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 2018. 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 uses 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 Coromandel Valley Primary School continue with the five year program to the end of Year 10. There is great synergy between the IBMYP and the International Baccalaureate Primary Years Program (IBPYP) which is offered at Belair, Blackwood and Coromandel Valley Primary Schools. Students coming from other schools are able to complete the IBMYP through Years 8 to 10.

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 progression 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.

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/caregivers 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 2018.

Sharon Goldman
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 2018

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 www.bhs.sa.edu.au/curriculum/curriculum-prospectus/

Information regarding course counselling and subject selection is distributed to Years 8 to 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 letters 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.

Years 8, 9, 10 and 11 students use an online preference system called Web Preferences to select subjects for 2018. 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 Groups in early Term 3.

Year 8 and 9 students will select subjects for 2018 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 receipts to their Care Group teacher.

Year 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 Year 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 2018 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 2018. 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 the 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 (page 12).

• 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.
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 above 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.

<table>
<thead>
<tr>
<th>IBMYP</th>
<th>Australian Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literature</td>
<td>English</td>
</tr>
<tr>
<td>Language Acquisition</td>
<td>German, Japanese</td>
</tr>
<tr>
<td>Design</td>
<td>Design and Technology</td>
</tr>
<tr>
<td>Individuals and Societies</td>
<td>History and Geography</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Sciences</td>
<td>Sciences</td>
</tr>
<tr>
<td>Arts</td>
<td>Visual and Performing Arts</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

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.
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 IB MYP student based on an area of personal interest. Students produce a product or outcome that provides evidence of their learning journey and a written report, where they critically evaluate their own approaches to learning. 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 IB MYP

Students are assessed in each subject against criteria set down by the IB MYP. 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.
APPROACHES TO LEARNING

The IBMYP focuses on helping students develop skills that have relevance across the curriculum and help them "learn how to learn". These skills can be learnt, taught and improved with practice and provide a solid foundation for learning independently and with others.

These skills help students to develop self-knowledge and skills needed to enjoy a lifetime of learning. While not formally assessed, they contribute to achievement in all subject areas.

The IBMYP identifies five ATL skill categories and their developmentally appropriate skill clusters (see table below).
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 (page 29) and/or Vocational Education and Training (VET) pathways (page 13). Further details of these options are provided in the Cross-disciplinary section of the Prospectus (page 27). 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 27)
• 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 28).
**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 2018 subject tuition fees payable to Flinders University may apply.

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

For further information contact Mary Hodson - mary.hodson@bhs.sa.edu.au
Year 10 and 11 students are advised to use the pathway planning checklist below to plan their courses.

### YEAR 10

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must complete the Personal Learning Plan</td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
</tbody>
</table>

### YEAR 11

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must complete 20 credits focused on <strong>literacy</strong></td>
<td></td>
</tr>
<tr>
<td>Choose from the range of English subjects or courses available</td>
<td></td>
</tr>
<tr>
<td>English (10 credit choice)</td>
<td>10</td>
</tr>
<tr>
<td>English (10 credit choice)</td>
<td>10</td>
</tr>
<tr>
<td>You must complete 10 credits focused on <strong>numeracy</strong></td>
<td></td>
</tr>
<tr>
<td>Choose from the range of Mathematics subjects or courses available</td>
<td></td>
</tr>
<tr>
<td>Mathematics (10 credit choice)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>You must complete at least 70 credits of SACE Stage 1 subjects</td>
<td></td>
</tr>
<tr>
<td>Choose from a range of SACE Stage 1 subjects and/or courses</td>
<td></td>
</tr>
<tr>
<td>Free choice:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
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<td>3</td>
<td>10</td>
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<td>4</td>
<td>10</td>
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<tr>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

### YEAR 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must complete 80 additional credits at Stage 2</td>
<td></td>
</tr>
<tr>
<td>60 of these credits must be for 3 x 20 credits (full year) Stage 2 subjects</td>
<td></td>
</tr>
<tr>
<td>1 (20 credits)</td>
<td>20</td>
</tr>
<tr>
<td>2 (20 credits)</td>
<td>20</td>
</tr>
<tr>
<td>3 (20 credits)</td>
<td>20</td>
</tr>
<tr>
<td>4 (2 x 10 credits or 1 X 20 credits)</td>
<td>20</td>
</tr>
<tr>
<td>Research Project (10 credits) - this is completed in Year 11</td>
<td>10</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>90</strong></td>
</tr>
<tr>
<td><strong>To gain the SACE, students must earn 200 credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

To gain the SACE, students must earn 200 credits.
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/caregivers 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 2018, 2019, 2020 to be published by the South Australian Tertiary Admissions Centre (SATAC) and available online.

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 ATARs 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 pathway, 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 (VET) 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, up to 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

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 which can be found in the Special Interest Programs section of this Prospectus (pages 21-25).

VET Courses offered at Blackwood High School:
- Certificate II in Sport and Recreation (Special Interest Netball)
- Certificate II and III Dance
- Certificate II Electronics
- Certificate II and III Music

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 2018 VET booklet.

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

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. Some Certificate III courses can only be done under a Contract of Training as an Apprentice or Trainee.

What are the benefits of choosing VET?

• Gaining a nationally recognised qualification whilst completing the SACE
• Getting a head start in a chosen career
• Providing opportunities to learn on-the-job through workplace learning
• Gaining the skills and knowledge that employers are looking for
• Providing pathways to apprenticeships, traineeships, further training or direct employment
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:
• 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 ensures 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.statedevelopment.sa.gov.au/skills/workready to check on course lists and availability.
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 sixteen 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 IB MYP program and the SACE, as well as EAL skills, knowledge and understandings.
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.

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<tr>
<th>Required Units of Study</th>
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<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>Language and Literature</td>
<td>2 semesters</td>
<td>2 semesters</td>
<td>2 semesters</td>
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<tr>
<td>Mathematics</td>
<td>2 semesters</td>
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</tr>
<tr>
<td>Science</td>
<td>2 semesters</td>
<td>2 semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Language Acquisition</td>
<td>2 semesters</td>
<td>2 semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Individuals and Societies</td>
<td>2 semesters</td>
<td>2 semesters</td>
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</tr>
<tr>
<td>Health and Physical Education</td>
<td>1 semester</td>
<td>OR</td>
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<tr>
<td>Netball A</td>
<td>2 semesters</td>
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<td>Netball A</td>
</tr>
<tr>
<td>Arts</td>
<td>1 semester</td>
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<td>Must choose one subject from Arts</td>
</tr>
<tr>
<td>Design: Technology</td>
<td>1 semester</td>
<td>Must choose one subject from Design: Food, Textile, Technology</td>
<td>Must choose one subject from Design: Child Care, Food, Technology</td>
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</table>

<table>
<thead>
<tr>
<th>Choice Units</th>
<th>Year 8 CHOICE subjects</th>
<th>Year 9 further subject</th>
<th>Year 10 further subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one subject from:</td>
<td>Arts, Health and Physical Education, Design: Food, Textile, Technology</td>
<td></td>
<td>Language Acquisition, Arts, Health and Physical Education, Design: Child Care, Food, Technology and/or Extension Mathematics Extension Science Big History</td>
</tr>
<tr>
<td>See subjects listed on page 17</td>
<td>See subjects listed on page 17</td>
<td></td>
<td>See subjects listed on page 18</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>Language and Literature</td>
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<tr>
<td>Language Acquisition: German</td>
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<tr>
<td>Language Acquisition: Japanese</td>
<td>64</td>
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<tr>
<td>Mathematics</td>
<td>70</td>
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<tr>
<td>Health and Physical Education: Netball A and B (Special Application)</td>
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<tr>
<td>Health and Physical Education</td>
<td>76</td>
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<tr>
<td>Science</td>
<td>93</td>
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<tr>
<td>Design: STEM PBL</td>
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<tr>
<td>Design: Technology</td>
<td>86</td>
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<tr>
<td>Arts: Performing Arts</td>
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<tr>
<td>Arts: Visual Arts</td>
<td>31</td>
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<tr>
<td>Design: Food Technology</td>
<td>87</td>
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<tr>
<td>Design: Mechatronics</td>
<td>101</td>
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<tr>
<td>Health and Physical Education: Football (Special Application)</td>
<td>76</td>
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<tr>
<td>Health and Physical Education: Girls Football (Special Application)</td>
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<tr>
<td>Health and Physical Education: Physical Education</td>
<td>76</td>
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<tr>
<td>Arts: Expressive Arts (Dance/Drama)</td>
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<tr>
<td>Arts: Expressive Arts (Music Performance)</td>
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<td>Arts: Visual Arts</td>
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### Year 9 Subjects

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</tr>
<tr>
<td>Language and Literature</td>
<td>53</td>
</tr>
<tr>
<td>Language Acquisition: German</td>
<td>64</td>
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<tr>
<td>Language Acquisition: Japanese</td>
<td>65</td>
</tr>
<tr>
<td>Mathematics</td>
<td>71</td>
</tr>
<tr>
<td>Health and Physical Education: Netball A and B (Special Application)</td>
<td>79</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>78</td>
</tr>
<tr>
<td>Science</td>
<td>93</td>
</tr>
<tr>
<td>Dance 1</td>
<td>34</td>
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<td>Dance 2</td>
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<td>34</td>
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<tr>
<td>Advanced Manufacturing</td>
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<tr>
<td>Mechatronics</td>
<td>102</td>
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<tr>
<td>STEM</td>
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<td>Food Technology</td>
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<td>Textile Technology</td>
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<td>Health and Physical Education: Specialist Physical Education</td>
<td>78</td>
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<td>Health and Physical Education: Football (Special Application)</td>
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<tr>
<td>Health and Physical Education: Girls Football (Special Application)</td>
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<tr>
<td>Design: Advanced Manufacturing</td>
<td>101</td>
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<td>Design: Mechatronics</td>
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<td>Design: STEM</td>
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<tr>
<td>Design: Food Technology</td>
<td>87</td>
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<tr>
<td>Design: Textile Technology</td>
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<tr>
<td>Arts: Dance 1</td>
<td>34</td>
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<tr>
<td>Arts: Dance 2</td>
<td>35</td>
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<tr>
<td>Arts: Design</td>
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<tr>
<td>Arts: Drama 1</td>
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<td>Arts: Drama 2</td>
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<tr>
<td>Arts: Music 1</td>
<td>36</td>
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<tr>
<td>Arts: Music 2</td>
<td>36</td>
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<tr>
<td>Arts: Visual Arts 1</td>
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# Year 10 Subjects

## Required Subjects

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<thead>
<tr>
<th>Subject Name</th>
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<tr>
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<tr>
<td>Language and Literature</td>
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<tr>
<td>Mathematics</td>
<td>71</td>
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<tr>
<td>Health and Physical Education:</td>
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<tr>
<td>Individuals and Societies</td>
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<tr>
<td>Personal Learning Plan</td>
<td>27</td>
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<tr>
<td>Science</td>
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</tbody>
</table>

## Choice Subjects

### Arts

Choose 1 subject

- Dance 1: 38
- Dance 2: 38
- Design 1: 39
- Design 2: 39
- Drama 1: 40
- Drama 2: 40
- Music 1: 40
- Music 2: 41
- Visual Arts 1: 37
- Visual Arts 2: 37
- Visual Arts 3: 38

### Design

Choose 1 subject

- Advanced Manufacturing: 102
- Child Studies: 88
- Digital Photography: 103
- Electrotechnology: 102
- Food Technology 1: 88
- Food Technology 2: 89
- STEM: 102

### and/or

- Big History: 60
- Extension Mathematics: 72
- Extension Science: 94

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**Intensive Secondary English Course (ISEC)**

By application for international students only: 15

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**Language Acquisition:**

- German: 65
- Japanese: 66

**Health and Physical Education:**

- Football (Special Application): 80
- Special Interest Girls Football (Special Application): 80
- Girls and Physical Activity: 81
- Specialist Physical Education: 80
- Sports Studies: 81
- The World Outdoors: 81
- Design: Advanced Manufacturing: 102
- Child Studies: 88
- Digital Photography: 103
- Electrotechnology: 102
- Food Technology 1: 88
- Food Technology 2: 89
- STEM: 102
- Dance 1: 38
- Dance 2: 38
- Design 1: 39
- Design 2: 39
- Drama 1: 40
- Drama 2: 40
- Music 1: 40
- Music 2: 41
- Visual Arts 1: 37
- Visual Arts 2: 37
- Visual Arts 3: 38
- Big History: 60
- Extension Mathematics: 72
- Extension Science: 94
<table>
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<th>Learning Area/Subject Name</th>
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<tbody>
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<td>ARTS</td>
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<td>Drama 1</td>
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<td>Drama 2</td>
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<td>Music 1</td>
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<td>Music 2</td>
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<tr>
<td>Visual Arts: Art Focus 1</td>
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<td>Visual Arts: Art Focus 2</td>
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<td>Visual Arts: Art Focus 3</td>
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<td>Visual Arts: Design Focus 1</td>
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<tr>
<td>CROSS-DISCIPLINARY</td>
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<tr>
<td>Community Studies and Learning</td>
<td>29</td>
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<tr>
<td>Personal Learning Plan (completed in Year 10)</td>
<td>27</td>
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<tr>
<td>Research Practices</td>
<td>27</td>
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<tr>
<td>Research Project A and B (Stage 2 subject)</td>
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<td>ENGLISH</td>
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<tr>
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<tr>
<td>• Essential English A and B</td>
<td>54</td>
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<tr>
<td>• English as an Additional Language A and B</td>
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<tr>
<td>HUMANITIES and SOCIAL SCIENCES</td>
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<td>History</td>
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<td>Legal Studies</td>
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<td>Tourism</td>
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<td>LANGUAGES</td>
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<td>German (continuers) A and B</td>
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<tr>
<td>Japanese (continuers) A and B</td>
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<tr>
<td>Spanish (beginners) A and B</td>
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<td>Mathematical Methods A and B</td>
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<td>General Mathematics A and B</td>
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<td>Physics A</td>
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<td>Business and Enterprise</td>
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<td>Digital Photography</td>
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<td>• Music Individual Study</td>
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<td>• Musicianship</td>
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<td>Research Project A and B</td>
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<td>Workplace Practices</td>
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</table>
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 (pages 75-85).
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 75-85).

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 75-85).

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 75-85).
Certificate II and III 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.

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

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 Dance (at an appropriate year level) in addition to enrolling in this course.

Subject Costs
$350 - VET accreditation and consumables.

---

CERTIFICATE III DANCE (CAU30113)
LEVEL: Stage 2
LENGTH: Full year - contribute up to 80 Credits
CONTACT PERSON: Katrina Constantopoulos, Dale Evans, Tash Thornton

Recommended Background
Stage 1 Dance or Certificate II Dance (or equivalent)

Content

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUADTM301</td>
<td>Assist with dance teaching</td>
</tr>
<tr>
<td>CUAPPM301</td>
<td>Assist with designing performance spaces</td>
</tr>
<tr>
<td>CUAWHS301</td>
<td>Condition the body for dance performance</td>
</tr>
<tr>
<td>CUAWHS201</td>
<td>Develop a basic level of physical condition for dance</td>
</tr>
<tr>
<td></td>
<td>performance</td>
</tr>
<tr>
<td>CUACHR301</td>
<td>Develop basic dance composition skills</td>
</tr>
<tr>
<td>CUAPRF307</td>
<td>Develop performance techniques</td>
</tr>
<tr>
<td>CUADAN202</td>
<td>Incorporate artistic expression into basic dance</td>
</tr>
<tr>
<td></td>
<td>performance</td>
</tr>
<tr>
<td>CUADAN306</td>
<td>Increase depth of ballet dance technique</td>
</tr>
<tr>
<td>CUADAN308</td>
<td>Increase depth of contemporary dance technique</td>
</tr>
<tr>
<td>CUADAN305</td>
<td>Increase depth of jazz dance technique</td>
</tr>
<tr>
<td>CUADAN309</td>
<td>Increase depth of street dance technique</td>
</tr>
<tr>
<td>CUADAN301</td>
<td>Explore rhythm in the context of dance or movement</td>
</tr>
<tr>
<td></td>
<td>technique</td>
</tr>
<tr>
<td>CUAIND301</td>
<td>Work effectively in the creative arts industry</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
</tbody>
</table>

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 Dance (at an appropriate year level) in addition to enrolling in this course.

Subject Costs
$500 - VET accreditation and consumables.

*Exact details may be subject to change as required by Gravity Dance.
Certificate II and III Music

CERTIFICATE II MUSIC (CUS20109)
LEVEL: Stage 1
LENGTH: Full year - contribute up to 35 Credits
CONTACT PERSON: Ben Dening, 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBOH5201A</td>
<td>Contribute to health and safety of self and others</td>
<td>10</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>CUFIND201A</td>
<td>Develop and apply creative arts industry knowledge</td>
<td>25</td>
</tr>
<tr>
<td>CUSMLT201A</td>
<td>Develop and apply musical ideas and listening skills</td>
<td>25</td>
</tr>
<tr>
<td>CUSMPF202A</td>
<td>Incorporate music technology into performance</td>
<td>35</td>
</tr>
<tr>
<td>CUSMPF203A</td>
<td>Develop ensemble skills for playing or singing music</td>
<td>50</td>
</tr>
<tr>
<td>CUSMPF204A</td>
<td>Play or sing music from simple written notation</td>
<td>30</td>
</tr>
</tbody>
</table>

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 III MUSIC (CUS30109)
LEVEL: Stage 2
LENGTH: Full year - contribute up to 60 Credits
CONTACT PERSON: Ben Dening, Dale Evans, Michael Winter

Recommended Background: Stage 1 Music

Content
Students enrolled in this course will be given the opportunity to develop skills in the following areas:
- Rehearsal and 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 60 credits towards SACE Stage 2 and may allow entrance into Certificate IV courses offered by TAFE and other providers.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUFCMP301A</td>
<td>Implement copyright arrangements</td>
<td>20</td>
</tr>
<tr>
<td>CUSIND301B</td>
<td>Work effectively in the music industry</td>
<td>35</td>
</tr>
<tr>
<td>CUSOHS301A</td>
<td>Follow occupational health and safety procedures</td>
<td>10</td>
</tr>
<tr>
<td>CUSMCP301A</td>
<td>Compose simple songs or musical pieces</td>
<td>35</td>
</tr>
<tr>
<td>CUSMCP302A</td>
<td>Write song lyrics</td>
<td>30</td>
</tr>
<tr>
<td>CUSMCP303A</td>
<td>Develop simple musical pieces using electronic media</td>
<td>35</td>
</tr>
<tr>
<td>CUSMPF202A</td>
<td>Incorporate music technology into performance**</td>
<td>35</td>
</tr>
<tr>
<td>CUSMPF203A</td>
<td>Develop ensemble skills for playing or singing music**</td>
<td>50</td>
</tr>
<tr>
<td>CUSMPF404A</td>
<td>Perform music as part of a group</td>
<td>70</td>
</tr>
<tr>
<td>CUSSOU302A</td>
<td>Record and mix a basic music demo</td>
<td>40</td>
</tr>
<tr>
<td>CUSMLT303A</td>
<td>Notate music</td>
<td>40</td>
</tr>
</tbody>
</table>

Students may gain Recognition of Prior Learning for these units upon completion of the Certificate II Music.

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
$500 - VET accreditation and consumables.
ELECTROTECHNOLOGY (IPP) (VET)
LEVEL: Years 11 - 12
LENGTH: Full year
CONTACT PERSONS: Ben Cullen, Wesley Dennis

Recommended Background
Year 10 Electrotechnology

Content
As part of our Industry Pathways Program (IPP) this subject follows on from Year 10 Electrotechnology and delivers competencies at Certificate II Level in the area of Electronics. The school offers the course under a Visa Agreement and students are required to participate one full day per week.

Students develop skills in WHS practices in the workplace. They solve problems with extra-low voltage single and multiple path DC circuits and dismantle, assemble and fabricate electro technology components.

Students who have satisfactorily completed the Stage 1 IPP Electrotechnology course and wish to continue their studies in Electronics Certificate II are able to apply to a Registered Training Organisation via the Training Guarantee for SACE students with government subsidies contributing to the majority of the course costs.

Assessment
Competency based assessment.

Special Requirements
Students choosing this course are required to undergo an application process. This involves an interview in late Term 4 of 2017. 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 2018 course and timetables will be individually negotiated.

Subject Costs
$380 for VET accreditation
**SACE PATHWAYS PACKAGE**

**LEVEL:** Stage 2  
**LENGTH:** Full year - 60 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.

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**INTEGRATED PACKAGE**

**LEVEL:** Stage 1  
**LENGTH:** Full year - 120 Credits  
**CONTACT PERSON:** Mary Hodson

**Recommended Background:**  
VET course/Identified Career Pathway or Individual Learning Requirements.

**Content**  
The Integrated Package is designed to meet the needs of students requiring greater flexibility in order to complete their SACE. It incorporates SACE Stage 1 Subjects Workplace Practices, Community Studies, Essential Mathematics and Essential English, which are delivered to ensure maximum flexibility whilst engaging the students in work that is relevant to their individual circumstances. Workplace Practices and Community Studies students will learn a range of concepts and skills to support their career aspirations, supporting them to achieve success.

Students undertaking the Integrated 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 Integrated Package includes 120 of the 200 credits required to complete SACE and includes the required compulsory subjects. These include English for a full year, Mathematics for one semester and Research Project. Additional credits will come from a range of flexible options. These could be:

- An Australian School Based Apprenticeship or Traineeship (ASBA)  
- A VET Course at Certificate II or higher  
- One other SACE Stage 1 subject (student choice)  
- Community Learning

Students 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 use this flexible package to assist them to achieve success.

**Assessment**  
Workplace Practices Stage 1:  
School-based Assessment: 40% Folio, 30% Vocational Learning, 30% Reflection

Community Studies Stage 1:  
Students demonstrate evidence of their learning through four types of assessment: A Contract of Work, Folio, Community Activity, Reflection.

Essential English Stage 1:  
School-based Assessment:  
Assessment type 1: Responding to texts  
Assessment type 2: Creating texts

Essential Mathematics Stage 1:  
School-based Assessment:  
65% Assessment type 1: Skills and Applications Tasks  
35% Assessment type 2: Folio of Investigative Assessments

**Subject Costs:** Nil
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:

- Workplace Rights and Safety
- Learning Pathways Presentation
- Preparation of a personal portfolio and reflection on development/goals

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
The Stage 2 Research Project A and 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 A and 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.
Community Learning is a framework through which senior students gain credit for Cross Curricular Learning in the community.

**Community Studies**

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

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

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

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

**Assessment**

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

- Contract of Work
- Folio
- Community Activity
- Reflection

**Community Learning**

**LEVEL:** Stage 1 and 2  
**LENGTH:** Semester - 10 or 20 Credits  
**CONTACT PERSON:** Mary Hodson, 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.

**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 through relevant certification or an interview with one of our trained teachers 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](http://www.sace.sa.edu.au/subjects/recognised-learning/community-learning)
Arts include Visual and Performing Arts which is comprised of Dance, Drama and Music.
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 artists, 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
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 explore music composition using sound editing software and hardware, and develop performance skills in the rehearsal and presentation of a short ensemble piece. Students develop Music Literacy (form and structure, basic music notation) during the course.

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.

Special Requirements: Nil

Subject Costs: Nil

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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
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

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: Katrina Constantopoulos, Dale Evans

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 and Costuming: 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 IB MYP 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 IB MYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

Special Requirements: Nil

Subject Costs: 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

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**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.

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**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 Department of Education and Child Development Instrumental Music (DECD IM) 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.

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**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 Department of Education and Child Development Instrumental Music (DECD IM) 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 IB MYP criteria for the Arts.

Special Requirements: Nil

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

VISUAL ARTS 1
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: 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 IB MYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

Special Requirements: Nil

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

VISUAL ARTS 2:
CREATING 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 IB MYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding based on submission of sketches, drawings, finished works, research and written reflection.

Special Requirements: Nil

Subject Costs
School fees cover basic equipment and materials. If students wish to use expensive materials or produce very large artworks, they will need to contribute towards the cost.
**VISUAL ARTS 3: CRAFT**

**LEVEL:** Year 10  
**LENGTH:** Semester  
**CONTACT PERSON:** Jeanette Beadnall

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

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

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

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

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

**Special Requirements:** Nil

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

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**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.

**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 IB MYP criteria for the Arts.

**Special Requirements:** Nil

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

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

**Recommended Background**  
Students should have an interest and ability in dance and satisfactory completion of 10 Dance A and/or an involvement in dance as an 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 IB MYP 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: Jenny Remete  

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

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

**Content**

**Practical: Creating Works of Design**
Students present two works of design. Each work may be a set or suite. This includes briefs, research, inventive development of ideas, and finished presentations.

**Contemporary Practice**
Investigation on aspects of design theory including elements and principles of composition, models of design evaluation; and a report into an aspect of contemporary practice, centred on the application of technology.

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

**Special Requirements:** Nil

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

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DESIGN 2: ENVIRONMENTAL DESIGN  
LEVEL: Year 10  
LENGTH: Semester  
CONTACT PERSON: Jenny Remete  

**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.

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Artist: Evelyn Wass
**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.

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**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 enrols 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**  
Most instruments are available for tuition. Free Department of Education and Child Development Instrumental Music (DECD IM) 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.

**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.

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**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 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**  
Most instruments are available for tuition. Free Department of Education and Child Development Instrumental Music (DECD IM) 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.

**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 2 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 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, example, 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 Dening, 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 enrols 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).

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.

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: ARTS 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, see (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. Blackwood High School 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 III DANCE (CAU30113)
LEVEL: Stage 2
LENGTH: Full year - contribute up to 80 Credits
CONTACT PERSON: Katrina Constantopoulos, Dale Evans, Tash Thornton

Recommended Background
Stage 1 Dance or Certificate II Dance (or equivalent)

Content
The Certificate III is designed for dancers wishing to further their technical training in a range of genres (including Contemporary, Jazz, Ballet &/or Hip Hop), learn teaching methods and work on projects as a team. The course includes four full structured days at Gravity Dance Studios, workshops with industry professionals and an opportunity to attend the Australian Dance Festival in Sydney (at additional cost).

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

Students complete the following units of competency, see (page 23).
Successful completion of the course will contribute up to 80 credits towards SACE Stage 2 and may allow entrance into Certificate IV 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 Dance (at an appropriate year level) in addition to enrolling in this course.

Subject Costs
$460 - 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 Dening, 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, see (page 24). 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.

CERTIFICATE III IN MUSIC (CUS30109)
LEVEL: Stage 2
LENGTH: Full year - contribute up to 60 Credits
CONTACT PERSON: Ben Dening, Dale Evans, Michael Winter

Recommended Background
Stage 1 Music

Entry Requirements:
Completion of Certificate II Music (CUS20109) (or equivalent)

Content
Students enrolled in this course will be given the opportunity to develop skills in the following areas:
• Rehearsal and Performance
• Music technology
• Audio recording and mixing
• Live sound
• Composition
The course is delivered by fully accredited trainers under the auspice of Collarts.

Students complete the following units of competency, see (page 24). Successful completion of the course will contribute up to 60 credits towards SACE Stage 2 and may allow entrance into Certificate IV 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 of two of the following units of study, 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: Jenny Remete

Recommended Background: Nil

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

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

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

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

Assessment
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.

**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 IB MYP, specifically: Analysing, Organizing, Producing Text and Using Language.

**Special Requirements:** Nil

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

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

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**ENGLISH A and 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 opportunities 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**  
Costs may be incurred through non-compulsory class excursions (train/bus fares and admission fees).
ESSENTIAL ENGLISH A and 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 in 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 carry 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 and 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 carry 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
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% 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
Students considering study at an interstate tertiary institution must check if this subject satisfies its 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
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
Students considering study at an interstate tertiary institution must check if this subject satisfies its entry requirements. Access to this course is restricted to those students who qualified for English as an Additional Language (EAL) instruction at Stage 1.

Subject Information
In this subject students will extend their communication skills through reading, viewing, writing, listening and speaking. They will 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. They will 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 will 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 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

Students 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.
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.

Topics studied 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 to participate in 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 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 studied 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 IBMYP criteria, which include:
• Knowing and Understanding
• Investigating
• Communicating
• Thinking Critically

Special Requirements: Nil

Subject Costs
Students have opportunities to participate in 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, to the birth of counter culture.

The Geography component of the course sees students grapple with the fundamental processes and concepts behind environmental change and management. They will also explore the geographies of human well-being, investigating, specifically the concepts of well-being and quality of life.

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

Topics studied 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 IBMYP criteria, which include:
• Knowing and Understanding
• Investigating
• Communicating
• Thinking Critically

Special RequirementsNil

Subject Costs
Students have opportunities to participate in non-compulsory field excursions, which may incur a cost of up to $10.
BIG HISTORY
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Raphael Zadey, Nick Gillies

Recommended Background: Nil

Content
‘The Big History Project’ is a global education initiative and 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.

Blackwood High School is one of only a handful of schools outside the United States that delivers the course.

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 to participate in non-compulsory field excursions, which may incur a cost of up to $10.

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

Recommended Background: Nil

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

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 ways in which that system responds and contributes to social change while still acknowledging tradition.

Topics studied include:
• Law and Society – exploration of the role of law in Australia and the questions of 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.

In 2018 the course will include an optional 5-day tour of Canberra. Students will visit a range of significant institutions, including The Australian War Memorial, Parliament House, The High Court and Questacon and the National Film and Sound Archive of Australia.

**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 the opportunity to participate in non-compulsory field excursions which may incur a cost up to $10 each. There is also an additional cost of $750 - $850 for a non-compulsory week-long field trip to Canberra.

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**TOURISM**
**LEVEL: SACE Stage 1**
**LENGTH: Semester - 10 Credits**
**CONTACT PERSON: Renée Daish**

**Recommended Background:** Nil

**Content**
This course explores the opportunities and benefits, as well as problems and threats to people and the environment that tourism presents. 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.

In 2018 the course will include an optional 5-day tour of Canberra. Students will visit a range of significant institutions, including The Australian War Memorial, Parliament House, The High Court and Questacon and the National Film and Sound Archive of Australia.

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**Assessment**
20% Source Analysis
20% Case Study
30% Practical Activity
30% Investigation

**Special Requirements:** Nil

**Subject Costs**
Students have the opportunity to participate in non-compulsory field excursions which may incur a cost up to $10 each. There is also an additional cost of $750 - $850 for a non-compulsory week-long field trip to Canberra.

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

**Recommended Background:** Nil

**Content**
In the study of Modern History at Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, considering their impact on the contemporary world.

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destinies.

Through their studies, students build their skills in historical method through inquiry by examining and evaluating the nature of sources. Students analyse who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

The Modern History course comprises a study of one topic from 'Modern Nations' and one topic from 'The World since 1945'.

Modern Nations:
- Australia (1901–56)
- United States of America (1914–45)
- Germany (1918–48)
- The Soviet Union and Russia (1945–c.2004)
- Indonesia (1942–2005)
- China (1949–c.2012)

The World Since 1945:
- The Changing World Order (1945–)
- Australia's Relationship with Asia and the South Pacific Region (1945–)
- National Self-determination in South-East Asia (1945–)
- The Struggle for Peace in the Middle East (1945–)
- Challenges to Peace and Security (1945–)
- The United Nations and Establishment of a Global Perspective
LEGAL STUDIES
LEVEL: SACE Stage 2
LENGTH: Full year – 20 Credits
CONTACT PERSON: 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, not compulsory, that a revision guide be purchased.

TOURISM
LEVEL: SACE Stage 2
LENGTH: Full year – 20 Credits
CONTACT PERSON: Argie Buesnel, Renée Daish

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 location
• 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

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
Students have opportunities to participate in 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 written 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.

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**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 café  
- 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
• Introduction to school subjects and timetables
• 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.
GERMAN (CONTINUERS) A and 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
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
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.

Education Perfect

All Languages students are provided with access to Language Perfect, an engaging online programme that supports students to master their new language. Language Perfect offers a responsive vocabulary learning platform and also includes a Languages in Action programme with speaking practice, listening and reading comprehension and writing practice.
JAPANESE (CONTINUERS) A and 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 and 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 as well as continuing with their middle years Language Acquisition language. Students may not repeat the Spanish 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 and 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 and 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
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 and 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, Geometry, Sequences and Series, Matrices and Complex Numbers.

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 and 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 A and B**  
**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**  
**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.

**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:  
70% A school based component consisting of skills and applications tasks  
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.

**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 Mathematical Induction, Complex Numbers, Functions and Sketching Graphs, Vectors, Calculus and Differentiate Equations.

**Assessment**  
Assessment is in two parts:  
70% A school based component consisting of skills and applications tasks  
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:
- 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.

ESSENTIAL MATHEMATICS
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSON: Amanda Aulert

Recommended Background
Achievement of C grade or better in General Mathematics of Stage 1 or a full year achievement of grade B or better in Essential Mathematics at Stage 1.

Subject Information
Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace context. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

Content
Topic 1: Scales, Plans and Models
Topic 2: Measurement
Topic 3: Business Applications
Topic 4: Statistics
Topic 5: Investments and Loans

Students study five topics from the list above. All students must study Topics 2, 4 and 5. Topics 1 to 5 consist of a number of subtopics.

Assessment
Assessment is in two parts:
- 70% School assessment - Skills and Applications Tasks
- 30% External assessment

SACE Board Examination is based on three topics (Measurements, Statistics, Investments and Loans)

Special Requirements: Nil

Subject Costs: Nil
Health and 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

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.

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

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 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 and 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 $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.

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.

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 and 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

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 $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, softsrosse, netball, handball, volleyball, golf, ‘planning for performance’ and badminton.

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.

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**SPECIAL INTEREST GIRLS AUSTRALIAN FOOTBALL PROGRAM**  
**LEVEL:** Year 10  
**LENGTH:** Semester  
**CONTACT PERSON:** Glen Little

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

**Content**  
The subject is predominantly practical however specific theory work is also undertaken.  
Topics (practical and theory) include:  
- Skill Development  
- Team play and tactics  
- Positional play  
- Fitness  
- Umpiring  
- Nutrition  
- Prevention and management of injuries  
- Pathways in football (goal setting, club administration)  
- Coaching  
In addition students will be involved in a variety of competitions including inter-school carnivals.

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

**Special Requirements:** Nil

**Subject Costs**  
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.

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
The cost of this subject is $195 which is required for transport, site hire and instructor charges. Practical Activities as outlined are 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.
NETBALL A and 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.


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 $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 and Physical Education

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 $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 (two 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 may 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.

NETBALL A and 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.
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 (two 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 may 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
The cost of this subject is $235 which is required for transport, site hire and instructor charges. Practical Activities as outlined are 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 outside of the classroom 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 the following components:
30% Group Investigation and Presentation - relating to sexual helath
20% Two Issues Analysis: contemporary health issues such as euthanasia 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, handball and 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.
**TECHNOLOGY (REQUIRED)**

**LEVEL:** Year 8  
**LENGTH:** One term  
**CONTACT PERSON:** Carole Holroyd, Mary Oleschenko

**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 IB MYP 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: (CHOICE)**
**LEVEL: Year 8**  
**LENGTH: Semester**  
**CONTACT PERSON: Carole Holroyd, Mary Oleschenko**

**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.

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**TEXTILE TECHNOLOGY: ALL STITCHED UP**  
**LEVEL: Year 9**  
**LENGTH: Semester**  
**CONTACT PERSON: Carole Holroyd, Mary Oleschenko**

**Recommended Background**  
Year 8 Textile 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.

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**FOOD TECHNOLOGY: FOOD IN A FLASH**  
**LEVEL: Year 9**  
**LENGTH: Semester**  
**CONTACT PERSON: Carole Holroyd, Mary Oleschenko**

**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**  
- 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 plate

**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.
CHILD STUDIES: CARING FOR KIDS
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Mary Oleschenko, Kate Talbot

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
The course covers:
- Child development
- Health and wellbeing of a child
- How children learn
- Child safety

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

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:
- Contemporary food trends - impacts on society and the individual
- Impact social media has on food trends
- Healthy eating practices

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 TECHNOLOGY 2: WORLD ON A PLATE
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Carole Holroyd, Mary Oleschenko

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.
FOOD AND HOSPITALITY 1: NUTRITIONAL FOCUS
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Carole Holroyd, Mary Oleschenko

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

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

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.
Science 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: Jacqueline Heaney

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: Jacqueline Heaney

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: Jacqueline Heaney

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: Jacqueline Heaney

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: Jacqueline Heaney, 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
Topics studied include:
• Cells and Microorganisms (this topic is especially recommended for students who intend to continue with Biology at Stage 2)
• Biodiversity and Ecosystem Dynamics

Assessment
Assessment Type 1:
Investigations Folio
• At least one practical investigation
• One research investigation (Science as a Human Endeavour)
Assessment Type 2:
Skills and Applications Tasks
• At least one topic test or exam

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: Jacqueline Heaney, 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
Topics studied include:
• Infectious Diseases
• Multicellular Organisms

Assessment
Assessment Type 1:
Investigations Folio
• At least one practical investigation
• One research investigation (Science as a Human Endeavour)
Assessment Type 2:
Skills and Applications Tasks
• At least one topic test or exam

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 Expo
CHEMISTRY A
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Jacqueline Heaney, Joanna Princi, Ashley Robinson

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.

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.

Topics studied include:
- Materials and their atoms
- Combinations of atoms
- Molecules

Assessment
Assessment Type 1: Investigations Folio (practical investigations and a science as a human endeavour investigation)
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: Jacqueline Heaney, Joanna Princi, Ashley Robinson

Recommended Background
Satisfactory completion of Chemistry A.

Subject Information
Satisfactory completion of Chemistry A and 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.

Topics studied include:
- Mixtures and solutions
- Acids and bases
- Redox reactions

Assessment
Assessment Type 1: Investigations Folio (practical investigations and a science as a human endeavour investigation)
Assessment Type 2: Skills and Applications Tasks (possible assessment tasks include: oral presentations, tests and exams)

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 A
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Joy Boath, Jacqueline Heaney, 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: Linear Motion, Heat and Electricity and Circuits
Linear Motion
In this unit students build on aspects of physics studied previously and then explore fundamental concepts and relationships in motion such as displacement, velocity, and acceleration. Students consolidate their understanding of forces and the effect that forces have on the motion of objects, using Newton's Laws of Motion.

Heat
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.

Electricity and Circuits
Students 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, Science as a Human Endeavour Investigation as an 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, Jacqueline Heaney, 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
Conservation of Momentum, Waves, Nuclear Physics and Radioactivity

Assessment
Assessment Type 1: Investigations Folio (Practical investigations and Science as a Human Endeavour investigation as an 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 2
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSONS: Jacqueline Heaney, 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.

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: Jacqueline Heaney, Mark Tossell

Recommended Background
Sound knowledge and understanding of Year 10 Science is assumed. Satisfactory completion of at least one semester of Stage 1 Biology (ideally Biology 1) and one semester of Stage 1 Chemistry is recommended.

Subject Information
The study of Biology is constructed around inquiry and aims to develop students’ understanding of the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Content
Topics studied include:
• DNA and Proteins
• Cells as the Basis of Life
• Homeostasis
• Evolution
Inquiry skills and the nature of science as a human endeavour are emphasised within each of the above topics.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Biology:
70% School-based Assessment
• 30% Assessment Type 1: Investigations Folio - practical investigations and a Science as a Human Endeavour research task
• 40% Assessment Type 2: Skills and Applications Tasks - directly supervised tasks (usually topic 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: Jacqueline Heaney, Joanna Princi, Ashley Robinson
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:
• Monitoring the environment
• Managing chemical processes
• Organic and Biological Chemistry
• Managing resources

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Chemistry:
70% School-based Assessment
• 30% Assessment Type 1: Investigations, including practical investigations and a science as a human endeavour investigation.
• 40% Assessment Type 2: Skills and Applications Tasks including oral presentations, assignments and tests
30% External Assessment
• Assessment Type 3: 30% External Assessment 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.
PSYCHOLOGY
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSONS: Jacqueline Heaney, Jade Vanzo

Recommended Background
Satisfactory completion 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 of practical investigations and a Science as a Human Endeavour investigation done as an oral / multimedia presentation
• 40% 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 workbooks/revision guides and excursion is highly recommended. However, these are not compulsory components of the course.

PHYSICS
LEVEL: Stage 2
LENGTH: Full year - 20 Credits
CONTACT PERSONS: Joy Boath, Jacqueline Heaney, 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 three sections:
Motion in two dimensions and Relativity, Electricity and Magnetism, and Light and Atoms, including the Standard Model of Physics.

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
• 30% Assessment Type 1: Investigations Folio of practical investigations and a Science as a Human Endeavour investigation done as an oral / multimedia presentation
• 40% 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 workbooks/revision guides and excursion is highly recommended. However, these are not compulsory components of the course.
Design and Technology

The link between 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 adaption.
STEM PBL (REQUIRED)
LEVEL: Year 8
LENGTH: 1 Term
CONTACT PERSONS: Ben Cullen, Wesley Dennis
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
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: Nil

ADVANCED MANUFACTURING (MATERIALS)
LEVEL: Year 9
LENGTH: Semester
CONTACT PERSONS: Ben Cullen, Wesley Dennis
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
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

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.

STEM
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSONS: Ben Cullen, Wesley Dennis

Recommended Background: Nil

Content
Studies in this course focus on the complete analysis, design and development of products using STEM concepts and advanced manufacturing systems. Students develop an understanding of modern design and manufacturing techniques and the processes required to take a product from visualisation to production. This course focuses on developing sound analysis and problem solving skills and product development using specialised Autodesk Inventor CAD software and advanced machine tool interfaces including 3D printers, laser cutters and multi-axis milling machines 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 IB MYP 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.

ADVANCED MANUFACTURING (MATERIALS)
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSONS: Ben Cullen, Wesley Dennis

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.

ELECTROTECHNOLOGY
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSON: Ben Cullen, Wesley Dennis

Recommended Background: Nil

Content
This subject leads into the Electro-technology Industry Pathways Program (IPP) covering content designed to assist students in their understanding of electrical principles and practices covered in Electro-technology Certificates. Students undertake a variety of tasks to achieve competencies in the areas of component recognition and fault finding in simple circuits. A design task ensures students meet the IB MYP requirements to complete a project using the Design Cycle. Students are exposed to emerging STEM technologies in the fields of programming and micro-processing.

Assessment
All work assessed against the assessment criteria for IBMYP Design: Analysis and Inquiry, Developing ideas, Creating the solution, Evaluating. There is also an emphasis on the Australian Curriculum Design and Digital Technologies.

Special Requirements: Nil

Subject Costs
Large or complex projects or works that use expensive materials may incur a cost above the normal student allocation for this subject.
DIGITAL PHOTOGRAPHY
LEVEL: Year 10
LENGTH: Semester
CONTACT PERSONS: Alex Flynn, 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

MATERIALS PRODUCTS
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Ben Cullen, Wesley Dennis

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.

SYSTEM AND CONTROL PRODUCTS
LEVEL: Stage 1
LENGTH: Semester - 10 Credits
CONTACT PERSON: Wesley Dennis, Ben Cullen

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.

ELECTROTECHNOLOGY (IPP) (VET)
LEVEL: Years 11 - 12
LENGTH: Full Year
CONTACT PERSONS: Ben Cullen, Wesley Dennis

Recommended Background
Year 10 Electrotechnology

Content
As part of our Industry Pathways Program (IPP) this subject follows on from Year 10 Electrotechnology and delivers competencies at Certificate II Level in the area of Electronics. The school offers the course under a visa agreement and students are required to participate one full day per week.

Students develop skills in WHS practices in the workplace. They solve problems with extra-low voltage single and multiple path DC circuits and dismantle, assemble and fabricate electro technology components.

Students who have satisfactorily completed the Stage 1 IPP Electrotechnology course and wish to continue their studies in Electronics Certificate II are able to apply to a Registered Training Organisation via the Training Guarantee for SACE students with government subsidies contributing to the majority of the course costs.

Assessment
Competency based assessment.

Special Requirements: See page 25

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 Costs: 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 workforce, concentrating on enabling them to become work ready.

Students not completing a VET Course, but who wish to explore their own career options in greater detail, are also invited to choose Workplace Practices. Students examine the nature of work in their chosen industry as well as analysing their own skills and abilities within that industry. Students look carefully at the rights and responsibilities of employers and employees and finally reflect on their own readiness to enter the 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

**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:** 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.

**MATERIALS PRODUCTS**
**LEVEL:** Stage 2  
**LENGTH:** Full year - 20 Credits  
**CONTACT PERSON:** Wesley Dennis

**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:** Alex Flynn, 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.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASbA</td>
<td>Australian School-based Apprenticeship</td>
</tr>
<tr>
<td>ATAR</td>
<td>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.</td>
</tr>
<tr>
<td>Curriculum Pattern</td>
<td>A selection of subjects required in order to qualify for the SACE</td>
</tr>
<tr>
<td>Credit</td>
<td>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</td>
</tr>
<tr>
<td>IBMYP</td>
<td>International Baccalaureate Middle Years Program</td>
</tr>
<tr>
<td>IPP</td>
<td>Industry Pathways Program</td>
</tr>
<tr>
<td>ISEC</td>
<td>Intensive Secondary English Course</td>
</tr>
<tr>
<td>MER</td>
<td>Minimum Entry Requirements (used for TAFE entry purposes)</td>
</tr>
<tr>
<td>PLP</td>
<td>The Personal Learning Plan - a compulsory Stage 1 subject studied in Year 10</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A formal requirement that is needed before proceeding to further study</td>
</tr>
<tr>
<td>Quality LinCS</td>
<td>Regional VET program</td>
</tr>
<tr>
<td>Research Project</td>
<td>A compulsory Stage 2 subject studied in Year 11 at Blackwood High School</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
</tr>
<tr>
<td>SACE</td>
<td>The South Australian Certificate of Education</td>
</tr>
<tr>
<td>SACE BOARD</td>
<td>South Australian Certificate of Education Board</td>
</tr>
<tr>
<td>SATAC</td>
<td>South Australian Tertiary Admissions Centre</td>
</tr>
<tr>
<td>Semester</td>
<td>50 to 60 hours of programmed lesson time - subjects of 1 unit are a semester in length</td>
</tr>
<tr>
<td>Stage 1</td>
<td>The first of two levels of the SACE - this will usually be a student's eleventh year of schooling</td>
</tr>
<tr>
<td>Stage 2</td>
<td>The second of two levels of the SACE - this will usually be a student's twelfth year of schooling</td>
</tr>
<tr>
<td>STAT</td>
<td>Special Tertiary Admissions Test</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>TAS</td>
<td>Tertiary Admission Subject</td>
</tr>
<tr>
<td>TEA</td>
<td>TAFE Entry Assessment</td>
</tr>
<tr>
<td>Unit</td>
<td>Half a year (50 to 60 hours of programmed time) of full-time study in a Year 8 to 10 subject</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
</tbody>
</table>
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 websites listed.

**Flinders University Undergraduate Prospectus**  
www.flinders.edu.au

**University Of Adelaide Undergraduate Prospectus**  
www.adelaide.edu.au

**University Of South Australia Undergraduate Prospectus**  
www.unisa.edu.au

**TAFE Subject Guide**  
www.tafesa.edu.au

**SATAC Guide**  
www.satac.edu.au

**CAREER GUIDANCE RESOURCES**

**Myfuture**  
www.myfuture.edu.au

**Careerone**  
Australia's online career exploration and information service The Australian Careers Directory. A gateway to links that can help career exploration and decision making, job search preparation, training resources and more.  
www.careerone.com.au

**The Job Guide**  
Provides information on over 600 occupations and describes the education or training needed for those occupations.  

**SACE Board**  
The SACE Board website provides information about Stage 1 and 2 curricula, special provisions, community learning and assessment requirements.  
www.sace.sa.edu.au/

**Occupational Information**  
www.joboutlook.gov.au

**Blackwood High School Curriculum Prospectus 2018**  
Curriculum information for Blackwood High School is also available on the school website.  
www.bhs.sa.edu.au/curriculum/curriculum-prospectus/