BLACKWOOD HIGH SCHOOL

Inspiring Achievement and Respect

2020 CURRICULUM PROSPECTUS

Introduction

At Blackwood High School we are committed to students achieving excellence in learning and achievement.

This Prospectus describes the curriculum for Year 8 to 12 at Blackwood High School in 2020. 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 decisions when selecting course options for future pathways.

At Blackwood High School students in Years 8 to 10 study the International Baccalaureate Middle Years Program (IBMYP) which incorporates the mandated Australian Curriculum. The IBMYP is internationally accredited and is supported through curriculum connections within and across the Mitcham Hills Partnership. Students coming to Blackwood High School 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 Year 11 and 12, as well as developing globally minded young people. Within Year 9 and 10, students are able to make some choices to follow their passions, strengths and interests. Students in Year 10 commence their SACE studies by undertaking the compulsory Stage 1 component, the Personal Learning Plan (PLP), delivered through their Pastoral Care Program. The IBMYP uses criteria based assessment which supports progression into the Performance Standards of the SACE.

The Senior School curriculum is consistent with the SACE, offering both SACE Stage 1 (Year 11) and SACE Stage 2 (Year 12) opportunities. Students at Blackwood High School can undertake a range of courses in the Senior School including a comprehensive range of Vocational Education and Training (VET) programs. This Prospectus provides details of the requirements to complete the SACE and the opportunities available at Blackwood High School.

Blackwood High School actively seeks links with the tertiary sector to offer curriculum that enables students to have tertiary experience. This includes enrolment in some tertiary programs and tertiary staff working with students and our staff. Flinders University offers an Extension Studies program where Year 12 students can undertake two topics (equivalent to a full year) in most undergraduate areas. Results from the Extension Studies courses can be counted towards a student's Australian Tertiary Admission Rank (ATAR). Students can also apply for the Early Entry program into Science and Mathematics related courses at the University of Adelaide.

Opportunities may change from year to year, however, as options become available, students are provided with information and are supported by the staff in the school.

Subject selection requires wise decision-making. These decisions need to be based on student individual interests, past successes and desired futures. The Blackwood High School Careers website is a great place to start with further support provided during Term 3. This includes student assemblies to explain the subject selection process, the Curriculum Expo, counselling support from Care Group teachers and Year 10 and 11 Subject Confirmation appointments.

Staff at Blackwood High School are available to assist students and parents/ caregivers in providing information and advice about course requirements, opportunities and future pathways.

I commend this Prospectus to you to support the course counselling process for studies in 2020.

Sharon Goldman
Principal

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 2020

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 aspirations, passions, interests and skills. The Blackwood High School career website and the 2020 Curriculum Prospectus provide information that can help with these discussions.

Care Group teachers and Year Level Leaders distribute information regarding course counselling and subject selection to Years 8 to 11 students with further discussions at key times.

Dates and times of key events are published in the school newsletter, on the school website and through information letters emailed to parents/caregivers and sent home with students via Care Groups.

The Subject Selection 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 Leader, Student Wellbeing Leaders, the Personalised Learning Leader and the VET/ Pathways Leader 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.

Year 8, 9, 10 and 11 students use an online preference system called Web Preferences to select subjects. Each student will receive a unique login name and password. Care Group teachers will distribute further information on the use of Web Preferences to select subjects early in Term 3.

Year 8 and 9 students will select subjects 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 Subject Confirmation Day to confirm pathways and subject selection with parents/ caregivers and teachers, and submit their subject selection receipts printed from Web Preferences. On Subject Confirmation 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 Parent Teacher Online (PTO) system.

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

Subject Confirmation

Students and parents/caregivers receive a confirmation of subjects selected for 2020 to sign at the parent/student/teacher conversations at the end of Term 3. It is important to note that this does not provide a guarantee of subject enrolment in 2020. Final confirmation will happen later in the year after final assessment grades are determined and subjects are scheduled. **Although every effort is 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 be aware that students may need to revise decisions if subjects they wish to study are scheduled at the same time.

Year 7 Process

Year 7 parents/caregivers and students will be notified by post of critical dates and the timeline to return subject selection and enrolment information in late August. Year 7 students will not use the online preference system. Students will receive 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 achievement as well as their preferred pathways. Thinking about future options can be a very challenging process so students should seek as much advice and information as possible to determine a suitable learning program.
- In thinking about future pathways, students need to consider the possibilities of University entry, TAFE enrolment and employment opportunities. Universities and TAFE impose their own criteria for entry into some courses. Refer to the Post School Pathways section of this Prospectus for more 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 successful outcomes.
- Refer to the back of this Prospectus for a list of relevant publications and websites which can provide further information.

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.

- It is important to 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 the Prospectus.

Statement of Pedagogical Excellence

The staff at Blackwood High School, both teaching and non-teaching, share the significant responsibility to guide our students as they strive for excellence, develop mutually respectful relationships, learn about the importance of community and traditions, and graduate as responsible and active global citizens. What we expect of our students we must also expect of ourselves.

In our ongoing pursuit of excellence, we continue to embrace the Australian Professional Standards for Teachers as a means to hold ourselves professionally accountable in the work we do, shaping future generations.

The Standards provide a continuum of pedagogical practice, in learning and achievement, for educators at all stages of their career. At Blackwood High School, we strive for excellence. The Highly Accomplished and Lead levels of the continuum provide key indicators and descriptors for pedagogical excellence.

At Blackwood High School, we endeavour to support students to use evidence, including prior learning experiences, to personalise their learning goals and align them with the curriculum standards. We work collaboratively to design challenging tasks that require students to generate knowledge and elaborate upon information. We explain the taxonomy used to structure the learning activity and to inform the assessment criteria so that students understand the intellectual demands of the task.

We support students to be responsible for establishing deliberate practice routines in support of their learning. We seek to provide students with a choice of learning activities based on agreed learning goals that apply discipline-specific knowledge and skills including literacy and numeracy skills in gathering, analysing and presenting their work. We encourage students to use different representations to develop their understanding of particular concepts and ideas. We help develop students' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address different audiences and purposes.

Staff at Blackwood High School look to inspire students to develop their own questions that lead to further inquiry. Our support helps students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems and developing original work.

We aim to develop and review procedures for students to individually evaluate and adjust their thinking about learning. We provide students with the opportunity to reflect critically on the strategies they have used to complete the learning task. We tailor assessment criteria to monitor student progress towards the completion of complex tasks within our curriculum, using a variety of methods to scaffold students' use of academic vocabulary to express complex reasoning.

We aim to co-design, with students, the responsibilities for designing group arrangements that are appropriate to particular learning goals and purposes. Blackwood High School teachers provide support for students to critique one another's ideas in order to increase the intellectual rigour of the conversation. All staff at Blackwood High School hold students accountable for implementing and monitoring ICT protocols.

The complete Classroom Practice Continuum, along with further information on the Standards, is available through the Australian Institute for Teaching and School Leadership website
www.aitsl.edu.au

Blackwood High School has been authorised by the International Baccalaureate Organisation (IBO) to be a World International Baccalaureate School and teach the Middle Years Program (IBMYP) since 2003.

Blackwood High School delivers an internationally accredited, holistic curriculum.

Students from all schools are able to seamlessly transition into the IBMYP with the support of our experienced staff.

Blackwood High School has been authorised by the International Baccalaureate Organisation (IBO) to be a World International Baccalaureate School and teach the Middle Years Program (IBMYP) since 2003.

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The IBMYP Program and the Australian Curriculum

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

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

The IBMYP provides the framework, assessment criteria and the philosophy underpinning studies in the Middle Years at Blackwood High School.

What is the Middle Years Program?

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

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

The IBMYP framework supports the delivery of the Australian Curriculum and builds upon the very best Middle Schooling methodology. This framework 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.

IBMYP	Australian Curriculum
Language and Literature	English
Language Acquisition	German, Japanese
Design	Design and Technology
Individuals and Societies	History and Geography
Health and Physical Education	Health and Physical Education
Sciences	Sciences
Arts	Visual and Performing Arts
Mathematics	Mathematics

Assessment in the IBMYP

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

The IB Learner Profile

Inquirers

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

Knowledgeable

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

Critical Thinkers

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

Communicators

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

Risk-Takers

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

Principled

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

Caring

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

Open-Minded

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

Well-Balanced

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

Reflective

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

Approaches to Learning

Teachers across all three years in the Middle School are encouraged to explicitly teach these skills as part of curriculum units.

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.

These five ATL categories and accompanying skills clusters are outlined in the table below:

Communication	**Communication**
Social	**Collaboration**
Self-Management	**Organisation** **Affective** **Reflection**
Research	**Information Literacy** **Media Literacy**
Thinking	**Critical Thinking** **Creative Thinking** **Transfer**

Year 8 Subjects

All Year 8 students at Blackwood High School undertake 14 units of study. 1 unit = 1 semester.

Compulsory Subjects	
Language and Literature (English)	2 semesters
Mathematics	2 semesters
Science	2 semesters
Individuals and Societies	2 semesters
Language Acquisition (German OR Japanese)	2 semesters
HPE: Health and Physical Education	1 semester
Arts (Performing Arts and Visual Arts)	1 semester
Design (Technology)	1 semester

Choice Subjects - 1 semester (choose 1)
Art In Our World
Visual Arts: Foundation Studies
Dance: Be A Star
Dance: Let's Dance
Food and Textiles
Mechatronics
Specialist Physical Education

Special Interest Programs (must have been selected) - 2 semesters

Boys Australian Football students study Australian Football instead of Health and Physical Education. No Choice Subject required.

Netball students study Netball instead of Health and Physical Education. No Choice Subject required.

Boys Australian Football
Netball

8 VISUAL ARTS: FOUNDATION STUDIES

One term

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students will be introduced to the fundamental skills and processes of art making. Students develop an understanding of the value 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.

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.

Knowledge to be Developed

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 and understand the cultural significance of activity in the visual arts.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Visual Arts Foundation Studies provides the foundation for further study in Visual Arts.

Subject Opportunities

Cross curricular opportunities. Skills developed provide artistic input into school based performances. Opportunities to exhibit within the community and various community service commitments.

Subject Costs

Nil.

Contacts

Ms Jeanette Beadnall

8 ART IN OUR WORLD

Semester

Desired Background/Prerequisites/Assumed Knowledge

It is recommended that students have an interest in visual arts.

Subject Description

Students study and develop key skills, knowledge and concepts in the development of visual art projects. Art processes may include freehand drawing, painting, printmaking and three-dimensional building techniques.

Students will be encouraged to express individuality in their projects and appreciate works of visual art, artists and their cultures.

Assessment

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

Knowledge to be Developed

Express ideas through a variety of visual arts works, enjoy working independently in a studio setting, express personal views when analysing art, understanding the cultural and social significance of art activity.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Art in Our World provides the foundation for further study in Visual Arts.

Subject Opportunities

Cross curricular opportunities. Skills developed provide artistic input into school based performances. Opportunities to exhibit within the community and various community service commitments.

Subject Costs

Nil.

Contacts

Ms Jeanette Beadnall

8 DANCE: LET'S DANCE

Semester

Desired Background/Prerequisites/Assumed Knowledge

Students who have an interest in Dance, Performing Arts, Theatre, Callisthenics or Gymnastics.

Subject Description

Students will develop practical skills in:
Dance Technique: Students will 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 large ensembles in composition tasks.

Stagecraft: Students will be encouraged to express creativity in their dance works, and perform in a theatre setting

Theory: Process Journal includes investigation and documentation of the skills of a dancer, research into significant dance artists and their work, personal analysis and evaluation of composition work and performances and appreciate works of dance artists, and dance companies.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Express ideas through a variety of dance works, enjoy working in groups in a dance studio setting, express personal views when analysing dance, understanding the cultural and social significance of dance as an art form.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Let's Dance provides the foundation for further study in Dance in Year 9.

Subject Opportunities

To perform dance works in the Arts Showcase, extra Curricula opportunity to audition for the Dance Star Competition Program, attend dance performance at the Adelaide Festival or Fringe.

Subject Costs

$30 for visits to live performances and specialist workshops.

Contacts

Ms Katrina Constantopoulos

8 DANCE: BE A STAR - MUSIC, THEATRE, TECHNICAL (MTT)

Semester

Desired Background/Prerequisites/Assumed Knowledge

It is recommended that students have an interest in Music, Drama, Theatre, Technical Theatre, Film.

Subject Description

An exciting opportunity to develop and specialise in skills required to be a triple threat, Actor, Musician, Dancer

MTT will develop skills in the following areas:
Technique: Students will increase their technical proficiency through exploration of different stage, musical, drama, film related techniques

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?

Ensemble Skills: Students will develop ensemble performance skills through the class ensemble, culminating in a live performance to an invited audience.

Musical Literacy: Through classroom lessons and instrumental lessons students will develop their skills in reading and understanding music.

Technology: Explore integrated technologies, visual projections, sound effects, voiceovers, film required to enhance a performance.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Practical skills to perform successfully in a stage production, Technical skills to develop innovative technology for the production.

Transferrable Skills

Communication, Teamwork, Technology.

Future Pathways

Students can specialize in Drama, Music, Dance in Year 9.

Subject Opportunities

Instrumental Proficiency: Students will be able to increase their proficiency on a chosen instrument or voice through involvement in instrumental music lessons, either at school or through private teachers.
Extra Curricula: Students can participate in Drama Club, audition for Dance Star competition, join a music ensemble group, and participate in Vocal group

Subject Costs

$30 for visits to live performances and specialist workshops.

Contacts

Ms Katrina Constantopoulos, Ms Brigitte Esvelt, Mr Michael Winter

8 DESIGN (TECHNOLOGY)

Semester (One Term Foods, One Term Materials)

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

This course focuses on solving real world problems for a specific audience or client. Students will be given the opportunity to study both Design Technology and Food Technology in this semester.

Students learn through the Design process using the Design cycle to inquire, design, develop and critically evaluate products which will suit provided design briefs. Design Technology will focus on inquire and design while Food Technology will focus on develop and critically evaluate.

Assessment

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

Knowledge to be Developed

Inquiry and analysis of design problems, Development and creation of feasible solutions, Testing and evaluation of students' products.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation.

Future Pathways

Successful completion of Year 8 Design Technology leads into Year 9 Design subjects. Students will also develop practical skills in the workshop and kitchen which can be helpful when seeking apprenticeships or working in the construction or food industry.

Subject Opportunities

Student will use the Design cycle to inquire, develop and create solutions and evaluate their own "Street Food" and packaging.

Subject Costs

Nil.

Contacts

Mr Ben Cullen, Mrs Jacqueline Heaney, Ms Toni Mayer, Ms Mary Oleschenko, Ms Sue Richards

8 FOOD and TEXTILES

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students experience and participate in planning and creating a food product in line with what's on trend using the Design cycle. Students create a self-designed article out of fabric using the Design principles. The design needs to include embellishments to aid in the personalising of this product.

Assessment

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

Knowledge to be Developed

Inquiry and analysis of design problems, Development and creation of feasible solutions, Testing and evaluation of students' products.

Transferrable Skills

Communication, Planning and Organisation, Problem Solving.

Future Pathways

Successful completion of Year 8 Food and Textiles leads to Year 9 Food Technology and/or Textiles.

Subject Opportunities

Students explore Design and Food innovation in the creation of their own products.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Toni Mayer, Mrs Mary Oleschenko, Ms Sue Richards

8 MECHATRONICS

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

This course uses the IBMYP Design cycle to develop students' skills and knowledge in a range of areas including programming, electronics and advanced technologies such as the laser cutter and 3D printer. They will achieve this through computer game design and designing, wiring and soldering components to create a remote-controlled vehicle.

Assessment

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

Knowledge to be Developed

Measuring, working to scale, investigating, designing, command terms, authentic testing and data collection, analysis and critical investigation.

Transferrable Skills

Problem Solving, Teamwork, Planning and Organisation, Technology, Self-Management, Communication.

Future Pathways

This course offers the opportunity to develop advanced technology skills. Students learn to 2D and 3D model which can lead to industry pathways in construction and engineering careers as well as other areas.

Students will also develop practical skills in the workshop which can be helpful when seeking apprenticeships or working in the construction industry.

This course can lead into the Electronics Industry Pathways Program (IPP) VET course in Years 11 and 12.

Subject Opportunities

Student will use the design cycle to inquire, develop and create solutions and evaluate real world issues.

Subject Costs

Nil.

Contacts

Mr Ben Cullen, Mrs Jacqueline Heaney

8 HEALTH AND PHYSICAL EDUCATION

Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students are taught basic skills and movement patterns necessary to become competent in a wide variety of physical activities. The topics covered in this unit include an activity that meets the Planning for Performance assessment criteria (Planning a physical activity session) and activities that support the concepts of communication, change and relationships for example, softball, netball, soccer and athletics. Students also study Health topics relating to being a healthy adolescent and current health trends including drugs, relationships and sexuality.

Assessment

Students are assessed against the IBMYP criteria for Health and Physical Education: Knowing and Understanding, Planning for Performance, Applying and Performing, Reflecting and Improving Performance.

Knowledge to be Developed

Health information relevant to adolescent development, relationships and respect. To appreciate the importance of life long participation in physical activity through enjoyable experience and skill development in a variety of physical activities.

Transferrable Skills

Communication, Teamwork.

Future Pathways

Year 9 Health and Physical Education and Specialist Physical Education.

Subject Opportunities

Use of a variety of equipment outdoors and in the gymnasium. Use of technology in physical activity including iPads, iPad Apps, music, heart rate monitors and GPS trackers. Visiting instructors in Self Defence.

Subject Costs

Nil.

Contacts

Ms Janet Bradley

8 SPECIALIST PHYSICAL EDUCATION

Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students study different activities from those listed in compulsory Physical Education. 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 IBMYP criteria for Health and Physical Education: Knowing and Understanding, Planning for Performance, Applying and Performing, Reflecting and Improving Performance.

Knowledge to be Developed

Game awareness, skill development and communication as a result of participation in a variety of physical activities.

Transferrable Skills

Communication, Teamwork.

Future Pathways

Year 9 Health and Physical Education and Specialist Physical Education.

Subject Opportunities

Use of a variety of equipment outdoors and in the gymnasium. Use of technology in physical activity including iPads, iPad Apps, music, heart rate monitors and GPS trackers.

Subject Costs

Nil.

Contacts

Ms Janet Bradley

8 INDIVIDUAL and SOCIETIES

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students study History, Geography, Civics and Citizenship, and Business and Economics. History includes the study of the end of ancient period to the beginning of the modern period (c.650-1750), whilst Geography focuses on geomorphology and changing nations. Civic and Citizenship provides students with an opportunity to investigate political and legal systems, citizenship and diversity in Australian society, whilst Business and Economics expose students to rights and responsibilities faced by individuals, businesses and governments regarding decisions in relation to the allocation of resources.

Assessment

Students are assessed against the IBMYP criteria for Individuals and Societies: Knowing and Understanding, Investigating, Communicating and Thinking Critically.

Knowledge to be Developed

The Feudal System, Vikings, Conquistadors, the geomorphology of coasts, migration, urbanization, citizenship rights and responsibilities, government structures and roles, business and economic structures and importance in Australian society.

Transferrable Skills

Source Analysis, Critical Analysis, Evaluation, Communication.

Future Pathways

The study of Individuals and Societies overall leads students to explore future pathway interests such as Geology, Archeology, History, Legal Studies, Politics, Business and Tourism.

Subject Opportunities

Year 8 Individuals and Societies leads to Year 9 Individuals and Societies.

Subject Costs

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

Contacts

Ms Tara Baron

8 GERMAN

Full year

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students will further develop their language learning skills including communication in the target language and intercultural understanding. A focus on literacy and language structures will support students to gain an understanding of languages.

Assessment

Students are assessed against the IBMYP criteria for Language Acquisition: Comprehending Spoken and Visual Text, Comprehending Written and Visual Text, Communicating, Using Language.

Knowledge to be Developed

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.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Language Teacher, Tourism, Interpreter, Linguist, Educator, Federal Police, International Business, Hotel Management.

Subject Opportunities

Cooking, explore German cultural traditions, zoo excursion, poster competitions.

Subject Costs

It is highly recommended that students purchase the workbook that accompanies the Year 8 course book available from the school at a cost of approximately $25. Students may be asked to contribute to the cost of a local excursion.

Contacts

Ms Karyn Jones

8 JAPANESE

Full year

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students will further develop their language learning skills including communication in the target language and intercultural understanding. A focus on literacy and language structures will support students to gain an understanding of languages.

Assessment

Students are assessed against the IBMYP criteria for Language Acquisition: Comprehending Spoken and Visual Text, Comprehending Written and Visual Text, Communicating, Using Language.

Knowledge to be Developed

Topics covered include:
Greetings and self-introductions, Countries and Nationalities, Numbers, Classroom expressions, Family members and friends, Hobbies and leisure activities, Days and dates, Food and drinks, A reflection of the past year.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Language Teacher, Tourism, Interpreter, Linguist, Educator, Federal Police, International Business, Hotel Management.

Subject Opportunities

Interschool recital, Manga competitions, cultural cooking, calligraphy, opportunities to use Japanese language with visiting students.

Subject Costs

It is highly recommended that students purchase the workbook that accompanies the Year 8 course book available from the school at a cost of approximately $25. Students may be asked to contribute to the cost of a local excursion.

Contacts

Ms Karyn Jones

8 LANGUAGE and LITERATURE

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students will build on their creative, communication, critical thinking and analytical skills by responding to, and producing a range of texts.

Assessment

Students are assessed against the IBMYP criteria for Language and Literature: Analysing, Organising, Producing Text, Using Language

Knowledge to be Developed

Language variation and change, Evaluative language, Text cohesion, How texts reflect culture, Language devices in literary texts, Interpret and analyse language choices, Features of literary texts, Expressing preferences and evaluating texts, Creating literary texts, Effective communication.

Transferrable Skills

Editing, Communication, Critical Thinking, Technology, Analysis, Evaluation, Literacy.

Future Pathways

Successful completion of Year 8 Language and Literature leads to Year 9 Language and Literature.

Subject Opportunities

Exploration of ideas and perspectives from a range of real world and fictional situations, thereafter, students can reflect on own lived experiences.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contacts

Ms Tara Baron

8 MATHEMATICS

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students will build on their number and algebraic skills with a focus on problem solving. Electronic technologies will be introduced along with STEM units as a focus.

Assessment

Students are assessed on the IBMYP Criteria of Knowing and Communicating, Applying Mathematics in Real-life Contexts.

Knowledge to be Developed

Number and Algebra, Linear and Non-Linear relationships, Measurement, Statistics and Probability, Geometric Reasoning and STEM.

Transferrable Skills

Problem Solving, Teamwork, Communication.

Future Pathways

Successful completion of Year 8 Mathematics leads to Year 9 Mathematics.

Subject Opportunities

Investigation Tasks involving the practical application of Mathematics in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

Contacts

Mrs Amanda Aulert, Mr Andrew Cavallaro

8 SCIENCE

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Science provides opportunities for students to develop an understanding of important Science concepts and processes, by building a foundation of knowledge across the Biological, Chemical, Physical, and Earth and Space Sciences. Students will also learn about the practices used to develop scientific knowledge, as well as its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed, evidence-based decisions about local, national and global issues and to participate in Science-related careers.

Assessment

Students are assessed against the IBMYP criteria for Sciences: Knowing and Understanding, Inquiring and Designing, Processing and Evaluating, Reflecting on the Impacts of Science.

Knowledge to be Developed

Science Understanding (Biology, Chemistry, Physics, Earth and Space Science), Science as a Human Endeavour (nature and development of Science, use and influence of Science), Science Inquiry Skills (questioning and predicting, planning and conducting, processing and analysing information, evaluating, communicating).

Transferrable Skills

Problem Solving, Teamwork, Communication, Technology Skills.

Future Pathways

The knowledge and skills gained from studying Science at high school prepares students for a wide variety of study options and career pathways. These include, and are not limited to: Medicine and Nursing, Agriculture, Conservation and Land Management, Veterinary, Nutrition, Sports Science, Engineering, Architecture, Construction, Manufacturing, Research and Scientific Services.

Furthermore, with the extent of digital disruption and automation in many jobs projected to increase rapidly over the next 5-10 years, education in Science (along with other STEM disciplines) is critical, to ensure that students have the knowledge, skills and capability to work with these new technologies rather than be replaced by them.

Subject Opportunities

Hands-on Science experiments, demonstrations, designing your own experiments.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney

Year 9 Subjects

All Year 9 students at Blackwood High School undertake 14 units of study. 1 unit = 1 semester.

Compulsory Subjects	
Language and Literature (English)	2 semesters
Mathematics	2 semesters
Science	2 semesters
Individuals and Societies	2 semesters
Language Acquisition (German OR Japanese)	2 semesters
HPE: Health and Physical Education OR	1 semester
HPE: Boys Australian Football (special application) OR Netball (special application)	2 semesters

Required Arts Subjects - 1 semester (choose 1)		
Art 1: Creative Principles	Dance In Our World	Drama: You Are Such A Character!
Art 2: Developing Art and Ideas	Design	Music 1
Dance Production	Drama: Improvise Now	Music 2

Required Design (Technology) Subjects - 1 semester (choose 1)	
Food Technology	Systems and Control Products
Material Products	Textiles

Choice Subjects - 1 semester (choose 1)

Football students **must** choose Football B.
Netball students **must** choose Netball B.
All other students **must** choose 1 Choice Subject (excluding Boys Australian Football B and Netball B)

Arts	Design (Technology)	Health and Physical Education
Art 1: Creative Principles	Food Technology	Boys Australian Football B
Art 2: Developing Art and Ideas	Material Products	Netball B
Dance Production	Systems and Control Products	Specialist Physical Education
Dance In Our World	Textiles	
Design		
Drama: Improvise Now		
Drama: You Are Such A Character!		
Music 1		
Muisic 2		

9 ART 1: CREATIVE PRINCIPLES

Semester

Desired Background/Prerequisites/Assumed Knowledge

It is recommended that students have an interest in Visual Arts.

Subject Description

Students will explore the role Visual Art plays in our community through studies of selected cultures and societies. Thematic projects will address the creative processes in Art, critical observation, judging Art, Craft and Design works and specific skills and techniques. Students will explore and develop skills and concepts within freehand drawing, painting, printmaking and sculpture.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Thematic approaches to Art. Students develop personal narrative to their artworks and explore their take-on fantasy!

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Creative Principles provides the foundation for further study in Visual Arts.

Subject Opportunities

Cross curricular opportunities with an increasing focus on possible career pathways.

Subject Costs

Nil.

Contacts

Ms Brigitte Esvelt

9 ART 2: DEVELOPING ART and IDEAS

Semester

Desired Background/Prerequisites/Assumed Knowledge

It is recommended that students have an interest in Visual Arts.

Subject Description

Students develop an understanding of the value of Visual Arts in our community through working as artists and critics. Students develop knowledge and understanding of the use of technology in Visual Arts. This course allows students to express their ideas through problem solving and creative challenges encountered through developing their concepts into 3D.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Understanding of materials and construction techniques.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Developing Art and Ideas provides the foundation for further study in Visual Arts.

Subject Opportunities

Students develop a skill base to pursue their design and art capabilities. Cross curricular opportunities with an increasing focus on possible career pathways.

Subject Costs

Nil.

Contacts

Ms Jeanette Beadnall

9 DANCE PRODUCTION

Semester

Desired Background/Prerequisites/Assumed Knowledge

Students who have an interest in Dance, Performing Arts, Theatre, Callisthenics or Gymnastics. It is recommended that students study both Dance Production and Dance in our World if they wish to continue with Dance in Year 10 .

Subject Description

Students have the opportunity to learn Dance technique skills in a range of genres - Hip Hop, Jazz, Contemporary, create movement sequences and learn choreographic skills. Students learn individual and ensemble performance skills and present Dance in a formal performance. Process Journal exploring Dance genres, research into Dance artists and their works, personal comments on processes, composition and final presentations.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Dance skills to perform in a Dance production.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation.

Future Pathways

Dance Production provides the foundation for further study in Dance in Our World.

Subject Opportunities

To perform Dance works in the Arts Showcase, extra curricula opportunity to audition for the Dance Star Competition Program, attend Dance performances at the Adelaide Festival or Fringe.

Subject Costs

$30 for costuming and specialist Dance workshops.

Contacts

Ms Katrina Constantopoulos

9 DANCE IN OUR WORLD

Semester

Desired Background/Prerequisites/Assumed Knowledge

Students who have an interest in Dance, Performing Arts, Theatre. It is recommended that students study both Dance Production and Dance in our World if they wish to continue with Dance in Year 10 or VET Certificate II Dance.

Subject Description

Students have the opportunity to learn practical technique skills in a range of Dance genres, learn choreographic skills and develop a group choreography in a selected Dance genre. Students learn individual and ensemble performance skills and present in a formal performance.

Theory: Process Journal includes investigation into the techniques and elements of Dance composition, research into Dance artists and their works, documentation of processes, and final presentations including personal comments and feedback.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Dance skills in technique, composition and performance to perform in a Dance production, and Dance in different cultures.

Transferrable Skills

Communication, Problem Solving, Teamwork.

Future Pathways

Dance in our World provides the foundation for further study in Dance at Year 10 and VET Certificate II Dance.

Subject Opportunities

To perform Dance works in the Arts Showcase, extra curricula opportunity to audition for the Dance Star Competition Program, attend Dance performances at the Adelaide Festival or Fringe.

Subject Costs

$30 for costuming and specialist Dance workshops..

Contacts

Ms Katrina Constantopoulos

9 DESIGN

Semester

Desired Background/Prerequisites/Assumed Knowledge

It is recommended that students have an interest in Design of the built environment, graphic design, illustration and associated computer programs.

Subject Description

Students will explore the techniques for presenting product, communication and environmental design outcomes. Students are guided in the process of developing their ideas from concepts into computer generated images.

Students develop areas of Design practice. Each includes a brief, research, inventive development of ideas and finished presentations.

Understanding of elements and principles of Design, research into the development of a product.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Students will become familiar with and learn how to implement the elements and principles of Design in the creation of their concepts. Students develop areas of Design practice. Each includes a brief, research, inventive development of ideas and finished presentations, understanding of elements and principles of Design, research into the development of a product.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Design provides the foundation for further study in Design. It prepares students for courses and careers within Environmental Design - architectural form, city planning or urban planning, interior design, landscaping, Product Design - objects ranging from furniture, electronics, fashion, lighting and Visual Communication Design - graphic design and illustration.

Subject Opportunities

Students will become familiar with industry-based software to prepare them for work experience, folio preparation and VET courses.

Subject Costs

Nil.

Contacts

Ms Jennifer Remete

9 DRAMA: IMPROVISE NOW

Semester

Desired Background/Prerequisites/Assumed Knowledge

An interest and ability in Drama and /or Performing Arts.

Subject Description

Students build on the skills of improvisation and thinking on their feet. They engage in theatre sports to further develop their performance skills through problem solving , creativity and critical thinking. Students will devise performance work together and participate in a whole class production to an invited audience. Students with an interest in off-stage roles have the opportunity to develop their skills.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Students will build skills in vocal and physical expression, improvisation, characterisation and teamwork. They will demonstrate creative problem solving and story telling through collaborative learning and performance opportunities. Students will develop curiosity and imagination, creativity, individuality, self-esteem and confidence.

Transferrable Skills

Communication, Problem Solving, Teamwork.

Future Pathways

Year 10 Drama, Drama Club.

Subject Opportunities

Involvement in the Step Out program. Students enrolling in this course have opportunities to engage in workshops with professional artists and performers. It is expected that students will participate in excursions to view and review live theatre.

Subject Costs

$20 may apply to cover non-compulsory theatre ticket costs. Students must expect to perform to audiences outside the Drama class.

Contacts

Ms Brigitte Esvelt

9 DRAMA: YOU ARE SUCH A CHARACTER!

Semester

Desired Background/Prerequisites/Assumed Knowledge

An interest and ability in Drama and /or Performing Arts.

Subject Description

Students are challenged to continue to develop their performance skills through their understanding of character, relationships and situations. They will adopt a performance style through the study of Melodrama or Gothic Theatre, and participate in a whole class production to an invited audience. Those with an interest in off- stage roles have the opportunity to design and develop their skills.

Assessment

Students are assessed against the criteria for IBMYP Arts: Knowing Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Students will build skills in vocal and physical expression, improvisation, characterisation and teamwork. They will demonstrate creative problem solving and story telling through collaborative learning and performance opportunities, developing their curiosity and imagination, creativity, individuality, self-esteem and confidence.

Transferrable Skills

Communication, Problem Solving, Teamwork.

Future Pathways

Year 10 Drama, Drama Club.

Subject Opportunities

Involvement in the Step Out program. Students enrolling in this course have opportunities to engage in workshops with professional artists and performers. It is expected that students will participate in excursions to view and review live theatre.

Subject Costs

$20 may apply to cover non-compulsory theatre ticket costs. Students must expect to perform to audiences outside the Drama class.

Contacts

Ms Brigitte Esvelt

9 MUSIC 1

Semester

Desired Background/Prerequisites/Assumed Knowledge

Year 8 Experience Creative Arts and students have an interest in Music and performing. It is expected that all students undertaking Music be taking lessons in voice or a musical instrument wither 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.

Vocal/ Instrumental Tuition

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

Subject Description

Year 9 Music enables beginner and experienced students to continue study of Performance skills, Class ensemble (experienced students are invited to join our larger school ensembles), Awareness of rhythm and pitch notation, Music terminology to enable better performance outcomes and communication, use of computer programs for Music creation and understanding Music from our own and other societies.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Technical Performance Skills, Musical Terminology, Creative and rehearsal processes.

Transferrable Skills

Communication, Teamwork, Technology.

Future Pathways

Musical Theatre Performer, Music Professionals, Music / Instrumental Teacher. Certificate II Music Industry, Certificate III Music Industry, Certificate IV in Music, Diploma of Music, Advanced Diploma in Music (Contemporary or Jazz).

Subject Opportunities

Students have the opportunity to perform at the Arts Showcase and audition for ensemble groups. They also have the opportunity to participate in workshops and view live performances.

Subject Costs

$70 per semester payable to the school, which subsidises instrumental tuition, accompaniment and ensemble workshops.
$40 per term instrument hire, if applicable.

Contacts

Ms Katrina Constantopoulos, Ms Katheryn Langmaid

9 MUSIC 2

Semester

Desired Background/Prerequisites/Assumed Knowledge

Year 8 Experience Creative Arts and students have an interest in Music and performing. It is expected that all students undertaking music will be taking lessons in voice or a musical instrument whether 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.

Vocal/ Instrumental Tuition

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

Subject Description

Year 9 Music 2 follows from Music 1 in enabling beginner and experienced students to understand and create musical works. This is done through building and applying a background understanding of Musical Terminology and Stylistic awareness with a focused approached to advancing technical skills.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Technical Performance Skills, Musical Terminology, Creative and rehearsal processes.

Transferrable Skills

Communication, Teamwork, Technology.

Future Pathways

Musical Theatre Performer, Music Professionals, Music / Instrumental Teacher. Certificate II Music Industry, Certificate III Music Industry, Certificate IV in Music, Diploma of Music, Advanced Diploma in Music (Contemporary or Jazz).

Subject Opportunities

Students have the opportunity to perform at the Arts Showcase and audition for ensemble groups. They also have the opportunity to participate in workshops and view live performances.

Subject Costs

$70 per semester payable to the school, which subsidises instrumental tuition, accompaniment and ensemble workshops.
$40 per term instrument hire, if applicable.

Contacts

Ms Katrina Constantopoulos, Ms Katheryn Langmaid

9 FOOD TECHNOLOGY

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students experience and participate in planning, preparing, creating and evaluating a food product to suit a Design brief.

Assessment

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

Knowledge to be Developed

Inquiry and analysis of Design problems, Development and creation of feasible solutions, Testing and evaluation of students' products.

Transferrable Skills

Problem Solving, Planning and Organisation, Technology.

Future Pathways

Successful completion of Year 9 Food and Technology leads to Year 10 Food Technology and Certificate I in Commercial Cookery.

Subject Opportunities

Students explore Design and Food innovation in the creation of their own within the scope of a Design brief.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Toni Mayer, Mrs Mary Oleschenko, Ms Sue Richards

9 MATERIAL PRODUCTS

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

This course focuses on developing a product using advanced technologies and some more traditional wood, plastics and metal fabrication techniques. Students will inquire, design, develop and evaluate a product with a strong focus on the balance between form and function.

Assessment

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

Knowledge to be Developed

Measuring, working to scale, investigating, designing, command terms, authentic testing and data collection, analysis and critical investigation.

Transferrable Skills

Problem Solving, Teamwork, Planning and Organisation, Technology, Self-Management, Communication.

Future Pathways

This course offers the opportunity to develop advanced technology skills. Students learn 2D and 3D modelling which can lead to industry pathways in construction and engineering careers as well as other areas.

Students will also develop practical skills in the workshop which can be helpful when seeking apprenticeships or working in the construction industry.

Subject Opportunities

Student will use the Design cycle to inquire, develop and create solutions and evaluate real world issues.

Subject Costs

Nil.

Contacts

Mr Ben Cullen, Mrs Jacqueline Heaney

9 SYSTEMS AND CONTROL PRODUCTS

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

This course focuses on the development of digital, mechanical and/or electrical products following the IBMYP Design Cycle. Student will inquire, design,develop and evaluate modern and also traditional gaming systems to develop their own products which can be used and tested by others.

Assessment

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

Knowledge to be Developed

Measuring, working to scale, investigating, designing, command terms, authentic testing and data collection, analysis and critical investigation.

Transferrable Skills

Problem Solving, Teamwork, Planning and Organisation, Technology, Self-Management, Communication.

Future Pathways

This course offers the opportunity to develop advanced technology skills. Students learn 2D and 3D modelling which can lead to industry pathways in construction and engineering careers as well as other areas.

Students will also develop practical skills in the workshop which can be helpful when seeking apprenticeships or working in the construction industry.

This course can lead into the Electronics Industry Pathways Program (IPP) VET Course in Years 11 and 12.

Subject Opportunities

Student will use the Design cycle to inquire, develop and create solutions and evaluate real world issues.

Subject Costs

Nil.

Contacts

Mr Ben Cullen, Mrs Jacqueline Heaney

9 TEXTILES

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students experience and participate in planning, preparing, creating and evaluating a material product to suit a Design brief.

Assessment

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

Knowledge to be Developed

Inquiry and analysis of Design problems, Development and creation of feasible solutions, Testing and evaluation of students' products.

Transferrable Skills

Problem Solving, Planning and Organisation, Technology Skills.

Future Pathways

Successful completion of Year 9 Textiles leads to Year 10 Textiles.

Subject Opportunities

Students explore textile innovation in the creation of their own product within the scope of a Design brief.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Toni Mayer, Mrs Mary Oleschenko, Ms Sue Richards

9 HEALTH AND PHYSICAL EDUCATION

Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students further develop skills and movement patterns necessary to become competent in a wide variety of physical activities. The topics covered in this unit include an activity that meets the Planning for Performance assessment criteria (Self Defence) and activities that support the concepts of communication, change and relationships for example, AFL, cricket, badminton, athletics and basketball. Students also study Health topics relating to being a healthy adolescent and current health trends including drugs, relationships and sexuality.

Assessment

Students are assessed against the IBMYP criteria for Health and Physical Education: Knowing and Understanding, Planning for Performance, Applying and Performing, Reflecting and Improving Performance.

Knowledge to be Developed

Health information relevant to adolescent development, relationships and respect. To appreciate the important of life long participation in physical activity through enjoyable experience and skill development in a variety of physical activities.

Transferrable Skills

Communication, Teamwork.

Future Pathways

Year 10 Health and Physical Education, Specialist Physical Education and Sports Studies.

Subject Opportunities

Use of a variety of equipment outdoors and in the gymnasium. Use of technology in physical activity including iPads, iPads Apps, music, heart rate monitors and GPS trackers. Visiting instructors in Self Defence.

Subject Costs

Nil.

Contacts

Ms Janet Bradley

9 SPECIALIST PHYSICAL EDUCATION

Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students study different activities from those listed in compulsory Physical Education. 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.

Assessment

Students are assessed against the IBMYP criteria for Health and Physical Education: Knowing and Understanding, Planning for Performance, Applying and Performing, Reflecting and Improving Performance.

Knowledge to be Developed

Game awareness, skill development and communication as a result of participation in a variety of physical activities.

Transferrable Skills

Communication, Teamwork.

Future Pathways

Year 10 Health and Physical Education and Specialist Physical Education.

Subject Opportunities

Use of a variety of equipment outdoors and in the gymnasium. Use of technology in physical activity including iPads, iPads Apps, music, heart rate monitors and GPS trackers.

Subject Costs

Nil.

Contacts

Ms Janet Bradley

9 INDIVIDUAL AND SOCIETIES

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

The History component of this subject allows students to develop a knowledge of Australia and the world, whilst the Geography component allows students to explore biomes and food security.

Assessment

Students are assessed against the IBMYP criteria for Individuals and Societies: Knowing and Understanding, Investigating, Communicating and Thinking Critically.

Knowledge to be Developed

The birth of the industrial era to the early 20th Century, its people, history, environments, political, economic and legal systems; Biomes and food security, the role of the biotic environment, food and fibre production, and geographies of interconnections.

Transferrable Skills

Source Analysis, Critical Analysis, Evaluation, Communication.

Future Pathways

The study of Individuals and Societies overall leads students to explore future pathway interests such as Geology, Environmental Studies, Archeology, History, Legal Studies, Politics, Business and Tourism.

Subject Opportunities

Year 9 Individuals and Societies leads to Year 10 Individuals and Societies, and/or Big History.

Subject Costs

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

Contacts

Ms Tara Baron

9 GERMAN

Full year

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of Year 8 German is assumed.

Subject Description

Students will further develop their language learning skills including communication in the target language and intercultural understanding. A focus on literacy and language structures will support students to gain an understanding of languages.

Assessment

Students are assessed against the IBMYP criteria for Language Acquisition: Comprehending Spoken and Visual Text, Comprehending Written and Visual Text, Communicating, Using Language.

Knowledge to be Developed

A variety of texts, film, music, ICT resources are used to introduce the following topics:

- Places and buildings around town
- Summer and winter sports
- Transport
- At the cafe
- Clothing
- Describing people
- Weather
- At home
- Shopping
- Earning and spending money

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Language Teacher, Tourism, Interpreter, Linguist, Educator, Federal Police, International Business, Hotel Management.

Subject Opportunities

Cooking, explore German cultural traditions, market excursion, film festival.

Subject Costs

It is highly recommended that students purchase the workbook that accompanies the Year 9 course book, Katzensprung 2, available from the school at a cost of approximately $25. Students may be asked to contribute to the cost of a local excursion.

Contacts

Ms Karyn Jones

9 JAPANESE

Full year

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students will further develop their language learning skills including communication in the target language and intercultural understanding. A focus on literacy and language structures will support students to gain an understanding of languages.

Assessment

Students are assessed against the IBMYP criteria for Language Acquisition: Comprehending Spoken and Visual Text, Comprehending Written and Visual Text, Communicating, Using Language.

Knowledge to be Developed

Using the Japanese writing systems hiragana, katakana and kanji, students learn:

- 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

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Language Teacher, Tourism, Interpreter, Linguist, Educator, Federal Police, International Business, Hotel Management.

Subject Opportunities

Interschool poster competitions, Quiz Day, short film festival, cooking, calligraphy, opportunities to use Japanese language with visiting students.

Subject Costs

It is highly recommended that students purchase the workbook that accompanies the text iiTomo available from the school at a cost of approximately $25. Students may be asked to contribute to the cost of a local excursion.

Contacts

Ms Karyn Jones

9 LANGUAGE and LITERATURE

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required..

Subject Description

Building on the Year 8 course, students will consolidate knowledge and use of language techniques and devices, analyse and evaluation. Students will do this by responding to and producing texts, and independently reading a range of fiction and non-fiction texts of their own choosing.

Assessment

Students are assessed against the IBMYP criteria for Language and Literature: Analysing, Organising, Producing Text, Using Language.

Knowledge to be Developed

Language variation and change, Evaluative language, Text cohesion, How texts reflect culture, Language devices in literary texts, Interpret and analyse language choices, Features of literary texts, Expressing preferences and evaluating texts, Creating literary texts, and Effective communication.

Transferrable Skills

Editing, Communication, Critical Thinking, Technology, Analysis, Evaluation, Literacy.

Future Pathways

Educator, Media, Copywriter, Library Assistant, Administrator, Law Court Reporter, Interpreter, Public Servant, Writer, Historian, Research, Marketing.

Subject Opportunities

Exploration of ideas and perspectives from a range of real world and fictional situations, thereafter, students can reflect on own lived experiences.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contacts

Ms Tara Baron

9 MATHEMATICS

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Building on from the Year 8 course, students will have consolidated number and algebraic skills, including using electronic technology in problem-solving. A STEM unit focus will be delivered throughout the course.

Assessment

Students are assessed against the IBMYP criteria for Mathematics: Knowing and Understanding, Investigating Patterns, Communicating, Applying Mathematics in Real-life Contexts.

Knowledge to be Developed

Number and Algebra, Linear and Non-Linear relationships, Measurement, Statistics and Probability, Geometric Reasoning and STEM.

Transferrable Skills

Problem Solving, Teamwork, Communication.

Future Pathways

Successful completion of Year 9 Mathematics leads to a choice of Mathematics at Year 10 – Mathematical Methods, General Mathematics, Pathways Mathematics and Extension Mathematics.

Subject Opportunities

Investigation Task involving the practical application of Mathematics in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

Contacts

Mrs Amanda Aulert, Mr Ashley Robinson, Mr Matt Loan

9 SCIENCE

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Science provides opportunities for students to develop an understanding of important science concepts and processes, by building a foundation of knowledge across the Biological, Chemical, Physical, and Earth and Space Sciences. Students will also learn about the practices used to develop scientific knowledge, as well as its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed, evidence-based decisions about local, national and global issues and to participate in Science-related careers.

Assessment

Students are assessed against the IBMYP criteria for Sciences: Knowing and Understanding, Inquiring and Designing, Processing and Evaluating, Reflecting on the Impacts of Science.

Knowledge to be Developed

Science Understanding (Biology, Chemistry, Physics, Earth and Space Science), Science as a Human Endeavour (nature and development of Science, use and influence of Science), Science Inquiry Skills (questioning and predicting, planning and conducting, processing and analysing information, evaluating, communicating).

Transferrable Skills

Problem Solving, Teamwork, Communication, Technology. Skills.

Future Pathways

The knowledge and skills gained from studying Science at high school prepares students for a wide variety of study options and career pathways. These include, and are not limited to: Medicine and Nursing, Agriculture, Conservation and Land Management, Veterinary, Nutrition, Sports Science, Engineering, Architecture, Construction, Manufacturing, Research and Scientific Services.

Furthermore, with the extent of digital disruption and automation in many jobs projected to increase rapidly over the next 5-10 years, education in Science (along with other STEM disciplines) is critical, to ensure that students have the knowledge, skills and capability to work with these new technologies rather than be replaced by them.

Subject Opportunities

Hands-on Science experiments, demonstrations, designing your own experiments.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney

Year 10 Subjects

All Year 10 students at Blackwood High School undertake 14 units of study. 1 unit = 1 semester.

Compulsory Subjects	
Language and Literature (English)	2 semesters
Mathematics (General Mathematics or Mathematical Methods or Mathematical Pathways)	2 semesters
Science	2 semesters
Individuals and Societies	2 semesters
HPE: Health and Physical Education OR	1 semester
HPE: Boys Australian Football (special application) OR Netball (special application)	2 semesters

Required Arts Subjects - 1 semester (choose 1)		
Art 1: Developing Meaning in Art	Dance Performance	Drama 1: Playing for Laughs
Art 2: Creating 3D Art	Dance Digital Moves	Drama 2: Group Production
Art 3: Craft	Design 1: Communication and Product Design	Music 1
	Design 2: Environmental Design	Music 2

Required Design (Technology) Subjects - 1 semester (choose 1)		
Child Studies	Food 1	Material Products
Photography	Food 2	Systems and Control Products

Choice Subjects - 1 semester (choose 3)

Boys Australian Football students **must** choose Boys Australian Football B and 2 other Choice Subjects.
Netball students **must** choose Netball B and 2 other Choice Subjects.
All other students **must** choose 3 Choice Subjects.

Arts	Design (Technology)	Health and Physical Education	Language Acquisition
Art 1: Developing Meaning in Art	Child Studies	Boys Australian Football B	English as an Additional Lang A
Art 2: Creating 3D Art	Food Technology 1	Girls Australian Football	English as an Additional Lang B
Art 3: Craft	Food Technology 2	Netball B	German A (must select German B)
Dance Performance	Material Products	Specialist Physical Education	German B (must have selected German A)
Dance Digital Moves	Photography	Sports Studies	Japanese A (must select Japanese B)
Design 1: Communication and Product Design	Systems and Control Products	The World Outdoors	Japanese B (must have selected Japanese A)
Design 2: Environmental Design			
Drama 1: Playing for Laughs			**Additional Choice Subjects**
Drama 2: Group Production			Big History
Music 1			Extension Mathematics
Music 2			Scientific Solutions (Stage 1)

10 ART 1: DEVELOPING MEANING IN ART

Semester

Desired Background/Prerequisites/Assumed Knowledge

It is recommended that students have an interest in Art.

Subject Description

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.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Students will work in a range of media and techniques from traditional painting and drawing techniques to computer generated illustrations.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Developing meaning in Art provides the foundation for further study in Visual Arts.

Subject Opportunities

Students will become familiar with media and techniques to prepare them for work experience, folio preparation and VET courses.

Subject Costs

Nil.

Contacts

Ms Jennifer Remete

10 ART 2: CREATING 3D ART

Semester

Desired Background/Prerequisites/Assumed Knowledge

It is recommended that students have an interest in Art.

Subject Description

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

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Students will work in a range of media and techniques from traditional painting and drawing techniques to ceramics and sculpture.

The development of Art works including drawing, painting, ceramics and sculpture.

Art research includes artists, Art movements and Art from a variety of cultures.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Visual Arts provide the foundation for further study in Visual Arts.

Subject Opportunities

Students will become familiar with media and techniques that they could draw on to prepare them for Stage 1 or Stage 2 Visual Arts courses.

Subject Costs

Nil.

Contacts

Ms Jeanette Beadnall

10 ART 3: CRAFT

Semester

Desired Background/Prerequisites/Assumed Knowledge

It is recommended for beginners with an interest in Craft.

Subject Description

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.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Students will work in a wide range of techniques from traditional cultures.

The development of works of Craft, including mosaics, fabric printing, dyeing.

Craft research includes safety aspects and Craft techniques from a variety of cultural areas.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, some use of Technology.

Future Pathways

Craft provides the foundation for further study in these areas in both SACE Stage 1 and Stage 2 Visual Arts courses.

Subject Opportunities

Students will become familiar with a variety of fabric embellishments and mosaic techniques. Students will learn about the cultural significance of both of these media and techniques.

Subject Costs

Nil.

Contacts

Ms Jeanette Beadnall

10 DANCE: PERFORMANCE

Semester

Desired Background/Prerequisites/Assumed Knowledge

Students who have an interest in Dance, Performing Arts, Theatre. It is recommended that students study both Dance 1 and Dance 2 if they wish to continue with Dance in the Senior years.

Subject Description

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.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Dance skills in technique, composition and performance to perform in a Dance production, understanding the role of Australian Dance Companies.

Transferrable Skills

Communication, Problem Solving, Teamwork.

Future Pathways

Developing Dance Performance provides the foundation for further study in Dance-Digital Moves, VET Certificate III Dance.

Subject Opportunities

To perform Dance works in the Arts Showcase, extra curricula opportunity to audition for the Dance Star Competition Program, attend Dance performances at the Adelaide Festival or Fringe.

Subject Costs

$30 for costuming and specialist workshops.

Contacts

Ms Katrina Constantopoulos

10 DANCE: DIGITAL MOVES

Semester

Desired Background/Prerequisites/Assumed Knowledge

It is recommended that students have an interest in Dance.

Subject Description

Students undertake practical work with emphasis on creating, planning and making creative Dance works. Students develop an understanding of the value of Dance in film in our community through working as artists and critics. Students develop knowledge and understanding of the use of technology in Dance to express their ideas through problem solving and creative challenges encountered through developing their concepts into a short Dance film

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Students will work in a range of media and techniques in the development of Dance works for both film and performance.

Extend Dance technique skills by participating in classes with the teacher and guest dancers.

Inventive development of ideas Students develop and acquire knowledge and appreciation of Dance history and culture.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Developing skills in Dance Digital Moves provides the foundation for further study in the Senior years.

Subject Opportunities

Students will become familiar with Dance skills, media and techniques, industry based software that they could draw on to prepare them for future Dance study, attend Dance performances at the OZ Asia Festival and International Dance Companies.

Subject Costs

$30 for specialist workshops.

Contacts

Ms Katrina Constantopoulos

10 DESIGN 1: COMMUNICATION and PRODUCT DESIGN

Semester

Desired Background/Prerequisites/Assumed Knowledge

It is recommended that students have an interest in Design and applying drawing, painting and computing skills to communicate problems in the community.

Subject Description

Design is about building practical skills and a theoretical knowledge of inventive problem solving related to our designed environment.

Students develop two works of design. Each work may be a set or suite. This includes briefs, research, inventive development of ideas and finished presentations.

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.

Knowledge to be Developed

Students build on their knowledge of the elements and principles of Design in the creation of their concepts. Students develop a notion of following a brief to meet the needs of a client.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Design can lead to SACE Stage 1 and Stage 2 Visual Arts 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 Graphic Design, Architectural Studies and Industrial Design.

Subject Opportunities

Students will become familiar with industry based software to prepare them for work experience, folio preparation and VET courses.

Subject Costs

Nil.

Contacts

Ms Jennifer Remete

10 DESIGN 2: ENVIRONMENTAL DESIGN

Semester

Desired Background/Prerequisites/Assumed Knowledge

It is recommended that students have an interest in Architecture, Interior Furniture and Industrial Design or associated computer programs including CAD.

Subject Description

Design is about building practical skills and a theoretical knowledge of inventive problem solving related to our designed environment.

Students develop two Design works. Each work may be a set or suite. This includes briefs, research, inventive development of ideas and finished presentations.

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.

Knowledge to be Developed

Students build on their knowledge of the elements and principles of Design in the creation of their concepts. Students develop a notion of following a brief to meet the needs of society in the areas of product design and shared spaces.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Design can lead to SACE Stage 1 and 2 Visual Arts 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 Graphic Design, Architectural Studies and Industrial Design.

Subject Opportunities

Students will become familiar with industry based software to prepare them for work experience, folio preparation and VET courses.

Subject Costs

Nil.

Contacts

Ms Jennifer Remete

10 DRAMA 1: PLAYING FOR LAUGHS

Semester

Desired Background/Prerequisites/Assumed Knowledge

Year 9 Drama or by negotiation.

Subject Description

Students explore aspects of comic improvisation, Commedia dell'Arte, comedy in theatre and film and physical theatre. Students will devise performance work together and participate in a whole class production to an invited audience. Students with an interest in off- stage roles have the opportunity to develop their skills.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Physical theatre, Commedia dell'Arte, Stage fighting and Slapstick.
Creative problem solving and story-telling through collaborative learning and performance opportunities.

Students generate, analyse and evaluate ideas and develop personal interpretations of texts and genres. Students will also develop curiosity and imagination, creativity, individuality, self- esteem and confidence.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Teamwork.

Future Pathways

SACE Stage 1 Drama, SACE Stage 1 Creative Arts.

Subject Opportunities

Students enrolling in this course have opportunities to engage in workshops with professional artists and performers. Students will attend excursions to view and review live theatre. Leadership opportunities are also available in Technical Theatre, Productions and in Drama Club. It is expected that students will participate in some after-hours rehearsals, and evening performances.

Subject Costs

$20 may apply to cover ticket costs to one non-compulsory theatre show. Students must expect to perform to audiences outside the Drama class.

Contacts

Ms Brigitte Esvelt

10 DRAMA 2: GROUP PRODUCTION

Semester

Desired Background/Prerequisites/Assumed Knowledge

Year 9 Drama or by negotiation.

Subject Description

Students will explore a range of theatrical styles through the ideas of dramatic innovators and established theatre conventions. This will include presentational and representational styles with a focus on how young people's issues and stories are presented on the stage. Students will devise performance work together and participate in a whole class production to an invited audience. Students with an interest in off-stage roles have the opportunity to develop their skills for the major performance piece.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Creative problem solving and story-telling through collaborative learning and performance opportunities.

Students generate, analyse and evaluate ideas and develop personal interpretations of texts and genres. Students will also develop curiosity and imagination, creativity, individuality, self- esteem and confidence.

Transferrable Skills

Communication, Problem Solving, Teamwork.

Future Pathways

SACE Stage 1 Drama, SACE Stage 1 Creative Arts.

Subject Opportunities

Students enrolling in this course have opportunities to engage in workshops with professional artists and performers. Students will attend excursions to view and review live theatre. Leadership opportunities are also available in Technical Theatre, Productions and in Drama Club. It is expected that students will participate in some after-hours rehearsals, and evening performances.

Subject Costs

$20 may apply to cover ticket costs to one non-compulsory theatre show. Students must also expect to perform to audiences outside the Drama class.

Contacts

Ms Brigitte Esvelt

10 MUSIC 1

Semester

Desired Background/Prerequisites/Assumed Knowledge

Year 9 Music classroom experience or a background in a musical instrument. This course is for students that have an interest in Music and performing. It is expected that all students undertaking Music will take lessons in voice or a musical instrument 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 10 if they wish to study Music at SACE Stage 1 and above.

Vocal/ Instrumental Tuition

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

Subject Description

In Year 10 Music students focus on Solo performance skills on their own instrument while building an understanding of terminology through appraisals and investigation of self and professional musicians. The focus of the course is on performance however students may elect to negotiate units of electronic music, composition instead of performance on an instrument.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Technical Instrumental Skills, use of specific music computer programs, Ensemble Skills, Basic improvisation and scale / chord construction.

Transferrable Skills

Communication, Teamwork, Technology.

Future Pathways.

SACE Stage 1 Music, Certificate II Music Industry, Certificate III Music Industry, Certificate IV in Music, Diploma of Music, Advanced Diploma in Music (Contemporary or Jazz), Musician, Musical Theatre Performer, Music Professionals, Music / Instrumental Teacher.

Subject Opportunities

Students have the opportunity to perform at the Arts Showcase and audition for ensemble groups. They also have the opportunity to participate in workshops and view live performances.

Subject Costs

$70 per semester payable to the school, which subsidises instrumental tuition, accompaniment and ensemble workshops.
$40 per term instrument hire, if applicable.

Contacts

Ms Katrina Constantopoulos, Mr Michael Winter

10 MUSIC 2

Semester

Desired Background/Prerequisites/Assumed Knowledge

Students need to have completed a minimum of one semester of Year 9 Music classroom experience or a background in a musical instrument and have an interest in Music and performing. It is expected that all students undertaking Music will be taking lessons in voice or a musical instrument whether 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 10 if they wish to study Music SACE Stage 1 and above.

Vocal/ Instrumental Tuition

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

Subject Description

Musical Terminology and use of computer programs with a specific reference to recording software programs, Music Careers and further study opportunities. Class ensemble activities will be undertaken (experienced students are invited to join our larger school ensembles where spots are available) Practical Live sound reinforcement and basic operating of a small PA system is also a part of the course.

Assessment

Students are assessed against the IBMYP criteria for the Arts: Knowing and Understanding, Developing Skills, Thinking Creatively and Responding.

Knowledge to be Developed

Technical Instrumental Skills, use of specific music computer programs, Ensemble Skills, Basic scale / chord construction and composition understanding. Practical Performance requirements including live sound setup.

Transferrable Skills

Communication, Teamwork, Technology.

Future Pathways

SACE Stage 1 Music, Certificate II Music Industry, Certificate III Music Industry, Certificate IV in Music, Diploma of Music, Advanced Diploma in Music (Contemporary or Jazz), Musician, Musical Theatre Performer, Music Professionals, Music / Instrumental Teacher.

Subject Opportunities

Students have the opportunity to perform at the Arts Showcase and audition for ensemble groups. They also have the opportunity to participate in workshops and view live performances.

Subject Costs

$70 per semester payable to the school, which subsidises instrumental tuition, accompaniment and ensemble workshops.
$40 per term instrument hire, if applicable.

Contacts

Ms Katrina Constantopoulos, Mr Michael Winter

10 CHILD STUDIES

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students experience and participate in planning, preparing, creating and evaluating a material product suitable for a child in line with a Design brief.

Assessment

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

Knowledge to be Developed

Inquiry and analysis of Design problems, Development and creation of feasible solutions, Testing and evaluation of students' products.

Transferrable Skills

Problem Solving, Planning and Organisation, Communication, Team Work.

Future Pathways

Successful completion of Year 10 Child Studies leads to SACE Stage 1 Child Studies and Certificate I in Child Care.

Subject Opportunities

Students explore Child Development in which they create a suitable product for a child within the scope of a Design brief.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Toni Mayer, Mrs Mary Oleschenko, Ms Sue Richards

10 FOOD TECHNOLOGY 1

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students experience and participate in planning, preparing, creating and evaluating a food product to suit a Design brief.

Assessment

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

Knowledge to be Developed

Inquiry and analysis of Design problems, Development and creation of feasible solutions, Testing and evaluation of students' products.

Transferrable Skills

Problem Solving, Innovative and Enterprise, Technology Skills, Self-Management.

Future Pathways

Successful completion of Year 10 Food and Technology leads to SACE Stage 1 Food and Hospitality and Certificate I in Commercial Cookery.

Subject Opportunities

Students explore Design and Food innovation in the creation of their own product within the scope of a Design brief.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Toni Mayer, Mrs Mary Oleschenko, Ms Sue Richards

10 FOOD TECHNOLOGY 2

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students experience and participate in planning, preparing, creating and evaluating a food product to suit a Design brief.

Assessment

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

Knowledge to be Developed

Inquiry and analysis of Design problems, Development and creation of feasible solutions, Testing and evaluation of students' products.

Transferrable Skills

Problem Solving, Innovative and Enterprise, Technology Skills, Self-Management.

Future Pathways

Successful completion of Year 10 Food and Technology leads to SACE Stage 1 Food and Hospitality and Certificate I in Commercial Cookery.

Subject Opportunities

Students explore Design and Food innovation in the creation of their own product within the scope of a Design brief.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Toni Mayer, Mrs Mary Oleschenko, Ms Sue Richards

10 MATERIAL PRODUCTS

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

This course focuses on developing a product using advanced technologies and some more traditional wood, plastics and metal fabrication techniques. Students will inquire, design, develop and evaluate a product with a strong focus on the balance between form and function.

Assessment

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

Knowledge to be Developed

Measuring, working to scale, investigating, designing, command terms, authentic testing and data collection, analysis and critical investigation.

Transferrable Skills

Problem Solving, Teamwork, Planning and Organisation, Technology, Self-Management, Communication.

Future Pathways

This course offers the opportunity to develop advanced technology skills. Students learn 2D and 3D modelling which can lead to industry pathways in construction and engineering careers as well as other areas.

Students will also develop practical skills in the workshop which can be helpful when seeking apprenticeships or working in the construction industry.

Subject Opportunities

Student will use the Design cycle to inquire, develop and create solutions and evaluate real world issues.

Subject Costs

Nil.

Contacts

Mr Ben Cullen, Mrs Jacqueline Heaney

10 PHOTOGRAPHY

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

This subject provides opportunities for students to develop practical skills in digital photography and explore both natural and artificial light.

Skills Tasks:

- Composition
- Themed Collage

Folio:

Documenting stages through Design folder processes; inquiring and analysing, developing ideas, creating the solution and evaluation of images demonstrating techniques in manipulating and effectively using artificial lighting systems to produce photographs of products for sale.

Major Product:

Documenting stages of the production of images, image manipulation and product suitable for promotion of a tourist destination.

Assessment

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

Knowledge to be Developed

Compositional rules; leading lines, rule of thirds, camera angle, framing and macro. Exposure, white balance, focus. Post processing, image manipulation. Natural lighting, artificial lighting.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Photography provides the foundation for further study in both Natural and Studio Photography. It prepares students for courses and careers that may involve the use of photography knowledge, understanding and skills.

Subject Opportunities

Major Product Photography excursion.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Emma Golding

10 SYSTEMS AND CONTROL PRODUCTS

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

This course focuses on the development of digital, mechanical and/or electrical products following the IBMYP Design cycle. Student will inquire, design, develop and evaluate modern and also traditional gaming systems to develop their own products which can be used and tested by others.

Assessment

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

Knowledge to be Developed

Measuring, working to scale, investigating, designing, command terms, authentic testing and data collection, analysis and critical investigation.

Transferrable Skills

Problem Solving, Teamwork, Planning and Organisation, Technology, Self-Management, Communication.

Future Pathways

This course offers the opportunity to develop advanced technology skills. Students learn 2D and 3D modelling which can lead to industry pathways in construction and engineering careers as well as other areas.

Students will also develop practical skills in the workshop which can be helpful when seeking apprenticeships or working in the construction industry.

Subject Opportunities

Student will use the Design cycle to inquire, develop and create solutions and evaluate real world issues.

Subject Costs

Nil.

Contacts

Mr Ben Cullen, Mrs Jacqueline Heaney

10 HEALTH and PHYSICAL EDUCATION

Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students build on skills and movement patterns, developed in Year 9, necessary to become competent in a wide variety of physical activities. The topics covered in this unit include a choice activity that meets the Planning for Performance assessment criteria and activities that support the concepts of communication, change and relationships for example, badminton, volleyball, touch football, golf and sofcrosse. A Coaching Task is also undertaken in badminton. Students also study Health topics relating to being a healthy adolescent and current health trends including drugs, relationships and sexuality.

Assessment

Students are assessed against the IBMYP criteria for Health and Physical Education: Knowing and Understanding, Planning for Performance, Applying and Performing, Reflecting and Improving Performance.

Knowledge to be Developed

Health information relevant to adolescent development, relationships and respect. To appreciate the importance of life long participation in physical activity through enjoyable experience and skill development in a variety of physical activities.

Transferrable Skills

Communication, Teamwork.

Future Pathways

SACE Stage 1 Physical Education, Stage 1 Health.

Subject Opportunities

Use of a variety of equipment outdoors and in the gymnasium. Use of technology in physical activity including iPads, iPad Apps, music, heart rate monitors and GPS trackers. Visiting instructors in self-defence.

Subject Costs

Nil.

Contacts

Ms Janet Bradley

10 SPECIALIST PHYSICAL EDUCATION

Semester

Desired Background/Prerequisites/Assumed Knowledge

An interest in Physical Education and a commitment to being involved in all physical activities. Ability to work cooperatively and collaboratively in groups and teams.

It is assumed that the student understands basic movement concepts and solutions related to the three main sport categories of:

- Invasion Games
- Net/Wall/Racket Games

Subject Description

Specialist Physical Education will build on the Years 8 to 10 Health and Physical Education course, reinforcing and developing knowledge and understanding, and applying and performing concepts. Specialist Physical Education has a greater emphasis on planning for performance, and reflecting and improving performance concepts, as well as individual fitness. It will provide opportunities for students to pursue their passion for sport and physical activity.

Assessment

Students are assessed against the IBMYP criteria for Health and Physical Education: Knowing and Understanding, Planning for Performance, Applying and Performing, Reflecting and Improving Performance.

Knowledge to be Developed

Aspects to be covered include a thorough understanding of the chosen sport in regards to Movement skills and techniques, Fitness, Sport rules and tactics, Training methods, Training principles.

Emphasis is on practical work to cover all aspects listed above, students are required to complete written theory work. Students are expected to plan and lead some lessons and be involved in coaching and organisation.

Transferrable Skills

Communication, Teamwork, Initiative.

Future Pathways

Specialist Physical Education provides the foundation for further studies of Health and Physical Education which could lead to relevant pathways in VET and university and involvement in community sport.

Subject Opportunities

The opportunity to develop skills and habits conducive to lifelong participation in physical activity or sport.

Subject Costs

Nil.

Contacts

Ms Janet Bradley

10 SPORTS STUDIES

Semester

Desired Background/Prerequisites/Assumed Knowledge

An interest in Physical Education and a commitment to being involved in all physical activities.

It is assumed that the student understands basic movement concepts and solutions related to the three main sport categories of:

- Invasion Games
- Net/Wall/Racket Games
- Fielding/Striking Games

Subject Description

Sports Studies will build on the Year 8 to 10 Health and Physical Education course, reinforcing and developing knowledge and understanding, and applying and performing concepts. 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 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. Students are expected to plan and lead some lessons and be involved in coaching and organisation. This subject will provide opportunities for students to pursue their passion for sport and physical activity.

Assessment

Students are assessed against the IBMYP criteria for Health and Physical Education: Knowing and Understanding, Planning for Performance, Applying and Performing, Reflecting and Improving Performance. lessons.

Knowledge to be Developed

Aspects to be covered include a thorough understanding of the chosen sport in regards to Movement skills and techniques, Fitness, Sport rules and tactics, Training methods, Training principles.

Emphasis is on practical work to cover all aspects listed above, students are required to complete written theory work. Students are expected to plan and lead some lessons and be involved in coaching and organisation.

Transferrable Skills

Communication, Teamwork, Initiative.

Future Pathways

Sports Studies provides the foundation for further studies of Health and Physical Education which could lead to relevant pathways in VET and university and involvement in community sport.

Subject Opportunities

The opportunity to develop skills and habits conducive to lifelong participation in physical activity or sport.

Subject Costs

Nil.

Contacts

Ms Janet Bradley

10 THE WORLD OUTDOORS

Semester

Desired Background/Prerequisites/Assumed Knowledge

Students undertaking this course should have:

- a keen interest in outdoor pursuits
- empathy for the environment
- a willingness to be positively involved in all aspects of the course.

Students are expected to participate in a three day 40km bushwalking camp and a two day kayaking camp. A basic level of fitness is required. After hours work will be undertaken to complete camp requirements.

World Challenge students undertaking the current World Challenge program are expected to choose this subject in preparation for their expedition.

Subject Description

This subject is designed to expose students to basic minimal impact and environmental principles. Topic areas include camp preparation, group dynamics, minimal impact practices and sustainability. Students will be self-reliant in planning, organising and running their own expeditions.

Assessment

Students are assessed against the IBMYP criteria for Health and Physical Education: Knowing and Understanding, Planning for Performance, Applying and Performing, Reflecting and Improving Performance.

Knowledge to be Developed

Planning and management involved in organising their outdoor journeys.

Transferrable Skills

Planning and Organisation, Self-Management, Teamwork.

Future Pathways

Successful completion of 'The World Outdoors' course at Year 10 leads into SACE Stage 1 Outdoor Education. It is not a prerequisite to have completed this course, however it is recommended.

Studies in World Outdoors provides students with a range of skills and the knowledge to pursue a career working in the outdoors, Science, Environmental and Tourism industries.

Subject Opportunities

Participation in outdoor activities, 3 day bushwalking camp to Mt Crawford forest, 2 day kayaking camp at Murray Bridge, orienteering in Belair National Park.

Subject Costs

$195 is required for transport, site hire and instructor charges.

Contacts

Ms Janet Bradley, Mr Dan Smith

10 INDIVIDUAL and SOCIETIES

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

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.

Assessment

Students are assessed against the IBMYP criteria for Individuals and Societies: Knowing and Understanding, Investigating, Communicating and Thinking Critically.

Knowledge to be Developed

The making of the modern world overview, World War II, Rights and Freedoms, Globalizing the World,, Environmental Change and Management, and Geographies of Human Wellbeing.

Transferrable Skills

Source Analysis, Critical Analysis, Evaluation, Communication.

Future Pathways

The study of Individuals and Societies overall leads students to explore future pathway interests such as Geology, Environmental Studies, Archeology, History, Legal Studies, Politics, Business and Tourism.

Subject Opportunities

Year 10 Individuals and Societies leads to SACE Stage 1 Modern History, Stage 1 Legal Studies or Stage 1 Tourism.

Subject Costs

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

Contacts

Ms Tara Baron

10 BIG HISTORY

Semester

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Big History provides an exciting opportunity to explore the history of the universe, the evolution of life, and the increasing complexity of human society.

The course addresses the following themes:
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

Students are assessed against the IBMYP criteria for Individuals and Societies: Knowing and Understanding, Investigating, Communicating and Thinking Critically.

Knowledge to be Developed

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.

Transferrable Skills

Critical Thinking, Global Perspectives, Analysis, Evaluation, Literacy.

Future Pathways

Successful completion of Big History leads to SACE Stage 1 History and Stage 2 History.

Subject Opportunities

A thorough investigation of the history of the universe up to the modern day from an interdisciplinary perspective.

Subject Costs

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

Contacts

Ms Tara Baron, Ms Jess Rogers

10 GERMAN A and B

Full year

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of Year 9 German is assumed.

Subject Description

Students will further develop their language learning skills including communication in the target language and intercultural understanding. A focus on literacy and language structures will support students to gain an understanding of languages.

Assessment

Students are assessed against the IBMYP criteria for Language Acquisition: Comprehending Spoken and Visual Text, Comprehending Written and Visual Text, Communicating, Using Language.

Knowledge to be Developed

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.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Language Teacher, Tourism, Interpreter, Linguist, Educator, Federal Police, International Business, Hotel Management.

Subject Opportunities

Cooking, explore German cultural traditions, market excursion, film festival, Hahndorf, German Big Day Out (Adelaide University).

Subject Costs

Students may be asked to contribute to the cost of a local excursion.

Contacts

Ms Karyn Jones

10 JAPANESE A and B

Full year

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of Year 9 Japanese. A working knowledge of the Hiragana and Katakana alphabets is assumed.

Subject Description

Students will further develop their language learning skills including communication in the target language and intercultural understanding. A focus on literacy and language structures will support students to gain an understanding of languages.

Assessment

Students are assessed against the IBMYP criteria for Language Acquisition: Comprehending Spoken and Visual Text, Comprehending Written and Visual Text, Communicating, Using Language.

Knowledge to be Developed

Using the Japanese writing systems hiragana, katakana and kanji, students learn:

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.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Language Teacher, Tourism, Interpreter, Linguist, Educator, Federal Police, International Business, Hotel Management.

Subject Opportunities

Movie day, cooking, restaurant excursions, Japanese Amazing Race.

Subject Costs

Students may be asked to contribute to the cost of a local excursion.

Contacts

Ms Karyn Jones

10 ENGLISH as an ADDITIONAL LANGUAGE A and B

Full year

Desired Background/Prerequisites/Assumed Knowledge

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

Access to this course is limited to those students who qualify for English as an Additional Language instruction including International and Exchange students.

Subject Description

Students will develop their English language skills through a range of tasks and topics including oral presentations, producing and analysing written texts, and responding to spoken and visual texts.

Assessment

Students are assessed against the IBMYP criteria for Language Acquisition: Comprehending Spoken and Visual Text, Comprehending Written and Visual Text, Communicating, Using Language.

Knowledge to be Developed

Knowledge and understanding of English grammar and text types will be developed through activities such as: oral presentations and interviews, producing and analysing written texts including poems, emails, letters, short stories, announcements, brochures, cartoons, journal entries, surveys, posters and timetables.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Language Teacher, Tourism, Interpreter, Linguist, Educator, Federal Police, International Business, Hotel Management.

Subject Opportunities

Short film production, excursions.

Subject Costs

Nil.

Contacts

Ms Karyn Jones

10 LANGUAGE and LITERATURE

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students will further their knowledge from year 8 and 9 by developing language sophistication, and analytical, critical and creative skills. Students respond to and produce a variety of texts to demonstrate creativity, literary devices and language techniques. Students are also required to engage in independent reading to enhance literacy and language understanding.

Assessment

Students are assessed against the IBMYP criteria for Language and Literature: Analysing, Organising, Producing Text, Using Language.

Knowledge to be Developed

Language variation and change, Evaluative language, Text cohesion, How texts reflect culture, Language devices in literary texts, Interpret and analyse language choices, Features of literary texts, Expressing preferences and evaluating texts, Creating literary texts, Effective communication.

Transferrable Skills

Editing, Communication, Critical Thinking, Technology, Analysis, Evaluation, Literacy.

Future Pathways

Completion of Year 10 Language and Literature leads to either SACE Stage 1 English or Stage 1 Essential English.

Subject Opportunities

Exploration of perspectives and ideas from a range of real world and fictional situations.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contacts

Ms Tara Baron

10 GENERAL MATHEMATICS A and B

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

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

Assessment

Students are assessed against the IBMYP criteria for Mathematics: Knowing and Understanding, Investigating Patterns, Communicating, Applying Mathematics in Real-life Contexts..

Knowledge to be Developed

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

Transferrable Skills

Problem Solving, Teamwork, Communication.

Future Pathways

Successful completion of Year 10 General Mathematics leads to SACE Stage 1 General Mathematics and Mathematical Pathways.

It prepares students for courses and careers that may involve the use of Mathematics in education, Health Sciences and Business.

Subject Opportunities

Investigation Tasks involving the practical application of General Mathematics in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

Contacts

Mrs Amanda Aulert, Mr Andrew Cavallaro

10 EXTENSION MATHEMATICS

Semester

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of Year 9 Mathematics.

Extension Mathematics can be studied in conjunction with Year 10 Mathematical Methods.

Subject Description

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.

Assessment

Students are assessed against the IBMYP criteria for Mathematics: Knowing and Understanding, Investigating Patterns, Communicating, Applying Mathematics in Real-life Contexts.

Knowledge to be Developed

Number and Algebra including Factorising Trinomials, Quadratic and Simultaneous Equations, Linear and Non-Linear relationships, Advanced Trigonometry, Statistics including normal distribution and Probability, Geometric Reasoning and the use of graphics calculator.

Transferrable Skills

Problem solving, Analytical Skills, Communication, Technology Skills.

Future Pathways

Extension Mathematics provides the foundation for further study in Mathematics, Engineering, Economics, Computer Sciences, and the Sciences.

Successful completion of this subject leads to SACE Stage 1 Specialist Mathematics, Mathematical Methods, General Mathematics and Mathematical Pathways.

Subject Opportunities

Investigation Tasks involving the practical application of Extension Mathematics in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

Contacts

Mrs Amanda Aulert, Mr Denis Orell

10 MATHEMATICAL METHODS

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Mathematical Methods can be studied in conjunction with Year 10 Extension Mathematics.

Subject Description

In the study of Mathematical Methods students will learn how to approach challenges by investigating, reasoning and problem solving. The use of technology will be incorporated throughout the course. STEM units will also be incorporated throughout the year.

Assessment

Students are assessed against the IBMYP criteria for Mathematics: Knowing and Understanding, Investigating Patterns, Communicating, Applying Mathematics in Real-life Contexts.

Knowledge to be Developed

Number and Algebra, Quadratic and other Polynomials, Linear and Non-Linear relationships, Measurement, Statistics and Probability, Geometric Reasoning and STEM.

Transferrable Skills

Problem solving, Teamwork, Communication.

Future Pathways

Mathematical Methods provides the foundation for further study in Mathematics, Economics, Computer Sciences, and the Sciences.

Successful completion of this subject leads to SACE Stage 1 Specialist Mathematics, Mathematical Methods, General Mathematics and Mathematical Pathways.

Subject Opportunities

Investigation Task involving the practical application of Mathematical Methods in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

Contacts

Mrs Amanda Aulert, Mr Trevor Clarke, Mr Denis Orell

10 MATHEMATICAL PATHWAYS

Semester 1 - 10 Mathematical Pathways
Semester 2 - 11 Mathematical Pathways - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Mathematical Pathways, is designed for a range of students, including those who are seeking to meet the SACE Numeracy requirement early by completing Year 11 Mathematical Pathways in Semester 2.

Subject Description

Mathematical Pathways focuses on enabling students to use Mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Mathematical Pathways 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.

Assessment

Students are assessed against the IBMYP criteria for Mathematics: Knowing and Understanding, Investigating Patterns, Communicating, Applying Mathematics in Real-life Contexts..

Semester 2
Concepts and Techniques, Reasoning and Communication:
65% Skills and Applications Tasks
35% Portfolio of Directed Investigations

Knowledge to be Developed

Number and Algebra, Linear and Non-Linear relationships, Measurement, Statistics and Probability, Geometric Reasoning and STEM.

Semester 2
Calculations, Time and Ratio, Earning and Spending.

Transferrable Skills

Problem Solving, Teamwork, Self-Management.

Future Pathways

Mathematics Pathways provides the foundation for further study in trades or vocational pathways.

It prepares students for courses and careers that may involve the use of problem solving in everyday and workplace contexts.

Subject Opportunities

Investigation Task involving the practical application of Mathematical Pathways in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

Contacts

Mrs Amanda Aulert, Mr Ashley Robinson, Mr Matthew Loan

10 SCIENCE

Full year

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Science provides opportunities for students to develop an understanding of important Science concepts and processes, by building a foundation of knowledge across the Biological, Chemical, Physical, and Earth and Space Sciences. Students will also learn about the practices used to develop scientific knowledge, as well as its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed, evidence-based decisions about local, national and global issues and to participate in Science-related careers.

Assessment

Students are assessed against the IBMYP criteria for Sciences: Knowing and Understanding, Inquiring and Designing, Processing and Evaluating, Reflecting on the Impacts of Science.

Knowledge to be Developed

Science Understanding (Biology, Chemistry, Physics, Earth and Space Science), Science as a Human Endeavour (nature and development of science, use and influence of science), Science Inquiry Skills (questioning and predicting, planning and conducting, processing and analysing information, evaluating, communicating).

Transferrable Skills

Problem Solving, Teamwork, Communication, Technology Skills.

Future Pathways

The knowledge and skills gained from studying Science at high school prepares students for a wide variety of study options and career pathways. These include, but are not limited to: Medicine and Nursing, Agriculture, Conservation and Land Management, Veterinary, Nutrition, Sports Science, Engineering, Architecture, Construction, Manufacturing, Research and Scientific Services.

Furthermore, with the extent of digital disruption and automation in many jobs projected to increase rapidly over the next 5-10 years, education in Science (along with other STEM disciplines) is critical, to ensure that students have the knowledge, skills and capability to work with these new technologies rather than be replaced by them.

Subject Opportunities

Hands-on Science experiments, demonstrations, designing your own experiments.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney

10 SCIENTIFIC SOLUTIONS(Stage 1)

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

In Scientific Solutions, students work both collaboratively and individually to investigate an authentic, engaging, and complex question or problem, often provided through connections with practising Scientists and Engineers, industry, and the wider community. Students are guided to engage in investigations that are relevant and of genuine interest, using scientific methods and/or engineering design processes.

This subject involves interdisciplinary approaches with a focus on Science and Engineering, supported through the application of Technology, Design, and Mathematical thinking (STEM). As students explore scientific phenomena and develop investigable questions, they understand the fundamental importance of Science as a Human Endeavour and articulate their understanding of the interaction between Science and society.

Scientific Solutions provides a powerful platform for students to develop their Science inquiry skills as well as their capabilities, in particular to think critically and creatively, work collaboratively, solve problems and be innovative.

Assessment

Students are assessed on the following:

- Two tasks with a focus on Science inquiry skills
- One investigation with a focus on Science as a Human Endeavour

Knowledge to be Developed

- Science Understanding (topic specific knowledge with connections to content from various curriculum areas)
- Science Inquiry Skills (questioning and predicting, planning and conducting, processing and analysing information, evaluating, communicating)
- Engineering Design Processes
- Science as a Human Endeavour (use and influence of Science)

Transferrable Skills

Critical and Creative Thinking, Problem Solving, Innovation, Collaboration, Communication, Technology.

Future Pathways

Studying Scientific Solutions gives students valuable insight into what it is like to work as a Scientist or Engineer, broadening their view of career possibilities. Combined with the focus on the development of capabilities in this subject, this sets students up well for future studies and possible careers in an era of digital disruption and automation.

Subject Opportunities

Solving problems with Scientists and Engineers, field excursions to test designs, investigating cutting-edge scientific issues.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney

South Australian Certificate of Education (SACE)

Senior school curriculum

The SACE

Students who successfully complete their Senior Secondary education in South Australia are awarded the South Australian Certificate of Education (SACE). The SACE is a qualification that demonstrates students have acquiried a certain level of knowledge and skills important to further education and training, workforce or apprenticeship. 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. 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 92) and/or Vocational Education and Training (VET) pathways (pages 96-100). Further details of these options are provided in the Flexible Learning Frameworks section of the Prospectus (page 90-92). 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: 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: 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 90)
- 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 lists of subjects to be offered at Stage 1 (page 53) and Stage 2 (page 73) 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: https://apps.sace.sa.edu.au/students-online/login.do

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 students who have a Negotiated Education Plan or are undertaking 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 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 2020 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 the Assistant Principal Senior School to discuss their application. Parents/caregivers need to give permission and be aware of the extra demands placed on the student when studying in a university environment.

SACE Planner

Year 10 and Stage 1 students are advised to use the pathway planning checklist below to plan their courses.

Year 10		
You must complete the Personal Learning Plan	Credits	
Personal Learning Plan	10	
	Subtotal	10

Year 11		
You must complete 20 credits focused on Literacy		
Choose from the range of English subjects or courses available		
English (10 credit choice)	10	
English (10 credit choice)	10	
You must complete 10 credits focused on Numeracy		
Choose from the range of Mathematics subjects or courses available		
Mathematics (10 credit choice)	10	
	Subtotal	30
You must complete at least 70 credits of SACE Stage 1 subjects		
Choose from a range of SACE Stage 1 subjects and/or courses		
Free choice:		
1	10	
2	10	
3	10	
4	10	
5	10	
6	10	
7	10	
	Subtotal	70

Year 12		
You must complete 80 additional credits at Stage 2		
60 of these credits must be for 3 x 20 credits (full year) Stage 2 subjects		
1 (20 credits)	20	
2 (20 credits)	20	
3 (20 credits)	20	
4 (2 x 10 credits or 1 X 20 credits)	20	
Research Project (10 credits) - this is completed in Year 11	10	
	Subtotal	**90**
To gain the SACE, students must earn 200 credits	**Total**	**200**

Post School Pathways

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

Tertiary Admission Subjects (TAS)

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

Students and parents/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 2020, 2021 and 2022 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 pathways, strengths and interests.

Scaling should not be taken into account when selecting subjects.

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

TAFE Eligibility

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

There is no Course Admission Requirement (CAR) for non-competitive Certificates I, II and III.
Admission requirements into Competitive Certificate I, II and III level courses will vary:

- Set dates for applying throughout the year
- Ranking may apply

Minimum CAR for Certificate IV and above are:

- SACE Completion or the equivalent
- Any certificate III
- Achievement in the TAFE SA Assessment of Basic Skills (TABS)
- Prerequisite subjects or related subject

STAGE 1 INTEGRATED PACKAGE

Full year - 120 credits

Recommended Background

VET course/Identified Career Pathway or Individual Learning Requirements. Students undertaking the Integrated Package will be working toward SACE completion and entry into the TAFE sector. They will not be working toward an ATAR (Australian Tertiary Entrance Rank) for University entrance.

Subject Description

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.

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 the 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

Assessment

Students are assessed against the Performance Standards and Assessment types for the following subjects:
Workplace Practices, Community Studies, Essential English, Mathematical Pathways

Knowledge to be Developed

Literacy and Numeracy capability.

Transferrable Skills

Communication, Initiative and Enterprise, Planning and Organisation, Self-Management.

Subject Costs

Cost of VET Training through an external provider.

Contacts:

Assistant Principal Senior School

STAGE 2 SACE PATHWAYS PACKAGE

Full year - 60 credits

Recommended Background

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

Subject Description

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.

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

Assessment

Students are assessed against the Performance Standards and Assessment types for the following subjects:
Workplace Practices, Community Studies, Essential English

Knowledge to be Developed

Literacy and numeracy capability.

Transferrable Skills

Communication, Initiative and Enterprise, Planning and Organisation, Self-Management.

Subject Costs

Possible cost of VET Training through an external provider.

Contacts:

Assistant Principal Senior School

Stage 1 Subjects

Learning Area/Subject Name
Arts
Drama 1
Drama 2
Music: Creative Arts
Art Focus 1
Art Focus 2
Art Focus 3: Craft
Design: Environmental Design
Design: Visual Communication and Product Design
Business Innovation, Technology, Workplace Practices
Business Innovation
Material Products
Photography 1: Natural Light
Photography 2: Artificial Light
Systems and Control Products
Workplace Practices
English
English A and B
Essential English A and B
English (EAL Focus) A and B
Flexible Learning Frameworks
Community Studies and Community Learning
Peer Support
Research Practices

Learning Area/Subject Name
Health and Physical Education
Child Studies 1 and 2
Food and Hospitality 1
Food and Hospitality 2
Health
Netball A and B
Outdoor Education
Physical Education
Humanities and Social Sciences
Legal Studies
Modern History
Tourism
Languages
German (continuers) A and B
Japanese (continuers) A and B
Spanish (beginners) A and B
Mathematics
Choose at least 1 of the following:
General Mathematics A and B
Mathematical Methods A and B
Mathematical Pathways
Specialist Mathematics A and B (must be completed with Mathematical Methods)
Science
Biology 1
Biology 2
Chemistry A and B
Physics A and B
Psychology 1 and 2

Special Interest Programs
Boys Australian Football
Girls Australian Football
Netball
Certificate II Dance (VET)
Certificate II Electronics (VET)
Certificate II Music (VET)
Integrated Package

STAGE 1 DRAMA 1

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

Year 10 Drama recommended or an interest and ability in Drama and / or Performing Arts.

Subject Description

The Drama program provides students with the opportunity to study and perform in a theatre production to family and friends using industry standards. Students can also opt to take an off-stage role in the performance such as costume, make-up, lighting, sound, or media. In this program, skills of characterisation or stagecraft are developed through fun exercises and a sustained rehearsal process. Students produce a production report that reflects on their development and ability to describe, analyse and evaluate their individual and ensemble process and achievements throughout the performance task. They review live theatre performances and reflect on their own dramatic experiences in various formats: written, oral, and multimedia.

Students draw links between theory and current Dramatic Arts industry practice to envision their own dramatic company.

Students engage with, and analyse Contemporary Drama that incorporates innovative technology.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Drama:
Assessment Type 1: Responding to Drama
Assessment Type 2: Performance
Assessment Type 3: Creative Synthesis

Knowledge to be Developed

In Drama, students participate in the planning, rehearsal and performance of dramatic work. They generate, analyse and evaluate ideas, demonstrate creative problem solving and story- telling through collaborative learning and performance opportunities. Students develop their curiosity and imagination, creativity, individuality, self-esteem and confidence.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Teamwork. Self-management.

Future Pathways

SACE Stage 2 Drama, Stage 2 Creative Arts.

Subject Opportunities

Students enrolling in this course have opportunities to engage in workshops with professional artists and performers. Students participate in excursions to view and review live theatre, some after-hours rehearsals and evening performances.

Subject Costs

$40 may apply to cover theatre ticket costs to two voluntary shows. Students must expect to perform to audiences outside the Drama class.

Contacts

Ms Brigitte Esvelt

STAGE 1 DRAMA 2

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

Year 10 Drama recommended or an interest and ability in Drama and / or Performing Arts

Subject Description

This Drama program follows on from the Drama 1 program. Students will investigate a dramatic innovator, through a contemporary play. They will be involved in a performance project, which will include the opportunity to direct and create their own Production, envisioning their own theatre company. Students are also involved as performers in a play or work in an off-stage role, e.g. stage management, lighting, costumes, publicity, sound effects, props management. They review live theatre performances and reflect on their own dramatic experiences in various formats: written, oral, and multimedia.

Students draw links between theory and current Dramatic Arts industry practice to envision their own dramatic company.

Students engage with, and analyse Contemporary Drama that incorporates innovative technology.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Drama:
Assessment Type 1: Responding to Drama
Assessment Type 2: Performance
Assessment Type 3: Creative Synthesis

Knowledge to be Developed

In Drama, students participate in the planning, rehearsal and performance of dramatic work. They generate, analyse and evaluate ideas, demonstrate creative problem solving and story- telling through collaborative learning and performance opportunities. Students develop their curiosity and imagination, creativity, individuality, self-esteem and confidence.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Teamwork. Self-management.

Future Pathways

SACE Stage 2 Drama, Stage 2 Creative Arts.

Subject Opportunities

Students enrolling in this course have opportunities to engage in workshops with professional artists and performers. Students may participate in excursions to view and review live theatre. Some after-hours rehearsals and evening performances will be required.

Subject Costs

$40 may apply to cover theatre ticket costs to two voluntary shows. Students must expect to perform to audiences outside the Drama class.

Contacts

Ms Brigitte Esvelt

STAGE 1 MUSIC: CREATIVE ARTS

Semester - 10 credits
Students can undertake the course in one or both semesters.

Desired Background/Prerequisites/Assumed Knowledge

Background in Music Performance or Technology.

Subject Description

Senior Music is delivered as a Creative Arts course enabling students to develop their own skills towards the creation of professional level arts products. Students identify, investigate and develop the skills and techniques needed in their area of musical focus while developing a better understanding of genre, style, artistic features and processes. The focus of the course is practical application and documentation of the artistic process.

Assessment

Knowledge and Understanding, Practical Application, Investigation and Interpretation, Evaluation
50% Products
20% Investigation
30% Documentation of Skills

Knowledge to be Developed

Specific Stylistic Musical Skills, Musical Terminology, Reflective Evaluation Processes, Arts project management.

Transferrable Skills

Communication, Initiative and Enterprise, Self-Management.

Future Pathways

Musician, Musical Theatre Performer, Music Professionals, Music / Instrumental Teacher. Certificate III Music Industry, Certificate IV in Music, Diploma of Music, Advanced Diploma in Music (Contemporary or Jazz).

Subject Opportunities

Students have the opportunity to identify investigate and develop specific skills required for their musical area of interest.

Subject Costs

Nil.

Contacts

Mr Ben Dening

STAGE 1 ART FOCUS 1: TRADITIONAL

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students create works of 2D Visual Art. Students will explore techniques within painting, drawing, printmaking, photography digital illustration.

Students develop a series of technical examples presented in a folder, with notes and accompanying theory topic.

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 study of traditional artists and their works in the context of culture, practical, theoretical study or a blend.

Assessment

Assessments 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

Knowledge to be Developed

Students consolidate their understanding and interpretation of the subject knowledge they have acquired to develop a personal aesthetic to guide the creative process.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Visual Arts: Art Focus 1 provides the foundation for further study in SACE Stage 2 Visual Arts.

Subject Opportunities

SACE Stage 1 provides students with the opportunity to research and experiment with subject material which may be further developed in SACE Stage 2.

Subject Costs

Nil.

Contacts

Ms Jennifer Remete

STAGE 1 ART FOCUS 2: CONTEMPORARY

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students create works of 2D Visual Art. Students will explore techniques within painting, drawing and/ or printmaking.

Students develop a series of technical examples presented in a folder, with notes and accompanying theory topics.

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 study of contemporary artists and their works in the context of culture, a practical, theoretical study or a blend.

Assessment

Assessments 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

Knowledge to be Developed

Students consolidate their understanding and interpretation of the subject knowledge they have acquired to develop a personal aesthetic to guide the creative process.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Visual Arts: Art Focus 2 provides the foundation for further study in SACE Stage 2 Visual Arts.

Subject Opportunities

SACE Stage 1 provides students with the opportunity to research and experiment with subject material which may be further developed in SACE Stage 2.

Subject Costs

Nil.

Contacts

Ms Jennifer Remete

STAGE 1 ART FOCUS 3: CRAFT

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

It is recommended that students have an interest in Art. Time management skills, the ability to negotiate and complete the work programs are essential for success.

Subject Description

Visual Arts: Arts Focus 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. Students create works of Art including fabric, dyeing, printing and an opportunity to explore Fashion Design.

Assessment

Assessments 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

Knowledge to be Developed

Students will work in a wide range of techniques from traditional cultures.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Visual Arts: Art Focus 3 provides the foundation for further study in SACE Stage 2 Visual Arts.

Subject Opportunities

SACE Stage 1 provides students with the opportunity to research and experiment with subject material which may be further developed in SACE Stage 2.

Subject Costs

Nil.

Contacts

Ms Jeanette Beadnall

STAGE 1 DESIGN: ENVIRONMENTAL DESIGN

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students develop concepts to meet societal needs in the area of Product, Architecture and Environmental Design.

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.

Students develop a portfolio showing changes in Design from 1890's to 1980 in the context of Art and Design movements of time.

Assessment

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

Knowledge to be Developed

Students consolidate their understanding and interpretation of the subject knowledge, industry based software they have acquired to begin to pursue areas of specialised interest, which may include Environmental Design (architectural form, city planning or urban planning, interior design, landscaping), Product Design (objects ranging from furniture, electronics, fashion, lighting) and Visual Communication Design (graphic design and illustration).

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Design: Environmental Design provides the foundation for further study in SACE Stage 2 Design Focus.

Subject Opportunities

SACE Stage 1 provides students with the opportunity to research and experiment with subject material which may be further developed in SACE Stage 2.

Subject Costs

Nil.

Contacts

Ms Jennifer Remete

STAGE 1 DESIGN: VISUAL COMMUNICATION and PRODUCT DESIGN

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students communicate concepts to meet the needs of conveying information in a global context in areas such as media, illustration, marketing and advertising.

Students develop products 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.

Students are exposed to an overview of the characteristics of modern design in a selection of countries including Japan, US, Europe and Australia.

Assessment

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

Knowledge to be Developed

Students consolidate their understanding and interpretation of Environmental Design (architectural form, city planning or urban planning, interior design, landscaping), Product Design (objects ranging from furniture, electronics, fashion, lighting) and Visual Communication Design (graphic design and illustration).

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

SACE Stage 1 Design: Visual Communication and Product Design provides the foundation for further study in SACE Stage 2 Design Focus.

Subject Opportunities

SACE Stage 1 provides students with the opportunity to research and experiment with subject material which may be further developed in SACE Stage 2.

Subject Costs

Nil.

Contacts

Ms Jennifer Remete

STAGE 1 BUSINESS INNOVATION

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Review challenges associated with start-up and existing businesses. Students are immersed in the process of finding and solving customer problems or needs through Design thinking and using assumption-based planning tools. Students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world.

Assessment

60% Business Skills
20% Business Pitch

Knowledge to be Developed

Finding and solving problems, financial awareness and decision-making, the nature and structure of business, key business functions, ownership and legal responsibilities.

Transferrable Skills

Problem Solving, Teamwork, Interpersonal And Communication, Analytical Skills, Leadership, Goal Setting, Time Management.

Future Pathways

Commerce, Finance, Accountancy, Marketing, HR and Personnel Management, Sales Manager, Entrepreneur, Chief Executive Officer. This subejct prepares students for courses and careers that may involve a career in business which may stretch across varied sectors and industries. These areas may range from companies in fashion, utilities, health, insurance, construction.

Subject Opportunities

Students have the opportunity to investigate a business, prepare a business model of a solution to a customer need or problem and pitch the idea.

Subject Costs

Nil.

Contacts

Ms Argie Buesnel, Ms Jacqueline Heaney

STAGE 1 MATERIAL PRODUCTS

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

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, plastics 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

30% Folio Part A and B
50% Product
20% Skills and Applications Tasks

Knowledge to be Developed

Measuring, working to scale, investigating, designing, command terms, authentic testing and data collection, analysis and critical investigation.

Transferrable Skills

Problem Solving, Teamwork, Planning and Organisation, Technology, Self-Management, Communication.

Future Pathways

This course offers the opportunity to develop advanced technology skills. Students learn 2D and 3D modelling which can lead to industry pathways in construction and engineering careers as well as other areas.

Students will also develop practical skills in the workshop which can be helpful when seeking apprenticeships or working in the construction industry.

Subject Opportunities

Student will identify real needs and develop products to meet these needs.

Subject Costs

Nil.

Contacts

Mr Ben Cullen, Mrs Jacqueline Heaney

STAGE 1 PHOTOGRAPHY 1: NATURAL LIGHT - COMMUNICATION PRODUCTS

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

This subject will focus on providing an in-depth understanding of the extensive range of equipment, processes involved with the capture and manipulation of digital SLR images using natural light. The role of Photography in society and industry specifications are addressed across the subject.

Skills Tasks:

- Digital SLR camera operation
- Controlling shutter speed, depth of field and exposure
- Creative camera techniques; macro, landscape, portraiture and more

Folio:

Documenting stages through Design folder processes; inquiring and analysing, developing ideas, creating the solution and evaluation of images and product that demonstrates and showcases techniques in manipulating and effectively using natural light in response to a Design brief.

Major Product:

Documenting stages of the production for presenting a series of images to promote a tourist destination.

Assessment

Assessments will be practical tasks with supporting theoretical work.

50% Skills Tasks
30% Folio
20% Major Product

Knowledge to be Developed

Digital SLR Camera Operations. Depth of field, exposure, exposure compensation. Shutter Speed; slow and fast. Macro, Landscape, Portraiture. Post processing, image manipulation. Natural lighting.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology, Self-Management.

Future Pathways

Photography 1 provides the foundation for further study in Photography. It prepares students for courses and careers that may involve the use of photography knowledge, understanding and skills.

Subject Opportunities

Natural lighting techniques. Advanced Image Manipulation. Photography excursion.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Emma Golding

STAGE 1 PHOTOGRAPHY 2: ARTIFICIAL LIGHT - COMMUNICATION PRODUCTS

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

Photography 1 Natural Light highly recommended, but not compulsory.

Subject Description

This subject will focus on providing an in-depth understanding of the extensive range of studio equipment, processes involved with the capture and manipulation of digital SLR images using artificial light settings. The role of Photography in society and industry specifications are addressed across the subject.

Skills Tasks:

- Digital SLR camera operation
- Controlling shutter speed, depth of field and exposure
- Creative camera techniques; bokeh, portraiture and more
- Material Application task

Folio:

Documenting stages through Design folder processes; inquiring and analysing, developing ideas, creating the solution and evaluation of images and product that demonstrates and showcases techniques in manipulating and effectively using artificial lighting systems (studio photography) in response to a Design brief.

Major Product:

Documenting stages of the production for presenting images suitable for the production of a printed product.

Assessment

Assessments will be practical tasks with supporting theoretical work.

50% Skills Tasks
30% Folio
20% Major Product

Knowledge to be Developed

Digital SLR Camera Operations. Depth of field, exposure, exposure compensation. Shutter Speed; slow and fast. Bokeh, portraiture Post processing, image manipulation. Key Light Set ups; butterfly, Rembrandt, split, flat, accent light.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology, Self-Management.

Future Pathways

Photography 2 provides the foundation for further study in Photography. It prepares students for courses and careers that may involve the use of photography knowledge, understanding and skills.

Subject Opportunities

Artificial lighting techniques using Studio facilities. Advanced Image Manipulation. Creative Camera techniques and demonstrations.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Emma Golding

STAGE 1 SYSTEMS AND CONTROL PRODUCTS

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Focus area involves the use of advanced CAD/CAM technologies with opportunities to incorporate electronics 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

30% Folio Part A and B
50% Product
20% Skills and Applications Tasks

Knowledge to be Developed

Measuring, working to scale, investigating, designing, command terms, authentic testing and data collection, analysis and critical investigation.

Transferrable Skills

Problem Solving, Teamwork, Planning and Organisation, Technology, Self-Management, Communication.

Future Pathways

This course offers the opportunity to develop advanced technology skills. Students learn 2D and 3D modelling which can lead to industry pathways in construction and engineering careers as well as other areas.

Subject Opportunities

Student will identify real needs and develop products to meet these needs.

Subject Costs

Nil.

Contacts

Mr Ben Cullen, Mrs Jacqueline Heaney

STAGE 1 WORKPLACE PRACTICES

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite, however, ideal if combined with VET course.

Subject Description

Students examine the nature of work in their chosen industry including understanding the labour market and employment prospects. As well as this, students analyse their own skills and abilities within that industry. Students look carefully at the rights and responsibilities of employers and employees and finally reflect on their own readiness to enter the workforce. Students planning to undertake a VET course are recommended to select Workplace Practices to provide flexibility.

Assessment

Students are assessed against the following Performance Standards- Knowledge and Understanding, Application, Investigation and Analysis, Reflection and Evaluation.
40% Folio
30% Performance
30% Reflection

Knowledge to be Developed

Students develop an understanding of the labour market, Industry trends, self analysis/skill auditing.

Transferrable Skills

Planning and Organisation, Self-Management.

Future Pathways

Students may use Workplace Practices to explore career options and develop specific skills for a chosen industry. Tasks have great flexibility to be used to develop and refine employability skills for future training or employment. Course participants are prepared to move into Part time Fulltime work, Vocational Training, Tertiary Study, Apprenticeships or Traineeships in a wide variety of industry areas.

Subject Opportunities

Students undertake an Industry Trends task where they learn how to use Labour Market information to make future employment decisions. This helps students be able to make informed work decisions regarding pay and job security.

Subject Costs

Nil.

Contacts

Mr Ben Dening

STAGE 1 ENGLISH A and B

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of Year 10 Language and Literature.

Subject Description

Stage 1 English has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and Drama texts.

Assessment

Assessment at Stage 1 is school-based and may be externally moderated.
Minimum of 20% Responding to texts
Minimum of 20% Creating texts

Knowledge to be Developed

Analysis of perspectives, purpose, audience, stylistic features and language conventions; analysis and evaluation of a range of literary text types including prose, poetry, film and drama; demonstration of responses using a range of literary devices.

Transferrable Skills

Communication, Critical Analysis, Evaluation, Review, Literacy.

Future Pathways

SACE 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 SACE Stage 2.

Subject Opportunities

Exploration of perspectives and ideas from a range of real world and fictional situations.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contacts

Ms Tara Baron

STAGE 1 ESSENTIAL ENGLISH A and B

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE Literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2. There is an emphasis on communication, comprehension, analysis, and text creation.

Students who complete 20 credits of this subject with a C grade or better will meet the Literacy requirement of the SACE.

Assessment

Assessment at Stage 1 is school-based and may be externally moderated.
Minimum of 20% Responding to texts
Minimum of 20% Creating texts

Knowledge to be Developed

Language use for context, purpose and audience; literacy practices to suit real world situations; critical analysis of text; creative techniques to use with a range of texts; use of text types in a range of real world situations; evaluation and review of texts and language use.

Transferrable Skills

Literacy, Review, Communication, Evaluation.

Future Pathways

Completion of SACE Stage 1 Essential English supports students with career based Literacy and Language. It allows for entry into Stage 2 Essential English or Stage 1 English if desired.

Subject Opportunities

Exploration of perspectives from a variety of fiction and non-fiction texts. Building of Language and Literacy skills relevant to work life or further study.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contacts

Ms Tara Baron

STAGE 1 ENGLISH as an ADDITIONAL LANGUAGE (EAL) A and B

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

Access to this course is limited to those students who qualify for English as an Additional Language (EAL) instruction.

Subject Description

Stage 1 English as an Additional Language is designed to improve students' general proficiency in the English language. There is an emphasis on communication, comprehension, analysis, and text creation.

Students who want to enrol in English as an Additional Language will be required to apply to the SACE Board for eligibility. Students who complete this subject with a C grade or better will meet the literacy requirement of the SACE.

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

Knowledge to be Developed

Literacy and language devices and techniques, understanding of culture and perspectives. Analysis of language techniques for particular contexts.

Transferrable Skills

Literacy, Communication, Evaluation.

Future Pathways

Completion of SACE Stage 1 English as an Additional Language supports students to develop their English Literacy and Language skills. It allows for entry into Stage 2 English as an Additional Language and may also lead to other SACE Stage 2 English subjects.

Subject Opportunities

Exploration of perspectives from a variety of fiction and non-fiction texts. Building of Language and Literacy skills relevant to work life or further study.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contacts

Ms Tara Baron

STAGE 1 CHILD STUDIES 1 and 2

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisitie required.

Subject Description

Child Studies students examine the period of childhood from conception to 8 years, and issues related to the growth, health and well-being of children. They examine diverse attitudes, values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Assessment

Investigation, Problem-solving, Practical Application, Collaboration and Reflection:
50% Practical Activity Tasks
25% Group Activity Tasks
25% Investigation

Knowledge to be Developed

Behavioural, cognitive, language and communication, physical, social and emotional development of children.

Transferrable Skills

Communication, Teamwork, Planning and Organisation.

Future Pathways

Successful completion of SACE Stage 1 Child Studies leads to SACE Stage 2 Child Studies.

Child Studies provides students with a range of skills and the knowledge to pursue a career working with young children in areas including Primary teaching, Nursing, Midwifery, Child Care Director, Child Care work through VET or University pathways.

Subject Opportunities

Child Studies provides students with opportunities to work closely with Reception, Years 1 and 2 children at our local primary schools for the practical components of this subject providing authentic learning opportunities for students in this course.

Subject Costs

Nil.

Contacts

Ms Janet Bradley, Ms Sue Richards

STAGE 1 FOOD and HOSPITALITY

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisitie required.

Subject Description

The Food and Hospitality industry is dynamic and changing. In Stage 1 Food and Hospitality, students examine some of the factors that influence people's food choices and the health implications of those choices. They also gain an understanding of the diversity of the Food and Hospitality industry in meeting the needs of local people and visitors.

Assessment

Investigation, Problem-solving, Practical Application, Collaboration and Reflection

60% Practical Activity Tasks

20% Group Activity Tasks

20% Investigation

Knowledge to be Developed

Trends in hospitality, the relationship of food choices to the health and well-being of individuals, families, and communities, the effect of globalisation on food choices.

Transferrable Skills

Problem Solving, Teamwork, Planning and Organisation.

Future Pathways

Successful completion of Stage 1 Food and Hospitality leads to Stage 2 Food and Hospitality.

Studies in Food and Hospitality provides students with a range of skills and the knowledge to pursue a career working in the Hospitality, Food Services and Tourism industries. This could include a career as a chef, hotel management, and event management, large/small scale catering events, café work, barista and VET hospitality options.

Subject Opportunities

In Food and Hospitality students have the opportunity to plan, prepare and cater for events for groups of people inside and outside of the school community providing authentic learning experiences. Added to this is the ability for students to explore recent developments within the food industry and an opportunity to explore and master the art of coffee making.

Subject Costs

Nil.

Contacts

Mrs Janet Bradley, Mrs Mary Oleschenko, Ms Toni Mayer

STAGE 1 HEALTH

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

A desire to increase understanding of the influences of health issues on society.

Subject Description

Students study contemporary health issues in Australia and the world. Students learn to critically analyse health trends and provide ideas to promote health and well-being. They take part in a number of actions to improve health. Students investigate, gather primary research, analyse issues and write 3 researched reports.

Assessment

Investigation, Understanding, Application, Critical analysis and evaluation.

40% Investigation

30% Issues response

30% Group activity – Investigation and presentation

Knowledge to be Developed

Understanding of health priorities in Australia and determinants of health, Knowledge of Sexuality and health, Health promotion in the community, Contemporary health issues critically analysed.

Transferrable Skills

Teamwork, Initiative and Enterprise, Learning.

Future Pathways

Stage 2 Health. The health industry is a growing field with many opportunities for employment. Understanding gained in the course could be useful for nursing, physiotherapy, psychology, medicine.

Subject Opportunities

Research opportunity to investigate gender stereotyping and sexualisation in the media at local shopping precincts.

Subject Costs

Nil.

Contacts

Ms Janet Bradley

STAGE 1 PHYSICAL EDUCATION

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

An interest in Physical Education and a commitment to being involved in all physical activities and applying theoretical, innovative concepts.

Subject Description

Stage 1 Physical Education has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake and learn through a wide range of authentic physical activities example, sports, theme-based games, laboratories and fitness and recreational. Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes.

Assessment

Performance Standards include:

- Application and Communication
- Exploration, Analysis and Reflection

The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education. Three assessments:
Performance Improvement: at least 1 assessment with a minimum weighting of at least 20%.
Physical Activity Investigation: at least 1 assessment with a minimum weighting of at least 20%.

Knowledge to be Developed

The application of knowledge and understanding of movement concepts and strategies in physical activity, reflecting on movement concepts and strategies, applying communication and collaborative skills, exploring and analysing evidence, reflecting on ways to improve participation and/or performance and communication using subject specific terminology in a variety of modes.

Transferrable Skills

Communication, Teamwork, Planning and Organisation, Learning, Technology.

Future Pathways

Stage 2 Physical Education. Career pathways in Education, Sports Administration, Sports Coaching, Exercise Physiology, Sports Science and various VET courses.

Subject Opportunities

Child studies provides students with opportunities work closely with an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Subject Costs

Nil.

Contacts

Ms Janet Bradley

STAGE 1 OUTDOOR EDUCATION

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

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.

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

Subject Description

Building on the knowledge attained in The World Outdoors course at Year 10 level, this subject is designed to:

- Create a sense of challenge that generates belief in themselves as young people,
- Develop relationships with both other students and staff that will carry them through their schooling career and
- Enhance their wellbeing in a safe and supportive environment.

Assessed against the SACE Performance Standards, the course is based on the following areas:

- Environment and Conservation: developing a greater understanding of the environment around them and the impact that humans have.
- Planning and Management: Greater responsibility in preparation for camp with a dedicated focus on route planning, navigation, camp cooking and risk management .
- Outdoor Activities: practically assessed components of the course which cover rock climbing, bushwalking and orienteering
- Outdoor Journey – this is the culmination of the term's preparation as we spend three days bushwalking through Deep Creek Conservation Park (40kms).

Assessment

Students are assessed in areas of:

- Practical knowledge and skills
- Participation and responsibility
- Reflection and evaluation
- Communication

Student work is assessed through three assessment types:
Assessment Type 1: Practical
Assessment Type 2: Folio
Assessment Type 3: Report

Knowledge to be Developed

Student's should come away confident in their ability to handle themselves in the outdoors, regardless of the situation. Self confidence and self management will be developed as students identify their own strengths and establish relationships. A greater understanding of the outdoor environment around them will give perspective as to how the impact of human involvement is shaping our world.

Transferrable Skills

Communication, Learning

Future Pathways

Upon successful completion of Stage 1 Outdoor Education, students may choose to continue their Outdoor Education studies through a range of VET courses available.

Studies in Stage 1 Outdoor Education provides students with a range of skills and the knowledge to pursue a career working in the Outdoors, Science, Environmental and Tourism industries.

Subject Opportunities

3-Day Bushwalking Course to Deep Creek Conservation Park, Rock Climbing in Morialta Gorge, Orienteering in Belair National Park.

Subject Costs

$235 is required for transport, site hire and instructor charges.

Contacts

Ms Janet Bradley, Mr Dan Smith

STAGE 1 LEGAL STUDIES

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

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 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

Assessment

50% A folio of Course Work
20% Individual or Group Presentation
30% An Issue Study

Knowledge to be Developed

Students gain an insight into law-making, the process of dispute resolution and administrating justice. They will investigate issues and make informed judgments about the Australian Legal System.

Transferrable Skills

Problem Solving, Critical Thinking, Interpersonal and Communication, Analytical Skills, Literacy.

Future Pathways

Business, Law, Advocacy, Criminology, Justice issues, International Studies, Political Career, Manager, Journalist, Diplomat, Police Officer, Information Technology, Planning and Development, Corporate Business, Philosophy, Psychology.

Subject Opportunities

Students have the opportunity to conduct a contemporary issues study where they can investigate the legal implications from one of 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.

Subject Costs

Excursion to the law courts and parliament house.

Contacts

Ms Tara Baron, Ms Argie Buesnel

STAGE 1 MODERN HISTORY

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

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.

In 2020 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, Questacon and the National Film and Sound Archive of Australia.

Assessment

Students undertake four assessments, and each assessment type should have a weighting of at least 20%:

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

Knowledge to be Developed

Impacts of developments and movements of peoples' ideas, perspectives, circumstances and lives; ways in which people, groups and institutions challenge political structures, social organization and economic models in order to transform societies; understanding of imperialism, revolution and decolonization, political, economic, social and cultural system; how recognition of rights of individuals and societies has created challenges and responses.

Transferrable Skills

Source Analysis, Critical Analysis, Evaluation, Communication.

Future Pathways

The study of Individuals and Societies overall leads students to explore future pathway interests such as Geology, Archeology, History, Legal Studies, Politics, Business and Tourism.

Subject Opportunities

SACE Stage 1 Modern History leads to SACE Stage 2 Modern History.

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 $950 - $1,100 for a non-compulsory week-long field trip to Canberra.

Contacts

Ms Tara Baron, Mr Chris Brookes

STAGE 1 TOURISM

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

This course explores the Tourism industry and the social, economic, cultural and environmental impacts of Tourism. Students identify and investigate emerging Tourism trends at a local, national and global level, and investigate contemporary Tourism issues.

Assessment

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

Knowledge to be Developed

Students apply their knowledge, skills and understanding about Tourism to form personal opinions, make informed recommendations and predict future outcomes.

Transferrable Skills

Planning and Organisational, Communication, Self-Management, Problem Solving.

Future Pathways

Tour Guide, Events Coordinator, Travel Consultant, Tourist Information Officer, Hotel Manager, Flight Attendant.

Subject Opportunities

Practical application of Tourism skills in the real world.

Subject Costs

Students have the opportunity to participate in non-compulsory field excursions which may incur a cost up to $10 each.

Contacts

Ms Renee Daish, Ms Meri Holt

STAGE 1 GERMAN A and B

One semester - 10 credits or full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of Year 10 German.

Subject Description

Students will further develop their language skills by engaging with the concepts: Creativity, Identity, Landscapes, Movement and Technology.

Students will apply their language and intercultural knowledge and understanding to prepare for a social interaction which demonstrates effective communication. This may include: a conversation, an interview, a debate, a round table discussion, an online spoken interaction. They consider: What they want to say, How they want to say it, What they know and what they want to know, Communication strategies that will ensure meaning is made.

Text production may include the following text types: an imaginative narrative, a speech, a poem or a song, an interactive digital children's story, a newspaper or magazine article, a blog post, a report or a review, a brochure, an advertisement.

Assessment

Assessment tasks include creating a language anthology and collaborative tasks. Students are assessed against the Performance Standards: Communicating and Creating, Exploring and Understanding.

Knowledge to be Developed

SACE German language students build on the diversity and range of language and cultural knowledge, understanding and skills that they bring with them through their previous experiences at school and in the community.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Successful completion of SACE Stage 1 German leads to SACE Stage 2 German and to learning additional languages.

Subject Opportunities

Restaurant excursions, interacting with visiting German students and visitors, German Big Day Out (Adelaide University).

Subject Costs

Students may be asked to contribute to the cost of a local excursion.

Contacts

Ms Karyn Jones

STAGE 1 JAPANESE A and B

One semester - 10 credits or full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of Year 10 Japanese.

Subject Description

Students will further develop their language skills by engaging with the concepts: Creativity, Identity, Landscapes, Movement and Technology.

Students will apply their language and intercultural knowledge and understanding to prepare for a social interaction which demonstrates effective communication. This may include: a conversation, an interview, a debate, a round table discussion, an online spoken interaction. They consider: What they want to say, How they want to say it, What they know and what they want to know, Communication strategies that will ensure meaning is made.

Text production may include the following text types: an imaginative narrative, a speech, a poem or a song, an interactive digital children's story, a newspaper or magazine article, a blog post, a report or a review, a brochure, an advertisement.

Assessment

Assessment tasks include creating a language anthology and collaborative tasks. Students are assessed against the Performance Standards: Communicating and Creating, Exploring and Understanding.

Knowledge to be Developed

SACE Japanese language students build on the diversity and range of language and cultural knowledge, understanding and skills that they bring with them through their previous experiences at school and in the community.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Successful completion of SACE Stage 1 Japanese leads to SACE Stage 2 Japanese and to learning additional languages.

Subject Opportunities

Restaurant excursions, interacting with visiting Japanese students.

Subject Costs

Students may be asked to contribute to the cost of a local excursion.

Contacts

Ms Karyn Jones

STAGE 1 SPANISH A and B (Beginners)

One semester - 10 credits or full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

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.

Subject Description

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 Spanish. Students develop and apply linguistic and intercultural knowledge, understanding and skills by interacting with others and by creating and analysing 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.

Knowledge to be Developed

Beginners Spanish Language students develop their ability to communicate in Spanish and through their language studies, develop intercultural appreciation and understanding.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Successful completion of SACE Stage 1 Beginners Spanish leads to SACE Stage 2 Beginners Spanish

Subject Opportunities

Restaurant excursions, study tour to Spain.

Subject Costs

It is highly recommended that students purchase the workbook that accompanies the course book Nuevo Espanol En Marcha Cuaderno de Ejercicios and CD, available from the school at a cost of approximately $30. Students may be asked to contribute to the cost of a local excursion.

Contacts

Ms Karyn Jones, Ms Jenny Arezina

STAGE 1 GENERAL MATHEMATICS A and B

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of Year 10 General Mathematics or Mathematical Methods.

Subject Description

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

Assessment

Concepts and Techniques, Reasoning and Communication:
75% Skills and Applications Tasks
25% Portfolio of Directed Investigations

Knowledge to be Developed

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

Transferrable Skills

Problem Solving, Analytical Skills, Communication.

Future Pathways

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

This subject prepares students for courses and careers that may involve the use of Mathematics in education, Health Sciences and Business.

Subject Opportunities

Investigation Task involving the practical application of General Mathematics in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

Contacts

Mrs Amanda Aulert, Mr Trevor Clarke, Mr Mark Flynn

STAGE 1 MATHEMATICAL METHODS A and B

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of Year 10 Mathematics

Subject Description

Students explore the use of Mathematics in Engineering, Mathematical Sciences, Business, Management and Health Sciences. In the study of Mathematics students will learn how to approach challenges by investigating, reasoning and problem solving.

Assessment

Concepts and Techniques, Reasoning and Communication:
75% Skills and Applications Tasks
25% Portfolio of Directed Investigations

Knowledge to be Developed

Statistics, Models of Growth, Quadratic and other Polynomials, Coordinate Geometry and Functions, Trigonometry and Graphs. Use of graphics calculator.

Transferrable Skills

Problem Solving, Teamwork, Communication.

Future Pathways

Mathematical Methods provides the foundation for further study in Mathematics, Economics, Computer Sciences and the Sciences.

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

Subject Opportunities

Investigation Task involving the practical application of Mathematical Methods in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

Contacts

Mrs Amanda Aulert, Mr Trevor Clarke, Mr Mark Flynn

STAGE 1 SPECIALIST MATHEMATICS A and B

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of Year 10 Mathematics and Extension Mathematics.

Specialist Mathematics can only be studied in conjunction with Mathematical Methods A and B.

Subject Description

In Specialist Mathematics students will participate in a wide variety of problem-solving activities. They learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem solving with a goal of communicating to other the relationships observed.

Assessment

Concepts and Techniques, Reasoning and Communication:
75% Skills and Applications Tasks
25% Portfolio of Directed Investigations

Knowledge to be Developed

Topics include Trigonometry, Geometry, Sequences and Series, Vectors, Matrices, Vectors and Complex Numbers. Use of graphics calculator.

Transferrable Skills

Problem solving, Analytical Skills, Communication and Personal Development.

Future Pathways

Specialist Mathematics provides the foundation for further study in Mathematics, Engineering, Economics, Computer Sciences and the Sciences.

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

Subject Opportunities

Investigation Task involving the practical application of Specialist Mathematics in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

Contacts

Mrs Amanda Aulert, Mr Denis Orell, Ms Joanna Princi

STAGE 1 MATHEMATICAL PATHWAYS

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Stage 1 Mathematical Pathways, is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement.

Subject Description

Mathematical Pathways focuses on enabling students to use Mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Mathematical Pathways 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.

Assessment

Concepts and Techniques, Reasoning and Communication:
50% Skills and Applications Tasks
50% Portfolio of Directed Investigations

Knowledge to be Developed

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

Transferrable Skills

Problem Solving, Teamwork, Self-Management.

Future Pathways

Mathematics Pathways provides the foundation for further study in Trades or Vocational pathways.

It prepares students for courses and careers that may involve the use of problem solving in everyday and workplace contexts.

Subject Opportunities

Investigation Task involving the practical application of Mathematical Pathways in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

Contacts

Mrs Amanda Aulert, Mr Andrew Cavallaro, Mr Matt Loan

STAGE 1 BIOLOGY 1

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of Year 10 Science.

Subject Description

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.

Assessment

Assessment Type 1: Investigations Folio

- One practical investigation
- One research investigation (Science as a Human Endeavour)

Assessment Type 2: Skills and Applications Tasks

- Two topic tests (one of which may be an exam)

Knowledge to be Developed

Cells and Microorganisms (this topic is especially recommended for students who intend to continue with Biology at Stage 2), Biodiversity and Ecosystem Dynamics.

Transferrable Skills

Problem Solving, Planning and Organisation, Communication.

Future Pathways

Successful completion of SACE Stage 1 Biology will give students a good grounding should they choose to continue with SACE Stage 2 Biology or beyond. Biology prepares students for courses and careers that may involve understanding of Biological concepts in fields such as Health Sciences, Environmental Sciences, Agriculture, Veterinary Science, Forensics and Sports Science.

Subject Opportunities

Investigation tasks involving the practical application of Biology in the real world.

Subject Costs

Nil.

Contacts

Mr Andrew Cavallaro, Mrs Jacqueline Heaney, Mr Matthew Loan, Mr Mark Tossell

STAGE 1 BIOLOGY 2

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of Year 10 Science.

Subject Description

Biology is the study of living things – their structure, function, origin and distribution. This subject is not a prerequisite for SACE Stage 2 Biology, however it is highly recommended. SACE Stage 1 Biology leads to SACE Stage 2 Biology or Psychology. Biology 1 and 2 may be studied independently.

Assessment

Assessment Type 1: Investigations Folio

- One practical investigation
- One research investigation (Science as a Human Endeavour)

Assessment Type 2: Skills and Applications Tasks

- Two topic tests (one of which may be an exam)

Knowledge to be Developed

Topics studied include Infectious Diseases and Multicellular Organisms.

Transferrable Skills

Problem Solving, Planning and Organisation, Communication.

Future Pathways

Successful completion of SACE Stage 1 Biology will give students a good grounding should they choose to continue with SACE Stage 2 Biology or beyond. Biology prepares students for courses and careers that may involve understanding of biological concepts in fields such as Health Sciences, Environmental Sciences, Agriculture, Veterinary Science, Forensics and Sports Science.

Subject Opportunities

Investigation tasks involving the practical application of Biology in the real world.

Subject Costs

Nil.

Contacts

Mr Andrew Cavallaro, Mrs Jacqueline Heaney, Mr Matthew Loan, Mr Mark Tossell

STAGE 1 CHEMISTRY A and B

Semester - 10 credits or Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of Year 10 Science.

Subject Description

In the study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed and the interaction between human activities and the environment. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new and innovative technologies. Through the study of Chemistry, students develop the skills that enable them to be critical thinkers, investigate and explain phenomena around them and explore strategies and possible solutions to address major challenges now and in the future.

Assessment

50% Investigations Folio
50% Skills and Applications Tasks

Knowledge to be Developed

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. Topics studied include materials and their atoms, combinations of atoms, molecules, mixtures and solutions, acids and bases and redox reactions.

Transferrable Skills

Communication, Teamwork, Problem Solving, Critical Thinking, Analytical Skills, Self-Management.

Future Pathways

When Chemistry is studied as a SACE Stage 2 subject in addition to SACE Stage 1, it prepares students for career pathways which may stretch across varied sectors and industries and may broadly involve Engineering, Health Sciences, Medical Sciences, Physical Sciences, Environmental Sciences and Sports Sciences.

Subject Opportunities

Students have the opportunity to design experiments such as making model batteries to power mobile devices. Students complete tasks on exploring Science as a Human Endeavour including current innovations from the use of smart materials in targeted delivery of medication to where they are required in the body to developments towards a more sustainable global fashion industry.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Joanna Princi, Mr Ashley Robinson

STAGE 1 PHYSICS A and B

Semester - 10 credits or Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of Year 10 Science.

Subject Description

Science inquiry skills and Science as a Human Endeavour are integral to students' learning in Physics and are interwoven through their study of Science understanding, which is organised into six topics. Through the study of these topics, students develop and extend their understanding of the interaction between matter, energy, and forces in linear motion, and electric circuits and the transfer and transformation of energy. They study the wave model to better understand how energy can be transferred through matter and space. Students examine the structure of matter, spontaneous nuclear reactions, and the ionising radiation that results from these processes.

Assessment

50% Investigations Folio
50% Skills and Applications Tasks

Knowledge to be Developed

Topics studied include Linear motion and Forces, Energy and Momentum, Heat, Waves, Electric Circuits, and Nuclear Models and Radioactivity.

Transferrable Skills

Communication, Teamwork, Problem Solving, Analytical Skills, Technology.

Future Pathways

Completion of SACE Stage 1 and SACE Stage 2 Physics provides the foundation for further study in Sciences, Computer Science, and Mathematics. It prepares students for courses and careers that involve the use of scientific inquiry skills, which may stretch across varied sectors and industries. These may include career pathways such as Audio Visual and Sound Technology, Engineering, Architecture, Laboratory Work, Surveying, Nanotechnology, Telecommunications, Geophysics, Radiation Therapy, Medical Imaging, Astronomy, and Aerospace Industries.

Subject Opportunities

Students have the opportunity to design experiments, and complete research into Science as a Human Endeavour topics including the future of spaceflight and radioactive isotopes in medical imaging.

Subject Costs

Nil.

Contacts

Mr Lachlan McFarlane, Mrs Jacqueline Heaney, Ms Kelly Guthberlet

STAGE 1 PSYCHOLOGY 1 and 2

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of Year 10 Science.

Subject Description

Psychology is the scientific study of human thoughts and behaviour, emphasised by an evidence-based approach (experimentation, observation and experience). Studying Psychology enables students to gain an insight to psychological knowledge that they can apply to their own behaviour and the behaviour of others. It also supports students to improve their experiences by identifying psychological processes in everyday experiences, becoming critical consumers of information, and applying knowledge in real world environments such as education, relationships and employment.

Assessment

50% Investigations Folio Skills and Applications Tasks
50% Test, Applications Task and Examination

Knowledge to be Developed

Introduction to Psychology, Social Behaviour, Human Psychological Development, Cognition and Memory, Brain Structures and Functions, Emotions, Psychological Interventions.

Transferrable Skills

Communication, Teamwork, Self-Management.

Future Pathways

Psychology, Health, Education, Counselling, Human Resources, Marketing, Criminology, Social and Academic Research. It prepares students for courses and careers that may involve helping people, such as Health or Social Science based careers.

Subject Opportunities

Being involved in experimental research as a participant.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Jade Vanzo

Stage 2 Subjects

Learning Area/Subject Name
Arts
Creative Arts
Drama
Music: Creative Arts
Visual Arts: Art Focus
Visual Arts: Design Focus
Business Innovation, Technology, Workplace Practices
Business Innovation
Photography: Communication Products
Material Products
Systems and Control Products
Workplace Practices
English
English
English Literary Studies
Essential English
Essential English (EAL Focus)
Flexible Learning Frameworks
Community Studies and Community Learning
Research Project A and B (Stage 2 subject)

Learning Area/Subject Name
Health and Physical Education
Child Studies
Food and Hospitality
Health
Physical Education
Humanities and Social Sciences
Modern History
Legal Studies
Tourism
Languages
German (continuers) A and B
Japanese (continuers) A and B
Mathematics
Essential Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics (must be completed with Mathematical Methods)
Science
Biology
Chemistry
Physics
Psychology

Special Interest Programs
Certificate III Dance (VET)
Certificate III Music (VET)
Certificate II Electrotechnology (VET)
SACE Pathways Package

STAGE 2 DRAMA

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Year 10 or SACE Stage 1 Drama recommended or an interest and ability in Drama and /or Performing Arts.

Subject Description

Students study and respond to a great play or innovative dramatist and present their work in a creative way using their choice of visual material. Students are also involved as performers in a play or work in an off-stage role, e.g. stage management, lighting, costumes, publicity, sound effects, props management. They take part in a group presentation inspired by a significant play or an innovative Drama practitioner. They review live theatre performances and reflect on their own dramatic experiences in various formats: written, oral, and multimedia.

Assessment

School Assessment:
20% Group Presentation
30% Folio
20% Interpretative Study
External Assessment:
30% Group or Individual Performance

Knowledge to be Developed

Students participate in the planning, rehearsal and performance of dramatic work. They generate, analyse and evaluate ideas, demonstrate creative problem solving and story- telling through collaborative learning and performance opportunities. Students develop their curiosity and imagination, creativity, individuality, self-esteem and confidence.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Teamwork, Self-Management.

Future Pathways

Bachelor of Arts, Bachelor of Creative Arts (Drama), (Creative writing), (Costume Design), (Screen), Bachelor of Music Theatre (Acting), Bachelor of Media, Bachelor of Teaching (The Arts), Diploma in Arts.

Subject Opportunities

Students enrolling in this course have opportunities to engage in workshops with professional artists and performers. Students participate in excursions to view and review live theatre, some after-hours rehearsals and evening performances.

Subject Costs

$40 may apply to cover theatre ticket costs to two voluntary shows. Students must expect to perform to audiences outside the drama class.

Contacts

Ms Brigitte Esvelt

STAGE 2 CREATIVE ARTS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Background in Performing Arts.

Subject Description

Students undertake a specialised study within or across one or more Arts disciplines. They actively participate in the development and presentation of Creative Arts products. These may take the form of, for example, Musicals, Plays, Concerts, Visual Art, Craft and Design works, Digital Media, Film and video, Public Arts projects, Community performances, presentations and installations, and Vocal Groups or other ensembles. Students analyse and evaluate Creative Arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Assessment

Knowledge and Understanding, Practical Application, Investigation and Analysis, Evaluation:
50% Products
20% Investigation
30% Documentation of Skills

Knowledge to be Developed

Specific Stylistic Skills, Genre Specific Terminology, Reflective Evaluation Processes, Arts project management.

Transferrable Skills

Communication, Initiative and Enterprise, Self-Management.

Future Pathways

Musician, Musical Theatre Performer, Music Professionals, Music/ Instrumental Teacher. Certificate IV in Music, Diploma of Music, Advanced Diploma in Music (Contemporary or Jazz), Bachelor of Arts, Bachelor of Creative Arts (Drama), (Creative writing), (Costume Design), (Screen), Bachelor of Music Theatre (Acting), Bachelor of Media, Bachelor of Teaching (The Arts), Diploma in Arts.

Subject Opportunities

Students have the opportunity at SACE Stage 2 to develop two high quality products showcasing their skills as a creative artist. Students often focus on live performance or recording projects.

Subject Costs

Nil.

Contacts

Ms Katrina Constantopoulos

STAGE 2 MUSIC: CREATIVE ARTS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Background in Music Performance or Technology.

Subject Description

SACE Stage 2 Music is delivered as a Creative Arts course enabling students to develop their own skills towards the creation of professional level arts products. Students identify, investigate and develop the skills and techniques needed in their area of musical focus while developing a better understanding of genre style and artistic features and processes. The focus of the course is practical application and documentation of the artistic process.

Assessment

Knowledge and Understanding, Practical Application, Investigation and Analysis, Evaluation:
50% Products
20% Investigation
30% Documentation of Skills

Knowledge to be Developed

Specific Stylistic Musical Skills, Musical Terminology, Reflective Evaluation Processes, Arts project management.

Transferrable Skills

Communication, Initiative and Enterprise, Self-Management.

Future Pathways

Musician, Musical Theatre Performer, Music Professionals, Music/ Instrumental Teacher. Certificate IV in Music, Diploma of Music, Advanced Diploma in Music (Contemporary or Jazz).

Subject Opportunities

Students have the opportunity at SACE Stage 2 to develop two high quality products showcasing their skills as a creative artist. Students often focus on live performance or recording projects.

Subject Costs

Nil.

Contacts

Mr Ben Dening

STAGE 2 VISUAL ARTS: ART FOCUS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students develop personal aesthetic and skills to create works of art exploring techniques within painting, drawing, printmaking and photography digital illustration. Students have the opportunity to exhibit in a number of Art shows including the Year 12 SACE show.

Assessment

Assessment will be based on three assessment types:
School Assessment:
30% Practical
40% Folio
External Assessment:
30% Visual Study

Knowledge to be Developed

Students consolidate their understanding and interpretation of the subject knowledge they have acquired to develop a personal aesthetic to guide the creative process.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Visual Arts: Art Focus can form the basis of a range of future study at University, TAFE and employment pathways, especially in the Visual and Applied Arts, Crafts, Architectural studies, Industrial and Graphic Design.

Subject Opportunities

Students have the opportunity to exhibit in a number of Art Shows including the Year 12 SACE show. Students may use this opportunity to develop a portfolio, which may be useful to apply for specific areas of studies at a number of Art Institutions locally and interstate.

Subject Costs

Nil.

Contacts

Ms Jennifer Remete

STAGE 2 VISUAL ARTS: DESIGN FOCUS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Students can work in one of the following areas of Design; Product, Environmental, Graphic or Visual Communication. Students 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.

Assessment

Assessment will be based on three assessment types:
School Assessment:
30% Practical
40% Folio
External Assessment:
30% Visual Study

Knowledge to be Developed

Students consolidate their understanding and interpretation of the subject knowledge, industry based software they have acquired to begin to pursue areas of specialised interest, which may include Environmental Design (Architectural form, City Planning or Urban Planning, Interior Design, Landscaping), Product Design (objects ranging from furniture, electronics, fashion, lighting) and Visual Communication Design (Graphic Design and Illustration).

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology.

Future Pathways

Visual Arts: Art Focus can form the basis of a range of future study at University, TAFE and employment pathways, especially in the Visual and Applied Arts, Crafts, Architectural studies, Industrial and Graphic Design.

Subject Opportunities

Students have the opportunity to exhibit in a number of Art Shows including the Year 12 SACE show. Students may use this opportunity to become proficient in the use of industry software and develop a portfolio, which may be useful to apply for specific areas of studies.

Subject Costs

Nil.

Contacts

Ms Jennifer Remete

STAGE 2 BUSINESS INNOVATION

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Engaging in the world of business involves studying individuals, communities, and organisations; assessing their needs and problems; and generating solutions. Students learn about the successful management of business and enterprise in personal, business, and social contexts, on a local, national, and global scale. They gain knowledge and understanding of business operations, develop financial and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices.

Assessment

Knowledge and Understanding, Analysis and Evaluation, Communication, Application.
30% Folio
20% Practical
20% Issues Study
30% Report

Knowledge to be Developed

Finding and solving problems, financial awareness and decision-making, the nature and structure of business, key business functions, ownership and legal responsibilities.

Transferrable Skills

Problem Solving, Teamwork, Interpersonal and Communication, Analytical Skills, Leadership, Goal Setting, Time Management.

Future Pathways

Commerce, Finance, Accountancy, Marketing, HR and Personnel Management, Sales Manager, Entrepreneur, Chief Executive Officer. It prepares students for courses and careers that may involve a career in business which may stretch across varied sectors and industries. These areas may range from companies in fashion, utilities, health, insurance, construction.

Subject Opportunities

Students have the opportunity to investigate a business, prepare a Business model of a solution to a customer need or problem and pitch the idea.

Subject Costs

Nil.

Contacts

Ms Argie Buesnel, Ms Jacqueline Heaney

STAGE 2 PHOTOGRAPHY: COMMUNICATION PRODUCTS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

SACE Stage 1 Photography highly recommended.

Subject Description

This subject will focus on providing an in depth understanding of the extensive range of equipment, processes involved with the capture and manipulation of digital SLR images along with the role of Photography in society and industry specifications.

Skills Tasks:

- Controlling time
- Creative photography
- Materials Application (photographic data)

Folio:

Documenting stages through Design folder processes; inquiring and analysing, developing ideas, creating the solution and evaluation of images and product that demonstrates and showcases creative techniques and production of a product in response to a Design brief.

Major Product:

Documenting stages of the production for presenting a series of images suitable for the production of a product.

Assessment

Assessment will be based on three assessment types:
20% Skills and Application Tasks
30% Folio
50% Major and Minor Product

Knowledge to be Developed

Shutter Speed; slow and fast. Creative Photography. Photographic Data. Post processing, image manipulation. Natural and Studio lighting.

Transferrable Skills

Communication, Problem Solving, Planning and Organisation, Technology, Self-Management.

Future Pathways

Photography provides the foundation for further study in Photography. It prepares students for courses and careers that may involve the use of photography knowledge, understanding and skills.

Subject Opportunities

Natural and Studio lighting techniques. Advanced Image Manipulation. Creative Photographic opportunities.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Emma Golding

STAGE 2 MATERIAL PRODUCTS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

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, plastics 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

30% Folio Part A and B
50% Product
20% Skills and Applications Tasks

Knowledge to be Developed

Measuring, working to scale, investigating, designing, command terms, authentic testing and data collection, analysis and critical investigation.

Transferrable Skills

Problem Solving, Teamwork, Planning and Organisation, Technology, Self-Management, Communication.

Future Pathways

Students learn 2D and 3D modelling which can lead to industry pathways in Construction and Engineering careers as well as other areas.

Students will also develop practical skills in the workshop which can be helpful when seeking apprenticeships or working in the construction industry.

Subject Opportunities

Student will identify real needs and develop products to meet these needs.

Subject Costs

Nil.

Contacts

Mr Ben Cullen, Mrs Jacqueline Heaney

STAGE 2 SYSTEMS AND CONTROL PRODUCTS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

This subject involves the use of advanced CAD/CAM technologies with opportunities to incorporate electronics 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

30% Folio Part A and B
50% Product
20% Skills and Applications Tasks

Knowledge to be Developed

Measuring, working to scale, investigating, designing, command terms, authentic testing and data collection, analysis and critical investigation.

Transferrable Skills

Problem Solving, Teamwork, Planning and Organisation, Technology, Self-Management, Communication.

Future Pathways

This course offers the opportunity to develop advanced technology skills. Students learn 2D and 3D modelling which can lead to industry pathways in construction and engineering careers as well as other areas.

Students will also develop practical skills in the workshop which can be helpful when seeking Apprenticeships or working in the Construction industry.

Subject Opportunities

Student will identify real needs and develop products to meet these needs.

Subject Costs

Nil.

Contacts

Mr Ben Cullen, Mrs Jacqueline Heaney

STAGE 2 WORKPLACE PRACTICES

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

VET course or Identified Career Pathway.

Subject Description

Students undertake a program of study to further develop their understanding of the changing world of work, job seeking skills, and career development. Students have the opportunity to use practical experience in Work or Training as a basis of the course which makes the combining of Workplace Practices with VET study advantageous.

Assessment

Students are assessed against the following Performance Standards- Knowledge and Understanding, Application, Investigation and Analysis, Reflection and Evaluation.
25% Folio
25% Performance
30% Investigation
20% Reflection

Knowledge to be Developed

Understanding of concepts and issues relating to their relevant industry. Job Seeking Skills, self analysis and skills auditing.

Transferrable Skills

Communication, Initiative and Enterprise, Planning and Organisation, Self-Management

Future Pathways

Students may use Workplace Practices to explore career options and develop specific skills for a chosen industry. Tasks have great flexibility to be used to develop and refine employability skills for future training or employment. Course participants are prepared to move into part time fulltime work, Vocational Training, Tertiary Study, Apprenticeships or Traineeships in a wide variety of industry areas.

Subject Opportunities

Course participants undertake a Finding employment task. This task sees students complete the full procedure of researching employment options, job application through to participating in an interview for the position with a recruitment professional.

Subject Costs

Nil.

Contacts

Mr Ben Dening

STAGE 2 ENGLISH LITERARY STUDIES

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

A or B grade in SACE Stage 1 English is required for this subject.

Subject Description

This subject focuses on the skills and strategies of critical thinking 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.

Assessment

School Assessment:
50% Assessment Type 1: Responding to Texts
20% Assessment Type 2: Creating Texts
External Assessment: Assessment Type 3 - Text Study:
15% Part A: Comparative Text Study
15% Part B: Critical Reading Examination

Knowledge to be Developed

Analysis from a range of critical perspectives, including, and not limited to Psychological, Socioeconomic, Historical and Feminist; stylistic features and conventions; analysis and evaluation of a range of literary text types including Prose, Poetry, Film and Drama; demonstration of responses using a range of literary devices.

Transferrable Skills

Analysis, Evaluation, Planning, Literacy.

Future Pathways

English Literary Studies provides the foundation for further study in Literature, Journalism, Creative Writing and English teaching.

Subject Opportunities

Explore a range of text, shared and individually chosen, and create texts that demonstrate individual interest, creativity and passions.

Subject Costs

Although not required, purchasing the Revision Guide is recommended.

Contacts

Ms Tara Baron

STAGE 2 ENGLISH

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

C or greater at SACE Stage 1 English is required for this subject.

Subject Description

Students analyse the interrelationships of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts.

Assessment

School Assessment:
30% Assessment Type 1: Responding to Texts
40% Assessment Type 2: Creating Texts
External Assessment:
30% Assessment Type 3: Comparative Analysis

Knowledge to be Developed

Analysis of perspectives, purpose, audience, stylistic features and language conventions; analysis and evaluation of a range of literary text types including Prose, Poetry, Film and Drama; demonstration of responses using a range of literary devices.

Transferrable Skills

Analysis, Evaluation, Planning, Literacy.

Future Pathways

English provides the foundation of further study in Creative Writing, Journalism and English teaching, whilst supporting students with Literacy across all tertiary and career pathways.

Subject Opportunities

Exploration of perspectives and ideas from a range of real world and fictional situations.

Subject Costs

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

Contacts

Ms Tara Baron

STAGE 2 ESSENTIAL ENGLISH

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

C or greater at SACE Stage 1 English or Essential English. Students considering study at an interstate Tertiary institution must check if this subject satisfies its entry requirements.

Subject Description

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

Assessment

School Assessment:
30% Assessment Type 1: Responding to Texts
40% Assessment Type 2: Creating Texts
External Assessment:
30% Assessment Type 3: Language Report

Knowledge to be Developed

Analysis of a range of real world texts related to the cohort, stylistic features and conventions of literacy language; analysis and evaluation of a range of text types, creation of a range of text types including resumes, creative narrative.

Transferrable Skills

Literacy, Review, Communication, Evaluation.

Future Pathways

Completion of SACE Stage 2 Essential English provides students with practical Language and Literacy skills relevant to a range of post-school study, including TAFE.

Subject Opportunities

Development of Language and Literacy skills relevant to work life, and exploration of real world perspectives through Fiction and Non-Fiction texts.

Subject Costs

Nil

Contacts

Ms Tara Baron

STAGE 2 ESSENTIAL ENGLISH: ENGLISH as an ADDITIONAL LANGUAGE (EAL) FOCUS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of SACE Stage 1 English or English as an Additional Language

Subject Description

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and evaluated. Personal, social, and cultural perspectives in texts are analysed and evaluated. Students develop confidence in creating texts for different purposes in both real and imagined contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

Assessment

30% Academic Literacy Study - Students develop a 1500-word report and 10-minute Oral Interaction on a topic or issue of their choice.
40% Responses to Texts - Students create four responses to texts in a range of written and oral formats
30% External Examination - Separated into 2 parts: Comprehending Multimodal Texts and Written Paper

Knowledge to be Developed

Text Production, Literacy and language devices and techniques, Understanding of perspectives and opinions in texts. Analysis of language techniques in particular contexts.

Transferrable Skills

Communication, Technology, Self-Management

Future Pathways

English as an Additional language provides the foundation for further study, preparing students for courses and careers relating to communication such as Journalism, Marketing, Advertising, and Teaching.

Subject Opportunities

Students investigate a question or a topic of their choice and present their findings as a written paper, and an Oral Interaction; which may include the running of a tutorial or a small group panel discussion.

Subject Costs

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

Contacts

Ms Tara Baron, Ms Caitlin Holroyd

STAGE 2 ENGLISH as an ADDITIONAL LANGUAGE

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of Stage 1 English or English as an Additional Language. Eligibility criteria applies.

Subject Description

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and evaluated. Personal, social, and cultural perspectives in texts are analysed and evaluated. Students develop confidence in creating texts for different purposes in both real and imagined contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

Assessment

30% Academic Literacy Study
40% Responses to Texts
30% External Examination

Knowledge to be Developed

Text Production, Literacy and language devices and techniques, Understanding of perspectives and opinions in texts. Analysis of language techniques in particular contexts.

Transferrable Skills

Communication ,Literacy, Review, Self Management.

Future Pathways

English as an Additional language provides the foundation for further study, preparing students for courses and careers relating to communication such as Journalism, Marketing, Advertising, and Teaching.

Subject Opportunities

Students investigate a question or a topic of their choice and present their findings as a written paper, and an Oral Interaction; which may include the running of a tutorial or a small group panel discussion.

Subject Costs

Nil

Contacts

Ms Tara Baron, Ms Caitlin Holroyd

STAGE 2 CHILD STUDIES

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Child Studies focuses on children's growth and development from conception to 8 years of age. Students critically examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills in the area of infant development and early childhood growth.

Assessment

Investigation and Critical Analysis, Problem Solving, Practical Application, Collaboration and Evaluation:
50% Practical Activity Tasks
20% Group Activity Tasks
External Assessment:
30% Investigation

Knowledge to be Developed

Behavioural, cognitive, language and communication, physical, social, and emotional development of children.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Child Studies provides students with a range of skills and the knowledge to pursue a career working with young children in areas including Primary teaching, Nursing, Midwifery, Child Care Director, Child Care work though VET or University pathways.

Subject Opportunities

Child Studies provides the opportunity for students to actively engage with children under the age of 8. We work closely with the Reception and Years 1 and 2 children at our local primary schools for the practical components of this subject, providing authentic learning opportunities for students in this course.

Subject Costs

Nil.

Contacts

Ms Janet Bradley, Ms Sue Richards

STAGE 2 FOOD and HOSPITALITY

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Food and Hospitality 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

Investigation and Critical Analysis, Problem Solving, Practical Application, Collaboration and Evaluation:
50% Practical Activity Tasks
20% Group Activity Tasks
External Assessment:
30% Investigation

Knowledge to be Developed

Contemporary responses of the Food and Hospitality industry to changing eating patterns and nutritional knowledge of customers, contemporary marketing strategies within the Food and Hospitality industry, the influence of Australia's diverse cultures on the Food and Hospitality industry.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Studies in Food and Hospitality provides students with a range of skills and the knowledge to pursue a career working in the Hospitality, Food Services and Tourism industries. This could include a career as a Chef, Hotel management, and Event management, large/small scale catering events, cafe and barista work and VET Certificate II in Kitchen Operations, Food Processing and Certificate III in Hospitality and Hospitality (Restaurant Front of House.)

Subject Opportunities

In Food and Hospitality students have the opportunity to plan, prepare and cater for events for groups of people inside and outside of the school community providing authentic learning experiences. Added to this is the ability for students to explore recent developments within the Food industry and a focus on current food trends.

Subject Costs

Nil.

Contacts

Ms Janet Bradley, Ms Toni Mayer, Ms Mary Oleschenko

STAGE 2 HEALTH

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of SACE Stage 1 Health is desirable, but not required.

Desirable attributes - a willingness to take action to improve the Health of self and others. A desire to increase understanding of the influences on Health.

Subject Description

Students study contemporary Health issues in Australia and the world. Students learn to critically analyse Health trends and provide ideas to promote Health and well-being. They take part in a number of actions to improve health. Students investigate, gather primary research and write seven researched reports.

Assessment

Assessment type 1: Group Investigation and Presentation 30%
Assessment type 2: Issues analysis – 3 tasks – 20%
Assessment type 3: Practicals – 2 tasks – 20% Outside of the classroom actions to improve health of self and others.
Assessment type 4: Individual Investigation – Externally marked – 30% 2000 words

Performance Standards: Investigation, Understanding, Application, Critical Analysis and Evaluation.

Knowledge to be Developed

Understanding of Health priorities in Australia and determinants of Health, Knowledge of Sexuality and Health, Health promotion in the community, Contemporary Health issues critically analysed.

Transferrable Skills

Teamwork, Initiative and Enterprise, Self-Management.

Future Pathways

The Health industry is a growing field with many opportunities for employment. Understanding gained in the course could be useful for Nursing, Physiotherapy, Psychology, Medicine.

Subject Opportunities

The Flinders Medical Centre PARTY (Prevention Against Road Trauma) program is an excursion that is a highlight. This gives an insight into the Emergency Department and Intensive Care services at large hospitals.

Subject Costs

Nil.

Contacts

Ms Janet Bradley, Ms Chris Olenich

STAGE 2 PHYSICAL EDUCATION

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of SACE Stage 1 Physical Education.

Subject Description

This subject has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities example, sports, theme-based games, laboratories, and fitness and recreational activities. Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes.

Assessment

The following assessment types enable students to demonstrate their learning in SACE Stage 2 Physical Education:
School Assessment:
Assessment Type 1: Diagnostics (30%)
Assessment Type 2: Improvement Analysis (40%)
External Assessment:
Assessment Type 3: Group Dynamics (30%)

Students should provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

- Two or three diagnostics tasks
- One improvement analysis task
- One group dynamics task

Knowledge to be Developed

Theory concepts to be developed will be selected from the two different modules: Exercise Physiology and Physical Activity, Skill Acquisition and the Biomechanics of Movement.

Transferrable Skills

Communication, Teamwork, Planning and Organisation, Technology.

Future Pathways

Education, Sports Administration, Sports Coaching, Exercise Physiology, Sports Science.

Subject Opportunities

An experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Subject Costs

Nil.

Contacts

Mr Steve Aulert, Ms Janet Bradley

STAGE 2 MODERN HISTORY

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

SACE Stage 1 History is recommended but not essential.

Subject Description

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.

Assessment

School-based Assessment:
50% Historical Skills
20% Historical Study
30% External Assessment: Exam

Knowledge to be Developed

Political and economic interactions of nation and the impact of these interactions on national, regional and/or international development. Students consider how some nation, including emerging nations, have sought power and influence. Historical method through inquiry by examining and evaluating nature of sources. Students analyse interpretations, draw conclusions and develop reasoned historical arguments.

Transferrable Skills

Source Analysis, Critical Analysis, Evaluation, Communication.

Future Pathways

The study of History leads to a range of pathways including History, Archeology, Journalism, Literature, Research, Teaching.

Subject Opportunities

Modern History facilitates reflection of how our current world has been built on, and influenced by, historical individuals, events and perspectives.

Subject Costs

It is highly recommended however, not compulsory, that a Revision Guide be purchased.

Contacts

Ms Tara Baron, Mr Chris Brookes

STAGE 2 LEGAL STUDIES

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

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. The role and influence of the individual in shaping the Australian Legal System are explored and critically analysed. 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

School-based Assessment:
50% Folio
20% Inquiry
30% External Assessment: Exam

Knowledge to be Developed

Students will develop an understanding of the influences that have shaped the Australian Legal System. They will analyse the and explore the different Legal perspectives and identify the strengths and weaknesses.

Transferrable Skills

Problem Solving, Critical Thinking, Interpersonal and Communication, Analytical Skills, Literacy.

Future Pathways

Business, Law, Advocacy, Criminology, Justice Issues, International Studies, Political Career, Manager, Journalist, Diplomat, Police Officer, Information Technology, Planning and Development, Corporate Business, Philosophy, Psychology.

Subject Opportunities

Subject Costs

It is highly recommended however, not compulsory, that a Revision Guide be purchased.

Contacts

Ms Tara Baron

STAGE 2 TOURISM

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

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

Assessment

School-based Assessment:
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.

Knowledge to be Developed

Students apply Tourism concepts to evaluate their application. Students will analyse and evaluate Tourism trends and develop informed opinion, conclusions and recommendations regarding the Tourism industry. perspectives and sources of information.

Transferrable Skills

Planning and Organisational, Communication, Self-Management, Problem Solving.

Future Pathways

Tour Guide, Events Coordinator, Travel Consultant, Tourist Information Officer, Hotel Manager, Flight Attendant.

Subject Opportunities

Practical application of Tourism skills in the real world.

Subject Costs

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

Contacts

Ms Renee Daish, Ms Meri Holt

STAGE 2 GERMAN A and B

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of SACE Stage 1 German.

Subject Description

In SACE 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, examine relationships between Language, Culture and Identity and reflect on the ways in which Culture influences communication. Themes covered include: the Individual, German Speaking Communities, the Changing World.

Assessment

Assessment tasks include written and spoken interaction in German, production of German texts, text analysis and an investigation. Assessment is 70% school based and 30% external examination.

Knowledge to be Developed

SACE German language students build on the diversity and range of Language and Cultural knowledge, understanding and skills that they bring with them through their previous experiences at school and in the community.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Students who successfully complete SACE Stage 2 German may have 2 bonus points added to their university aggregate.

Subject Opportunities

Restaurant excursions, interacting with visiting German students and visitors, German Big Day Out (Adelaide University).

Subject Costs

Students may be asked to contribute to the cost of a local excursion.

Contacts

Ms Karyn Jones

STAGE 2 JAPANESE A and B

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of SACE Stage 1 Japanese.

Subject Description

Students interact with others and create texts in Japanese to share information, ideas, opinions and experiences. They analyse texts to interpret meaning, examine relationships between language, culture and identity and reflect on the ways in which culture influences communication. Themes covered include: the Individual, Japanese Speaking Communities, the Changing World.

Assessment

Assessment tasks include written and spoken interaction in Japanese, production of Japanese texts, text analysis and an investigation. Assessment is 70% school based and 30% external examination.

Knowledge to be Developed

SACE Japanese Language students build on the diversity and range of language and cultural knowledge, understanding and skills that they bring with them through their previous experiences at school and in the community.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Students who successfully complete SACE Stage 2 Japanese may have 2 bonus points added to their university aggregate.

Subject Opportunities

Restaurant excursions, interacting with visiting Japanese students and visitors.

Subject Costs

Students may be asked to contribute to the cost of a local excursion.

Contacts

Ms Karyn Jones

STAGE 2 GENERAL MATHEMATICS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of SACE Stage 1 General Mathematics or Mathematical Methods..

Subject Description

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

Assessment

Concepts and Techniques, Reasoning and Communication:
70% Skills and Applications Tasks, Portfolio of Directed Investigations
30% External Examination

SACE Board Examination based on three topics:
Financial Models, Statistical Models and Discrete Models

Knowledge to be Developed

Personal Financial Management, Statistical Investigation Process, Modelling Using Linear and Non-Linear Functions, and Discrete Modelling Using Networks and Matrices.

Transferrable Skills

Problem Solving, Analytical Skills, Communication.

Future Pathways

General Mathematics provides the foundation for further study in Statistics, Finance and Network Analysis.

It prepares students for courses and careers that may involve the use of Mathematics in education, Health Sciences and Business.

Subject Opportunities

Investigation Tasks involving the practical application of General Mathematics in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

It is highly recommended that a Revision Guide be purchased through the school, however this is not compulsory.

Contacts

Mrs Amanda Aulert, Mr Andrew Cavallaro

STAGE 2 MATHEMATICAL METHODS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of SACE Stage 1 Mathematical Methods.

Subject Description

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.

Assessment

Concepts and Techniques, Reasoning and Communication:
50% Skills and Applications Tasks
20% Portfolio of Directed Investigations
30% External Examination

Knowledge to be Developed

Statistics, Introductory Calculus, Integration, Logarithmic Functions and Trigonometry Functions.

Transferrable Skills

Problem Solving, Teamwork, Communication.

Future Pathways

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 Biological Engineering.

Subject Opportunities

Investigation Task involving the practical application of Mathematical Methods in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

It is highly recommended that a Revision Guide be purchased through the school, however this is not compulsory.

Contacts

Mrs Amanda Aulert, Mr Trevor Clarke

STAGE 2 SPECIALIST MATHEMATICS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of SACE Stage 1 Mathematical Methods and Specialist Mathematics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Subject Description

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.

Assessment

Concepts and Techniques, Reasoning and Communication:
50% Skills and Applications Tasks
20% Portfolio of Directed Investigations
30% External Examination

Knowledge to be Developed

Mathematical Induction, Complex Numbers, Functions and Sketching Graphs, Vectors, Calculus and Differential Equations. Use of graphics calculator.

Transferrable Skills

Problem Solving, Analytical Skills, Time Management.

Future Pathways

Specialist Mathematics 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 Calculus in areas such as Research, Pure Mathematics and Engineering.

Subject Opportunities

Investigation Task involving the practical application of Specialist Mathematics in the real world.

Subject Costs

Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

It is highly recommended that a Revision Guide be purchased through the school, however this is not compulsory.

Contacts

Mrs Amanda Aulert, Mr Denis Orell, Ms Joanna Princi

STAGE 2 ESSENTIAL MATHEMATICS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of SACE Stage 1 General Mathematics.

Subject Description

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.

Assessment

Concepts and Techniques, Reasoning and Communication:
70% Skills and Applications Tasks, Portfolio of Directed Investigations
30% External Examination

SACE Board Examination based on three topics:
Measurements, Statistics, Investments and Loans

Knowledge to be Developed

Scales, Plans and Models, Measurement, Business Applications, Statistics and Investments and Loans.

Transferrable Skills

Problem Solving, Teamwork, Time Management.

Future Pathways

Essential Mathematics provides the foundation for further study in Trades or Vocational Education.

It prepares students for courses and careers that may involve the use of Measurement, Statistics and Business applications in Trades, Education and Business.

Subject Opportunities

Investigation Tasks involving the practical application of Essential Mathematics in the real world.

Subject Costs

Graphics Calculator Casio fx-CG50AU model is essential.Students must have their own scientific calculator, preferably a Casio fx-82AU PLUS II at approximately $28.50.

It is highly recommended that a Revision Guide be purchased through the school, however this is not compulsory.

Contacts

Mrs Amanda Aulert, Mr Andrew Cavallaro, Mr Matt Loan

STAGE 2 BIOLOGY

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of SACE Stage 1 Biology.

Subject Description

Biology builds on biological knowledge developed in prior years, to build a more sophisticated understanding of the molecular building blocks of living things and the complex interactions that make all life possible. Through investigation and inquiry, students will understand the overarching principles of Biology, such as the relationship between structure and function, the importance of regulation and control, and the need for the exchange of materials and the transformation of energy. These principles, together with that of the continuity of life through adaptation and change, provide opportunity to explore aspects of biology from the microscopic to the macroscopic, and make sense of the living world.

Assessment

Investigation, Analysis and Evaluation, Knowledge and Application
30% Investigations Folio
40% Assessment Skills and Applications Tasks
30% External assessment: Exam

Knowledge to be Developed

DNA and Proteins, Cells as the Basis of Life, Homeostasis, Evolution

Transferrable Skills

Communication, Problem Solving, Self-Management.

Future Pathways

Biology provides the foundation for further study in a range of fields including Medicine, Zoology, Forensics, Conservation, Genetic Counselling and Health Sciences.

It prepares students for courses and careers that may involve research into Biological applications on a microscopic or macroscopic level, such as Biochemistry or Ecology. Skills developed will be necessary for careers in Scientific writing, and working in Government and Education.

Subject Opportunities

A Science as a Human Endeavour investigation provides students insight into the role of Science and society.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Mr Matthew Loan

STAGE 2 CHEMISTRY

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of SACE Stage 1 Chemistry.

Subject Description

In the study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed and the interaction between human activities and the environment. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new and innovative technologies. Through the study of Chemistry, students develop the skills that enable them to be critical thinkers, investigate and explain phenomena around them and explore strategies and possible solutions to address major challenges now and in the future.

Assessment

30% Investigations Folio
40% Skills and Applications Tasks
30% External assessment: Exam

Knowledge to be Developed

Topics studied include Monitoring the environment, Managing chemical processes, Organic and biological chemistry, Managing resources.

Transferrable Skills

Communication, Teamwork, Problem Solving, Critical Thinking, Analytical Skills, Self-Management.

Future Pathways

When Chemistry is studied as a SACE Stage 2 subject in addition to SACE Stage 1, it prepares students for career pathways which may stretch across varied sectors and industries and may broadly involve Engineering, Health Sciences, Medical Sciences, Physical Sciences, Environmental Sciences and Sports Sciences.

Subject Opportunities

Students have the opportunity to design experiments and explore Science as a Human Endeavour including current innovations from the use of smart materials in targeted delivery of medication to where they are required in the body to developments towards a more sustainable global Fashion industry.

SACE Stage 2 Chemistry students complete a Flinders University workshop that focuses on analytical Chemistry techniques, including atomic absorption spectroscopy and ion, liquid and gas chromatography and explore how these techniques and technologies are used in industry, for example Forensics and the Wine industry.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Joanna Princi, Mr Ashley Robinson

STAGE 2 PSYCHOLOGY

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of at least one semester of SACE Stage 1 Psychology or another Science based subject.

Subject Description

Psychology is the scientific study of human thoughts and behaviour, emphasised by an evidence-based approach (experimentation, observation and experience). Studying Psychology enables students to gain an insight to psychological knowledge that they can apply to their own behaviour and the behaviour of others. It also supports students to improve their experiences by identifying psychological processes in everyday experiences, becoming critical consumers of information, and applying knowledge in real world environments such as education, relationships and employment.

Assessment

Investigations Folio 30% - Group Investigation and Individual Investigation

Skills and Applications Tasks 40% - Tests (3) and Applications Task (2)

External Examination 30% - Electronic Examination

Knowledge to be Developed

Introduction to Psychology, Personality, Social Cognition, Learning, Sleep, Stress, Healthy Minds, Psychological Interventions.

Transferrable Skills

Communication, Teamwork, Self-Management.

Future Pathways

Psychology, Health, Education, Counselling, Human Resources, Marketing, Criminology, Social and Academic Research. It prepares students for courses and careers that may involve helping people, such as health or social science based careers.

Subject Opportunities

Being involved in experimental research as a participant.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Jade Vanzo

STAGE 2 PHYSICS

Full year - 20 credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of SACE Stage 1 Physics.

Subject Description

This subject focuses on the interrelationship between matter, energy, and forces. Students explore these relationships in the context of motion, electricity, magnetism, light, and atoms and examine the application of these relationships in a range of technologies.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Physics.

School assessment:

Assessment Type 1: Investigations Folio (30%)

Practical investigations and a Science as a Human Endeavour investigation

Assessment Type 2: Skills and Applications Tasks (40%)

Assignments and tests

External assessment:

Assessment Type 3: Examination (30%)

Knowledge to be Developed

Topics covered in SACE Stage 2 Physics include Linear Motion and Forces, Electricity and Magnetism, and Light and Atoms.

Transferrable Skills

Communication, Teamwork, Problem Solving, Analytical Skills, Technology.

Future Pathways

Physics provides the foundation for further study in Sciences, Computer Science, and Mathematics.

It prepares students for courses and careers that involve the use of scientific inquiry skills, which may stretch across varied sectors and industries. These may include career pathways such as Audio Visual and Sound Technology, Engineering, Architecture, Laboratory work, Surveying, Nanotechnology, Telecommunications, Geophysics, Radiation therapy, Medical Imaging, Astronomy, and Aerospace industries.

Subject Opportunities

Students have the opportunity to design experiments and research Science as a Human Endeavour through investigating great inventions in Physics.

Subject Costs

Nil.

Contacts

Mrs Jacqueline Heaney, Ms Kelly Guthberlet

Flexible Learning Frameworks

The SACE provides Flexible Subject frameworks that allow students to pursue particular areas of interest. Two of these subjects are compulsory, the Personal Learning Plan (PLP) and the Research Project.

The Personal Learning Plan (PLP) is a compulsory 10-credit subject at Stage 1, normally undertaken at Year 10. The Research Project is a compulsory 10-credit subject at Stage 2, normally completed in Semester 2 of Stage 11.

Other courses developed under flexible frameworks such as Research Practices, Integrated Learning, Community Studies and Recognised Learning - including VET - may be chosen.

10 PERSONAL LEARNING PLAN

Full year - 10 credits delivered in Pastoral Care

Desired Background/Prerequisites/Assumed Knowledge

PLP is a compulsory requirement for overall SACE completion. Students must achieve a C grade or higher.

Subject Description

The Personal Learning Plan (PLP) is a compulsory SACE subject at Stage 1 which is undertaken at Year 10. The PLP helps students to plan for their future and assists them in choosing the subjects they will study in Year 11 and 12. Students develop an understanding of their own interests while developing an initial understanding of the world of work and planning their own pathway through secondary school and beyond.

Assessment

Understanding the Capabilities, Developing Personal and Learning Goals, Reviewing the Learning:
50% Folio
50% Review

Knowledge to be Developed

Career Development Skills, an understanding of the SACE Capabilities.

Transferrable Skills

Problem Solving, Self-Management.

Future Pathways

PLP prepares students to navigate their pathway through the SACE and beyond.

Subject Opportunities

Students create a Career Action Plan prior to subject selection and have the opportunity to attend and engage in Curriculum and Career Expos.

Subject Costs

Nil.

Contacts Mr Ben Dening, Ms Caitlin Holroyd, Mr Jason Loke

STAGE 1 PEER SUPPORT

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

Students must have completed a registration of interest during the beginning of Term 3 of Year 10 and complete an Induction Program at the end of Term 4 of Year 10.

Subject Description

Peer Leaders work together to plan and deliver activities to the Year 8 students that build positive relationships, self-esteem and communication skills and guide and assist in their transition to high school.

Assessment

20% Practical Exploration
60% Connections
20% Personal Venture

Knowledge to be Developed

Explore experiences of Peer Support as a Year 7 student, the qualities of leaders and mentors in their lives, resilience and strengths activities.

Transferrable Skills

Leadership, Mentoring, Problem Solving, Teamwork, Communication, Negotiation Skills.

Future Pathways

Student Leadership, SACE Stage 2 Child Studies, SACE Tourism, Certificate III in Community Services, Certificate III in Early Childhood Education and Care, Certificate III in Individual Support.

Subject Opportunities

Peer Support students will have a key role in the implementation of Year 8 activities such as Orientation day, Swimming and Athletics carnivals, Home Group visits and Celebration activities. Students will also assist with Principal Tours conducted during the year and Reconciliation and Anti-Bullying Activities.

Subject Costs

Nil.

Contacts

Ms Argie Buesnel, Mr Michael Winter

STAGE 1 RESEARCH PRACTICES

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

Research Practices enables students to develop the required skills to navigate and successfully complete the compulsory SACE Research Project. Students are provided with opportunities to examine the purpose of research; explore a range of research approaches, and 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.

Assessment

Knowledge and Understanding, Development, Analysis:
50% Folio
50% Sources Analysis

Knowledge to be Developed

Research Skills, Analysis of Information, further understanding of the SACE Capabilities.

Transferrable Skills

Problem Solving, Self-Management.

Future Pathways

As well as providing the skills required for successful completion of senior level work in all SACE subjects, students are able to choose topics of their own passion to pursue which may enable them to investigate areas relevant to future pathways.

Subject Opportunities

Students develop a process for creating worthwhile Primary source opportunities and analysis of data. Understanding how to best use a survey interview or questionnaire to benefit research.

Subject Costs

Nil.

Contacts

Assistant Principal Senior School

STAGE 2 RESEARCH PROJECT A or B

Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

No prerequisite required.

Subject Description

In the Research Project, students have the opportunity to study an area of interest in depth. It enables students to use their creativity and initiative, while developing the research and presentation skills needed in further study in SACE, tertiary level study or work. During the planning phase of their research, students can elect to undertake Research Project A or Research Project B. Students will be guided to elect the best pathway for their topic, learning style and overall skill development.

Assessment

Research Project A - Planning, Development, Synthesis, Review
Research Project B - Planning, Development, Synthesis, Evaluation
30% Folio
40% Outcome
30% Review/Evaluation

Knowledge to be Developed

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

Transferrable Skills

Problem Solving, Self-Management.

Future Pathways

As well as providing the skills required for successful completion of senior level work in all SACE subjects, students are able to choose topics of their own passion to pursue which may enable them to investigate areas relevant to future pathways. Satisfactory completion of Research Project at C- or higher is a compulsory requirement for overall SACE completion.

Subject Opportunities

Students develop a process for creating worthwhile Primary source opportunities and analysis of data. Understanding how to best use a survey interview or questionnaire to benefit research.

Subject Costs

Nil.

Contacts

Assistant Principal Senior School

STAGE 1 COMMUNITY STUDIES

Semester - 10 credits
Students can undertake the course in one or both semesters.

Desired Background/Prerequisites/Assumed Knowledge

Engagement or interest in engagement with an extra-curricular activity.

Subject Description

Students learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity/community application activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in their community activity/community application activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

Assessment

Planning and Organisation, Communication and Interaction, Fulfilment of Contract of Work, Reflection.
70% Contract of Work
30% Reflection

Knowledge to be Developed

Literacy and Numeracy capability Identification, Selected SACE Capability. Area of contract specific skills.

Transferrable Skills

Communication, Initiative and Enterprise, Self-Management.

Future Pathways

Varies by student focus.

Subject Opportunities

Students have the opportunity to identify investigate and develop specific skills required for their area of interest. Community Studies is an ideal way for many students to use outside interests and commitments such as sport, employment or volunteering as a basis for SACE credits.

Subject Costs

Nil.

Contacts

Mr Ben Dening

STAGE 2 COMMUNITY STUDIES

Full year 20 credits
Students can undertake the course in one or both semesters.

Desired Background/Prerequisites/Assumed Knowledge

Engagement or interest in engagement with an extra-curricular activity.

Subject Description

Students learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity/community application activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in their community activity/community application activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

Assessment

Planning and Organisation, Communication and Interaction, Fulfilment of Contract of Work, Reflection.
70% Contract of Work
30% Reflection

Knowledge to be Developed

Literacy and Numeracy capability Identification, Selected SACE Capability. Area of contract specific skills.

Transferrable Skills

Communication, Initiative and Enterprise, Self-Management.

Future Pathways

Varies by student focus.

Subject Opportunities

Students have the opportunity to identify investigate and develop specific skills required for their area of interest. Community Studies is an ideal way for many students to use outside interests and commitments such as sport, employment or volunteering as a basis for SACE credits.

Subject Costs

Nil.

Contacts

Mr Ben Dening

Special Interest Boys Australian Football Program

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

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

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.

Special Interest Girls Australian Football Program

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

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

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.

Special Interest Netball Program

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

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

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

The Netball Program is aimed at students who:

- demonstrate skill and a commitment to Netball
- wish to spend time in further development
- aim to compete at a higher level than that of the average student - this may include school, club, regional association or state level.

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

SPECIAL INTEREST BOYS AUSTRALIAN FOOTBALL PROGRAM

Minimum 2 full years for Years 8 to 10
Semester for SACE Stage 1 - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

Boys with a genuine interest in Australian Rules Football may apply to join the Football Program. 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. The program is supported by Nationally Accredited Coaches from the school, community and state football associations. Entry into the program is by application and a trialling process is conducted during Term 2. The Special Interest Football Program is a demanding course that requires students to be motivated and capable both academically and physically.

Subject Description

Students will investigate fitness testing, training methods and principles, resistance training, nutrition, coaching, umpiring, prevention and management of injuries, skill acquisition (Year 10-11) and goal setting, sports psychology with a range of guest speakers including topics such as Leadership, Multiculturalism and Sports injuries.

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. All SACE Stage 1 students are assessed against the Performance Standards for SACE Integrated Learning.

Knowledge to be Developed

Applying basic and complex tactics to game situations, while investigating movement patterns, appropriate attacking and defensive methods and the concept of space and awareness. Knowledge of fundamental football skills, training methods and principles, fitness components and energy systems are all developed within the program

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Future pathways include 10 SACE credits in SACE Stage 1 and further certificates in Sport and Recreation with job opportunities in the Sports Administration area and University courses such as Sport, Health and Physical Activity.

Subject Opportunities

Year 8/9 9 A-side Carnival, Year 8/9 Knockout Football, Open Boys Knockout Football, Guest speakers, AFL and SANFL club links and excursions, Year 10 camp to Lameroo (umpiring their 9 A-side Carnival) Year 11 Camp to Melbourne (visiting the MCG, watching an AFL training session and tour of their facilities and watching an AFL game).

Subject Costs

Program cost is $120. Students will also need to purchase a Blackwood High School football uniform (approximately $90). Additional costs may include negotiated camps and trips that are not compulsory.

Contacts

Ms Janet Bradley, Mr Nick Liddle, Mr Dan Smith

SPECIAL INTEREST GIRLS AUSTRALIAN FOOTBALL PROGRAM

Semester for Year 10
Semester for SACE Stage 1 - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

Girls with a genuine interest in Australian Rules Football may apply to join the Football Program. The program aims to meet the needs of students who demonstrate a willingness to develop relevant skills, a commitment to football and a wish to compete at a higher level, which may include school, club, regional association or state. The program is supported by Nationally Accredited Coaches from the school, community and state football associations. Entry into the program is by application and may include a skills testing session. It is a demanding course that requires students to be motivated and capable both academically and physically.

Subject Description

The Football Program provides the opportunity for players to maximise their development as they train and receive football coaching within the school curriculum. Skill development is an important part of the subject as well as game sense development, fitness, umpiring and coaching development, goal setting, nutrition, leadership, sports psychology, injury prevention and management.

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. All SACE Stage 1 students are assessed against the Performance Standards for SACE Integrated Learning.

Knowledge to be Developed

Appling basic and complex tactics to game situations, while investigating movement patterns, appropriate attacking and defensive methods and the concept of space and awareness. Knowledge of fundamental football skills, training methods and principles, fitness components and energy systems are all developed within the program.

Transferrable Skills

Communication, Teamwork, Problem Solving.

Future Pathways

Future pathways for this topic include 10 SACE credits in SACE Stage 1 and further certificates in sport and recreation with job opportunities in the Sports Administration area and University courses such as Sport, Health and Physical Activity.

Subject Opportunities

Knockout Football, zone sport participation and officiating, Guest speakers on physiotherapy and sports injury, AFL and SANFL club links and excursions, umpiring course, Auskick leadership development, Year 11 Camp to Melbourne (visiting the MCG, watching an AFL training session and tour of their facilities and watching an AFL game).

Subject Costs

The cost of the specialist program is $80. Students will also need to purchase a Blackwood High School football uniform (approximately $90). Additional costs may include negotiated camps and trips that are not compulsory.

Contacts

Ms Janet Bradley

SPECIAL INTEREST NETBALL PROGRAM

Minimum 2 full years for Years 8 to 10
Full year in SACE Stage 1 - 20 credits and ATAR (SACE Stage 2)

Desired Background/Prerequisites/Assumed Knowledge

The Special Interest Netball Program is available as a subject in Years 8, 9, 10 and 11 and is open to girls who demonstrate talent and potential. Entry to the program is by application and a trailing process is conducted by Netball SA during Term 2. Once accepted all students in the Netball Program must play for a club outside of the school. The Special Interest Netball Program is a demanding course that requires students to be motivated and capable both academically and physically.

Subject Description

The Netball Program provides the opportunity for players to maximise their development as they train and receive Netball coaching within the school curriculum. Skill development is an important part of the subject as well as game sense development, fitness, umpiring and coaching development, goal setting, nutrition, leadership, sports psychology, injury prevention and management.

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. In Year 10 and 11 students undertake VET competencies in the Certificate II Sport Coaching and are assessed against the performance standards for SACE Stage 2 Workplace Practices.

Knowledge to be Developed

Appling basic and complex tactics to game situations, while investigating movement patterns, appropriate attacking and defensive methods and the concept of space and awareness. Knowledge of fundamental netball skills, training methods and principles, fitness components and energy systems are all developed within the program.

Transferrable Skills

Communication, Teamwork, Problem Solving, Planning and Organisation.

Future Pathways

There is an increasing emphasis on pathways into the Sport and Recreation Industry, with students completing nationally accredited courses in Certificate II in Sports Coaching, Stage 2 Workplace Practices, umpiring levels and First Aid in Years 10 and 11. Future Pathways could include further certificates in Sport and Recreation and other VET pathways and relevant university pathways.

Subject Opportunities

Knockout Netball, zone sport participation and officiating, Guest speakers on physiotherapy and sports injury, AFL and SANFL club links and excursions, umpiring course, Auskick leadership development, Year 11 Camp to Melbourne (visiting the MCG, watching an AFL training session and tour of their facilities and watching an AFL game).

Subject Costs

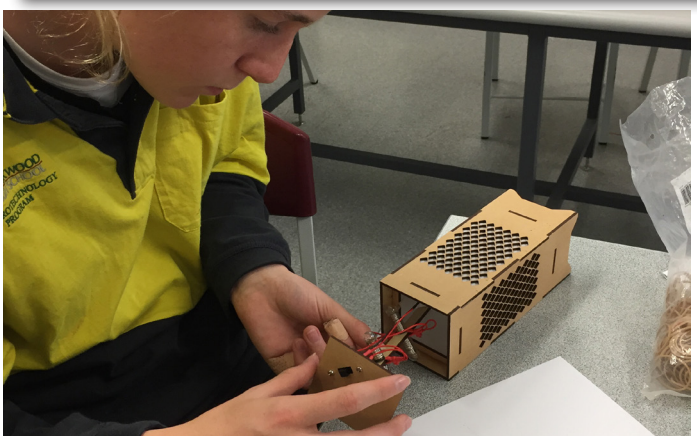
Year 8: $250 Students will also need to purchase a BHS netball uniform.
Year 9: $280
Year 10: $350
Year 11: $340
Additional costs include camps (including the Melbourne Waverley International Carnival). $950 - $1,100 - this camp is not a compulsory component of the course.

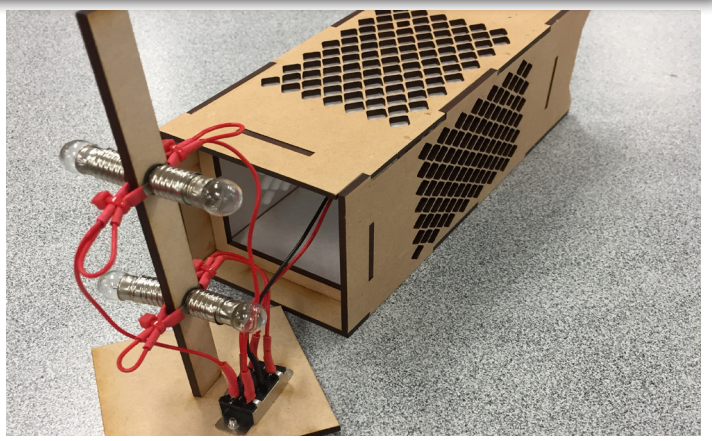
Contacts

Ms Peta Maher

Vocational Education and Training (VET)

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 SACE 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 SACE Stage 1 or Stage 2. For more information about VET and to check the VET Recognition Register, visit:
www.sace.sa.edu.au/web/vet

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

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

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

Most Certificate III courses are 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

Vocational Education and Training (VET) at Blackwood High School

At Blackwood High School, VET options are generally offered to Year 10, SACE Stage 1 and Stage 2 students. There are a number of options for students to undertake which can be found in the VET section of this Prospectus.

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 streams. Courses offered via ISCA can be accessed through the Inner South 2020 VET booklet or online at
http://isca.eschoolsolutions.com.au

Alternative VET Programs can be accessed through the school's VET Leader, Mr Ben Dening; benjamin.dening@bhs.sa.edu.au

How do students apply for a Regional VET Program?

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

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

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

How much will it cost?

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

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

How will students get to training?

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

Will there be work experience?

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

What other SACE subjects fit with a VET Program?

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

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

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

Will doing a VET Course affect other subjects?

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

Australian School Based Apprenticeships and Traineeships

A School Based Apprenticeship (SBA) is a great way to start a career while completing SACE. SBAs enable students from Years 10 – 12 to combine paid work, training and school, while working towards both the SACE and a nationally recognised qualification. Students undertaking an SBA commence work under a Contract of Training and will have a flexible timetable in order to accommodate their learning needs.

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 School Apprenticeship Officer works alongside the school's VET and Year Level Leaders to prepare students for employment, and complete the Apprenticeship sign-up process.

For more information please contact the school's VET Leader.

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.

Certificate II and III Dance (VET)

CERTIFICATE II DANCE (CAU20113)

LEVEL: Stage 1
LENGTH: Full year - contribute up to 50 Credits
CONTACT PERSON: Ms Katrina Constantopoulos

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.

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

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

Assessment

Competency Based Assessment via completion of workbooks and live performances.

Special Requirements

Students choosing this course may be required to undergo an application process. Students must be participating in relevant activities to facilitate skill development, such as enrolling in at least one semester of Dance (at an appropriate year level) and/or regular extra-curricular activities (such as public performances and regular rehearsals).

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: Ms Katrina Constantopoulos

Recommended Background: Certificate II Dance or equivilant
To complete this course in 1 year, completion of the Certificate II in Dance is required.

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 efffectively with others

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

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.

Code	Description
CUADTM301	Assist with dance teaching
CUAPPM301	Assist with designing performance spaces
CUAWHS301	Condition the body for Dance performances
CUAWHS201	Develop a basic level of physical condition for Dance performance
CUACHR301	Develop basic Dance composition skills
CUAPRF307	Develop performance techniques
CUADAN202	Incorporate artistic expression into basic Dance performances
CUADAN308	Increase depth of Contemporary Dance technique
CUADAN305	Increase depth of Jazz Dance technique
CUADAN309	Increase depth of Street Dance technique
CUADAN301	Explore rhythm in the context of Dance or movement technique
CUAIND301	Work effectively in the Creative Arts industry
BSBWOR203	Work effectively with others

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. Students must be participating in relevant activities to facilitate skill development, such as enrolling in at least one semester of Dance (at an appropriate year level) and/or regular extra-curricular activities (such as public performances and regular rehearsals).

Subject Costs

$550 - VET accreditation and consumables.

Certificate II and III Music (VET)

CERTIFICATE II MUSIC (CUS20109)

LEVEL: Stage 1
LENGTH: Full year - contribute up to 35 Credits
CONTACT PERSON: Mr Ben Dening, Mr 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 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 35 credits towards SACE Stage 1 and may allow entrance into Certificate III courses offered by TAFE and other providers.

Code	Description	Hours
BSBWHS201	Contribute to health and safety of self and others	20
BSBWOR203A	Work effectively with others	15
CUAIND201	Develop and apply Creative Arts industry knowledge	20
CUAMPF203	Develop ensemble skills for playing or singing Music	50
CUAMPF204	Play or sing Music from simple written notation	30
CUAMPF201	Play or sing simple musical pieces	70
CUAMLT201	Develop and apply musical ideas and listening skills	25
CUAMPF202	Incorporate Music technology into performance	35

Assessment

Competency Based Assessment via completion of workbooks and live performances.

Special Requirements

Students choosing this course may be required to undergo an application process. Students must be participating in relevant activities to facilitate skill development, such as enrolling in at least one semester of Music (at an appropriate year level) and/or regular extra-curricular activities (such as public performances and regular rehearsals). Students are assumed to be participating in regular lessons on at least one chosen musical instrument.

Subject Costs

$350 - VET accreditation and consumables.

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

CERTIFICATE III MUSIC (CUS30109)

LEVEL: Stage 2
LENGTH: Full year - contribute up to 60 Credits
CONTACT PERSON: Mr Ben Dening, Mr Michael Winter

Recommended Background: Stage 1 Music
To complete this course in 1 year, completion of the Certificate II in Music is required.

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.

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.

Code	Description	Hours
BSBWHS201	Contribute to health and safety of self and others	20
CUACMP301	Implement copyright arrangements	20
CUAIND303	Work effectively in the Music industry	35
CUAMLT302	Apply knowledge of style and genre to Music practice	40
CUAMPF203	Develop ensemble skills for playing or singing Music	50
CUAMCP301	Compose simple songs or musical pieces	35
CUAMPF301	Develop technical skills in performance	20
CUAMPF302	Prepare for performances	35
CUAMPF305	Develop improvisation skills	35
CUAMPF402	Develop and maintain stagecraft skills	70
CUAMPF404	Perform Music as part of a group	70
CUAMPF406	Perform Music as a soloist	70

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. Students must be participating in relevant activities to facilitate skill development, such as enrolling in at least one semester of Music (at an appropriate year level) and/or regular extra-curricular activities (such as public performances and regular rehearsals). Students are assumed to be participating in regular lessons on at least one chosen musical instrument.

Subject Costs

$550 - VET accreditation and consumables.

Certificate II Electronics (VET)

ELECTROTECHNOLOGY (VET) Year 1

LEVEL: Year 11
LENGTH: Full year - 20 Credits
CONTACT PERSONS: Ben Cullen

Recommended Background

Year 10 Electronics

Content

Students will undertake a program related to the Electrotechnology industry - learning about the many electrical and electronic trades, and the associated equipment and tools. There is an emphasis on working safely in addition to the most important technical skills, such as electrical/electronic construction and fabrication techniques, communication and doccumentation in the workplace. Structured workplace learning will assist students in achieving the skills and competencies required by industry. This leads to completion of the Certificate II in Electronics at Blackwood High School in the 2nd year of the course.

Assessement

Competency based assessment: Certificate II in Electronics
Delivered via a VET in Schools Agreement (VISA) with MTC Training.

Special Requirements

Students choosing this course are required to undergo an application process. This involves an interview in late Term 4 of 2019. Students who wish to enrol should include the subject in their initial course selection in Term 3.

If successful, the course will be added to their 2020 timetables which will be individually negotiated.

Subject Costs

$700 (includes: materials, Course shirt, VET accreditation, White Card, First Aid Course).

ELECTROTECHNOLOGY (VET) Year 2

LEVEL: Year 12
LENGTH: Full year - Half-day course
CONTACT PERSONS: Ben Cullen

Recommended Background

Electrotechnology (IPP) Year 1

Content

Students will undertake an extension program related to the Electrotechnology industry –building upon compentencies developed as part of the Year 1 Electrotechnology program. There is a large emphasis on electrical principals and soldering techniques. Skills developed include electrical/electronic construction techniques and related work practices, including safety and communication in the workplace. Workplace learning will assist students in achieving the skills and competencies required by industry. Students must have completed Year 1 of Electrotechnology (IPP) to be eligible to undertake this course .This course leads to completion of the Certificate II in Electronics at Blackwood High School.

Assessement

Competency based assessment

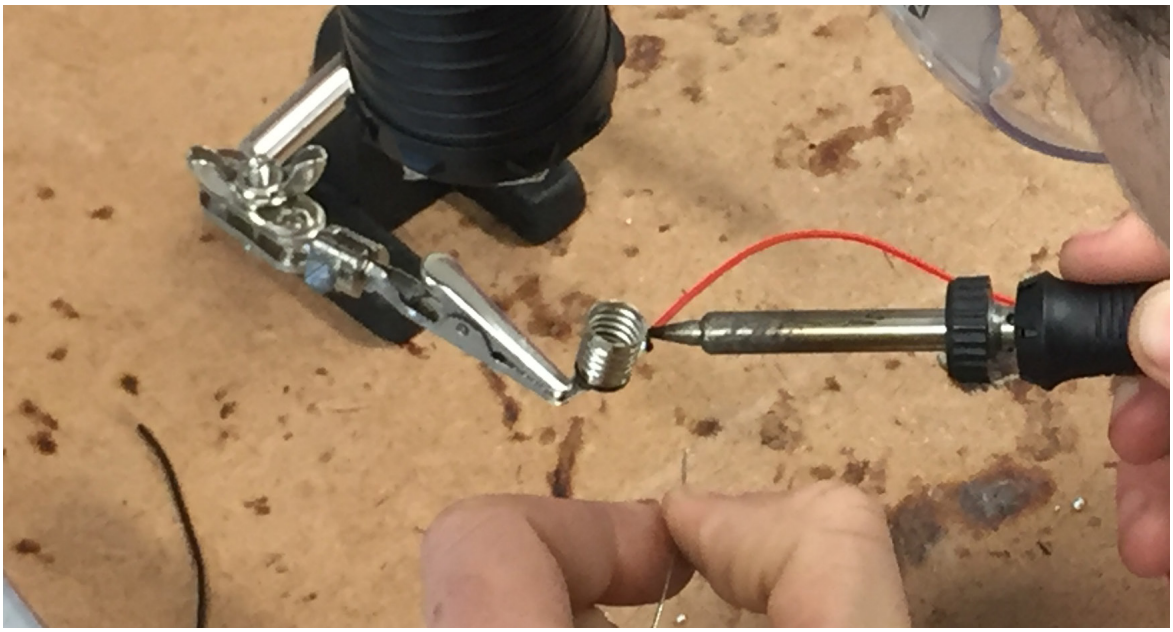
Special Requirements

Students who wish to continue with this course must include the subject in their initial course selection in Term 3.

If successful, the course will be added to their 2020 timetables which will be individually negotiated.

Subject Costs

$700 (materials, VET accreditation)



Intensive Secondary English Course (ISEC)

Blackwood High School offers Study Aborad, 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 Leader 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.
CRICOS PROVIDER CODE: 00018A

For further information:
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E| karyn.jones@bhs.sa.edu.au
W| www.bhs.sa.edu.au

INTENSIVE SECONDARY ENGLISH COURSE (ISEC)

For Year 9 to 11
10 to 20 weeks in length

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, Mathematics, Humanities and the SACE Personal Learning Plan (PLP).

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

Assessment

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

Contacts:

Ms Karyn Jones

Glossary

ASBA	Australian School-based Apprenticeship
ATAR	Australian Tertiary Admission Rank. The ATAR is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student participation from year to year. The ATAR is used for university entrance purposes
Curriculum Pattern	A selection of subjects required in order to qualify for the SACE
IBMYP	International Baccalaureate Middle Years Program
IPP	Industry Pathways Program
ISEC	Intensive Secondary English Course
MER	Minimum Entry Requirements (used for TAFE entry purposes)
PLP	The Personal Learning Plan - a compulsory SACE Stage 1 subject studied in Year 10
Prerequisite	A formal requirement that is needed before proceeding to further study
Quality LinCS	Regional VET program
Research Project	A compulsory SACE Stage 2 subject studied in Year 11 at Blackwood High School
RTO	Registered Training Organisation
SACE	The South Australian Certificate of Education
SACE BOARD	South Australian Certificate of Education Board
SATAC	South Australian Tertiary Admissions Centre
Semester	50 to 60 hours of programmed lesson time - subjects of 1 unit are a semester in length
Stage 1	The first of two levels of the SACE - this will usually be a student's eleventh year of schooling
Stage 2	The second of two levels of the SACE - this will usually be a student's twelfth year of schooling
STAT	Special Tertiary Admissions Test
TAFE	Technical and Further Education
TAS	TAFE Entry Assessment
Unit	Half a year (50 to 60 hours of programmed time) of full-time study in a Year 8 to 10 subject
VET	Vocational Education and Training

Some Relevant Publications and Websites

The following publications are made available to students to help in the course counselling process. Information can also be found on the web sites listed.

Flinders University Undergraduate Prospectus
www.flinders.edu.au

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

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

TAFE Subject Guide
www.tafesa.edu.au

SATAC Guide
www.satac.edu.au

CAREER GUIDANCE RESOURCES

Myfuture
www.myfuture.edu.au

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

The Job Guide
Provides information on over 600 occupations and describes the education or training needed for those occupations.
www.education.gov.au/job-guide

SACE Board
The SACE Board website provides information about SACE Stage 1 and 2 curriculum, Special Provisions, Community Learning and assessment requirements.
www.sace.sa.edu.au

Occupational Information
www.joboutlook.gov.au

Blackwood High School Curriculum Prospectus 2020
Curriculum information for Blackwood High School is also available on the school website.
www.bhs.sa.edu.au/curriculum/curriculum-prospectus/

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