BLACKWOOD HIGH SCHOOL

Inspiring Achievement and Respect

2025 Curriculum Prospectus

Contents

Introduction

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

This Prospectus describes the curriculum for Years 7 to 12 at Blackwood High School in 2025. The subject selection process is critical 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 7 to 10 study the Australian Curriculum and are assessed against the relevant achievement standards. Our learning design principles focus on concept and capability development within the curriculum, delivered through innovative pedagogies. This supports our students to recognise connections across learning areas and transfer learned skills into new contexts.

The Years 7 - 10 Curriculum develop learners who are ready to engage with the South Australian Certificate of Education (SACE) in Year 11 and 12. Within Year 9 and 10, students are able to make some choices that will allow them to follow their passions, strengths and interests. Students in Year 10 commence their SACE studies by undertaking the compulsory Stage 1 subject, Exploring Identities and Futures (EIF).

The Senior School curriculum is consistent with the SACE, offering both SACE Stage 1 (Year 11) and SACE Stage 2 (Year 12) opportunities. Students can also engage with a range of Vocational Education and Training (VET) programs. This Prospectus provides details of the requirements to complete the SACE and other 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 or be updated throughout the year. If this occurs, students are provided with the relevant information and are supported by our staff in the school to understand the possibilities and implications for their learning.

Subject selection requires informed decision-making. These decisions need to be based on students' 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 Subject Family Expo Day as well as counselling support from Care Group teachers. Year 10 and 11 students who require counselling with their subject choices will be supported by a member of the Senior Years Leaders or Wellbeing Leaders.

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 2025.

Chris Brandwood
Principal

Year 8 Camp

Selecting Courses

Choosing the right subjects is an important decision that involves the whole family, including students, parents/caregivers, and the school. We encourage students to discuss their future goals, what they're passionate about, and their skills with their family and other trusted adults early on. To support these conversations, you can find helpful resources on the Blackwood High School career website at https://blackwoodhighcareers.com/, and the 2025 Curriculum Prospectus. These tools provide valuable information to guide your discussions.

Care Group teachers and Year Level Leaders distribute information regarding course counselling and subject selection to Years 7 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, through information letters emailed to parents/caregivers and sent home with students via Care Groups.

The Subject Selection Process

At school, our Care Group teachers work together with the Year Level Leaders and the Executive Team to get students ready for the **Career and Subject Family Expo Day**. We also have a team of specialists, including the SACE Leader, Student Wellbeing Leaders, the Personalised Learning Leader, and the VET/Pathways Leader, who are all on hand to offer advice about specific courses and career pathways.

Students in Years 7 to 11 will participate in the Career and Subject Family Expo Day, on Tuesday Week 3 of Term 3, to help them develop a deeper understanding of the curriculum choices on offer in 2025. Families will be supported by subject specialists to explore, discuss, and evaluate subject pathways. Parents/caregivers are expected to be active contributors to the subject selection process to ensure students make informed and purposeful decisions.

At the end of the Expo, students will meet with a member of staff to discuss their selections and confirm their eligibility. Immediately following this meeting, students will use a system called Web Preferences to enter and finalise their subject choices for the following year. Each student will receive a personalised link, in addition to a unique Student Access Code and Password to access the Web Preferences Student Portal.

If a student hasn't passed a subject but wants to keep studying it next year, the student and their family will need to sign a form acknowledging that this decision goes against the school's advice. This helps ensure that everyone is aware of the situation and can make informed choices together.

Once a student has entered their subject choices in Web Preferences, the selection is final. The school uses this to build the timetable and develop the staffing requirements. Changes to subject choices can have a significant impact on the school's capacity to offer our curriculum.

Additional information regarding these processes will be in the school newsletter, on the school website and through information letters sent to families and students across Term 2 and Term 3.

Subject Confirmation

It's important for students and families to know that selecting subjects does not guarantee enrolment for 2025. Final confirmation will come later in the year, once final grades are in and the schedule is set up. We try our best to accommodate students' top choices, but this depends on our ability to provide the necessary teachers and create viable classes. Sometimes, subjects students want to take might be scheduled at the same time. In these cases, students may need to rethink their choices. This is why it's crucial for students to carefully consider their reserve subject choices when submitting their final selections on Web Preferences, as these alternatives might need to be used.

Year 6 to Year 7 Process

Year 6 parents/caregivers and students will be notified by email of critical dates and the timeline to return subject selection and enrolment information in late August. Students will receive a subject selection form via a link, which will be emailed as part of the Enrolment Package.

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 actively seek information from a variety of sources including subject teachers and curriculum leaders. The more information students 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 that 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). This will help them make informed choices about their education and future.

Pedagogical Excellence

Statement of Pedagogical Excellence

At Blackwood High School, our entire staff – both teachers and support staff – take on the important role of guiding our students. We help them aim for excellence, build respectful relationships, understand the value of community and traditions, and prepare to become responsible and active citizens of the world. Just as we set high expectations for our students, we hold ourselves to those same standards

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

Middle Years Program

Blackwood High School's Middle Years and Year 10 Curriculum is consistent with the Australian Curriculum

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

The development of the Australian Curriculum is guided by the Alice Springs Declaration on Educational Goals for Young Australians, adopted by the Council of State and Territory Education Ministers in December 2019.

Learning Areas
Australian Curriculum
English
Mathematics
Sciences
Humanities and Social Sciences
Languages
Design and Technology
Health and Physical Education
The Arts

Added to this are the capabilities encompassing knowledge, skills, behaviours and dispositions. The capabilities include literacy, numeracy, information and communication technology (ICT), critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding. These capabilities are woven into the teaching and learning at Blackwood High School.

Assessment within the Australian Curriculum

Teachers at Blackwood High School use the achievement standards to monitor student learning and make professional judgements about progress and achievement. Teachers will assess and report on students' progress and achievement using a balanced range of evidence measured against the Australian Curriculum Achievement Standards. Teachers are expected to collaboratively moderate students' work to ensure consistency of judgements about their achievement and high quality learning outcomes.

Student progress is continuously reported through our online Learning Management System (Daymap), with interim reports at the end of Terms 1 and 3 and summary achievement reports at the end of each semester. Teachers use an A-E grading system for each of these reporting cycles.

Year 7 Subjects

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.

Year 7 is divided into two semesters, Semester 1 and Semester 2.

All students study seven subjects each semester, a total of fourteen subjects for the year.

7 ENGLISH

2 Semesters

Subject Description

Students will build on their creative, communication, critical thinking and analytical skills by responding to, and producing a range of texts. Students will develop their understanding of literature, language and literacy. Students will engage with authentic interdisciplinary links to Humanities, where applicable.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for English at an A-E grade.

Knowledge to be Developed

Literature domains, language variation and change, evaluative language, text cohesion, how texts reflect culture, language devices in literary texts, interpretation and analysis, language choices, features of literary texts, expressing preferences and evaluating texts, creating literary texts and effective communication.

Transferrable Skills

Analysis, critical thinking, communication, editing, evaluation, language, literacy and technology.

Future Pathways

Educator, media, copywriter, library assistant, administrator, law court reporter, interpreter, public servant, writer, historian, researcher, geographer, politics and marketing.

Subject Opportunities

Year 7 English leads to Year 8 English.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contact

Jess Rogers, Curriculum Leader
Jess.Rogers359@schools.sa.edu.au

7 HUMANITIES and SOCIAL SCIENCES

2 Semesters

Subject Description

Students study History, Geography, Civics and Citizenship, and Business and Economics. History includes the study of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE), whilst Geography focuses on renewable resources and an investigation of liveability. Civics and Citizenship provides students with an opportunity to investigate the Australian Constitution and the role of the Justice System, whilst Business and Economics exposes students to the concepts of consumers and producers, financial planning, and entrepreneurship. The course is taught within an interdisciplinary framework together with the teaching of English content and skills.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for History, Geography, Civics and Citizenship, and Business and Economics at an A-E grade.

Knowledge to be Developed

The ancient world across Europe, Africa and Asia, water as a renewable environmental resource, liveability, the role of the Australian Constitution and Justice System, consumers and producers, personal and financial planning and entrepreneurship.

Transferrable Skills

Communication, critical analysis, empathy, ethical understanding, intercultural understanding, evaluation and source analysis.

Future Pathways

The study of Humanities and Social Sciences overall leads students to explore future study and career pathways such as geology, archeology, history, legal studies, politics, business and geography.

Subject Opportunities

Year 7 Humanities and Social Sciences leads to Year 8 Humanities and Social Sciences.

Subject Costs

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

Contact

Ben Phillips, Curriculum Leader
Ben.Phillips437@schools.sa.edu.au

7 GERMAN

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

Students must continue the same language course throughout their two-year compulsory language study.

Subject Description

Students will 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 Australian Curriculum Achievement Standards for German at an A-E grade.

Knowledge to be Developed

Language comparisons through topics such as:

- Greetings
- Meeting people
- Likes and dislikes
- Self-introduction
- Family
- Countries
- Pets and animals
- Telling the time
- Snacks and party food
- School subjects

A variety of texts, textbooks, CDs, films, music, and ICT resources are used.

Transferrable Skills

Communication, problem solving and teamwork.

Future Pathways

International business, hotel management, tourism, interpreter, linguist, educator, federal police and language teacher.

Subject Opportunities

Cooking, explore German cultural traditions and poster competitions.

Subject Costs

It is highly recommended that students purchase the workbook that accompanies the Year 7 course book, Ganz Klasse! 1, available from the school at a cost of approximately $28. This book will be used across Year 7 and Year 8. Students may be asked to contribute to the cost of a non-compulsory local excursion.

Contact

Sarah Andrews, Curriculum Leader
Sarah.Andrews896@schools.sa.edu.au

7 JAPANESE

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

Students must continue the same language course throughout their two-year compulsory language study.

Subject Description

Students will 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 Australian Curriculum Achievement Standards for Japanese at an A-E grade.

Knowledge to be Developed

Language comparisons through topics such as:

- Greetings and self-introductions
- Countries and nationalities
- Numbers
- Family members and friends
- Hobbies and leisure activities
- Days of the week

A variety of texts, textbooks, CDs, films, music, and ICT resources are used.

Transferrable Skills

Communication, problem solving and teamwork.

Future Pathways

International business, hotel management, tourism, interpreter, linguist, educator, federal police and language teacher.

Subject Opportunities

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

Subject Costs

It is highly recommended that students purchase the workbook that accompanies the Year 7 course book available from the school at a cost of approximately $28. Students may be asked to contribute to the cost of a non-compulsory local excursion.

Contact

Sarah Andrews, Curriculum Leader
Sarah.Andrews896@schools.sa.edu.au

7 MATHEMATICS

2 Semesters

Subject Description

Students will build on their number and algebraic skills with a focus on problem solving. Electronic technologies will be introduced along with an integrated unit as a focus. Understanding, fluency, problem solving and reasoning skills will be developed throughout the year.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Mathematics at an A-E grade.

Knowledge to be Developed

Number and algebra, measurement and geometry, statistics and probability.

Transferrable Skills

Communication, problem solving, reasoning and teamwork.

Future Pathways

Year 7 Mathematics leads to Year 8 Mathematics.

Subject Opportunities

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

Subject Costs

It is highly recommended that students purchase their own scientific calculator, a Casio fx-82AU PLUS II at approximately $45.00.

Contact

Jonathon Graham, Curriculum Leader
Jonathon.Graham323@schools.sa.edu.au

7 SCIENCE

2 Semesters

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 it's 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 Australian Curriculum Achievement Standards for Science at an A-E grade.

Knowledge to be Developed

Biological diversity, flow of energy in ecosystems, earth-sun-moon cycles and their impact on earth phenomena, actions of forces, physical properties and processes to separate substances. Exploring the interactions between science and society. Deconstructing and planning investigations, collecting, analysing and evaluating data and communicating science knowledge.

Transferrable Skills

Critical thinking, problem solving, communication, teamwork, organisation and using technology.

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, engineering, information technologies, allied health, architecture, research and scientific services, veterinary, nutrition, agriculture, conservation and land management, sports science and construction.

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 practical activities, demonstrations, designing experiments and exploration of Science as a Human Endeavour.

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

7 HEALTH AND PHYSICAL EDUCATION (Required)

1 Semester *(not for Specialist Football and Netball students)*

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 activities that support the concepts of communication, change and relationships for example, athletics, AFL, yoga. 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 Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

Knowledge to be Developed

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

Transferrable Skills

Communication and teamwork.

Future Pathways

Year 7 Health and Physical Education leads to Year 8 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, music, heart rate monitors and GPS trackers, as well as visiting instructors in self-defence.

Subject Costs

Nil.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

7 ACTIVE LIFESTYLES: HPE FOCUS

1 Semester *(not for Specialist Football and Netball students)*

Subject Description

Students study different activities from those listed in the compulsory Health and Physical Education subject. Students study a sports education model that may include frisbee, expressive movement and international/cultural games. There is an emphasis on the commitment required to reach a high level of both skills and fitness. Theory topics in this course include nutrition and fitness, and training principles to provide a foundation for senior school physical education.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

Knowledge to be Developed

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

Transferrable Skills

Communication and teamwork.

Future Pathways

7 Active Lifestyles: HPE Focus leads to Year 8 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, music, heart rate monitors and GPS trackers.

Subject Costs

Nil.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

7 DESIGN and TECHNOLOGY (Required)

1 Semester (1 Term Foods, 1 Term Materials)

Subject Description

This course introduces students to real-world problem solving for a specific audience or client. Students will be given the opportunity to study Design Technology and Food Technology in this semester.

Students experience and participate through investigating, designing, producing and evaluating products, to suit Design thinking.

In Food Technology students will investigate the needs and characteristics of healthy snacks and demonstrate cookery skills to create healthy speedy snacks. They will deeply engage with an induction program about safety requirements, the purpose and function of a kitchen environment, identifying and safely using technologies, and effective management to ensure food safety and rewarding food production with their peers.

In Materials Technology students will undertake the building of a simple 3D game using Microsoft's Kodu game making software suite. This game will allow students to explore algorithmic design techniques. Student's will then look at the creation of physical products, understanding how an electrical circuit works and design a final product using CAD software in preparation for laser cutting and engraving.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Investigation and analysis of design problems, design and production of solutions, testing and evaluating students' products.

Transferrable Skills

Communication, planning and organisation and problem solving.

Future Pathways

Year 7 Design Technology leads into Year 8 Design Technology and Year 8 Digital Technologies. Students will develop practical skills in 2D computer aided design, basic programming and digital technologies. Practical skills learnt in the kitchen can lead into Year 8 Food Technology and Year 8 Food/Textiles.

Subject Opportunities

Students will use the Design Cycle to inquire, develop and create solutions and evaluate their own concepts.

Subject Costs

Due to the unique requirements of each student and the ingredients used in their own trial and final food practical, students may be required to provide some of the ingredients to be used.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

7 THE ARTS (Required)

1 Semester (1 Term Visual Arts, 1 Term Performing Arts)

Subject Description

Visual Arts:
Students will learn to generate ideas and develop a vocabulary that will help them to express opinions about Visual Art. They will learn to work with different mediums and techniques, as well as how to develop, plan and create their own artwork.
Drama/Music:
The Performing Arts enables students to imagine and participate in exploration of their worlds, individually and collaboratively. They create, rehearse, perform and respond using the elements and conventions of drama and music and emerging and existing technologies available to them.
Topics covered in this course include: Drama: tableau, drama activities, mime and voice, play building. Music: popular music, percussion and movement, music technology.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for The Arts at an A-E grade.

Knowledge to be Developed

Express ideas through visual/design artworks, work with a variety of mediums, observe and analyse works of art using appropriate terminology. Develop skills in music/drama and a focus on group devised drama and music work.

Transferrable Skills

Communication, planning and organisation, problem solving and technology.

Future Pathways

7 Arts leads to Year 8 Visual Arts, Dance or Music/Drama.

Subject Opportunities

Cross-curricular opportunities. Skills developed provide artistic input into school based performances. Opportunities to exhibit and perform within the Blackwood High School community. Attend an excursion to view a performance or exhibition.

Subject Costs

Nil.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

7 ACTIVE LIFESTYLES: ARTS FOCUS

1 Semester

Subject Description

This is a practical focus subject. Students will participate and develop practical skills and fitness in some or all of the topics: dance, theatre sports, games, circus skills, physical movement, yoga and fitness to music.

Students will increase their practical skills through exploration of different physical activities and related techniques. Students will develop confidence, focus, body awareness, fitness and group skills via their participation in small, medium and large groups to further develop their ensemble skills. Students will learn and investigate, nutrition and healthy eating to support a balanced and active lifestyle.

Assessment

Students are assessed against the Australian Curriculum Achievement standards for Dance, Drama, Health and Physical Education at an A-E grade.

Knowledge to be Developed

Develop physical skills, fitness and confidence through a variety of physical works, enjoy working in collaboration in a studio setting.

Transferrable Skills

Communication, planning and organisation, problem solving.

Future Pathways

7 Active Lifestyles: Arts Focus leads to Year 8 Dance or Drama.

Subject Opportunities

Cross-curricular opportunities. Skills developed provide artistic input into school based performances.

Subject Costs

Nil.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

Year 8 Subjects

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.

Year 8 is divided into two semesters, Semester 1 and Semester 2.

All students study seven subjects in each semester, a total of fourteen subjects for the year.

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8 ENGLISH

2 Semesters

Subject Description

Strengthening work within an interdisciplinary framework, students will further develop their understanding of literature and language. They will also continue to strengthen literacy in authentic interdisciplinary links to Humanities, where applicable. Students will build on their analytic and comparative skills along with engaging with more complex text types.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for English at an A-E grade.

Knowledge to be Developed

Literature domains, language variation and change, evaluative language, text cohesion, how texts reflect culture, language devices in literary texts, interpretation and analysis, language choices, features of literary texts, expressing preferences and evaluating texts, creating literary texts and effective communication.

Transferrable Skills

Analysis, critical thinking, communication, editing, evaluation, literacy and technology.

Future Pathways

Educator, media, copywriter, library assistant, administrator, law court reporter, interpreter, public servant, writer, historian, researcher, geographer, politics and marketing.

Subject Opportunities

Year 8 English leads to Year 9 English.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contact

Jess Rogers, Curriculum Leader
Jess.Rogers359@schools.sa.edu.au

8 HUMANITIES and SOCIAL SCIENCES

2 Semesters

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. Civics 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. The course is taught together with the teaching of English content and skills.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for History, Geography, Civics and Citizenship, and Business and Economics at an A-E grade.

Knowledge to be Developed

The Feudal System, the Polynesian Expansion, the geomorphology of coasts, migration, urbanisation, citizenship rights and responsibilities, government structures and roles, business and economic structures and importance in Australian society.

Transferrable Skills

Communication, critical analysis, empathy, ethical understanding, intercultural understanding, evaluation and source analysis.

Future Pathways

The study of Humanities and Social Sciences overall leads students to explore future study and career pathways such as geology, archeology, history, legal studies, politics, business and geography.

Subject Opportunities

Year 8 Humanities and Social Sciences leads to Year 9 Humanities and Social Sciences.

Subject Costs

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

Contact

Ben Phillips, Curriculum Leader
Ben.Phillips437@schools.sa.edu.au

8 GERMAN

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

Students must continue the same language course throughout their two-year compulsory language study.

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 Australian Curriculum Achievement Standards for German at an A-E grade.

Knowledge to be Developed

Language comparisons through topics such as:

- Holidays
- Pets and their status
- Customs
- Life styles
- Transport

A variety of texts, textbooks, CDs, films, music, and ICT resources are used.

Transferrable Skills

Communication, problem solving and teamwork.

Future Pathways

International business, hotel management, tourism, interpreter, linguist, educator, federal police and language teacher.

Subject Opportunities

Cooking, explore German cultural traditions and film festival.

Subject Costs

It is highly recommended that students purchase the workbook that accompanies the Year 8 course book, Ganz Klasse! 1, available from the school at a cost of approximately $28. This book will be used across Year 7 and Year 8. Students may be asked to contribute to the cost of a non-compulsory local excursion.

Contact

Sarah Andrews, Curriculum Leader
Sarah.Andrews896@schools.sa.edu.au

8 JAPANESE

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

Students must continue the same language course throughout their two-year compulsory language study.

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 Australian Curriculum Achievement Standards for Japanese at an A-E grade.

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
- Daily routines
- Location of objects and people
- Starting and finishing, travelling to and from

A variety of texts, textbooks, CDs, films, music, and ICT resources are used.

Transferrable Skills

Communication, problem solving and teamwork.

Future Pathways

International business, hotel management, tourism, interpreter, linguist, educator, federal police and language teacher.

Subject Opportunities

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

Subject Costs

Nil

Contact

Sarah Andrews, Curriculum Leader
Sarah.Andrews896@schools.sa.edu.au

8 MATHEMATICS

2 Semesters

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. Understanding, fluency, problem solving and reasoning skills will be developed throughout the year.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Mathematics at an A-E grade.

Knowledge to be Developed

Number and algebra, linear and non-linear relationships, measurement, statistics and probability, geometric reasoning and STEM.

Transferrable Skills

Communication, problem solving, reasoning and teamwork.

Future Pathways

Year 8 Mathematics leads to Year 9 Mathematics.

Subject Opportunities

Investigation tasks involving the practical application of mathematics in the real-world.

Subject Costs

It is highly recommended that students purchase their own scientific calculator, a Casio fx-82AU PLUS II at approximately $45.00.

Contact

Jonathon Graham, Curriculum Leader
Jonathon.Graham323@schools.sa.edu.au

8 SCIENCE

2 Semesters

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 Australian Curriculum Achievement Standards for Science at an A-E grade.

Knowledge to be Developed

Structure and function of cells, organs and body systems, plate tectonics and geosphere changes, different forms of energy and how it is transferred and transformed, and chemical and physical changes of matter. Exploring the interactions between science and society. Deconstructing and planning investigations, collecting, analysing and evaluating data and communicating science knowledge.

Transferrable Skills

Critical thinking, problem solving, communication, teamwork, organisation and using technology.

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, engineering, information technologies, allied health, architecture, research and scientific services, veterinary, nutrition, agriculture, conservation and land management, sports science and construction.

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 practical activities, demonstrations, designing experiments and exploration of Science as a Human Endeavour.

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

8 HEALTH and PHYSICAL EDUCATION (Required)

1 Semester *(not for Specialist Football and Netball students)*

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 supports the concepts of communication, change and relationships for example, striking and fielding games, court divided games, invasion games 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 Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

Knowledge to be Developed

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

Transferrable Skills

Communication and teamwork.

Future Pathways

Year 8 Health and Physical Education leads to Year 9 Health and Physical Education and Sport Science.

Subject Opportunities

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

Subject Costs

Nil.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

8 SPORT SCIENCE

1 Semester

Subject Description

Students explore different activities from those listed in the compulsory Health and Physical Education subject. Students experience activities including indoor invasion games like handball, netball and futsal, fitness, touch, skill acquisition and other team games in order to develop their understanding of movement concepts and strategies. 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 Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

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 8 Sport Science leads to Year 9 Health and Physical Education and Sport Science.

Subject Opportunities

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

Subject Costs

Nil.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

8 DESIGN and TECHNOLOGY (Required)

1 Semester (1 Term Foods, 1 Term Materials)

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 investigate, design, produce and evaluate products that meet specific criteria outlined in design briefs.

In Food Technology students demonstrate food hygiene and safe kitchen management skills, working collaboratively to implement plans and produce healthy food. Students explore the Australian Guide to Healthy Eating. Identifying what a balanced diet is and create a range of healthy and easy to prepare meals, to further develop their kitchen cooking skills and enjoyment of cooking.

In Materials Technology, students make a project which uses traditional and modern production methods giving them experience in the workshop as well as advanced manufacturing technologies such as laser cutting and/or 3D printing.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Investigation and analysis of design problems, design and production of solutions, testing and evaluating students' products.

Transferrable Skills

Communication, planning and organisation and problem solving.

Future Pathways

Year 8 Design Technology leads to Year 9 Material Construction and/or Year 9 Digital Technologies. Year 8 Food Technology leads to Year 9 Food Technology and/or Year 9 Textiles. Students will 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

Students will use the Design Cycle to investigate, design, produce solutions and evaluate their own concepts.

Subject Costs

Due to the unique requirements of each student and the ingredients used in their own trial and final food practical, students may be required to provide some of the ingredients to be used. Students may be required to provide equipment such as a mouse in Design Technology.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

8 FOOD and TEXTILES

1 Semester

Subject Description

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

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Students consider the way characteristic and properties of technologies can be combined to design and produce sustainable design solutions for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Transferable Skills

Communication, planning and organisation and problem solving.

Future Pathways

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

Subject Opportunities

Students create design solutions utilising creativity, innovation and enterprise skills. Students will participate in weekly food practicals to develop their practical skills and safety/hygiene knowledge, while in textiles students will utilise fabric options and techniques.

Subject Costs

Due to the unique requirements of each student and the ingredients used in their own food practicals, students may be required to provide some of the ingredients and materials for textiles.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

8 DIGITAL TECHNOLOGIES

1 Semester

Subject Description

This course focuses on developing foundational skills in digital technologies, computational thinking and an awareness of personal experiences using digital systems, with a practical focus. Students explore the role of binary in representing image and text. Students will use the Design Cycle to develop a range of digital solutions including websites, using languages such as HTML and CSS. Students will investigate, design, create and evaluate their own games using the Kodu Game Making engine while exploring content such as how the internet transmits data and how computer hardware functions.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Analysis, computational thinking, programming, digital technologies.

Transferrable Skills

Communication, planning, organisation, problem solving, self-management, teamwork and digital technology.

Future Pathways

Successful completion of Year 8 Digital Technologies leads into Year 9 Digital Technologies. Students will develop practical skills in programming. These skills can be helpful when seeking employment and further study in digital technologies, digital infrastructure, computer sciences, game design, data analysis, cryptography, cyber crime prevention, robotics and engineering.

Subject Opportunities

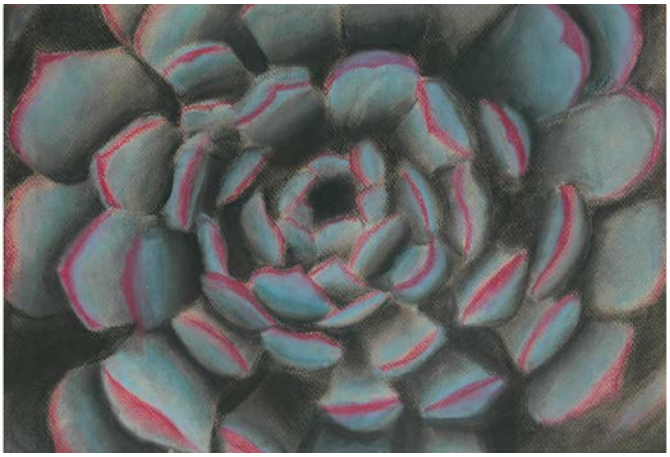
Year 8 Digital Technologies leads to Year 9 Digital Technologies.

Subject Costs

Due to personalised content students may be required to provide equipment and materials. This will be negotiated with the class teacher.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au



8 THE ARTS (Required)

1 Semester
(1 Term Visual Arts, 1 Term Performing Arts specialising in one or more of the following: Dance or Music or Drama)

Subject Description

Students will further develop their skills and processes of art making and development of performing arts skills in their selected Performing Arts choice of:

- Dance
- Music
- Drama

Students develop an understanding of the value of visual and performing arts in our community through working as artists and performers to develop knowledge that can be applied to critically observing and judging art works as well as the practical skills to be applied in a performing arts setting as an actor, musician or dancer.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for The Arts at an A-E grade.

Students create a composition using music software and reflect on the process undertaken to create it. They explore making music using drums, keyboard, guitar and voice, and play simple songs with the aim to create a small band. Students learn the fundamentals of music theory, how to read and write music , and discuss songs using the elements of music.

Knowledge to be Developed

Visual Arts:
Students will develop essential skills, knowledge, and artistic concepts through the perspective of street art. They will explore various techniques while collaborating to create large-scale murals and to examine questions such as whether street art qualifies as art. Artistic processes may include freehand drawing, painting, printmaking, and three-dimensional construction methods.
Performing Arts: Dance or Music or Drama
Students develop practical skills in one of the following, dance, drama, music, with a focus on group devised ensemble work.

Transferrable Skills

Communication, planning and organisation, problem solving and technology.

Future Pathways

Year 8 Visual Arts leads to Year 9 Visual Arts, Media Arts. Performing Arts and provides a pathway to Year 9 Drama, Music or Dance specialist subjects.

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.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

To Contents Page

8 SPECIALIST PERFORMING ARTS

1 Semester

Subject Description

Students will develop practical skills in technique, composition and performance in their focus performing art area. Students will increase their technical proficiency through exploration of different dance,music styles/ genres (hip-hop, contemporary and jazz) and theatre techniques. Students will develop ensemble performance skills and stage craft via their participation in composition tasks and perform in a theatre setting. Students will document their processes and development in a journal. This will include an investigation into significant performing arts artists and their works, alongside analysis of composition work and performances.

Assessment

Students are assessed against the Australian Curriculum Achievement Standard for Dance, Drama, Music at an A-E grade.

Knowledge to be Developed

Students will express ideas through a variety of performance works developed as a class and in groups in a studio setting. They will view and analyse performing arts works, understanding the cultural and social significance of performing arts as an art form and develop an appreciation for artists, and companies.

Transferrable Skills

Communication, planning and organisation, problem solving and technology.

Future Pathways

Year 8 Specialist Performing Arts leads to Year 9 Dance, Drama or Music and auditioning for the Dance Star competition program.

Subject Opportunities

To perform in the Arts Showcase, extra curricula opportunity to audition for the Dance Star competition program,IM Music program or music ensembles attend performances at the Adelaide Festival or Fringe.

Subject Costs

$30 for visits to live performances and specialist workshops.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

8 VISUAL ARTS

1 Semester

Subject Description

Students will have the opportunity to enjoy working as independent practitioners within a studio setting, and explore ideas through creating a range of artworks.

This course is designed to inspire and develop students' artistic skills through a diverse range of mediums and techniques. Students will explore the fundamentals of visual arts, focusing on three core areas: tonal drawing, mixed media, and still life painting. Their learning will be documented within a visual folio, which will also include investigation of other artist's work.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Visual Arts at an A-E grade.

Knowledge to be Developed

Tonal understanding, shading skills, form and structure understanding, brush and paint skills, compositional understanding, observation skills, combining materials.

Transferrable Skills

Communication, planning and organisation, problem solving and technology.

Future Pathways

Art provides the foundation for further study in visual arts.

Subject Opportunities

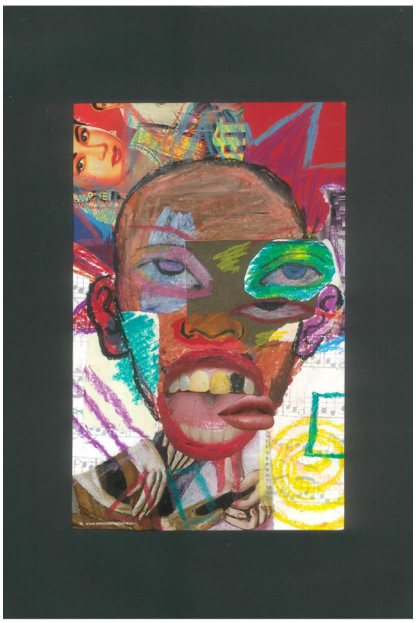
Cross-curricular opportunities. The skills developed in this course may provide artistic input into school-based performances. Opportunities to exhibit within the community, various community service commitments and artistic competitions may also arise.

Subject Costs

Nil.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au



Year 9 Subjects

Year 9 is divided into two semesters, Semester 1 and Semester 2.

All students study seven subjects in each semester, a total of fourteen subjects for the year.
Subjects with 1 or 2: Can be studied independently, and may be offered in either Semester 1 or 2.

Students may choose a maximum of only 3 subjects from each Learning Area.

Compulsory Subjects		Page
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Humanities and Social Sciences		24
Mathematics		26
Science		27
HPE: Boys AFL Football - special application OR		109
HPE: Netball		109
HPE Health and Physical Education	1 semester	27

Required: Design and Technology - 1 sem - choose 1	Page	Required: The Arts - 1 sem - choose 1	Page
Digital Game Media	29	Dance 1	32
Digital Technologies	28	Dance 2	32
Food Science	30	Drama 1	33
Food Technology 1	30	Drama 2	33
Food Technology 2	30	Media Arts	34
Material Construction	31	Music 1	34
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		Visual Arts/Design 2	36

Free Choice Subjects:
Football and Netball students must choose 2 subjects
All other students must choose 3 subjects

Health and Physical Education		Design and Technology	The Arts
Girls AFL Football	109	Digital Game Media	Dance 1
Sport Science	29	Digital Technologies	Dance 2
		Food Science	Drama 1
LANGUAGE		Food Technology 1	Drama 2
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Japanese (full year)	26	Material Construction	Music 1
		Textiles	Music 2
Other			Visual Arts/Design 1
Aboriginal Studies	24		Visual Arts/Design 2

9 ENGLISH

2 Semesters

Subject Description

Building on the Year 8 course, students will consolidate their knowledge of literature, language techniques and devices, analysis and evaluation. Students will do this by examining, 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 Australian Curriculum Achievement Standards for English at an A-E grade.

Knowledge to be Developed

Literature domains, language variation and change, evaluative language, text cohesion, how texts reflect culture, language devices in literary texts, interpretation and analysis, language choices, features of literary texts, expressing preferences and evaluating texts, creating literary texts and effective communication.

Transferrable Skills

Analysis, critical thinking, communication, editing, evaluation, literacy and technology.

Future Pathways

Educator, media, copywriter, library assistant, administrator, law court reporter, interpreter, public servant, writer, historian, researcher, geographer, politics and marketing.

Subject Opportunities

Year 9 English leads to Year 10 English.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contact

Jess Rogers, Curriculum Leader
Jess.Rogers359@schools.sa.edu.au

9 ABORIGINAL STUDIES

1 Semester

Subject Description

Aboriginal Studies provides an opportunity for students to build knowledge of Aboriginal culture, to develop greater understanding of Aboriginal history pre- and post-colonisation, and to explore the place of Aboriginal Australians in modern day Australia. This course aims to provide hands-on learning and interactive experiences to celebrate Aboriginal history, culture and identity; exploring the uniqueness of the longest continuing culture on earth. Students have the opportunity to connect with local community initiatives such as the Colebrook Reconciliation Park and the Blackwood Reconciliation Group.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for History and Geography at an A-E grade.

Knowledge to be Developed

Students build an understanding of Aboriginal cultural practices including language, art, music, dance, food, and agriculture. They develop knowledge of prominent Aboriginal Australians within the community in a range of fields including sport, arts, journalism and education, who have made a significant impact not only on the Aboriginal community, but on the wider Australian population. Students will explore the shared history between Aboriginal and non-Aboriginal Australians, looking at significant events and milestones including colonisation, the 1967 referendum, and more recent events of significance including the National Apology, the Uluru Statement of the Heart, South Australia's Indigenous Voice to Parliament and the proposed referendum on a National Voice to Parliament.

Transferrable Skills

Critical analysis, critical thinking, evaluation, Aboriginal perspectives and literacy.

Future Pathways

The study of Humanities and Social Sciences overall leads students to explore future study and career pathways such as geology, archeology, history, legal studies, politics, business and geography.

Subject Opportunities

Year 9 Aboriginal Studies leads to Year 10 Humanities and the Social Sciences.

Subject Costs

Students may have opportunities to participate in non-compulsory field excursions, which may incur a cost of up to $20 each.

Contact

Ben Phillips, Curriculum Leader
Ben.Phillips437@schools.sa.edu.au

9 HUMANITIES and SOCIAL SCIENCES

2 Semesters

Subject Description

The History component covers the modern post-Industrial period up to the end of the First World War (1750-1918). This subject allows students to develop a deeper knowledge of Australia as a nation and the changing world through the modern age, whilst the Geography component engages students in the exploration of biomes and food security on a local and global level.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for History and Geography at an A-E grade.

Knowledge to be Developed

The birth of The Industrial Era, Australian Federation and The First World War; biomes and food security, the role of the biological environment, food and fibre production, and geographies of interconnections.

Transferrable Skills

Communication, critical analysis, empathy, ethical understanding, intercultural understanding, evaluation and source analysis.

Future Pathways

The study of Humanities and Social Sciences overall leads students to explore future study and career pathways such as geology, archeology, history, legal studies, politics, business and geography.

Subject Opportunities

Year 9 Humanities and Social Sciences leads to Year 10 Humanities and Social Sciences, and/or Big History.

Subject Costs

Students may have opportunities to participate in non-compulsory field excursions, which may incur a cost of up to $10 each. There is also an additional cost of $950 - $1,200 for a non-compulsory week-long field trip to Canberra.

Contact

Ben Phillips, Curriculum Leader
Ben.Phillips437@schools.sa.edu.au

9 GERMAN

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

Students must have studied Year 8 German to choose Year 9 German.

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 Australian Curriculum Achievement Standards for German at an A-E grade.

Knowledge to be Developed

Language comparisons through topics such as:

- 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, problem solving and teamwork.

Future Pathways

International business, hotel management, tourism, interpreter, linguist, educator, federal police and language teacher.

Subject Opportunities

Cooking, explore German cultural traditions, and excursions.

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 $28. Students may be asked to contribute to the cost of a non-compulsory local excursion..

Contact

Sarah Andrews, Curriculum Leader
Sarah.Andrews896@schools.sa.edu.au

9 JAPANESE

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

Students must have studied Year 8 Japanese to choose Year 9 Japanese.

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 Australian Curriculum Achievement Standards for Japanese at an A-E grade.

Knowledge to be Developed

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

- Milestones in Japan and Australia
- Favourite foods and healthy food options
- Shopping, variables in counting
- Country and city lifestyles
- Asking for and giving directions

Transferrable Skills

Communication, problem solving and teamwork.

Future Pathways

International business, hotel management, tourism, interpreter, linguist, educator, federal police and language teacher.

Subject Opportunities

Interschool poster competitions, quiz day, cooking, calligraphy, opportunities to use Japanese language with visiting students.

Subject Costs

Nil

Contact

Sarah Andrews, Curriculum Leader
Sarah.Andrews896@schools.sa.edu.au

9 MATHEMATICS

2 Semesters

Subject Description

Building on from the Year 8 course, students will consolidate 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 Australian Curriculum Achievement Standards for Mathematics at an A-E grade.

Knowledge to be Developed

Number and algebra, linear and non-linear relationships, measurement, statistics and probability, geometric reasoning and STEM.

Transferrable Skills

Communication, problem solving, reasoning and teamwork.

Future Pathways

Year 9 Mathematics leads to a choice of Mathematics at Year 10 – Mathematical Methods, General Mathematics, and Money Matters.

Subject Opportunities

Investigation tasks involving the practical application of mathematics in the real-world.

Subject Costs

It is highly recommended that students purchase their own scientific calculator, a Casio fx-82AU PLUS II at approximately $45.00.

Contact

Jonathon Graham, Curriculum Leader
Jonathon.Graham323@schools.sa.edu.au

Japan Trip

9 SCIENCE

2 Semesters

Subject Description

Science provides opportunities for students to develop 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 Australian Curriculum Achievement Standards for Science at an A-E grade.

Knowledge to be Developed

How the body responds to stimuli, reproductive strategies and their links to species survival, the carbon cycle and its interactions with earth's spheres, describe energy transfer in wave and particle models and the atomic structure and rearrangement in chemical processes. Exploring the interactions between science and society. Deconstructing and planning investigations, collecting, analysing and evaluating data and communicating science knowledge.

Transferrable Skills

Critical thinking, problem solving, communication, teamwork, organisation and using technology.

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, engineering, information technologies, allied health, architecture, research and scientific services, veterinary, nutrition, agriculture, conservation and land management, sports science and construction.

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 problems and designing experiments and exploration of Science as a Human Endeavour.

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

9 HEALTH and PHYSICAL EDUCATION

1 Semester

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 activities that support the concepts of communication, change and relationships, for example, AFL, self-defence, 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 Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

Knowledge to be Developed

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

Transferrable Skills

Communication and teamwork.

Future Pathways

Year 9 Health and Physical Education leads to Year 10 Health and Physical Education, Sport Science and Sports Studies.

Subject Opportunities

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

Subject Costs

Nil.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

9 SPORT SCIENCE

1 Semester

Subject Description

Students explore different activities from those listed in the compulsory Health and Physical Education subject. Students experience activities including tennis, volleyball, handball, fitness, netball, and flag football in order to develop their understanding of movement concepts and strategies. Topics taught in Health and Physical Education will not be repeated. The emphasis will be on commitment to reach a high level of both skills and fitness. Theory topics in this course include fitness components, training methods and training principles to provide a foundation for senior years physical education.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

Knowledge to be Developed

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

Transferrable Skills

Communication and teamwork.

Future Pathways

Year 9 Sport Science leads to Year 10 Health and Physical Education, and Sport Science.

Subject Opportunities

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

Subject Costs

Nil.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

9 DIGITAL TECHNOLOGIES

1 Semester

Subject Description

Students will develop their programming skills by creating a variety of interactive websites using HTML, CSS and Javascript. Using these skills students will gain a strong understanding of how these languages interact with each other and their purposes. Students will design, build and evaluate their own interactive javascript adventure game.

In addition to programming, students will look at cryptography, the concepts of encryption and decryption as well as data analysis.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Analysis, computational thinking, programming, digital technologies, inquiry and analysis of design problems, development and creation of feasible solutions, advanced technologies, game development, data collection and analysis, cryptography, problem solving and evaluation of students' products.

Transferrable Skills

Communication, creativity, analytical mind, programming skills, planning, organisation, problem solving, authentic testing and data collection.

Future Pathways

Year 9 Digital Technologies leads to Year 10 Digital Technologies. These skills can be helpful when seeking employment and further study in digital technologies, digital infrastructure, computer sciences, game design, data analysis, cryptography, cyber crime prevention, robotics and engineering.

Subject Opportunities

Student will use the Design Cycle to investigate, design, produce solutions and evaluate their own concepts.

Subject Costs

Due to personalised content students may be required to provide equipment and materials. This will be negotiated with the class teacher.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

9 DIGITAL GAME MEDIA

1 Semester

Subject Description

Digital Game Media at Year 9 is a course that combines both digital technology and art/media. The digital technology aspect of the course will focus on teaching game making using Kodu, Scratch and Unity, all game development engines of different capabilities and focuses. Students will learn about game mechanics, coding, and game design principles. The art aspect of the course will focus on teaching students how to create assets for their games using various software such as Photoshop. Students will learn about character design, 2D/3D modeling, texturing, and animation.

Students will be required to complete mini projects around a variety of different problems that encompass the creation of basic games and interactive media including video and animation. Throughout the course, students will work collaboratively in small teams to develop their own games/ media products.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Analysis, computational thinking, programming, digital technologies, inquiry and analysis of design problems, game development, animation, art design, asset creation, texturing, 3D modelling, problem solving and evaluation of students' products.

Transferable Skills

Communication, planning, organisation, problem solving, self-management, teamwork and digital technology.

Future Pathways

Successful completion of Year 9 Digital Game Media leads to Year 10 Digital Technology and Year 10 Art. These skills can be helpful when seeking employment and further study in digital technologies, digital infrastructure, computer sciences, game design, data analysis, cryptography, cyber crime prevention, robotics and engineering as well as art design based careers such as design, animators and digital media.

Subject Opportunities

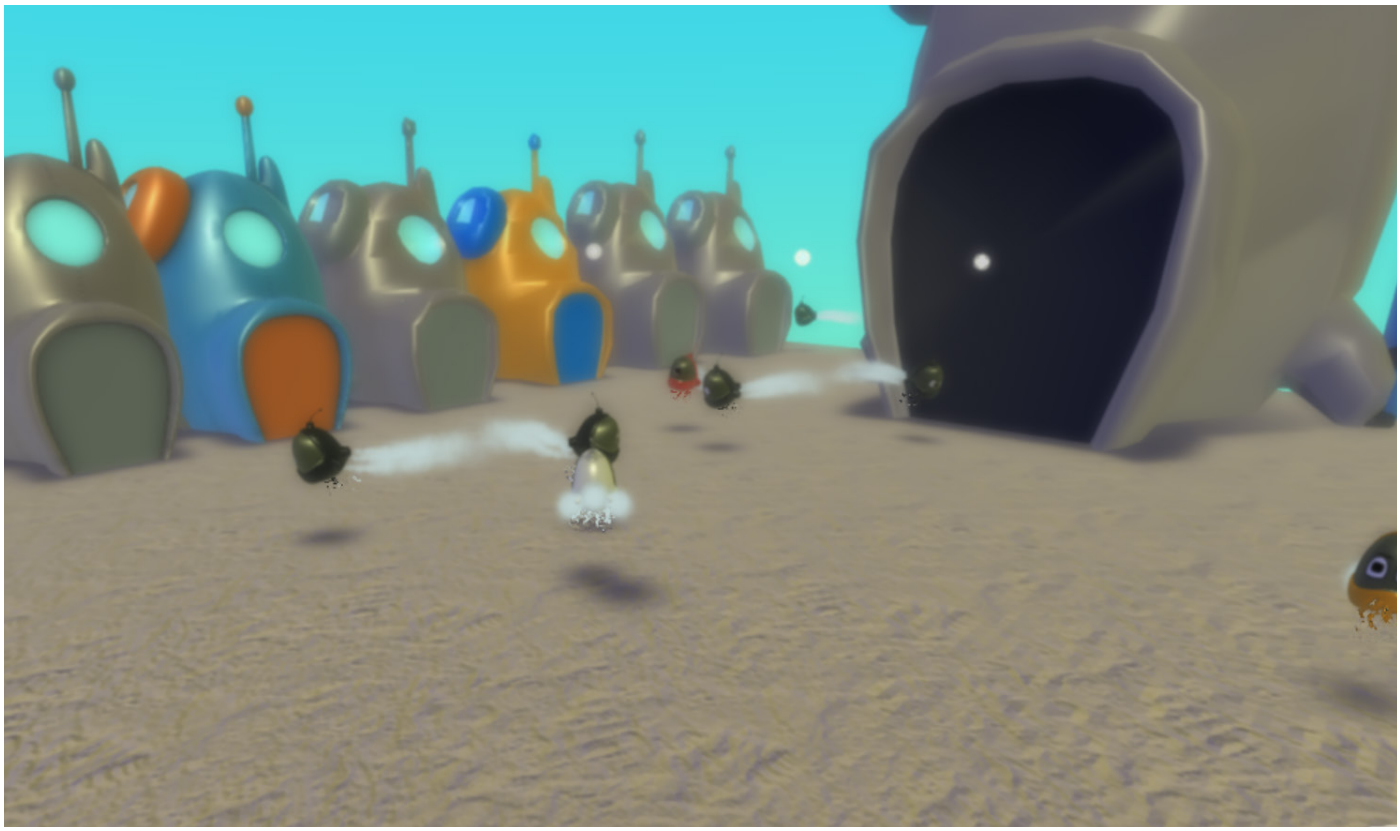
Students will use the Design Cycle to investigate, design, produce solutions and evaluate their own digital products.

Subject Costs

Due to personalised content students may be required to provide equipment and materials. This will be negotiated with the class teacher.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au



9 FOOD SCIENCE

1 Semester

Subject Description

Students will be using food practicals to hypothesis, test and analyse results. Critical and creative thinking will be exercised to solve problems and draw evidence-based conclusions. Students will utilise a science framework. Kitchen technical skill, food skills and safety will still be a focus in this course.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Students specifically focus on preferred futures, chemical and molecular structures and sustainability. To make informed decisions on local, national and global issues. Science inquiry skills; planning, modeling, developing explanations and communication. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Transferable Skills

Planning and organisation, problem solving, technology and scientific reasoning.

Future Pathways

Year 9 Food Science leads to Year 10 Food Technology, Year 10 Science and Certificate Commercial Cookery. Food science provides insight to chemistry.

Subject Opportunities

Students will investigate, design, produce solutions and evaluate their own concepts.

Subject Costs

For the summative assessment tasks students may be required to provide some of the ingredients. Students are able to provide some of their own ingredients for the formative practicals.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

9 FOOD TECHNOLOGY 1 and 2

1 Semester

Subject Description

Students engage in designing, preparing, crafting, and assessing food products aligned with Design Thinking principles. The first semester emphasizes applying nutritional concepts and understanding the characteristics and properties of food in the selection and preparation processes. It also explores current issues related to food technology. In the second semester, the focus shifts to the impact of food safety, preparation, and presentation on developing food solutions that promote healthy eating.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Students concentrate on envisioning preferred future scenarios, taking into account ethical considerations, legal matters, societal values, and factors related to economic, environmental, and social sustainability. They apply strategies like life cycle thinking. Increasingly, students deploy their creativity, innovation, and entrepreneurial abilities with greater confidence, autonomy, and teamwork.

Transferrable Skills

Planning and organisation, problem solving, technology.

Future Pathways

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

Subject Opportunities

Students will master the application of theoretical concepts through a variety of practical food-related exercises. Throughout weekly hands-on lessons, they will also enhance their culinary techniques.

Subject Costs

For the final assessment tasks, students might need to supply some ingredients themselves. Additionally, students have the option to bring their own ingredients for the practice-based formative activities.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

9 MATERIAL CONSTRUCTION

1 Semester

Subject Description

This course focuses on making products of an increased skill level using advanced technologies and an introduction to traditional wood fabrication techniques. Students will investigate, design, produce, and evaluate their products with a strong focus on the balance between form and function.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Measuring, working to scale, analysis, investigation, design development, authentic testing and data collection, practical workshop and computer aided drafting skills.

Transferrable Skills

Communication, planning and organisation, problem solving, self-management, teamwork, technology.

Future Pathways

This course offers the opportunity to develop advanced technology skills, to support apprenticeships or industry pathways in construction and engineering careers, as well as other design industry pathways. Year 9 Material Construction leads to Year 10 Design Technology subjects.

Subject Opportunities

Student will use the Design Cycle to investigate, design, produce and evaluate.

Subject Costs

Due to personalised content students may be required to provide equipment and materials. This will be negotiated with the class teacher.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

9 TEXTILES

1 Semester

Subject Description

Students experience and participate in planning through development of collaboration skills. Students focus on investigation, designing, producing and evaluating textile products to suit design and creative thinking. Hand and sewing machine skills are developed, producing a small range of individually designed textile items.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Students specifically focus on preferred futures, considering ethics, legal issues, social values, economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Transferrable Skills

Planning, design processes, organisation, problem solving, use of technology.

Future Pathways

Year 9 Textiles leads to Fashion courses.

Subject Opportunities

Students learn to transfer theory knowledge to practical activities across a range of projects utilising fabric options and techniques.

Subject Costs

Due to the unique requirements of each student and the materials used in their major project, students may need to supply some of their own materials, this will be negotiated with their teacher.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

9 DANCE 1

1 Semester

Subject Description

Students have the opportunity to learn dance technique skills in a range of genres - hip hop, 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, reflection on processes, composition and final presentations.

Assessment

Students are assessed against the Australian Curriculum Achievement Standard for Dance at an A-E grade.

Knowledge to be Developed

Dance skills to perform in a dance production.

Transferrable Skills

Communication, planning and organisation, problem solving and teamwork.

Future Pathways

Year 9 Dance 1 leads to Dance 2.

Subject Opportunities

To perform dance works in the Arts Showcase, Cabaret, extra curricula opportunity to audition for the Dance Star competition program and attend dance performances at the Adelaide Festival or Fringe.

Subject Costs

$30 for costuming and specialist dance workshops.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

9 DANCE 2

1 Semester

Subject Description

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

Students will investigate the elements of dance composition, technique, and further explore the works of dance artists. Students will document their learning, respond to dance works and reflect on their own final presentations including personal comments and feedback.

Assessment

Students are assessed against the Australian Curriculum Achievement Standard for Dance at an A-E grade.

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 and teamwork.

Future Pathways

Year 9 Dance 2 leads to Year 10 Dance.

Subject Opportunities

To perform dance works in the MADD Arts Festival, and attend dance performances at the Adelaide Festival Centre or AC Arts.

Subject Costs

$30 for costuming and specialist dance workshops..

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

9 DRAMA 1

1 Semester

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 Australian Curriculum Achievement Standard for Drama at an A-E grade.

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 and teamwork.

Future Pathways

Year 9 Drama 1 leads to Year 10 Drama and Drama Club.

Subject Opportunities

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.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

9 DRAMA 2

1 Semester

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 Australian Curriculum Achievement Standard for Drama at an A-E grade.

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 and teamwork.

Future Pathways

Year 9 Drama 2 leads to Year 10 Drama and Drama Club.

Subject Opportunities

Students enrolling in this course have opportunities to perform in the Arts Showcase and 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.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

9 MEDIA ARTS

1 Semester

Subject Description

In Media Arts students engage with technologies and cross disciplinary art forms to design, produce and interact with a range of print, audio, screen based or hybrid artworks. Students develop skills using digital media tools to design, create and prepare presentations. They analyse the role and history of digital media in the development of our culture, focusing on print media. Topics covered in this course may include:

- Print media
- Movie trailers, animation
- Digital media art works
- Manipulation of images - still and video, audio and digital content
- Investigation - What is digital media?

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Media Arts at an A-E grade.

Knowledge to be Developed

This Media Arts course is the first opportunity Year 9 students have to engage with digital media tools in the Arts. As a foundation for lifelong digital world participation, this course encourages students to use the medium of visual stills, video and audio to create digital artworks.

Transferrable Skills

Communication, planning and organisation, concept development, problem solving and technical skills.

Future Pathways

Year 9 Media Arts provides the foundation for further study in Year 10 Design/Media Arts and Design/Graphic Design. It prepares students for courses and careers within social media bloggers, animators, art directors, sound engineering technicians, editors, film/video editors and camera operators, graphic/interior designers and photographers.

Subject Opportunities

Students will become familiar with industry-based software to prepare them for study in design media arts or visual arts.

Subject Costs

Nil.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

9 MUSIC 1

1 Semester

Subject Description

Year 9 Music enables beginner and experienced students to build their practical skills through learning an instrument and performing in groups or as a solo artist, with the option to join our larger school ensembles. Students use music technology such as DJ-ing, looping pedals and music recording programs in performances and compositions. They will develop their knowledge around tech and safety in practical settings, and how to use equipment such as PA systems.

It is expected that all students undertaking music 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.

Assessment

Students are assessed against the Australian Curriculum Achievement Standard for Music at an A-E grade.

Knowledge to be Developed

Technical and performance skills, musical literacy, creative composition, rehearsal processes, social, cultural and historical contexts of music.

Transferrable Skills

Communication, teamwork and 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, and 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 workshops and various consumables. $40 per term instrument hire, if applicable.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

9 MUSIC 2

1 Semester

Subject Description

Students continue to learn their chosen instruments and develop skills for solo and group performances. Year 9 Music 2 follows from Music 1 in enabling beginner and experienced students to build their understanding of the elements of music and the social, cultural and historical contexts of music in a range of genres, such as rock, pop, EDM and more. Through practical and listening activities, students explore songwriting using instruments and technology to produce and record their own songs.

It is expected that all students undertaking music 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.

Assessment

Students are assessed against the Australian Curriculum Achievement Standard for Music at an A-E grade.

Knowledge to be Developed

Technical and performance skills, musical literacy, creative composition, rehearsal processes, social, cultural and historical contexts of music.

Transferrable Skills

Communication, teamwork and 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, and 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 workshops and various consumables. $40 per term instrument hire, if applicable.

Contact

Katrina Constantopoulos, Curriculum Leader
katrina.constantopoulos@bhs.sa.edu.

Grease Musical

9 VISUAL ARTS/DESIGN 1

1 Semester

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 various technologies in visual arts and design. This course allows students to express their ideas through problem solving and creative challenges encountered through developing their practical concepts.

Assessment

Students are assessed against the Australian Curriculum Achievement Standard for Visual Arts at an A-E grade.

Knowledge to be Developed

Students will explore and develop skills and concepts within drawing, printmaking, design. Students will learn how to use the creative process to research, sketch, concept develop and refine their ideas to create resolved artworks.

Transferrable Skills

Communication, planning and organisation, problem solving, technology.

Future Pathways

Year 9 Visual Arts 1 leads to Visual Arts 2 or Year 10 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.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

9 VISUAL ARTS/DESIGN 2

1 Semester

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 various technologies in visual arts and design. This course allows students to express their ideas through problem solving and creative challenges encountered through developing their practical concepts.

Assessment

Students are assessed against the Australian Curriculum Achievement Standard for Visual Arts at an A-E grade.

Knowledge to be Developed

Students will explore and develop skills and concepts within acrylic paint, drawing and clay. Students will learn how to use the creative process to research, analyse, ideate and refine their ideas to create resolved works.

Transferrable Skills

Communication, planning and organisation, problem solving and technology.

Future Pathways

Year 9 Visual Arts 2 and ideas leads to Year 10 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.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

Year 10 Subjects

Year 10 is divided into two semesters, Semester 1 and Semester 2.
All students study seven subjects in each semester, a total of fourteen subjects for the year.
Subjects with 1 or 2 can be studied independently, and may be offered in either Semester 1 or 2.

Compulsory Subjects		Page
English	2 semesters	38
Humanities and Social Sciences		38
Mathematics (General Mathematics or Mathematical Methods)		39
Science		42
Exploring Identities and Futures	1 semester	56
Health and Physical Education OR		44
Boys AFL Football - by special application OR	2 semesters	107
Netball - by special application		108

Required: Design and Technology OR The Arts: 1 semester **Choose 1 only**

Design and Technology		The Arts	
Child Studies	47	Dance 1	50
Digital Technologies	48	Dance 2	51
Food Technology 1	48	Drama 1	51
Food Technology 2	48	Drama 2	52
Industry Immersion	49	Media Arts	52
Material Construction	49	Music 1	54
Photography	50	Music 2	54
		Visual Arts /Design 1	55
		Visual Arts /Design 2	56

Free Choice Subjects:

Football and Netball students must choose 2 subjects OR 1 Language from Free Choice Subjects
All other students must choose 3 Free Choice Subjects. If choosing a Language subject students will ONLY need to choose 1 more Free Choice Subjects

Health and Physical Education		Design and Technology	The Arts
Girls AFL Football	107	Child Studies	Dance 1
Sport Science	29	Digital Technologies	Dance 2
Sport and Recreation	45	Food Technology 1	Drama 1
The World Outdoors	46	Food Technology 2	Drama 2
Language		Industry Immersion	Media Arts
EAL (full year)	47	Material Construction	Music 1
Japanese (full year)	46	Photography	Music 2
Other Free Choice Subjects			Visual Arts/Design 1
Big History	39		Visual Arts/Design 2
Money Matters	40		
Scientific Solutions	43		

10 ENGLISH

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students will further their knowledge of literature domains from Years 7, 8 and 9 by developing sophistication in their language, and analytical, critical and creative skills. Students examine, respond to and produce a variety of texts to demonstrate creativity, literary devices and language techniques. Students will also engage in independent reading to enhance literacy and language understanding.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for English at an A-E grade.

Knowledge to be Developed

Literature domains, language variation and change, evaluative language, text cohesion, how texts reflect culture, language devices in literary texts, interpretation and analysis, language choices, features of literary texts, expressing preferences and evaluating texts, creating literary texts and effective communication.

Transferrable Skills

Analysis, critical thinking, communication, editing, evaluation, language, literacy and technology.

Future Pathways

Educator, media, copywriter, library assistant, administrator, law court reporter, interpreter, public servant, writer, historian, researcher, geographer, historian, politics and marketing.

Subject Opportunities

Year 10 English leads to Stage 1 English, Stage 1 English Literary Studies or Stage 1 Essential English by invitation.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contact

Jess Rogers, Curriculum Leader
Jess.Rogers359@schools.sa.edu.au

10 HUMANITIES and SOCIAL SCIENCES

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

The History component focuses on the 20th Century to the present (1918-Present). This subject allows students to develop a knowledge of the inter-war years of the 20th Century, War World II and Australia's involvement in the conflict, the evolution of human rights movements across the globe and finally, the birth of counter culture. The Geography component of the course sees students explore the fundamental processes and concepts behind environmental change and management. They will also explore the geographies of human well-being, specifically investigating the concepts of wellbeing and quality of life.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for History and Geography at an A-E grade.

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

Communication, critical analysis, empathy, ethical understanding, intercultural understanding, evaluation and source analysis.

Future Pathways

The study of Humanities and Social Sciences overall leads students to explore future study and career pathways such as geology, archeology, history, legal studies, politics, business and geography.

Subject Opportunities

Year 10 Humanities and Social Sciences leads to SACE Stage 1 Modern History or Stage 1 Legal Studies.

Subject Costs

Students may have opportunities to participate in non-compulsory field excursions, which may incur a cost of up to $10 each. There is also an additional cost of $950 - $1,200 for a non-compulsory week-long field trip to Canberra.

Contact

Ben Phillips, Curriculum Leader
Ben.Phillips437@schools.sa.edu.au

10 BIG HISTORY

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

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 Australian Curriculum Achievement Standards for History at an A-E grade.

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 analysis, critical thinking, evaluation, global perspectives and literacy.

Future Pathways

The study of Humanities and Social Sciences overall leads students to explore future study and career pathways such as geology, archeology, history, legal studies, politics, business and geography.

Subject Opportunities

Year 10 Big History leads to SACE Stage 1 History and Stage 2 History.

Subject Costs

Students may have opportunities to participate in non-compulsory field excursions, which may incur a cost of up to $10 each. There is also an additional cost of $950 - $1,200 for a non-compulsory week-long field trip to Canberra.

Contact

Ben Phillips, Curriculum Leader
Ben.Phillips437@schools.sa.edu.au

10 GENERAL MATHEMATICS

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

There are no prerequisites for this course, however, prior knowledge of concepts from Year 9 Mathematics is assumed.

Mathematical Methods can be studied in conjunction with Year 10 Money Matters.

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 Australian Curriculum Achievement Standards for Mathematics at an A-E grade.

Knowledge to be Developed

Number and algebra, quadratic and other polynomials, linear and non-linear relationships, measurement, statistics and probability, geometric reasoning.

Transferrable Skills

Communication, problem solving and teamwork.

Future Pathways

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

It is highly recommended that students purchase their own scientific calculator, a Casio fx-82AU PLUS II at approximately $45.00.

.Contact

Jonathon Graham, Curriculum Leader
Jonathon.Graham323@schools.sa.edu.au

10 MATHEMATICAL METHODS

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

There are no prerequisites for this course, however, prior knowledge of concepts from Year 9 Mathematics is assumed.

Mathematical Methods can be studied in conjunction with Year 10 Money Matters.

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.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Mathematics at an A-E grade.

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

Communication, Problem Solving and Teamwork.

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

It is highly recommended that students purchase their own scientific calculator, a Casio fx-82AU PLUS II at approximately $45.00.

Contact

Jonathon Graham, Curriculum Leader
Jonathon.Graham323@schools.sa.edu.au

10 MONEY MATTERS
(Economics, Business, Financial Literacy)

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

There are no prerequisites for this course, however, prior knowledge of concepts from Year 9 Mathematics is assumed.

Subject Description

Economics and Business, students use numeracy to understand the principles of financial management, and to make informed financial and business decisions. They apply their numeracy knowledge and skills to display, interpret and analyse economics and business data, draw conclusions, make predictions and forecast outcomes. Through the study of economics and business, students appreciate the ways numeracy knowledge and skills are used in society and apply these to hypothetical and/or real-life experiences.

Assessment

Concepts and Techniques, Reasoning and Communication:
50% Skills and Application Tasks
50% Mathematical Investigation

Knowledge to be Developed

Understanding of the work and business environments within the Australian economy and its interactions and relationships .

Understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians.

Understandings that will enable them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens.

Transferrable Skills

Analytical skills, communication, problem solving and technology.

Future Pathways

Business, economics, mathematics, accounting and computer sciences. Year 10 Money Matters leads to SACE 1 Stage Business, Mathematics and Economics and Accounting (through Open Access).

Subject Opportunities

Investigation tasks involving the practical application of Finance in the real-world.

Subject Costs

Nil

Contact

Jonathon Graham, Curriculum Leader
Jonathon.Graham323@schools.sa.edu.au

10 MATHEMATICAL PATHWAYS

1 Semester - 10 SACE credits (by invitation only)

Desired Background/Prerequisites/Assumed Knowledge

There are no prerequisites for this course, however, prior knowledge of concepts from Year 9 Mathematics is assumed.

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.

Enrolment in this course is by teacher recommendation and invitation only.

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 Australian Curriculum Achievement Standards for Mathematics at an A-E grade.

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, self-management and teamwork.

Future Pathways

Mathematics Pathways leads to further study in trades or vocational pathways and careers that may involve the use of problem solving in everyday and workplace contexts.

Subject Opportunities

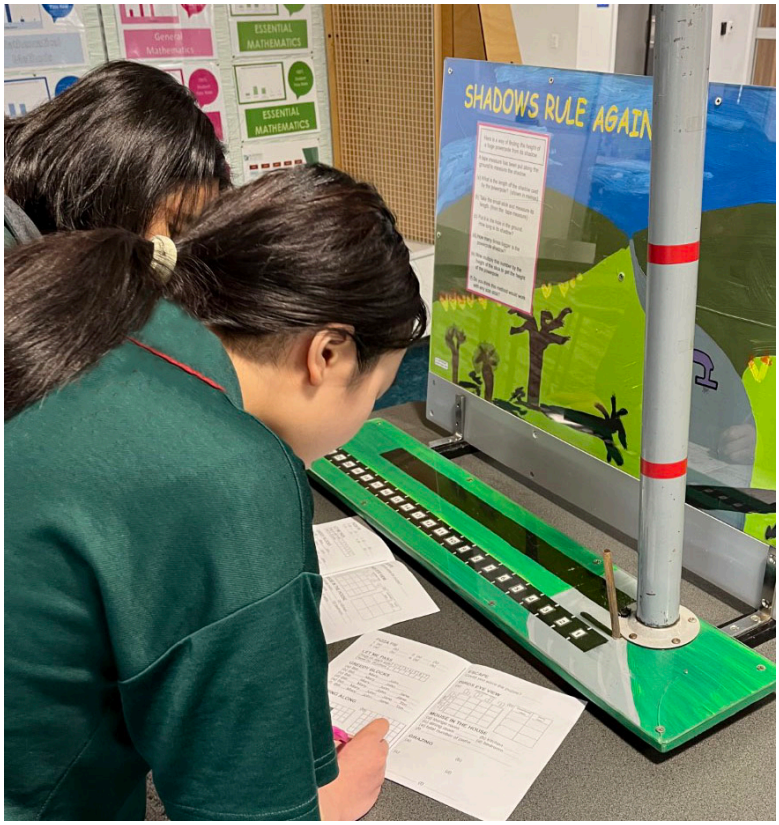
Investigation task involving the practical application of mathematical pathways in the real-world.

Subject Costs

It is highly recommended that students purchase their own scientific calculator, a Casio fx-82AU PLUS II at approximately $45.00.

Contact

Jonathon Graham, Curriculum Leader
Jonathon.Graham323@schools.sa.edu.au



10 SCIENCE

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

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

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 Australian Curriculum Achievement Standards for Science at an A-E grade.

Knowledge to be Developed

Heredity, genetic diversity and evidence of evolution, the big bang theory and the origin of the universe, patterns of global climate change, Newton's laws of motion and their applications and the patterns and trends of the periodic table and factors that affect the rate of chemical reactions. Exploring the interactions between science and society. Deconstructing and planning investigations, collecting, analysing and evaluating data and communicating science knowledge.

Transferrable Skills

Critical thinking, problem solving, communication, teamwork, organisation and using technology.

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, engineering, information technologies, allied health, architecture, research and scientific services, veterinary, nutrition, agriculture, conservation and land management, nutrition, sports science and construction.

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 practical activities, demonstrations, deconstructing problems and designing experiments, exploration of Science as a Human Endeavour.

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

10 SCIENTIFIC SOLUTIONS

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

In Scientific Solutions, students work collaboratively to investigate and develop solutions to authentic, engaging, and complex scientific questions and problems, incorporating elements of science, technology, engineering and mathematics (STEM). Through authentic connections with the scientific industry, students will explore a breadth of potential career pathways that exist in science.

Students will build their understanding of The Scientific Method (thinking like a scientist), strengthening their ability to deconstruct problems and design investigations, analyse data, evaluate procedures and formulate conclusions.

Scientific Solutions provides a powerful platform for students to develop their science inquiry skills and build depth in their ability to articulate graduate capabilities, with a focus on critical and creative thinking, working collaboratively and independent self-management.

Assessment

Students are assessed on the following:

One inquiry folio comprising:

- two tasks with a focus on science inquiry skills
- one investigation with a focus on Science as a Human Endeavour

One collaborative inquiry comprising:

- a journal documenting collaborative investigation
- an oral presentation evaluating collaborative investigation

Knowledge to be Developed

Science understanding - specific knowledge and understanding of curriculum areas.

Science inquiry skills - questioning and predicting, planning and conducting, processing, analysing and evaluating data.

Science as a Human Endeavour - use and influence of science.

Transferrable Skills

Critical and analytical thinking, problem solving, communication, teamwork, organisation and innovation.

Future Pathways

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 prepares students up well for future studies and career pathways in emerging STEM industries.

Subject Opportunities

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

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

10 HEALTH AND PHYSICAL EDUCATION

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

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 activities that support the concepts of communication, change and relationships for example, badminton, volleyball, touch football, golf and sofcrosse. Students explore health topics relating to being a healthy adolescent and current health trends including drugs, relationships and sexuality.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

Knowledge to be Developed

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

Transferrable Skills

Communication and teamwork.

Future Pathways

Year 10 Health and Physical Edcuation leads to SACE Stage 1 Physical Education or Stage 1 Health.

Subject Opportunities

Use of a variety of equipment both outdoors and in the gymnasium. Use of technology in physical activity including iPads, music, heart rate monitors and GPS trackers, as well as visiting instructors in self-defence.

Subject Costs

Nil.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

10 SPORT SCIENCE

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

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

Specialist Physical Education will build on the Years 8 to 10 Health and Physical Education course. It will provide opportunities for students to pursue their passion for sport and physical activity. The emphasis will be on commitment 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 Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

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, initiative and teamwork.

Future Pathways

Year 10 Sport Science leads to Stage 1 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.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

10 SPORT and RECREATION

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

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 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 Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

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 and training principles.

Transferrable Skills

Communication, initiative and teamwork.

Future Pathways

Year 10 Sport and Recreation leads to Stage 1 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.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

10 THE WORLD OUTDOORS

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

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 Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

Knowledge to be Developed

Planning and management involved in organising their outdoor journeys. Sustainable practices working recreationally in the environment.

Transferrable Skills

Planning and organisation, self-management and teamwork.

Future Pathways

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

Studies in The 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

Lightweight cooking, three-day bushwalking camp to Mt Crawford forest, two-day kayaking camp at Murray Bridge and orienteering in Belair National Park.

Subject Costs

$220 is required for transport, site hire and instructor charges.

Contact

Erin McIntee, Curriculum Leader
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10 JAPANESE

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

Students must have studied Year 9 Japanese to choose Year 10 Japanese.

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 Australian Curriculum Achievement Standards for Japanese at an A-E grade.

Knowledge to be Developed

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

- School trips
- Part time work
- Abilities/skills
- Invitations

Transferrable Skills

Communication, problem solving and teamwork.

Future Pathways

Language teacher, tourism, interpreter, linguist, educator, federal police, international business and hotel management.

Subject Opportunities

Movie day, cooking, restaurant excursions, opportunities to use Japanese language with visiting students, and Japanese exchange trip.

Subject Costs

Nil.

Contact

Sarah Andrews, Curriculum Leader
Sarah.Andrews896@schools.sa.edu.au

2024 Japan Trip

10 ENGLISH as an ADDITIONAL LANGUAGE

2 Semesters

Desired Background/Prerequisites/Assumed Knowledge

Access to this course is limited to those students who qualify for English as an Additional Language instruction including international students and students who speak a language other than English at home.

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 Australian Curriculum Achievement Standards at an A-E grade.

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, problem solving and teamwork.

Future Pathways

This subject supports students with a language background other than English to pursue any future pathway desired.

Subject Opportunities

Short film production and excursions.

Subject Costs

Nil.

Contact

Sarah Andrews, Curriculum Leader
Sarah.Andrews896@schools.sa.edu.au

10 CHILD STUDIES

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students investigate child development and participate in investigation, designing, producing and evaluating a material product suitable for a child, in line with Design thinking and child developmental stages.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Students specifically focus on preferred futures, considering ethics, legal issues, social values, economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Transferrable Skills

Communication, planning and organisation, problem solving and team work.

Future Pathways

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 learn to transfer theoretical knowledge to practical activities across a range of projects. Students have the opportunity to interact with children from 3 to 8 years of age.

Subject Costs

Due to the unique requirements of each student and the materials used in their major projects, students may need to supply some of their own materials, this will be negotiated with their teacher.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

10 DIGITAL TECHNOLOGIES

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students will further develop their programming skills by creating a variety of interactive websites using industry level libraries and coding languages such as HTML and Bootstrap with Python and Flask integration. Students will design, build, and evaluate their own applications and solutions for individual needs and problems. Students will further develop their data analysis skills as well as delve into the ethical considerations of digital technology related topics such as AI, cryptocurrency and automation. Finally, students will embark on the creation of a small individual project using digital technology.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Analysis, computational thinking, programming, digital technologies, inquiry and analysis of design problems, development and creation of feasible solutions, advanced technologies, game development, data collection and analysis, cryptography, problem solving and evaluation of students' products.

Transferrable Skills

Communication, planning and organisation, problem solving and technology.

Future Pathways

Year 10 Digital Technologies leads into Stage 1 Digital Technologies. These skills can be helpful when seeking employment and further study in digital technologies, digital infrastructure, computer sciences, game design, data analysis, cryptography, cyber crime prevention, robotics and engineering.

Subject Opportunities

Students will use the Design Cycle to inquire, develop, create solutions for and evaluate real-world issues.

Subject Costs

Due to personalised content students may be required to provide equipment and materials; such as a mouse. This will be negotiated with the class teacher.

Contact

Emma Molloy, Curriculum Leader
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10 FOOD TECHNOLOGY 1 and 2

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students engage in investigation, design, production and evaluation of food products to suit the Design and Technology Processes. Semester 1 has a focus on how the principles of food safety, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. Semester 2 students make informed and appropriate food preparation choices when experimenting with and preparing food.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Students specifically focus on preferred futures, considering ethics, legal issues, social values, economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, increased technical production skills sets, independence and collaboration.

Transferrable Skills

Innovative and enterprise, problem solving, self-management and technology.

Future Pathways

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

Subject Opportunities

Students learn to transfer theoretical knowledge to practical activities across a range of food practical lessons. Students will further develop technical food skills during weekly practical lessons.

Subject Costs

Due to the unique requirements of each student and the ingredients used in their own trial and final food practical, students may be required to provide some of the ingredients to be used.

Contact

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10 INDUSTRY IMMERSION

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students immerse themselves in real world scenarios and industry contexts, through exposure to different industries; carpentry, engineering, tiling, plastering and electrical. Students will develop work-ready skills and build their knowledge in a simulated trade environment.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Measuring, working to scale, analysis, critical design, authentic testing and data collection, practical workshop and computer aided drafting skills, problem solving skills, construction, logical thinking, creativity, hand- tool proficiency.

Transferrable Skills

Communication, evaluation, planning and organisation, problem solving, self management, teamwork and technology.

Future Pathways

After completing the course, students may elect to continue into VET courses in Certificate II in Construction Pathways, Plumbing, Engineering Pathways, Certificate II Automotive Servicing, Certificate II Electrotechnology or a range of other trade based VET courses. It could also lead to school-based apprenticeship opportunities.

Subject Opportunities

Students explore different trades in which they learn to transfer theoretical knowledge to practical activities across a range of projects. Students have the opportunity to interact with industry professionals through training and work experience.

Subject Costs

Additional costs may apply to cover projects that are above the allocated per student amount.

Contact

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10 MATERIAL CONSTRUCTION

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

This course focuses on developing intermediate level skills in advanced technologies and traditional wood fabrication techniques. It may also introduce students to metal fabrication. Students will investigate, design, produce and evaluate their products with a strong focus on the balance between form and function.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Measuring, working to scale, analysis, critical investigation, design, documentation, authentic testing and data collection, practical workshop and computer aided drafting skills.

Transferrable Skills

Communication, planning and organisation, problem solving, self-management, teamwork and technology.

Future Pathways

This course offers the opportunity to develop more advanced technology skills. Students learn 2D and 3D CAD modeling and woodwork construction, which can lead to industry pathways in construction and engineering careers as well as other design industry pathways.

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

Subject Opportunities

Students will use the Design Cycle to investigate, design, create solutions and evaluate.

Subject Costs

Additional costs may apply to cover projects that are above the allocated per student amount.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

10 PHOTOGRAPHY

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

This subject will encourage students to think like a photographer, looking at the world around them in a new way. This course will prepare students for SACE level Photography where they will develop professional skills using DSLR cameras and explore possible career pathways.

Students will be introduced to skills in natural and artificial lighting including:

- Camera operations
- Composition
- Flat Lay Photography
- Digital editing and post-production techniques in Photoshop and Lightroom
- Promotional Photography

Students develop a portfolio of work throughout the course, which will culminate in a major task with accompanying folio and product record; using the design cycle processes: investigation, designing, producing and evaluating.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Design and Technology at an A-E grade.

Knowledge to be Developed

Compositional rules: leading lines, rule of thirds, camera angle, framing and macro, ISO, exposure, white balance, focus, post processing, image manipulation (editing), natural lighting, artificial lighting, flat lay, promotional photography.

Transferrable Skills

Communication, planning and organisation, problem solving and technology.

Future Pathways

Year 10 Photography leads to both Stage 1 Natural Light Digital Photography and/or Stage 1 Artificial Light Digital Photography.

Subject Opportunities

Major product photography excursion.

Subject Costs

Students will have access to the school's digital cameras or may choose to bring their own.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

10 DANCE 1

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

It is recommended that students study Dance 1 or Dance 2 if they wish to continue with Dance in SACE.

Subject Description

Students undertake practical and theory work. Students have the opportunity to learn practical technique skills in contemporary, jazz and hip-hop dance, create movement sequences and learn choreographic skills. Students learn individual and ensemble performance skills and present in a formal performance. Students will work in small groups to further their skill in composition and develop their own choreographic work to perform.

Assessment

Students are assessed against the Australian Curriculum Achievement Standard for Dance at an A-E grade.

Knowledge to be Developed

Student will develop their dance skills in technique, composition and performance to perform in a dance production, and develop further understanding of the role of Australian Dance Companies.

Transferrable Skills

Communication, problem solving and teamwork.

Future Pathways

Dance 1 leads to Dance 2 and a pathway for dance or creative arts in the senior years.

Subject Opportunities

Students will perform in dance works in the Arts Showcase and Cabaret. They will be able to take part in extra curricula opportunity to audition for the Dance Star competition program and attend dance performances at the Adelaide Festival or Fringe.

Subject Costs

$30 for costuming and specialist workshops.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

10 DANCE 2

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

It is recommended that students study Dance 1 or Dance 2 if they wish to continue with Dance in SACE.

Subject Description

Students undertake practical and theory work. Students have the opportunity to learn practical technique skills in contemporary, jazz and hip hop dance, learn choreographic skills and create dance works. Students learn individual and ensemble performance skills and present in a formal performance. Students develop skills in 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 Australian Curriculum Achievement Standard for Dance at an A-E grade.

Knowledge to be Developed

Dance skills in technique, composition and performance to perform in a dance production, understanding the role of international dance companies. 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. Students will develop and acquire knowledge and appreciation of dance history and culture.

Transferrable Skills

Communication, planning and organisation, problem solving, and technology.

Future Pathways

Developing skills in Dance 2 leads to dance or creative arts 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. Students will have opportunities to attend dance performances at the OzAsia Festival and international dance companies.

Subject Costs

$30 for specialist workshops.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

10 DRAMA 1

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

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 Australian Curriculum Achievement Standard for Drama at an A-E grade.

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, planning and organisation, problem solving and teamwork.

Future Pathways

Year 10 Drama leads to Stage 1 Drama, 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.

Contact

Katrina Constantopoulos, Curriculum Leader
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10 DRAMA 2

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

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 Australian Curriculum Achievement Standard for Drama at an A-E grade.

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 and teamwork.

Future Pathways

Year 10 Drama leads to Stage 1 Drama, 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.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

10 MEDIA ARTS

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Students that have an interest in video, film, audio, social media, design, graphic design, digital illustration, animation, special effects, media.

Subject Description

In Media Arts students engage with industry-standard technologies and cross disciplinary art forms to design, produce and interact with a range of print, audio, screen based or multi-modal artworks. Students develop and refine skills using digital media tools to design, create and prepare productions. They investigate emerging technologies and the continuing role digital media plays across culture, society and internationally. Topics covered in this course may include:

- special effects/computer generated imagery [cgi]
- print media
- short films, animation
- digital media art works
- manipulation of images-still and video, audio and digital content
- investigation – implications and consequences of emerging digital media technologies

Assessment

Students are assessed against the Australian Curriculum Achievement Standard for Visual Arts at an A-E grade.

Knowledge to be Developed

This Media Arts course offers Year 10 students the opportunity to extend their skills further and engage with digital media tools in the arts. As a foundation for lifelong digital world participation, this course encourages students to use the medium of visual stills, video and audio to create digital artworks.

Transferrable Skills

Information and communication technologies, planning and organisation, concept development, problem solving and technical skills.

Future Pathways

Year 10 Media Arts leads to Year 11 Design: Media Arts and Design: Graphic Design. It prepares students for courses and careers within social media editors/bloggers, animators, art directors, sound engineering technicians, editors, film/video editors and camera operators, graphic/interior designers and photographers.

Subject Opportunities
Students will become familiar with industry-based software to prepare them for further study in Design Media Arts or Visual Arts.

Subject Costs
Nil.

Contact
Katrina Constantopoulos, Curriculum Leader
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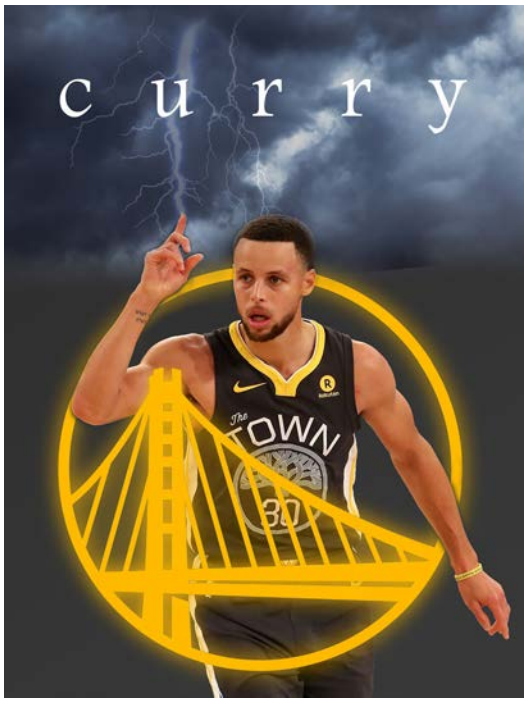

Media Arts

10 MUSIC 1

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students plan, prepare, and deliver solo and ensemble performances on one or more instruments (students are invited to join our larger school ensembles). They may elect to negotiate units of electronic music composition instead of performance on an instrument. Students learn about sound and acoustics, and use technology to record, edit and produce music. They experience event management and live sound reinforcement such as operating a PA system, with the opportunity to run their own event. Students explore backstage roles, industry careers and further study opportunities through folio work.

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 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.

Assessment

Students are assessed against the Australian Curriculum Achievement Standard for Music at an A-E grade.

Knowledge to be Developed

Technical instrumental skills, use of music technology and software, ensemble and performance skills, musical literacy, composition, practical performance requirements including live sound setup.

Transferrable Skills

Communication, teamwork and technology.

Future Pathways

Year 10 Music leads to 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 and 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.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

10 MUSIC 2

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students plan, prepare, and deliver solo and ensemble performances on one or more instruments (students are invited to join our larger school ensembles). They may elect to negotiate units of electronic music composition instead of performance on an instrument. Students develop their skills to reflect on the music of featured artists, and explore their own creative expression through composing original works using instruments and technology. They learn about social influences throughout the history of music, and explore issues in our musical society.

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 at 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.

Assessment
Students are assessed against the Australian Curriculum Achievement Standard for Music at an A-E grade.

Knowledge to be Developed
Technical instrumental skills, use of music technology and software, ensemble and performance skills, musical literacy, composition, practical performance requirements including live sound setup.

Transferrable Skills
Communication, teamwork and technology.

Future Pathways
Year 10 Music leads to 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 and 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.

Contact
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10 VISUAL ARTS/DESIGN 1
1 Semester

Desired Background/Prerequisites/Assumed Knowledge
There are no prerequisites for this course, however prior learning is acknowledged.

Subject Description
In Visual Arts/Design students engage with a range of mediums, techniques and styles to design and create artworks. Students develop and refine skills in both traditional and digital mediums, where they will learn to document their creative process. Students have the opportunity to develop their own art style whilst exploring and learning from a range of traditional and contemporary practitioners.

Topics in this course include:
- Portraiture
- Package design
- Illustration
- Clay/sculpture

Assessment
Students are assessed against the Australian Curriculum Achievement Standard for Visual Arts at an A-E grade.

Knowledge to be Developed
Students will work with a range of mediums including paint, clay and Adobe software, whilst exploring different techniques and styles from a range of practitioners.

Transferrable Skills
Communication, planning and organisation, problem solving, and technology.

Future Pathways
Year 10 Visual Arts/Design 1 leads to Visual Arts/Design 2.

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.

Contact
Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

10 VISUAL ARTS/DESIGN 2

1 Semester

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

In Visual Arts/Design students engage with a range of mediums, techniques and styles to design and create artworks. Students develop and refine skills in both traditional and digital mediums, where they will learn to document their creative process. Students have the opportunity to develop their own art style whilst exploring and learning from a range of traditional and contemporary practitioners.

Topics in this course include:

- Landscapes
- Environmental design
- 3D modeling
- Clay/sculpture

Assessment

Students are assessed against the Australian Curriculum Achievement Standard for Visual Arts at an A-E grade.

Knowledge to be Developed

Students will work with a range of mediums including pastel, paint, architectural models and computer generated designs, whilst exploring different techniques and styles from a range of practitioners.

Transferrable Skills

Communication, planning and organisation, problem solving and technology.

Future Pathways

Year 10 Visual Arts/Design 2 leads to Stage 1 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.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

10 EXPLORING IDENTITIES and FUTURES (EIF)

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

EIF is a compulsory requirement for overall SACE completion. Students must achieve a C grade or higher.

Subject Description

EIF is a compulsory SACE subject at Stage 1 which is undertaken at Year 10. EIF helps students understand and apply the SACE Capabilities that will transfer across all of their learning and into the world of work. Students explore who they are and the type of person they want to be in terms of values, identity and future pathways. Students develop an understanding of their own interests while also developing a growing understanding of putting the SACE Capabilities into action in a way that will benefit them in life beyond school.

Assessment

50% Investigation of Self and Future
50% Putting the Capabilities into Action

Knowledge to be Developed

Personal exploration, goal setting, an understanding of the SACE Capabilities and developing strategies on how to apply them.

Transferrable Skills

Problem solving and self-management.

Future Pathways

EIF prepares students to navigate their pathway through the SACE and beyond.

Subject Opportunities

Self-exploration, career planning, CPR certificate, Driver Safety seminar.

Subject Costs

Nil.

Contact

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Brock.Herdman495@schools.sa.edu.au

South Australian Certificate of Education (SACE)

Senior Years 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 and/ or Vocational Education and Training (VET) pathways. Further details of these options are provided in the Flexible Learning Frameworks section of the Prospectus. 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, assessed against Performance Standards, which describe five levels of achievement from A to 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:

Year 10: All students are expected to complete Exploring Identities and Futures in Year 10 as part of their study program.
Stage 1: Most students continue in Year 11 by enrolling in a minimum of 5 subjects per semester, plus Activating Identity and Futures in either Semester 1 or 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:

- **Exploring Identities and Futures**: 10 SACE credits at Stage 1
- **Literacy**: at least 20 SACE credits (two semesters) from a range of English subjects or courses at Stage 1
- **Numeracy**: at least 10 SACE credits (one semester) from a range of Mathematics subjects or courses at Stage 1
- **Activating Identities and Futures**: an individual major research and inquiry project - 10 SACE credits at Stage 2, studied in Year 11
- Other Stage 2 subjects totalling at least 60 SACE 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
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 60) and Stage 2 (page 84) 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). The 10 SACE credits for a semester or 20 SACE credits for two semesters can 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 2024 subject tuition fees payable to Flinders University will 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 Years 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.

The SACE planner

	Credits
Exploring Identities and Futures = 10 credits	
	10
Literacy = 20 credits *Choose from a range of English subjects or courses*	Subtotal 10
Numeracy = 10 credits *Choose from a range of mathematics subjects or courses*	
	Subtotal 30
Stage 2 subjects or courses = 60 credits *Choose from a range of Stage 2 subjects and courses*	
Activating Identities and Futures = 10 credits	
	10
	Subtotal 70
Additional choices = 90 credits *Choose from a range of Stage 1 and Stage 2 subjects and courses*	
	Subtotal 90
To gain the SACE, you must earn 200 credits	Total 200

Compulsory Stage 1 **Compulsory Stage 1 and Stage 2** **Compulsory Stage 2**	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE.
Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected.

Stage 1 Subjects

Subjects with A and B:
Must be studied in sequence. Students cannot study the B subject unless they have studied the A subject.

Subjects with 1 or 2:
Can be studied independently, and may be offered in either Semester 1 or 2.

STAGE 1 ENGLISH LITERARY STUDIES

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of Year 10 English at an A or B grade.

Subject Description

Stage 1 English Literary Studies allows students to analyse and engage with a range of texts and text types. The subject offers students the opportunity to explore the intricacies of literary texts.

Assessment

Assessment at Stage 1 is school-based and may be externally moderated.
50% Responding to Texts
25% Creating Texts
25% Intertextual Study

Knowledge to be Developed

Analysis of perspectives, purpose, audience, stylistic features and language conventions; analysis and evaluation of a range of literature including prose, poetry, film and drama; demonstration of responses using a range of literary devices; critical reading; exam preparation, study skills, and responses.

Transferrable Skills

Critical analysis, communication, evaluation, literacy and review.

Future Pathways

Educator, media, copywriter, library assistant, administrator, law court reporter, interpreter, public servant, writer, historian, researcher, geographer, politics and marketing.

Subject Opportunities

Stage 1 English Literary Studies leads to Stage 2 English Literary Studies, and Stage 2 English.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contact

Jess Rogers, Curriculum Leader
Jess.Rogers359@schools.sa.edu.au

STAGE 1 ENGLISH

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of Year 10 English.

Subject Description

Stage 1 English has an emphasis on responding to literature, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of literature including novels, film, media, poetry, and drama texts. Students will be prepared to continue their study of English and English Literary Studies at Stage 2.

Assessment

Assessment at Stage 1 is school-based and may be externally moderated.
50% Responding to Texts
25% Creating Texts
25% Intertextual Study

Knowledge to be Developed

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

Transferrable Skills

Critical analysis, communication, evaluation, literacy and review.

Future Pathways

Educator, media, copywriter, library assistant, administrator, law court reporter, interpreter, public servant, writer, historian, researcher, geographer, politics and marketing.

Subject Opportunities

Stage 1 English leads to Stage 2 English or Stage 2 English Literary Studies. Students may be invited to enrol in Stage 2 Essential English.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contact

Jess Rogers, Curriculum Leader
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STAGE 1 ENGLISH as an ADDITIONAL LANGUAGE (EAL)

2 Semesters - 20 SACE 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.
50% Responding to Texts
25% Interactive Study
25% Applied Language Activity

Knowledge to be Developed

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

Transferrable Skills

Communication, evaluation, literacy and review.

Future Pathways

Educator, media, copywriter, library assistant, administrator, law court reporter, interpreter, public servant, writer, historian, researcher, geographer, politics and marketing.

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.

Contact

Jess Rogers, Curriculum Leader
Jess.Rogers359@schools.sa.edu.au

STAGE 1 ESSENTIAL ENGLISH

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Access to this course is by invitation only.

Subject Description

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

Students who complete 20 SACE 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.
50% Responding to Texts
50% Creating Texts

Knowledge to be Developed

Language use for context, purpose and audience; literacy practices to suit real world situations; critical analysis of literature; 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

Communication, evaluation, literacy and review.

Future Pathways

Completion of SACE Stage 1 Essential English provides students with practical language and literacy skills relevant to a range of post-school study and training, including TAFE.

Subject Opportunities

Stage 1 Essential English leads to Stage 2 Essential English.

Subject Costs

Costs may be incurred through non-compulsory class excursions.

Contact

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STAGE 1 SPECIALIST MATHEMATICS A and B

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of Year 10 General 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 relationships observed.

Assessment

Concepts and Techniques, Reasoning and Communication:
75% Skills and Applications Tasks
25% Mathematical Investigation

Knowledge to be Developed

Topics include trigonometry, geometry, sequences and series, matrices, vectors, complex numbers and use of graphics calculator.

Transferrable Skills

Analytical skills, communication, personal development and problem solving.

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

It is highly recommended that students purchase their own graphics calculator, a Casio fx-CG50AU at approximately $272.00.

Contact

Jonathon Graham, Curriculum Leader
Jonathon.Graham323@schools.sa.edu.au

STAGE 1 MATHEMATICAL METHODS A and B

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of Year 10 General Mathematics or Mathematical Methods.

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% Mathematical Investigation

Knowledge to be Developed

Statistics, models of growth, differential calculus, quadratic and other polynomials, coordinate geometry and functions, trigonometry and graphs, use of graphics calculator.

Transferrable Skills

Communication, problem solving and teamwork.

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

It is highly recommended that students purchase their own graphics calculator, a Casio fx-CG50AU at approximately $272.00.

Contact

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STAGE 1 GENERAL MATHEMATICS A and B

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion 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 of trigonometry, linear and non-linear functions and their graphs, matrices and networks.

Transferrable Skills

Analytical skills, communication and problem solving.

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

It is highly recommended that students purchase their own graphics calculator, a Casio fx-CG50AU at approximately $272.00.

Contact

Jonathon Graham, Curriculum Leader
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STAGE 1 MATHEMATICAL PATHWAYS

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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

Enrolment in this course is subject to curriculum leader approval.

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, self-management and teamwork.

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

It is highly recommended that students purchase their own scientific calculator, a Casio fx-82AU PLUS II at approximately $45.00.

Contact

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STAGE 1 HEALTH AND WELLBEING 1 and 2

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Health is important to community and individuals. Students investigate the role of health and wellbeing promotion in improving outcomes. They will apply principles of health and wellbeing promotion addressing global, local and individual health issues. Students will evaluate the effectiveness of initiatives in improving health and wellbeing outcomes.

Assessment

40% Assessment Type 1: Practical Action
60% Assessment Type 2: Issue Inquiry

Knowledge to be Developed

- health literacy
- health determinants
- social equity
- health promotion

Transferrable Skills

Initiative and enterprise, learning and teamwork.

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 and aged care.

Subject Opportunities

The opportunity to make a difference to a community or individual in practical work.

Subject Costs

Nil.

Contact

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STAGE 1 PHYSICAL EDUCATION 1 and 2

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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, for 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.
Performance Improvement: at least one assessment with a minimum weighting of at least 20%.
Physical Activity Investigation: at least one 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, planning and organisation, learning, teamwork and 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

Physical Education provides students with opportunities to 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.

Contact

Erin McIntee, Curriculum Leader
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STAGE 1 OUTDOOR EDUCATION 1 and 2

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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

Participation in The World Outdoors course at Year 10 is an advantage. 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 other students and staff that will carry them through their schooling career.
- enhance their wellbeing in a safe and supportive environment.

Assessed against the SACE Performance Standards, the course consists of three interrelated focus areas:

- Focus Area 1: Environment and Conservation - developing a greater understanding of the human interaction within the environment around them.
- Focus Area 2: Planning and Management - taking responsibility in preparation for outdoor journeys with a dedicated focus on route planning, navigation, camp cooking and risk management.
- Focus Area 3: Personal and Social Development - analysis of their experiences in the outdoors and reflection on their own learning and skill development.

The course is delivered with a focus on the following learning experiences:

- outdoor activities: rock climbing, mountain biking and orienteering
- outdoor journey: culmination of the term's preparation as we spend three days bushwalking through
- Deep Creek Conservation Park (40km)

Assessment

Students are assessed in areas of:

- planning
- evaluation and reflective practice
- exploration, understanding and analysis

Students' work is assessed through two assessment types:

- Assessment Type 1: About Natural Environments
- Assessment Type 2: Experiences in Natural Environments
- Assessment will focus on multimodal presentations that reflect their improvement and development in the learning areas and their connection to the environment.

Transferrable Skills

Communication, planning and organisation, learning, teamwork and technology.

Future Pathways

Upon successful completion of Stage 1 Outdoor Education, students may choose to continue their Outdoor Education studies at Stage 2 level or explore a range of available VET courses.

Studies in Stage 1 Outdoor Education provides students with a range of skills and 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 and orienteering in Belair National Park.

Subject Costs

$400 is required for equipment, transport, site hire and instructor charges.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

STAGE 1 INTEGRATED LEARNING: SPORTS STUDIES

1 Semester - 10 credits

Desired Background/Prerequisites/Assumed Knowledge

Completion of Year 10 HPE is a pre-requisite for the courses. Suitable for all students who are interested in developing their life skills in these areas.

Subject Description

The program will focus on skill development and collaboration, aiding students in developing their planning, organisation, collaboration and communication which will contribute to successful coaching, fitness and/or engagement in active lifestyles.

Assessment

Students are expected to complete assessment tasks which address the following Performance Standards:
Application and Development
Inquiry and Reflection
Collaboration and Communication
The following assessment types enable students to demonstrate their learning in 3 assessment tasks.

- Assessment Type 1: Practical Exploration
- Assessment Type 2: Connection
- Assessment Type 3: Personal Venture

Knowledge to be Developed

Students will explore the following knowledge through the lens of sport and physical activity:

- develop and apply knowledge, concepts, and/or skills for a sports specific purpose
- develop, extend, and apply one or more capabilities
- identify and explore information, concepts and ideas
- work collaboratively with others
- communicate ideas and informed opinions
- develop self-awareness to reflect on progress in learning

Transferrable Skills

Communication, planning and organisation, teamwork and technology.

Future Pathways

Stage 2 Physical Education may be considered if passing grades are achieved. Career pathways in education, sports administration, sports coaching, exercise physiology, sports science and various VET courses.

Subject Opportunities

Provides students with opportunities to 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.

Special requirements: Students are not able to select Sports Studies and Physical Education in the same semester and acceptance into the class would be overseen by the HPE coordinator in terms of student learning needs and previous HPE achievement.

Subject Costs

Nil.

Contact

Erin McIntee, Curriculum Leader
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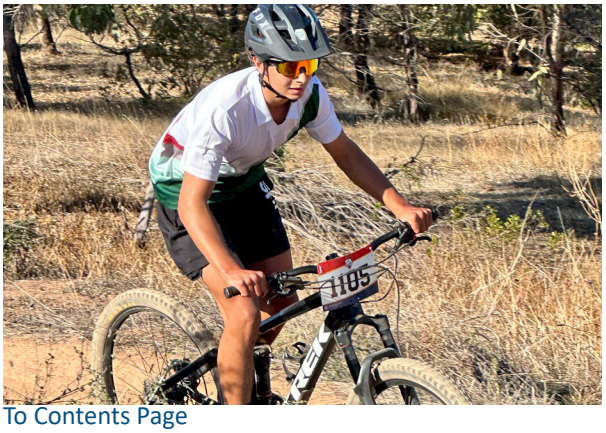

Mountain Biking

STAGE 1 GEOGRAPHY

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

The interplay between natural systems and human systems are becoming increasingly significant and can be understood through issues such as natural and human-induced disasters, climate change, ecosystems, disease, war and food scarcity. The subject enriches and complements Stage 1 Science by providing insight into human systems and their relationship to the natural systems explored in Biology.

Students participate in guided fieldwork focusing on the local environment and also explore impacts on tourism within topics covered. Students will explore local Indigenous Australian perspectives and connection to land through a depth case-study. Students may choose this subject if they have had a strong interest in Geography up to the end of Year 10, and/or have studied Scientific Solutions in Year 10.

Assessment

Students undertake four assessments, across two assessment types should have a weighting of at least 20%:

- Assessment Type 1: Geographical Skills and Applications
- Assessment Type 2: Fieldwork

Knowledge to be Developed

Students develop an understanding of the importance of place in explanations of economic, social and environment occurrences and processes. Students investigate and analyse concepts of livability, interconnection of peoples, sustainability, scale and change; identify patterns and trends; explore and analyse geographical relationships and interdependencies; the impact and challenges of tourism; understand planning and infrastructure.

Transferrable Skills

Analysis, communication, evaluation, fieldwork, planning and organisation, problem-solving, self-management and digital and spatial technologies.

Future Pathways

The study of Geography leads students to explore future pathways in geology, sport and recreation management, tourism industry, city planning, biological systems, environmental sustainability and outdoor education.

Subject Opportunities

SACE Stage 1 Geography leads to SACE Stage 2 Geography.

Subject Costs

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

Contact

Ben Phillips, Curriculum Leader
Ben.Phillips437@schools.sa.edu.au

STAGE 1 LEGAL STUDIES

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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

Topics include:

- Law and Society – an exploration of the role of law in Australia and the origins and developers of law.
- People, Structures, and Processes – investigates 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 legislation and common law, and mechanisms for change.
- Justice and Society – exploration of the operation of the adversarial 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% Assessement Type 1: Folio
20% Assessement Type 2: Issue Study
30% Assessement Type 3: Presentation

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. 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.

Transferrable Skills

Analytical skills, interpersonal and communication, critical thinking, literacy and problem solving.

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 and psychology.

Subject Opportunities

Stage 1 Legal Studies leads into Stage 2 Legal Studies.

Subject Costs

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

Contact

Ben Phillips, Curriculum Leader
Ben.Phillips437@schools.sa.edu.au

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STAGE 1 MODERN HISTORY

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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.

Assessment

Students undertake four assessments, across two assessment types should have a weighting of at least 20%:

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

Knowledge to be Developed

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

Transferrable Skills

Communication, critical analysis, evaluation and source analysis.

Future Pathways

The study of Modern History overall leads students to explore future pathways in history, archeology, law, international relations, business, sociology and economics.

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.

Contact

Ben Phillips, Curriculum Leader
Ben.Phillips437@schools.sa.edu.au

A day at Ryogoku High School, Tokyo

STAGE 1 JAPANESE

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Students must have studied Year 10 Japanese to choose Stage 1 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, problem solving and teamwork.

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 and Japanese exchange trip.

Subject Costs

It is highly recommended that students purchase the workbook that accompanies the Year 11 course book available from the school at a cost of approximately $30. Students may be asked to contributed to the cost of a non-compulsory local excursion.

Contact

Sarah Andrews, Curriculum Leader
Sarah.Andrews896@schools.sa.edu.au

STAGE 1 BIOLOGY 1

1 Semester - 10 SACE credits.

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Biology is the study of living things and is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

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 (per-semester)

Assessment Type 1: Investigations Folio

- one practical investigation
- one Science as a Human Endeavour investigation

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), and Infectious Diseases.

Transferrable Skills

Critical thinking, problem solving, planning, communication, teamwork, organisation and using technology.

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 science health sciences, nursing, environmental sciences, agriculture, veterinary science, forensics and sports science.

Subject Opportunities

Students will explore how cells function and the mechanisms they use to survive as well as infectious diseases and how the body's immune system operates to destroy invading pathogens and how public health can be used to minimise disease transmission. Investigation tasks involve practical application of biology in the real world.

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

STAGE 1 BIOLOGY 2

1 Semester - 10 SACE credits.

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of Stage 1 Biology 1 is strongly recommended.

Subject Description

Biology is the study of living things and is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Assessment (per-semester)

Assessment Type 1: Investigations Folio

- one practical investigation
- one Science as a Human Endeavour investigation

Assessment Type 2: Skills and Applications Tasks

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

Knowledge to be Developed

The study of Biology include investigating biodiversity and ecosystem dynamics and multicellular organisms.

Transferrable Skills

Critical thinking, problem solving, planning, communication, teamwork, organisation and using technology.

Future Pathways

Stage 1 Biology leads to Stage 2 Biology or Psychology. Biology 1 and 2 may be studied independently. Biology prepares students for courses and careers that may involve understanding of biological concepts in fields such as science health sciences, nursing, environmental sciences, agriculture, veterinary science, forensics and sports science.

Subject Opportunities

Students continue exploring how cells function and expand into the roles organ systems play to keep organisms alive. They will undertake practical investigations and dissections to investigate how structure relates to function. Ecosystems present opportunities to explore the changing nature of biodiversity and human's impact on the environment. Investigation tasks involve practical application of biology in the real world.

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

STAGE 1 CHEMISTRY

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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 (per-semester)

Assessment Type 1: Investigations Folio

- one practical investigation
- one Science as a Human Endeavour investigation

Assessment Type 2:

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

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

Critical thinking, problem solving, planning, communication, teamwork, organisation and using technology.

Future Pathways

When Chemistry is studied as a Stage 2 subject in addition to Stage 1, it prepares students for career pathways which may stretch across varied sectors and industries and may broadly involve engineering, medicine and medical sciences, physical sciences, environmental sciences, health sciences and sports sciences.

Subject Opportunities

Students have the opportunity to design and carry out experiments and complete tasks on exploring Science as a Human Endeavour including current innovations in chemistry.

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

STAGE 1 PHYSICS

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the sub-atomic world to the macro-cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

Assessment (per-semester)

Assessment Type 1: Investigations Folio

- one practical investigation
- one Science as a Human Endeavour investigation

Assessment Type 2:

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

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

Analytical skills, critical thinking, problem solving, planning, communication, teamwork, organisation and using technology.

Future Pathways

Completion of Stage 1 Physics leads to Stage 2 Physics. 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 engineering, nanotechnology, scientific research and laboratory work, geophysics, radiation therapy, medical imaging, astronomy, aerospace industries, surveying, nanotechnology and telecommunications.

Subject Opportunities

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

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

STAGE 1 PSYCHOLOGY 1 and 2

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Satisfactory completion of Stage 1 Psychology is highly recommended for Stage 1 Psychology 2.

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 into 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 (per-semester)

Assessment Type 1: Investigations Folio

- one practical investigation
- one Science as a Human Endeavour investigation

Assessment Type 2:

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

Knowledge to be Developed

Topics able to be studied include cognitive psychology, neuropsychology, lifespan psychology, emotion, psychological wellbeing or psychology in context.

Transferrable Skills

Critical thinking, problem solving, planning, communication, teamwork, organisation and using technology.

Future Pathways

Completion of Stage 1 Psychology leads to Stage 2 Psychology. It provides the foundation for further study and career pathways including psychology, health, education, social and academic research, counselling, marketing and criminology. It prepares students for courses and careers that may involve helping people, such as health or social science-based careers.

Subject Opportunities

Students have the opportunity to become involved in experimental research as a participant and explore Science as a Human Endeavour through research of a psychological issue in society.

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

STAGE 1 BUSINESS INNOVATION

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students 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

70% Business Skills
30% 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

Analytical skills, goal setting, interpersonal communication, leadership, problem solving, teamwork and time management.

Future Pathways

Commerce, finance, accountancy, marketing, human resources and personnel management, sales manager, entrepreneur, chief executive officer. This subject 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 and 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

Additional costs may apply to cover projects that are above the allocated per student amount.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

STAGE 1 CHILD STUDIES 1 and 2

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students of Child Studies explore the stages of a child's life from conception through to 8 years old, focusing on aspects such as development, health, and overall wellbeing. They delve into the varying perspectives, values, and beliefs regarding childhood and child care, as well as the dynamics of modern families and the evolving roles of children within today's consumer culture. Additionally, students are given the opportunity to influence the topics of study for each semester.

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, planning and organisation and teamwork.

Future Pathways

Completing SACE Stage 1 Child Studies allows students to progress to SACE Stage 2 Child Studies. This course equips students with various skills and knowledge necessary for careers involving young children, such as primary education, nursing, midwifery, and child care management. Additionally, there are various educational and career pathways available, including VET, TAFE, and university programs, as well as opportunities within the child care sector.

Subject Opportunities

In Child Studies, students are given the chance to interact intimately with children in Reception, Year 1, and Year 2 at local primary schools. This engagement forms the practical elements of the subject, offering real-world learning experiences for students enrolled in the course.

Subject Costs

As this subject involves hands-on activities, students may need to acquire particular materials on their own. The requirement for these materials will be discussed and agreed upon with the subject teacher.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

STAGE 1 FOOD AND HOSPITALITY 1 and 2

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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. Students have input into the areas of investigation for each semester.

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 wellbeing of individuals, families, communities, and the effect of globalisation on food choices.

Transferrable Skills

Planning and organisation, problem solving and teamwork.

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, 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

Due to the practical nature of this subject students may be required to purchase their own specific materials. This is in negotiation with the subject teacher.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

STAGE 1 DIGITAL TECHNOLOGIES

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students examine approaches to solve problems of interest by applying computational thinking skills such as design, programming, advanced programming and awareness of personal experiences using digital systems. Students undertaking Stage 1 Digital Technologies will have the opportunity to experience a variety of programming languages including JavaScript and Python. Students will analyse data as well as delve into the ethical considerations of digital technologies related topics such as AI, cryptocurrency and automation.

Students will use data to identify a problem or a need, using the processes of abstraction and decomposition. Students will break the problem down into its base elements and design a digital solution to solve it. Such digital solutions can take the form of websites, games, applications or wearable technology.

Assessment

Assessments will be practical tasks with supporting theoretical work.
60% AT1 Project Skills Tasks 40% AT2 Digital Solution

Knowledge to be Developed

Inquiry and analysis, deconstruct, problem solving, computational thinking skills, design, programming skills, personal experiences, digital systems, data sets, algorithms, practical, innovative solutions.

Transferrable Skills

Programming and advanced programming, data analytics, innovation, computational thinking, communication, identifying, deconstructing, organisation, collaboration and interdisciplinary learning.

Future Pathways

Stage 1 Digital Technologies leads to Stage 2 Digital Technologies and better prepares students for career pathways within growth employment areas in South Australia including software engineering, aerospace engineering, cyber security and defense.

Subject Opportunities

Students have the opportunity to work collaboratively in at least one assessment. Digital technologies provide students with opportunities to work closely with established, innovative precincts potentially: Lot Fourteen, Tonsley Innovation District, Adelaide BioMed City and Gigcity Fibre Networks.

Subject Costs

Due to personalised content students may be required to provide equipment and materials; such as a mouse. This will be negotiated with the class teacher.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

Stage 1 Photography: Natural Light

STAGE 1 PHOTOGRAPHY 1

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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 movement

AT2 Design Process and Product:
Documenting stages through Design processes: investigation and analysis, design development and planning, issues exploration (ethical, legal, economic and/or sustainability issues), production and evaluation, to prepare a series of photographs demonstrating a chosen a focus, landscape or architectural photographic technique in manipulating and effectively using Natural lighting in response to a design brief. Final photograph to be presented within a photography exhibition, showcasing them as photographers.

Assessment

Assessments will be practical tasks with supporting theoretical work.
40% AT1 Specialised Skills Tasks
60% AT2 Design Process and Product

Knowledge to be Developed

Digital SLR camera operations, exposure, exposure Digital SLR camera operations, exposure, exposure compensation, ISO, white balance, shutter speed: slow and fast. Photographic focus techniques: macro, depth of field, landscape, architecture, HDR, star trails, post processing, image manipulation (editing) and natural lighting.

Transferrable Skills

Communication, planning, organisation, problem solving, self-management, teamwork and technology.

Future Pathways

Stage 1 Digital Photography 1 provides the foundation for further study in Photography, preparing students for Stage 2 Digital Photography. Courses and careers that may involve the use of photography knowledge, understanding and skills are: freelance photographer, real estate, journalism, fashion, events, media, editorial, entrepreneurship, design, film and visual effects.

Subject Opportunities

Natural lighting techniques, advanced image manipulation and professional photography demonstration/excursion.

Subject Costs

Additional costs may apply to cover projects that are above the allocated per student amount.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

STAGE 1 PHOTOGRAPHY 2

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Digital Photography 1 is highly recommended, but not compulsory.

Subject Description

This subject will focus on providing an in depth understanding of the extensive range of photography studio equipment and 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.

AT1 Skills Tasks:

- studio lighting key light set ups through portraiture
- controlling shutter speed, depth of field and exposure

AT2 Design Process and Product:
Documenting stages through Design processes: investigation and analysis, design development and planning, issues exploration (ethical, legal, economic and/or sustainability issues), production and evaluation, to prepare a series of photographs demonstrating a chosen creative photographic technique in manipulating and effectively using Artificial lighting in response to a design brief. Final photograph to be presented within a photography exhibition, showcasing them as photographers.

Assessment

Assessments will be practical tasks with supporting theoretical work.
40% AT1 Specialised Skills Tasks
60% AT2 Design Process and Product

Knowledge to be Developed

Digital SLR camera operations, exposure, exposure compensation, ISO, white balance, depth of field, shutter speed: slow and fast. photographic techniques: portraiture, bokeh, macro, creative light painting technique, key light set ups: butterfly, rembrandt, split, flat, accent light. post processing, image manipulation (editing) and artificial lighting.

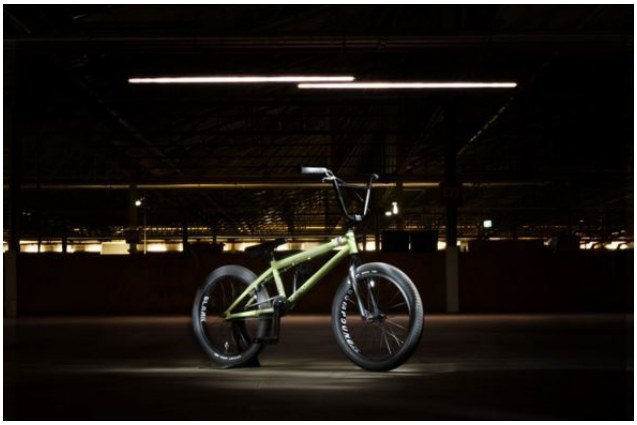
Transferrable Skills
Communication, planning, organisation, problem solving, self-management, teamwork and technology.

Future Pathways
Stage 1 Digital Photography 2 provides the foundation for further study in Photography, preparing students for Stage 2 Digital Photography. Courses and careers that may involve the use of photography knowledge, understanding and skills are: freelance photographer, real estate, journalism, fashion, events, media, editorial, entrepreneurship, design, film and visual effects.

Subject Opportunities
Artificial lighting techniques using school studio facilities. Advanced Creative Artificial Lighting techniques, demonstrated by an industry professional. Camera techniques and demonstrations and photography excursion.

Subject Costs
Additional costs may apply to cover projects that are above the allocated per student amount.

Contact
Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au



Stage 1 Photography:Artificial Light

STAGE 1 MATERIAL SOLUTIONS
1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge
There are no prerequisites for this course, however it is highly recommended that students have satisfactorily completed a semester of Material Technology in either Year 9 or Year 10.

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, design, 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
Assessments will be practical tasks with supporting theoretical work.
40% AT1 Specialised Skills Tasks 1 and 2
60% AT2 Design Process Folio and Product

Knowledge to be Developed
Measuring, working to scale, analysis, critical investigation, design and documentation, authentic testing and data collection, practical workshop and computer aided drafting skills.

Transferrable Skills
Communication, planning and organisation, problem solving, self-management, teamwork and technology.

Future Pathways
This course offers the opportunity to develop advanced technology skills. Students learn 2D and 3D CAD modeling and workshop skills, which can lead to industry pathways in construction and engineering careers as well as other design industry pathways.

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

Subject Opportunities
Students will identify real needs and develop products to meet these needs.

Subject Costs
Additional costs may apply to cover project materials that are above the per student allocation.

Contact
Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

STAGE 1 DANCE 1

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Background in Dance, Year 8, 9, 10 or Certificate II Dance, Gymnastics and Calisthenics.

Subject Description

Stage 1 Dance consists of the following strands:

- understanding dance
- creating dance
- responding to dance

Students develop and extend their understanding of how ideas and intentions are communicated in and through Dance. Students build on and refine their knowledge and understanding through dance practices focusing on:

- the body
- dance skills
- dance elements
- structural devices
- production elements
- safe dance practices

Assessment

Assessment Type 1: Skills Development
Assessment Type 2: Creative Explorations
Assessment Type 3: Dance Contexts

Knowledge to be Developed

Dance technique in a range of genres, choreography and performance skills, dance terminology and a study on Dance in Contexts.

Transferrable Skills

Communication, initiative and enterprise and self-management.

Future Pathways

Dance educator, dance teacher, dancer, musical theatre performer, Certificate III in Dance, Certificate IV in Dance, Creative Arts degree and Musical Theatre degree.

Subject Opportunities

Students have the opportunity to identify, investigate and develop specific skills required for their dance area of interest. This could include, choreography, dance star performer/choreographer, performer/choreographer school production and cabaret.

Subject Costs

$30 for specialist workshop.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

STAGE 1 DANCE 2

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Background in Dance, Year 8, 9, 10 or Certificate II Dance, Gymnastics and Calisthenics.

Subject Description

Dance offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness.
Topics covered in this course include:

- skills development
- creative exploration
- dance context

Assessment

Assessment Type 1: Skills Development
Assessment Type 2: Creative Explorations
Assessment Type 3: Dance Contexts

Knowledge to be Developed

Dance Technique in a range of genres, choreography and performance skills, dance terminology and a study on Dance in Contexts.

Transferrable Skills

Communication, initiative and enterprise and self-management.

Future Pathways

Dance educator, dance teacher, dancer, musical theatre performer, Certificate III in Dance, Certificate IV in Dance, Creative Arts degree and Musical Theatre degree.

Subject Opportunities

Students have the opportunity to identify, investigate and develop specific skills required for their dance area of interest. This could include, choreography, dance star performer/choreographer, performer/choreographer school production and cabaret.

Subject Costs

$30 for specialist workshop.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

STAGE 1 DESIGN 1

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Year 10 Visual Art/Design recommended or an interest and ability in Visual Art/Design.

Subject Description

Students can work in one of the following areas of Design: Product, Environmental or Visual Communication. Works of Design are created from themes that may include graphic design, branding, illustration, architectural form or interior design. Students develop a portfolio that documents their creative problem-solving process, which includes the development of a design brief, research, analysis, exploration of mediums and styles, concept development and idea refinement.

Assessment

Assessment Type 1: Practical 30%
Assessment Type 2: Folio 40%
Assessment Type 3: Visual Study 30%

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, digital technologies, fashion, lighting and Visual Communication Design: graphic design and illustration.

Transferrable Skills

Communication, planning and organisation, problem solving and technology.

Future Pathways

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

Subject Opportunities

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

Subject Costs

Nil.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

STAGE 1 DESIGN 2

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Year 10 Visual Art/Design recommended or an interest and ability in Visual Art/Design.

Subject Description

Students can work in one of the following areas of Design: Product, Environmental or Visual Communication. Works of Design are created from themes that may include graphic design, branding, illustration, architectural form or interior design. Students develop a portfolio that documents their creative problem-solving process, which includes the development of a design brief, research, analysis, exploration of mediums and styles, concept development and idea refinement.

Assessment

Assessment Type 1: Practical 30%
Assessment Type 2: Folio 40%
Assessment Type 3: Visual Study 30%

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, digital technologies, fashion, lighting and Visual Communication Design: graphic design and illustration.

Transferrable Skills

Communication, planning and organisation, problem solving and technology.

Future Pathways

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

Subject Opportunities

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

Subject Costs

Nil.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

STAGE 1 DRAMA 1

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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: Performance
Assessment Type 2: Responding to Drama
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, planning and organisation, problem solving, self-management and teamwork.

Future Pathways

Stage 2 Drama and 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.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

STAGE 1 DRAMA 2

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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, for example, 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: Performance
Assessment Type 2: Responding to Drama
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, planning and organisation, problem solving, self-management and teamwork.

Future Pathways

Stage 2 Drama and 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.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

STAGE 1 MEDIA ARTS: CREATIVE ARTS

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

In Creative Arts, students grow their creativity through the development of digital media artworks e.g. filmmaking, digital painting, 2D/3D animation, podcasts, digital imagery [collage]. Students will have the opportunity to undertake a variety of projects which will help to develop a range of transferrable skills including problem solving, organisation, ICT and Communication. They will develop skills and present these in a folio of work while working in teams to produce larger projects.

Assessment

50% Practical

- Practical Application

50% Folio

- Creative Arts Investigation
- Skills Folio

Knowledge to be Developed

Students are given agency in their learning by being able to choose from the following wide-ranging topics using industry standard Adobe Programs:

- Photoshop – image manipulation
- Audition – audio and sound
- After Effects – animation and CGI
- Blender – animation and CGI
- Illustrator – vector graphics

Transferrable Skills

Communication, planning and organisation, problem solving, and 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, 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.

Contact

Katrina Constantopolous, Curriculum Leader
katrina.constantopolous@bhs.sa.edu.au

STAGE 1 MUSIC 1

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Music 1 is designed for students with emerging or advanced musical experience, and provides opportunities for students to develop their musical understanding and skills in relation to creating and responding to music.

Students perform live in an ensemble or as a soloist, and reflect on their performances with a focus on developing understanding of style, artistic features and processes. They explore genres of music and create original works using technology or other modes (e.g. instrumental or vocal, looping, DJ-ing, etc.). Based on the interests of the cohort, students complete tasks in a range of topics, such as recording, reviews of live gigs and artists, event management, creation of podcasts or audiobooks, tutoring, tech and safety, film and game music, exploring styles of music, etc.

Assessment

Assessment Type 1: 60% Creative Works
Assessment Type 2: 40% Musical Literacy

Knowledge to be Developed

Specific stylistic musical skills, musical terminology, reflective evaluation processes.

Transferrable Skills

Communication, initiative and enterprise and self-management.

Future Pathways

Musician, musical theatre performer, music professionals, music/instrumental teacher. Certificate III Music Industry, Certificate IV in Music, Diploma of Music and 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.

Contact

Katrina Constantopolous, Curriculum Leader
katrina.constantopolous@bhs.sa.edu.au

STAGE 1 MUSIC 2

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Background in music performance or technology.

Subject Description

Music 2 is designed for students with emerging or advanced musical experience, and provides opportunities for students to develop their musical understanding and skills in relation to creating and responding to music.

Students perform live in an ensemble or as a soloist, and reflect on their performances with a focus on developing understanding of style, artistic features and processes. They explore genres of music and create original works using technology or other modes (e.g. instrumental or vocal, looping, DJ-ing, etc.). Based on the interests of the cohort, students complete tasks in a range of topics, such as recording, reviews of live gigs and artists, event management, creation of podcasts or audiobooks, tutoring, tech and safety, film and game music, exploring styles of music, etc.

Music in Semester 2, focusses on preparing students for Year 12 Music. The emphasis is on performance skills in both solo and ensemble and responding/analysis of musical works.

Assessment

Assessment Type 1: 60% Creative Works
Assessment Type 2: 40% Musical Literacy

Knowledge to be Developed

Specific stylistic musical skills, musical terminology, reflective evaluation processes.

Transferrable Skills

Communication, initiative and enterprise and self-management.

Future Pathways

Musician, musical theatre performer, music professionals, music/instrumental teacher. Certificate III Music Industry, Certificate IV in Music, Diploma of Music and 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.

Contact

Katrina Constantopolous, Curriculum Leader
katrina.constantopolous@bhs.sa.edu.au

STAGE 1 VISUAL ARTS 1

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Year 10 Visual Arts recommended or an interest and ability in Visual Art.

Subject Description

Students study traditional and contemporary artists and their works, and explore a range of techniques and mediums. Students develop a series of practical works presented in a folio, including detailed annotations to explain the creative problem-solving process.

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.

Assessment

Assessment Type 1: 30% Practical
Assessment Type 1: 40% Folio
Assessment Type 3: 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, planning and organisation, problem solving and technology.

Future Pathways

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

Subject Opportunities

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

Subject Costs

Nil.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au

STAGE 1 VISUAL ARTS 2

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Year 10 Visual Arts recommended or an interest and ability in Visual Art.

Subject Description

Students study traditional and contemporary artists and their works, and explore a range of techniques and mediums. Students develop a series of practical works presented in a folio, including detailed annotations to explain the creative problem-solving process.

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.

Assessment

Assessment Type 1: 30% Practical
Assessment Type 1: 40% Folio
Assessment Type 3: 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, planning and organisation, problem solving and technology.

Future Pathways

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

Subject Opportunities

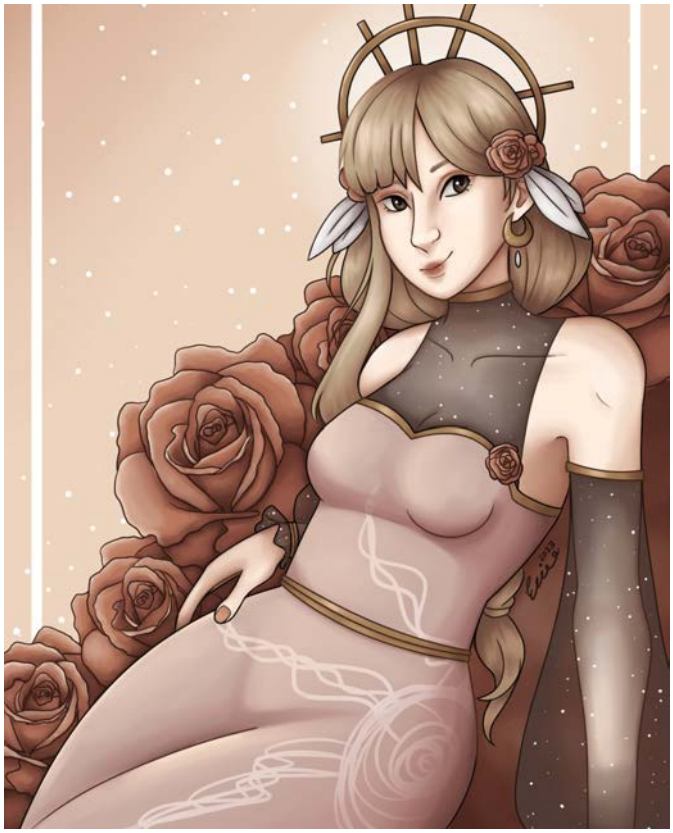
Stage 1 Visual Arts provides students with the opportunity to research and experiment with subject material which may be further developed in Stage 2.

Subject Costs

Nil.

Contact

Katrina Constantopoulos, Curriculum Leader
Katrina.Constantopoulos574@schools.sa.edu.au



STAGE 1 WORKPLACE PRACTICES

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Students need to be engaging in either employment, a VET course or volunteering to enrol in this 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 analyse Australian national trends within specific industries and finally reflect on their own ability to gain employment 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, Interaction and Communication, Reflection and Evaluation.
50% Folio
25% Performance
25% Reflection

Knowledge to be Developed

Finding and solving problems, financial awareness and Finding and solving problems, financial awareness and students develop an understanding of the labour market, industry trends and self-analysis/skill auditing.

Transferrable Skills

Planning and organisation and 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 or full-time work, vocational training, tertiary study, apprenticeships or traineeships in a wide variety of industry areas.

Subject Opportunities

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

Additional costs may apply to cover projects that are above the allocated per student amount.

Contact

Brock Herdman, Assistant Principal Senior School
Brock.Herdman495@schools.sa.edu.au

Stage 2 Subjects

**Year 11 students who have not satisfactorily completed their Activating Identities and Futures will be enrolled in the subject again in 2025.*

STAGE 2 ENGLISH LITERARY STUDIES

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

A or B grade in SACE Stage 1 English or Stage 1 English Literary Studies is required for this subject.

Subject Description

This subject focuses on the skills and strategies of critical thinking needed to interpret literature. 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 literature including prose, poetry, film and drama; demonstration of responses using a range of literary devices.

Transferrable Skills

Analysis, evaluation, planning and literacy.

Future Pathways

Educator, media, copywriter, library assistant, administrator, law court reporter, interpreter, public servant, writer, historian, research, geographer, politics and marketing.

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 a revision guide is recommended.

Contact

Jess Rogers, Curriculum Leader
Jess.Rogers359@schools.sa.edu.au

STAGE 2 ENGLISH

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

C grade or greater at SACE Stage 1 English is required for this subject.

Subject Description

Students analyze the interrelationships of author, text, and audience, with an emphasis on literature and how language and literary devices 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 and literacy.

Future Pathways

Educator, media, copywriter, library assistant, administrator, law court reporter, interpreter, public servant, writer, historian, research, geographer, politics and marketing.

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.

Contact

Jess Rogers, Curriculum Leader
Jess.Rogers359@schools.sa.edu.au

STAGE 2 ENGLISH as an ADDITIONAL LANGUAGE

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of Stage 1 English as an Additional Language. Access to this course is limited to those students who qualify for English as an Additional Language (EAL) instructions.

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

School Assessment:
30% Assessment Type 1: Academic Literacy Study
40% Assessment Type 2: Responses to Texts
External Assessment:
30% Assessment Type 3: 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 and 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

Contact

Jess Rogers, Curriculum Leader
Jess.Rogers359@schools.sa.edu.au

STAGE 2 ESSENTIAL ENGLISH

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

C grade or greater at SACE Stage 1 English or Stage 1 Essential English. Students considering study at an interstate Tertiary institution must check if this subject satisfies its entry requirements. This course is available by invitation only.

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

Analysis, evaluation, planning and literacy.

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 and training, 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

Contact

Jess Rogers, Curriculum Leader
Jess.Rogers359@schools.sa.edu.au

STAGE 2 SPECIALIST MATHEMATICS

2 Semesters - 20 SACE 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% Mathematical Investigation
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

Analytical skills, problem solving and 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

It is highly recommended that students purchase their own graphics calculator, a Casio fx-CG50AU at approximately $272.00.

It is highly recommended that a revision guide be purchased through the school, however this is not compulsory.

Contact

Jonathon Graham, Curriculum Leader
Jonathon.Graham323@schools.sa.edu.au

STAGE 2 MATHEMATICAL METHODS

2 Semesters - 20 SACE 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, 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% Mathematical Investigation
30% External Examination

Knowledge to be Developed

Statistics, introductory calculus, integration, logarithmic functions and trigonometry functions.

Transferrable Skills

Analytical skills, communication and problem solving.

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

It is highly recommended that students purchase their own graphics calculator, a Casio fx-CG50AU at approximately $272.00.

It is highly recommended that a revision guide be purchased through the school, however this is not compulsory.

Contact

Jonathon Graham, Curriculum Leader
Jonathon.Graham323@schools.sa.edu.au

STAGE 2 GENERAL MATHEMATICS

2 Semesters - 20 SACE 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, Mathematical Investigation
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

Analytical skills, communication and problem solving.

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

It is highly recommended that students purchase their own graphics calculator, a Casio fx-CG50AU at approximately $272.00.

It is highly recommended that a revision guide be purchased through the school, however this is not compulsory.

Contact

Jonathon Graham, Curriculum Leader
Jonathon.Graham323@schools.sa.edu.au

STAGE 2 ESSENTIAL MATHEMATICS

2 Semesters - 20 SACE 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, Mathematical Investigation
30% External Examination

SACE Board Examination based on three topics:
Measurement, Statistics, Investments and Loans

Knowledge to be Developed

Scales, plans and models, measurement, business applications, statistics, investments and loans.

Transferrable Skills

Analytical skills, problem solving and 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

It is highly recommended that students purchase their own graphics calculator, a Casio fx-CG50AU at approximately $272.00.

It is highly recommended that a revision guide be purchased through the school, however this is not compulsory.

Contact

Jonathon Graham, Curriculum Leader
Jonathon.Graham323@schools.sa.edu.au

STAGE 2 HEALTH and WELLBEING

2 Semesters - 20 SACE 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 develop the knowledge, skills and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

Assessment

Students provide evidence of their learning through five assessments:
School Assessment:
40% Assessment Type 1: Initiative – 2 Initiative tasks, one of which will be collaborative
30% Assessment Type 2: Folio – 2 Folio tasks
External Assessment:
30% Assessment Type 3: Inquiry

Knowledge to be Developed

Health and Wellbeing is structured around four concepts of Health literacy, health determinants, social equity and health promotion. They are considered through the lens of individual, community and global contexts.

Transferrable Skills

Teamwork, initiative and enterprise and 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 and medicine.

Subject Opportunities

Planning and researching issues, considering risk factors, assessing the needs of target groups, creating an individual or collaborative initiative to improve health and wellbeing outcomes. Implementing or actively participating in the initiative to turn ideas into social action. Evaluating and reflecting on the success of the initiative and social action to improve personal and social health outcomes.

Subject Costs

Nil.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

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STAGE 2 PHYSICAL EDUCATION

2 Semesters - 20 SACE 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, for 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:
30% Assessment Type 1: Diagnostics
40% Assessment Type 2: Improvement Analysis
External Assessment:
30% Assessment Type 3: Group Dynamics

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, planning and organisation, teamwork and technology.

Future Pathways

Education, sports administration, sports coaching, exercise physiology and 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.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

STAGE 2 OUTDOOR EDUCATION

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

There are no prerequisites for this course, however prior learning is acknowledged. Participation in the Stage 1 Outdoor Education course is an advantage.

Subject Description

Students develop an understanding of the relationships between human actions and decisions, and ecosystems. Students critically analyse these relationships to develop positive strategies to contribute to conservation and sustainability of natural environments. The study of Stage 2 Outdoor Education provides students with opportunities to experience personal growth and develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills. Students evaluate and reflect on their own learning progression, including practical outdoor skills development, collaborative and leadership skills, as well as their relationship with and connection to nature.

The content in the Stage 2 Outdoor Education comprises:
About Natural Environments - students develop an understanding of environmental systems and issues of past, current, or potential human impacts on natural environments.
Experiences in Natural Environments - reflection on outdoor journeys.
Connections with Environments - deeper analysis based on personal experiences with environment.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Outdoor Education:
20% Assessment Type 1: About Natural Environments One to Two tasks
50% Assessment Type 2: Experiences in Natural Environments - Two Tasks
30% Assessment Type 3: Connections with Natural Environment - One task

Knowledge to be Developed

Through participation in this course, students will develop an ability to self-manage their own experiences in the outdoors, regardless of the situation. Deeper connections with the environment will be created as students look at their own experiences with nature and influences from the community.

Through a range of outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety and minimising environmental impacts or sustainable futures.

Transferrable Skills

Communication, planning and organisation, learning, teamwork and technology.

Future Pathways

Upon successful completion of Stage 2 Outdoor Education, students may choose to continue to pursue a career working in the outdoors, science, environmental and tourism industries.

Subject Opportunities

Kayaking camp – Chowilla - 3 days
Caving camp – Naracoorte Caves – 3 days
Self-reliant bushwalking camp – Fleurieu Peninsula
First Aid Certificate

Subject Costs

$700 is required for equipment, transport, site hire and instructor charges.

Contact

Erin McIntee, Curriculum Leader
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STAGE 2 GEOGRAPHY

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

SACE Stage 1 Geography is recommended by not essential.

Subject Description

Students develop an understanding of the spatial interrelationships between people, places and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students of Geography identify patterns and trends, and explore and analyse geographical relationships and interdependencies through a combination of fieldwork and research opportunities. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.

Assessment

School-based Assessment:
50% Assessment Type 1: Geographical Skills and Applications
20% Assessment Type 2: Independent Geographical Fieldwork Report
30% Exam

Knowledge to be Developed

Students examine the characteristics and causes of changes in environmental, social, and economic systems and study their effects and implications. They become aware of the interconnectedness of the changes and links across each of the three systems. Through the study of environmental change, students develop their understanding of the impact of people on ecosystems and our role in climate change. Students examine social and economic change and develop their understanding of population trends and movements, the growth and impact of globalisation and localisation, and global patterns of inequality.

Students undertake independent fieldwork on a local topic or issue of personal interest.

Transferrable Skills

Communication, problem-solving, measurement, critical analysis, and evaluation.

Future Pathways

The study of Geography leads to a range of pathways including, archeology, research, environmental sciences, Outdoor Ed, urban planning, natural resource management, climate change adaption and teaching.

Subject Costs

It is highly recommended that students participate in an excursion/camp which will cost approximately $50. It is also highly recommended however, not compulsory, that a revision guide be purchased.

Contact

Ben Phillips, Curriculum Leader
Ben.Phillips437@schools.sa.edu.au

STAGE 2 MODERN HISTORY

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Successful completion of SACE Stage 1 Modern History is desirable but not required.

Subject Description

Students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1900, considering their impact on the contemporary world.

Students consider ideas and perspectives within historical concepts, examine a range of primary and secondary sources, and make judgements within reasoned historical arguments.

Assessment

School-based Assessment:
50% Assessment Type 1: Historical Skills
20% Assessment Type 2: Historical Study
External Assessment:
30% 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. Modern History facilitates reflection of how our current world has been built on, and influenced by, historical individuals, events and perspectives.

Transferrable Skills

Communication, critical analysis, evaluation and source analysis.

Future Pathways

The study of History leads to a range of pathways including history, archeology, journalism, literature, research and teaching.

Subject Costs

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

Contact

Ben Phillips, Curriculum Leader
Ben.Phillips437@schools.sa.edu.au

STAGE 2 LEGAL STUDIES

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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
- Law-making - how law originates from two fundamental sources, the 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% Assessment Type 1: Folio
20% Assessment Type 2: Inquiry
External Assessment:
30% Exam

Knowledge to be Developed

Students will develop an understanding of the influences that have shaped the Australian Legal System. They will analyse and explore the different Legal perspectives and identify the strengths and weaknesses.

Transferrable Skills

Analytical skills, critical thinking, interpersonal and communication, literacy and problem solving.

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 and psychology.

Subject Costs

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

Contact

Ben Phillips, Curriculum Leader
Ben.Phillips437@schools.sa.edu.au

STAGE 2 JAPANESE

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Students must have studied Stage 1 Japanese to choose Stage 2 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 and the Changing World.

Assessment

Assessment tasks include written and spoken interaction in Japanese, production of Japanese texts, text analysis and an investigation.
70% School-based Assessment
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, problem solving and teamwork.

Subject Opportunities

Restaurant excursions, interacting with visiting Japanese students and Japanese exchange trip.

Subject Costs

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

Contact

Sarah Andrews, Curriculum Leader
Sarah.Andrews896@schools.sa.edu.au

Kinkakuji (Golden Pavilion), Kyoto

Universal Studio, Osaka

STAGE 2 BIOLOGY

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of SACE Stage 1 Biology.

Subject Description

In the study of Stage 2 Biology, students build upon biological knowledge from prior years, to develop 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

Assessment Type 1: Investigations Folio (30%)
one practical investigation
one deconstruction and design investigation
one Science as a Human Endeavour investigation
Assessment Type 2: Skills and Applications Tasks (40%)
four topic tests
Assessment Type 3: Examination (30%)
120-minute electronic examination

Knowledge to be Developed

Topics studied include DNA and proteins, cells as the basis of life, homeostasis, evolution.

Transferrable Skills

Critical thinking, problem solving, planning, communication, teamwork, organisation and using technology.

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. Biology prepares students for courses and careers that may involve understanding of biological concepts in fields such as science, allied health, medicine, biomedical research, environmental sciences, health sciences, agriculture, nursing, veterinary science, forensics and sports science.

Subject Opportunities

A Science as a Human Endeavour investigation provides students insight into the role of Science and society.

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

STAGE 2 CHEMISTRY

2 Semesters - 20 SACE 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

Assessment Type 1: Investigations Folio (30%)
one practical investigation
one deconstruction and design investigation
one Science as a Human Endeavour investigation
Assessment Type 2: Skills and Applications Tasks (40%)
four topic tests
Assessment Type 3: Examination (30%)
120-minute examination

Knowledge to be Developed

Topics studied include monitoring the environment, managing chemical processes, organic and biological chemistry, managing resources.

Transferrable Skills

Critical thinking, problem solving, planning, communication, teamwork, organisation and using technology.

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, medicine and medical sciences, physical sciences, environmental sciences, health sciences and sports sciences.

Subject Opportunities

Students have the opportunity to design and conduct investigations and complete explore Science as a Human Endeavour through research into a recent innovation in Chemistry relating to global warming.

SACE Stage 2 Chemistry students may complete a Flinders University workshop that focuses on analytical chemistry techniques and explore how these are used in industry, for example, forensics and the wine industry.

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

STAGE 2 PHYSICS

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Satisfactory completion of a full year of SACE Stage 1 Physics.

Subject Description

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

Assessment

Assessment Type 1: Investigations Folio (30%)
one practical investigation
one deconstruction and design investigation
one Science as a Human Endeavour investigation
Assessment Type 2: Skills and Applications Tasks (40%)
four topic tests
Assessment Type 3: Examination (30%)
120-minute examination

Knowledge to be Developed

Topics studied include motion and relativity, electricity and magnetism, and light and atoms.

Transferrable Skills

Critical thinking, problem solving, planning, communication, teamwork, organisation and using technology.

Future Pathways

Completion of Stage 1 and Stage 2 Physics provides the foundation for further study and 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 engineering, nanotechnology, scientific research and laboratory work, geophysics, radiation therapy, medical imaging, astronomy, aerospace industries, surveying, nanotechnology and telecommunications.

Subject Opportunities

Students have the opportunity to design experiments and explore Science as a Human Endeavour through investigating great inventions in Physics.

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

STAGE 2 PSYCHOLOGY

2 Semesters - 20 SACE 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

Assessment Type 1: Investigations Folio (30%)
one practical investigation
one deconstruction and design investigation
one Science as a Human Endeavour investigation
Assessment Type 2: Skills and Applications Tasks (40%)
four topic tests
Assessment Type 3: Examination (30%)
120-minute electronic examination

Knowledge to be Developed

Topics studied include psychology of the individual, psychological health and wellbeing, organisational psychology, social influence and the psychology of learning

Transferrable Skills

Critical thinking, problem solving, planning, communication, teamwork, organisation and using technology.

Future Pathways

Completion of Stage 1 and Stage 2 Psychology provides the foundation for further study and 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 psychology, health, education, counselling, human resources, marketing, criminology, social and academic research.

Subject Opportunities

Students have the opportunity to become involved in experimental research as a participant and explore Science as a Human Endeavour through research of a psychological issue in society.

Subject Costs

Nil.

Contact

Brenna Andrews, Curriculum Leader
Brenna.Andrews278@schools.sa.edu.au

STAGE 2 BUSINESS INNOVATION

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Studying Business Innovation equips students with the knowledge, skills, and understandings to engage in designing and transforming businesses in the digital age. Taking a hands-on approach, they engage with real world problems to identify and design, test, iterate, and communicate viable business solutions. They consider the opportunities and challenges associated with start-up and existing businesses, and consider how emerging technologies may present opportunities to enhance business, and analyse the responsibilities and impact of proposed business models on global and local communities.

Assessment

40% Assessment Type 1: Business Skills
30% Assessment Type 2: Business Model
30% Assessment Type 3: External Assessment - Business Plan and 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

Analytical skills, goal setting, interpersonal communication, leadership, problem solving, teamwork and time management.

Future Pathways

Commerce, finance, accountancy, marketing, human resources and personnel management, sales manager, entrepreneur, chief executive officer. It prepares students for courses and careers that may involve various sectors and industries ranging from fashion, utilities, health, insurance and 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

Additional costs may apply to cover projects that are above the allocated per student amount.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

STAGE 2 FOOD and HOSPITALITY

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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:
School Assessment:
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 healthy eating knowledge of custom and contemporary trends within the food and hospitality industry.

Transferrable Skills

Communication, problem solving and teamwork.

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/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 (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 focus on current food trends.

Subject Costs

Due to the practical nature of this subject students may be required to purchase their own specific materials above the allocated per student amount. This is in negotiation with the subject teacher.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

STAGE 2 CHILD STUDIES

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Child Studies delves into the growth and development of children from conception through to 8 years old. Students engage in critical analysis of perspectives and values related to parenting and caregiving, while gaining insights into child growth and development. The course offers students the opportunity to acquire a diverse set of skills in research, management, and practical applications focused on infant development and the early stages of childhood growth.

Assessment

Investigation and Critical Analysis, Problem Solving, Practical Application, Collaboration and Evaluation:
School Assessment:
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, problem solving and teamwork.

Future Pathways

Child Studies equips students with essential skills and knowledge for careers involving young children, such as in primary education, nursing, midwifery, and child care leadership. The course offers various pathways for further education and training, including VET, TAFE, and university routes, in addition to employment opportunities within the child care sector.

Subject Opportunities

Child Studies allows students to interact directly with children aged 8 and under. For the subject's practical aspects, students collaborate with children in Reception, Year 1, and Year 2 at nearby primary schools, offering genuine learning experiences for those enrolled in the course.

Subject Costs

Given the hands-on approach of this subject, students might need to acquire certain specific materials beyond the provided budget per student. This will be determined in consultation with the subject instructor.

Contact

Emma Molloy, Curriculum Leader
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STAGE 2 DIGITAL TECHNOLOGIES

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Students examine approaches to solve problems of interest by applying computational thinking skills such as design, programming, advanced programming and awareness of personal experiences using digital systems. Students undertaking Stage 2 Digital Technology will have the opportunity to experience a variety of programming languages including JavaScript and Python. Students will analyse data as well as delve into the ethical considerations of digital technologies related topics such as AI, cryptocurrency and automation.

Students will use data to identify a problem or a need, using the processes of abstraction and decomposition. Students will break the problem down into its base elements and design a digital solution to solve it. Such digital solutions can take the form of websites, games, applications or wearable technology.

Assessment

Assessments will be practical tasks with supporting theoretical work.
50% AT1 Project Skills Tasks
20% AT2 Collaborative Project
30% AT3: Individual Digital Solution

Knowledge to be Developed

Inquiry and analysis, deconstruct, problem solving, computational thinking skills, design, programming skills, personal experiences, digital systems, data sets, algorithms, practical and innovative solutions.

Transferrable Skills

Programming and advanced programming, data analytics, innovation, computational thinking, communication, identifying, deconstructing, organisation, collaboration and interdisciplinary learning.

Future Pathways

Successful completion of SACE Stage 2 Digital Technologies better prepares students for career pathways within growth employment areas in South Australia including software engineering, aerospace engineering, cyber security and defence.

Students have the opportunity to work collaboratively in at least one assessment. Digital technologies provides students with opportunities to work closely with established, innovative precincts potentially: Lot Fourteen, Tonsley Innovation District, Adelaide BioMed City and Gigcity Fibre Networks.

Subject Opportunities

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

Subject Costs

Due to personalised content students may be required to provide equipment and materials; such as a mouse. This will be negotiated with the class teacher.

Contact

Emma Molloy, Curriculum Leader
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STAGE 2 MATERIAL SOLUTIONS

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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 traditional mixed material techniques and advanced manufacturing techniques using wood, plastics and/or metal. Students investigate, plan, produce and evaluate their own ideas and products that address identified needs. There is a significant focus on documenting the design process and justifying decisions made throughout the design and production process.

Assessment

Assessment will be based on three assessment types:
20% AT1 Specialised Skills Tasks
50% AT2 Design Process and Product
30% AT3 Resource Study

Knowledge to be Developed

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

Transferrable Skills

Communication, planning and organisation, problem solving, self-management, teamwork and technology.

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 design industry pathways.

Students will 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

Additional costs may apply to cover projects that are above the allocated per student amount.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au

STAGE 2 PHOTOGRAPHY

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Successful completion of Stage 1 Digital Photography 1: Natural Light or Stage 1 Digital Photography 2: Artificial Light is 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.

AT1 Specialised Skills Tasks:

- creative theme using natural and artificial lighting
- creative photography techniques

AT2 Design Process and Product:

- documenting stages through design processes; investigation and analysis, design development and planning, production and evaluation, of a series of photographs and a commercial product that demonstrates and showcases creative techniques in response to a design brief.

AT3 Resources Study:

- Resource Investigation: students investigate, test (qualitative and quantitative), analyse and evaluate the functional characteristics and properties of two or more materials or components, considering the creation of the solution explored within Assessment Type 2.
- Issues Exploration: students investigate and analyse the ethical, legal, economic and/or sustainability issues to inform them about photography.

Assessment

Assessment will be based on three assessment types:
20% AT1 Specialised Skills Tasks
50% AT2 Design Process and Product
30% AT3 Resource Study

Knowledge to be Developed

Digital SLR camera operations, depth of field, shutter speed: slow and fast. Creative photographic techniques, photographic data, post processing, image manipulation, natural and artificial lighting.

Transferrable Skills

Communication, planning and organisation, problem solving, self-management and technology.

Future Pathways

Photography provides the foundation of knowledge, understanding and skills for further study and careers in photography, journalism, media and visual effects.

Subject Opportunities

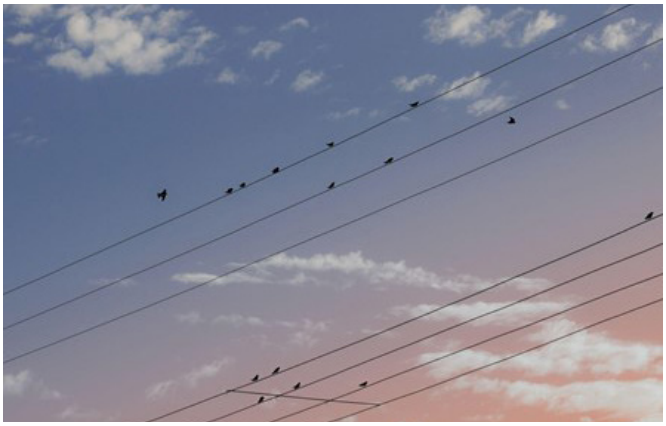
Natural and studio lighting techniques, advanced image manipulation and creative photographic opportunities.

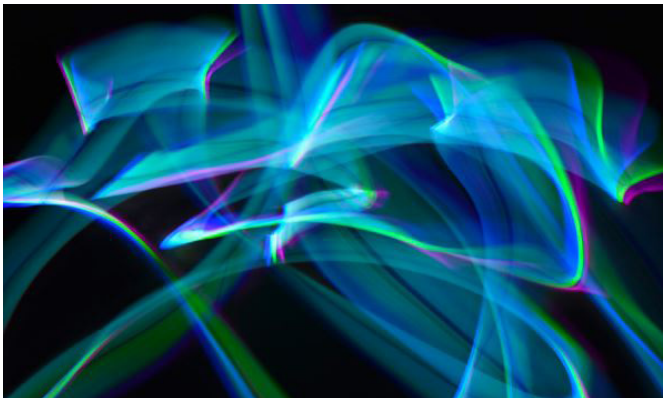
Subject Costs

Additional costs may apply to cover projects that are above the allocated per student amount.

Contact

Emma Molloy, Curriculum Leader
Emma. Molloy573@schools.sa.edu.au





STAGE 2 MEDIA ARTS: CREATIVE ARTS

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Preferred background: Completion of Creative Arts Stage 1, Year 10 Media Art, Year 9 Media Arts.

Subject Description

In Year 12 Creative Arts [Media Arts Pathway], students may use a variety of mediums to develop their creative artworks. Students will use the Adobe CC suite [Photoshop, Animate, Illustrator, Premiere Pro, After Effects, Audition] to not only produce their artwork, but to keep a digital portfolio of their works, which can be used beyond school when seeking a career/tertiary education in this field.

Assessment

Assessment will be based on three assessment types:
50% Product - two products
20% Inquiry - report
30% Practical skills - practical skills folio

Knowledge to be Developed

Students will develop their abilities as creative arts practitioners through the development of a folio of practical skills tasks. Students have agency in the form of creative arts they wish to specialise in which will determine the products they create.

Specialist topics may include: filmmaking, digital artwork, motion graphics, digital painting, 3D modelling and 2D animation. In addition, students will develop their knowledge and understanding through the exploration of a selected creative arts practitioner, which will improve their research capabilities.

Transferrable Skills

Communication, planning and organisation, problem solving, and technology.

Future Pathways

Creative Arts – Media Arts Focus provides the pathway to tertiary study including TAFE and University. Their assessments will prepare them to create professional works in their selected careers.

Subject Opportunities

Students have the opportunity to create high-level Creative Artworks using industry-standard software including from the Adobe Suite. Creative Artworks will be displayed at the end of year SACE Exhibition.

Subject Costs

Nil.

Contact

Katrina Constantopolous, Curriculum Leader
katrina.constantopolous@bhs.sa.edu.au

STAGE 2 DANCE

2 Semester - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Background in Year 8, 9, 10, 11 Dance or Certificate II Dance, gymnastics and calisthenics.

Subject Description

Dance offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity and confidence. This is achieved through experiences that encourage collaboration and creative problem solving.

Through the development of practical movements skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. They consider the role of dance in diverse contexts. They develop an appreciation of dance as an art form, as well as a life enrichment opportunity connected to mental and physical wellbeing.

Assessment

Students are assessed against the SACE Dance Performance standards.
40% Performance Portfolio
30% Dance Contexts
30% Skills Development Portfolio

Knowledge to be Developed

Dance technique in a range of genres, choreography and performance skills, dance terminology and a study on dance in contexts.

Transferrable Skills

Communication, initiative and enterprise and self-management.

Future Pathways

Dance educator, dance teacher, dancer, musical theatre performer, Certificate III in Dance, Certificate IV in Dance, Creative Arts degree and Musical Theatre degree.

Subject Opportunities

Students have the opportunity to identify, investigate and develop specific skills required for their dance area of interest. This could include, choreography, dance star performer/choreographer, performer/choreographer school production and cabaret.

Subject Costs

$60 for specialist workshop.

Contact

Katrina Constantopoulos, Curriculum Leader
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STAGE 2 DRAMA

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Year 10 or SACE Stage 1 Drama is desirable but not requred.

Subject Description

SACE Stage 2 Drama is delivered as a Creative Arts course enabling students to develop their own skills towards the creation of professional level arts products. They actively participate in the development and presentation of Drama focused Creative Arts products in an on-stage or off-stage role. These may take the form of, for example, musicals, plays, concerts, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations. Students identify, investigate and develop the skills and techniques needed in their area of Drama 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 skills, genre specific terminology, reflective evaluation processes, arts project management. students develop their curiosity and imagination, creativity, individuality, self-esteem and confidence.

Transferrable Skills

Communication, planning and organisation, problem solving, self-management and teamwork.

Future Pathways

Theatre performer, theatre technician, theatre designer (director, lighting, sound, costume, set, props, makeup, publicity) 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) and 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.

Contact

Katrina Constantopolous, Curriculum Leader
katrina.constantopolous@bhs.sa.edu.au

STAGE 2 MUSIC: SOLO and ENSEMBLE PERFORMANCE OR MUSIC EXPLORATIONS

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

Subject Description

Solo and Ensemble Performance are both 10 SACE credits and are combined to create a 20 credit course. Both Solo and Ensemble Performance focus on the practical performance of music and consist of three live performance assessments of 6-8 minutes, in a range of styles. For each subject, students complete two written assessments, evaluating the musical works they have chosen, discussing their learning journey, and critiquing the strategies they have used to improve and refine their performances.

Music Explorations is flexible in its design, allowing students to explore options in performing, composing and arranging, and music technology, with an emphasis on learning through experimenting. Students undertake musical literacy tasks to further develop their understanding of style and the elements of music, through the deconstruction and discussion of musical works. They express musical ideas through the creation of an original song with a commentary. Students use this knowledge to complete a folio of work, presenting a series of experimental musical products (e.g. performances, compositions, DJ sets, digital uploads) with a commentary on their process of exploration and key findings. The external assessment is the production of a final creative work and accompanying discussion, connecting all the knowledge and skills developed in the previous tasks.

Assessment

Solo and Ensemble Performance
School Assessment:
Assessment Type 1: 30% Performance
Assessment Type 2: 40% Performance & Discussion
External Assessment:
Assessment Type 3: 30% Performance Portfolio

Music Explorations
School Assessment:
Assessment Type 1: 30% 3x Musical Literacy tasks
Assessment Type 2: 40% Explorations Portfolio & Commentary
External Assessment:
Assessment Type 3: 30% Creative Connections

Knowledge to be Developed

Specific stylistic musical skills, musical terminology, reflective evaluation processes and arts project management.

Transferrable Skills
Communication, initiative and enterprise and self-management.

Future Pathways
Musician, musical theatre performer, music professionals, music/instrumental teacher. Certificate IV in Music, Diploma of Music and 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.

Contact
Katrina Constantopolous, Curriculum Leader
katrina.constantopolous@bhs.sa.edu.auS

STAGE 2 VISUAL ARTS: ART FOCUS
2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge
Stage 1 Visual Art/Design

Subject Description
Students develop a personal aesthetic and skills to create works of art exploring techniques within painting, drawing, printmaking, textiles, sculpture, ceramics, photography or digital art. Students develop a portfolio that documents knowledge of the creative problem-solving process. This includes research, analysis, exploration of mediums, concept development and idea refinement.

Assessment
Assessment will be based on three assessment types:
School Assessment:
Assessment Type 1: 30% Practical
Assessment Type 2: 40% Folio
External Assessment:
Assessment Type 3: 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, planning and organisation, problem solving and technology.

Future Pathways
Visual Arts can form the basis of a range of future study at University, TAFE and employment pathways, especially in the visual and applied arts, crafts, ceramics and photography.

Subject Opportunities
Students have the opportunity to exhibit in the Blackwood SACE Art/Technology exhibition, as well as the SACE Art Show held at AC Arts each year. 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.

Contact
Katrina Constantopolous, Curriculum Leader
katrina.constantopolous@bhs.sa.edu.au

STAGE 2 VISUAL ARTS: DESIGN FOCUS

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Stage 1 Visual Art/Design

Subject Description

Students can work in one of the following areas of Design: Product, Environmental or Visual Communication. Students develop a portfolio that documents knowledge of the creative problem-solving process. This includes the development of a design brief, research, analysis, exploration of mediums and styles, concept development and idea refinement.

Assessment

Assessment will be based on three assessment types:
School Assessment:
Assessment Type 1: 30% Practical
Assessment Type 2: 40% Folio
External Assessment:
Assessment Type 3: 30% Visual Study

Knowledge to be Developed

Students consolidate their understanding and interpretation of the subject knowledge and industry-based software they have acquired, to begin to pursue areas of specialised interest, which may include environmental design (architecture, city 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, planning and organisation, problem solving, and technology.

Future Pathways

Design can form the basis of a range of future study at University, TAFE and employment pathways, especially in graphic design, illustration, marketing, architecture and interior design.

Subject Opportunities

Students have the opportunity to exhibit in the Blackwood SACE Art/technology exhibition, as well as the SACE Art Show held at AC Arts each year. 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.

Contact

Katrina Constantopolous, Curriculum Leader
katrina.constantopolous@bhs.sa.edu.au

STAGE 2 ACTIVATING IDENTITIES AND FUTURES (AIF)

1 Semester - 10 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

AIF is a compulsory requirement for overall SACE completion. Students must achieve a C grade or higher.

Subject Description

In AIF students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities applying these in new contexts and selecting relevant strategies to progress the learning to a resolution.
In AIF students take greater ownership and agency over their learning 'learning how to learn' as they select relevant strategies 'knowing what to do when you don't know what to do' to explore, create and/or plan to progress an area of personal interest.

Assessment

35% Folio
35% Progress Checks
30% Appraisal

Knowledge to be Developed

Activating Identities and Futures is 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, critical reflection and evaluation, and self-development.

Transferrable Skills

Problem solving and 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 Activating Identities and Futures at C- or higher is a compulsory requirement for overall SACE completion.

Subject Opportunities

Students develop a sense of independence and authentic student agency in AIF. They actively learn how to set appropriate and meaningful learning goals and are supported to critically reflect on their progress towards them. Students evaluate the strategies that contributed toward their output of learning and link them to future goals and skills.

Subject Costs

Nil.

Contact

Brock Herdman, Assistant Principal Senior Years
Brock.Herdman495@schools.sa.edu.au

STAGE 2 INTEGRATED LEARNING

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

Students interested in the subject should confirm suitability with Senior Years Leaders prior to selecting. This subject is designed to support students who have completed a VET course in Year 11 and wish to continue exploration of that career pathway. Flexibilities within the subject also make it appropriate for school-based apprentices. It is also suitable for students who are involved in performance groups outside of school, such as dancers, musicians, and other creative arts groups.

Subject Description

The subject has two distinct Learning Assessment Plans:

Trades

The Trades stream requires students to work closely with industry professionals, allowing them to continue their journey towards employment in that industry. It is suitable for students interested in all trades, along with many other VET related pathways. Students must be prepared to actively seek out industry professionals and work with them at times to complete tasks.

Performance

The Performance stream requires students to be actively involved in performance groups within the community. This could include dancers, musicians and other performers who are involved with external groups. This could include, but is not limited to, musicians performing in a band, Fringe performers, Calisthenics competitors or dance troupe members.

Assessment

School Assessment:
40% Assessment Type 1: Practical Inquiry
30% Assessment Type 2: Connections
External Assessment:
30% Assessment Type 3: Personal Endeavour

Knowledge to be Developed

Students develop, perform, analyse, and reflect on personal performance and skill development. As well as industry specific skill development. Students will also analyse and discuss development of employability skills such as the SACE General Capabilities.

Transferrable Skills

Analysis, evaluation, planning and literacy.

Future Pathways

Increased awareness and skill development associated with the area of student interest.

Subject Opportunities

Students will be required to collaborate with other industry professionals, furthering their knowledge of the industry and increasing employability chances within the industry.

Subject Costs

Costs may be incurred if student selects industry specific activities that require materials and resources outside of those available at school.

Contact

Brock Herdman, Assistant Principal Senior School
Brock.Herdman495@schools.sa.edu.au

STAGE 2 WORKPLACE PRACTICES

2 Semesters - 20 SACE credits

Desired Background/Prerequisites/Assumed Knowledge

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

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 and 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 or full-time 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.

Contact

Brock Herdman, Assistant Principal Senior School
Brock.Herdman495@schools.sa.edu.au

Flexible Learning Frameworks

The SACE provides flexible subject frameworks that allow students to pursue particular areas of interest. Two of these subjects are compulsory, Exploring Identity and Futures (EIF) and Activating Identity and Futures (AIF).

Exploring Identity and Futures (EIF) is a compulsory 10-credit subject at Stage 1, normally undertaken at Year 10.

Activating Identity and Futures (AIF) is a compulsory 10-credit subject at Stage 2, normally undertaken at Year 11.

Other courses developed under flexible frameworks such as Research Practices, Integrated Learning, Community Connections and Recognised Learning - including VET - may be chosen.

STAGE 1 PEER SUPPORT LEADER

1 Semester - 10 SACE 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 7 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 6 student, the qualities of leaders and mentors in their lives, resilience and strengths activities.

Transferrable Skills

Communication, leadership, mentoring, negotiation skills, problem solving and teamwork.

Future Pathways

Student Leadership, SACE Stage 2 Child Studies, SACE Tourism, Certificate III in Community Services, Certificate III in Early Childhood Education and Care and Certificate III in Individual Support.

Subject Opportunities

Peer Support students will have a key role in the implementation of Year 7 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.

Contact

Argie Buesnel, Wellbeing Leader
Argie.Buesnel587@schools.sa.edu.au

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 Connections, 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 are included in the Tertiary Entrance Booklet 2024, 2025 and 2026 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

Special Interest Programs

SPECIAL INTEREST BOYS AFL FOOTBALL PROGRAM

Years 7 to 9: Minimum 3 full years
Year 10: Full year
Year 11: Full year Stage 1 (20 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 trial 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 (Years 10-11) and goal setting and sports psychology with a range of guest speakers including topics such as leadership, multiculturalism and sports injuries.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

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, problem solving and teamwork.

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

Years 7 to 8: $230
Year 9: $185
Year 10: $310
Year 11: $180

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.

Contact

Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

SPECIAL INTEREST GIRLS AFL FOOTBALL PROGRAM

Year 9: 1 Semester
Year 10: 1 Semester
Year 11: 1 Semester 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, and injury prevention and management.

Assessment

Students are assessed against the Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

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, problem solving and teamwork.

Future Pathways
Year 9 Girls AFL Football leads to Year 10 and 11 Girls AFL Football and Year 10 Sport Science. Future pathways for this topic include 10 SACE credits in 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 education.

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 $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.

Contact
Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

SPECIAL INTEREST NETBALL PROGRAM
Years 7 to 9: Minimum 3 full years
Year 10: 1 Semester Year 10, 1 Semester Stage 1 (10 credits)
Year 11: Full year Stage 2 and ATAR (20 credits)

Desired Background/Prerequisites/Assumed Knowledge
The Special Interest Netball Program is available as a subject in Years 7, 8, 9, 10 and 11 and is open to girls who demonstrate talent and potential. Entry to the program is by application and a trial 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, and injury prevention and management.

Assessment
Students are assessed against the Australian Curriculum Achievement Standards for Health and Physical Education at an A-E grade.

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 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, nutrition, umpiring courses, Year 10/11 camp to Melbourne, playing in Waverley International Netball Championships.

Subject Costs
Years 7 - 10: $300
Year 11: $220
Students will also need to purchase a BHS netball uniform.

Additional costs include camps (including the Melbourne Waverley International Carnival). $1,500 - $1,650 - this camp is not a compulsory component of the course.

Contact
Erin McIntee, Curriculum Leader
Erin.McIntee19@schools.sa.edu.au

Vocational Education and Training (VET)

VET is industry specific and nationally recognised training that can be undertaken while a student is still at school.

Vocational Education and Training (VET) courses are nationally accredited qualifications available to Year 11 and 12 students.

Completing a VET qualification provides increased opportunity for students to connect with industry and school, ensures the focus and content of training is relevant, and that skills are developed to industry standards

VET completion can count towards the completion of SACE and, in certain cases, the calculation of an ATAR. VET courses also articulate into other trade and para-professional qualifications at a higher level after school.

Students can gain access to a wide range of VET options off-campus delivered by training organisations such as TAFE SA and other private providers. Students will need to travel to the delivery sites to access this training. Information about courses approved by the Department for Education (DfE) for delivery in schools (termed Flexible Industry Pathways) in 2025 can be found at https://studentpathways.sa.edu.au/. Blackwood High School hope to offer Certificate III in Early Childhood Education and Care and a Certificate II in Electrotechnology on-site in 2025.

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: https://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 courses offer 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 an ATAR. Some Certificate II/III courses can only be completed under a Contract of Training as an Apprentice or Trainee (on-the-job training).

VET enrolment process

All VET courses are applied for by the VET Coordinator on the student's behalf via an online application system called VETRO (VET Readiness Orientation).

Upon application, students must provide evidence of industry immersion in the field they are applying for. This typically comes via work experience but may also take the form of volunteering or paid work.

Course fees are heavily subsidised by the State Government and are usually no more than $600 per qualification. A handful of courses will have a higher fee. Students who have access to School Card funding will pay no more than $100 per course.

Ideally, applications are submitted in Term 3 and students are notified of their success in Term 4. It is a requirement of all "VETRO" courses that students complete a Language Literacy and Numeracy Assessment to ensure that students' diverse needs are catered for.

Individual training providers also have their own enrolment forms that will need to be completed and submitted as the enrolment process is finalised.

What are the benefits of choosing VET?

- providing pathways to apprenticeships, traineeships, further training or direct employment
- 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
- gaining a nationally recognised qualification whilst completing the sace

VET Program locations

More information about which courses will be available, where they will be offered and at what cost, is expected to become clearer as the year progresses. Please contact the VET Leader for further updates.

How do students apply for a Regional VET Program?

Step 1: Working with the school's VET Leader, students choose the course they are interested in applying for and carefully read, then complete a copy of the course application form and commitment to pay, with assistance from their parents/ caregivers.
Step 2: Completed and signed enrolment forms are returned to the school's VET Leader who will then initiate the online enrolment referral (Part A).
Step 3: Families will receive contact notifying them of the completion of Part A.
Step 4: The training organisation will contact the student to arrange a time to sit the Language, Literacy and Numeracy (LLN) assessment (Part B).
Step 5: Upon successful completion of Part B, families will receive Part C via email. Once this is signed off, the student is enrolled in the course.

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.

Courses identified by the Department for Education and listed on the Flexible Industry Pathway list are subsidised, 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. In some cases, the school may be able to apply for assistance from the Department for Education Access Fund to assist with transportation.

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. The VET coordinator may also provide suggestions about which subjects best support an identified career pathway.

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 the VET Leader to ensure this impact is minimised. It is expected that students keep up with the required work for all classes.

Australian School Based Apprenticeships and Traineeships

A School Based Apprenticeship or Traineeship (SBAT) is a great way to start a career while completing SACE. SBATs 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 a SBAT commence work under a Contract of Training and will have a flexible timetable in order to accommodate their learning needs.

Before commencing a SBAT, 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
- hands on experience
- earning sace credits and completing the sace
- starting a career whilst still at school

Please visit https://www.skills.sa.gov.au/getting-started to check on course lists and availability.

Contact

Andrew Cavallaro, VET Leader
Andrew.Cavallaro469@schools.sa.edu.au

Intensive Secondary English Course (ISEC)

Blackwood High School offers Study Abroad, Intensive Secondary English (ISEC) and High School graduate programs to fee paying international students.

An extensive academic curriculum and co-curriculum provides opportunities for study in a supportive and friendly environment. The International Student Program Leader monitors and supports all International students at the school.

German and Japanese 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 twenty students, with a program specially designed to assist in developing English proficiency and knowledge of Australia and Australian culture and lifestyle. Introductory courses in Science, Mathematics, English as an Additional Language, Physical Education, Art/Design and Humanities are included to prepare students for entry to mainstream studies.

English language and in class curriculum support is available to international students. A strong Pastoral Care program supports student welfare and orientation.

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:
Blackwood High School
4 Seymour Street
Eden Hills 5050
South Australia
P| 0011 61 8 8278 0900
F| 0011 61 8 8278 0999
E| Sarah.Andrews896@schools.sa.edu.au
W| www.bhs.sa.edu.au

INTENSIVE SECONDARY ENGLISH COURSE (ISEC)

For Year 9 to 10
10 to 20 weeks in length

Recommended Background

Available to full fee paying International students.

Content

Strengthening skills in written and spoken English. Students work with teachers across areas of study including English, Science, Mathematics, Physical Education, Design and Humanities and Social Sciences.

Students use contextually appropriate opportunities to develop and practice skills they will use in their subsequent mainstream 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.

Assessment

Students are assessed against a modified Australian Curriculum Achievement Standards at an A-E grade.

Contact

Sarah Andrews, Curriculum Leader
Sarah.Andrews896@schools.sa.edu.au

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
Classroom Practice Continuum	https://www.aitsl.edu.au/lead-develop/develop-others/classroom-observation/classroom-practice/classroom-practice-continuum
ISEC	Intensive Secondary English Course
MER	Minimum Entry Requirements (used for TAFE entry purposes)
Pedagogy	The study of the art and science of teaching
Prerequisites	A formal requirement that is needed before proceeding to further study
Research Project	A compulsory SACE Stage 2 subject studied in Year 11 at Blackwood High School
SACE	The South Australian Certificate of Education
SACE Board	The 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
Taxonomy	A system for naming and organising things, especially plants and animals, into groups that share similar qualities
Unit	Half a year (50 to 60 hours of programmed time) of full-time study in a Year 7 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

Good Universities Guide
https://www.gooduniversitiesguide.com.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
https://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

SACE Board
The SACE Board website provides information about SACE Stage 1 and 2 curriculum, Special Provisions, Community Learning and assessment requirements.
https://www.sace.sa.edu.au/

Occupational Information
www.joboutlook.gov.au

Blackwood High School Curriculum Prospectus 2025
Curriculum information for Blackwood High School is also available on the school website.
www.bhs.sa.edu.au/curriculum/curriculum-prospectus/

Government of South Australia
Department for Education

T/A South Australian
Government Schools
CRICOS No. 00018A

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