



**BLACKWOOD
HIGH SCHOOL**
Inspiring Achievement and Respect

Curriculum Prospectus 2017



Introduction

At Blackwood High School we are committed to students achieving their personal best through opportunities to excel with support and challenge. Our staff encourage all students to strive and achieve their best in order to open breadth and choice of post school options.

This Prospectus describes the curriculum for Years 8 to 12 at Blackwood High School in 2017. 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 to make informed choices for their future when selecting 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 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 other primary schools 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 for the South Australian Certificate of Education (SACE) in Years 11 and 12 as well as developing globally minded young people. Within Years 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 for 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 in 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. This prospectus provides details of the requirements to complete the SACE and the opportunities available at Blackwood High School.



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. 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 and mathematics related 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 support 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 2017.

Marion Coady
Principal



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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 2017

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 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 Years 8 - 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 Years 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 emailed to parents/caregivers and 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 2016, all Years 8, 9, 10 and 11 students will use an online preference system called Web Preferences to select subjects for 2017. Each student will be provided with unique login name and password. Further information on the use of Web Preferences to select subjects will be distributed via Care Group in early Term 3.

Subject Selection

Years 8 and 9 students will select subjects for 2017 in consultation with their Care Group teachers and parents/caregivers using the Web Preferences system. Students will print out, sign and forward their subject selection receipt to their Care Group teacher.

Years 10 and 11 students attend appointments on Course Counselling Day to discuss pathways and subject selection 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). All Year 10 students make a presentation at their course counselling interview which is assessed by the Care Group teacher for their Personal Learning Plan (PLP).

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 2017 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 2017. The 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 to 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 Years 10 and 11 students

Students need to thoroughly familiarise themselves with the range of SACE subjects 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.

International Baccalaureate Middle Years Program (IBMYP)



In 2003 a cluster of schools in the southern foothills of Adelaide achieved authorization by the International Baccalaureate Organization (IBO) to teach the Middle Years Program and become a World IB School. Today, this strong partnership still exists between Coromandel Valley Primary School and Blackwood High School.

Together the two schools collaborate to deliver an internationally accredited, holistic curriculum across Years 6 to 10.

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

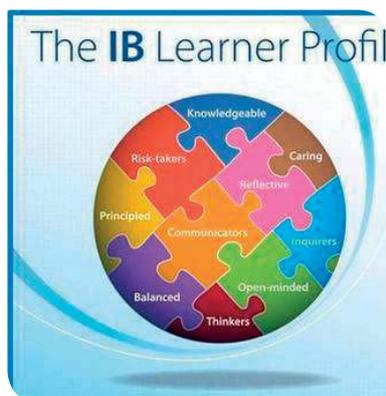
THE YEAR 10 PERSONAL PROJECT

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 views.

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	
Aesthetics	Change
Communication	Communities
Connections	Creativity
Culture	Development
Form	Identity
Logic	Perspectives
Relationships	Symptoms
Global interactions	Time, place and space



Harmony Day 2016

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION - SACE

Senior School Curriculum



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, an 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 (page 26).

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).

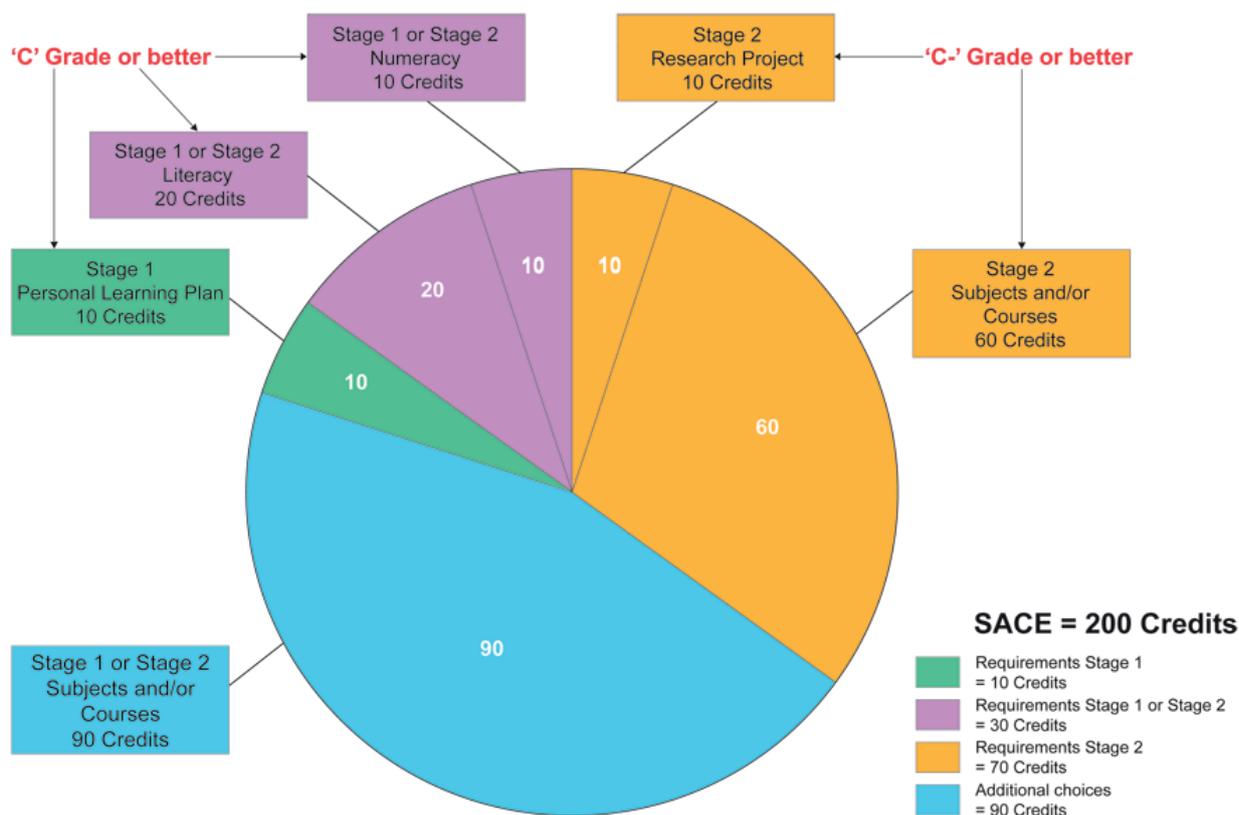
Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

The Compulsory Subjects are:

- Personal Learning Plan (10 credits at Stage 1) (page 26)
- 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 Vocational Education and Training (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 19 and 20](#) 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 provides 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 ([page 27](#)).



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, where external markers 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 2017 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

SACE Planner

Year 10 and 11 students are advised to use the pathway planning checklist below to plan their courses.

YEAR 10

You must complete the Personal Learning Plan Credits

Personal Learning Plan	10
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YEAR 11

You must complete 20 credits focused on **literacy**

Choose from the range of English subjects or courses available

English (10 credit choice)	10
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English (10 credit choice)	10
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You must complete 10 credits focused on **numeracy**

Choose from the range of Mathematics subjects or courses available

Mathematics (10 credit choice)	10
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	Subtotal	40
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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

1 (20 credits)		20
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2 (20 credits)		20
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3 (20 credits)		20
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4 (2 x 10 credits or 1 X 20 credits)		20
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Research Project (10 credits) - this is completed in Year 11		10
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	Subtotal	90
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To gain the SACE, students must earn 200 credits	Total	200
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Post School Pathways

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 2017, 2018, 2019* to be published by the South Australian Tertiary Admissions Centre (SATAC) and available in August of 2016.

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.

Visit 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: 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, which may be used to help with SACE Stage 1 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 SACE Stage 1 completion, although some Certificate II courses may be credited at SACE 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 be included for calculating a 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 work-place 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. There are a number of options for students to undertake in Years 10, 11 and 12. These can be found in the Special Interest Programs section of this Prospectus.

VET Courses at Blackwood High School:

- Certificate II in Sport and Recreation (Special Interest Netball)
- Electronics Certificate II
- Dance Certificate II
- Music Certificate II

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 2017 VET booklet.

Alternative VET Programs can be accessed through the school's VET Coordinator, Luke Northcote
email: luke.northcote@bhs.sa.edu.au

Vocational Education and Training (VET)

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 Placement.

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 Placement. 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). It ensures 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 www.workready.statedevelopment.sa.gov.au/ to check on course lists and availability.

International Student Programs

Blackwood High School is a large metropolitan high school located in the hills of Adelaide. Currently our enrolment caters for approximately 950 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, Practical English, English as an Additional Language and Humanities are included to prepare students for entry to mainstream studies.

English language and cross curricula support is available to international students. 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:

Blackwood High School
4 Seymour Street
Eden Hills 5050
South Australia
P: 0011 61 8 8278 0900
F: 0011 61 8 8278 0999
E: karyn.jones@bhs.sa.edu.au

Please refer to the school website, International Section for further details www.bhs.sa.edu.au

INTENSIVE SECONDARY ENGLISH COURSE (ISEC)

LEVEL: Years 9 to 11

LENGTH: 10 to 20 weeks

CONTACT PERSON: Karyn Jones

Recommended Background

Available to full fee paying international students.

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, 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 EAL skills, knowledge and understandings.

Middle Years Curriculum Pattern

The following table illustrates the required and choice units undertaken by students from each of the eight learning areas. A 'unit' is a half year semester of study.

Detailed information about the subjects offered in each of the learning areas is described later in this document.

	YEAR 8	YEAR 9	YEAR 10
Required Units of Study	Language and Literature 2 semesters	Language and Literature 2 semesters	Language and Literature 2 semesters
	Mathematics 2 semesters	Mathematics 2 semesters	Mathematics 2 semesters
	Science 2 semesters	Science 2 semesters	Science 2 semesters
	Language Acquisition 2 semesters	Language Acquisition 2 semesters	
	Individuals and Societies 2 semesters	Individuals and Societies 2 semesters	Individuals and Societies 2 semesters
	Health and Physical Education 1 semester OR Netball A 2 semesters	Health and Physical Education 1 semester OR Netball A 2 semesters	Health and Physical Education 1 semester OR Netball A 2 semesters
	Arts 1 semester	Must choose one subject from Arts 1 semester	Must choose one subject from Arts 1 semester
	Design: Technology 1 semester	Must choose one subject from Design: Technology 1 semester	Must choose one subject from Design: Technology 1 semester
Choice Units	Select one subject from: Year 8 CHOICE subjects See subjects listed on page 17	Select one further subject from: Arts, Health and Physical Education, Design: Home Economics or Technology See subjects listed on page 17	Select three further subjects from: Language Acquisition, Arts, Health and Physical Education, Design: Home Economics or Technology and/or Extension Mathematics Extension Science Big History See subjects listed on page 18

Personalised Curriculum Programs

In the interest of addressing the skills, abilities and passions of individual students, acceleration to a subject or course at a higher year level may be approved by negotiation with the Principal and/or delegate.

Learning Support in Literacy and Numeracy is available to suit the needs of some identified learners in Years 8-10.

Year 8 Subjects		
	Subject Name	Page
Required Subjects	Individuals and Societies	56
	Language and Literature	50
	Language Acquisition: German	61
	Language Acquisition: Japanese	62
	Mathematics	68
	Health and Physical Education: Netball A & B (Special Application)	75
	Health and Physical Education	74
	Science	91
	Design: STEM PBL	99
	Design: Technology	84
	Arts: Performing Arts	30
	Arts: Visual Arts	30
Choice Subjects	Design: Home Economics	85
	Design: Mechatronics	99
	Health and Physical Education: Football (Special Application)	74
	Health and Physical Education: Girls Football (Special Application)	75
	Health and Physical Education: Physical Education	74
	Arts: Expressive Arts (Dance/Drama)	31
	Arts: Expressive Arts (Music Performance)	32
	Arts: Visual Arts	31

Year 9 Subjects			
	Subject Name	Page	
Required Subjects	Individuals and Societies	57	
	Language and Literature	51	
	Language Acquisition: German	62	
	Language Acquisition: Japanese	63	
	Mathematics	69	
	Health and Physical Education: Netball A & B (Special Application)	77	
	Health and Physical Education	76	
	Science	91	
	Arts Choose 1 subject	Dance 1	33
		Dance 2	34
		Design	34
		Drama 1	34
		Drama 2	35
		Music 1	35
		Music 2	35
		Visual Arts 1	32
		Visual Arts 2	33
		Design Choose 1 subject	Advanced Manufacturing
	Mechatronics		100
	STEM		99
	Home Economics: Food Technology		85
	Home Economics: Textile Technology		85
	Choice Subjects	Health and Physical Education: Specialist Physical Education	76
		Health and Physical Education: Football (Special Application)	76
		Health and Physical Education: Girls Football (Special Application)	77
		Design: Advanced Manufacturing	99
		Design: Mechatronics	100
Design: STEM		99	
Design: Home Economics - Food		85	
Design: Home Economics - Textile		85	
Arts: Dance 1		33	
Arts: Dance 2		34	
Arts: Design		34	
Arts: Drama 1		34	
Arts: Drama 2		35	
Arts: Music 1		35	
Arts: Music 2		35	
Arts: Visual Arts 1		32	
Arts: Visual Arts 2		33	

SACE Stage 1 (Year 11) Subjects

Learning Area/Subject Name	Page	Learning Area/Subject Name	Page
ARTS		LANGUAGES	
Dance 1	40	German (continuers) A & B	64
Dance 2	41	Japanese (continuers) A & B	65
Drama 1	41	Spanish (beginners) A & B	65
Drama 2	42		
Music 1	42	MATHEMATICS	
Music 2	43	Mathematics - Choose at least 1 of the following:	
Visual Arts: Art Focus 1	43	• Specialist Mathematics A & B	70
Visual Arts: Art Focus 2	44	• Mathematical Methods A & B	70
Visual Arts: Art Focus 3	44	• General Mathematics 1 & 2	71
Visual Arts: Design Focus 1	45	• Essential Mathematics 1 & 2	71
Visual Arts: Design Focus 2	45		
		HEALTH and PHYSICAL EDUCATION	
CROSS DISCIPLINARY		Football	80
Community Studies and Learning	28	Health	81
Personal Learning Plan (completed in Year 10)	26	Netball A & B	81
Research Practices	26	Physical Education A & B	81-82
Research Project (Stage 2 subject)	27	Outdoor Education	82
ENGLISH		SCIENCE	
English - Choose 2 semesters from the following:		Biology 1	93
• English A & B	51	Biology 2	93
• Essential English A & B	52	Chemistry A	94
• English as an Additional Language A & B	52	Chemistry B	94
		Physics A	94
HOME ECONOMICS		Physics B	95
Child Studies	87	Psychology 1	95
Food and Hospitality 1	88	Psychology 2	95
Food and Hospitality 2	88		
		TECHNOLOGY	
HUMANITIES		Business and Enterprise	102
History	58	Digital Photography	102
Legal Studies	59	Electrotechnology	101
Tourism	59	Materials Products	101
		System and Control Products	101
		Workplace Practices	102
SPECIAL INTEREST PROGRAMS			
Certificate II Dance	23	Certificate II Music	23
Certificate II Electronics	24		46

SACE Stage 2 (Year 12) Subjects

Learning Area/Subject Name	Page	Learning Area/Subject Name	Page
ARTS		MATHEMATICS	
Dance	46	General Mathematics	72
Drama	47	Mathematical Methods	72
Music	47	Specialist Mathematics	71
• Music Ensemble Performance	47		
• Music Individual Study	47	HEALTH and PHYSICAL EDUCATION, HOME ECONOMICS	
• Music Solo Performance	47	Child Studies	89
• Musicianship	47	Food and Hospitality	89
Visual Arts: Art Focus	48	Health	83
Visual Arts: Design Focus	48	Physical Education	83
CROSS-DISCIPLINARY		SCIENCE	
Community Studies	28	Biology	96
Research Project A & B	27	Chemistry	96
Workplace Practices	104	Physics	97
		Psychology	97
ENGLISH		TECHNOLOGY	
English	53	Business and Enterprise	104
English Literary Studies	53	Digital Photography	103
Essential English	54	Materials Products	103
Essential English: English as an Additional Language Focus	55	System and Control Products	103
		Workplace Practices	104
HUMANITIES		SPECIAL INTEREST PROGRAMS	
Modern History	59	Certificate II Electronics	24
Legal Studies	60	Pathways Package	25
Tourism	60		
LANGUAGES			
German (continuers) A & B	66		
Japanese (continuers) A & B	66		
Spanish (beginners) A & B	67		

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 Peta Maher/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 need to complete a written application and may need to attend a skills testing session.

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). Refer to the Health and Physical Education section for further subject information ([pages 74-77](#)).



Special Interest Girls Australian Football Program

New in 2017, a Special Interest Australian Football Program is being offered for Year 8 and 9 girls.

Girls 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 need to complete a written application and may need to attend a skills testing session.

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 Janet Bradley (Girls' Football Program Manager). Refer to the Health and Physical Education section for further subject information ([pages 74-77](#)).

Certificate II Dance

CERTIFICATE II DANCE (CAU20113)

LEVEL: Stage 1

LENGTH: Full year - contribute up to 50 Credits

CONTACT PERSON: Katrina Constantopoulos,
Dale Evans, Tash Thornton

Recommended Background: Year 10 Dance

Content

Students enrolled in this course will be given the opportunity to develop skills in the following areas:

- Develop basic dance techniques in 3 of the following dance genres: contemporary, jazz, street dance (hip-hop), and/or ballet
- Rehearsal and Performance
- Choreography
- Safe dance practice, conditioning, and working effectively with others

The course is delivered by fully accredited trainers under the auspice of Gravity Dance.

Students complete the following units of competency*. Successful completion of the course will contribute up to 50 credits towards SACE Stage 1 and may allow entrance into Certificate III courses offered by TAFE and other providers.

Code	Description
BSBWOR203B	Work effectively with others
CUADAN201	Develop basic dance techniques
CUADAN202	Incorporate artistic expression into basic dance performance
CUAWHS201	Develop a basic level of physical conditioning for dance performance
CUFIND201A	Develop and apply creative arts industry knowledge
CUADAN205	Perform basic contemporary dance techniques
CUAPRF201	Prepare for performance
CUADAN203	Perform basic jazz techniques
CUAWHS101	Follow safe dance practices
CUADAN206	Perform basic ballet techniques
CUUADN208	Perform basic street dance techniques
CUADAN201	Develop basic dance techniques

Assessment

Competency Based Assessment via completion of workbooks and live performances.

Special Requirements

Students choosing this course may be required to undergo an application process. BHS Students are required to have selected at least one semester of Dance (at an appropriate year level) in addition to enrolling in this course.

Subject Costs

\$350 - VET accreditation and consumables

*Exact details may be subject to change as required by Collarts.

Certificate II Music

CERTIFICATE II MUSIC (CUS20109)

LEVEL: Stage 1

LENGTH: Full year - contribute up to 35 Credits

CONTACT PERSON: Ben Denning, Dale Evans,
Michael Winter

Recommended Background: Year 10 Music

Content

Students enrolled in this course will be given the opportunity to develop skills in the following areas:

- Rehearsal & Performance
- Music technology
- Audio recording and mixing
- Live sound

The course is delivered by fully accredited trainers under the auspice of Collarts.

Students complete the following units of competency. Successful completion of the course will contribute 35 credits towards SACE Stage 1 and may allow entrance into Certificate III courses offered by TAFE and other providers.

Code	Description	Hours
BSBOHS201A	Participate in OHS processes	10
BSBWOR203A	Work effectively with others	15
CUFIND201A	Develop and apply creative arts industry knowledge	25
CUFSOU204A	Perform basic sound editing	30
CUSMLT201A	Develop and apply musical ideas and listening skills	25
CUSMPF202A	Incorporate music technology into performance	35
CUSMPF203A	Develop ensemble skills for playing or singing music	50
CUSMPF204A	Play music from simple written notation	30
CUSMPF302A	Prepare for performances	35

Assessment

Competency Based Assessment via completion of workbooks and live performances.

Special Requirements

Students choosing this course may be required to undergo an application process. BHS Students are required to have selected at least one semester of Music (at an appropriate year level) in addition to enrolling in this course.

Subject Costs

\$350 - VET accreditation and consumables

Certificate II Electronics

ELECTROTECHNOLOGY (IPP) YEAR 1

LEVEL: Year 10 or Year 11

LENGTH: Semester

CONTACT PERSONS: Wesley Dennis, Tom Oliphant

Recommended Background: Nil

Content

Students entering the course in Year 10 will complete the course in Year 11 whilst students starting in Year 11 will complete the course in Year 12.

Students will undertake a program related to the electrotechnology industry - learning about the many electrical and electronic trades, and the associated equipment and tools. There is a large emphasis on Work Health and Safety. Skills developed include electrical/electronic construction and fabrication techniques and related work practices, including safety, communication and documentation in the workplace. Structured workplace learning will assist student in achieving the skills and competencies required by industry. This course leads to completion of the Certificate II Electronics at Blackwood High School.

Assesment

Competency based assesment.

Special Requirements:

Students choosing this course are required to undergo an application process. This involves an interview in late Term 4 of 2016. Students who wish to enrol should include the subject in their initial course selection in Term 3.

If successful in the selection process, the course will be added to their 2017 course and timetables will be individually negotiated.

Subject Costs

\$380 for VET accreditation

ELECTROTECHNOLOGY (IPP) YEAR 2

LEVEL: Year 11 or Year 12

LENGTH: Semester (Available in 2018)

CONTACT PERSONS: Wesley Dennis, Tom Oliphant

Recommended Background

Electrotechnology (IPP) Year 1

Content

Students can enter this course in either Year 11 or Year 12. Students will undertake an extension program related to the electrotechnology industry –building upon competencies developed as part of the Year 1 Electrotechnology program. There is a large emphasis on electrical principals and soldering techniques. Skills developed include electrical/electronic construction techniques and related work practices, including safety and communication in the workplace. Studnets will be exposed to a range of industry partners to prepare them for apprenticeship opportunities once the course has been completed.

Students must have completed Year 1 of Electrotechnology (IPP) to be eligible to undertake this course. This course leads to completion of the Certificate II Electronics at Blackwood High School.

Assesment

Competency based assesment.

Special Requirements:

Completion of Electrotechnology Year 1.

Subject Costs

\$380 for VET accreditation



SACE Pathways Package

SACE PATHWAYS PACKAGE

LEVEL: Stage 2

LENGTH: Full year - 40 Credits

CONTACT PERSON: Mary Hodson

Recommended Background:

VET course / ASBA / Identified Career Pathway or Individual Learning Requirements

Content

The SACE Pathways Package has been designed to meet the needs of students who require greater flexibility in order to complete their SACE. It incorporates three SACE Stage 2 Subjects: Workplace Practices, Essential English and Community Studies, which are delivered in a manner designed to engage the students in study that is relevant to their individual circumstances.

Students undertaking the package will learn a range of concepts and skills designed to enhance their understanding across the curriculum, supporting them to achieve success.

Students undertaking the Pathways Package will be working toward SACE Completion and entry into the TAFE sector, but will not be working toward an ATAR (Australian Tertiary Entrance Rank) for University entrance.

The package includes all 60 of the compulsory credits required to complete Stage 2 of the SACE, provided students have passed their Research Project with a C- grade or higher. Additional credits, where needed, will come from a range of flexible options that can include :

- Community learning
- Vocational Education and Training(VET)
- Other school subjects

Students who are undertaking any of the above will automatically be offered this pathway through Course Counselling. Similarly, students requiring extra assistance or support to complete the SACE will be able to utilize this flexible package to assist them in achieving success.

Assessment

Assessment for Workplace Practices:

70% School-based Assessment

- 25% Folio
- 25% Performance
- 20% Reflection

30% External Assessment: Investigation

Assessment for Community Studies:

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

- A Contract of Work
- Folio
- Community Activity
- Reflection

Special Requirements

Students who have completed Workplace Practices as part of Specialist Netball Program can undertake this course, but will be enrolled into two, 10 Credit Workplace Practices A and B courses.

Subject Costs

Possible cost of VET Training through an external provider, however this is not compulsory.



Cross-Disciplinary Studies

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 - may be chosen by students to provide more flexible learning options for study within the school and in the community.

PERSONAL LEARNING PLAN

LEVEL: Year 10

LENGTH: Undertaken in Pastoral Care 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:

- Establishing and reviewing personal, education and pathways goals
- Reflecting on their development of the SACE capabilities
- Investigating possible career choices and ideas for community service
- Exploring how best to prepare for their career options and goals
- Helping them to make informed decisions about subjects they will study in Years 11 and 12, and pathways beyond school

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

RESEARCH PRACTICES

LEVEL : Stage 1

LENGTH: Semester - 10 Credits

CONTACT PERSON: Mary Hodson

Content

This subject provides students with opportunities to:

- Examine the purpose of research
- Explore a range of research approaches
- Develop their investigative and inquiry skills

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings

Students have the choice of a written, oral and / or multimodal research outcome of 1500 words maximum or a 10 minute maximum oral presentation.

Assessment

50% Assessment Type 1: Folio

50% Assessment Type 2: Sources Analysis

Students provide evidence of their learning through four assessments:

- Two folio assessment tasks
- Two sources analysis assessments



Cross-disciplinary Studies

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 of the SACE capabilities and explore 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 most 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

70% School based assessment

- 30% Folio: preliminary Ideas and Research Proposal, Research Development, Discussion
- 40% Research Outcome

30% External Assessment

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

70% School based assessment

- 30% Folio: preliminary Ideas and Research Proposal, Research Development, Discussion
- 40% Research Outcome

30% External Assessment

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: Stage1 and 2
LENGTH: Semester - 10 or 20 Credits
CONTACT PERSON: Mary Hodson

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

CONTACT PERSON: Luke Northcote

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.

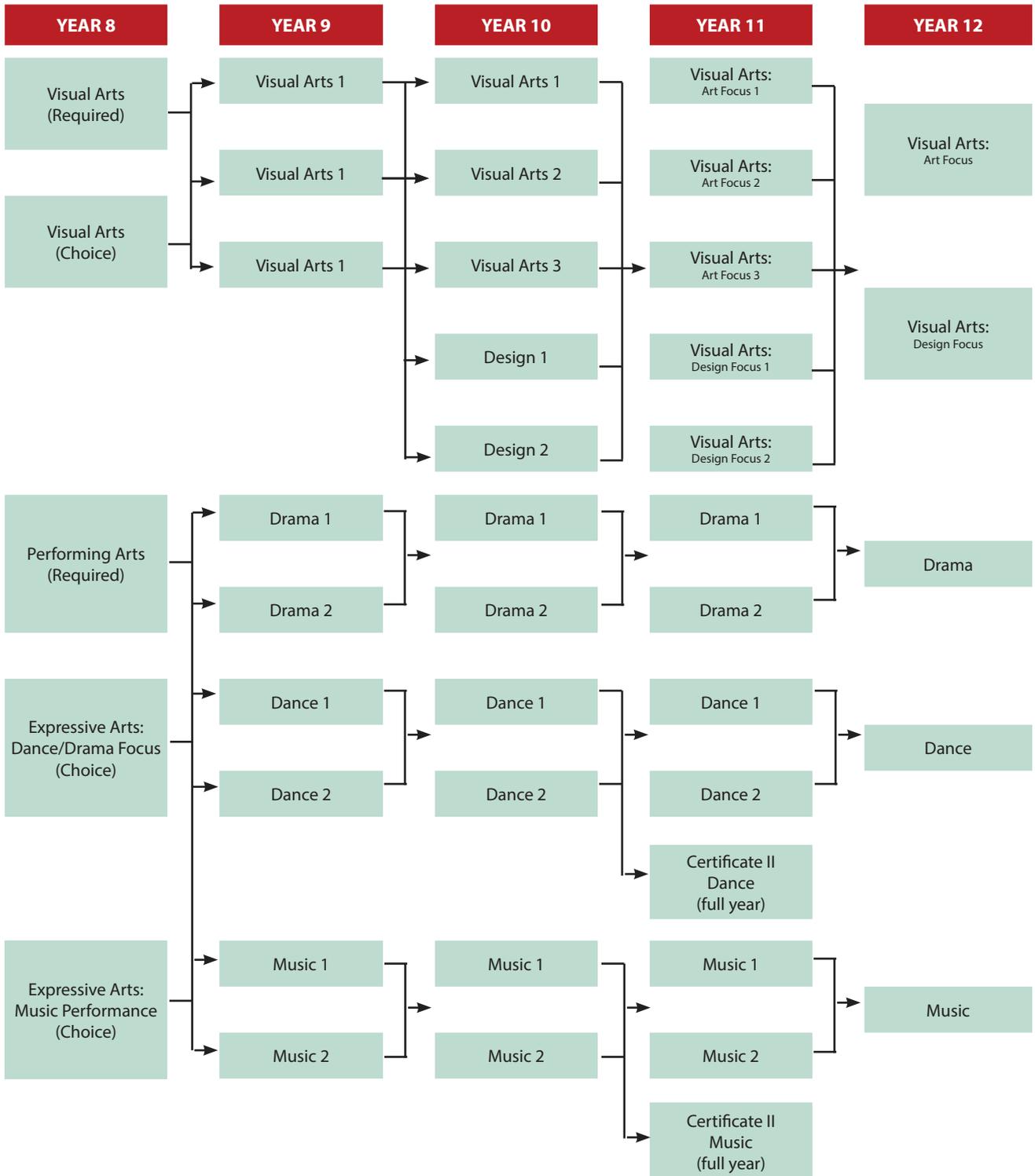
See the SACE website www.sace.sa.edu.au for further information.

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.

For more information on community learning, visit: www.sace.sa.edu.au/subjects/recognised-learning/community-learning

Arts include Visual and Performing Arts which is comprised of Dance, Drama and Music



VISUAL ARTS (REQUIRED)

LEVEL: Year 8

LENGTH: 1 Term

CONTACT PERSON: Jeanette Beadnall,
Jennifer 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: Dale Evans

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.

Note: Students with a special interest in music should select Expressive Arts: Music Performance (Choice) as their choice subject, students with a special interest in drama should select Expressive Arts: Dance/Drama (Choice) as their choice subject.

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. Students with an interest in back-stage and theatre audio and lighting may 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 may 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 their participation in, and responses to, workshops and performances.

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.

VISUAL ARTS (CHOICE)

LEVEL: Year 8

LENGTH: Semester

CONTACT PERSON: Jennifer 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

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

EXPRESSIVE ARTS (CHOICE): DANCE/DRAMA FOCUS

LEVEL: Year 8

LENGTH: Semester

CONTACT PERSON: Dale Evans,
Katrina Constantopoulos

Recommended Background

It is recommended that students have an interest in dancing and/or acting and performing.

Content

Students in Expressive Arts: Dance.Drama Focus will develop skills in the following areas:

- **Technique:** Students would increase their technical proficiency through exploration of different dance genres and related techniques
- **Ensemble Skills:** Students will develop ensemble performance skills via their participation in small, medium and/or large ensembles.
- **Stagecraft:** Being a successful performer is not all about good technique - how do we also connect with the character inherent in our performance(s) and portray them to the audience?

Assessment

Practical Component

Students rehearse and perform in a live public performance to an invited audience.

Theory Component

Students use their Process Journal to research and document the development of the skills required for their performance. They are assessed against the IBMYP criteria for The Arts.

Special Requirements: Nil

Subject Costs

Approximately \$30 for visits to live performances and specialist workshops. Participation in these workshops is highly recommended, however, it is not a compulsory component of the course.

EXPRESSIVE ARTS (CHOICE): MUSIC PERFORMANCE

LEVEL: Year 8

LENGTH: Semester

CONTACT PERSON: Dale Evans

Recommended Background

It is recommended that students have an interest in music and/or acting and performing. It is expected that all students undertake lessons in voice or a musical instrument, either at school or privately.

Content

Students in Expressive Arts: Music Performance will develop skills in the following areas:

- **Instrumental Proficiency:** Students will be able to increase their proficiency on a chosen instrument through involvement in instrumental music lessons, either at school or through private teachers.
- **Musical Literacy:** Through classroom lessons and instrumental lessons students will develop their skills in reading and understanding music.
- **Ensemble Skills:** Students will develop ensemble performance skills through the class ensemble, culminating in a live performance to an invited audience.
- **Stagecraft:** Being a successful performer is not all about sounding good - how do we also connect visually with our music and our audience and/or portray the characters present in the performance?

Vocal/Instrumental Tuition

Most instruments are available for tuition. Free instrumental music service lessons may be available to continuing students in classical/modern guitar, strings, brass, voice and woodwind. Private providers are available for piano/keyboard, electric guitar, percussion and voice.

Assessment

Practical Component

Students rehearse and perform in a live public performance to an invited audience.

Theory Component

Students use their Process Journal to research and document the development of the skills required for their performance. 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 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.

\$35 for visits to live performances and specialist workshops. Participation in these workshops is highly recommended, however, it is not a compulsory component of the course.

VISUAL ARTS 1

LEVEL: Year 9

LENGTH: Semester

CONTACT PERSON: Jeanette Beadnall

Recommended Background

In Year 9 students are introduced to the thematic, narrative nature of artworks. They 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 range of opportunities as well as 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:

- Exploring the genre of fantasy within various artforms,
- Investigation into the elements of art
- Colour theory
- Research into artists and their works
- Personal comments on processes, experiments and final presentations

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: Jennifer 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. It is recommended that students study both Dance 1 and 2 if they wish to continue studying Dance in future years.

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.

Special Requirements: Nil

Subject Costs

\$20 for visits to dance performances and specialist workshops.

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 a co-curricular activity. It is recommended that students study both Dance 1 and 2 if they wish to continue studying Dance in future years.

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.

DESIGN

LEVEL: Year 9

LENGTH: Semester

**CONTACT PERSONS: Naoko Matsumoto,
Jennifer Remete**

Recommended Background

Students should select this unit if they have an interest in the design of the built environment, graphic design, illustration, and associated computer programs.

Content

Practical (Creating Works of Design)

Students develop three works from the areas of design practice. Each includes a brief, research, inventive development of ideas, and finished presentations. These include:

- Environmental Design (architectural form interior design or landscaping)
- Product Design (studying the work of iconic designers exploring ergonomics and functionality)
- Communication Design (graphic design and illustration)

Theory

The design process and elements of design. Research into the development of a product.

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

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: Brigitte Esvelt

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 theatre history and perform an off- or on-stage role in a polished performance to young children, 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: Brigitte Esvelt

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 may attend a live theatre performance – cost \$20. However, this is not a compulsory component of the course.

MUSIC 1

LEVEL: Year 9

LENGTH: Semester

CONTACT PERSON: Dale Evans

Recommended Background

It is recommended that students have an interest in music and performing. It is expected that all students undertake lessons in voice or a musical instrument, either at school or privately.

Due to the sequential skill development inherent in all areas of Music it is highly recommended that students enrol in both Music 1 and Music 2 at Year 9 if they wish to study Music at Year 10 and above.

Content

Vocal/ Instrumental tuition

Most instruments are available for tuition. Free DECD Instrumental Music lessons may be available to students in guitar, strings, brass, voice, percussion and woodwind. Students studying Music in the following year will be contacted during Term 4 to arrange these lessons. DECD IM lessons continue throughout the year regardless of which semester the student is enrolled in Music. Private providers may be 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 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 will be invoiced for the cost of the accompaniment and music provided.

MUSIC 2

LEVEL: Year 9

LENGTH: Semester

CONTACT PERSON: Dale Evans

Recommended Background

As with Music 1, it is recommended that students have an interest in music and performing. It is expected that all students undertake lessons in voice or a musical instrument, either at school or privately.

Due to the sequential skill development inherent in all areas of Music, it is highly recommended that a student enrolls in both Music 1 and Music 2 at Year 9 if they wish to study Music at Year 10 and above.

Content

Vocal/ Instrumental tuition

Most instruments are available for tuition. Free DECD Instrumental Music lessons may be available to students in guitar, strings, brass, voice, percussion and woodwind. Students studying Music in the following year will be contacted during Term 4 to arrange these lessons. DECD IM lessons continue throughout the year regardless of which semester the student is enrolled in Music. Private providers may be available for piano/ keyboard, electric guitar, percussion and voice.

Composing and Arranging

Students continue to study rhythm and pitch notation, terminology, and harmonic development. This includes development of aural skills, use of computer music programs and song writing/composition techniques. Students who completed Music 1 may further enhance their skills and/or pursue a new area of study e.g. electronic music composition.

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 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 will be invoiced for the cost of the accompaniment and music provided.

VISUAL ARTS 1**LEVEL:** Year 10**LENGTH:** Semester**CONTACT PERSON:** Jennifer Remete**Recommended Background**

This course is for students with an interest in art.

Advice to Students

Students develop their technical painting skills and the documentation of their work in preparation for SACE. There will be opportunities to develop their own individual style of work and 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 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.

**VISUAL ARTS 2:
CREATING 3 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 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.

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 1

LEVEL: Year 10

LENGTH: Semester

CONTACT PERSON: Katrina Constantopoulos

Recommended Background

Students should have an interest and ability in dance and satisfactory completion of Year 9 Dance and/or an involvement in dance as a co-curricular activity. It is recommended that students study both Dance 1 and 2 if they wish to continue studying Dance in future years.

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 choreographed dance, learn a class-choreographed dance and perform this to a selected audience, complete a Web Quest research project on Australian dance companies, attend a live dance performance and review the work 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 2

LEVEL: Year 10

LENGTH: Semester

CONTACT PERSON: Katrina Constantopoulos

Recommended Background

Students should have an interest and ability in dance. Satisfactory completion of 10 Dance A and/or an involvement in dance as a co-curricular activity. It is recommended that students study both Dance 1 and 2 if they wish to continue studying Dance in future years.

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.

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 into 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.

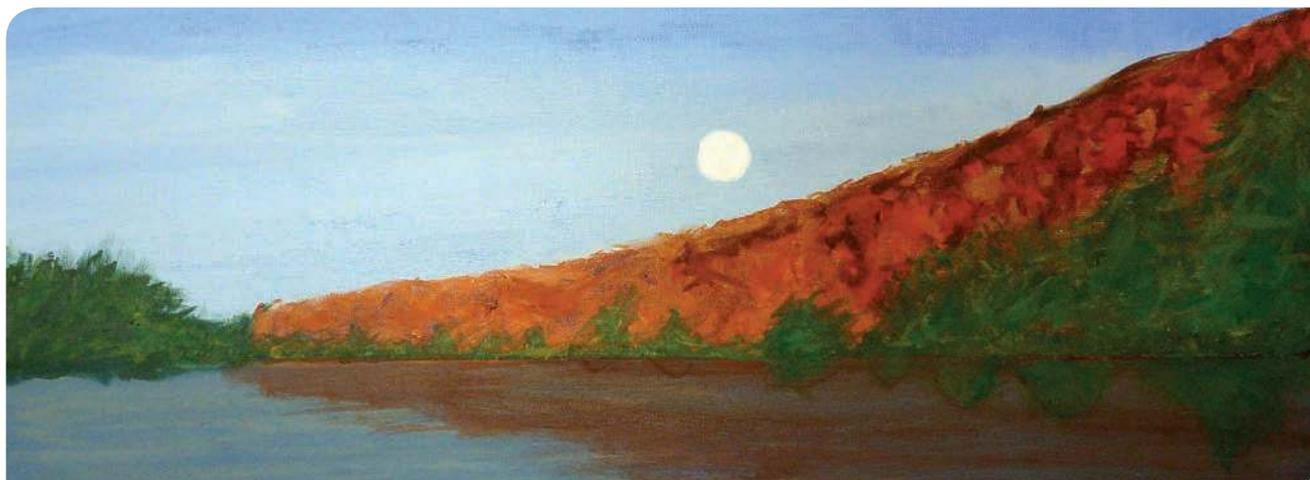
Assessment

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: Brigitte Esvelt

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: Brigitte Esvelt

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.

MUSIC 1

LEVEL: Year 10

LENGTH: Semester

CONTACT PERSON: Dale Evans

Recommended Background

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

Due to the sequential skill development inherent in all areas of Music it is highly recommended that a student enrolls in both Music 1 and Music 2 at Year 10 if they wish to study Music at Stage 1 and 2.

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 various computer music software packages. 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.

MUSIC 2

LEVEL: Year 10

LENGTH: Semester

CONTACT PERSON: Dale Evans

Recommended Background

Students are expected to have successfully completed Year 10 Music 1 or have the equivalent experience in learning and playing a musical instrument.

Due to the sequential skill development inherent in all areas of Music it is highly recommended that a student enrolls in both Music 1 and Music 2 at Year 10 if they wish to study Music at Stage 1 and 2.

Content

Vocal/Instrumental tuition. Students continue weekly tuition practice.

Composing and Arranging

The extension 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 society, 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. It is recommended that students study both Dance 1 and 2 if they wish to continue studying Dance in future years.

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 in length 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 off-stage.

Response

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

Assessment

20% Technique: Students participate in a structured technique class in which they demonstrate the use of technical skills as a tool for communication and expression.

30% Composition: 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

30% Performance: 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.

20% Written Response: 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.

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. It is recommended that students study both Dance 1 and 2 if they wish to continue studying Dance in future years.

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 off-stage role.

Response

Students explore and research contemporary dance practice and innovations.

Assessment

20% Technique: Students participate in a structured technique class in which they demonstrate the use of contemporary technical skills as a tool for communication and expression.

30% Composition: Group choreography

30% Performance: 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.

20% Written Response: 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: Brigitte Esvelt

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 offstage 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

40% Group Performance

40% Folio

20% Investigation and Presentation

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: Dale Evans

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, 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

40% Group Performance

40% Folio

20% Investigation and Presentation

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 1

LEVEL: Stage 1

LENGTH: Semester - 10 Credits

CONTACT PERSONS: Ben Denning, Dale Evans

Recommended Background

Year 10 Music or audition.

Due to the sequential skill development inherent in all areas of Music it is highly recommended that a student enrolls in both Music 1 and Music 2 at Stage 1 if they wish to study Music at Stage 2.

Subject Information

This subject leads to the Stage 2 music units of Music Technology, Solo Performance, Ensemble Performance, and Individual Study. Advanced studies in Music at Stage 1 may lead to Musicianship and/or Performance Special 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
- 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

40% Skills Presentation

30% Skills Development

30% Folio

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.

MUSIC 2

LEVEL: Stage 1

LENGTH: Semester - 10 Credits

CONTACT PERSONS: Ben Dening, Dale Evans

Recommended Background

Music 1.

Due to the sequential skill development inherent in all areas of Music it is highly recommended that a student enrolls in both Music 1 and Music 2 at Stage 1 if they wish to study Music at Stage 2.

Subject Information

This subject leads to the Stage 2 music units of Musicianship, Solo Performance, Ensemble Performance, Music in Context and Individual Study. Advanced studies in Music at Stage 1 may lead to Musicianship and/or Performance Special Study.

Content

Instrumental tuition

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

Composing and Arranging

Students study melody writing, arranging, modern harmony, terminology and further develop their aural skills.

Senior Ensemble

Students participate in one or more of the following:

- Senior Ensemble
- Guitar Ensemble
- Stage Band or other negotiated ensemble

Music in Contexts

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

40% Skills Presentation

30% Skills Development

30% Folio

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: Jeanette Beadnall, Jennifer Remete

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 (second 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.

30% Practical

40% Folio

30% Visual Study

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: Jeanette Beadnall,
Jennifer Remete

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 (second 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.

30% Practical

40% Folio

30% Visual Study

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 3

LEVEL: Stage 1

LENGTH: Semester - 10 Credits

CONTACT PERSON: Jeanette Beadnall

Recommended Background

This course is for students with an interest in art.

Advice to Students

Art 3 has a substantial practical emphasis. In preparing for assessment, students should attempt practical work that is manageable and feasible. Students engage in continual critical dialogue with their teacher if they are to make the most of the opportunities provided by this subject. Time-management skills, the ability to negotiate and complete the work programs are essential for success. This subject is excellent preparation for studies in Stage 2 Visual Arts.

Content

Creating works of art including fabric, dyeing, printing and an opportunity to do fashion design.

Practical Resolution

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

30% Practical

40% Folio

30% Visual Study

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,
Jennifer 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

Works of Design are created from themes 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:

30% Practical

40% Folio

30% Visual Study

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,
Jennifer 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 themes 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:

30% Practical

40% Folio

30% Visual Study

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.

CERTIFICATE II DANCE (CAU20113)

LEVEL: Stage 1

LENGTH: Full year - contribute up to 50 Credits

CONTACT PERSON: Katrina Constantopoulos,
Dale Evans, Tash Thornton

Recommended Background: Year 10 Dance

Content

Students enrolled in this course will be given the opportunity to develop skills in the following areas:

- Develop basic dance techniques in three of the following dance genres: contemporary, jazz, street dance (hip-hop), and/or ballet
- Rehearsal and Performance
- Choreography
- Safe dance practice, conditioning, and working effectively with others

The course is delivered by fully accredited trainers under the auspice of Gravity Dance.

Students complete the following units of competency* (page 23). Successful completion of the course will contribute up to 50 credits towards SACE Stage 1 and may allow entrance into Certificate III courses offered by TAFE and other providers.

Assessment

Competency Based Assessment via completion of workbooks and live performances.

Special Requirements

Students choosing this course may be required to undergo an application process. BHS Students are required to have selected at least one semester of Dance (at an appropriate year level) in addition to enrolling in this course.

Subject Costs

\$350 - VET accreditation and consumables

*Exact details may be subject to change as required by Gravity Dance.

CERTIFICATE II MUSIC (CUS20109)

LEVEL: Stage 1

LENGTH: Full year - contribute up to 35 Credits

CONTACT PERSON: Ben Denning, Dale Evans,
Michael Winter

Recommended Background: Year 10 Music

Content

Students enrolled in this course will be given the opportunity to develop skills in the following areas:

- Rehearsal & Performance
- Music technology
- Audio recording and mixing
- Live sound

The course is delivered by fully accredited trainers under the auspice of Collarts.

Students complete the following units of competency (page 23)**. Successful completion of the course will contribute 35 credits towards SACE Stage 1 and may allow entrance into Certificate III courses offered by TAFE and other providers.

Assessment

Competency Based Assessment via completion of workbooks and live performances.

Special Requirements

Students choosing this course may be required to undergo an application process. Blackwood High School students are required to have selected at least one semester of Music (at an appropriate year level) in addition to enrolling in this course.

Subject Costs

\$350 - VET accreditation and consumables

**Exact details may be subject to change as required by Collarts.

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 students 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

50% Practical Skills

20% Response

30% Performance

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: Brigitte Esvelt

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 multi-media.

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:

20% Group Presentation

30% Folio

20% Interpretative Study

External Assessment:

30% Group or Individual Performance

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, Dale Evans

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.

Students who wish to pursue an area of study not listed below (such as Music Technology, Composing, etc) are encouraged to consult with a music teacher about the possibility of enrolling in Stage 2: Creative Arts.

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) .

Assessment

70% A school based assessment

30% An external assessment 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: Jeanette Beadnall,
Jennifer Remete

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

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

70% School assessment

- 40% Folio
 - 30% Practical
- 30 % External assessment
- 30% Assessment Type 3: Visual Study

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

CONTACT PERSON: Naoko Matsumoto

Recommended Background: Nil

Subject Information

This is a full year subject, with a focus on design. Students can enroll 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

70% School assessment

- 40% Folio
 - 30% Practical
- 30 % External assessment
- 30% Assessment Type 3: Visual Study

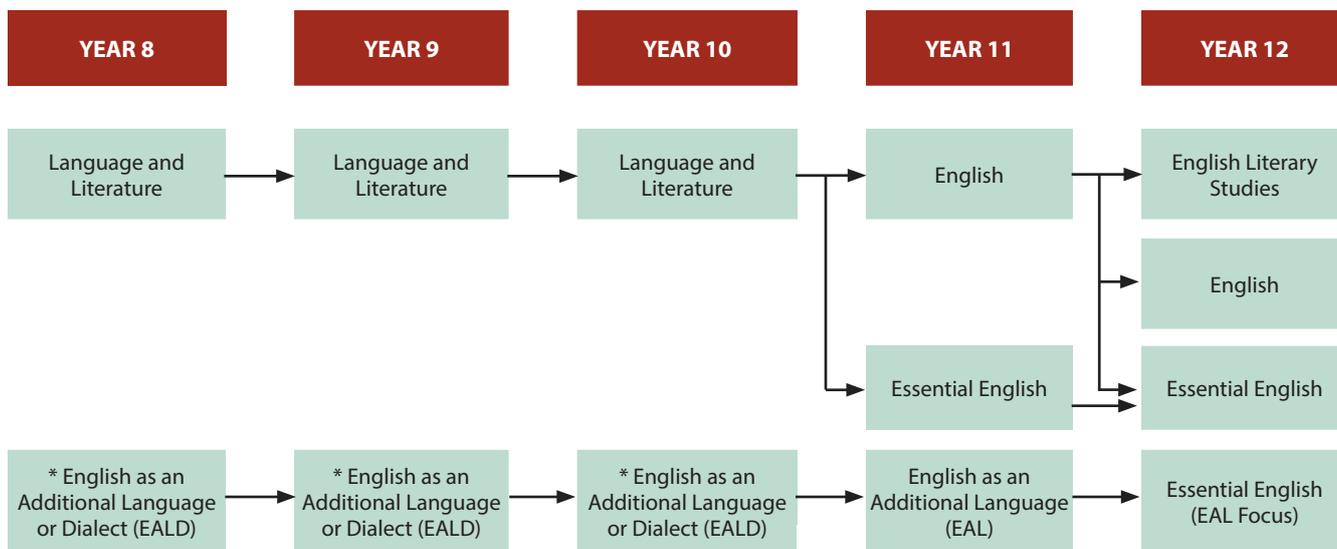
Special Requirements: Nil

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.



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.



* Eligibility criteria apply

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, 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 provided with a range of ways by which they might demonstrate their learning. Assessment rubrics are provided for all summative pieces. These are graduated descriptors of student performance against the set criteria for IBMYP, specifically: 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).

LANGUAGE and LITERATURE

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, 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 provided with a range of ways by which they might demonstrate their learning. Assessment rubrics are provided for all summative pieces. These are graduated descriptors of student performance against the set criteria for IBMYP, specifically: 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).

LANGUAGE and LITERATURE

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 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, of themselves and others
- Read widely to promote a lifelong learning in language and literature
- 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, 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.

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.

Minimum of 20% Responding to Texts

Minimum of 20% Creating Texts

Minimum of 20% Intertextual Study

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.

Responding to texts

Students consider a variety of ways in which texts communicate information, ideas, and perspectives. The reading of a wide range of texts enables students to comprehend and interpret information, ideas, and perspectives in texts.

Creating texts

Students create a range of texts using appropriate language features, content, and mediums for different purposes, audiences, and contexts. They recognise and use textual conventions and language features to communicate ideas that convey simple and complex thoughts in a range of mediums and digital technologies.

Assessment

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

Minimum of 20% Responding to texts

Minimum of 20% Creating texts

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**

Access to this course is limited to those students who qualify for English as an Additional Language (EAL) 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 literary, media, and everyday texts, such as novels, plays, poetry, short stories, biographies, films, documentaries, web texts, social networking texts, as well as 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.

Minimum 20% Responding to texts

Minimum 20% Interactive Study

Minimum 20% Applied Language Activity

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 LITERARY STUDIES

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSON: Raphael Zadey

Recommended Background

A grade of B or A in Stage 1 English.

Subject Information

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking that are needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

Content

Responding to texts, comprising Shared Studies and Comparative Studies:

Shared Studies

Among the texts chosen for these shared study there must be:

- A study of three texts (one extended prose text, one film and one drama text)
- A study of poetry
- A study of a range of short texts

Comparative Studies

This study involves the comparative study of two texts: one from the shared studies and the other independently chosen by the student.

Creating texts, comprising Transforming Texts and Creating a Written, Oral, or Multimodal Text

Students create texts that enable them to apply the knowledge, skills, and understanding developed through their study of literary texts in a range of forms.

Assessment

Students will complete up to nine assessments which are assessed in the following manner:

70% School Assessment

- 50% Assessment Type 1: Responding to Texts
- 20% Assessment Type 2: Creating Texts

30% External Assessment

Assessment Type 3: Text Study:

- 15% Part A: Comparative Text Study
- 15% Part B: Critical Reading Examination

Special Requirements: Nil

Subject Costs

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

ENGLISH

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSON: Raphael Zadey

Recommended Background

A grade of C or greater at Stage 1 English.

Subject Information

In English students analyse the interrelationship between author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Content

Responding to texts

Students demonstrate a critical understanding of the language features, stylistic features, and conventions of particular text types and identify the ideas and perspectives conveyed by texts. This includes a study of how language conventions influence interpretations of texts, and how omissions and emphases influence the reading and meaning of texts. Students reflect on the purpose of the text and the audience for whom it was produced.

Creating texts

Students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language features, stylistic features and text conventions, students develop their personal voice and perspectives. They demonstrate their ability to synthesise ideas and opinions, and develop complex arguments.

Assessment

For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

70% School Assessment

- 30% Assessment Type 1: Responding to Texts
- 40% Assessment Type 2: Creating Texts

30% External Assessment

- 30% Assessment Type 3: Comparative Analysis

Special Requirements: Nil

Subject Costs

A cost of \$25 for excursions is highly recommended; however these excursions are not compulsory.

ESSENTIAL ENGLISH

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSON: Raphael Zadey and Luke Northcote

Recommended Background

Student considering study at an interstate tertiary institution must check if this subject satisfies their entry requirements. A grade of C or greater at Stage 1 English or Essential English.

Subject Information

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Content

Responding to Texts

Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts. Students may select texts related to their role or experience as a member of a workplace, social network, a school community, etc.

Creating Texts

Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a context.

Language Study

The language study focuses on the use of language by people in a local, national, or international context.

Contexts include, but are not limited to:

- School
- Volunteering
- Community
- Sporting
- Cultural
- Religious
- Workplace
- Virtual

Assessment

For a 20-credit subject, students should provide evidence of their learning through seven assessments, including the external assessment component.

70% School Assessment

- 30% Assessment Type 1: Responding to Texts
- 40% Assessment Type 2: Creating Texts

30% External Assessment (30%)

- 30% Assessment Type 3: Language Report

Special Requirements: Nil

Subject Costs: Nil



Debating Team

ESSENTIAL ENGLISH: ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) FOCUS

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSON: Jason Gleeson, Raphael Zadey

Recommended Background

Student considering study at an interstate tertiary institution must check if this subject satisfies their entry requirements. Access to this course is restricted to those students who qualified for English as an Additional Language (EAL) instruction in Stage 1.

Subject Information

In this subject students will extend their communication skills through reading, viewing, writing, listening, and speaking and learn to consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace and/or imaginative contexts. They will examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences, analyse the role of language in supporting effective interaction and create oral, written, and multimodal texts that communicate information, ideas and perspectives for a range of purposes

Content

Responding to texts

Students respond to a range of texts that instruct, engage, challenge, inform and connect readers. They consider information, ideas and perspectives represented in the chosen texts.

Create texts

Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a context.

Language Study

The language study focuses on the use of language by people in a context outside of the classroom.

Students select one of the following contexts for study:

- Workplace, training or volunteering
- Virtual social networking
- A recreational or personal interest (e.g. sport, reading)
- Educational/academic (e.g. school)
- Cultural (e.g. language group, festival)
- The local community
- A community of interest

They need to consider the practical and ethical implications of communicating effectively and appropriately.

Assessment

For a 20-credit subject, students should provide evidence of their learning through seven assessments, including the external assessment component.

70% School Assessment

- 30% Assessment Type 1: Responding to Texts
- 40% Assessment Type 2: Creating Texts

30% External Assessment

- 30% Assessment Type 3: Language Study

Special Requirements: Nil

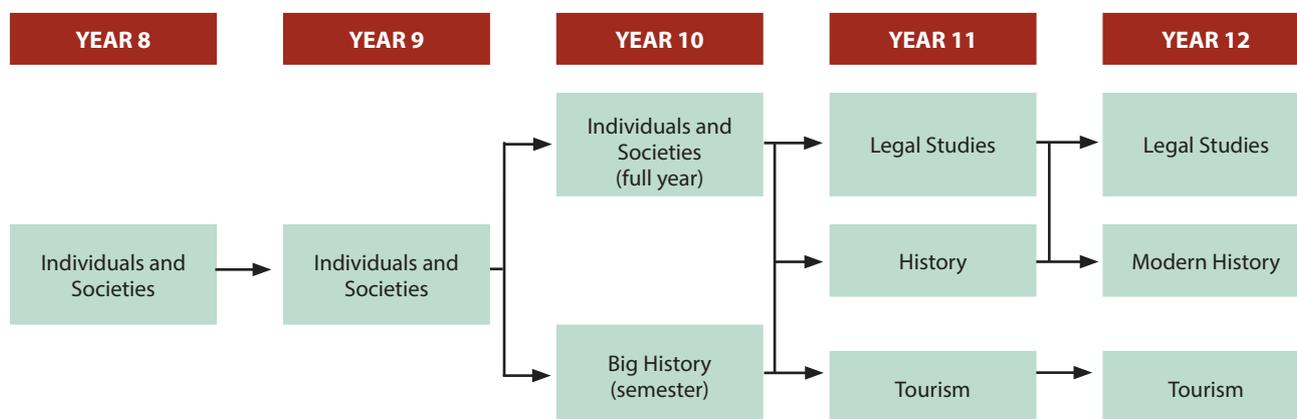
Subject Costs

A cost of approximately \$30 for an optional restaurant outing is highly recommended, however this excursion is not compulsory.



International Students

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 with an understanding of both geomorphology and a knowledge of how nations change through a study of international migration and urbanisation.

The civics and citizenship component provides students with 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 with 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, 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 of Australia and the world, from the birth of the industrial era to the early 20th Century; its people, history, environments, political, economic and legal systems. The geography component provides students an 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.

Year 9 Individuals and Societies at Blackwood High School incorporates the Australian Curriculum.

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, research assignments, tests, fieldwork and projects. Students are assessed against IBMY 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 10

LENGTH: Full year

CONTACT PERSON: Raphael Zadey

Recommended Background: Nil

Content

The history component of this subject allows students to develop a knowledge of Australia and the world, from the inter-war years of the 20th Century, War World II, the evolution of human rights movements across the globe and finally, the birth of counter culture.

Year 10 Individuals and Societies at Blackwood High School incorporates the Australian Curriculum.

Topics covered include:

History (1750-1918) The Making of the Modern World

- Overview
- World War II
- Right and Freedoms
- Globalising the World

Geography

- Environmental change and management
- Geographies of human wellbeing

Assessment

Assessment tasks may include essays, oral presentations, fieldwork and displays. Students are assessed against IBMY 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 thresholds:

- The Big Bang
- The Stars Light Up
- New Chemical Elements
- Earth and the Solar System
- Life on Earth
- Collective Learning
- Agriculture
- The Modern Revolution

Assessment

Assessment tasks may include essays, oral presentations, field-work 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.

HISTORY

LEVEL: SACE Stage 1

LENGTH: Semester – 10 Credits

CONTACT PERSON: Raphael Zadey, Chris Brookes

Recommended Background: Nil

Subject Information

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

Content

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals.

Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation and economic models to transform societies.

In Stage 1 History students study at least two topics from the following list:

Topic 1: Imperial Expansion

Topic 2: Perspectives on Decolonisation

Topic 3: Recognition and Rights of Indigenous Peoples

Topic 4: Movements for Liberation in the 20th Century

Topic 5: Revolution

Topic 6: Elective

Assessment

In Stage 1 Modern History students undertake four assessments, and each assessment type should have a weighting of at least 20%:

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study

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

50% A folio of Course Work

20% Individual or Group Presentation

30% An Issue Study

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.

TOURISM

LEVEL: SACE Stage 1

LENGTH: Semester - 10 Credits

CONTACT PERSON: Argie Buesnel, Katrina Constantopoulos

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

Assessment

20% Source Analysis

20% Case Study

30% Practical Activity

30% Investigation

Special Requirements: Nil

Subject Costs

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

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

70% School-based Assessment:

- 50% Folio
- 20% Essay

30% External Assessment: Exam

Special Requirements: Nil

Subject Costs

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

LEGAL STUDIES

LEVEL: SACE Stage 2

LENGTH: Full year – 20 Credits

CONTACT PERSON: Argie Buesnel, Mary Hodson,

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 also be explored, this includes the extent to which the legal system influences and is influenced by the Indigenous people of Australia.

In Legal Studies students 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.

Assessment

70% School-based Assessment 70%:

- 50% Folio
- 20% Inquiry

30% External Assessment: Exam

Special Requirements: Nil

Subject Costs

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

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 include:

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- 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

70% School-based Assessment 70%:

- 20% Folio
- 25% Practical Activity
- 25% Investigation

30% External Assessment: Exam

Special Requirements: Nil

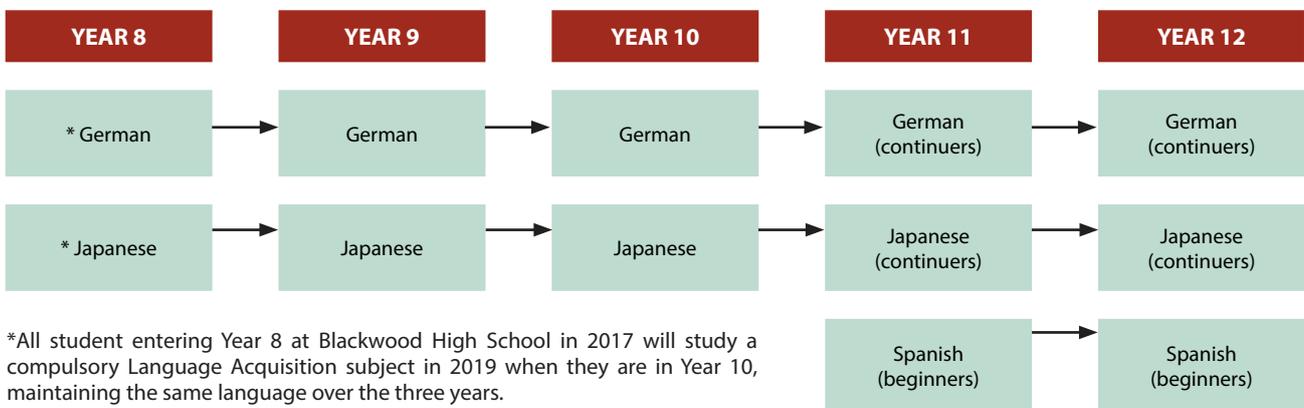
Subject Costs

Students have opportunities for non-compulsory field excursions, which may incur a cost of up to \$30.



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 Acquisition.

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 \$30.

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 IBMYP criteria for Language Acquisition. 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, surveys, posters 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 \$30.

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 IBMYP criteria for Language Acquisition. 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 *Katzensprung 2* available from the school at a cost of approximately \$30.



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

The course includes the following topics:

- Revision of the Japanese writing systems
- Time, activities and transport
- Location of objects and people
- Starting and finishing, travelling to and from
- Detailed descriptions
- Introduction to Japanese writing paper
- Seasons; weather related activities
- Shopping; variables in counting
- Dining out in Japan, colours

Assessment

Students are assessed against the IBMYP criteria for Language Acquisition. 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. Students use their Year 8 Workbook *Obentoo Deluxe* in Semester 1 and *Obentoo Supreme* from Semester 2.

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
- Dealing with tourists' problems
- 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 IBMYP criteria for Language Acquisition. 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.



JAPANESE

LEVEL: Year 10

LENGTH: Full year

CONTACT PERSON: Karyn Jones

Recommended Background

Successful completion of Year 9 Japanese.

Content

Students are introduced to the following topics:

- Letter writing
- School subjects, classroom activities
- Numbers and counting systems
- Making arrangements: Times, places, activities and invitations
- Presents, special days
- Countries, nationalities and languages
- Western and Japanese housing and food
- Dealing with Japanese tourists in Australia

Assessment

Students are assessed against the IBMYP criteria for Language Acquisition. 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

Stage 1 Spanish (Beginners) may be studied as a 10-credit subject (one semester) or a 20-credit subject (full year).

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:

70% School-based Assessment

- 50% Assessment Type 1: Folio
- 20% Assessment Type 2: In-depth Study

30% External Assessment

- 30% Assessment Type 3: Examination

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

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:

70% School-based Assessment

- 50% Assessment Type 1: Folio
- 20% Assessment Type 2: In-depth Study

30% External Assessment

- 30% Assessment Type 3: Examination

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:

70% School-based Assessment

- 30% Assessment Type 1: Interaction
- 20% Assessment Type 2: Text Production
- 20% Assessment Type 3: Text Analysis

30% External Assessment

- 30% Assessment Type 4: Examination

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

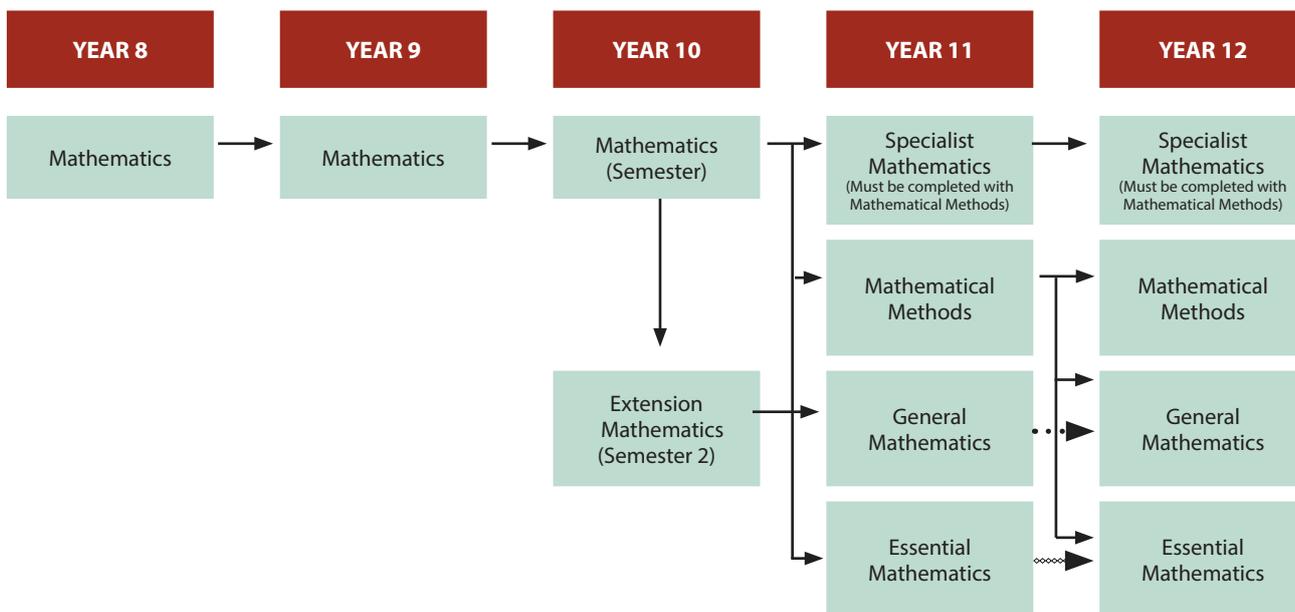
Special Requirements: Nil

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 8

LENGTH: Full year

CONTACT PERSON: Amanda Aulert

Recommended Background: Nil

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 have their own Scientific Calculator.

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
- Financial Mathematics
- Statistics and Probability
- Pythagoras Theorem and Trigonometry
- Similarity

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 non-linear 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.

SPECIALIST MATHEMATICS A & B

LEVEL: Stage 1

LENGTH: Full year - 20 Credits

CONTACT PERSON: Trevor Clarke, Denis Orell

Prerequisites

Successful completion of Year 10 Mathematics and Extension Mathematics. Must be completed with Mathematical Methods.

Subject Information

Students explore, describe and explain aspects of mathematical sciences, engineering and computer sciences in a mathematical way. Specialist Mathematics can only be studied in addition to Mathematical Methods A and B.

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

Content

Topics include Trigonometry, Planar Geometry and Periodic Phenomena.

Assessment

Assessment is in two parts:

Approximately 70% Skills and Applications Tasks

Approximately 30% Folio of Extended Assessments

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.

MATHEMATICAL METHODS A & B

LEVEL: Stage 1

LENGTH: Full year - 20 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:

Approximately 70% Skills and Applications Tasks

Approximately 30% Folio of Investigative Assessments

Special Requirements: Nil

Subject Costs

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

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:

- Investment and Borrowing
- Measurement
- Statistical Investigation
- Applications Trigonometry
- Linear and Functions and their Exponential Graphs
- Matrices and Networks

Assessment

Assessment is in two parts:

Approximately 50% Skills and Applications Tasks

Approximately 50% Folio of Investigative Assessments

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.

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

Stage 1 Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

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. Core topics may include the following:

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

Assessment

Assessment is in two parts:

Approximately 65% Skills and Applications Tasks

Approximately 35% Folio of Investigative Assessments

Special Requirements: Nil

Subject Costs: Nil

SPECIALIST MATHEMATICS

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSON: Denis Orell

Prerequisites

Successful completion of a full year of Stage 1 Mathematical Methods and Specialist Mathematics.

Subject Information

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Content

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

Assessment

Assessment is in two parts:

70% A school based component consisting of skills and applications tasks. Portfolio of directed investigations and/or project

30% An external examination

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 METHODS

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSON: Amanda Aulert, Trevor Clark

Prerequisites

Successful completion of a full year of Stage 1 Mathematical Methods.

Subject Information

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

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

Content

Topics include statistics, introductory calculus, integration, logarithmic functions.

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%)

Assessment is in two parts:

- 70% A school based component consisting of skills and applications tasks. Portfolio of directed investigations and/or project
- 30% An external examination

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.

GENERAL MATHEMATICS

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSON: Amanda Aulert

Prerequisites

Successful completion of a full year of Stage 1 General Mathematical or Mathematical Methods.

Subject Information

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics.

Content

Personal financial management, statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Assessment

Assessment is in two parts:

- 70% A school based component consisting of skills and applications tasks. Portfolio of directed investigations and/or project
- 30% An external examination

Special Requirements: Nil

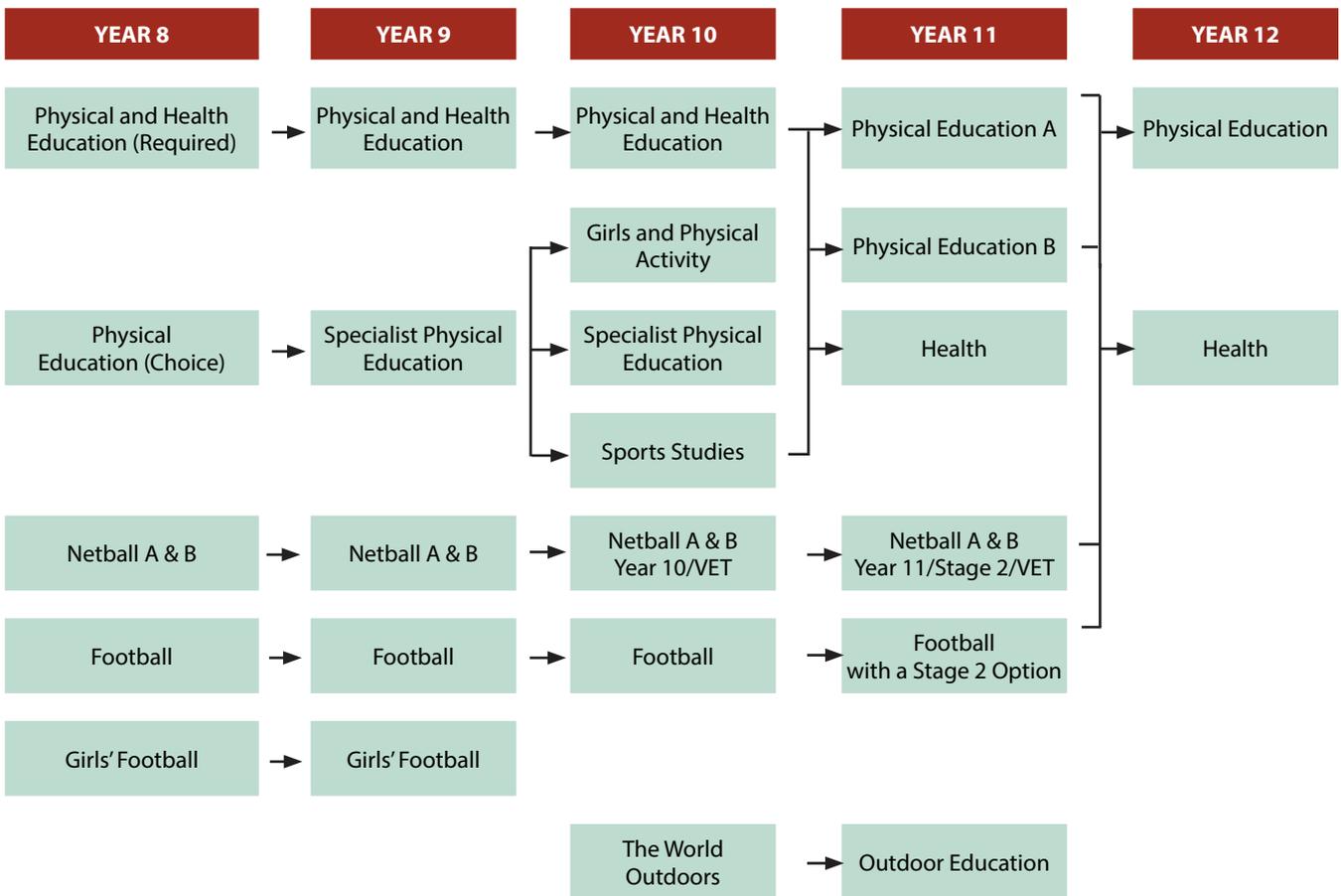
Subject Costs

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.



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, 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 to 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
- Sports injuries

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.

Practical: tasks include skills analysis tasks, skills tests, fitness tests, completion of SANFL umpiring course, coaching at local primary schools, performance checklists. Theory: tasks include written reflections and assignments.

Special Requirements: Nil

Subject Costs

The cost of the specialist program is \$80. Students will also need to purchase a BHS football uniform (approximately \$90).

SPECIAL INTEREST GIRLS 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
- Sports injuries

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.

Practical: tasks include skills analysis tasks, skills tests, fitness tests, completion of SANFL umpiring course, coaching at local primary schools, performance checklists. Theory: tasks include written reflections and assignments.

Special Requirements: Nil

Subject Costs

The cost of the specialist program is \$80. Students will also need to purchase a BHS football uniform (approximately \$90).

NETBALL A & B

LEVEL: Year 8

LENGTH: Full year

CONTACT PERSON: Peta Maher

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: task include skills tests, performance checklists. Theory: tasks include worksheets and assignments.

Special Requirements: Nil

Subject Costs

The cost of the specialist program is approximately \$250. Students need to provide their own food during trips. New students need to purchase the netball uniform: playing dress/shorts, full tracksuit and PE sports top.

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: 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

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.

Special Requirements: Nil

Subject Costs

The cost of the specialist program is \$80. Students also need to purchase a BHS football uniform at approximately \$90.

SPECIAL INTEREST GIRLS 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.

Special Requirements: Nil

Subject Costs

The cost of the specialist program is \$80. Students also need to purchase a BHS football uniform at approximately \$90.

NETBALL A & B

LEVEL: Year 9

LENGTH: Full year

CONTACT PERSON: Peta Maher

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

Goal setting

Relaxation training

Rules of the game

Umpiring practical component

Performance in matches

Players theory exam

Students participate in the Zone Netball Competition during Terms 2 and 3, Wednesday 3.30-4.30pm at Netball SA Stadium. In addition students are involved in a variety of school and inter-school competitions.

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 approximately \$280. Students need to provide their own food during trips and to be involved in fundraising activities to support the trips. New students need to purchase the netball uniform: playing dress/shorts, full tracksuit and PE sports top.

An additional cost of approximately \$500 for the netball camp is highly recommended, however this excursion is not a compulsory component of the course.

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: touch, softcrosse, netball, handball, volleyball, golf, planning for performance and badminton and a choice of a recreational sport from the following: 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: Nil

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 and 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.

**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.

Practical: tasks include skills analysis tasks, skills tests, fitness tests, completion of SANFL umpiring course, coaching at local primary school, performance checklists.

Theory: tasks include written reflections and assignments.

Special Requirements: Nil

Subject Costs

The cost of the specialist program is \$80. Students also need to purchase a BHS football uniform (approximately \$90). An additional cost of \$110 for a camp is highly recommended, however this excursion is not a compulsory component of the course.

GIRLS and PHYSICAL ACTIVITY

LEVEL: Year 10

LENGTH: Semester

CONTACT PERSON: Janet Bradley

Recommended Background

A commitment to improving skills and knowledge of sport and leisure activities, and a special interest in physical activity that are popular with girls.

Content

Theory topics may include girls' health, fitness, training principles and training methods, the media and leadership.

Practical topics may include aerobics, aquatics, badminton, fitness, football, gymnastics, hockey, soccer (indoor and outdoor), ten-pin bowling, volleyball, weight training, yoga, rock climbing and martial arts.

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 are expected to participate in a three day bushwalking camp (40km) and a two day kayaking camp. A basic level of fitness is 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.

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 leads 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 is 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, however this is not a compulsory component of the course.

NETBALL A & B

LEVEL: Year 10/Stand Alone VET

LENGTH: Full year

CONTACT PERSON: Peta Maher

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, Positional Play. Game Strategies, Umpiring and Rules in Action, Performance in Competitions, Injury Prevention and Management, The Sport and Recreation Industry, Coaching, School Clinics, Players Theory Exam, Managing and Officiating and Sports Psychology. Students begin Certificate II in Sports Coaching.

Assessment

Assessment tasks include skills tests, performance checklists, teacher and peer appraisal. Vocational Education in Sport requires assessment of competency in the workplace i.e. coaching, event management and group organisation.

60% Practice

40% Folio

Special Requirements: Nil

Subject Costs

The cost of the specialist program is approximately \$260. 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 for the interstate netball trip of \$750-\$850. 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 are 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 also complete practical and theory components for coaching and umpiring topics.

Theory topics: Energy Sources for Physical Performance and Training Evaluation of Physical Performance and Skill Acquisition will be completed to provide a foundation for Year 12 Physical Education. Tasks include written reflections and assignments.

Practical: tasks include skills analysis tasks, skills tests, fitness tests, completion of SANFL umpiring course, performance checklists.

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 also need to purchase a BHS football uniform at approximately \$90.

An additional cost of \$600 for the Melbourne camp is 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 the health and well being of themselves and the community.

This includes the investigation and analysis of current health trends related to a variety of topics: gender, sexualisation, power, the media, relationships, mental health and the effects of drugs on 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 11/Stage 2 - Workplace Practices

LENGTH: Full year - 20 Credits

CONTACT PERSON: Peta Maher

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 approximately \$250. 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 \$750-\$850 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: practical options offered 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

60% Practical

40% Folio

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 include soccer, netball, and badminton.

Principles and Issues:

- The Nature of Physical Activity: Acute and chronic responses to training, factors that affect performance and biomechanics.
- Issues Analysis: Should gambling advertising be permitted during broadcasts of sporting events?

Assessment

60% Practical

40% Folio

Special Requirements: Nil

Subject Costs

A cost of \$40 for aquatics is highly recommended, however, this is not a compulsory component of the course.

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 are expected to participate in a three day bushwalking camp (40km). A basic level of fitness is expected.
- Some after hours work may be undertaken to complete camp requirements.

World Challenge students are encouraged to undertake this course as preparation for their expedition.

Content

Built 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 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 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 \$220 is required for transport, site hire and instructor charges, however this is not a compulsory component of the course.



HEALTH

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSON: Chris Olenich

Recommended Background

- Students should have a keen interest in researching trending health issues and writing.
- Students are expected to participate in health promoting activities that aim to improve the health and well being of themselves and others.

Content

- Health priorities in Australia and determinants of health.
- Sexuality and health.
- Health promotion in the community.
- Contemporary health issues.

Assessment

Assessment is made up of the following components:

30% Group Investigation and Presentation - relating to sexual health

20% Three Issues Analysis: contemporary health issues such as euthanasia, AIDS and transgender

20% Two Practical Activities: actions to improve well being of self and well being of others

30% External Assessment: investigation on a chosen health issue (moderated)

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 complete three practical topics. Possible topics include: aquatics, badminton, netball, touch football, volleyball.

Students learn skills, tactics and strategies of the activities. They are 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

50% Practical Skills and Applications

50% Principles and Issues

- 30% Exam
- 20% Folio

Special Requirements: Nil

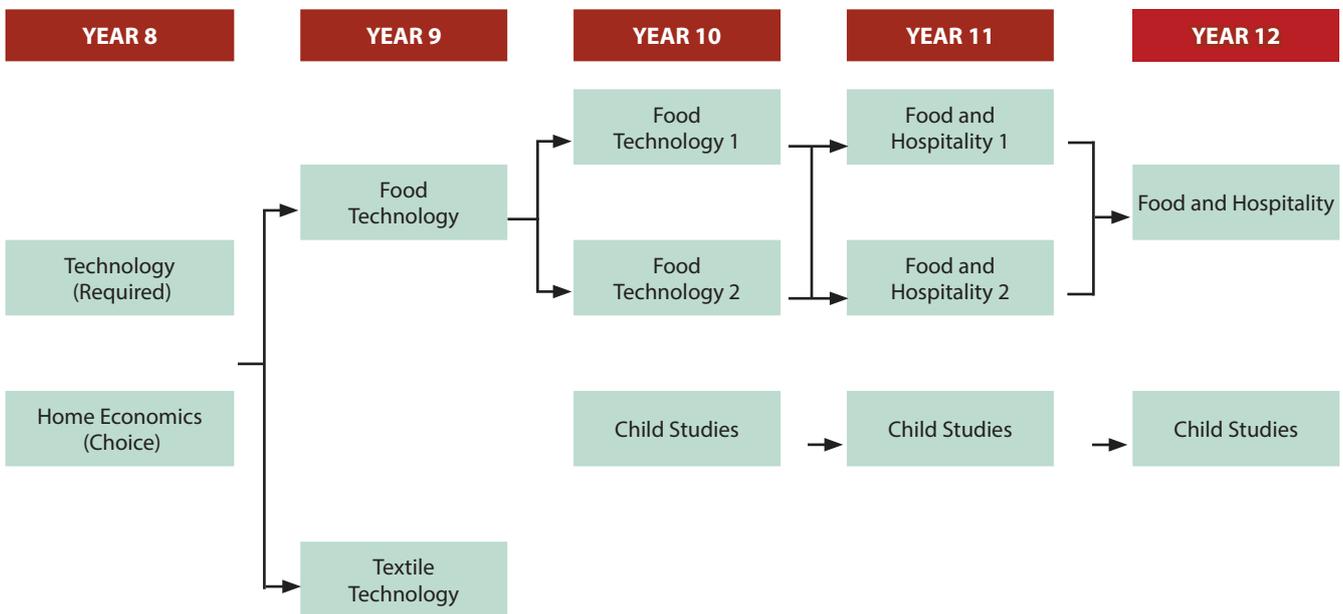
Subject Costs

If aquatics is one of the practical topics, a cost of \$110 is incurred, however this is not a compulsory component of the course.





Design:
Home Economics
Food and Textile
Technology



TECHNOLOGY (REQUIRED)

LEVEL: Year 8

LENGTH: One term

CONTACT PERSON: Mary Oleschenko, Carole Holroyd, Michelle Rhodes, Dan Smith

Recommended Background: Nil

Content

This course has a focus on designing innovative solutions to real world problems. Students are introduced to a Problem Based Learning (PBL) approach to collaboratively solve design problems. Students use the design cycle to inquire, develop, create and evaluate product solutions using a range of ingredients and equipment.

Students have the opportunity to experience a variety of food preparation skills, understand nutritional issues and safety.

Assessment

Students are assessed against the criteria for IBMYP Design: Inquiring and Analysis, Developing Ideas, Creating the Solution and Evaluating.

Special Requirements: Nil

Subject Costs

School fees cover basic ingredients and materials. Students who wish to use alternate ingredients and materials need to supply their own.

HOME ECONOMICS (CHOICE)

LEVEL: Year 8

LENGTH: Semester

CONTACT PERSON: Mary Oleschenko,
Carole Holroyd, Michelle Rhodes, Dan Smith

Recommended Background

Students undertaking this course should have a keen interest in food and textiles and have completed the compulsory technology offered in Year 8.

Content

This subject offers an extension on the introductory Technology course that is offered to all Year 8 students. One term focuses on Food Technology, investigating:

- Australian dietary guidelines: how to make healthy eating choices and awareness of labelling and ingredients.
- Where does food come from?: investigating the journey food takes from paddock to place.

The second term focuses on Textile Technology, investigating:

- Safety with textiles: following safe work practices when working with textile materials and equipment.
- Fashionable fibres: investigating the sustainable fibres of the future, with the aim of developing an eco-friendly solution to a design problem.

Assessment

Students are assessed against the criteria for IBMYP Design: Inquiring and Analysis, Developing Ideas, Creating the Solution and Evaluating.

Special Requirements: Nil

Subject Costs

School fees cover basic ingredients and materials. Students who wish to use alternate ingredients and materials need to supply their own.

FOOD TECHNOLOGY: FOOD IN A FLASH

LEVEL: Year 9

LENGTH: Semester

CONTACT PERSON: Carole Holroyd,
Mary Oleschenko, Michelle Rhodes

Recommended Background

Year 8 Technology

Advice to Students

This course builds upon skills and knowledge developed in the Year 8 foundation Technology (Home Economics) course. Students follow the design cycle to investigate and make judgements on the ethical and sustainable production and marketing of food. Practical skills and knowledge are woven throughout the course, to enable the creation of food solutions for healthy eating.

Content

Topics include:

- Hygiene and safety
- Nutrition
- Modern cafe foods
- 'Ready to eat' products

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. Students who wish to use alternate ingredients need to supply their own.

TEXTILE TECHNOLOGY: ALL STITCHED UP

LEVEL: Year 9

LENGTH: Semester

CONTACT PERSON: Carole Holroyd,
Mary Oleschenko, Michelle Rhodes

Recommended Background

Year 8 Technology

Advice to Students

This course builds upon skills and knowledge developed in the Year 8 foundation Textile Technology course. Students follow the design cycle to investigate the process of textile production, from farming the fibre to sewing an article, and make judgements on the ethical and sustainable production and marketing of textile products. Practical skills and knowledge are woven throughout the course, allowing students to create designed solutions using combined technologies.

Content

There are two design briefs presented for completion which require students to:

- Investigate and select fabrics appropriate for their designs.
- Create a solution to a given design brief.

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.

CHILD STUDIES: CARING FOR KIDS

LEVEL: Year 10

LENGTH: Semester

CONTACT PERSON: Mary Oleschenko

Recommended Background: Nil

Advice to Students

This semester's course involves the completion of two topics related to young children from birth to 8 years old. The course provides learning opportunities for students to develop their knowledge and insight into the development of young children through a range of learning experiences.

Content

Topic 1: How Children Learn Through Play

- Students look at how children develop and learn through a variety of experiences
- Students create an educational toy that focuses on a particular developmental skill : fine motor, visual, sound/hearing, communication, social skills etc.

Topic 2: Feeding Young Children

- Students research healthy meals and snacks in accordance to the Australian Dietary Guidelines
- Students create suitable healthy meals

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 and ingredients. Students who wish to use alternate materials and difficult to find or expensive ingredients need to supply their own.

FOOD TECHNOLOGY 1: CONTEMPORARY FOOD TRENDS

LEVEL: Year 10

LENGTH: Semester

CONTACT PERSON: Carole Holroyd,
Mary Oleschenko, Michelle Rhodes

Recommended Background: Nil

Advice to Students

This course refines the skills and knowledge developed in Years 8 and 9 Food Technology. Students follow the design cycle to investigate food trends in Australia through the use of folio tasks, focusing on breakfast trends, and the influences of celebrity chefs. Students have the opportunity to create products inspired by current food trends, whilst investigating and making judgements on the ethical and sustainable production and marketing of food. Practical skills and knowledge are woven throughout the course, to enable the creation of food solutions for healthy eating.

Content

During this semester course students study:

- Breakfast trends
- 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 ingredients. Students who wish to use alternate ingredients need to supply their own.



FOOD TECHNOLOGY 2: WORLD ON A PLATE

LEVEL: Year 10

LENGTH: Semester

CONTACT PERSON: Carole Holroyd,
Mary Oleschenko, Michelle Rhodes

Recommended Background: Nil

Advice to Students

This course refines the skills and knowledge developed in Years 8 and 9 Food Technology. Students follow the design cycle to investigate multiculturalism in Australia through the use of folio tasks. Students have the opportunity to create products with a strong cultural focus whilst investigating and making judgements on the ethical and sustainable production and marketing of food. Practical skills and knowledge are woven throughout the course, to enable the creation of food solutions for healthy eating.

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: Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating.

Special Requirements Nil

Subject Costs

School fees cover basic ingredients. Students who wish to use alternate ingredients need to supply their own.

CHILD STUDIES

LEVEL: Stage 1

LENGTH: Semester - 10 Credits

CONTACT PERSON: Mary Oleschenko

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 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

60% Two summative tasks

20% Group activity

20% An investigation report

Special Requirements: Nil

Subject Costs

School fees cover basic materials and ingredients. Students who wish to use alternate materials and ingredients need to supply their own.



FOOD AND HOSPITALITY 1: NUTRITIONAL FOCUS

LEVEL: Stage 1

LENGTH: Semester - 10 Credits

CONTACT PERSON: Carole Holroyd,
Mary Oleschenko, Michelle Rhodes

Recommended Background: Nil

Content

This course encourages students to pursue their interests and foster their problem solving skills. Students participate in collaborative activities to support healthy eating practices. They develop their ability to think critically and to solve problems related to the Food and Hospitality industry in individual, family, and community contexts, both locally and globally. They investigate and discuss contemporary Food and Hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in Food and Hospitality, consumer protection, and the nutritional impact of healthy eating.

Students study topics within one or more of the following five areas:

- Food, the Individual and the Family
- Local and Global issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

Assessment

50% Practical activities

25% Group activity

25% Research

Special Requirements: Nil

Subject Costs

Costs for extra ingredients used above the student allowance apply. This will be negotiated and advised in advance.

FOOD AND HOSPITALITY 2: HOSPITALITY FOCUS

LEVEL: Stage 1

LENGTH: Semester - 10 Credits

CONTACT PERSON: Carole Holroyd,
Mary Oleschenko, Michelle Rhodes

Recommended Background:

Successful completion of any Middle School Food course is highly recommended.

Content

This course encourages students to pursue their interests and foster their problem solving skills. Students participate in collaborative activities to support healthy eating practices. They develop their ability to think critically and to solve problems related to the Food and Hospitality industry in individual, family, and community contexts, both locally and globally. They investigate and discuss contemporary Food and Hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in Food and Hospitality, consumer protection, and the nutritional impact of healthy eating.

Student study topics within one or more of the following five areas:

- Food, the Individual, and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

Assessment

50% Practical activities

25% Group activity

25% Research

Special Requirements: Nil

Subject Costs

Costs for extra ingredients used above the student allowance apply. This will be negotiated and advised in advance.



CHILD STUDIES

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSON: Mary Oleschenko

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:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Practical and Legal Influences
- Socio-cultural Influences
- Technological Influences

Assessment

50% Practical Activities

20% Group Activity

30% An externally marked Investigation

Special Requirements: Nil

Subject Costs

School fees cover basic materials and ingredients. Students who wish to use alternate materials and ingredients need to supply their own.

FOOD AND HOSPITALITY

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSON: Carole Holroyd,
Mary Oleschenko, Michelle Rhodes

Recommended Background: Nil

Content

This course focuses on the contemporary and changing nature of the Food and Hospitality industry. Students critically examine contemporary and future issues within the Food and Hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels. Assessment includes six assignments plus a Major Investigation.

Students study topics within one or more of the following five areas:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

Content includes:

- Food selection
- Preparation and presentation
- Safe handling of food
- The impact of our multi-cultural society
- Trends in food and the Hospitality Industry
- Successful management practices
- The role of planning in operating a catering enterprise
- Technological developments

Assessment

50% Practical Activities

20% Group Activity

30% An externally marked Investigation

Special Requirements: Nil

Subject Costs

School fees cover basic ingredients. Students who wish to use alternate ingredients need to supply their own.



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.



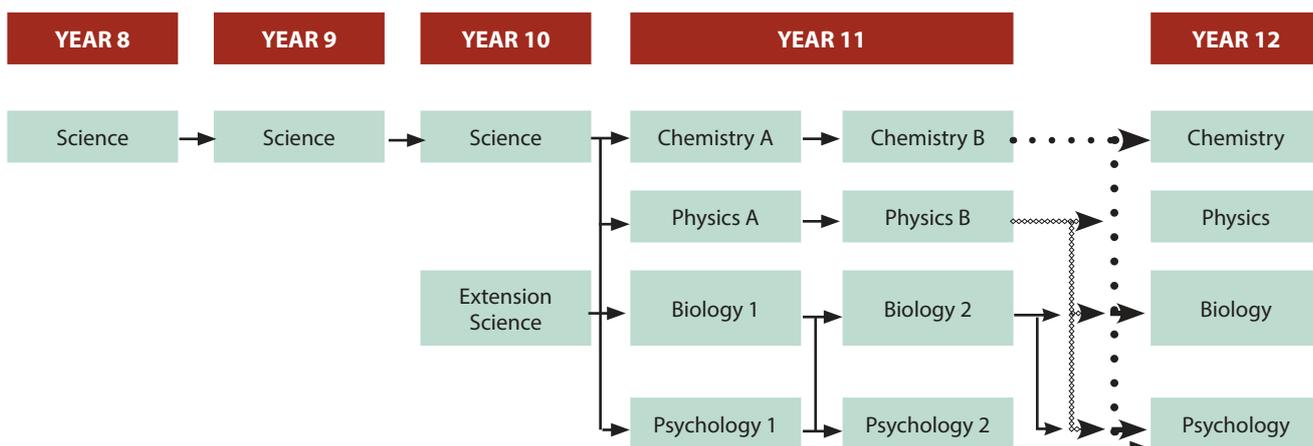
The practice of science is a global activity and it is important to connect to this through the school curriculum.

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:

- Careers@ScienceAlive Years 8 to 10
- Southern Science Expo Years 8 to 10
- ICAS Science and Big Science Competitions Years 8 to 12
- Science and Engineering Challenge Years 9 and 10
- The Science Experience Years 9 and 10
- National Science Youth Forum Year 11



SCIENCE

LEVEL: Year 8

LENGTH: Full year

CONTACT PERSON: Jarrod Chave

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.

Assessment activities include research assignments, 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.

SCIENCE

LEVEL: Year 9

LENGTH: Full year

CONTACT PERSON: Jarrod Chave

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
- 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 9 and increase student awareness of the science disciplines of Biology, Physics and Chemistry.

- Coordination of Body Systems (Biology)
- Heat and electricity (Physics)
- 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.

Assessment activities include research assignments, 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.



SCIENCE

LEVEL: Year 10

LENGTH: Full year

CONTACT PERSON: Jarrod Chave

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:

- 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 10 and introduce students to 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.

Assessment activities include research assignments, 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.



EXTENSION SCIENCE

LEVEL: Year 10

LENGTH: Semester

CONTACT PERSON: Jarrod Chave

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 IBMYP Science: Knowing and Understanding, Inquiring and Designing, Processing and Evaluating and Reflecting on impacts of science.

Assessment activities will include research assignments, 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: Jarrod Chave, Mark Tossell

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

Biodiversity and the interconnectedness of life:

- Describing biodiversity
- Ecosystem dynamics

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: Jarrod Chave, Mark Tossell

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 multicellular organisms:

- Cells as the basis of life
- Multicellular organisms

Assessment

Assessment Type 1:

Investigations Folio (Practical investigations) and Issues

Investigations – essay under supervision.

Assessment Type 2:

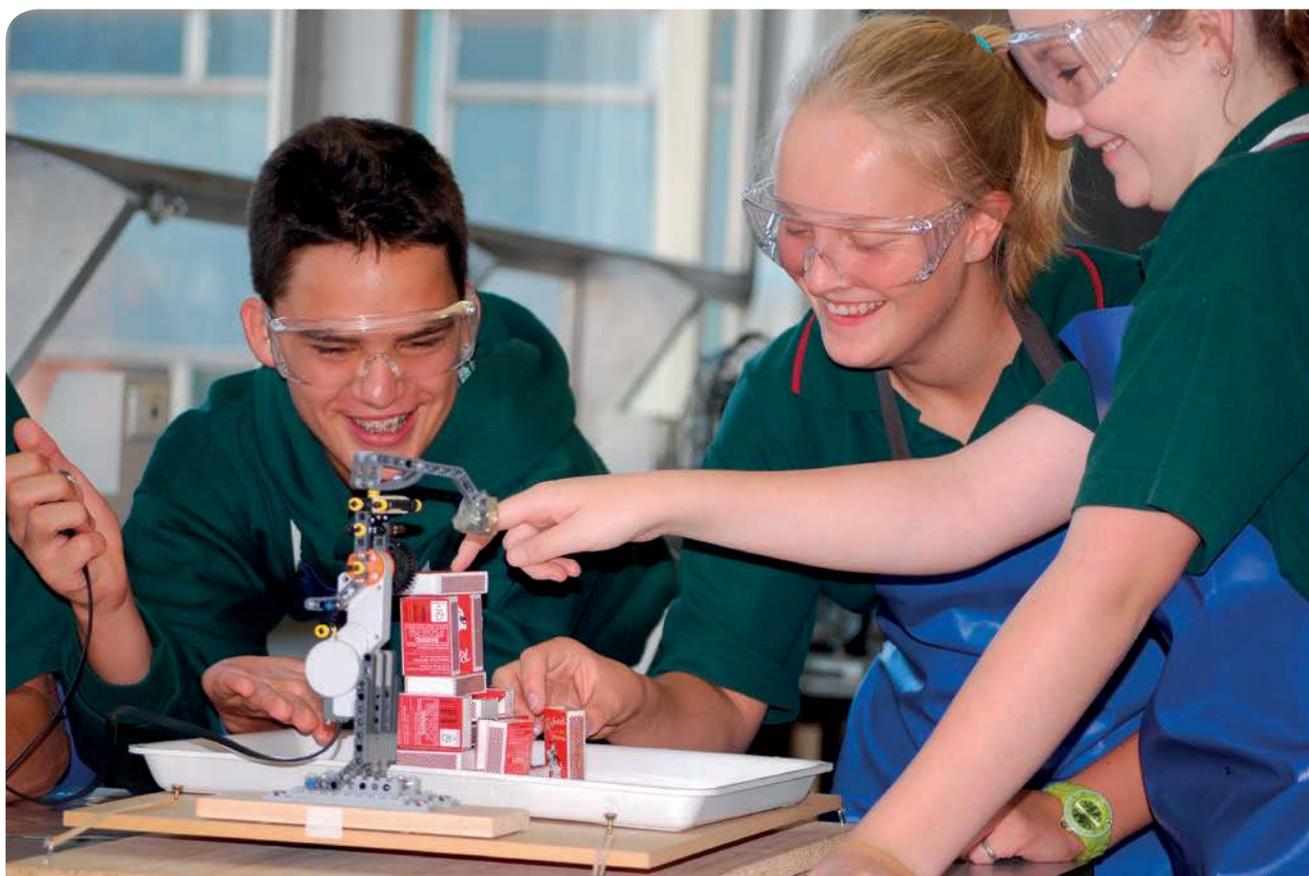
Skills and Applications Information Search with multimedia

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. Stage 1 Chemistry is recommended for students who wish to study 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. In Chemistry A the focus of study will be chemical fundamentals: structure, properties and reactions.

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

Satisfactory completion of Chemistry A & B enables students to continue into Stage 2 Chemistry.

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. In Chemistry B the focus of study will be molecular interactions and reactions.

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.

PHYSICS A

LEVEL: Stage 1

LENGTH: Semester - 10 Credits

CONTACT PERSONS: Joy Boath, Jarrod Chave, Trevor Clarke, Wayne Learmonth

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

Unit 1: Thermal, Nuclear and Electrical Physics

In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

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: Joy Boath, Jarrod Chave, Trevor Clarke, Wayne Learmonth

Recommended Background

Satisfactory completion of Physics A.

Subject Information

Satisfactory completion of Physics A and B enables students to continue into Stage 2 Physics.

Content

Unit 2: Linear Motion and Waves

In this unit, students develop an appreciation of how an understanding of motion and waves can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

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: Jarrod Chave, Jade Vanzo

Recommended Background

Satisfactory completion of Year 10 Science.

Subject Information

Students can continue with Stage 2 Psychology and/or Biology. 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: Jarrod Chave, Jade Vanzo

Recommended Background

Satisfactory completion of Year 10 Science.

Subject Information

Students can continue with Stage 2 Psychology and/or Biology. 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) the investigation designs and methods used in the study of psychology; the 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: Jarrod Chave , Craig Duguid

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:

70% School-based Assessment

- 40% Assessment Type 1: Investigations Folio practical and issues investigations
- 30% Assessment Type 2: Skills and Applications Tasks e.g. oral presentations, assignments and tests.

30% External Assessment

- 30% Assessment Type 3: Examination

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.

CHEMISTRY

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSONS: Jarrod Chave

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:

70% School-based Assessment

- 40% Assessment Type 1: Investigations Folio practical and issues investigations
- 30% Assessment Type 2: Skills and Applications Tasks e.g. oral presentations, assignments and tests

30% External Assessment

- 30% Assessment Type 3: Examination

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: Jarrod Chave,
Wayne Learmonth

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 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:

70% School-based Assessment

- 40% Assessment Type 1: Investigations Folio practical and issues investigations and oral presentations
- 30% Assessment Type 2: Skills and Applications Tasks e.g. assignments and tests

30% External Assessment

- 30% Assessment Type 3: Examination

Special Requirements: Nil

Subject Costs

A cost of approximately \$70 for work books/revision guides and excursion is highly recommended. However, these are not compulsory components of the course.

PSYCHOLOGY

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSON: Jarrod Chave, Jade Vanzo

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:

70% School-based Assessment

- 30% Assessment Type 1: Investigations Folio
- 40% Assessment Type 2: Skills and Applications Tasks e.g. assignments and tests

30% External Assessment

- 30% Assessment Type 3: Examination

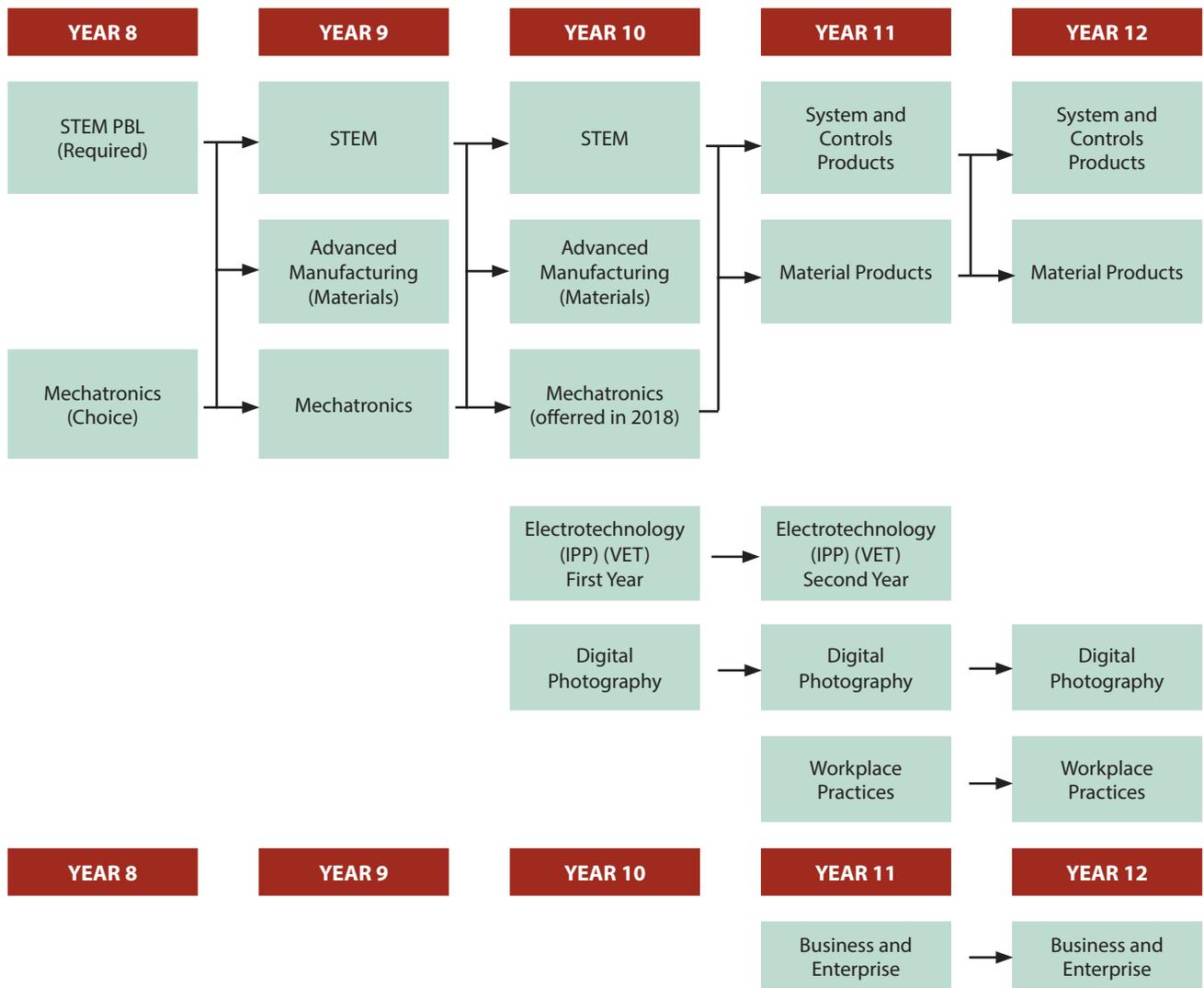
The Investigations folio consists of two investigations that use data generated by students during SACE Board approved research programs which are negotiated between students and teachers.

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.



STEM PBL (REQUIRED)

LEVEL: Year 8

LENGTH: 1 Term

CONTACT PERSONS: Ben Cullen, Wesley Dennis, Tom Oliphant

Recommended Background: Nil

Content

This course has a focus on STEM (Science, Technology, Engineering and Maths) principles to design innovative solutions to real world problems. Students are introduced to a Problem Based Learning (PBL) approach to collaboratively solve design problems. Students will use the design cycle to inquire, develop, create and evaluate product solutions using advanced CAD/CAM technologies as well as range of materials over a number of design disciplines.

Assessment

All work is assessed using 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: Nil

MECHATRONICS (CHOICE)

LEVEL: Year 8

LENGTH: Semester

CONTACT PERSONS: Ben Cullen, Wesley Dennis, Tom Oliphant

Recommended Background: Nil

Content

This is an exciting new multidisciplinary subject that introduces students to elements of coding and programming as well as systems, mechanical and electrical principles to design innovative solutions to real world problems. Students will use the design cycle to inquire, develop, create and evaluate product and system solutions using a range of coding, electrical and CAD/CAM fabrication techniques.

Assessment

All work is assessed using 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 incur a cost above the normal student allocation for this subject.

ADVANCED MANUFACTURING (MATERIALS)

LEVEL: Year 9

LENGTH: Semester

CONTACT PERSONS: Ben Cullen, Wesley Dennis, Tom Oliphant

Recommended Background: Nil

Content

This course has a focus on developing product solutions through the use of advanced technologies and mixed materials including wood, plastic and metals. Students will use the design cycle to inquire, develop, create and evaluate products that address a particular need.

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

Large or complex projects or works that use expensive materials may incur a cost above the normal student allocation for this subject.

STEM

LEVEL: Year 9

LENGTH: Semester

CONTACT PERSONS: Ben Cullen, Wesley Dennis, Tom Oliphant

Recommended Background: Nil

Content

This course builds on student understanding of STEM and advanced technologies to further extend knowledge developed in the Year 8 Compulsory STEM PBL Course. This course will broaden student understanding of STEM principles to design innovative solutions to real world problems. Students will apply a Problem Based Learning (PBL) approach to collaboratively solve design challenges. Students will use the design cycle to inquire, develop, create and evaluate product solutions using advanced CAD/CAM technologies and can include elements of electronics.

Assessment

All work is assessed using 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 & 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.

MECHATRONICS

LEVEL: Year 9

LENGTH: Semester

CONTACT PERSONS: Ben Cullen, Wesley Dennis, Tom Oliphant

Recommended Background: Nil

Content

This is a multidisciplinary subject that will build upon elements of coding and programming as well as systems, mechanical and electrical principles developed in the Year 8 Mechatronics introductory course. Students will use a problem based learning approach to design innovative solutions to real world problems. Students will use the design cycle to inquire, develop, create and evaluate product and system solutions using a range of coding, electrical and CAD/CAM fabrication techniques.

Assessment

All work is assessed using 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.

ADVANCED MANUFACTURING (MATERIALS)

LEVEL: Year 10

LENGTH: Semester

CONTACT PERSONS: Ben Cullen, Wesley Dennis, Tom Oliphant

Recommended Background: Nil

Content

This course builds on students' understanding of advanced manufacturing processes as developed in the Year 9 Advanced Manufacturing course. The course has a focus on developing product solutions through the use of advanced technologies and mixed materials including wood, plastic and metal. Students will use the design cycle to inquire, develop, create and evaluate products that address a particular need.

Assessment

All work is assessed using 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

LEVEL: Year 10

LENGTH: Semester

CONTACT PERSONS: Ben Cullen, Wesley Dennis, Tom Oliphant

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 and elements of electronics. Students will be exposed to new and emerging technologies and STEM design and engineering concepts.

Assessment

All work is 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.

ELECTROTECHNOLOGY (IPP) YEAR 1

LEVEL: Years 10 - 11

LENGTH: Full Year - 20 Credits

CONTACT PERSONS: Wesley Dennis, Tom Oliphant

Recommended Background: Nil

Content

This VET course is delivered every Thursday of the school week. Students will begin their full Certificate II Electronics in Year 1 with completion of the Certificate in Year 2.

Please refer to [page 24](#) for further details on the requirements and the content delivery for this course.

Assessment

Competency based assessment.

Special Requirements: Nil

Subject Costs

\$380 for VET accreditation

DIGITAL PHOTOGRAPHY

LEVEL: Year 10

LENGTH: Semester

CONTACT PERSONS: Tom Oliphant, Jennifer Remete, Mark Tossell

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: Nil

SYSTEM AND CONTROL PRODUCTS

LEVEL: Stage 1

LENGTH: Semester - 10 Credits

CONTACT PERSON: Wesley Dennis, Tom Oliphant

Recommended Background: Nil

Content

This is a 10 credit unit, this focus area involves the use of advanced CAD/CAM technologies with opportunities to incorporate electronic, and interface components, including programmable control devices, to design and create systems and control products. Students produce outcomes that demonstrate the knowledge and skills associated with using control systems, processes, and materials.

Assessment

20% Skills and Applications Task

50% Product

30% Folio

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

LEVEL: Stage 1

LENGTH: Semester - 10 Credits

CONTACT PERSON: Ben Cullen, Wesley Dennis, Tom Oliphant

Recommended Background: Nil

Content

This subject allows students to pursue their interest in manufacturing processes with a focus on developing a product solution for a self-identified problem through the use of advanced technologies and mixed materials including wood, plastic and metal. Students use the design cycle to investigate, plan, produce and evaluate a product that address a particular need. There is a significant focus on documenting the design process and justifying decisions made throughout the design and production process.

Assessment

20% Skills and Applications Task

50% Product

30% Folio

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 (IPP) YEAR 2

LEVEL: Years 11 - 12

LENGTH: Semester (Available in 2018)

CONTACT PERSONS: Tom Oliphant, Wesley Dennis

Recommended Background:

Students enrolling in Electrotechnology Year 2 must have completed Electrotechnology Year 1.

Content

This VET course is delivered once a week over half a day and will be offered for the first time in 2018 for students that have completed Year 1 of the Electrotechnology IPP course. Students will complete their full Certificate II Electronics in Year 2.

Please refer to [page 24](#) for further details on the requirements and the content delivery for this course.

Assessment

Competency based assessment.

Special Requirements

Completion of Electrotechnology Year 1

Subject Costs

\$380 for VET accreditation

DIGITAL PHOTOGRAPHY

LEVEL: Stage 1

LENGTH: Semester - 10 Credits

CONTACT PERSONS: Tom Oliphant, Jennifer Remete, Mark Tossell

Recommended Background

Knowledge of Adobe Photoshop is an advantage.

Content

This subject focuses on developing understanding of the equipment and processes involved with the capture and manipulation of digital images. Learners are introduced to:

- Basic Camera Techniques such as Action Photography, Fast and
- Slow Shutter Speeds and Panning
- Creative Camera Techniques including Panorama and Time Exposure
- Advanced Composition looking at Point of Interest, Fill the frame-telephoto and zoom lens, and Format horizontal/vertical photography

Students plan and present images as a slide show on the theme 'People at Work'.

Assessment

20% Skills and Applications Tasks

50% Product

30% Folio

Special Requirements: An excursion to Rundle Mall and/or Glenelg to photograph 'People at Work'.

Subject Costs: Nil



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 Fees: Nil

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 work-force, 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 work force.

Assessment

40% A folio of course work
30% Vocational Learning
30% Reflection

Special Requirements: Nil

Subject Costs

Possible cost of VET Training through an external provider, however this is not compulsory.

SYSTEM AND CONTROL PRODUCTS

LEVEL: Stage 2

LENGTH: Full year- 20 Credits

CONTACT PERSON: Wesley Dennis, Tom Oliphant

Recommended Background

Advanced Manufacturing Technologies Stage 1

Content

This is a 20 credit unit, this focus area involves the use of advanced CAD/CAM technologies with opportunities to incorporate electronic, and interface components, including programmable control devices, to design and create systems and control products. Students produce outcomes that demonstrate the knowledge and skills associated with using control systems, processes, and materials.

Assessment

20% Skills and Applications Tasks
50% Product
30% Folio

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

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSON: Wesley Dennis, Tom Oliphant

Recommended Background: Nil

Content

This subject allows students to further pursue their interest in manufacturing processes with a focus on developing product solutions for self-identified problems through the use of advanced technologies and mixed materials including wood, plastic and metal. Students use the design cycle to investigate, plan, produce and evaluate products that address particular needs. There is a significant focus on documenting the design process and justifying decisions made throughout the design and production process.

Assessment

20% Skills and Applications Tasks
50% Product
30% Folio

Special Requirements: Nil

Subject Costs

Students are required to source and purchase their own materials for this course in negotiation with the class teacher.

DIGITAL PHOTOGRAPHY

LEVEL: Stage 2

LENGTH: Full year - 20 Credits

CONTACT PERSONS: Tom Oliphant, Jennifer 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

20% Skills and Applications Tasks
50% Product
30% Folio

Special Requirements: Nil

Subject Costs: Nil

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

30% Folio

20% Practical

20% Issues Study

30% External Assessment - Report

(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

70% School Based Assessment:

25% Folio

25% Performance

20% Reflection

30% External Assessment: 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 in the South Australian Certificate of Education
IBMYP	International Baccalaureate Middle Years Program
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.

<http://education.gov.au/job-guide>

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 2017

Curriculum information for Blackwood High School is also available on the school website.

www.bhs.sa.edu.au/curriculum



T/A South Australian
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