trips. New students also need to purchase the netball uniform.

An additional cost of approximately $750-850 for the Mount Gambier camp is highly recommended, however this excursion is not a compulsory component of the course.
SPECIAL INTEREST AUSTRALIAN FOOTBALL PROGRAM
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Glen Little

Recommended Background
Students are selected (by written application) on their potential as footballers.

Content
The subject is predominantly practical however specific theory work is also undertaken.
Topics (practical and theory) include:
- Skill Development
- Team play and tactics
- Positional play
- Fitness
- Umpiring
- Nutrition
- Prevention and management of injuries
- Pathways in football (goal setting, club administration)
- Coaching
- In addition students will be involved in a variety of competitions including inter-school carnivals.

Assessment
Students are assessed against the criteria for IBMYP Health and Physical Education: Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving performance.

Special Requirements: Nil

Subject Costs:
If the group decides to use off campus facilities there may be a cost for each of these activities; however this is not a compulsory component of the course.

SPORTS STUDIES
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Glen Little

Recommended Background
An interest in Physical Education and a commitment to being involved in all physical activities.

Content
Aspects to be covered include a thorough understanding of the chosen sport in regards to:
- Skills and techniques
- Fitness
- Rules (umpiring)
- Tactics (team and position play)
- History
- Training methods

Emphasis is on practical work but to cover all aspects listed above, students are required to complete written theory work. To enhance interest and learning, outside specialist coaches may be used. Visits to top-level competitions and use of advanced fitness facilities may take place. Students are expected to plan and lead some lessons and be involved in coaching and organisation.

Assessment
Students are assessed against the criteria for IBMYP Health and Physical Education: Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving performance.

Special Requirements: Nil

Subject Costs
If the group decides to use off campus facilities there may be a cost for each of these activities; however this is not a compulsory component of the course.

THE WORLD OUTDOORS
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Dan Smith

Recommended Background
- Students undertaking this course should have a keen interest in outdoor pursuits, empathy for the environment and a willingness to be positively involved in all aspects of the course.
- Students will be expected to participate in a 3 day bushwalking camp (40km) and a two day kayaking camp. A basic level of fitness will be expected.
- Some after hours work may be undertaken to complete camp requirements.
- All students may choose this course. World Challenge students undertaking the current World Challenge program are expected to choose this subject in preparation for their expedition.
HEALTH and PHYSICAL EDUCATION

Content
This subject is designed to expose students to camping and basic minimal impact environmental principles including trekking, camp cooking and appropriate equipment. Students will be self-reliant in planning, organising and running their own expeditions. Successful completion of “The World Outdoors” course at Year 10 will lead into Stage 1 Outdoor Education the following year.

This course is set up to operate in four main areas:
• Environment and global understanding – identifying sustainable camping practices, understanding cultural differences and customs and investigating issues relating to a country of choice.
• Planning and management – students learn valuable skills in planning, camp cooking and risk assessment as they prepare for their outdoor journey. Students also plan and outline how they would implement a project in a developing country.
• Outdoor activities – students undertake study in the outdoor disciplines of kayaking and bushwalking.
• Outdoor journey – students undertake a bushwalking camp and kayaking camp based on their planning conducted in section two.

Assessment
Students are assessed through the Physical and Health Education IBMYP criteria. Learning will be demonstrated through the following assessment types: practical, folio and group presentation.

Special Requirements: Nil

Subject Costs
An additional cost of approximately $180 is required for transport, site hire and instructor charges.

NETBALL A & B
LEVEL: Year 10/Stand Alone VET
LENGTH: Full year
CONTACT PERSON: Bianca Reddy/Glen Little

Recommended Background
Students are selected (by the SA Netball Association) on their potential as netballers.

Content
The subject is predominantly practical with specific skills, intermediate skill development, strategic play, game play, specific roles, skill analysis. All Australian Level 1 Umpires Course, Players Theory Exam, Umpiring practical component, Coaching Clinics for primary schools. In addition students are involved in competitive situations including an interstate tour and undertake leadership roles in event management. Fitness – Assessment and Development. Skills Development. Strength/Weight Training. Leadership roles in event management. Activities include football specific skills, strategic play, positional roles and skill analysis. Students will also complete practical and theory components for coaching and umpiring topics.

Theory topics: ‘Energy Sources for Physical Performance’ and ‘Training and Evaluation of Physical Performance’ will be completed to provide a foundation for Year 12 Physical Education. Tasks include written reflections and assignments

AFL Traineeship (Stage 2 Option)
Students who qualify (players must be on an U16 or U18 SANFL team squad list) may choose to complete the AFL Sportsready Traineeship. Students in this course will complete a: Certificate III in Sport and Recreation, Level 1 AFL Coaching Certificate and a Sports First Aid Certificate. Students may also gain SACE Stage 2 (Year 12) credits and be paid approximately $80 per week for the duration of their traineeship.

Assessment
Assessment tasks include skills tests, performance checklists, teacher and peer appraisal. Students are required to complete an assessment of competency in the workplace i.e. coaching, umpiring or management of an event.

Special Requirements: Nil

Subject Costs
The cost of the specialist program is $80. Students will also need to purchase a BHS football uniform, there may be an additional fee for a football camp of $150.

An additional cost of $600 for the Melbourne camp is highly recommended, however this excursion is not a compulsory component of the course.

SPECIAL INTEREST AUSTRALIAN FOOTBALL PROGRAM
LEVEL: Year 11/SACE Stage 2
LENGTH: Semester - 10 Credits
CONTACT PERSON: Glen Little

Recommended Background
Students will be selected (by written application) on their potential as footballers.

Content
The subject is predominantly practical with specific skills, tactics and fitness underpinned with theory work and integrated with personal development activities. Students are involved in competitive situations including state-wide knockout competitions and undertake leadership roles in event management. Activities include football specific skills, strategic play, positional roles and skill analysis. Students will also complete practical and theory components for coaching and umpiring topics.

AFL Traineeship (Stage 2 Option)
Students who qualify (players must be on an U16 or U18 SANFL team squad list) may choose to complete the AFL Sportsready Traineeship. Students in this course will complete a: Certificate III in Sport and Recreation, Level 1 AFL Coaching Certificate and a Sports First Aid Certificate. Students may also gain SACE Stage 2 (Year 12) credits and be paid approximately $80 per week for the duration of their traineeship.

Assessment
Assessment tasks include skills tests, performance checklists, teacher and peer appraisal. Students are required to complete an assessment of competency in the workplace i.e. coaching, umpiring or management of an event.

Special Requirements: Nil

Subject Costs
The cost of the specialist program is $80. Students will also need to purchase a BHS football uniform at approximately $80. There may be an additional fee for a football camp of $150.

Additional costs for the Melbourne camp are highly recommended, however this excursion is not a compulsory component of the course.
HEALTH
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Glen Little

Recommended Background: Nil

Content
This course assists students to make informed choices about health issues and to develop an understanding of the complexity of factors which affect their health.

Students study at least one Core Concept and undertake at least one Option study:
Core Concept 1: Ways of defining health
Core Concept 2: Health literacy

Option Topics:
• The effects of alcohol, tobacco and other drugs on health
• Health and relationships-sexual health topics
• Mental and emotional health

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
Issues Response, Group Activity and Investigation.

Special Requirements: Nil

Subject Costs: Nil

NETBALL A & B
LEVEL: Year 1/Stage 2 - Workplace Practices
LENGTH: Full year - 20 Credits
CONTACT PERSON: Bianca Reddy/Glen Little

Recommended Background: Nil

Subject Information
This is completed as a Stage 2 Subject. Students are selected by the South Australian Netball Association to undertake specialised netball activities to develop their performance to a high standard.

Content
The subject is predominantly practical with specific skills, tactics and fitness underpinned with theory work and integrated with personal development activities. Students are involved in competitive situations including an interstate tour and undertake leadership roles in event management. Activities include netball specific skills, advanced skill development, strategic play, game play specific roles, skill analysis, strength/weights training.

Development Coaching Course, All Australian Level 1 Course (if not completed in Year 10), Section 1 Umpires Theory Exam, Umpiring practical component, Coordination of netball carnivals for primary schools. Students complete Workplace Practices Certificate II in Sports Coaching.

Students are involved in the coaching/managing/umpiring a team in Zone Netball competition in Term 2 and 3, Wednesdays 3:30-4:30pm at Netball SA Stadium.

Assessment
Assessment tasks will include skills tests, performance checklists, teacher and peer appraisal. Vocational Education in Sport requires assessment of competency in the workplace i.e. coaching, playing, event and group organisation of management, reports and assignments.

Special Requirements: Nil

Subject Costs
The cost incurred is $150. Students need to provide their own food during trips and to be involved in fundraising activities to support the trips. New students also need to purchase the netball uniform. There is also an additional fee of $650-$750 for the interstate netball trip. However, this is not a compulsory component of the course.

PHYSICAL EDUCATION A
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Glen Little

Recommended Background
An interest in Physical Education and a commitment to being involved in all physical and theory activities.

Content
• Practical Skills and Applications (three practical modules).
• Aquatics: Students spend two full days working with qualified instructors learning the skills and knowledge of one of the following activities. (surfing, body boarding, kayaking and wave skiing).
• Other Practical Topics: The practical options offered will include softball, touch and volleyball.

Principles and Issues:
• The Nature of Physical Activity - Learn how the body works during physical activity. Test fitness, design a training program, analyse performance using biomechanics software technology.
• Issues Analysis – Should technology be used to replace umpires? Are elite sports people overpaid? Debate these issues or choose a local, national or global issue of personal interest to study.

Assessment
Practical 60%, Folio 40%

Special Requirements: Nil

Subject Costs
A cost of $40 for aquatics is highly recommended, however this excursion is not a compulsory component of this course.

PHYSICAL EDUCATION B
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Glen Little

Recommended Background
An interest in Physical Education and a commitment to being involved in all physical and theory activities.

Content
• Practical Skills and Applications (three practical modules)
• Aquatics: Students spend two full days working with qualified instructors learning the skills and knowledge of one of the following activities. (surfing, body boarding, kayaking and wave skiing)
• Other Practical Topics: The practical options offered will include soccer, netball, and badminton.

Principles and Issues:
• The Nature of Physical Activity: Learn about acute and chronic responses to training, factors that affect performance and biomechanics.
• Issues Analysis: Should gambling advertising be permitted during broadcasts of sporting events?
OUTDOOR EDUCATION
LEVEL: SACE Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Dan Smith

Recommended Background
• Students undertaking this course should have a keen interest in outdoor pursuits, empathy for the environment and a willingness to be positively involved in all aspects of the course.
• Students will be expected to participate in a 3 day Bushwalking camp (40km). A basic level of fitness will be expected.
• Some after hours work may be undertaken to complete camp requirements.

All students may choose this course. World Challenge students are encouraged to undertake this course as preparation for their expedition.

Content
Designed to build on the knowledge attained in The World Outdoors course, this subject is designed to further expose students to the world around them. The course is based around four components - Environment and Conversation, Planning and Management, Outdoor Activities, and Outdoor Journey.

The course will be based on the following areas:
• Environment and Conservation – investigate local ecosystems and how we interact with them.
• Planning and Management – preparation for camp with a focus on risk management, cooking, and equipment.
• Outdoor Activities – rock climbing, bushwalking and orienteering
• outdoor journey – bushwalking camp – Mt Crawford Forest/ Kuitpo Forest (40kms).

Assessment
Students are assessed in the areas of:
• Practical knowledge and skills
• Participation and responsibility
• Reflection and evaluation
• Communication

Students must demonstrate learning through assessment types such as practical checklists, folios and reports.

Special Requirements: Nil

Subject Costs
An additional cost of approximately $180 is required for transport, site hire and instructor charges.

HEALTH
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Chris Olenich

Recommended Background: Nil

Content
Core topics:
• Health Priorities in Australia
  • This topic deals with the Social determinants of health, the creation of supportive health environments and the development of life skills to improve and maintain personal health.
• Determinants of Health
  • This topic considers; The changing trends in Health; Health care and Health promotion, and education; and Environmental Health.

Option topics:
• Option 1: Health Promotion in the Community
• Option 2: Health and the Environment
• Option 3: Sexuality and Health

Assessment
Assessment is made up the following components:
Group Investigation 30%
Issues Analysis 20%
Practical Activity (Wellbeing of self and well being of others) 20%
External Assessment – Investigation 30%

Special Requirements: Nil

Subject Costs: Nil

PHYSICAL EDUCATION
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Steve Aulert

Recommended Background
Successful completion of Stage 1 Physical Education (1 Semester) is recommended.

Content
There are two areas of study:
Practical Skills and Applications: Students will complete three practical topics.

Possible topics include aquatics, badminton, basketball, netball, touch football, soccer, softball, volleyball.

Students learn skills, tactics and strategies of the activities. They will be expected to achieve a high standard of performance. They will apply theoretical principles in each practical topic.

The Principles and Issues component consists of three theory modules:
• Exercise Physiology and Physical Activity
• Skill Acquisition and the Biomechanics of Movement
• Issues Analysis

Assessment
Practical Skills and Applications 50%, Principles and Issues 50% (Exam 30%, Folio 20%)

Special Requirements: Nil

Subject Costs
If aquatics is one of the practical topics, a cost of $110 is incurred. However, this is not a compulsory component of the course.
**HOME ECONOMICS (REQUIRED)**

**LEVEL:** Year 8  
**LENGTH:** One term  
**CONTACT PERSON:** Mary Oleschenko, Lynette King, Dan Smith

**Recommended Background:** Nil

**Content**
Students have the opportunity to experience a variety of food preparation skills, understand nutritional issues and safety. Students also develop skills in textiles through the construction of a pencil case.

**Assessment**
Students are assessed against the criteria for IBMYP Design: Analysis and Inquiry, Developing ideas, Creating the solution and Evaluating.

**Special Requirements:** Nil

**Subject Costs**
School fees cover basic ingredients and materials. If students wish to use alternate ingredients and materials, they need to supply their own.

---

**FOOD TECHNOLOGY (CHOICE)**

**LEVEL:** Year 8  
**LENGTH:** Semester  
**CONTACT PERSON:** Dan Smith

**Recommended Background**
No prerequisites required. Students undertaking this course should have a keen interest in cooking and food and have completed the compulsory technology topic offered in Year 8. Students should have an interest in food and preparing meals.

**Content**
This subject offers an extension on the introductory Technology course that is offered to all Year 8 students. With a focus on food, we investigate healthy eating habits, look at where our food comes from and discover different flavours as we experience Street Food from around the world.

- Australian dietary guidelines – how to make healthy eating choices and awareness of labelling and ingredients.
- Street Food – researching and preparing street food from around the world.
- Where does it food come from? – Investigating where our food originates and incorporates hands on work in the school garden.
- Australian tucker box – examines the diversity of Australian cuisine.

---

**DESIGN: HOME ECONOMICS**
Assessment
Assessment is school based using the IBMYP Design criteria – Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating. Students will demonstrate evidence of their learning through the following assessment types: practical, folio and group presentation.

Special Requirements: Nil

Subject Costs
Costs may be involved for excursions; however, although highly recommended these excursions are not compulsory. School fees will cover basic ingredients. If students wish to use alternate ingredients they will need to supply their own.

FOOD TECHNOLOGY:
FOOD IN A FLASH
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSON: Mary Oleschenko, Lynette King

Recommended Background
Year 8 Technology

Advice to Students
This unit extends the experiences in Year 8 and concentrates on choosing and using nutritious foods. It also looks at changes in lifestyle and the associated development of food products. Practical skills and problem-solving skills are emphasized.

To formulate questions, make observations and record information, interpret information, experiment and see alternatives, plan the use of time and resources, use tools and equipment safely, follow a work plan and suggest ways to improve a product and self-assess.

Content
Topics include:
• Hygiene and safety
• Nutrition
• Cooking for a busy lifestyle
• Changes in technology and its impact on food production
• ‘Ready to eat’ products.
• Packaging and labeling
• Designing your own restaurant

Assessment
Students are assessed against the criteria for IBMYP Design: Inquiring and analysing, Developing ideas, Creating the solution, and Evaluating.

Special Requirements: Nil

Subject Costs
Equipment and some materials and patterns are provided. Cost is up to the discretion of the individual student depending on their designs.

TEXTILE TECHNOLOGY:
ALL STITCHED UP
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSON: Lynette King, Mary Oleschenko

Recommended Background
Year 8 Technology

Advice to Students
This unit extends the experiences in Year 8 and concentrates on developing practical and problem solving skills.
At the end of this subject, students should be able to:
• Investigate fibres and textiles within the fashion and craft industry.
• Plan patterns considering function, fashion and fabric performance cost and stages of construction.
• Display a variety of skills and use of equipment when creating a range of articles.
• Analyse progress and present valuable evaluation of these areas.

Content
There are two design briefs presented to students for completion:
• Design a bag using a pattern and material from school
• Wardrobe Creations. Choose/share a pattern and bring/purchase material to make a top/skirt/shorts
• Investigate a craft over the semester

Assessment
Students are assessed against the criteria for IBMYP Design: Inquiring and analysing, Developing ideas, Creating the solution, and Evaluating.

Special Requirements: Nil

Subject Costs
Cost is up to the discretion of the individual student depending on their designs.

CHILD STUDIES:
CARING FOR KIDS
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Lynette King

Recommended Background: Nil

Advice to Students
This semester course involves interactions with young children in a range of experiences including food, parties, toys, fun and learning at local child care centres, kindergartens and junior primary schools.

The course provides learning opportunities for students to develop their knowledge and insight into the overall development of young children via interactions and engagement in a wide range of learning experiences.

Content
The course focuses on:
• Pregnancy
• Play and toys
• Food for kids
• Interaction with young children at local kindergartens and schools
Assessment
Students are assessed against the criteria for IBMYP Design: Inquiring and analysing, Developing ideas, Creating the solution, and Evaluating.

Special Requirements: Nil

Subject Costs
School fees cover basic ingredients. If students wish to use alternate ingredients, they need to supply their own.

FOOD TECHNOLOGY 1: FOOD TRENDS
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Mary Oleschenko, Lynette King

Recommended Background: Nil

Advice to Students
This course is designed for students with an interest in food and trends. Practical and problem-solving skills are emphasized throughout.

At the end of this subject students should be able to:
• Use appropriate resources to investigate a range of popular foods within the community
• Plan the use of time and resources and construct a work plan.
• Follow a work plan in food practical lesson
• Use equipment safely and efficiently to create a range of food products
• Present food in a creative and appealing way
• Evaluate their own performance and suggest future improvements

Content
During this semester course students study:
• Breakfast and lunch trends
• Food for fitness
• Catering skills
• Celebrity Chefs and their impact on food eaten and prepared in Australia today

Assessment
Students are assessed against the criteria for IBMYP Design: Inquiring and analysing, Developing ideas, Creating the solution, and Evaluating.

Special Requirements: Nil

Subject Costs
School fees cover basic materials. If students wish to use alternate ingredients, they need to supply their own.

FOOD TECHNOLOGY 2: WORLD ON A PLATE
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Mary Oleschenko, Lynette King

Recommended Background: Nil

Advice to Students
This course develops skills and creativity in the use and presentation of food from a wide range of cultures.

At the end of this subject students should be able to:
• Use appropriate resources to create a range of foods
• Construct and follow a work plan in food practical lessons
• Use equipment safely and efficiently to create a range of cultural and festive foods
• Present food in a creative and authentic manner
• Evaluate their own performance and suggest future improvements

Content
The work covers:
• Experiencing foods of different cultures
• Multicultural Australia
• Celebrations: Preparing foods for a range of special occasions

Assessment
Students are assessed against the criteria for IBMYP Design: Analysis and Inquiry, Developing ideas, Creating the solution and Evaluating.

Special Requirements: Nil

Subject Costs
School fees cover basic ingredients. If students wish to use alternate ingredients, they need to supply their own.
**CHILD STUDIES**

**LEVEL:** Stage 1  
**LENGTH:** Semester - 10 Credits  
**CONTACT PERSON:** Lynette King

**Recommended Background:** Nil

**Content**

This subject examines the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children.

The three main areas of study include:

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

Students have the opportunity to:

- Meet children at local kindergartens, childcare centres and schools and design activities that will assist in their development
- Make an educational toy for a child or decoration for a nursery
- Prepare food for children
- Research a contemporary issue related to children and families

**Assessment**

Two summative tasks (60%) and group activity (20%) and an investigation report (20%).

**Special Requirements:** Nil

**Subject Costs**

School fees cover basic materials. If students wish to use alternate materials, they need to supply their own. Interactive baby dolls may be available for hire at a cost. However, this is not compulsory.

---

**FOOD AND HOSPITALITY 1: NUTRITIONAL FOCUS**

**LEVEL:** Stage 1  
**LENGTH:** Semester - 10 Credits  
**CONTACT PERSON:** Mary Oleschenko, Lynette King

**Recommended Background:** Nil

**Content**

The food and hospitality industry is dynamic and changing. In Stage 1 Food and Hospitality, students examine some of the factors that influence people's food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

The five main areas of study include:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety Area of Study
- Food and Hospitality Careers

Students have the opportunity to:

- Adapt recipes for good health
- Identify and use hygienic food preparation techniques
- Work in a group to produce Asian style meals
- Research the trends in eating and food preparation

**Assessment**

Practical activities (60%) Group activity (20%) Research (20%).

**Special Requirements:** Nil

**Subject Costs**

Costs for extra ingredients used above the student allowance will apply. This will be negotiated and advised in advance. An excursion to the Central Market may be offered at a cost. However, this is not compulsory.
TEXTILE TECHNOLOGY
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Mary Oleschenko, Lynette King

Recommended Background: Nil

Content
Material Products
Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with textiles.

The design process should begin with the identification of a need, problem, or challenge, followed by an initial investigation, and then the writing of an open design brief that may specify parameters or requirements.

The areas of study include:
• Investigating
• Planning
• Producing
• Evaluating

Students have the opportunity to identify a challenge, for example:
• Create a formal dress
• Create costumes for performance
• Create soft furnishings for interior design
• Deconstruct and construct using op shop purchases

Assessment
Skills and Applications Tasks
Folio and Product

Special Requirements: Nil

Subject Costs
School fees cover basic materials. If students wish to use alternate materials, they need to supply their own.

Assessment
Practical Activities (50%) Group Activity (20%) and an externally marked investigation (30%).

Special Requirements: Nil

Subject Costs
School fees cover basic materials. Students who wish to use alternate materials need to supply their own.

FOOD AND HOSPITALITY
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Mary Oleschenko, Lynette King

Recommended Background: Nil

Content
Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Students study topics within one or more of the following five areas of study:
• Contemporary and Future Issues
• Economic and Environmental Influences
• Political and Legal Influences
• Sociocultural Influences
• Technological Influences.

Content includes:

Assessment
Practical Activities (50%) Group Activity (20%) and an externally marked investigation (30%).

Special Requirements: Nil

Subject Costs
School fees cover basic ingredients. If students wish to use alternate ingredients, they need to supply their own.

CHILD STUDIES
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Lynette King

Recommended Background: Nil

Content
The Stage 2 subject focuses on children’s growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management, and practical skills.

Students study topics within one or more of the following five areas of study:
• Contemporary and Future Issues
• Economic and Environmental Influences
• Practical and Legal Influences
• Socio-cultural Influences
• Technological Influences
The Science Learning Area is a study of the body of knowledge about the physical, biological and technical world and the ways in which humans use this knowledge. It includes the application of processes, the attitudes towards scientific endeavour and the diverse nature of the body of scientific knowledge.

The practice of science is a global activity and it is important to connect to this through the school curriculum.

In our school, science enables:
* Development of an understanding of the physical and biological worlds and the technologies which humans have created
* Application and evaluation of scientific knowledge and understanding across a range of contexts
* Development of skills, confidence and optimism to satisfy curiosities about the world
* Appreciation of the role that science plays in providing solutions to global issues
* Use of appropriate language to communicate scientific understanding to different audiences for a range of purposes
* Appreciation of the contribution that scientists have made to our society and information about new career options

Throughout the year students have the opportunity to take part in a number of activities such as:
* Science and Engineering Challenge Years 9 and 10
* The Science Experience Years 9 and 10
* ICAS Science Competition Years 8, 9 and 10
* Careers@ScienceAlive Year 10
* The SA Space School Year 10
* National Science Youth Forum Year 11

YEAR 8
Science

YEAR 9
Science

YEAR 10
Science

YEAR 11
Chemistry A
Chemistry B
Physics A
Physics B
Biology 1
Biology 2
Psychology 1
Psychology 2

YEAR 12
Chemistry
Physics
Biology
Psychology
**SCIENCE**

**LEVEL:** Year 8  
**LENGTH:** Full year  
**CONTACT PERSON:** Rogan Tinsley

**Recommended Background**  
Completion of Year 7.

**Advice to Students**  
All students study a General Science course.

**Subject Information**  
At the end of this course students are able to:
- Analyse information in textual, data and graphic formats
- Plan and evaluate experiments to understand concepts
- Develop practical skills and techniques through experimental work

**Content**  
The topics relate to the Australian Science Curriculum for Year 8 and introduce students to the science disciplines of Biology, Physics, Chemistry and Geology.
- Cells
- Physical and Chemical change
- The Rock Cycle
- Multicellular organisms
- Energy
- States and Types of Matter

**Assessment**  
Students are assessed using the criteria for IBMYP Science: Knowing and understanding, Inquiring and designing, Processing and evaluating and Reflecting on impacts of science.

**Special Requirements:** Nil

**Subject Costs**  
A cost of $20 for possible excursions is recommended. However, these are not a compulsory component of the course.

**SCIENCE**

**LEVEL:** Year 9 
**LENGTH:** Full year  
**CONTACT PERSON:** Rogan Tinsley

**Recommended Background**  
Satisfactory completion of Year 8 Science.

**Advice to Students**  
All students study a General Science course and do the same topics, but in varying order.

**Subject Information**  
At the end of this course students are able to:
- Analyse information in textual, data and graphic formats
- Synthesise, evaluate and create concepts
- Develop practical skills and techniques through experimental work

**Content**  
The topics relate to the Australian Science Curriculum for Year 9 and increase student awareness of the science disciplines of Biology, Physics, Chemistry and Geology.
- Genetics (Biology)
- Atomic structure, Periodic Table and Chemical Reactions (Chemistry)
- Motion of Objects (Physics)
- Our Energy Future (Physics)
- Evolution and Environmental systems (Biology)
- Galaxies Stars and Solar systems (Earth and Space Science)

**Assessment**  
Students are assessed using the criteria for IBMYP Science: Knowing and understanding, Inquiring and designing, Processing and evaluating and Reflecting on impacts of science.

**Special Requirements:** Nil

**Subject Costs**  
A cost of $20 for possible excursions is recommended. However, these are not a compulsory component of the course.

**SCIENCE**

**LEVEL:** Year 10 
**LENGTH:** Full year  
**CONTACT PERSON:** Rogan Tinsley

**Recommended Background**  
Satisfactory completion of Year 9 Science.

**Advice to Students**  
All students study a General Science course and do the same topics, but in varying order.

**Subject Information**  
At the end of this course students are able to:
- Chemical Change (Chemistry)
- Light and Sound (Physics)
- Ecosystems (Biology)
- Plate Tectonics (Geology)

**Assessment**  
Students are assessed using the criteria for IBMYP Science: Knowing and understanding, Inquiring and designing, Processing and evaluating and Reflecting on impacts of science.

**Special Requirements:** Nil

**Subject Costs**  
A cost of $20 for possible excursions is recommended. However, these are not a compulsory component of the course.
EXTENSION SCIENCE
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Rogan Tinsley

Recommended Background
Satisfactory completion of Year 9 Science.

Advice to Students
This course should be chosen by students with a particular interest in science.

Content
At the end of this course students are able to:
• Analyse information in textual, data and graphic formats
• Synthesise, evaluate and create concepts
• Develop practical skills and techniques through experimental work

The course is flexible and it includes a variety of ideas depending on student interests. Some suggestions are listed below. It may be possible to negotiate alternative topics.
• Explaining Chemical Reactions
• Astronomy
• Psychology

Assessment
Students are assessed using the criteria for IB MYP Science: Knowing and understanding, Inquiring and designing, Processing and evaluating and Reflecting on impacts of science.

Assessment activities will include research assignments, essays, experimental investigations and tests.

Special Requirements: Nil

Subject Costs
A cost of $20 for possible excursions is recommended. However, these are not a compulsory component of the course.

BIOLOGY 1
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Lindy Bartlett or Rogan Tinsley

Recommended Background
Satisfactory completion of Year 10 Science.

Subject Information
Biology is the study of living things – their structure, function, origin and distribution.

This subject is not a prerequisite for Stage 2 Biology, however it is highly recommended. Stage 1 Biology leads to Stage 2 Biology or Psychology. Biology 1 and 2 may be studied independently.

Content
• Cells and Microscopes: The structure and function of parts of a cell; the major chemical compounds found in cells – their function and composition; the movement of substances into and out of cells and some factors that affect this movement. Experimental skills: structure and function of parts of a microscope measuring the diameter of the field of view; making and staining a slide; drawing labeled cell diagrams.

• Micro-organisms, Disease and Immunity: The general size, structure and function of parts of a bacterium, virus and fungus. Requirements – nutrition, reproduction, survival. Diseases – transmissible, non-transmissible. The role of microorganisms in infectious diseases, methods of transmission and 1st, 2nd and 3rd line of defence mechanisms.

• The Diversity of Life: The classification of living things, the 7 Levels of classification and biological Keys. Major characteristics used in grouping organisms into individual Kingdoms and Phyla. Classes within Phylum Chordata and Arthropoda.

Assessment
Assessment Type 1: Investigations Folio (Practical investigations) and Issues Investigations – essay under supervision. Assessment Type 2: Skills and Applications Information Search with multimedia. Topic tests and semester exams.

Special Requirements: Nil

Subject Costs
A cost of $20 for possible excursions is recommended. However, these are not a compulsory component of the course.

BIOLOGY 2
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Lindy Bartlett or Rogan Tinsley

Recommended Background
Satisfactory completion of Year 10 Science.

Subject Information
Biology is the study of living things – their structure, function, origin and distribution.

This subject is not a prerequisite for Stage 2 Biology, however it is highly recommended. Stage 1 Biology leads to Stage 2 Biology or Psychology. Biology 1 and 2 may be studied independently.

Content
• Blood and Circulation: Blood – structure and function of cells, plasma, vessels. The role of blood in defence against disease. The hear; the circulatory system and lymph system. Diseases of the circulatory system – causes and effects.


• Reproduction: Reproductive systems, contraception, IVF, cloning, artificial insemination and social issues. Interfering with natural processes.

• Evolution and Natural selection. Adaptations: structural, behavioural and physiological factors that affect survival.

• Biology at Work - Experience of biology in context through its applications in the workplace.

Assessment
Assessment Type 1: Investigations Folio (Practical investigations) and Issues Investigations – essay under supervision. Assessment Type 2: Skills and Applications Information Search with multimedia component. Topic tests and semester exams.

Special Requirements: Nil

Subject Costs
A cost of $20 for possible excursions is recommended. However, these are not a compulsory component of the course.
CHEMISTRY A
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Jarrod Chave or Joanna Princi

Recommended Background
Satisfactory completion of Year 10 Science.

Subject Information
Students wishing to study Chemistry B, must study Chemistry A. Chemistry A and B lead to Stage 2 Chemistry, Biology and Psychology. Stage 1 Chemistry is strongly recommended as a prerequisite study for Stage 2 Biology.

Content
The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials:
• Materials and Matter
• Atoms, the Periodic Table and Bonding
• Organic Chemistry

Assessment
Assessment Type 1: Investigations Folio (Practical investigations and issues investigations)
Assessment Type 2: Skills and Applications Tasks (Possible assessment tasks include: oral presentations, tests and exams)

Special Requirements: Nil

Subject Costs
A cost of $20 for possible excursions is recommended. However, these are not a compulsory component of the course.

CHEMISTRY B
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Jarrod Chave or Joanna Princi

Recommended Background
Satisfactory completion of Chemistry A.

Subject Information
Students can continue with Stage 2 Chemistry, Biology and/or Psychology.

Content
The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials.
• Connecting chemical reactions
• Quantities in Chemistry
• Acids are everywhere
• Cells and batteries

Assessment
Assessment Type 1: Investigations Folio (Practical investigations and issues investigations)
Assessment Type 2: Skills and Applications Tasks (Possible assessment tasks include: oral presentations, tests and exams)

Special Requirements: Nil

PHYSICS A
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Wayne Learmonth, Trevor Clarke or Rogan Tinsley

Recommended Background
Satisfactory completion of Year 10 Science.

Subject Information
Student wishing to study Physics B, must study Physics A. Physics A & B lead to Stage 2 Physics, Biology and Psychology.

Content
Physics is often called the fundamental science:
• Measurement
• Motion in 1D
• Limits of Measurement
• Vectors
• Forces and Motion
• Work Energy and Power
• Momentum in 1D

Assessment
Assessment Type 1: Investigations Folio (Practical investigations, Issues investigations and written, oral-multimedia)
Assessment Type 2: Skills and Applications Tasks (Oral presentation, topic tests, written assignments, exam)

Special Requirements: Nil

Subject Costs
A cost of approximately $40 for work books or excursions is recommended. However, these are not a compulsory component of the course.

PHYSICS B
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Wayne Learmonth, Trevor Clarke or Rogan Tinsley

Recommended Background
Satisfactory completion of Physics A.

Subject Information
Students can continue with Stage 2 Physics, Biology and/or Psychology.

Content
Physics is often called the fundamental science:
• Waves: (Concepts and Phenomena)
• Optics: (Reflection and Refraction)
• Electrostatics and Current Electricity
• Magnetic fields
• Gravitation fields
• Electric fields

Assessment
Assessment Type 1: Investigations Folio (Practical investigations and issues investigations; written, oral/multimedia)
Assessment Type 2: Skills and Applications Tasks (Oral presentation, topic tests, written assignments, exam).

Special Requirements: Nil

Subject Costs
A cost of approximately $40 for work books or excursions is recommended. However, these are not a compulsory component of the course.
PSYCHOLOGY 1
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Jade Vanzo, Rogan Tinsley

Recommended Background
Satisfactory completion of Year 10 Science.

Subject Information
Students can continue with Stage 2 Biology and/or Psychology. Psychology 1 and 2 may be studied independently.

Content
Psychology is the scientific study of human behaviour, thoughts and feelings.
- Introduction to Psychology: (compulsory unit) investigation designs and methods used in the study of psychology; a group investigation; ethical research
- Social Behaviour: the influence of social contexts and how they determine if people engage in social and antisocial behaviour
- Human Psychological Development: from birth to death, particularly focusing on children and adolescents, nature versus nurture

Assessment
Assessment Type 1: Investigations Folio (Group investigation and issues investigation)
Assessment Type 2: Skills and Applications Tasks (Possible assessment tasks include: oral presentations, participation in a debate, tests and exams)

Special Requirements: Nil

Subject Costs
A cost of $20 for possible excursions is recommended. However, these are not a compulsory component of the course.

PSYCHOLOGY 2
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Jade Vanzo, Rogan Tinsley

Recommended Background
Satisfactory completion of Year 10 Science.

Subject Information
Students can continue with Stage 2 Biology and/or Psychology. Psychology 1 and 2 may be studied independently.

Content
Psychology is the scientific study of human behaviour, thoughts and feelings.
- Introduction to Psychology: (compulsory unit) investigation designs and methods used in the study of psychology; a group investigation; ethical research
- Our Emotions: examination of the emotions of fear, anger and happiness. Explaining road rage and/or optimum sports performance
- Brain and Behaviour: Its structure and how it influences behaviour. Investigation of how drugs such as alcohol affect the adolescent brain.

Assessment
Assessment Type 1: Investigations Folio (Group investigation and issues investigation)
Assessment Type 2: Skills and Applications Tasks (Possible assessment tasks include: oral presentations, participation in a debate, tests and exams)

Special Requirements: Nil

Subject Costs
A cost of $20 for possible excursions is recommended. However, these are not a compulsory component of the course.

BIOLOGY
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSONS: Craig Duguid, Rogan Tinsley

Recommended Background
Sound knowledge and understanding of Year 10 Science is assumed. Satisfactory completion of at least one semester of Stage 1 Biology is highly recommended. Some Stage 1 Chemistry may be advantageous.

Subject Information
It is desirable that students have successfully completed one semester of Stage 1 Chemistry as knowledge of basic chemistry is assumed.

Content
Topics studied include:
- Macromolecules: DNA, proteins, genes, genetic engineering
- Cells: The structure of cells, transport systems in cells, cell division and cell cultures
- Organisms: The study of tissues, coordination, materials exchange, photosynthesis and respiration
- Communities and Ecosystems: Examination of the way living and non-living things work together to support life on earth
- Other aspects of the subject include Human Awareness issues

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Biology:
School-based Assessment (70%)
Assessment Type 1: Investigations Folio (40%) practical and issues investigations
Assessment Type 2: Skills and Applications Tasks (30%) e.g. oral presentations, assignments and tests.
External Assessment (30%)
Assessment Type 3: Examination (30%)

Special Requirements: Nil

Subject Costs
A cost of approximately $70 for work books/revision guides or excursion is highly recommended. However, these are not compulsory component of the course.
CHEMISTRY
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSONS: Jarrod Chave, Rogan Tinsley
SACE Status: 20 credits

Recommended Background
Satisfactory completion of Stage 1 Chemistry A and Chemistry B.

Subject Information
It is assumed that students have already gained a broad background and basic understanding in concepts of Chemistry equivalent to a full year at Stage 1.

Content
Topics studied include:
• Elemental and Environmental Chemistry
• Analytical Techniques
• Using and Controlling Reactions
• Organic and Biological Chemistry
• Materials

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Chemistry:

School-based Assessment (70%)
• Assessment Type 1: Investigations Folio (40%) practical and issues investigations
• Assessment Type 2: Skills and Applications Tasks e.g. oral presentations, assignments and tests (30%)

External Assessment (30%)
• Assessment Type 3: Examination (30%)

Special Requirements: Nil

Subject Costs
A cost of approximately $70 for work books/revision guides or excursion is highly recommended. However, these are not compulsory components of the course.

PSYCHOLOGY
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Jade Vanzo, Rogan Tinsley

Recommended Background
Satisfactory completion of Year 10 Science. Satisfactory completion of at least one semester of Stage 1 Psychology is highly recommended.

Content
Psychology is the systematic and scientific study of human behaviour, thoughts and feelings.

The topics studied are:
• Introduction to Psychology lays the foundation of knowledge and skills to use in planning and implementing the group and individual research investigations, including ethics
• Social Cognition focuses on information about the social world, attitudes and behaviour
• Learning focuses on classical conditioning, operant conditioning, and observational learning
• Personality focuses on concepts of personality and personality assessment
• Psychobiology of altered states of awareness focuses on two issues of particular relevance to young adults: arousal and stress, and sleep
• Healthy Minds: This topic also aims to improve students’ mental health literacy

Assessment
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment (70%)
• Assessment Type 1: Investigations Folio (30%
• Assessment Type 2: Skills and Applications Tasks e.g. assignments and tests (40%)

External Assessment (30%)
• Assessment Type 3: Examination (30%)

Special Requirements: Nil

Subject Costs
A cost of approximately $70 for work books/revision guides or excursion is highly recommended. However, these are not compulsory components of the course.

PHYSICS
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSONS: Rogan Tinsley, Lindy Bartlett

Recommended Background
Satisfactory completion of Stage 1 Physics B.

Subject Information
It is assumed that students entering this subject have already gained a broad background and basic understanding in concepts of Physics from studying Physics as a separate subject equivalent to a full year at Stage 1.

Content
The subject consists of four sections:
Motion in two dimensions, Electricity and Magnetism, Light and Matter, Atoms and Nuclei.

These constitute a broad range of the disciplines within the study of physics. Throughout the subject, concepts of conservation laws applied to physical situations, wave and particle motions, electromagnetic fields and their interactions with electric charges, and the structure of the atom and its nucleus are developed.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Physics:

School-based Assessment (70%)
• Assessment Type 1: Investigations Folio (40%) practical and issues investigations and oral presentations
• Assessment Type 2: Skills and Applications Tasks e.g. assignments and tests (30%)

External Assessment (30%)
• Assessment Type 3: Examination (30%)

Special Requirements: Nil

Subject Costs
A cost of approximately $70 for work books/revision guides or excursion is highly recommended. However, these are not compulsory components of the course.
Design and Technology is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing students to redefine and manage the generation of further thought through prototyping, experimentation and adaptation.

Students with a remodelled scrapped bicycle
**DESIGN and ICT (REQUIRED)**
LEVEL: Year 8  
LENGTH: 1 Term  
CONTACT PERSONS: Tom Oliphant, Wesley Dennis, Jarrod Chave

**Recommended Background:** Nil

**Content**
This course provides students with an introduction to Design and Digital Technologies. The courses will provide introductory experiences in the use of mixed materials and computer systems including exposure to laser cutting and Computer Assisted Manufacture (CAM). The course has a strong focus on the IB MYP Design Cycle and the Australian Curriculum Digital Technologies providing students with foundation ICT skills that can be used across all subject areas.

**Assessment**
All work is assessed using the assessment criteria for IBMYP Design: Analysis and inquiry, Developing ideas, Creating the solution and Evaluation. There is also an emphasis on the Australian Curriculum Design and Digital Technologies.

**Special Requirements:** Nil

**Subject Costs:** Nil

**MIXED MATERIALS TECHNOLOGY**
LEVEL: Year 9  
LENGTH: Semester  
CONTACT PERSONS: Tom Oliphant, Wesley Dennis

**Recommended Background:** Nil

**Content**
This unit extends the experience of students in working with mixed materials including wood, metal and plastics. There is a strong focus on all steps of the IB MYP Design Cycle in this course with an emphasis on Design and Analysis.

**Assessment**
All work is assessed using the assessment criteria for IBMYP Design: Analysis and inquiry, Developing ideas, Creating the solution and Evaluation. There is also an emphasis on the Australian Curriculum Design & Digital Technologies.

**Special Requirements:** Nil

**Subject Costs**
Large or complex projects or works that use expensive materials may incur a cost above the normal student allocation for this subject.

**STEM INNOVATIVE in TECHNOLOGY (CHOICE)**
LEVEL: Year 8  
LENGTH: Semester  
CONTACT PERSONS: Tom Oliphant, Wesley Dennis

**Recommended Background:** Nil

**Content**
The STEM Innovative Technology Course is an exciting new course that aims to expose learners to new design technologies. The course extends on knowledge developed in the compulsory technology program and provides learners with opportunities to develop personalised products using electronics systems, 3D modelling software, 3D Printers, Laser Cutters, Multi-Axis Mills and CNC Plasma Cutters. At the end of the course students are able to take away with them a product that they have investigated, designed and created using CAD and CAM technologies, often a privilege that is only available to University students. Examples of products include phone cases, USB drives, jewelry and other personal items.

**Assessment**
Students are assessed against the assessment criteria for IBMYP Design: Inquiring and Analysing, Developing ideas, Creating the solution and Evaluating. There is also an emphasis on the Australian Curriculum Design and Digital Technologies.

**Special Requirements:** Nil

**Subject Costs**
Large or complex projects or works that use expensive materials may incur a cost above the normal student allocation for this subject.

**STEM ADVANCED TECHNOLOGIES**
LEVEL: Year 9  
LENGTH: Semester  
CONTACT PERSONS: Tom Oliphant, Wesley Dennis

**Recommended Background:** Nil

**Content**
This course builds on student understanding of STEM and Advanced Technologies as developed in the Year 8 Compulsory Design & ICT and STEM Innovation in Technology courses. This course will have a stronger focus on Autodesk Inventor 3D Modelling and Computer Aided Design, and a strong emphasis on 3D Printing. Students will design and prototype a number of design projects with the aim of developing sound Computer Aided Design and Manufacture skills. Students will be exposed to new and emerging technologies and design and engineering concepts. There is a strong focus on all steps of the IB MYP Design Cycle in this course with an emphasis on Design and Analysis.

**Assessment**
All work is assessed using the assessment criteria for IBMYP Design: Analysis and inquiry, Developing ideas, Creating the solution and Evaluation. There is also an emphasis on the Australian Curriculum Design & Digital Technologies.

**Special Requirements:** Nil

**Subject Costs**
Large or complex projects or works that use expensive materials may incur a cost above the normal student allocation for this subject.
ELECTROTECHNOLOGY
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSONS: Tom Oliphant, Wesley Dennis

Recommended Background: Nil

Content
This course focuses on introduction to Electronics and the Electro-technology Industry Pathway Program (IPP). Students build on their knowledge of basic electronic circuits from Year 8 STEM Innovation in Technology and Year 9 Science courses and consolidate their understanding of simple circuits and Ohms Law. There is a focus on developing practical skills in soldering, developing circuit layouts, designing appropriate enclosures and fault finding. Students are also exposed to emerging technologies in the fields of basic robotics and micro-processing.

Assessment
All work is assessed using the assessment criteria for IBMYP Design: Analysis and inquiry, Developing ideas, Creating the Solution and Evaluation. There is also an emphasis on the Australian Curriculum Design & Digital Technologies.

Special Requirements: Nil

Subject Costs
Large or complex projects or works that use expensive materials may incur a cost above the normal student allocation for this subject.

STEM ADVANCED PRODUCTION TECHNOLOGIES
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSONS: Tom Oliphant, Wesley Dennis

Recommended Background: Nil

Content
Studies in this course focus on the complete analysis, design and development of products using STEM concepts and advanced manufacturing systems. Students develop an understanding of modern design and manufacturing techniques and the processes required to take a product from visualisation to production. This course focuses on developing sound analysis and problem solving skills and product development using specialised Autodesk Inventor CAD software and advanced machine tool interfaces including 3D Printers, Laser Cutters and Multi-Axis Milling machines. Students will be exposed to new and emerging technologies and STEM design and engineering concepts.

Assessment
All work assessed against the assessment criteria for IBMYP Design: Analysis and Inquiry, Developing ideas, Creating the solution, Evaluating. There is also an emphasis on the Australian Curriculum Design and Digital Technologies.

Special Requirements: Nil

Subject Costs
Large or complex projects or works that use expensive materials may incur a cost above the normal student allocation for this subject.

MIXED MATERIALS TECHNOLOGY
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSONS: Tom Oliphant, Wesley Dennis

Recommended Background: Nil

Content
This course builds on students' understanding of mixed materials as developed in the Year 9 Mixed Materials Technology course. The course continues to focus on the use the IB MYP Design Cycle to document and develop product solutions. Students are exposed to a broader range of materials, power tools and machinery with the focus on their safe and appropriate use. The fabrication and machining of solid metals and the use of machine jointing processes in solid timber will feature in this course.

Assessment
All work assessed against the assessment criteria for IBMYP Design: Analysis and Inquiry, Developing ideas, Creating the solution and Evaluating. There is also an emphasis on the Australian Curriculum Design and Digital Technologies.

Special Requirements: Nil

Subject Costs
Large or complex projects or works that use expensive materials may incur a cost above the normal student allocation for this subject.

ELECTROTECHNOLOGY
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Tom Oliphant, Wesley Dennis

Recommended Background: Nil

Content
This subject leads into the Electro-technology Industry Pathways Program (IPP) covering content designed to assist students in their understanding of electrical principles and practices covered in Electro-technology Certificates. Students undertake a variety of tasks to achieve competencies in the areas of component recognition and fault finding in simple circuits. A design task ensures students meet the IB MYP requirements to complete a project using the Design Cycle. Students are exposed to emerging STEM technologies in the fields of programming and micro-processing.

Assessment
All work assessed against the assessment criteria for IBMYP Design: Analysis and Inquiry, Developing ideas, Creating the solution, Evaluating. There is also an emphasis on the Australian Curriculum Design and Digital Technologies.

Special Requirements: Nil

Subject Costs
Large or complex projects or works that use expensive materials may incur a cost above the normal student allocation for this subject.
DIGITAL PHOTOGRAPHY
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSONS: Tom Oliphant, Mark Tossell, Jenny Remete

Recommended Background: Nil

Content
This subject provides opportunities for students to develop skills in Digital Photography using the IBMYP Design Cycle.

The course content includes:
• DSLR Camera Operations: looking at modes, menu options, white balance and sensitivity
• Camera Functions: such as Auto focus, Macro and Flash settings and Zoom
• Image Adjustment: Cropping, Exposure Correction and Sharpening
• Adobe Photoshop: Selection methods, layers, application of text and photo editing

Assessment
All work is assessed against the assessment criteria for IBMYP Design: Analysis and Inquiry, Developing ideas, Creating the solution, Evaluating.

Special Requirements: Nil

Subject Costs
Micro SD Card $10

ADVANCED MANUFACTURING TECHNOLOGIES
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Tom Oliphant, Wesley Dennis

Recommended Background: Nil

Content
This is a 10 credit unit, STEM focused subject that allows students to pursue their interest in working with CAD Autodesk Inventor software and Advanced CAM equipment. Students study the properties of a variety of materials and manufacturing processes. The design cycle is followed which involves processes of product prototyping and testing allowing them to develop a well resolved product solution.

Assessment
Skills and Applications Task 20%
Product 50%
Folio 30%

Special Requirements: Prior knowledge using Autodesk Inventor software is an advantage.

Subject Costs
Large or complex projects or works that use expensive materials may incur a cost above the normal student allocation for this subject.

ELECTROTECHNOLOGY (IPP) (VET)
LEVEL: Stage 1
LENGTH: Full year – 20 Credits
CONTACT PERSONS: Tom Oliphant, Wesley Dennis

Recommended Background: Year 10 Electronics

Content
As part of our Industry Pathways Program (IPP) this subject follows on from Year 10 Electrotechnology and delivers competencies at Certificate II Level in the area of electronics. The school offers the course under a visa agreement with Regency TAFE and students are required to participate one full day per week.

Students develop skills in WHS practices in the workplace. They solve problems with extra-low voltage single and multiple path DC circuits and dismantle, assemble and fabricate electro technology components.

Students who have satisfactorily completed the Stage 1 IPP Electrotechnology course and wish to continue their studies in Electronics Certificate II are able to apply to a Registered Training Organisation via the Training Guarantee, for SACE students with government subsidies contributing to the majority of the course costs.

Students complete the following units of competency to a total of 180 hours or 20 credits.
ADVANCED MANUFACTURING TECHNOLOGIES
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Tom Oliphant, Wesley Dennis

Recommended Background
Advanced Manufacturing Technologies Stage 1

Content
Students will refine 3D Modelling skills (CAD) and Manufacturing skills (CAM) learnt in previous Semesters of Advanced Manufacturing Technologies through the design and development of a consumer product of their choice.

Students will study various manufacturing principles and methodologies in the development and production of their own consumer product(s). There is a particular focus on computer literacy, controlled technology and model making.

Assessment
Skills and Applications Task 20%
Product 50%
Folio 30%

Special Requirements: Prior knowledge using Autodesk Inventor software is an advantage.

Subject Costs
Large or complex projects or works that use expensive materials may incur a cost above the normal student allocation for this subject.

MATERIALS PRODUCTS - FURNITURE CONSTRUCTION
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Tom Oliphant, Wesley Dennis

Recommended Background: Nil

Content
This subject is designed for students with an interest in creating material products such as furniture from solid timber, manufactured boards and other available materials. Students build on skills developed in earlier years to document and safely create a quality product that displays sound design, construction and finishing techniques. There is a significant focus on documenting the design cycle and justifying decisions made throughout the design and production process.

Assessment
Skills and Applications Tasks 20%
Product 50%
Folio 30%

Special Requirements: Nil

Subject Costs
Students are required to source and purchase their own materials for this course after the project has been determined through investigation and approval.
**DIGITAL PHOTOGRAPHY**

**LEVEL:** Stage 2  
**LENGTH:** Full year - 20 Credits  
**CONTACT PERSONS:** Tom Oliphant, Jenny Remete, Mark Tossell

**Recommended Background**  
Knowledge of Adobe Creative Suite is an advantage.

**Content**  
This course provides opportunities for students to appreciate the technical aspects of photography and its role in today’s society. Students are required to prepare a photographic portfolio demonstrating a range of skills including:
- Camera Operation- both basic and creative
- Natural and Artificial lighting systems
- Image Manipulation- both technical and creative

Learners are required to produce a commercial article in response to a Design Brief, for example a photo album, advertisement, website, brochure or calendar. This also includes the presentation of a work folio documenting the design process used in constructing the final product.

**Assessment**
- Skills and Applications Tasks: 20%
- Product: 50%
- Folio: 30%

**Special Requirements:** Nil

**Subject Costs**  
Micro SD Card $10

---

**BUSINESS AND ENTERPRISE**

**LEVEL:** Stage 1  
**LENGTH:** Semester - 10 Credits  
**CONTACT PERSON:** Argie Buesnel

**Recommended Background:** Nil

**Content**  
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and to evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

The focus capabilities for this subject are Communication, Citizenship and Learning.

**Assessment**
- Students demonstrate evidence of their learning through the following assessment types:
  - School-based Assessment
  - Folio: 50%
  - Practical: 25%
  - Issues Study: 25%

**Special Requirements:** Nil

**Subject Costs**  
Possible cost of VET Training through an external provider, however this is not compulsory.

---

**WORKPLACE PRACTICES**

**LEVEL:** Stage 1  
**LENGTH:** Semester - 10 Credits  
**CONTACT PERSON:** Luke Northcote

**Recommended Background**  
VET course or Identified Career Pathway.

**Content**  
Workplace Practices is highly recommended for students undertaking any Vocational Training at Stage 1. This could be in the form of a VET Course or a School Based Apprenticeship. It is designed to help students with a specific career in mind to reach their career goals actively and successfully. The course awards credit for vocational training or work placement undertaken, as well as teaching students how to more effectively plan for life in the workforce, concentrating on enabling them to become ‘work ready.’

Students not completing a VET Course, but who wish to explore their own career options in greater detail, are also invited to choose Workplace Practices.

Students examine the nature of work in their chosen industry as well as analysing their own skills and abilities within that industry. Students look carefully at the rights and responsibilities of employers and employees and finally reflect on their own readiness to enter the workforce.

**Assessment**
- A folio of course work (40%), Vocational Learning (30%), Reflection (30%).

**Special Requirements:** Nil

**Subject Costs**  
Possible cost of VET Training through an external provider, however this is not compulsory.
BUSINESS AND ENTERPRISE
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Argie Buesnel

Recommended Background: Nil

Content
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and to evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy and the environment.

Students complete the study of:
Core Topics
The Business Environment
Business in Australia
The Nature and Structure of Business

Two Option Topics
People, Business and Work
Business and Marketing

Assessment
Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment
Folio 30%
Practical 20%
Issues Study 20%
External Assessment - Report 30%
(The report outlines the present state of a small to medium size existing business)

Special Requirements: Nil
Subject Costs: Nil

WORKPLACE PRACTICES
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Luke Northcote

Recommended Background
VET course or Identified Career Pathway.

Content
Workplace Practices is highly recommended for students undertaking any Vocational Training at Stage 2. This could be in the form of a VET Course or a School Based Apprenticeship. It provides a pathway into further training or toward the successful completion of SACE Stage 2.

Students not completing a VET Course, but who wish to explore their own career options in greater detail, are also invited to choose Workplace Practices.

In Workplace Practices, students learn about work in Australia and how it will change in our lifetime. Students also examine important aspects of industrial relations, such as wages, unions and how to be safe at work. Most importantly, students are encouraged to improve on and update their job seeking skills.

Students are given credit in this subject for any VET learning undertaken in their desired industry. This can include TAFE or other training, Work Experience, casual or part time employment, care giving, elite sport or a combination of other events.

Assessment
School-based Assessment 70%: Folio (25%), Performance (25%), Reflection (20%)

External Assessment (30%): Investigation

Special Requirements
Students cannot choose this course if they have completed the Specialist Netball Program as Stage 2 Workplace Practices is a compulsory component of this course already.

Subject Costs
Possible cost of VET Training through an external provider, however this is not compulsory.
GLOSSARY

ASbA: Australian School-based Apprenticeship

ATAR: Australian Tertiary Admission Rank. The ATAR is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student participation from year to year. The ATAR is used for university entrance purposes.

Curriculum Pattern: A selection of subjects required in order to qualify for the SACE.

Credit: Ten credits are equivalent to one semester or six months of study in a particular subject or course.

IPP: Industry Pathways Program

ISEC: Intensive Secondary English Course

MER: Minimum Entry Requirements (used for TAFE entry purposes)

PLP: The Personal Learning Plan - a compulsory Stage 1 subject studied in Year 10.

Prerequisite: A formal requirement that is needed before proceeding to further study.

Quality LinCS: Regional VET program

Research Project: A compulsory Stage 2 subject studied in Year 11 at Blackwood High School.

RTO: Registered Training Organisation

SACE: The South Australian Certificate of Education

SACE BOARD: South Australian Certificate of Education Board

SATAc: South Australian Tertiary Admissions Centre

Semester: 50 to 60 hours of programmed lesson time - subjects of 1 unit are a semester in length.

Stage 1: The first of two levels of the SACE - this will usually be a student’s eleventh year of schooling.

Stage 2: The second of two levels of the SACE - this will usually be a student’s twelfth year of schooling.

STAT: Special Tertiary Admissions Test

TAFE: Technical and Further Education

TAS: Tertiary Admission Subject

TEA: TAFE Entry Assessment

Unit: Half a year (50 to 60 hours of programmed time) of full-time study in a Year 8 to 10 subject.

VET: Vocational Education and Training
Some Relevant Publications and Websites

The following publications are made available to students to help in the course counselling process. Information can also be found on the web sites listed.

Flinders University Undergraduate Prospectus  
www.flinders.edu.au

University Of Adelaide Undergraduate Prospectus  
www.adelaide.edu.au

University Of South Australia Undergraduate Prospectus  
www.unisa.edu.au

TAFE Subject Guide  
www.tafesa.edu.au

SATAC Guide  
www.satac.edu.au

CAREER GUIDANCE RESOURCES

Myfuture  
www.myfuture.edu.au

Careerone  
Australia's online career exploration and information service The Australian Careers Directory. A gateway to links that can help career exploration and decision making, job search preparation, training resources and more.  
www.careerone.com.au

The Job Guide  
Provides information on over 600 occupations and describes the education or training needed for those occupations.  

SACE Board  
The SACE Board website provides information about Stage 1 and 2 curricula, special provisions, community learning and assessment requirements.  
https://www.sace.sa.edu.au/

Occupational Information  
www.joboutlook.gov.au

Blackwood High School Curriculum Prospectus 2015  
Curriculum information for Blackwood High School is also available on the school website.  
www.bhs.sa.edu.au/curriculum

REFERENCES