# GRANT HIGH SCHOOL

BUILDING FUTURE READY CITIZENS

# 2026 Curriculum Handbook

Government of South Australia
Department for Education

RESPECT I TRUST I COMMITMENT

Dear Students

Welcome to the 2026 Course Counselling process. This is always a very exciting time of the year as you and your family consider all the future possibilities that might be available over the coming year. The Home Group structure is vital in ensuring you make good decisions based on the best information, so we encourage you to make the best use of the expertise of your Home Group teacher, as well as other people and resources.

Obviously, a thorough knowledge of all the relevant information in the Course Booklet is going be a huge advantage in your decision-making, so make sure you read this carefully and ask your Home Group teacher any questions you might have. Mr. Josh Praolini, the VET Coordinator, Area of Learning Coordinators and Community Leaders and Managers are also excellent sources of information, should you require any further clarification about different subjects and/or your ability to undertake them.

We encourage you to continue thinking outside your chronological year level for the courses most suited to you, but always check with your subject teachers to see if you are a good candidate for acceleration in English, Mathematics or the Sciences, as these subjects underpin many of the choices available to you in later years.

It is also very helpful to have an idea about where you are aiming to be in your years beyond school, and planning backwards from there. I know many of you have been considering the employment and study options available to you in your Home Group sessions, so make sure you use this information in your decision-making.

Of course, choosing the most appropriate subjects is only part of how you achieve your best at school. Other important contributors are: committing to do your best; developing and maintaining a positive attitude; having high levels of organisation and resilience, as well as good skills in communication and teamwork. In fact, these are all excellent contributors to a successful life!

Thank you to all those responsible for making sure all information in this booklet is as up-to-date as it can be at the time of printing. Please be aware that you may not get all of the choices you hope for, as classes need to reach a critical number before they can run. Please also be aware that it is important to think carefully about what you want to do because changing classes may not be possible if the ones you want to go into are full.

Good luck in your deliberations.

Caroline Davey
Principal

# Contents

# Key School Personnel

| | |
|---|---|
| Principal | Ms Caroline Davey |
| Kurra Community Leader | Mr David Thompson |
| Kurra Community Manager | Ms Shekinah Horsburgh |
| Kurra Wellbeing manager | Ms Jade McGrath |
| Marma Community Leader | Mr Matt Kurzman |
| Marma Community Manager | Mrs Hannah Lane |
| Marma Wellbeing Manager | Mr Luke Thomson |
| Kabir Community Leader | Ms Jackie Poumako |
| Kabir Community Manager | Mrs Michelle Berlin |
| Kabir Wellbeing Managers | Mrs Kirsty McKay/Miki Barrington |
| Kurang Community Leader | Ms Sarah McCarthy |
| Kurang Community Manager | Mrs Mekaela Arthurson |
| Kurang Community | Ms Meg Malseed |
| Triyn Community Leader | Mr Scott Cram |
| Triyn Community Manager | Ms Erin Ross |
| Triyn Wellbeing Managers | Mrs Bec Famularo/Mr Nicholas Keen |
| Leader The Arts/ Assessment & Reporting | Mrs Abbey Marston-Kleemann |
| Leader Career Education and Pathways | Mr Josh Praolini |
| Career Education and Pathways Administration Officer | Mrs Paula Foote |
| Leader Cross Disciplinary Subjects/ Curriculum Pathways | Ms Sabrina Pattenden |
| Leader Coordinator Daily Organisation | Mrs Taiggan Height |
| Leader Design & Technology/ Digital Learning | Mr Jake Matthews |
| Leader English/Literacy Across the School | Mrs Shay Merrett |
| Leader HASS/ Powerful Learning/ LOTE | Ms Bec Jones |
| Leader HPE / Effective Feedback | Mr Ben Papps |
| Leader Inclusive Learning/ Student plans | Ms Marian Hodson |
| Leader Mathematics / Data-driven Improvement Strategies | Mrs Kelly Albanese |
| Leader Science/ STEM Promotion | Mr Andrew McGregor |

# Subject Selections 2026

Students are encouraged to work with parents/caregivers and Community Leaders/Managers to plan carefully for their chosen pathway and to consider studying subjects at a higher level where appropriate. Commencing SACE subjects at Year 10 is highly recommended. It is extremely important that lines of communication remain open between students, families and Community staff. Please contact Community Leaders/Managers with any questions or concerns.
Subjects labelled with a 1 (for example Outdoor Education 1) run in semester 1, subjects labeled with a 2 run in semester 2 – students may choose either or both of these subjects.

All year levels must study 2 semesters of Homegroup

**Year 7 students must study:**

- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semesters of English
- 1 semester of HASS, Cultural Studies, HPE, Health & Positive Minds, Arts, and Digital Tech

**Year 8 students must study:**

- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semesters of English
- 2 semesters of HASS
- 1 semester of HPE, Arts and Tech Studies
  The remaining semester can come from any subject area.

**Year 9 students must study:**

- 2 semesters of Mathematics
- 2 semesters of Science
- 2 semesters of English
- 1 semester of HASS and 1 semester of either HPE ***OR*** Recreation ***OR*** Health Studies
  The remaining 4 semesters can come from any subject area.

**Year 10 students must study:**

- 2 semesters of Mathematics
- 2 semesters of English
- 1 semester of Stage 1 Scientific Studies
  The remaining 5 semesters can come from any subject area.

**NB:** Students, who are planning to do the higher level of Mathematics in Year 11 in 2027, should choose Stage 1 Mathematical Methods A <u>in addition to</u> Foundations for Mathematical Methods in Semester 2 of 2026.
**NB:** Any students wanting to do Science in Year 11 must complete both Stage 1 Scientific Studies and Foundations of Senior Science

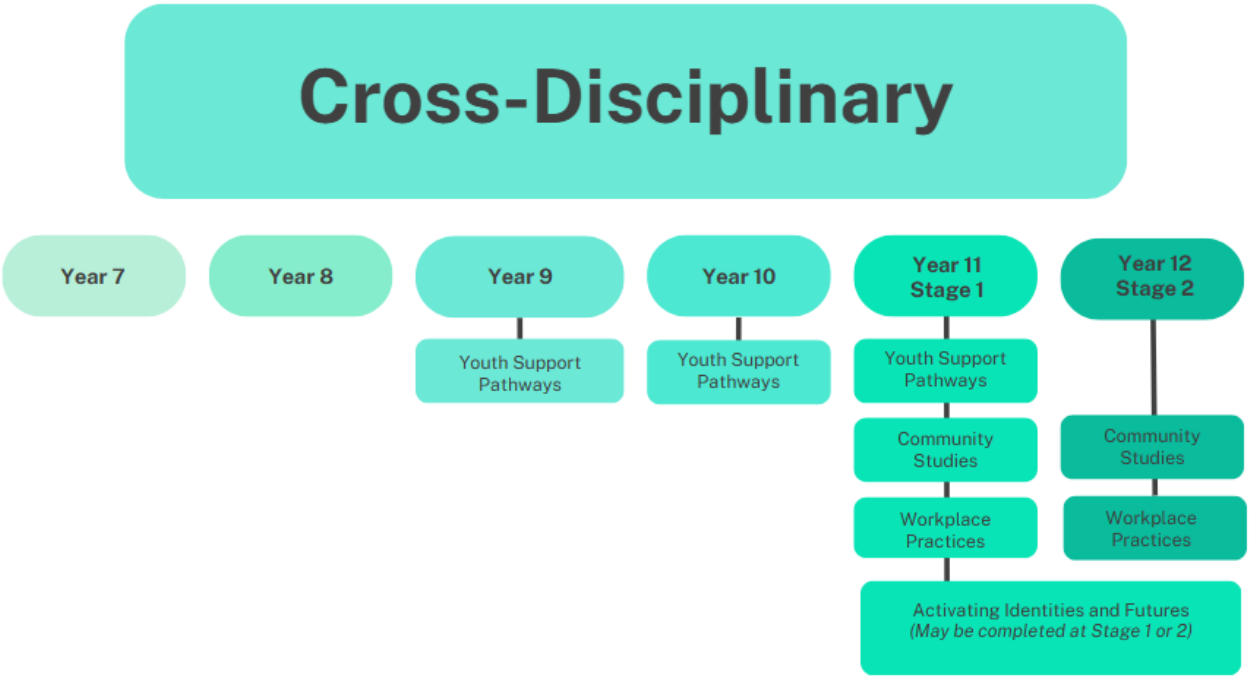
**Year 11 students must complete:**

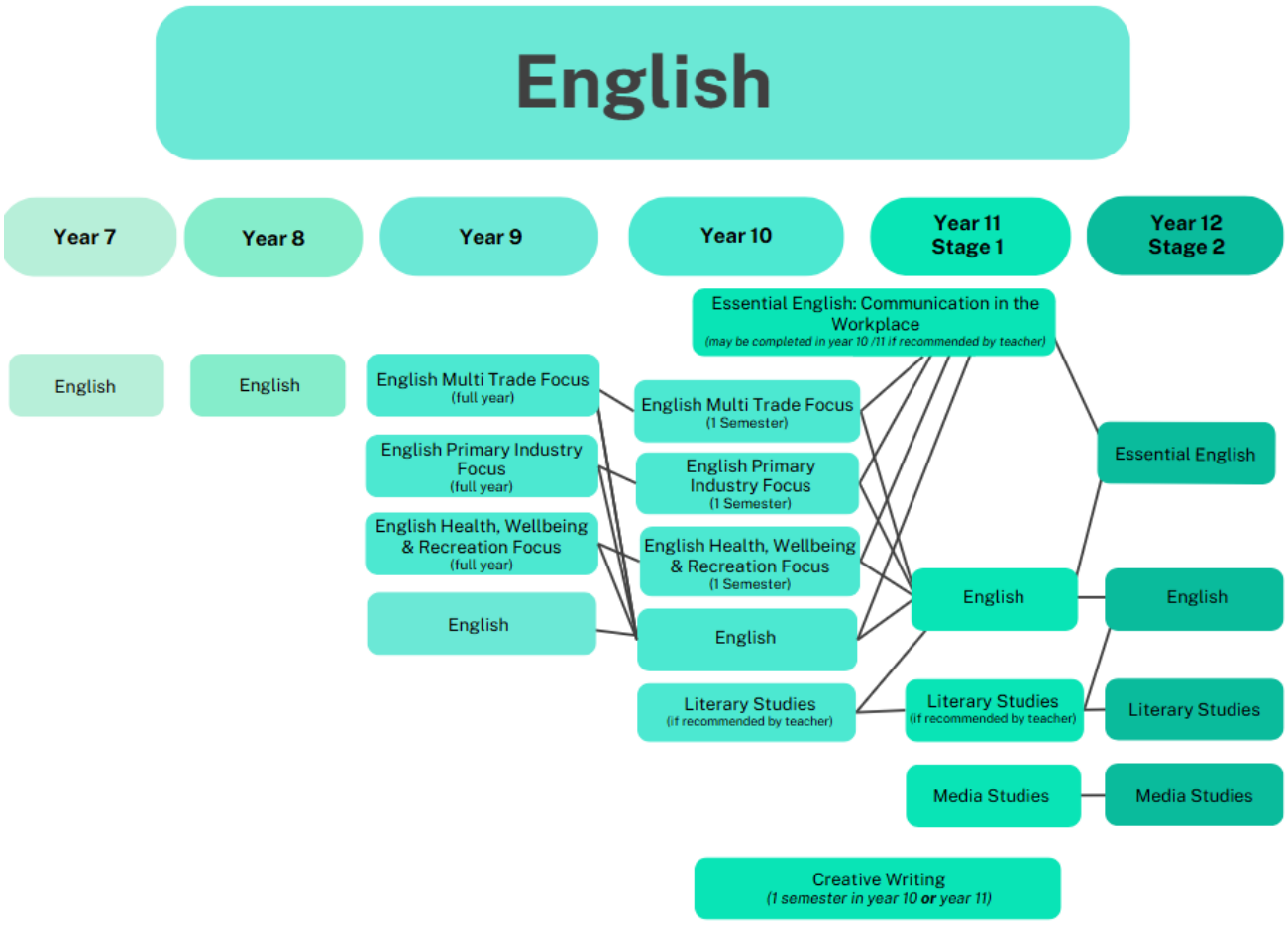
- 2 semesters of English
- 1 semester of Mathematics

**Year 12 students must complete:**

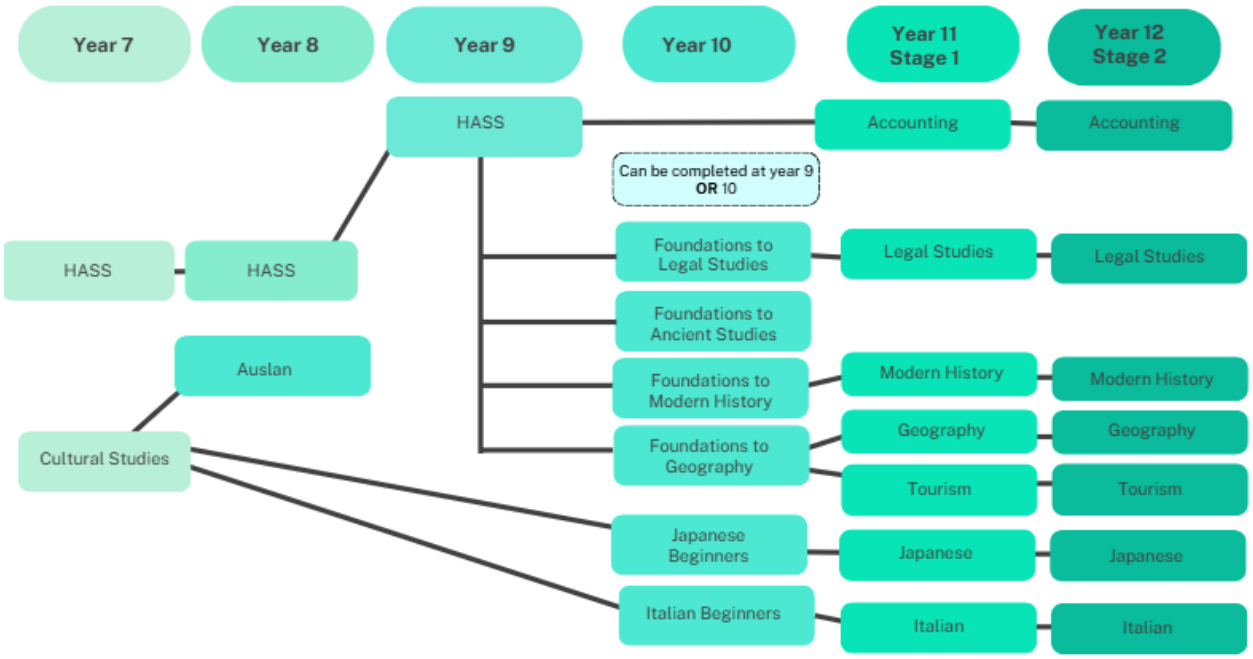
- Activating Identities and Futures (for some students this is best managed at Year 11 – please consult with Community Leaders/Managers).

## Subject Flow Charts:

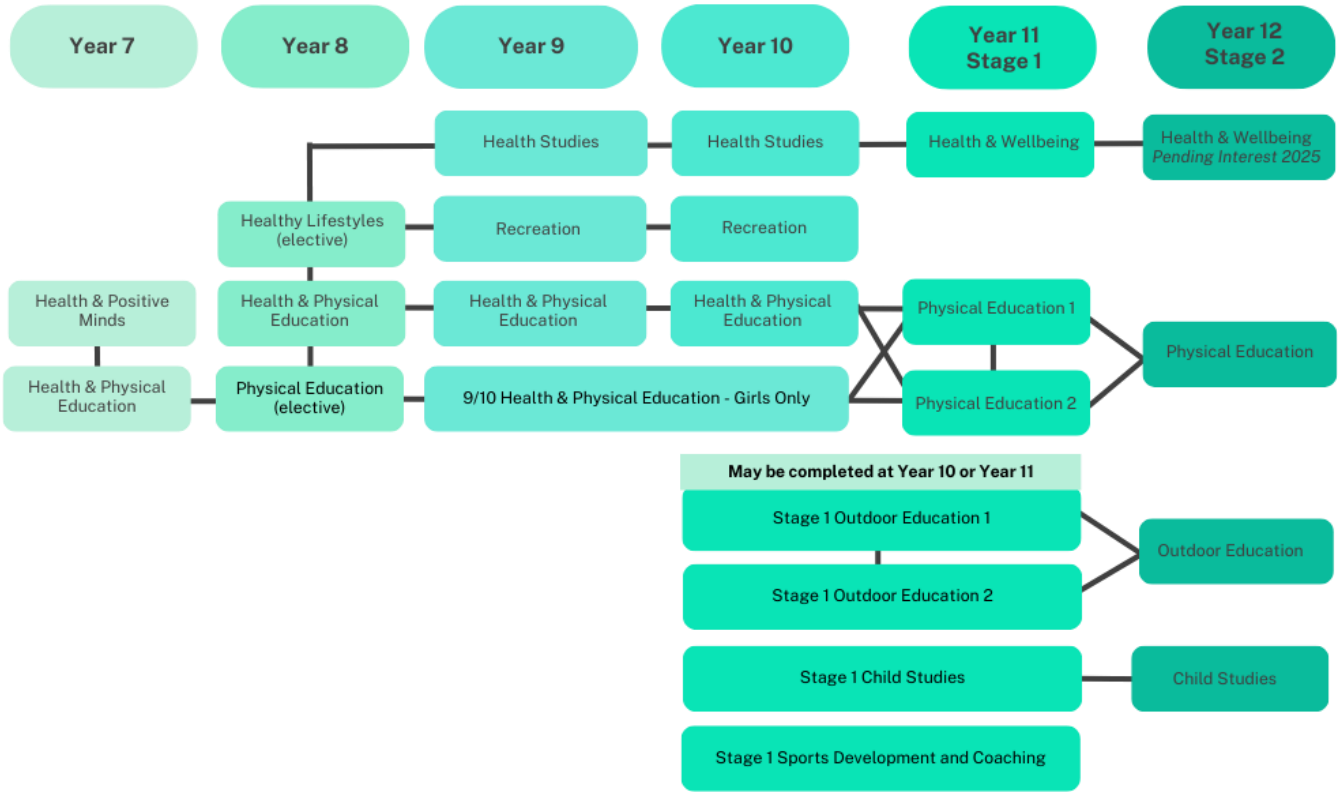


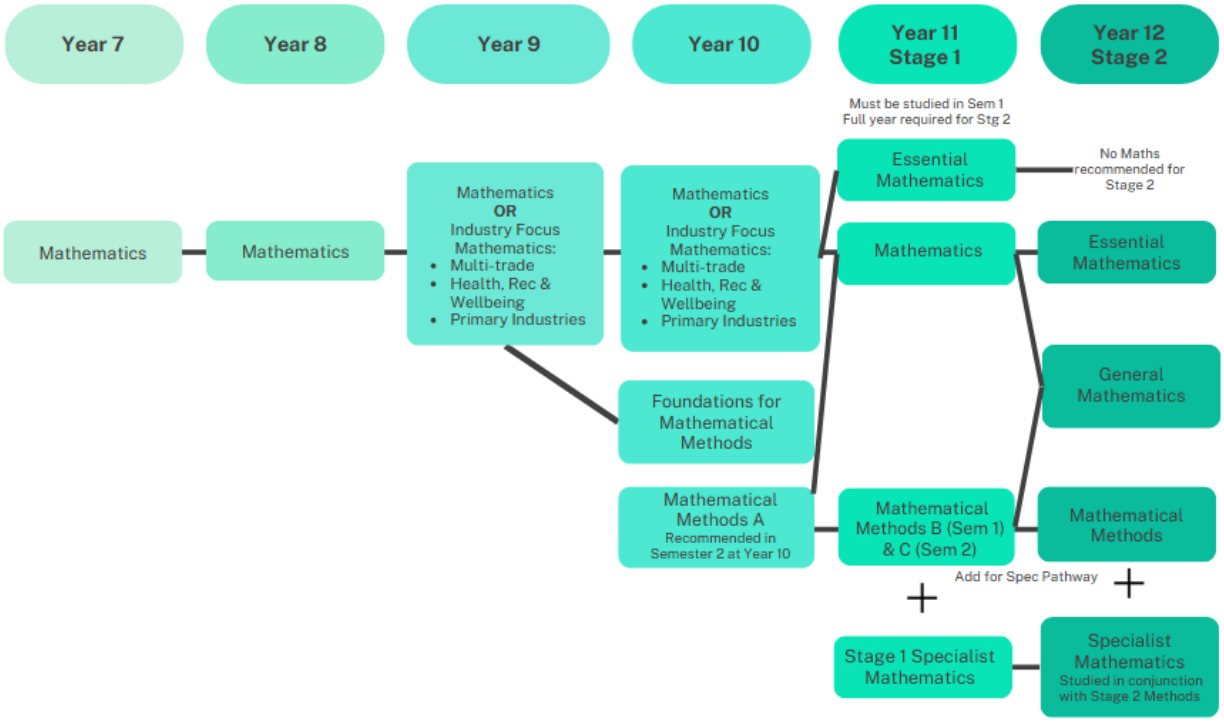
# HASS & Languages



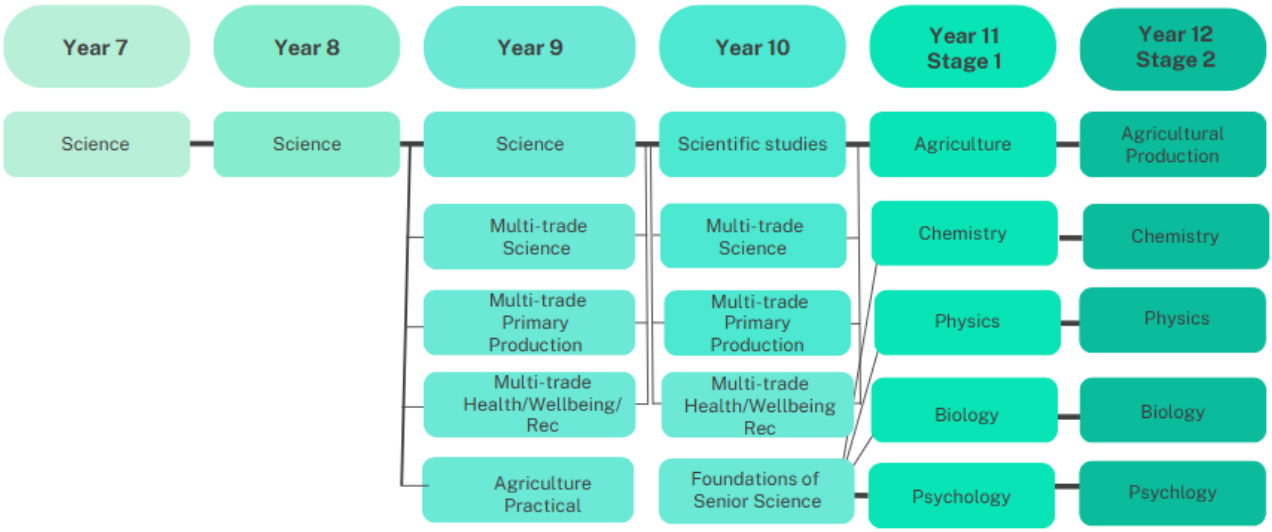

# Health & P.E



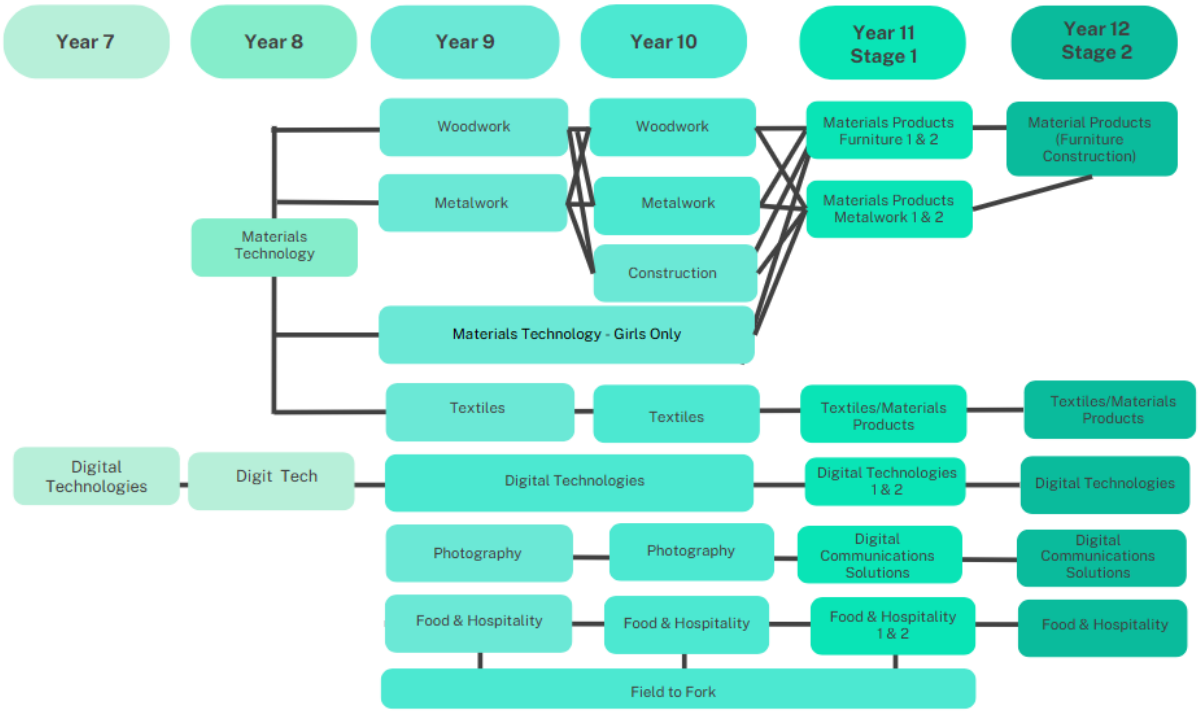
# Mathematics




# Science

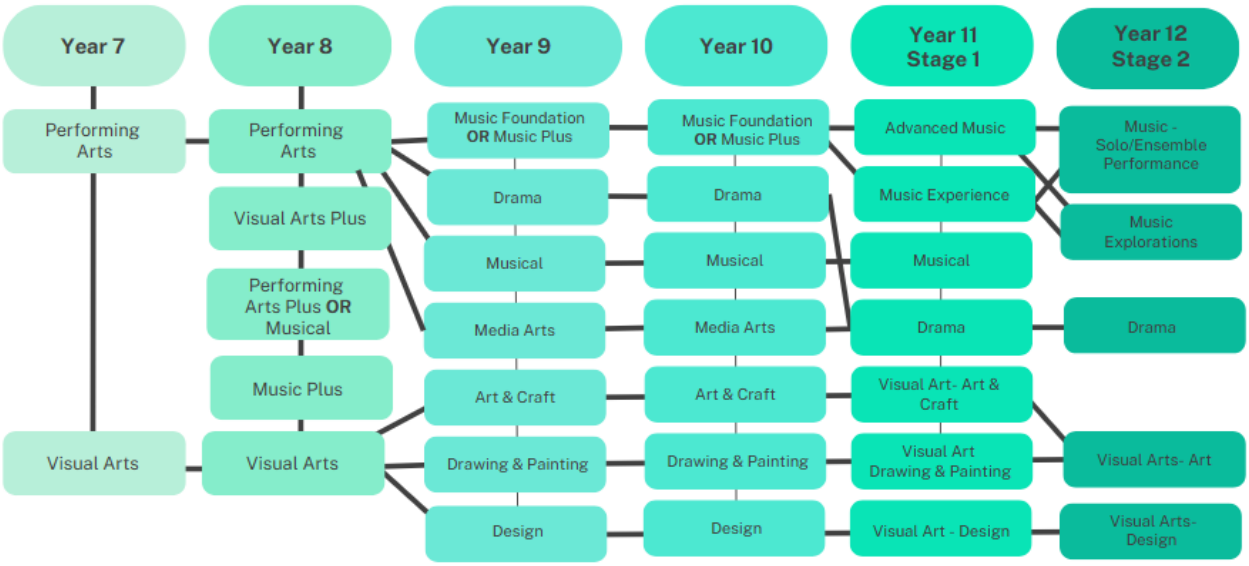


# Technology




# The Arts

**(Musical offered bi-annually, Performing Arts Plus on alternate year)**



# Year 7 Subject Summary

Year 7 students must study:

- 2 semesters of Home Group program
- 2 semesters each of Mathematics, Science and English
- 1 semester of HASS
- 1 semester of HPE
- 1 semester of Health and Positive Minds
- 1 semester of Cultural Studies
- 1 semester of Digital Technologies
- 1 semester of Art (combination of performing and visual)

| **Home Group program** | **Humanities and Social Sciences (HASS)** |
|---|---|
| Homegroup | HASS – 1 Semester |
| **The Arts** | Cultural Studies |
| Performing Arts – Drama and Music | **Mathematics** |
| Visual Arts – Art, Craft and Design | Mathematics – 2 Semesters |
| **Design and Technology** | **Science** |
| Digital Technologies | Science – 2 Semesters |
| **English** | **Health & Physical Education** |
| English - 2 Semesters | Health and Physical Education |
| | Health and Positive Minds |
| | |

# Year 7 Subject Descriptions

| Faculty: | Home Group program | Year 7 |
|---|---|---|
| Subject: | Learner Agency and Developing Future Pathways | |
| Length of Course:<br>Pre-Requisites:<br>SACE Code: | Full Year (delivered one lesson a week over the course of the year)<br>N/A<br>N/A | |

The Home Group program is designed to support students to become 'Future Ready Citizens' through the implementation of 'The Resilience Project' (TRP), giving them the tools to support their own mental health and well-being, now and into the future.

The Resilience Project teaches students to practice the following principles:

- Gratitude: The ability to recognise and be grateful for the things you have in life, rather than the things you do not, helping you to focus on the positives.
- Empathy: The ability to understand how others feel and show kindness and compassion towards them.
- Mindfulness: The ability to stay focused on the present moment without worrying about the past or the future. It's about students being aware of their thoughts and feelings without judging them.
- Emotional Literacy: The ability to label our emotions, which helps us to manage them (soften negative emotions and find positive emotions). We practice emotional literacy by labeling our emotions as we experience them.

Together, these principles build the resilience of our students, allowing them to bounce back when things get tough.

The Resilience Project follows the Australian Curriculum Framework using evidence-based practices. There are no formal assessments in this program, allowing students to fully engage in building connections and develop important personal and social skills.

| Faculty: | The Arts | Year 7 |
|---|---|---|
| Subject: | Performing Arts and Visual Arts | |
| Length of Course:<br>Pre-Requisites:<br>Course Leads to: | 1 Semester<br>N/A<br>Year 8 Performing Arts & Year 8 Visual Arts | |

**Visual Arts:**

This course gives students an introduction to the skills of drawing and painting as well as some studio crafts. In both written and practical projects students are presented with concepts about art, craft and design that are then related to their historical origins and contemporary practices. In this way students develop individual attitudes to the importance of visual arts in Australian and other cultures. Emphasis is placed on the original creative ideas that each student can contribute and communicate to others through the various media of the visual arts.

**Performing Arts:**

This course aims to provide students with an introduction to the practical nature of two of the major performing arts disciplines Drama and Music. Students will prepare, act out, and move to mimes, and plays. The components of playing, reading, writing and composing music are also covered. In conjunction with the term of Performing Arts, specialist instrumental teachers visit the school to work with small groups or individual students.

Opportunities also exist for extra-curricular activities in all areas of the Performing Arts.

**Students will be expected to participate in all performance and theory requirements of this course.**

| Faculty: | Design and Technology | Year 7 |
|---|---|---|
| Subject: | Design and Technology & Digital Technologies | |
| Length of Course:<br>Pre-Requisites:<br>Course Leads to: | 1 Semester<br>N/A<br>Design and Technology- Digital Technologies | |

**Focus of Study:**

**Computer Literacy.**

Digital Technologies will have a strong emphasis on computer literacy. Student will have the opportunity to upskill themselves on Digital Citizenship, Questioning Information and Sourcing/ Critical Thinking, Cyber Bullying, Laws, Saving and Backing up, One Drive, Google Classroom, DayMap, Accessing Printers, Setting Passwords, Screen Time Management, Explicit Material, Digital Footprints, Basic Troubleshooting and Maintenance, Creating Videos and Presentations and also creating Audio.

**CAD Designing and 3D Printing.**

Students will be exposed to the Fusion 360 software and will be able to design a number of different 3D objects. They will then be able to print their designs on the school's 3D printers. This unit will require a number of different problem solving and design skills.

Learning and Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping. Students engage with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

**Examples of units of work.**

Programming robotics, developing computer games, and re-representing text image and audio data. Students plan and manage digital projects to create interactive information. They design user experiences and test modify and implement digital solutions for the 21st century society.

| Faculty: | English | Year 7 |
|---|---|---|
| Subject: | English | |
| Length of Course:<br>Pre-Requisites:<br>Course Leads to: | Whole year<br>N/A<br>Year 8 English | |

**Focus of Study:**

English explores life depicted in novels, stories, plays, poetry, film and the media. Students will draw on their own experiences and use language to describe, imagine, narrate and persuade. Students develop oral skills through participation in various classroom presentations. Students are encouraged to become confident readers, writers, speakers, listeners and viewers.

Key assessment types include:

- Imaginative texts – includes the study of and response to texts including novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts such as film.
- Informative texts - includes the study of and response to texts including explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.
- Persuasive texts – includes the study of and response to texts including opinionative and persuasive writing found in modern communication, both print and digital environments.

| **Faculty:** | **Health and Physical Education** | **Year 7** |
|---|---|---|
| **Subject:** | **Health and Positive Minds** | |
| **Length of Course:** | 1 Semester (semester 1) | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 8 Physical Education | |

**Focus of Study:**

The aim of Health and Positive Minds is to equip students with the knowledge and skills to make informed decisions about their health, wellbeing and relationships. The course focusses on developing 4 key areas:

- Emotional Literacy and Personal Strengths
- Positive Coping and Problem-Solving Strategies
- Stress Management and Help Seeking
- Gender and Identity, and Positive Relationships

**Further Information**: This course is predominately health focussed; however, physical activity will be incorporated throughout.

| **Subject:** | **Health and Physical Education** | Year 7 |
|---|---|---|
| **Length of Course:** | 1 Semester (semester 2) | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 8 Physical Education | |

**Focus of Study:**

The purpose of the course is to enthuse students with a joy for movement and enhance the development of lifelong physical activity habits. Students will engage with various modified and engaging practical and health topics to develop the skills and knowledge to make informed decisions about their health and wellbeing. The subject will provide the opportunity to develop motor skills through the performance of a variety of physical activities, as well as collaborative and leadership skills to make performance more effective. These include:

- Practical Topics: A selection of challenge and initiative minor games, athletics/fundamental movement skills, invasion games, net/wall games, target games and striking and fielding games.
- Health Topics: Age-appropriate health issues as outlined SHINE, fitness for life vs sport, and health related goal setting.

**Further Information**: Students are required to have a change of clothes for all practical sessions.

| Faculty / Subject: | Humanities and Social Sciences (HASS) | Year 7 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 8 HASS | |

**Focus of Study:**

Through their study of HASS, students will develop their understanding of the world (past, present and future) and develop skills and knowledge to support them in becoming active and responsible citizens.

Topics in Year 7 HASS will include:

- **History:** Studying the Ancient Past- Ancient Egypt, Rome or Greece
- **Geography**: Place and livability- Interconnections between people and places.
- **Civics and Citizenship**: Australian Government and Democracy
- **Economics and Business Skills**: Consumers, producers, businesses and entrepreneurs

Students will complete a variety of assessments including multimodal presentations, design/ creative task, written responses and source analysis.

| Subject: | Cultural Studies | Year 7 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 8 HASS, Italian Language Studies, Japanese Language Studies. | |

**Focus of Study:**

This is a semester course that concentrates on developing student's intercultural understanding of global cultures, including Indigenous cultures.

Throughout the course, students will explore:

- Global Citizenship, Cultural Understanding and Global Connections
- Communication + Language
- Storytelling, Myths Legends and the Arts
- People, Experiences & Stereotypes
- Celebrations & Festivals
- Cultural Awareness when travelling

Students will complete a variety of assessments including multimodal presentations, design/ creative tasks, written responses and online language learning activities.

| Faculty: | Mathematics | Year 7 |
|---|---|---|
| **Subject:** | **Mathematics** | |
| **Length of Course:** | 2 Semesters | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 8 Mathematics | |

**Focus of Study:** Understanding, fluency, problem solving and reasoning through the following areas of content:

- **Number** - includes calculating accurately with integers, applying the number laws to calculations, describing patterns in uses of indices with whole numbers, representing fractions and decimals in various ways and recognising equivalences between fractions, decimals, percentages and ratios.
- **Algebra** - connecting the laws and properties of numbers to algebraic terms and expressions.
- **Measurement** - finding measures of central tendency and calculating areas of shapes and volumes of prisms. includes formulating and solving authentic problems using numbers and measurements. applying known geometric facts to draw conclusions about shapes,
- **Space** – calculating angles, identifying angles formed by a transversal crossing a pair of lines, plotting points on the Cartesian plane and working with transformations and identifying symmetry.
- **Statistics** - applying an understanding of ratio and interpreting data displays.
- **Probability** - interpreting sets of data collected through chance experiments

TOPICS

*Semester 1* – Integers and Operations, Decimals and Place Value, Fractions, Money Percentages and Ratios, Algebra, Linear and Non-Linear Relationships.

*Semester 2* – Measurement, Linear Equations, Geometry, Chance and Probability, Statistics.

**Further Information:** A scientific calculator is required.

| **Faculty / Science:** | **Science** | **Year 7** |
|---|---|---|
| **Length of Course:** | 2 Semesters | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 8 Science | |

**Focus of Study:**

Students complete a full year of Science at Year 7. One semester will focus on the Chemical and Physical Sciences and working in a laboratory environment. Students will be introduced to laboratory safety, apparatus and experimental techniques, and study techniques for separating mixtures, balanced and unbalanced forces, using magnets and creating simple machines. The second semester will focus on the Biological and Earth and Space Sciences. Students will study classifications, local ecosystems, seasons and the management of resources, with a strong focus on Indigenous perspectives and the local context of the Limestone Coast. This semester will also include a variety of field trips to local sites to engage in hands-on learning. Costs for these field trips will be minimal.

# Year 8 Subject Summary

Year 8 students must study:

- 2 semesters of Home Group program
- 2 semesters each of Mathematics, Science, HASS and English
- 1 semester of HPE
- 1 semester of Arts – Visual and Performing
- 1 semester of Design and Technology and Digital Technologies

  And one subject from any subject area.

| **Home Group program** | **Humanities and Social Sciences (HASS)** |
|---|---|
| **The Arts** | HASS – 2 Semesters |
| Performing Arts – Drama and Music | Introduction to Sign Language |
| Visual Arts – Art, Craft and Design | **Mathematics** |
| Musical (offered every even numbered year) | Mathematics – 2 Semesters |
| Music PLUS | |
| Performing Arts PLUS | |
| Visual Arts PLUS | |
| **Design and Technology** | **Science** |
| Design and Technology | Science – 2 Semesters |
| Digital Technologies | |
| Home Ec./Textiles | |
| | |
| **English** | |
| English - 2 Semesters | |
| **Health & Physical Education** | |
| Physical Education | |
| Health and Physical Education | |

# Year 8 Subject Descriptions

| Faculty: | Home Group program | Year 8 |
|---|---|---|
| Subject: | Learner Agency and Developing Future Pathways | |
| Length of Course:<br>Pre-Requisites:<br>SACE Code: | Full Year (delivered two lessons a week over the course of the year)<br>N/A<br>1PLP10 | |

The Home Group program is designed to support students to become 'Future Ready Citizens' through the implementation of 'The Resilience Project' (TRP), giving them the tools to support their own mental health and well-being, now and into the future.

The Resilience Project teaches students to practice the following principles:

- Gratitude: The ability to recognise and be grateful for the things you have in life, rather than the things you do not, helping you to focus on the positives.
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- Emotional Literacy: The ability to label our emotions, which helps us to manage them (soften negative emotions and find positive emotions). We practice emotional literacy by labeling our emotions as we experience them.

Together, these principles build the resilience of our students, allowing them to bounce back when things get tough.

The Resilience Project follows the Australian Curriculum Framework using evidence-based practices. There are no formal assessments in this program, allowing students to fully engage in building connections and develop important personal and social skills.

| Faculty: | The Arts | Year 8 |
|---|---|---|
| Subject: | **Music PLUS** | |
| Length of Course:<br>Pre-Requisites:<br>Course Leads to: | 1 Semester<br>Past music experience<br>Year 9 Music PLUS | |

**Focus of Study:**

This course provides students with a solid foundation in music through the study of key elements such as rhythm, pitch, dynamics, timbre, texture, form, and structure. Students will explore a range of musical styles and genres, including classical, jazz, popular, and world music. Aural skills such as ear training, sight-singing, and rhythmic dictation are developed alongside the use of correct musical terminology. The course also introduces digital music production using digital audio workstations (DAWs) and other music technologies. Research and presentation tasks support students in developing their understanding and communicating musical ideas effectively.

This course furthers students' skills in reading, writing, performing, and appreciating music. Students engage in both practical and creative activities designed to enhance musical understanding and confidence. Emphasis is placed on:

- **Performance Activities** – Opportunities to perform in both solo and ensemble settings using voice or instruments
- **Composition Activities** – Creating original music using simple melodies, rhythms, and basic music theory
- **Exploring Genres** – Studying a range of musical styles including folk, pop, and rock
- **Music Appreciation** – Listening to and analysing musical works to develop deeper understanding and enjoyment
- **Stage Presence and Performance Set-Up** – Learning performance techniques and exploring basic sound system use (analogue and digital) to prepare for live performance

This course supports both individual creativity and collaborative music-making, encouraging students to express themselves confidently through music.

**Students MUST actively participate in all performance/s (with a live audience/s) and the theory requirements of this course.**

**Further Information:**

Students enrolled in this subject ideally should have access to an instrument (either through hire or purchase).

Students will need to purchase a manuscript pad or book.

This subject may be studied in combination with other Performing Arts subjects - except Music Plus.

| **Subject:** | **Visual Arts** | **Year 8** |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Term<br>N/A<br>Any year 9 Visual Arts or Media Arts | |

**Focus of Study:**

This course continues to develop the skills of drawing and painting and introduces some studio crafts. In both written and practical projects students are presented with concepts about art, craft and design that are then related to their historical origins and contemporary practices. The design process is introduced and students gain an understanding of the nature of graphic, environmental and product design. Emphasis is placed on the original creative ideas that each student can contribute and communicate to others through the various mediums of the visual arts.

| **Faculty:** | **The Arts** | **Year 8** |
|---|---|---|
| **Subject:** | **Performing Arts – Drama and Music** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Term<br>N/A<br>Year 9 Drama; Year 9 Music; Year 9 Media Arts | |

**Focus of Study:**

This course aims to reinforce students to the practical aspects of two major performing arts disciplines: Drama and Music. Students will engage in activities such as preparing, acting out, and performing scripts and plays. They will also explore components of music, including playing instruments, reading sheet music, writing music, and composing.

Throughout the semester, specialist instrumental music (IM) teachers will visit the school to work with small groups or individual students.

**Students will be expected to participate in all performance and theory requirements of this course.**

| Subject: | Musical (offered every even numbered year) | Year 8 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:** | 1 Semester<br>N/A | |

**Focus of Study:**

**NOTE**: This subject includes the School Musical, all students in Year 8-11 who wish to be part of the musical must enrol in this course. Students must actively participate in their given role.

Students will delve into the world of musicals, being given the opportunity to play their part in our prominent school musical. They will explore their interests, whether it be through, drama (acting), music (singing), and dance. There will also be an opportunity for some students to participate in backstage roles (set design etc.) this will be done on an application process. Students will work together as an ensemble through the rehearsal process and perform four shows to a live audience at the end of the semester. They will also be given the opportunity to further their understanding of performance through personal endeavours and connections tasks.

**Further Information:** Students will be required in Week 10, Term 2 for Production Week, performed at the Sir Robert Helpmann Theatre. There will be after school rehearsals during Term 2 and some weekend rehearsals but these will be kept to a minimum. Students will also be required to purchase some costume items; costs will be kept as low as possible.

| Subject: | Performing Arts PLUS (Offered in a non-musical year) | Year 8 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:** | 1 Semester<br>N/A | |

**Focus of Study:**
This course aims to build students capacity in the practical aspects of mainly Drama. Students will go through processes such as rehearsing, performing to an audience, learning to use a script, as well as develop characterisation and build their improvisation skills. Students *may* also be exposed to other elements of the performing arts such as technical theatre, dance and media.

**Students will be expected to participate in all performance and theory requirements of this course.**

| Subject: | Visual Arts PLUS | Year 8 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:** | 1 Semester<br>N/A | |

**Focus of Study:** This course aims to build students capacity in the practical elements of drawing and painting and crafts. Through theory and practical projects students are presented with concepts about art, craft and design that are then related to their historical origins. The design process is introduced/continued and students gain an understanding of the nature of graphic, environmental and product design. Students are encouraged to create original ideas for their projects and to communicate these through various mediums of the visual arts.

| Faculty: | Design and Technology | Year 8 |
|---|---|---|
| **Subject:** | **Design and Technology** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Year 9 Design and Technology & Year 9 Digital Technologies | |

**Focus of Study:**

Students will have an introduction into the Design and Technology workshops with a strong emphasis on the design process. Students will create their own design briefs and work through the design process to create quality products they can evaluate. Students will have an introduction to CAD, building their skills and knowledge will give them an alternative designing method to the traditional method of hand sketching. This also allows the ability to prototype using technologies such as 3D printing. Workshop safety will be at the forefront of any practical task the students undertake. The course aims to introduce basic hand tools and plant machinery and show how to use them in a safe and productive manner.

**Further Information –** Students will be required to complete both theory and practical components of the coursework. A laptop will be required.

| Faculty: | Design and Technology | Year 8 |
|---|---|---|
| **Subject:** | **Digital Technologies** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Year 9 Digital Technologies | |

**Focus of Study:**

This is an open course that offers students an entry point into the fields of automation and software engineering. Students will formally learn the python programming language, a modern programming language used in applications spanning across the domains of web development, data science, finance, education and machine learning. Students will learn how to confidently express their own ideas within the python programming language to create original solutions to existing problems.

This course would be suitable for any student of all levels of achievement.

| Subject: | Home Ec. / Textiles | Year 8 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Year 9 Design and Technology | |
| **Focus of Study:**<br>In this course students are introduced to the kitchen and basic food preparation and cooking skills. Students will also be introduced to some basic sewing techniques which can be used in life outside of school. | | |

| Faculty: | English | Year 8 |
|---|---|---|
| **Subject:** | **English** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | Whole year<br>N/A<br>Year 9 English or 10 English/English Literary Studies | |

**Focus of Study:**

English explores life depicted in novels, stories, plays, poetry, film and the media. Students will draw on their own experiences and use language to describe, imagine, narrate and persuade. Students develop oral skills through participation in various classroom presentations. Students are encouraged to become confident readers, writers, speakers, listeners and viewers.

Key assessment types include:

- Expository Writing – one sided argumentative texts
- Short answer critical reading responses
- Introduction to single text essays

| Faculty / Subject: | Health and Physical Education | Year 8 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 9 Physical Education, Recreation or Health Studies | |

**Focus of Study:**

The purpose of the course is to enthuse students with a joy for movement and enhance the development of lifelong physical activity habits. Physical Education aims to provide students with the opportunity to develop knowledge, skills and experiences to assist them to prepare for participation in physical activity, improve their health and lifestyle, engage in self-reflection activities, develop personal and social skills, and gain opportunities for personal development. These include:

- Practical Topics: A selection of challenge and initiative minor games, athletics, improvement in individual or team pursuits, movement concepts and sequences in striking and fielding games, and net/wall games
- Health Topics: Age-appropriate health issues as outlined SHINE and health goal setting relating to nutrition and physical activity.

**Further Information:** Students are required to have a change of clothes for all practical sessions.

| Subject: | Physical Education | Year 8 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | A keen interest in competitive games | |
| **Course Leads to:** | Year 9 Health & Physical Education, Year 9 Recreation, Year 9 Health Studies | |

**Focus of Study:**

This course is suitable for students who are interested in more competitive sports and games, and who will likely continue on a Physical Education pathway. This is an integrated subject, where theory topics will be connected to the sports in which students participate. Students will engage in a number of practical activities that will provide opportunity for them to develop their movement concepts and strategies. Opportunities will be provided for students to engage in self-reflection activities that enable students to develop their tactical and technical skills, whilst also developing their personal and social skills, including cooperation, initiative and leadership.

**Further Information:** Appropriate sports uniform and footwear required.

| Faculty/ Subject: | Humanities and Social Sciences (HASS) | Year 8 |
|---|---|---|
| **Length of Course:** | Whole year | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 9 HASS and optional special focus HASS subjects | |

**Focus of Study:**

Through their study of HASS, students will develop their understanding of the world (past, present and future) and develop skills and knowledge to support them in becoming active and responsible citizens.

Topics in Year 8 HASS will be selected from each of the following curriculum areas:

- **History:** The Ancient to the Modern World
- **Geography**: Landforms & Landscapes; Changing Nations, Urbanisation.
- **Civics and Citizenship**: Government and Democracy; Laws and Citizens; Citizenship, Diversity and Identity.
- **Economics and Business Skills**: Role of the Government; Rights and Responsibilities; Effects of Business Decisions

Students will complete a variety of assessments including multimodal presentations, design/ creative task, written responses and source analysis.

| Faculty/ Subject: | Introduction to Sign Language (HASS) | Year 8 |
|---|---|---|
| **Length of Course:** | One semester | |
| **Pre-Requisites:** | An interest in sign language | |
| **Course Leads to:** | Further sign language courses | |

**Focus of Study:**

Learners are encouraged to watch and sign Auslan in a range of interactions with the teacher and with each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression and concrete materials. Learners respond with a mix of Auslan and conventional and unconventional gestures and fingerspelling, as they use all available resources to make meaning and to express themselves.

Skills in analysing, comparing and reflecting on language and culture in both English and Auslan are mutually supportive.

Learners are able to produce all handshapes, movements and locations of single signs. They can independently produce simple positive and negative statements with some time marking, and use plain verbs, indicating verbs modified for present referents and simple and familiar depicting verbs. They describe familiar objects, animals or people using lexical adjectives. They depict the movement of people, animals and means of transport, using an appropriate classifier handshape in a depicting sign. They explore the expression of emotions through NMFs, and begin to use NMFs for grammatical purposes in modelled language. They use simple constructed action and handling depicting signs to show the characteristics and actions of an animal or a person. They learn that verbs can be modified spatially to express relationships with participants, and that space is used meaningfully in Auslan.

| Faculty: | Mathematics | Year 8 |
|---|---|---|
| Subject: | Mathematics | |
| Length of Course:<br>Pre-Requisites:<br>Course Leads to: | 2 Semesters<br>N/A<br>Year 9 Mathematics | |

**Focus of Study:** Understanding, fluency, problem solving and reasoning through the following areas of content:

**• Number and Algebra:**

- Integers/Indices: Solve problems with integers using the four operations and describe the index laws and apply them to whole numbers.
- Fractions/Decimals/Percentages: Identify rational and irrational numbers and solve problems involving profit and loss using rates, ratios and percentages.
- Algebra: Simplify algebraic expressions and make connections between expanding and factorising algebraic expressions.
- Linear Equations & Graphs: Solve linear equations and graph linear relationships on the Cartesian plane.

**• Measurement and Geometry:**

- Measurement: Use formulas to calculate the perimeter and area of parallelograms, rhombuses and kites, as well as name the features of a circle in order to calculate both area and circumference. Convert between units of measure for both area and volume and solve problems relating to the volume of prisms.
- Geometry: Identify conditions for the congruence of triangles and deduce the properties of quadrilaterals.

**• Statistics and Probability:**

- Statistics: Describe issues related to the collection of data and the effect of outliers on means and medians in that data.
- Probability: Determine and calculate the probability of events and describe these events using appropriate language and visuals such as two-way tables and Venn diagrams.

COURSE TOPICS

· Semester 1: Measurement, Integers, Indices, Fractions/Decimals/Percentages, Algebra.

· Semester 2: Linear Graphs, Linear Equations, Statistics, Probability, Geometry.

**Further Information:** A scientific calculator is required.

| Faculty: | Science | Year 8 |
|---|---|---|
| Subject: | Science | |
| Length of Course:<br>Pre-Requisites:<br>Course Leads to: | 2 Semesters<br>N/A<br>Year 9 Science | |

**Focus of Study:**

Students complete a full year of Science at Year 8. Throughout the course, students study a range of topics including the geology of the South East region, cells and their structure, organ systems, chemical reactions and energy. Emphasis is placed on the development of observational skills, recording of data and interpretation of experimental work. Some field trips are included in the course to provide students with an opportunity to observe geology in the local region. Costs for these field trips will be minimal.

# Year 9 Subject Summary

Year 9 students must study:

- 2 semesters of Home Group program
- 2 semesters each of Mathematics, Science and English
- 1 semester of HASS
- 1 semester of HPE OR Recreation OR Health Studies

The remaining 4 semesters can be selected from any subject area.

| **Home Group program** | **English** |
|---|---|
| **The Arts** | English (full year) |
| Art and Craft | English Multi Trade Focus |
| Design | English Primary Industry Focus |
| Drama 1 and 2 | English Health, Wellbeing and Recreation Focus |
| Drawing and Painting | **Health & Physical Education** |
| Media Arts | Health and Physical Education |
| Music Foundation & Music PLUS | Health Studies |
| Musical (offered every even numbered year) | 9/10 Girls Only HPE |
| **Cross Disciplinary** | Outdoor Education |
| Youth Support Pathways | Recreation |
| **Design and Technology** | **Humanities and Social Sciences (HASS)** |
| Design and Technology - Textiles | HASS - 1 semester compulsory |
| Design and Technology - Metalwork Focus | Foundation to Legal Studies |
| Design and Technology - Woodwork Focus | Foundation to Ancient Studies |
| Design and Technology – Girls Only | Foundation to Modern History |
| Digital Technologies | Foundation to Geography |
| Field to Fork | Introduction to Sign Language |
| Food and Hospitality | **Mathematics** |
| Photography | Mathematics |
| Café Program | Mathematics Multi-trade Focus |
| | Mathematics Primary Industry Focus |
| | Mathematics Health, Wellbeing and Recreation Focus |

| | **Science** |
|---|---|
| | Agriculture Practical |
| | Science |
| | Science Multi-trade Focus |
| | Science Primary Industry Focus |
| | Science Health, Wellbeing and Recreation Focus |

# Year 9 Subject Descriptions

| Faculty: | Home Group program | Year 9 |
|---|---|---|
| **Subject:** | **Learner Agency and Developing Future Pathways** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**SACE Code:** | Full Year (delivered two lessons a week over the course of the year)<br>N/A<br>1PLP10 | |

The Home Group program is designed to support students to become 'Future Ready Citizens' through the implementation of 'The Resilience Project' (TRP), giving them the tools to support their own mental health and well-being, now and into the future.

The Resilience Project teaches students to practice the following principles:

- Gratitude: The ability to recognise and be grateful for the things you have in life, rather than the things you do not, helping you to focus on the positives.
- Empathy: The ability to understand how others feel and show kindness and compassion towards them.
- Mindfulness: The ability to stay focused on the present moment without worrying about the past or the future. It's about students being aware of their thoughts and feelings without judging them.
- Emotional Literacy: The ability to label our emotions, which helps us to manage them (soften negative emotions and find positive emotions). We practice emotional literacy by labeling our emotions as we experience them.

Together, these principles build the resilience of our students, allowing them to bounce back when things get tough.

The Resilience Project follows the Australian Curriculum Framework using evidence-based practices. There are no formal assessments in this program, allowing students to fully engage in building connections and develop important personal and social skills.

Additionally, Year 9's will be completing the Love Bites program for a term. This program provides a safe space for young people to learn about respectful relationships. The overall aims of the programming are to equip young people with the knowledge needed to have respectful relationships, encourage and develop their skills in critical thinking and assist them in being able to problem solve and communicate effectively.

| Faculty: | The Arts | Year 9 |
|---|---|---|
| **Subject:** | **Music Foundation (replaces Music 1)** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester or full year<br>N/A<br>Year 10 Music Foundation and Year 11 Music Experience, Year 12 Music Solo/Ensemble | |

**Focus of Study:**
This course furthers the student's ability to read, write, play and appreciate music. Emphasis is placed on:

- Performance Activities: students have opportunities to sing or play instruments in ensemble and solo settings
- Composition Activities: students create their own music pieces, with simple melodies and rhythms, explore different genres: including folk, pop and rock.
- Music Appreciation: students develop an appreciation for music by listening and analysing pieces.
  Stage presence and performance set up: students learn basic stage presence techniques, explore sound systems, both analogue and digital, preparing sound for performances

**Students MUST actively participate in all performance/s (with a live audience/s) and the theory requirements of this course.**

**Further Information:**

- Students enrolled in this subject ideally should have access to an instrument (either through hire or purchase).
- Students must purchase a manuscript pad or book.

T**his subject may be studied in combination with other Performing Arts subjects, but not 2 lines of music.**

| Subject: | Music PLUS (replaces Music 2) | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester or full year | |
| **Pre-Requisites:** | 8 Music Plus | |
| **Course Leads to:** | Year 10 Music PLUS, Year 11 Music Advanced, Year 12 Music Solo/Ensemble/Explorations | |

**Focus of Study:**

This course develops students' abilities to read, write, analyse, and appreciate music in greater depth. It combines practical, theoretical, and creative components to support well-rounded musical development. Emphasis is placed on:

• **Musicology** – Exploring the history, theory, and cultural contexts of music across different periods and styles
• **Composition and Arranging** – Creating original works and learning the basics of arranging, supported by an introduction to music technology and software
• **Performance** – Building technical skills and musical expression through solo and ensemble practice and performance
This course encourages critical listening, creative expression, and musical literacy, preparing students for more advanced study or personal music exploration.

**Students MUST actively participate in all performance/s (with a live audience/s) and the theory requirements of this course.**
**Further Information:**

Students enrolled in this subject ideally should have access to an instrument (either through hire or purchase).
Students will need to purchase a manuscript pad or book.
This subject may be studied in combination with other Performing Arts subjects, but not 2 lines of music.

| Subject: | Musical (offered every even numbered year) | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |

**Focus of Study:**

**NOTE**: This subject includes the School Musical, all students in Year 9-11 who wish to be part of the musical must enrol in this course. Students must actively participate in their given role.

Students will delve into the world of musicals, being given the opportunity to play their part in our prominent school musical. They will explore their interests, whether it be through, drama (acting), music (singing), and dance. There will also be an opportunity for some students to participate in backstage roles (set design etc.) this will be done on an application process. Students will work together as an ensemble through the rehearsal process and perform four shows to a live audience at the end of the semester. They will also be given the opportunity to further their understanding of performance through personal endeavours and connections tasks.

**Further Information:** Students will be required in Week 10, Term 2 for Production Week, performed at the Sir Robert Helpmann Theatre. There will be after school rehearsals during Term 2 and some weekend rehearsals but these will be kept to a minimum. Students will also be required to purchase some costume items; costs will be kept as low as possible.

| Subject: | Art and Craft | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Any Year 10 Visual or Media Arts Course | |

**Focus of Study:**

In this course, students engage in learning experiences that encompass visual art and craft practices, with a particular focus on three-dimensional (3D) practices. The curriculum aims to enable students to understand, engage with, and reflect upon various aspects of art and craft, including the role of artists as craftspeople, different art and craft works, the broader world of crafts, and the audience for such work. Through these experiences, students develop both practical skills and critical thinking abilities, which inform their work as artists/craftspeople and as consumers of art.

The course structure consists of multiple components, including the creation of a Folio of work, the completion of 2 to 4 resolved Practical pieces, and a Visual Study. These components provide opportunities for students to apply their skills, explore their creativity, and deepen their understanding of visual art and craft practices.

| Subject: | Design | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Any Year 10 Visual or Media Arts Course | |

**Focus of Study:**

In this course, students engage in learning experiences that encompass visual art and craft practices, with a particular focus on three-dimensional (3D) practices. The curriculum aims to enable students to understand, engage with, and reflect upon various aspects of art and craft, including the role of artists as craftspeople, different art and craft works, the broader world of crafts, and the audience for such work. Through these experiences, students develop both practical skills and critical thinking abilities, which inform their work as artists/craftspeople and as consumers of art.

The course structure consists of multiple components, including the creation of a Folio of work, the completion of 2 to 4 resolved Practical pieces, and a Visual Study. These components provide opportunities for students to apply their skills, explore their creativity, and deepen their understanding of visual art and craft practices.

| Subject: | Drama 1 | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 9 Drama 2, Year 10 Drama 1 and/or 2. | |

**Focus of Study:**
Students will develop their dramatic skills and understanding through working and performing individually and as an ensemble. Students will explore different practitioners and types of drama as well as develop their improvisation skills through theatre sports and impromptu performances. Students will be expected to actively participate in all performances, which may have a live audience.

**Further Information:** Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.

| Subject: | Drama 2 | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 10 Drama 1 and/or 2 | |

**Focus of Study:**
Students will develop their dramatic skills and understanding through working and performing individually and as an ensemble. Students will explore different practitioners and types of drama as well as develop their improvisation skills through theatre sports and impromptu performances. Students will be expected to actively participate in all performances, which may have a live audience.

Drama 2 focuses on similar skills and concepts as Drama 1; however, course content will differ to cater for students who wish to study drama all year.

**Further Information:** Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.

| Subject: | Drawing and Painting | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Any Year 10 Visual or Media Arts Course | |

**Focus of Study:**

Students will experience and explore the concepts of artists, artworks, world and audience in the major 2D art forms. Students develop practical skills and critical thinking which inform their work as artists and audience, including creating and making practical tasks to develop sketching and painting skills through a variety of media. The course structure includes a Folio of work, between 2 and 4 resolved Practical pieces, and a Visual Study.

**Further Information:** A3 visual diary, 2B pencil and an eraser are required for this course.

| Subject: | Media Arts | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Any Year 10 Visual or Media Arts Course | |

**Focus of Study:**
In Year 9 /10 Media Arts, students explore the combined fields of digital art and media, focusing on effective communication in a technology-driven society. They learn to analyse, and use various media forms, including digital art, photography, video production, and digital editing, to create compelling content. The course emphasises understanding and integrating visual, auditory, and written communication, while fostering creativity and critical thinking. Students engage in project-based learning, collaborating on media campaigns or digital art projects, and critically analysing media messages. By the end, they gain proficiency in media tools, ethical awareness, and the ability to craft narratives for diverse audiences.

| Faculty: | Cross-Disciplinary | Year 9 |
|---|---|---|
| **Subject:** | **Youth Support Pathways** | |
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | Identified interest in pursuing youth support pathway careers | |
| **SACE Board of SA Code:** | 1ILN10 | |
| **Course leads to:** | Year 10 Youth Support Pathways | |

**Focus of Study:**
Designed for students interested in pursuing youth support pathways, which may include pathways in Education, Education Support and/or Youth Work, this Year 9 foundation course is the first of a series of 3 courses offered over Year 9, 10 and 11 (for one semester each). Together, the three courses are designed to help students who are interested in these pathways build relevant knowledge, understanding, skills and capabilities, which may include:

- understanding their own and others' learning styles
- exploring how people learn
- understanding different impacts on learning (e.g. wellbeing, nutrition etc.)
- developing and understanding strategies to support learning

Each course (Year 9, 10 and 11) will combine theoretical learning with practical opportunities to apply and develop skills in coaching and mentoring. Theoretical learning and practical opportunities will vary in each year level and build on each other to equip students with a range of skills over the three courses.

Students who enroll in the course at Year 9 should have an identified interest in pursuing youth support pathways and be willing to engage in practical educational support opportunities (including excursions; group activities; and supporting other students with their learning.

| Faculty: | Design and Technology | Year 9 |
|---|---|---|
| **Subject:** | **Design and Technology – Café Program** | |
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A, apart from an interest in practical based learning | |
| **Course Leads to:** | Year 10 Café Program, Year 10 Food and Hospitality | |
| **SACE Code:** | 1ILN10 | |

**Focus of Study:**

This course provides students with opportunities to examine the dynamic nature of the food and hospitality industry with related principles in our community. Topics covered include beverage making (Barista and others), Safe Food Handling, preparation and presentation of foods suitable for a café setting through individual and group catering enterprises run through the school. Students will be provided with opportunities to explore areas of interest in both directed and self-directed learning. Students will also explore a personal venture related to the café industry. Students will also gain point of sale and customer service skills.

| Faculty: | Design and Technology | Year 9 |
|---|---|---|
| **Subject:** | **Design and Technology - Girls Only Technology** | |
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A, apart from an interest in practical based learning | |
| **Course Leads to:** | Year 10 Design and Technology Subjects | |

**Focus of Study:**

This course is designed to focus in on teaching the basic hand tool skills and also an introduction into the most common power tools. All of the skills learnt in this course will give each student the confidence to be able to complete basic renovations in the future. The design process will be followed throughout the course as the students will be working towards producing an end product that meets the design brief. Student's imagination will be the only limitation as the course won't be specific just to one of the technologies, the students will have the opportunity to use Woodwork, Metalwork, CAD Programing, CNC Plasma Cutting, Plastics, 3D Printing or Jewelry Making.

If you haven't completed Technology since year 8 there is no need to stress, training and 1 on 1 support will be provided.

**Further information:** Students will be required to complete both theory and practical components of the coursework. A laptop and lead pencil are required.

| Subject: | Design and Technology - Textiles | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 10 Jewellery and Textiles | |

**Focus of Study:**

The aim of Design and Technology - Textiles is to introduce basic pattern drafting and garment construction processes. Students will use a variety of manual and computerised technologies to create their products, including sewing machines. Environmental perspectives in textile production will also be explored during the semester.

**Further information:** Students will be required to supply some materials for their projects

| Subject: | Design and Technology - Metalwork Focus | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 10 Technologies | |

**Focus of Study:**

In this course students develop a technological knowledge and understanding concerned with the properties and characteristics of Metal. They learn and develop new skills whilst planning and constructing their own metalwork product. Some examples of the skills gained could include: oxy/acetylene welding, metal turning, gas metal arc welding and hot/cold metal manipulation. Students will also be exposed to new technologies through the use of CAD and use of the CNC Plasma.

**Further information:** Students will be required to complete both theory and practical components of the coursework. A laptop and lead pencil are required.

| Faculty: | Design and Technology | Year 9 |
|---|---|---|
| **Subject:** | **Design and Technology - Woodwork Focus** | |
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 10 Technologies | |

**Focus of Study:**

This course will add to the basic Woodwork skills gained in Year 8 Technology. It will expand on issues of jointing, construction and problem solving. A strong emphasis will be placed on the design process and improving student's ability to work independently and safely around machinery. Students will complete all projects using skills of investigating, generating, producing, evaluating, collaborating and managing.

**Further information:** Students will be required to complete both theory and practical components of the coursework. A laptop and lead pencil are required.

| Subject: | Digital Technologies | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Digital Technologies at Year 10 and Negotiated Computer Learning. | |

**Focus of Study:**

The subject will be a mix of new and emerging technologies as well as a focus on traditional computer science concepts. Students can elect to work with a number of tools including App Inventor, Scratch and a number of other online resources. The binary number system is explored within the context of computer systems.
Upon completion of this subject, students will be able to explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They will be able to explain simple data compression and why content data and separated from presentation. Students will also be able to code in the Python programming language and will use it to develop a number of real-world solutions.

| Subject: | Field to Fork | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **SACE Board of SA Code:** | 1IES10 (Design, Technology and Engineering- Industry and Entrepreneurial Solutions) | |
| **Course Leads to:** | Food and Hospitality at Year 9, 10, Stage 1 and Stage 2; Agricultural Pathways at Year 10, Stage 1 and 2 Or Agricultural and Horticultural Studies At Stage 2 | |

**Subject Overview:**

This course is designed to meet the increased need for understanding of food production, sustainability and preparation to improve individual health and wellbeing. Students will have opportunities to build and maintain food production areas, which includes the Grant High School Agriculture Farm, hothouse and garden areas, as well as test and build enterprises for a more food sustainable future on a small scale. The focus of this semester is the **Summer and Autumn growing season**. Students will also study paddock layout, stock type and numbers, general animal husbandry for food production and the day-to-day maintenance of the Grant High School Agriculture Farm. These skills can later be applied to student contributions to the wider community. Students will also have opportunities to prepare and eat the food they have produced at the Grant High School Farm.

**Further Information:** Students will have opportunities to visit and explore other food production and preparation areas in the wider community.
Excursion costs may be involved for in this place-based learning. Resources may be required to support students e.g. text books/printed booklets. Some resources may be required to support practical investigations at the Ag Farm and in the Kitchen.

| Faculty: | Design and Technology | Year 9 |
|---|---|---|
| **Subject:** | **Food and Hospitality** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Year 10 Food and Hospitality | |

**Focus of Study:**

The focus of 9 Food and Hospitality is developing skills to meet busy lifestyle demands and nutrition knowledge. This includes practical activities dealing with the selection of food and food preparation skills.
Students will learn how to make healthy food choices and apply this knowledge to make snacks and meals. Students will also be exposed to real-world hospitality situations, and they will have to investigate, budget and create food for a specific audience.
**Further Information:** Students will be required to supply some food items and a container to take food home.

| Subject: | Photography | Year 9 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Year 10 Photography | |

**Focus of Study:**

This course is an introduction to the skills associated with designing, capturing, editing and evaluating images. Students focus on basic post-production enhancement techniques using Adobe Photoshop software with some capturing of images. Students complete design tasks that include investigating, planning, producing and evaluating are completed based on a theme. Topics include: Photographic Manipulation Techniques, Critiquing Skills, Camera skills, Designing and Production of a CD/Games Cover.

**Further Information:** This subject is mostly Photoshop based to prepare students with skills needed for Stage 2 Photography. Laptop required.

| Faculty / Subject: | English | Year 9 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | Whole year<br>N/A<br>Year 10 English, English Literary Studies or Essential English: Communication in the Workplace | |

**Focus of Study:**

English explores life depicted in novels, stories, plays, poetry, film and the media. Students will draw on their own experiences and use language to describe, imagine, narrate and persuade. Students are encouraged to become confident readers, writers, speakers, listeners and viewers.

**Students develop oral skills through participation in the Year 9 Debating Competition and classroom presentations.**

Key assessment types include:

- Expository Writing – one and two-sided argumentative texts
- Single text essays
- Introduction to Transformative texts and Writer's Statements

| Faculty / Subject: | English Multi Trade Focus | Year 9 |
|---|---|---|
| **Length of Course:** | Whole year | |
| **Pre-Requisites:** | Recommendation by class teacher and/or VET Coordinator | |
| **Course Leads to:** | Stage 1 Essential English: Communication in the Workplace, Year 10 English; Year 10 Literary Studies | |

**Focus of Study:**

Year 9 English with a trade focus integrates traditional language and studies of texts with some industry-related content. Students will explore the role of communication within the workplace, analysing technical documents relevant to their chosen industry. Literature selections will include texts that highlight themes of construction, architecture, and urban development. This course aims to enhance students' understanding of language, key terminology within the field and improve student's communication skills.

As students will be assessed using the SA Curriculum, content will be tailored to construction where possible.

| Faculty / Subject: | English Primary Industry Focus | Year 9 |
|---|---|---|
| **Length of Course:** | Whole year | |
| **Pre-Requisites:** | Recommendation by class teacher and/or VET Coordinator | |
| **Course Leads to:** | Stage 1 Essential English: Communication in the Workplace, Year 10 English; Year 10 Literary Studies | |

**Focus of Study:**

In Year 9 English, students will enhance their literacy skills through reading, writing, speaking, and listening tasks aligned with the South Australian Curriculum. Where appropriate, content will be tailored to the Primary Industry, incorporating texts and contexts related to agriculture, sustainability, and rural industries to provide relevant and engaging learning experiences. This course aims to enhance students' understanding of language, key terminology within the field and improve student's communication skills.

As students will be assessed using the SA Curriculum, content will be tailored to Primary Production where possible.

| Faculty / Subject: | English Health, Wellbeing & Recreation Focus | Year 9 |
|---|---|---|
| **Length of Course:** | Whole year | |
| **Pre-Requisites:** | Recommendation by class teacher and/or VET Coordinator | |
| **Course Leads to:** | Stage 1 Essential English: Communication in the Workplace, Year 10 English; Year 10 Literary Studies | |

**Focus of Study:**

In Year 9 English, students will enhance their literacy skills through reading, writing, speaking, and listening tasks aligned with the South Australian Curriculum. Where appropriate, content will be tailored to the Health, Wellbeing & Recreation stream, engaging students with texts and contexts related to health, fitness, and personal development to enhance relevance and engagement. This course aims to enhance students' understanding of language, key terminology within the field and improve student's communication skills.

As students will be assessed using the SA Curriculum, content will be tailored to Health, Wellbeing and Recreation where possible.

| Faculty: | Health and Physical Education | Year 9 |
|---|---|---|
| **Subject:** | **Health and Physical Education** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Year 10 Physical Education, Recreation, Health Studies, Stage 1 Outdoor Education and Stage 1 Sports Development and Coaching | |

**Focus of Study:**

This course aims to continue to develop, refine and build upon the movements and concepts introduced in Year 8 in more complex situations. It will further develop their knowledge and skills and encourage a positive attitude towards an active and healthy lifestyle, exploring a range of health-based topics to provide students with information to make informed decisions about their health. Students will engage with practical topics to further develop their movement concepts and the ability to transfer movement patterns across a variety of sports and/or games. Opportunities will be provided to develop personal and social skills, including cooperation, initiative and leadership. These include:

- Practical Topics: A selection of modified and/or minor games which promote inclusivity, fitness concepts and training strategies, improvement in individual or team pursuits, movement concepts and sequences in striking and fielding games, and net/wall games. Students will engage in self-reflection, evaluation and data analysis relating to their practical activities.
- Health Topics: Age-appropriate health issues as outlined SHINE, lifelong physical activity and risk management.

**Further Information:** Students will need the numeracy and literacy capability to record, and interpret data, and to produce evaluations and self-reflections relating to the data. Students are expected to bring a change of clothes to each lesson.

| Subject: | 9/10 Health and Physical Education - Girls only | Year 9 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Year 10 Physical Education, Recreation, Health Studies, Stage 1 Outdoor Education and Stage 1 Sports Development and Coaching | |

**Focus of Study:**

Focus of Study: This course aims to continue to develop, refine and build upon the movements and concepts introduced in Year 8/9 in more complex situations, and in a learning environment, where the class can build their confidence and feel comfortable to participate. As a result, this subject aims to prepare students for success in Senior Physical Education. This is an integrated subject, where the theory topics are connected to the sports in which students participate, therefore, high levels of self-reflection, evaluation and data analysis is required through the course. Opportunities will be provided to develop personal and social skills, including cooperation, initiative and leadership. Age-appropriate health topics will be incorporated throughout as outlined by SHINE. Topics will be negotiated to best meet students' needs and involve theory tasks associated with all practical activities.

**Further Information:**

Students are expected to bring a change of clothes to each lesson.

| Subject: | Health Studies | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 10 Health Studies, Year 10 Recreation, Stage 1 Outdoor Education, Stage 1 Sports Development and Coaching | |

**Focus of Study:**

In this course, students will explore the interrelated dimensions of health and their effects on a person's wellbeing. Students will consider the role of health and wellbeing in various contexts, and explore ways of promoting positive outcomes for individuals, communities and the global society. In this course, student agency is promoted through providing opportunities for practical applications. Students will explore physical activity guidelines, and devise and carry out an intervention program to reach the recommended guidelines. Students will explore relevant health issues and evaluate historical and current trends.

- Health Topics: Age-appropriate health issues as outlined SHINE, dimensions of health, drugs and alcohol, and lifestyle choices.

| Subject: | Outdoor Education | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Stage 1 and Stage 2 Outdoor Education | |

**Focus of Study:**

Outdoor Education is designed to introduce students to essential outdoor skills and foster an appreciation for nature through hands-on experiences. The subject will focus on building foundational skills in bushwalking, camping, navigation, and outdoor cooking. Students will engage in practical activities both in the classroom and during a one-night camping excursion, where they will apply learned skills in a real-world setting. Successful completion of this course will provide students with a solid foundation for further studies in outdoor education, leading to Stage 1 and Stage 2 Outdoor Education.

**Further Information:** Students and families should be aware that there will be a cost associated with this subject. Activities that are conducted outside will have an approximate cost of around $110-$130 plus food. Students will also miss 3-4 days of school on excursions and camps.

| Subject: | Recreation | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 10 Recreation, Year 10 Health Studies, Stage 1 Outdoor Education, Stage 1 Sports Development and Coaching | |

**Focus of Study:**

The course is co-designed with students and offers flexible practical activities and assessments that differ from the Health and Physical Education course. The practical element has a greater emphasis on increasing participation and engaging students with the benefits of lifelong physical activity. Students will be regularly engaged in the community, accessing activities such as lawn bowls, archery, ten-pin bowling and golf. The health components focus on healthy and active lifestyle, relating to nutrition and physical activity levels.

- Practical Topics: A selection of table tennis, darts, disc golf, ultimate frisbee, ten-pin bowling, croquet, 8ball and fitness sessions.
- Health Topics: Age-appropriate health issues as outlined SHINE, lifelong physical activity and nutrition and lifestyle issues.

**Further Information:** Students may be required to change for some activities, so will need leisure-based clothing. This course will cost approximately $70 for the use of the school bus and community facilities.

| Faculty: | Humanities and Social Sciences (HASS) | Year 9 |
|---|---|---|
| **Subject:** | **Humanities and Social Sciences** | |
| **Length of Course:** | **1 Semester** | |
| **Pre-Requisites:** | **This subject is compulsory for all year 9 students.** | |
| **Course Leads to:** | **Optional Year 9/ 10 HASS subjects** | |

**Focus of Study:**

**Through their study of HASS, students will develop their understanding of the world (past, present and future) and develop skills and knowledge to support them in becoming active and responsible citizens.**

**Topics in Year 9 HASS will be selected from each of the following curriculum areas:**

- **History: The Industrial Revolution, Making a Nation & World War I.**
- **Geography: Biomes and Food Security; Geographies of Interconnections.**
- **Civics and Citizenship: Government and Democracy; Laws and Citizens; Citizenship, Diversity and Identity.**
- **Economics and Business: How Businesses become Competitive in the Market; Effects of Changes in the Work Environment.**

**Students will complete a variety of assessments including Source analysis, essay, inquiry report, multimodal presentation, design/ creative task. Students are strongly encouraged to ALSO study a HASS subject within a particular area of interest as detailed below.**

| Subject: | Foundations to Legal Studies | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | Keen interest in law, law enforcement, the justice system. | |
| **Course Leads to:** | Stage 1 & 2 Legal Studies. Careers in Law, Policing, journalism etc. | |

**Focus of Study:**

This course is an introduction to Legal Studies. Those students interested in the law and in television programmers such as Law and Order and CSI to provide an insight into the inner workings of the courtroom and the role of lawyers, the judge and the jury. Students will be introduced to the basic principles of Legal Studies such as the role of court personnel, and an insight into the workings of the court-room by studying famous Australian cases including Ned Kelly, Rupert Max Stuart, Lindy Chamberlain, Ronald Ryan and Rebel Wilson.

Students will gain an understanding of the following legal processes and principles:

- The 'Adversary System' and the elements of a fair trial, including independent judges, opposing parties and rules of evidence.
- The use of juries in the criminal justice system
- Different types of criminal sentences, including the historical use of capital punishment.
- A number of important legal principles including: the presumption of innocence, double jeopardy, right to silence, etc.
- Elements of wrongful convictions
- Principles of civil law and the elements of negligence and defamation
- The Australian Constitution and the role of the High Court in the Australian Legal System

**Assessment Type:** (*assessed using year 10 Civics & Citizenship achievement standards)*

- Folio tasks
- Source Analysis task
- Inquiry Report
- Multimodal Presentation

**Further Information:**

This course is also offered in Year 10. Students should only select this course once, in year 9 or 10.

| Subject: | Foundation to Ancient Studies | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester (10 credits) | |
| **Pre-Requisites:** | N/A | |
| **SACE Code:** | 1ILN10 | |
| **Course Leads to:** | Stage 1 and 2 HASS Subjects- specifically Ancient Studies | |

**Focus of Study:**

Students will explore various myths and legends from a variety of cultures (past and present) and develop an understanding of the cultures and histories surrounding them.

Students will:

- Respond to these stories in various ways, including consideration of structure, common/different features and potentially how these were formed by the societies from which they came.
- Discuss the role of stories in society through consideration of different myths and legends.
- Have the opportunity to create their own 'myths and legends' using the form identified through their studies.

**Assessment Type;** *(assessed as Stage 1 Integrated Learning)*

- Practical Exploration
- Connection's task
- Personal Venture

| Subject: | Foundations to Modern History | Year 9 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Stage 1 and 2 HASS Subjects | |

**Focus of Study:**

This course aims to develop the skills identified in the Australian Curriculum by studying the period from 1919 – 1945, particularly concentrating on the effects of the Treaty of Versailles, the Great Depression and the rise of fascism, the causes of World War II and the Holocaust.

The course will focus on the following topics:

- The Treaty of Versailles and its effects
- The "Roaring Twenties"
- The Collapse of Wall Street and the Great Depression
- Competing Ideologies: Communism and Fascism
- Rise of Fascism in Europe
- Hitler, Nazi Ideology and the Establishment of the Third Reich
- Militarism and Appeasement
- The conduct of World War II
- Major Battles and Strategies of World War II
- The "Big Three" – Rise of the Postwar superpowers and the decline of Britain
- The Holocaust
- The Atomic Bomb and the end of the war
- The Iron Curtain

**Assessment types:** (*assessed using Year 10 AC History achievement standards)*

- Folio tasks
- Source analysis task
- Inquiry Report
- Multimodal Presentation

**Further Information:**

This course is also offered in Year 10. Students should only select this course once, in year 9 or 10.

| Subject: | Foundations to Geography | Year 9 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | **1 Semester**<br>**N/A**<br>**Stage 1 Tourism/ Stage 1 Geography/ other Stage 1 HASS topics** | |

**Focus of Study:**

Want to learn more about the world, and the people living in it? How do people, culture, life experiences and opportunities differ around the world and why? What impact do we have on the world around us and how is this managed? Do you have a passion for human rights, social justice, eradicating poverty and helping those in need? In studying this subject you will explore various aspects of

- Geography- Geographies of Human Wellbeing- poverty, disadvantage and population
- Civics and Citizenships- inquiry into issues in civics and citizenship issues, maintaining a cohesive society.
- Economics and Business – managing the economy to improve living standards.
- History- civil rights and freedoms and the sustainability movement.
- Tourism- global connections through travel and tourism and the impact tourism can have on development.

Assessment types: *(assessed against Year 10 HASS performance standards)*

- Folio tasks
- Source Analysis task
- Inquiry Report
- Multimodal Presentation

| Faculty/ Subject: | Introduction to Sign Language | Year 9 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | One semester<br>An interest in sign language<br>Further sign language courses | |

**Focus of Study:**

Learners are encouraged to watch and sign Auslan in a range of interactions with the teacher and with each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression and concrete materials. Learners respond with a mix of Auslan and conventional and unconventional gestures and fingerspelling, as they use all available resources to make meaning and to express themselves.

Skills in analysing, comparing and reflecting on language and culture in both English and Auslan are mutually supportive.

Learners are able to produce all handshapes, movements and locations of single signs. They can independently produce simple positive and negative statements with some time marking, and use plain verbs, indicating verbs modified for present referents and simple and familiar depicting verbs. They describe familiar objects, animals or people using lexical adjectives. They depict the movement of people, animals and means of transport, using an appropriate classifier handshape in a depicting sign. They explore the expression of emotions through NMFs, and begin to use NMFs for grammatical purposes in modelled language. They use simple constructed action and handling depicting signs to show the characteristics and actions of an animal or a person. They learn that verbs can be modified spatially to express relationships with participants, and that space is used meaningfully in Auslan.

| Faculty: | Mathematics | Year 9 |
|---|---|---|
| Subject: | Mathematics | |
| Length of Course:<br>Pre-Requisites:<br>Course Leads to: | 2 Semesters<br>N/A<br>Year 10 Mathematics Or Foundation for Mathematical Methods | |

**Focus of Study:** Understanding, fluency, problem solving and reasoning through the following areas of content:

- **Number** (Index Laws and Scientific Notation) - applying the index laws to expressions with integer indices and expressing numbers in scientific notation.
- **Algebra** - describing the relationship between graphs and equations, simplifying a range of algebraic expressions
- **Measurement** - calculating areas of shapes and surface areas of prisms formulating, and modelling practical situations involving surface areas and volumes of right prisms
- **Space** - explaining the use of the trigonometric ratios for right-angle triangles, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, developing strategies in investigating similarity and sketching linear graphs and developing familiarity with calculations involving the Cartesian plane.
- **Statistics** - following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, and collecting data from secondary sources to investigate an issue.
- **Probability** - listing outcomes for experiments and explaining the use of relative frequencies to estimate probabilities.

COURSE TOPICS

*Semester 1* – Financial Mathematics, Measurement, Algebra I, Linear Relationships I, Statistics and Probability.

*Semester 2* – Pythagoras, Trigonometry, Linear Relationships 2, Algebra 2, Geometric Reasoning, Non-Linear Relationships.

**Further Information:** A scientific calculator is required.

| Faculty: | Mathematics | Year 9 |
|---|---|---|
| Subject: | Mathematics: Multi-trade Focus | |
| Length of Course:<br>Pre-Requisites:<br>Course Leads to: | 2 Semesters<br>N/A<br>Year 10 Mathematics: Multi-trade Focus or Foundations for Mathematical Methods | |

**Focus of Study:** This course is designed to provide students with a strong foundation in mathematics, tailored to the needs of various trade occupations. The course focuses on understanding, fluency, problem-solving, and reasoning through key areas of mathematical content relevant to multiple trades. Learning plans may include, but are not limited to, the following topic areas:

**Semester 1**

1. Financial Mathematics
   - Understanding interest rates, loans, and their relevance to equipment financing or trade business cash flow
   - Calculating payments, interest, and principal amounts on tools, vehicles, and trade licenses
   - Budgeting and cost estimation for trade jobs, including materials, labor, and overhead
2. Measurement
   - Calculating areas of common surfaces in construction (e.g. floor tiling, roofing sheets, wall plastering)
   - Determining surface areas of materials like concrete slabs, drywall panels, or cylindrical tanks
   - Using tape measures, laser tools, and digital apps for precise trade measurements
3. Algebra I
   - Simplifying algebraic expressions to rearrange trade formulas (e.g. Ohm's law, area/cost formulas)
   - Solving equations to determine unknowns in job costing, materials required, or break-even points
4. Linear Relationships I
   - Interpreting and graphing linear equations in contexts like cost vs. time, material usage, or tool depreciation
   - Understanding and using graphs to make predictions in scheduling or budgeting
   - Applying relationships to real-world trade problems such as estimating hours from job size
5. Statistics and Probability
   - Collecting and analyzing data from completed jobs (e.g. time spent, material wastage, client feedback)
   - Evaluating statistical claims and reports about the trade industry (e.g. wage trends, safety stats)
   - Using data to make informed decisions on tool purchases, subcontractor hiring, or workflow improvements

**Semester 2**

1. Pythagoras
   - Applying the Pythagorean theorem in layout and framing work, squaring corners, setting out buildings
   - Solving right-angle triangle problems common in roofing, plumbing angles, or landscaping
2. Trigonometry
   - Understanding sine, cosine, and tangent in the context of sloped surfaces, ladders, or staircases
   - Using trigonometry to calculate rafter lengths, angles for ramps, and pitch of roofs
   - Applying trig ratios in tasks like aligning satellite dishes, installing pipes, or cutting angles in wood/metal
3. Linear Relationships II
   - Expanding on linear equations to handle multi-variable scenarios in job costing or scheduling
   - Solving inequalities related to material limitations, budget constraints, or project timelines
   - Applying linear models to optimize resource allocation and forecast job progress
4. Algebra II
   - Simplifying and solving more complex equations arising in design and layout problems
   - Applying quadratic equations to determine optimal heights, parabolic shapes in construction, or water flow
   - Using formulas in mechanical trades (e.g. torque, force, resistance)
5. Geometric Reasoning
   - Exploring shapes, angles, and layouts in drafting plans or designing spaces
   - Applying geometry to read blueprints, create accurate scale drawings, and execute precise cuts
   - Understanding transformations and symmetry in tiling, cabinetry, and metalwork
6. Non-Linear Relationships
   - Studying quadratic and exponential relationships in real-world trades (e.g. compound growth in business, force-distance curves in mechanics)
   - Using graphs to analyze performance data or cost-efficiency in longer projects
   - Applying functions to trade contexts like material expansion rates, job time estimation, and tool wear patterns

**Further Information**: Students must have their own scientific calculator.

| Faculty: | Mathematics | Year 9 |
|---|---|---|
| Subject: | Mathematics: Health, Wellbeing and Recreation Focus | |
| Length of Course: | 2 Semesters | |
| Pre-Requisites: | N/A | |
| Course Leads to: | Year 10 Mathematics: Health, Wellbeing and Recreation Focus or Foundations for Mathematical Methods | |

**Focus of Study:** This course is designed to provide students with a strong foundation in mathematics, tailored to the needs of various occupations within the Health, Wellbeing and Recreation sector. The course focuses on understanding, fluency, problem-solving, and reasoning through key areas of mathematical content relevant to multiple this industry. Learning plans may include, but are not limited to, the following topic areas:

**Semester 1**

1. Financial Mathematics
   - Understanding interest rates and loans for health-related business setups (e.g. opening a gym, personal training service)
   - Calculating repayments for health equipment or education loans
   - Budgeting for health and wellbeing programs, including staffing, resources, and session planning
   - Estimating costs for personal training plans, nutrition programs, or rehabilitation treatments
2. Measurement
   - Calculating areas and volumes related to spaces (e.g. workout areas, therapy rooms, swimming pools)
   - Measuring body dimensions, BMI, body fat percentage, and tracking progress in clients
   - Understanding dosage, serving sizes, hydration needs, and medication measurements
   - Applying measurements in first aid scenarios, exercise programming, and rehabilitation therapy
3. Algebra I
   - Using formulas to calculate heart rate zones, energy expenditure, or nutrient intake
   - Solving equations in drug dosage, fitness training load, or dietary planning
   - Simplifying expressions in health assessment tools (e.g. calculating basal metabolic rate or target heart rate)
4. Linear Relationships I
   - Graphing health data over time (e.g. weight loss, strength gain, mood tracking)
   - Identifying trends in rehabilitation outcomes, physical activity participation, or nutrition habits
   - Interpreting and predicting results from health improvement plans
5. Statistics and Probability
   - Collecting and analyzing client health data: weight, blood pressure, steps, sleep hours
   - Evaluating claims in health media, nutrition studies, or wellness product advertisements
   - Using probability to assess health risks, plan for emergencies, or estimate outcomes in sport or rehabilitation

**Semester 2**

1. Pythagoras
   - Applying the Pythagorean theorem in movement analysis and biomechanics
   - Calculating distances and angles in rehabilitation exercises, sports performance, or injury assessments
   - Measuring walking/running paths or assistive device angles (e.g. crutches, ramps)
2. Trigonometry
   - Using sine, cosine, and tangent to analyze joint angles in physiotherapy or sports science
   - Applying trigonometry in posture correction, gait analysis, or movement instruction
   - Understanding angles and forces in resistance training and flexibility assessments
3. Linear Relationships II
   - Expanding on linear models to track recovery, performance progression, or calorie deficits/surpluses
   - Applying inequalities in dietary intake vs. output, sleep vs. stress, or safe ranges for movement
   - Using trendlines in public health reporting or client progress reports
4. Algebra II
   - Solving more complex expressions in medical dosages, physiological calculations, or health economics
   - Applying quadratic equations to model population growth, drug concentration decay, or performance curves
   - Interpreting graphs and algebraic models in research, clinical studies, or sport data analysis
5. Geometric Reasoning
   - Exploring spatial awareness and body mechanics for movement instruction and safety
   - Understanding symmetry and balance in physical therapy, yoga, or sport performance
   - Applying geometry in room layout for safe movement (e.g. wheelchair access, exercise spacing)
6. Non-Linear Relationships
   - Exploring exponential growth or decay in viral spread, fitness loss/gain, or healing rates
   - Applying curves and data models to represent body adaptations, heart rate response, or stress reduction
   - Using non-linear functions to plan long-term health and fitness interventions

**Further Information**: Students must have their own scientific calculator.

| Faculty: | Mathematics | Year 9 |
|---|---|---|
| Subject: | Mathematics: Primary Industries Focus | |
| Length of Course: | 2 Semesters | |
| Pre-Requisites: | N/A | |
| Course Leads to: | Year 10 Mathematics: Primary Industries Focus or Foundations for Mathematical Methods | |

**Focus of Study:** This course is designed to provide students with a strong foundation in mathematics, tailored to the needs of the Primary Industries sector. The course focuses on understanding, fluency, problem-solving, and reasoning through key areas of mathematical content relevant to this industry. Learning plans may include, but are not limited to, the following topic areas:

**Semester 1**

1. Financial Mathematics
   - Understanding interest rates and loans for farm equipment, land purchase, or agribusiness startup
   - Calculating repayments for machinery, feed, irrigation systems, or forestry tools
   - Creating and managing budgets for crop or livestock production, fencing, or plantation maintenance
   - Estimating project costs (e.g. harvesting, fertilization schedules, forestry thinning operations)
2. Measurement
   - Measuring paddock areas, crop rows, irrigation zones, and pasture allocation
   - Calculating volumes of grain, water tanks, silos, and chemical applications
   - Applying surface area formulas for greenhouse coverings, barn walls, or storage facilities
   - Using measurements for planting density, livestock enclosures, or forestry inventory
3. Algebra I
   - Using formulas to calculate feed ratios, fertilizer applications, or pesticide concentrations
   - Solving equations to determine planting schedules, animal rotation timing, or water needs
   - Simplifying expressions in farm management systems (e.g. profit per hectare, yield rates)
4. Linear Relationships I
   - Graphing crop yields over time, livestock growth, or rainfall trends
   - Interpreting relationships between temperature and growth rates, or input cost vs. output value
   - Applying linear models to track financial returns or productivity across seasons
5. Statistics and Probability
   - Collecting and analyzing field data (e.g. soil pH, milk production, tree growth)
   - Evaluating statistical claims in agricultural reports or government forecasts
   - Using probability to assess risks (e.g. pest outbreaks, weather events, crop failure)
   - Estimating probabilities for planting decisions, animal health, or equipment breakdowns

**Semester 2**

1. Pythagoras
   - Applying the Pythagorean theorem to determine field boundaries or fence lengths
   - Calculating diagonal distances in paddocks, building layouts, or machinery positioning
   - Solving right-angle problems in sloping land, forestry paths, or drainage planning
2. Trigonometry
   - Using trigonometric ratios to calculate angles for irrigation systems, sun exposure, or slope gradients
   - Applying sine, cosine, and tangent to tree height estimation, contour farming, or hill measurement
   - Using trig in planning access roads, erosion control, or solar panel placement on farms
3. Linear Relationships II
   - Expanding models to forecast production levels, carbon credits, or income variations
   - Solving inequalities for land use limits, water restrictions, or grazing capacity
   - Applying linear systems in precision agriculture, crop rotation planning, or chemical applications
4. Algebra II
   - Using complex formulas in livestock nutrition, soil management, or greenhouse systems
   - Solving quadratic equations in machinery movement, projectile spray paths, or yield modeling
   - Applying algebra in planning rotational grazing, harvest timing, or forestry growth cycles
5. Geometric Reasoning
   - Understanding land layout, mapping plots, and optimizing space in orchards or vineyards
   - Applying geometry in fence design, drainage systems, or barn construction
   - Using geometric reasoning to interpret maps, satellite imagery, and GPS field data
6. Non-Linear Relationships
   - Modeling exponential growth/decay in pest populations, crop diseases, or soil nutrients
   - Interpreting non-linear trends in weather patterns, crop prices, or carbon sequestration
   - Applying non-linear graphs to plan sustainable yields, harvest intervals, or animal weight gain

**Further Information**: Students must have their own scientific calculator.

| Faculty: | Science | Year 9 |
|---|---|---|
| **Subject:** | **Agriculture Practical** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Stage 1 Agriculture, Primary Industries Flexible Industry Pathway (FIPP) | |

**Focus of Study:**

Year 9 Agriculture Practical is a one semester course only. Students may only complete the course once over the course of the year.

This is a practical based subject. During the semester, students will gain general familiarisation of the Grant High School Agriculture Farm, including paddock layout, stock type and numbers, learn about general animal husbandry requirements and the day-to-day maintenance of the Grant High School Agriculture Farm.

| Subject: | Science | Year 9 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 2 Semesters<br>N/A<br>Year 10 Foundations of Senior Science, Stage 1 Scientific Studies. | |

**Focus of Study:**

Students complete a full year of Science at Year 9. Throughout the course, students study a range of topics that include investigating chemical reactions, acids and bases, plate tectonics, volcanoes and earthquakes, light and sound, and ecosystems. Students further develop their scientific inquiry skills through learning activities where there is focus on observation, recording and interpretation of data. Some field trips may be included as a part of the course to provide students with the opportunity to observe ecology in local ecosystems. Costs for these field trips will be minimal.

| Subject: | Multi-trade Science | Year 9 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 2 Semesters<br>N/A<br>Year 10 Foundations of Senior Science, All Stage 1 Scientific Studies | |

**Focus of Study:**

The Multi-trade Science course provides students with an introduction to some of the scientific principles as related to trade industries. As students will be assessed using the Australian Curriculum content will be tailored to this area where possible. Through a practical and theoretical approach, students explore the application of physics, chemistry, and environmental science as related to trades.

The course emphasises hands-on learning experiences, including laboratory experiments, field trips and practical demonstrations. Throughout the course, students will develop critical thinking skills by evaluating the scientific principles behind building practices and assessing their effectiveness in real-world scenarios. They will also explore the role of innovation and emerging technologies in shaping the future of the trade industry.

| Subject: | Primary Production Science | Year 9 |
|---|---|---|
| **Length of Course:** | 2 Semesters | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 10 Foundations of Senior Science, All Stage 1 Scientific Studies. | |

**Focus of Study:**

The Primary Production Science course provides students with an introduction to some of the scientific principles related to primary production industries. As students will be assessed using the Australian Curriculum, content will be tailored to this area where possible. Through a practical and theoretical approach, students explore the application of physics, chemistry, and environmental science as related to primary production.

The course emphasises hands-on learning experiences, including laboratory experiments, field trips, and practical demonstrations. Throughout the course, students will develop critical thinking skills by evaluating the scientific principles behind agricultural practices and assessing their effectiveness in real-world scenarios. They will also explore the role of innovation and emerging technologies in shaping the future of the primary production industry.

| Subject: | Health, Wellbeing and Recreation Science | Year 9 |
|---|---|---|
| **Length of Course:** | 2 Semesters | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 10 Foundations of Senior Science, All Stage 1 Scientific Studies | |

**Focus of Study:**

The Health, Wellbeing, and Recreation Science course provides students with an introduction to some of the scientific principles related to health and recreation industries. As students will be assessed using the Australian Curriculum, content will be tailored to this area where possible. Through a practical and theoretical approach, students explore the application of physics, chemistry, and environmental science as related to health and recreation.

The course emphasises hands-on learning experiences, including laboratory experiments, field trips, and practical demonstrations. Throughout the course, students will develop critical thinking skills by evaluating the scientific principles behind health and wellness practices and assessing their effectiveness in real-world scenarios. They will also explore the role of innovation and emerging technologies in shaping the future of the health and recreation industry.

# Year 10 Subject Summary

Year 10 students must study:

- 2 semesters of Home Group program
- 2 semesters each of Mathematics and English
- 1 semester of Stage 1 Scientific Studies

**NB:** Students, who are planning to do the higher level of Mathematics in Year 11 in 2026, should choose Stage 1 Mathematical Methods A in addition to Foundations for Mathematical Methods in Semester 2 of 2025.

**NB:** Any students wanting to do Science in Year 11 must complete both Stage 1 Scientific Studies and Foundations of Senior Science

| **Home Group program** | **Health & Physical Education** |
|---|---|
| **The Arts** | Health Studies |
| Art and Craft | Outdoor Education 1 and 2 |
| Design | Physical Education 1 and 2 |
| Drama 1 and 2 | Recreation |
| Drawing and Painting | Sports Development and Coaching |
| Media Arts | 10 Girls Only HPE |
| Music Foundation & Music PLUS | **Humanities and Social Sciences (HASS)** |
| Musical (offered every even numbered year) | Foundation to Legal Studies |
| **Cross Disciplinary** | Foundation to Modern History |
| Youth Support Pathways | Foundation to Ancient Studies |
| | Italian Beginners |
| **Design and Technology** | Japanese Beginners |
| Design and Technology – Construction Focus | Foundation to Geography |
| Design and Technology – Girls Only Technology | **Mathematics** |
| Design and Technology—Jewellery and Textiles | Mathematics |
| Design and Technology—Metalwork focus | Foundations for Mathematical Methods |
| Design and Technology—Woodwork focus | Mathematics Methods A – Semester 2 |
| Digital Technologies | Mathematics Multi-trade Focus, Health, Wellbeing and Recreation and Primary Industry Focus. |
| Field to Fork | **Science** |
| Café Program | Stage 1 Scientific Studies – 1 Semester |
| Food and Hospitality | Foundations of Senior Science – 1 Semester |
| Photography | Stage 1 Scientific Studies Biology – 1 Semester |
| **English** | Stage 1 Scientific Studies Multi-trade – 1 Semester |
| English (full year) | |
| Literary Studies (full year) | |
| English Multi Trade Focus, English Primary Industry Focus, English Health, Wellbeing & Recreation Focus (first semester only) | |
| Stage 1 Essential English: Communication in the Workplace (2nd semester only in year 10) | |
| Creative Writing (1 semester only) | |

# FLEXIBLE INDUSTRY PATHWAYS

## *"Get a head start on your career"*

Flexible Industry Pathway (FIP) programs have been designed in consultation with industry and are aimed at equipping students with the skills, knowledge and qualifications to enter employment or further study in the industry. Flexible Industry Pathways provide students with a clearly articulated pathway through secondary school to employment, or further education in key growth industries across South Australia.

**FIPs start in Year 10** with students participating participation in a range of Industry Immersion experiences and hands on learning opportunities. As students move into Year 11, students enroll into their choice of **VET qualification** that industry considers suitable for school students. FIPs also include the Year 11 Workplace Practices subject where employability skills training, and any specific industry requirements linked to the pathway, is delivered through SACE curriculum.

***What is VET?***

Vocational education and training (VET) enables students to acquire skills and knowledge for work through a nationally recognised industry-developed training package or accredited course. **Such courses are now embedded in Flexible Industry Pathways.** VET is delivered, assessed, and certified by registered training organisations (RTOs). Undertaking VET may benefit students' exploration of a variety of career pathways; it is not just reserved for a pathway within the trades.

***Why study VET?***

VET is an excellent choice of study for many students. It always includes practical, hands-on learning, and it can lead to excellent jobs in many fields. Studying VET as part of the SACE gives students a head start on a qualification, which is a great way to fast-track progress towards a rewarding career, while also developing independence and time-management skills.

The SACE Board's recognition arrangements enable students to build meaningful pathways in the SACE through VET.

***VET can count towards tertiary entrance for university and TAFE.***

Recognised Studies may contribute to an ATAR (Australian Tertiary Admission Rank).

For ***completed*** VET qualifications to count as Recognised Studies, they must be:

- Certificate III level (or higher) in the AQF (Australian Quality Framework)
- Recognised in the SACE at Stage 2 for at least 10 credits.

Recognised Studies, including VET, can only count to a maximum of 20 points in an ATAR. Students also need to satisfy all other university entrance criteria.

Flexible Industry Pathways are available in the following areas:

- Agriculture & Rural Operations
- Automotive
- Construction
- Engineering & Civil
- Electrotechnology
- Plumbing
- Maritime Operations
- Education, Early Childhood and Child Care
- Health & Community Services
- Hospitality
- Screen & Media
- Information Technology
- Animal Care
- Hair & Beauty

***How to start your Flexible Industry Pathway journey?***

***Going into Year 10 in 2026…***

- ✓ Complete Work experience in your chosen industry.
- ✓ Participate in Career Immersion Week.

***For more information about Flexible Industry Pathways please speak to Mr Praolini.***

***Going into Year 11 in 2026…***

- ✓ Select the Yr. 11 Workplace Practices Subject
- ✓ Enroll in your chosen VET course
  - Visit the student links page on Daymap
  - Click Career Pathway Information
  - Select Course Counselling for 2026 tab
  - Complete the Flexible Industry Pathway Student Expression of Interest Form online.

## Year 10 Subject Descriptions

| Faculty: | Home Group | Year 10 |
|---|---|---|
| **Subject:** | **Exploring Identities and Futures (EIF)** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**SACE Code:** | Full Year (delivered two lessons a week over the course of the year)<br>N/A<br>1EIF10 | |

The Exploring Identities and Futures (EIF) subject empowers students to explore their aspirations, deepen their self-understanding, and find their place in the world. Through self-reflection, research, and experiential learning, students investigate their identities, connect with the world around them, and envision possibilities for their futures.

The EIF subject focuses on three key areas:

1. Understanding Self: Exploring personal values, strengths, and influences.
2. Connecting to the World: Examining social, cultural, and global contexts impacting identity.
3. Envisioning Futures: Investigating career pathways and personal growth opportunities.

As an introduction to the SACE, EIF equips students with foundational skills and knowledge for their SACE journey. Students take an active role in shaping their learning, make connections between identity, education and goals, and demonstrate growth through reflective journals, projects and portfolios. The subject ultimately aims to empower students to take ownership of their pathways and make meaningful connections between learning and personal identity.

| Faculty: | The Arts | Year 10 |
|---|---|---|
| **Subject:** | **Music Foundation** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester or full year<br>NA<br>Year 10 Music 2, SACE Stage 1 Advanced Music 1 & 2, Stage 1 Music Experience 1 & 2. | |

**Focus of Study:**

This course furthers the student's ability to read, write, play and appreciate music. Emphasis is placed on:

- Solo Performance (improving confidence in playing for an audience)
- Class and small ensembles (improving skills in working, rehearsing and performing as a member of both a small and large group)
- Music in context (researching the development of music throughout history)
- Music Theory (builds on theory concepts covered in Year 9, including aural, listening and analysis skills)
- Music Technology (developing skills in using music software in composing tasks)
- Composition/arranging (used throughout the semester as a learning tool)

**Students MUST actively participate in all performance/s (with live audience/s) and theory requirements of this course.**

**Further Information:**

- Students enrolled in this subject ideally should have their own access to an instrument (either through hire or purchase). Students must also purchase a manuscript pad or book.
- This subject may be studied in combination with other Performing Arts subject but not 2 lines of music.

| Faculty: | The Arts | Year 10 |
|---|---|---|
| **Subject:** | **Music PLUS** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester or full year<br>NA<br>SACE Stage 1 Advanced Music 1 & 2, Stage 1 Music Experience 1 and 2. | |

**Focus of Study:**

This course develops students' abilities to read, write, analyse, and appreciate music in greater depth. It combines practical, theoretical, and creative components to support well-rounded musical development. Emphasis is placed on:

- **Musicology** – Exploring the history, theory, and cultural contexts of music across different periods and styles
- **Composition and Arranging** – Creating original works and learning the basics of arranging, supported by an introduction to music technology and software
- **Performance** – Building technical skills and musical expression through solo and ensemble practice and performance

This course encourages critical listening, creative expression, and musical literacy, preparing students for more advanced study or personal music exploration.

**Students MUST actively participate in all performance/s (with a live audience/s) and the theory requirements of this course.**

**Further Information:**

Students enrolled in this subject ideally should have access to an instrument (either through hire or purchase).

Students will need to purchase a manuscript pad or book.

This subject may be studied in combination with other Performing Arts subjects but not 2 lines of music.

| Subject: | Musical (offered every even numbered year) | Year 10 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**SACE Code:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>1ILN10<br>Stage 1 Drama 1 &/or 2 | |

**Focus of Study:**

**NOTE:** This subject includes the School Musical, all students in Year 9-11 who wish to be part of the musical must enrol in this course. Students must actively participate in their given role.

Students will delve into the world of musicals, being given the opportunity to play their part in our prominent school musical. They will explore their interests, whether it be through, drama (acting), music (singing), and dance. There will also be an opportunity for some students to participate in backstage roles (set design etc) this will be done on an application process. Students will work together as an ensemble through the rehearsal process and perform four shows to a live audience at the end of the semester. They will also be given the opportunity to further their understanding of performance through personal endeavours and connections tasks.

**Further Information:** Students will be required in Week 10, Term 2 for Production Week, performed at the Sir Robert Helpmann Theatre. There will be after school rehearsals during Term 2 and some weekend rehearsals but these will be kept to a minimum. Students will also be required to purchase some costume items; costs will be kept as low as possible.

| Faculty: | The Arts | Year 10 |
|---|---|---|
| **Subject:** | **Art and Craft** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Any SACE Stage 1 Visual Arts Course. | |

**Focus of Study:**

In this course, students engage in learning experiences that encompass visual art and craft practices, with a particular focus on three-dimensional (3D) practices. The curriculum aims to enable students to understand, engage with, and reflect upon various aspects of art and craft, including the role of artists as craftspeople, different art and craft works, the broader world of crafts, and the audience for such work. Through these experiences, students develop both practical skills and critical thinking abilities, which inform their work as artists/craftspeople and as consumers of art.

The course structure consists of multiple components, including the creation of a Folio of work, the completion of 2 to 4 resolved Practical pieces, and a Visual Study. These components provide opportunities for students to apply their skills, explore their creativity, and deepen their understanding of visual art and craft practices.

| Subject: | Design | Year 10 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Any SACE Stage 1 Visual Arts Course. | |

**Focus of Study:**

In this course, students will cultivate the ability to identify and define problems, as well as employ the design process to implement effective solutions. Design thinking serves as a foundational strategy throughout the stages of experimentation, refinement, and resolution in creating a work, considering logical, critical, and aesthetic considerations.

Practical projects are derived from the three fundamental disciplines of design: the Built Environment, Product, and Graphic design. These projects may encompass various topics such as interior design, fashion, concept vehicle design, and visual communication. Through engaging with these projects, students will develop their skills in analysis and criticism, explore art in historical and contemporary contexts, and enhance their ability to write critical reviews related to design.

The course structure encompasses the development of a Folio of work, including the completion of 2 to 4 resolved Practical pieces, and a Visual Study. These components provide students with opportunities to showcase their design skills, creativity, and critical thinking. By participating in this course, students will not only gain proficiency in design processes but also acquire the necessary language and skills to effectively discuss and write about design.

| Subject: | Drama 1 | Year 10 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>NA<br>Year 10 Drama 2, Stage 1 Drama 1 and/or 2 | |

**Focus of Study:**

Students participate in the planning, rehearsing and performing of a dramatic work/s. Students participate in creative problem solving and generate, analyse and evaluate their ideas through multiple creative projects. They develop personal interpretations of texts through imagination, creativity, individuality, self-identity, self-esteem and confidence. All students are expected to actively participate in all performances, which may have a live audience.

**Further Information:** Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.

| Faculty: | The Arts | Year 10 |
|---|---|---|
| **Subject:** | **Drama 2** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>NA<br>Stage 1 Drama 1 and/or 2 | |

**Focus of Study:**
Students participate in the planning, rehearsing and performing of a dramatic work/s. Students participate in creative problem solving and generate, analyse, and evaluate their ideas through multiple creative projects. They develop personal interpretations of texts through imagination, creativity, individuality, self-identity, self-esteem and confidence. All students are expected to actively participate in all performances, which may have a live audience.

Drama 2 focuses on similar skills and concepts to Drama 1; however, course content will differ to cater for students who wish to study drama all year.

**Further Information:** Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.

| Subject: | Drawing and Painting | Year 10 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Any SACE Stage 1 Visual Arts Course. | |

**Focus of Study:**

Students will develop the skills, techniques and processes to manipulate materials in a variety of 2D art forms, focusing on drawing and painting skills. Students will develop critical and creative thinking skills through the evaluation, analysis and criticism of the artistic intentions present in artworks they both make and view. Students will be encouraged to make connections and identify influences between visual conventions, practices and viewpoints that represent their own and others' ideas in the artworks they make and view. The course structure includes a Folio of work, between 2 and 4 resolved Practical pieces, and a Visual Study.

**Further Information**: A3 visual diary, 2B pencil and an eraser are required for this course. Some canvas or board may be required for major projects $2 - $5 (varies with individual student needs). Students may participate in visits to local Art Exhibitions. Some additional costs for materials may apply.

| Subject: | Media Arts | Year 10 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Any SACE Stage 1 Visual Arts Course. | |

**Focus of Study:**
In Year 9 /10 Media Arts, students explore the combined fields of digital art and media, focusing on effective communication in a technology-driven society. They learn to analyse, and use various media forms, including digital art, photography, video production, and digital editing, to create compelling content. The course emphasises understanding and integrating visual, auditory, and written communication, while fostering creativity and critical thinking. Students engage in project-based learning, collaborating on media campaigns or digital art projects, and critically analysing media messages. By the end, they gain proficiency in media tools, ethical awareness, and the ability to craft narratives for diverse audiences.

| Subject: | Youth Support Pathways | Year 10 |
|---|---|---|
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | Identified interest in pursuing youth support pathway careers | |
| **SACE Board of SA Code:** | 1ILN10 | |
| **Course Leads to:** | Year 11 Youth Support Pathways | |

**Focus of Study:**

Designed for students interested in pursuing youth support pathways, which may include pathways in Education, Education Support and/or Youth Work, this Year 10 'intermediate' course is the second of a series of 3 courses offered over Year 9, 10 and 11 (for one semester each). Together, the three courses are designed to help students who are interested in these pathways build relevant knowledge, understanding, skills and capabilities, which may include:

- understanding their own and others' learning styles
- exploring how people learn
- understanding different impacts on learning (e.g. wellbeing, nutrition etc.)
- developing and understanding strategies to support learning

Each course (Year 9, 10 and 11) will combine theoretical learning with practical opportunities to apply and develop skills in coaching and mentoring. Theoretical learning and practical opportunities will vary in each year level and build on each other to equip students with a range of skills over the three courses.

Students who enroll in the course at Year 10 should have an identified interest in pursuing youth support pathways and be willing to engage in practical educational support opportunities (including excursions; group activities; and supporting other students with their learning). In 2026 students may enroll in this course without having completed Year 9 Youth Support Pathways.

| Faculty: | Design and Technology | Year 10 |
|---|---|---|
| **Subject:** | **Design and Technology – Café Program** | |
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A, apart from an interest in practically based learning | |
| **Course Leads to:** | Stage 1 Café Program, Stage 1 Food and Hospitality | |
| **SACE Code:** | 1ILN10 | |

**Focus of Study:**

This course provides students with opportunities to examine the dynamic nature of the food and hospitality industry with related principles in our community. Topics covered include Beverage making (Barista and others), Safe Food Handling, preparation and Presentation of Foods suitable for a Café setting through individual and group catering enterprises run through the school. Students will be provided with opportunities to explore areas of interest in both directed and self-directed learning. Students will also explore a personal venture related to the Café' Industry. Students will also gain Point of sale and customer service skills.

| Subject: | Design and Technology - Construction Focus | Year 10 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | Nil, apart from an interest in practically based activities. | |
| **Course Leads to:** | Flexible Industry Pathways in Building and Construction | |

**Focus of Study:**

This course is designed to teach the basic construction skills required in the Building Industry. Through practically based projects within the school, students will source a variety of materials used in the construction industry and develop skills associated with the construction trades. Students work independently and develop a positive work attitude, while contributing to the school community and the facilities supplied to fellow students at Grant High School.

**Further information:** Students will be required to complete both theory and practical components of the coursework. A laptop and lead pencil are required.

| Subject: | Design and Technology - Girls Only Technology | Year 10 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A, apart from an interest in practically based activities | |
| **Course Leads to:** | Stage 1 & 2 Design, Technology and Engineering & Future Ready Citizens | |

**Focus of Study:**

This course is designed to focus in on teaching the basic hand tool skills and also an introduction into the most common power tools. All of the skills learnt in this course will give each student the confidence to be able to complete basic renovations in the future. The design process will be followed throughout the course as the students will be working towards producing an end product that meets the design brief. Student's imagination will be the only limitation as the course won't be specific just to one of the technologies, the student's will have the opportunity to use Woodwork, Metalwork, CAD Programing, CNC Plasma Cutting, Plastics, 3D Printing or Jewelry Making.

If you haven't completed Technology since year 8 there is no need to stress, training and 1 on 1 support will be provided.

**Further information:** Students will be required to complete both theory and practical components of the coursework. A laptop and lead pencil are required.

| Faculty: | Design and Technology | Year 10 |
|---|---|---|
| **Subject:** | **Design and Technology - Textiles** | |
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | SACE Stage 1 Design and SACE Stage 1 Materials Technology Subjects. | |

**Focus of Study:**

The focus of this semester course is to further develop practical skills, as well as a career direction. Students will gain skills in using computerised sewing machines, casting equipment and the investigating, generating, producing, evaluating, collaborating and managing process. Students will learn skills in garment construction, design and production. There will be room to negotiate final products. The significance of new technology in textile making will also be included. Students' evaluation of their own work will play an important part in the course.

**Further Information**: Students will be required to provide some fabrics and materials for projects.

| Subject: | Design and Technology - Metalwork Focus | Year 10 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A, apart from an interest in practically based activities. | |
| **Course Leads to:** | Flexible Industry Pathways in Engineering and Civil and SACE Stage 1 Technologies | |

**Focus of Study:**

In this course students develop a technological knowledge and understanding concerned with the properties and characteristics of Metal. They learn and develop new skills whilst planning and constructing their own metalwork product. Some examples of the skills gained could include**:** oxy/acetylene welding, metal turning, gas metal arc welding and hot/cold metal manipulation.

Students will use Computer aided design software AutoDesk Fusion to create 3D models and produce technical drawings.

**Further information:** Students will be required to complete both theory and practical components of the coursework. A laptop and lead pencil are required.

| Subject: | Design and Technology - Woodwork Focus | Year 10 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A, apart from an interest in practically based activities. | |
| **Course Leads to:** | SACE Stage 1 Technologies | |

**Focus of Study:**

In this course students develop a technological knowledge and understanding concerned with the properties and characteristics of timber. They learn and develop new skills whilst planning and constructing their own woodwork product. Some examples of the skills gained could include**:** timber laminating, production and use of housing joints, timber finishing techniques, modern furniture making processes and safe use of a variety of static machines and power tools.

Students will use Computer aided design software AutoDesk Fusion to create 3D models and produce technical drawings.

**Further information:** Students will be required to complete both theory and practical components of the coursework. A laptop and lead pencil are required.

| Faculty: | Design and Technology | Year 10 |
|---|---|---|
| **Subject:** | **Digital Technologies** | |
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | SACE Stage 1 Negotiated Computer Learning, Stage 1 Information Processing and Publishing, Stage 1 Digital Technologies | |

**Focus of Study:**

The focus of this course is on computer science concepts. Students will be exposed to programming concepts initially through Scratch and App Inventor then will be exposed to the Python programming language. Students will learn how the binary system is used in the context of computer systems, as well as the individual components of a computer system itself. The theory of computer networks is explored through a simulation.

Throughout this subject, students will plan and manage digital projects using an iterative approach. They will define and decompose complex problems in terms of functional and non-functional requirements. Students will design and evaluate user experiences and algorithms. They will design and implement modular programs, including an object-oriented program using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They will take account of privacy and security requirements when selecting and validating data.

Students will test and predict results and implement digital solutions. They will evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They will share and collaborate online, and establish protocols for the use, transmission and maintenance of data projects.

**Further Information:** If completed at Year 9 level it is recommended that you pick Stage 1 Digital Technologies.

| **Subject:** | **Field to Fork** | **Year 10** |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **SACE Board of SA Code:** | 1IES10 (Design, Technology and Engineering- Industry and Entrepreneurial Solutions) | |
| **Course Leads to:** | Food and Hospitality at Year 10, Stage 1 and Stage 2; Agricultural Pathways at Year 10, Stage 1 and 2 Or Agricultural and Horticultural Studies At Stage 2 | |

**Subject Overview:**

This course is designed to meet the increased need for understanding of food production, sustainability and preparation to improve individual health and wellbeing. Students will have opportunities to build and maintain food production areas, which includes the Grant High School Agriculture Farm, hothouse and garden areas, as well as test and build enterprises for a more food sustainable future on a small scale. The focus of this semester is the **Summer and Autumn growing season**. Students will also study paddock layout, stock type and numbers, general animal husbandry for food production and the day-to-day maintenance of the Grant High School Agriculture Farm. These skills can later be applied to student contributions to the wider community. Students will also have opportunities to prepare and eat the food they have produced at the Grant High School Farm.

**Further Information:** Students will have opportunities to visit and explore other food production and preparation areas in the wider community.
Excursion costs may be involved for in this place-based learning. Resources may be required to support students e.g. textbooks/printed booklets. Some resources may be required to support practical investigations at the Ag Farm and in the Kitchen.

| Faculty: | Design and Technology | Year 10 |
|---|---|---|
| **Subject:** | **Food and Hospitality** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>SACE Stage 1 Nutrition, Child Studies, Food and Hospitality 1 and 2, Stage 1 Café Program and Flexible Industry Pathways in Tourism, Event Management & Hospitality. | |

**Focus of Study:**

Students investigate food selection, storage, and preservation methods, meal planning, technology, convenience foods, food advertising, budgeting, and cultural impacts on our eating habits. Food preparation skills are developed with a particular emphasis on nutrition. A strong focus will be on hospitality and catering skills with students being encouraged to look at pricing of food, processes to create large quantities of product, marketing, customer service and sales. **Further Information**: Students will be required to supply some food items and a container to take food home.

| Faculty: | Design and Technology | Year 10 |
|---|---|---|
| **Subject:** | **Photography** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A but year 9 Photography preferred<br>SACE Stage 1 Communications Products (Digital Photography). | |

**Focus of Study:**

This course introduces advanced editing techniques using Adobe Photoshop software. Students focus on camera use and composition to portray ideas and issues, together with Design tasks that include investigating, planning, producing and evaluating are completed based on a theme. Topics include: Camera Skills, Photographic Manipulation Techniques, Critiquing Skills, Designing and Production of a Magazine cover.

**Further Information:** USB and laptop required.

| Faculty: | English | Year 10 |
|---|---|---|
| **Subject:** | **English** | |
| **Length of Course:** | 2 Semesters | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | SACE Stage 1 English, Stage 1 Essential English | |

**Focus of Study:**

This course provides students with the opportunity to learn about the function and power of language in society. Using a variety of texts students explore the ways language is used for different purposes and audiences. Students compose their own written, spoken and multimedia texts, using the texts they read, view and listen to as resources.
Key assessment types include:

- Transformative texts and Writer's Statements
- Single text essays
- Comparative paragraphs and essays

| Faculty: | English | Year 10 |
|---|---|---|
| **Subject:** | **Literary Studies** | |
| **Length of Course:** | 2 Semesters | |
| **Pre-Requisites:** | A high pass (A or B grade) in Year 9 English and/or recommendation by class teacher or AOL Coordinator | |
| **Course Leads to:** | SACE Stage 1 Literary Studies, Stage 1 English or Stage 1 Essential English | |

**Focus of Study:**

Students in this course will learn to comprehend and compose literature, media and everyday texts with increasingly complex meanings. They will learn about the power of language in society and develop skills in critical thinking, text analysis and communication, using the modes of speaking, listening, reading, viewing and writing.

**Students selecting this course should have a strong interest in reading and writing.**

**Subject Overview:**

In this subject, emphasis is placed on responding to texts. Learning and assessment will develop formal academic writing in a range of styles and will promote self and peer editorship.

Students are expected to engage deeply with a range of texts, including but not limited to:

- Prose texts – novels, short stories
- Film – feature length and shorts
- Poetry
- Drama texts
- Media texts

Key assessment types include:

- Transformative texts and Writer's Statements
- Single text and comparative essays
- Introduction to Critical Perspective essays

| Faculty: | English | Year 10 |
|---|---|---|
| **Subject:** | **English Multi Trade Focus** | |
| **Length of Course:** | Semester 1 Only | |
| **Pre-Requisites:** | Recommendation by class teacher and/or VET Coordinator Year 10 | |
| **Course Leads to:** | English, Stage 1 Essential English: Communication in the workplace | |

**Focus of Study:**

Year 10 English with a multi-trade focus offers a unique integration of English studies with industry related content across various trades, including plumbing, electrical, carpentry, and more. Students will explore how effective communication is crucial in these industries by analysing and creating transactional, narrative, persuasive, expository and procedural texts. The course will also include literature that explores themes related to trades, innovation, and the working world. This interdisciplinary approach aims to enhance students' literacy and communication skills within the context of diverse trades, in preparation for the workplace.

As students will be assessed using the SA Curriculum, content will be tailored to construction where possible.

| Faculty: | English | Year 10 |
|---|---|---|
| **Subject:** | **English Primary Industry Focus** | |
| **Length of Course:** | Semester 1 Only | |
| **Pre-Requisites:** | Recommendation by class teacher and/or VET Coordinator Year 10 | |
| **Course Leads to:** | English, Stage 1 Essential English: Communication in the workplace | |

**Focus of Study:**

Year 10 English aims to deepen students' critical thinking and communication abilities in accordance with the South Australian Curriculum. Where appropriate, content will be tailored to the Primary Production stream, utilizing texts and contexts that reflect agricultural practices, environmental issues, and rural enterprise to provide meaningful and context-rich learning opportunities. This interdisciplinary approach aims to enhance students' literacy and communication skills within the context of Primary Industry, in preparation for the workplace.

As students will be assessed using the SA Curriculum, content will be tailored to Primary Production where possible.

| Faculty: | English | Year 10 |
|---|---|---|
| **Subject:** | **English Health, Wellbeing & Recreation Focus** | |
| **Length of Course:** | Semester 1 Only | |
| **Pre-Requisites:** | Recommendation by class teacher and/or VET Coordinator Year 10 | |
| **Course Leads to:** | English, Stage 1 Essential English: Communication in the workplace | |

**Focus of Study:**

Year 10 English aims to deepen students' critical thinking and communication abilities in accordance with the South Australian Curriculum. Where appropriate, content will be tailored to the Health, Wellbeing & Recreation stream, incorporating texts and contexts related to health sciences, wellbeing, and recreational activities to ensure engaging and pertinent learning experiences. This interdisciplinary approach aims to enhance students' literacy and communication skills within the context of Health, Wellbeing and Recreation, in preparation for the workplace.

As students will be assessed using the SA Curriculum, content will be tailored to Health, Wellbeing & Recreation where possible.

| Subject: | Essential English: Communication in the Workplace | Year 10 |
|---|---|---|
| **Length of Course:** | Semesters 2 Only (10 credits) | |
| **Pre-Requisites:** | Recommendation by class teacher and/or VET Coordinator, written application | |
| **SACE Board of SA Code:** | 1ETE10 | |
| **Course Leads to:** | Stage 2 Essential English | |

**Focus of Study:**

This subject is designed so that students will:

- Improve their communications skills
- Refine and extend their skills of expression and comprehension
- Look closely at examples of written, visual and multimedia communication in the workplace
- Explore the way language is used to create texts
- Read, view and create media and everyday texts
- Demonstrate knowledge and understanding using written, spoken and multimedia texts

**Subject Overview:**

Assessment Type 1: Responding to texts could include:

- A mock interview
- A comparison of workplace texts
- A review of a TEDTalk or YouTube video

Assessment Type 2: Creating Texts could include:

- A practical skill demonstration
- A workplace incident report
- A job application folio

| Faculty: | English | Year 10 |
|---|---|---|
| **Subject:** | **Creative Writing** | |
| **Length of Course:** | 1 Semester – Semester 1 | |
| **Pre-Requisites:** | Competent achievement in Year 9/10 English or Literary Studies | |
| **SACE Board of SA Code:** | 1ILN10 | |
| **Course Supports:** | Stage 1 English or Literary Studies, Stage 2 English or Literary Studies | |

**Focus of Study:**

This subject is designed so that students will:

- Become more skilled and versatile writers
- Create short stories, poetry, life-writing, fiction and creative non-fiction pieces
- Study the techniques of a range of genres and forms
- Develop and sustain reflective writing practices
- Improve revision and editing proficiency

**Subject Overview**:

Assessment Type 1: Practical Exploration (investigation)

Students consider and explore information, concepts, and/or skills connected to their program focus.

Assessment Type 2: Connections

Students undertake activities that encourage them to make connections between their program focus and their development of a capability.

Assessment Type 3: Personal Venture (folio)

The personal venture is an opportunity for students to explore an area of the program focus that is of interest to them. Students complete a folio of evidence demonstrating a link between their area of personal interest and development of a capability.

The Program Focus for the semester will be decided in collaboration with students at the beginning of each semester.

Possible topics could include:

- Genre specific fiction writing; romance, crime, historical, horror etc.
- Screen writing
- Script writing
- Political writing
- Game writing
- Travel writing
- Poetry/Song writing

**This subject is not a substitute for English and will not count as the compulsory English subject at Stage 1.**

| Faculty: | Health and Physical Education | Year 10 |
|---|---|---|
| **Subject:** | **9/10 Health and Physical Education - Girls only** | |
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Year 10 Physical Education, Recreation, Health Studies, Stage 1 Outdoor Education and Stage 1 Sports Development and Coaching | |

**Focus of Study:**

Focus of Study: This course aims to continue to develop, refine and build upon the movements and concepts introduced in Year 8/9 in more complex situations, and in a learning environment, where the class can build their confidence and feel comfortable to participate. As a result, this subject aims to prepare students for success in Senior Physical Education. This is an integrated subject, where the theory topics are connected to the sports in which students participate, therefore, high levels of self-reflection, evaluation and data analysis is required through the course. Opportunities will be provided to develop personal and social skills, including cooperation, initiative and leadership. Age-appropriate health topics will be incorporated throughout as outlined by SHINE. Topics will be negotiated to best meet students' needs and involve theory tasks associated with all practical activities.

**Further Information:**

Students are expected to bring a change of clothes to each lesson.

| Faculty: | Health and Physical Education | Year 10 |
|---|---|---|
| **Subject:** | **Health Studies** | |
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Stage 1 Sports Development and Coaching, Stage 1 Outdoor Education | |

**Focus of Study:**

In this course, students will explore the interrelated dimensions of health and their effects on a person's wellbeing. Students will consider the role of health and wellbeing in various contexts, and explore ways of promoting positive outcomes for individuals, communities and the global society. In this course, student agency is promoted through providing opportunities for practical applications. Students will explore mental health and wellbeing and devise and carry out an intervention program to promote wellbeing at Grant High School. Students will explore relevant health issues, and evaluate historical and current trends.

- Health Topics: Age-appropriate health issues as outlined SHINE, social determinants of health, and future pathways in health

| Subject: | Outdoor Education 1 | Year 10 |
|---|---|---|
| **Length of Course:** | 1 Semester (Semester 1) | |
| **Pre-Requisites:** | Application process completed. | |
| **SACE Board of SA Code:** | 1OUT10 | |
| **Course Leads to:** | Stage 2 Outdoor Education | |

**Focus of study:**

Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence and teamwork skills. Students will develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices, and develop their teamwork and practical outdoor skills. The learning experiences will take place in a variety of locations, evaluating and reflecting on their own progression and skill development, and working with others in groups, as well as their relationship with nature. **Students need the literacy capability to produce written reports and analysis tasks**

Subject Overview:

- Assessment Type 1: About Natural Environments (40%) – Students will undertake an investigation into human impacts on coastal environments, participating in a beach-clean up.
- Assessment Type 2: Experiences in Natural Environments (60%) – Students will plan for, and evaluate their experiences on two camps **(Bushwalking & Surfing)**

**Further Information:**

Students should be aware this is a Year 11 course; therefore, expectations are of a Year 11 student. The cost of each expedition is **approximately $200 plus food.** Students studying this course will miss approximately 6 days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp. Attendance at both camps is a compulsory part of Outdoor Education. Failure to do so may result in being withdrawn from the course, or not achieving a passing grade.

**Note: You will need to complete an application process to formally enrol in the course.**

| Faculty: | Health and Physical Education | Year 10 |
|---|---|---|
| **Subject:** | **Outdoor Education 2** | |
| **Length of Course:** | 1 Semester (Semester 2) | |
| **Pre-Requisites:** | Application process completed. | |
| **SACE Board of SA Code:** | 1OUT10 | |
| **Course Leads to:** | Stage 2 Outdoor Education | |

**Focus of study:**

Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence and teamwork skills. Students will develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices, and develop their teamwork and practical outdoor skills. The learning experiences will take place in a variety of locations, evaluating and reflecting on their own progression and skill development, and working with others in groups, as well as their relationship with nature. **Students need the literacy capability to produce written reports and analysis tasks.**

Subject Overview:

- Assessment Type 1: About Natural Environments (40%) – Students will undertake an investigation into cliff care and/or the river
- Assessment Type 2: Experiences in Natural Environments (60%) – Students will plan for, and evaluate their experiences on two camps **(Rock climbing & Canoeing)**

**Further Information:**

Students should be aware this is a Year 11 course; therefore, expectations are of a Year 11 student. The cost of each expedition is **approximately $300 plus food.** Students studying this course will miss approximately 6 days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp. Attendance at both camps is a compulsory part of Outdoor Education. Failure to do so may result in being withdrawn from the course, or not achieving a passing grade.

**Note: You will need to complete an application process to formally enrol in the course.**

| Subject: | Physical Education 1 | Year 10 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Course Leads to:** | Stage 1 Physical Education, Stage 1 Sports Development and Coaching, Stage 1 Outdoor Education | |

**Focus of Study:**

This subject aims to prepare students for success in Stage 1 Physical Education. This is an integrated subject, where the theory topics are connected to the sports in which students participate. Students are expected to participate in all components of the course with enthusiasm and persistence, with the intention of continuing with physical education. Emphasis will be given to individual and team performance and improvement with the application of exercise physiology and biomechanics. High levels of self-reflection, evaluation and data analysis is required through the course. Health topics will be incorporated throughout, predominately focussing on risk management. Topics will be negotiated to best meet students' needs and involve theory tasks associated with all practical activities.

**Further Information**: **It's important to note that students are not assessed on their practical ability**. Students need the numeracy capability to record, collate and interpret a range of data sets, and the literacy capability to produce written reports and analysis tasks. Appropriate sports uniform and footwear required.

| Faculty: | Health and Physical Education (continued) | Year 10 |
|---|---|---|
| **Subject:** | **Physical Education 2** | |
| **Length of Course:**<br>**Course Leads to:** | 1 Semester<br>Stage 1 Physical Education, Stage 1 Sports Development and Coaching, Stage 1 Outdoor Education | |

**Focus of Study:**
This subject aims to prepare students for success in Stage 1 Physical Education. This is an integrated subject, where the theory topics are connected to the sports in which students participate. Students are expected to participate in all components of the course with enthusiasm and persistence, with the intention of continuing with physical education. Emphasis will be given to individual and team performance and improvement with the application of skill learning and group dynamics. High levels of self-reflection, evaluation and data analysis is required through the course. Health topics will be incorporated throughout, predominately focussing on risk management. Topics will be negotiated to best meet students' needs and involve theory tasks associated with all practical activities.

**Further Information: It's important to note that students are not assessed on their practical ability**. Students need the numeracy capability to record, collate and interpret a range of data sets, and the literacy capability to produce written reports and analysis tasks. Appropriate sports uniform and footwear required.

| Subject: | Recreation | Year 10 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | 1 Semester<br>N/A<br>Stage 1 Outdoor Education, Stage 1 Sports Development and Coaching | |

**Focus of Study:**

This course aims to continue to develop, refine and build upon the emphasis of living healthy and active lifestyles, introduced in Year 9. The course is co-designed with students and offers flexible practical activities and assessments that differ from the Health and Physical Education course. The practical element has a greater emphasis on increasing participation and engaging students with the benefits of lifelong physical activity. Students will be regularly engaged in the community, accessing activities such as bowling, snooker, table tennis and a variety of gyms. The focus for the health components focus on lifelong physical activity beyond their school years, safety and risk management.

- Practical Topics: A selection of table tennis, darts, disc golf, ultimate frisbee, ten-pin bowling, croquet, 8ball and fitness sessions.
- Health Topics: Age-appropriate health issues as outlined SHINE, lifelong physical activity and nutrition and lifestyle issues.

**Further Information:** Students may be required to change for some activities, so will need leisure-based clothing. This course will cost approximately $70 for the use of the school bus and community facilities.

| Faculty: | Health and Physical Education | Year 10 |
|---|---|---|
| **Subject:** | **Sports Development and Coaching** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**SACE Board of SA Code:**<br>**Course Leads to:** | 1 Semester<br>Keen interest in careers associated with sport and recreation.<br>ILN10<br>N/A | |

**Focus of study:**

This course is aimed at students who have an interest, and positive attitude towards developing their own sporting and coaching performance. The course will be a combination of theory, and practical lessons, aimed at developing the knowledge and understanding of what it takes to improve their own sporting performance, but also how to be an effective coach. Students will have the opportunity to engage with members of the community, to develop their interpersonal and leadership skills. The topics covered may include self-analysis; training principles and methods; skill acquisition; officiating; coaching styles; effective coaching tools and coaching/training programs.

Subject Overview:

- **Assessment Type 1: Practical Exploration (30%**) – Students will develop their knowledge, concepts and skills in a sport/recreational activity, along with coaching techniques, by undertaking a number of practical inquiry activities.
- **Assessment Type 2: Connections (40%**) – Students will plan and implement a sporting tournament delivered to primary or middle years students, culminating with a reflection.
- **Assessment Type 3: Personal Venture (30%)** – Students will investigate, design and implement an individual pre-season training program focused on skill development and improvement.

**Further Information:** This course is assessed against Integrated Learning, a framework that enables students to make links between aspects of their lives, and their learning about themselves and their capabilities.

*Note: This subject is a combination of the previous personal sports development & sports coaching

| Faculty: | Humanities and Social Sciences (HASS) | Year 10 |
|---|---|---|
| **Subject:** | **Foundation to Legal Studies** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**Course Leads to:** | Semester<br>Keen interest in law, law enforcement, and the justice system.<br>Stage 1 & 2 Legal Studies. Careers in Law, Policing, journalism etc. | |

**Focus of Study:**

This course is an introduction to Legal Studies. Those students interested in the law and in television programmers such as Law and Order and CSI to provide an insight into the inner workings of the courtroom and the role of lawyers, the judge and the jury. Students will be introduced to the basic principles of Legal Studies such as the role of court personnel, and an insight into the workings of the court-room by studying famous Australian cases including Ned Kelly, Rupert Max Stuart, Lindy Chamberlain, Ronald Ryan and Rebel Wilson.

Students will gain an understanding of the following legal processes and principles:

- The 'Adversary System' and the elements of a fair trial, including independent judges, opposing parties and rules of evidence
- The use of juries in the criminal justice system
- Different types of criminal sentences, including the historical use of capital punishment
- A number of important legal principles including: the presumption of innocence, double jeopardy, right to silence, etc.
- Elements of wrongful convictions
- Principles of civil law and the elements of negligence and defamation
- The Australian Constitution and the role of the High Court in the Australian Legal System

**Assessment Type:** (*assessed using year 10 Civics & Citizenship achievement standards)*

- Folio tasks
- Source Analysis task
- Inquiry Report
- Multimodal Presentation

**Further Information:** This course is also offered in Year 9. Students should only select this course once, in year 9 or 10.

| Faculty: | Humanities and Social Sciences (HASS) (continued) | Year 10 |
|---|---|---|
| **Subject:** | **Foundation to Ancient Studies** | |
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **SACE Board of SA Code:** | 1ILN10 | |
| **Course Leads to:** | Stage 1 and 2 Ancient Studies | |

**Focus of Study:**
Students will explore various myths and legends from a variety of cultures (past and present) and develop an understanding of the cultures and histories surrounding them.
Students will:

- Respond to these stories in various different ways, including consideration of structure, common/different features and potentially how these were formed by the societies from which they came.
- Discuss the role of stories in society through consideration of different myths and legends.
- Have the opportunity to create their own 'myths and legends' using the form identified through their studies.

**Assessment Type; (assessed as Stage 1 Integrated Learning)**

- Practical Exploration
- Connection's task
- Personal Venture

| Subject: | Foundations to Modern History | Year 10 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Stage 1 and 2 Modern History | |

**Focus of Study:**

This course aims to develop the skills identified in the Australian Curriculum by studying the period from 1919 – 1945, particularly concentrating on the effects of the Treaty of Versailles, the Great Depression and the rise of fascism, the causes of World War II and the conduct and effects of the war.

The course will focus on the following topics:

- The Treaty of Versailles and its effects
- The Russian Civil War and the establishment of the Soviet Union
- The "Roaring Twenties"
- The Collapse of Wall Street and the Great Depression
- Competing Ideologies: Communism and Fascism
- Rise of Fascism in Europe
- Hitler, Nazi Ideology and the Establishment of the Third Reich
- Japan and the Path to conflict in Asia
- Militarism and Appeasement
- The conduct of World War II
- Major Battles and Strategies of World War II
- The "Big Three" – Rise of the Postwar superpowers and the decline of Britain
- The Holocaust
- The Atomic Bomb and the end of the war
- The Iron Curtain

**Assessment types:** (*assessed using Year 10 AC History achievement standards)*

- Folio tasks
- Source analysis task
- Inquiry Report
- Multimodal Presentation

**Further Information:** This course is also offered in Year 9. Students should only select this course once, in year 9 or 10.

| Faculty: | Humanities and Social Sciences (HASS) | Year 10 |
|---|---|---|
| **Subject:** | **Italian Beginners A & B** | |
| **Length of Course:** | Whole Year (10 credits each semester) | |
| **Pre-Requisites:** | NA | |
| **SACE Code:** | 1ITB10 | |
| **Course Leads to:** | Stage 2 Italian Beginners | |

**Focus of Study:**

Learning another language is a gateway to a world of opportunities as a globally-minded citizen.

In this subject, students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- Interacting with others in Italian in interpersonal situations using the spoken language
- Creating texts in Italian for specific audiences, purposes, and contexts
- Analysing texts that are in Italian to interpret meaning
- Participating in cultural activities, such as cooking, songs, games, and involvement in the local Italian community.

**Assessment Types:**

- *Interacting in Spoken Italian:* Students interact with others in interpersonal situations to exchange information, ideas, opinions, and experiences in spoken Italian.
- *Presenting in Spoken Italian*: Students prepare and give a spoken presentation in Italian on a topic of personal interest.
- *Text Production:* Students create text(s), in which they convey information and/or experiences and express ideas and/or opinions in written Italian. This may include writing a text in Italian and/or responding to a written text that is in Italian.
- *Analysing and Interpreting Written, Spoken, and/or Multimodal Texts*: Students analyse and interpret a text in Italian by responding in English and/or Italian to questions in English and/or Italian.

| Subject: | Japanese A & B | Year 10 |
|---|---|---|
| **Length of Course:** | Whole Year (10 credits each semester) | |
| **Pre-Requisites:** | NA | |
| **SACE Code:** | 1JAB10 | |
| **Course Leads to:** | Stage 2 Japanese Beginners | |

**Focus of Study:**

This subject is aimed at students with no or very limited exposure to the Japanese language previously.

Students will either complete Stage 1 Japanese Beginners or Stage 1 Integrated learning (with Japanese Language focus). This will be decided in consultation with Ms. Mitchell, LOTE coordinator and parents at the commencement of the semester.

In this subject, students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- Interacting with others in Japanese in interpersonal situations
- Create texts in Japanese for specific audiences, purposes, and contexts
- Analysing texts that are in Japanese to interpret meaning

**Assessment Type:**

- *Interacting in Spoken Japanese*- Students interact with others in interpersonal situations to exchange information, ideas, opinions, and experiences in **spoken Japanese.**
- *Text Production*- Students create text(s), in which they convey information and/or experiences and express ideas and/or opinions in written Japanese.
- *Analysing and Interpreting Written, Spoken, and/or Multimodal Texts*- Students analyse and interpret a text in Japanese by responding in English and/or Japanese to questions in English and/or Japanese.

| Subject: | Foundations to Geography | Year 10 |
|---|---|---|
| **Length of Course:** | **1 Semester** | |
| **Pre-Requisites:** | **N/A** | |
| **Course Leads to:** | **Stage 1 Tourism/ Stage 1 Geography** | |

**Focus of Study:**

Want to learn more about the world, and the people living in it? How do people, culture, life experiences and opportunities differ around the world and why? What impact do we have on the world around us and how is this managed? Do you have a passion for human rights, social justice, eradicating poverty and helping those in need?
In studying this subject you will explore various aspects of

- Geography- Geographies of Human Wellbeing- poverty, disadvantage and population
- Civics and Citizenships- inquiry into issues in civics and citizenship issues, maintaining a cohesive society
- Economics and Business – managing the economy to improve living standards
- History- civil rights and freedoms and the sustainability movement.
- Tourism- global connections through travel and tourism and the impact tourism can have on development

Assessment types: *(assessed against Year 10 HASS performance standards)*

- Folio tasks
- Source Analysis task
- Inquiry Report
- Multimodal Presentation

| Faculty: | Mathematics | Year 10 |
|---|---|---|
| **Subject:** | **Mathematics** | |
| **Length of Course:** | Whole Year | |
| **Pre-Requisites:** | N/A | |
| **Course Leads to:** | Stage 1 Mathematics Essential Mathematics. | |

**Focus of Study:** Understanding, fluency, problem solving and reasoning through the following areas of content:

- **Number** - comparing simple and compound interest in financial contexts.
- **Algebra** - applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, factorising and expanding algebraic expressions using a range of strategies to solve equations and using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities
- **Measurement** - calculating the surface area and volume of a diverse range of prisms to solve practical problems.
- **Space** - finding unknown lengths and angles using applications of trigonometry and formulating geometric proofs involving congruence and similarity.
- **Statistics** - using calculations to investigate the shape of data sets, interpreting and evaluating media statements and interpreting and comparing data sets.
- **Probability** - determining probabilities of two and three step experiments.

COURSE TOPICS

*Semester 1*- Trigonometry, Measurement, Equations, Straight Line Graphs, Indices, Exam.

*Semester 2* – Consumer Arithmetic (borrowing and investing money), Statistics, Simultaneous Equations, Algebra, Probability, Exam.

**Further Information:** Students must have their own scientific calculator.

| Subject: | Foundations for Mathematical Methods | Year 10 |
|---|---|---|
| **Length of Course:** | Whole Year | |
| **Pre-Requisites:** | Competent achievement in Year 9 Mathematics. | |
| **Course Leads to:** | Stage 1 Mathematical Methods and Specialist Mathematics. | |

**Focus of Study:**

Students will be offered this course after consideration of their performance in Year 9.

Refer to the course description for General Mathematics above for the foundations of the Advanced Mathematics course. In addition, the following topics will be covered:

- Measurement
- Surds and Indices
- Quadratic Equations
- Functions and Relations
- Circle Geometry
- Advanced Trigonometry
- Interpreting Data

**Further Information:** Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

Note**:** Year 10 Students who wish to study Mathematical Methods and/or Specialist Mathematics in year 11 will study a full year of Foundations for Mathematical Methods, as well as Mathematics Methods A in Semester 2.

| Subject: | Stage 1 Mathematics Methods A |
|---|---|
| **Length of Course:** | 1 Semester |
| **Pre-Requisites:** | Competent achievement in Year 9 Mathematics. |
| **Course Leads to:** | Stage 1 Mathematical Methods B, C and Specialist Mathematics. |

**Focus of Study**:

See Stage 1 Mathematical Methods A, B and C.

**Further Information:**

Year 10 Students who wish to study Mathematical Methods and/or Specialist Mathematics in year 11 will study a full year of Advanced Mathematics, as well as Mathematics Methods A in Semester 2

| Faculty: | Mathematics | Year 10 |
|---|---|---|
| Subject: | Mathematics: Multi-trade Focus | |
| Length of Course: | Whole Year | |
| Pre-Requisites: | N/A | |
| Course Leads to: | Stage 1 Mathematics or Stage 1 Essential Mathematics. | |

**Focus of Study:** This course provides a comprehensive foundation in mathematics tailored for multiple trades. Emphasizing understanding, fluency, problem-solving, and reasoning, the course covers essential mathematical concepts applied in practical trade contexts. Learning plans may include, but are not limited to, the following topic areas:

**Semester 1**

1. Trigonometry
   - Applying trigonometric ratios (sine, cosine, tangent) to calculate unknown lengths and angles in building layouts, roof pitches, and ramps
   - Solving trade-specific problems such as setting out rafters, bracing, or installing angled supports
   - Formulating geometric proofs involving congruence and similarity in design plans, cabinetry, and site measurements
2. Measurement
   - Calculating surface area and volume of trade-related shapes (e.g. concrete slabs, timber beams, water tanks)
   - Estimating material quantities for tasks like tiling, painting, pouring concrete, or cladding
   - Applying measurement conversions (e.g. mm to m, litres to $m^3$) for correct ordering and planning
3. Equations
   - Solving linear and quadratic equations used in trade formulas (e.g. calculating cutting lengths, force, or voltage)
   - Using formulas for estimating material costs, dimensions, and load-bearing limits
   - Applying algebraic techniques to calculate unknown quantities in trade estimates and safety requirements
4. Straight Line Graphs
   - Understanding the relationship between equations and graphs in trade data (e.g. cost vs. time, voltage vs. current)
   - Sketching and interpreting graphs to plan job timelines or assess equipment efficiency
   - Applying linear graphing techniques to solve trade-specific problems such as fuel consumption over distance or tool wear rates
5. Indices
   - Applying index laws in calculations involving power tools, energy formulas, or compound material strength
   - Using exponents in trade-specific formulas (e.g., area scaling, decibels, or thermal expansion)

**Semester 2**

1. Consumer Arithmetic
   - Comparing simple and compound interest when financing trade tools, vehicles, or business setup
   - Understanding borrowing and investing principles for tradies running small businesses or working as contractors
   - Applying financial mathematics to quote jobs, plan budgets, and determine profit margins
2. Statistics
   - Investigating data from job sites, material usage, or tool efficiency using statistical calculations
   - Interpreting trade-related data in media (e.g. construction trends, safety stats, housing forecasts)
   - Comparing data sets to inform trade decisions like choosing materials, planning timelines, or improving workflow
3. Simultaneous Equations
   - Solving trade problems involving multiple unknowns (e.g. mix ratios, dual material costs, time allocations)
   - Using algebraic and graphical methods to optimise resources (e.g. combining work teams or scheduling tools)
4. Algebra
   - Applying operations to algebraic fractions in calculations for materials under load, flow rates, or job costing
   - Factorising and expanding expressions in trade-related formulas (e.g. calculating square metre costs or wiring loops)
5. Probability
   - Determining probabilities in safety planning (e.g. likelihood of machine failure or hazards occurring)
   - Applying probability to manage risk in trade project planning and resource delivery
   - Using probability in quality control, weather-dependent scheduling, or estimating completion timelines

**Further Information:** Students must have their own scientific calculator.

| Faculty: | Mathematics | Year 10 |
|---|---|---|
| Subject: | Mathematics: Health, Wellbeing and Recreation Focus | |
| Length of Course: | Whole Year | |
| Pre-Requisites: | N/A | |
| Course Leads to: | Stage 1 Mathematics or Stage 1 Essential Mathematics. | |

**Focus of Study:** This course is designed to provide students with a strong foundation in mathematics, tailored to the needs of various occupations within the Health, Wellbeing and Recreation sector. The course focuses on understanding, fluency, problem-solving, and reasoning through key areas of mathematical content relevant to multiple this industry. Learning plans may include, but are not limited to, the following topic areas:

**Semester 1**

1. Trigonometry
   - Applying trigonometric ratios to analyze body movements and joint angles in physiotherapy and sports performance
   - Solving practical problems in biomechanics (e.g. angle of lift in weight training, incline of treadmills)
   - Using geometric principles to assess posture, gait, and ergonomic positioning in care settings
2. Measurement
   - Calculating surface area and volume relevant to body composition, medication dosage, or room setup for therapy
   - Measuring and tracking changes in body dimensions, hydration needs, and nutritional intake
   - Solving problems involving space and volume in clinical environments, recreation centers, or fitness facilities
3. Equations
   - Solving linear and quadratic equations used in calculating BMI, heart rate zones, and medication dosages
   - Applying formulas in health assessments, nutrition plans, and exercise programs (e.g. caloric burn, load intensity)
   - Using equations to manage time, effort, or dosage in care routines and training schedules
4. Straight Line Graphs
   - Interpreting graphs showing progress in health indicators such as weight, blood pressure, or strength
   - Understanding relationships between variables (e.g. time and heart rate, sugar intake and energy levels)
   - Applying graphing techniques to assess trends in client data or program effectiveness
5. Indices
   - Applying index laws in calculations involving energy expenditure, medicine concentrations, or growth patterns
   - Solving problems with powers and roots in body mass calculations, bacterial growth, or compound effects of treatments
   - Understanding exponential trends in health data (e.g. infection spread, population growth)

**Semester 2**

1. Consumer Arithmetic
   - Comparing simple and compound interest when managing fitness or health business costs (e.g. equipment leasing, course fees)
   - Understanding financial planning for clients and programs (e.g. gym memberships, service costs)
   - Applying budgeting and cost analysis for wellbeing programs, personal training packages, or community events
2. Statistics
   - Investigating data from health screenings, fitness tracking apps, or client surveys
   - Interpreting and evaluating health-related media statements (e.g. claims about diets, wellness products)
   - Comparing data sets to assess program outcomes, injury rates, or demographic health trends
3. Simultaneous Equations
   - Solving practical problems involving two or more health factors (e.g. balancing food groups and calorie intake)
   - Using equations in fitness programming (e.g. time vs. distance vs. speed calculations)
   - Applying solutions to manage multiple variables in care routines or training plans
4. Algebra
   - Simplifying and manipulating formulas in nutritional planning, exercise programming, and medication calculations
   - Factorising and expanding expressions in sports physics or recovery programs
   - Finding unknowns in health assessment formulas (e.g. oxygen uptake, hydration needs, metabolic rate)
5. Probability
   - Determining probabilities in risk assessment (e.g. injury likelihood, disease transmission)
   - Applying probability concepts to manage group activities, event safety, or emergency preparedness
   - Using data to guide decision-making in preventative health, resource allocation, and fitness progression

**Further Information:** Students must have their own scientific calculator.

| Faculty: | Mathematics | Year 10 |
|---|---|---|
| Subject: | Mathematics: Primary Industries Focus | |
| Length of Course: | Whole Year | |
| Pre-Requisites: | N/A | |
| Course Leads to: | Stage 1 Mathematics or Stage 1 Essential Mathematics. | |

**Focus of Study:** This course is designed to provide students with a strong foundation in mathematics, tailored to the needs of the Primary Industries sector. The course focuses on understanding, fluency, problem-solving, and reasoning through key areas of mathematical content relevant to this industry. Learning plans may include, but are not limited to, the following topic areas:

**Semester 1**

1. Trigonometry
   - Applying trigonometric ratios to calculate slopes for drainage systems, contour ploughing, or machinery access routes
   - Solving practical problems like determining tree height, calculating sun angles for crop layout, or working on sloped fencing
   - Using geometric reasoning to assess terrain suitability for planting, irrigation layout, or road access
2. Measurement
   - Calculating surface area and volume for irrigation dams, silos, water tanks, spray volumes, and storage sheds
   - Estimating seed quantities, fertilizer applications, and fencing materials for various land plots
   - Solving real-world problems like measuring paddocks, calculating grazing rotation areas, and water flow rates
3. Equations
   - Solving linear and quadratic equations used in yield prediction, irrigation scheduling, or chemical dilution
   - Applying equations to tasks like calculating feed ratios, fuel use, or cost per hectare
   - Using formulas for planning harvest schedules, determining animal stocking density, or planning fertilizer usage
4. Straight Line Graphs
   - Understanding relationships like temperature vs. crop growth, rainfall vs. yield, or time vs. fuel consumption
   - Interpreting graphs to monitor seasonal trends or track financial performance of crops/livestock
   - Applying graphing techniques to make informed decisions about planting, harvesting, or resource use
5. Indices
   - Applying index laws in scientific calculations related to soil chemistry, pH balance, and pest population models
   - Solving problems involving exponential growth (e.g. weeds, pests, disease spread) or decay (e.g. chemical effectiveness)
   - Using indices in forestry management (e.g. tree age estimation, growth rate over time)

**Semester 2**

1. Consumer Arithmetic
   - Comparing simple and compound interest for financing equipment, land, or farm expansion
   - Understanding borrowing, investment, and leasing options for agribusinesses
   - Applying financial maths to manage cash flow, create seasonal budgets, and calculate return on investment
2. Statistics
   - Investigating production data (e.g. milk yields, crop weights, rainfall measurements) to inform decision-making
   - Interpreting and evaluating agricultural reports or climate statements from media and government sources
   - Comparing datasets to select optimal seed varieties, livestock breeds, or pest control methods
3. Simultaneous Equations
   - Solving problems involving two variables, such as balancing livestock feed and pasture growth or water use and cost
   - Using equations to manage input/output for mixed farming enterprises (e.g. crop-livestock integration)
   - Applying solutions to optimize planting density, labour allocation, or irrigation schedules
4. Algebra
   - Applying algebra to chemical mixing ratios, machinery calibration, or breeding calculations
   - Factorising and expanding expressions related to crop yield estimation or forestry volume equations
   - Solving formulas for weather forecasting tools, soil amendment planning, and inventory tracking
5. Probability
   - Determining the probability of events like drought, crop failure, pest infestation, or disease outbreak
   - Using probability in farm planning, such as choosing sowing times or risk assessment for insurance
   - Applying concepts to make evidence-based decisions in land use, biodiversity conservation, or biosecurity planning

**Further Information:** Students must have their own scientific calculator.

| Faculty: | Science | Year 10 |
|---|---|---|
| **Subject:** | **Stage 1 Scientific Studies** | |
| **Length of Course:** | 1 Semester (10 credits) | |
| **Pre-Requisites:** | N/A | |
| **SACE Code:** | 1STU10 | |
| **Course Leads to:** | Year 10 Foundations of Senior Science and then all Stage 1 Sciences. | |

**Focus of Study:**

All Year 10 Students must complete one semester of Stage 1 Scientific Studies. This course has a Biological Science focus, where students study topics that include genetics and natural selection. In this course, students apply inquiry-based approaches to design, plan, and undertake investigations on both short- and long-term scales, responding to local or global situations. They employ a scientific approach to collecting, representing, and analysing data, both collaboratively and individually, using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions. Students also explore Science as a Human Endeavour and the impact that science knowledge and understanding has on society.

Students will be required to complete -

- Assessment Type 1: Inquiry Folio - includes two tasks with a focus on science inquiry skills and one investigation with a focus on Science as a Human Endeavour.
- Assessment Type 2: Collaborative Inquiry.

**Further Information:** Stage 1 Scientific Studies is compulsory for all Year 10 Students. Students wishing to study any of the Stage 1 Sciences in Year 11 (Agriculture, Biology, Chemistry, Physics and/or Psychology) must have also successfully completed Year 10 Foundations of Senior Science in addition to Stage 1 Scientific Studies.

| Subject: | Foundations of Senior Science | Year 10 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | Competent achievement in Year 9 Science. | |
| **Course Leads to:** | All Stage 1 Sciences. | |

**Focus of Study:** Year 10 Foundations of Senior Science is a one semester course only. Students focus on the Chemical, Biochemical and Physical Sciences, and study topics that include atomic structure, the Periodic Table, chemical reactions, motion and road science. Students further develop their scientific inquiry skills in analysing and interpreting data, identifying variables and designing scientific investigations, and also develop their awareness of our place in a changing world and the impact of science in society.

**Further Information:**

This course is designed to prepare students for all Stage 1 Science subjects – Agriculture, Biology, Chemistry, Physics and Psychology. Students who wish to study any of these subjects at Year 11 must have successfully completed Stage 1 Scientific Studies (compulsory).

| Subject: | Stage 1 Scientific Studies - Biology | Year 10 |
|---|---|---|
| **Length of Course:** | 1 Semester (10 credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Code:** | 1STU10 | |
| **Course Leads to:** | Year 10 Foundations of Senior Science and then all Stage 1 Sciences. | |

**Focus of Study:**

All Year 10 Students must complete one semester of Stage 1 Scientific Studies. This course has a Biological Science focus, where students study topics that include genetics and natural selection. In this course, students apply inquiry-based approaches to design, plan, and undertake investigations on both short- and long-term scales, responding to local or global situations. They employ a scientific approach to collecting, representing, and analysing data, both collaboratively and individually, using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions. Students also explore Science as a Human Endeavour and the impact that science knowledge and understanding has on society.

Students will be required to complete -

- ·Assessment Type 1: Inquiry Folio - includes two tasks with a focus on science inquiry skills and one investigation with a focus on Science as a Human Endeavour.
- ·Assessment Type 2: Collaborative Inquiry.

**Further Information:**

Stage 1 Scientific Studies is compulsory for all Year 10 Students. Students wishing to study any of the Stage 1 Sciences in Year 11 (Agriculture, Biology, Chemistry, Nutrition, Physics and/or Psychology) must have also successfully completed Year 10 Foundations of Senior Science in addition to Stage 1 Scientific Studies.

| Subject: | Stage 1 Scientific Studies – Multi-trade | Year 10 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | NA | |
| **SACE Code:** | 1STU10 | |
| **Course Leads to:** | Year 10 Foundations of Senior Science and then all Stage 1 Sciences. | |

**Focus of Study:**

This subject has been designed for students who are pursuing a trade pathway and focuses on the application of science in trade-based situations. It enables students to develop their knowledge of the principles and concepts that underpin these applications and hence prepare the students to move into these fields. Learning is based on topics that include Motion, Force and Energy, Electrical Circuits and Heat, and is based on practical investigations that allow students to critically evaluate their Procedures and results before drawing conclusions.

**Further Information:**

Stage 1 Scientific Studies is compulsory for all Year 10 Students. Students wishing to study any of the Stage 1 Sciences in Year 11 (Agriculture, Biology, Chemistry, Nutrition, Physics and/or Psychology) must have also successfully completed Year 10 Foundations of Senior Science in addition to Stage 1 Scientific Studies.

| Subject: | Stage 1 Scientific Studies – Primary Production | Year 10 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | NA | |
| **SACE Code:** | 1STU10 | |
| **Course Leads to:** | Year 10 Foundations of Senior Science and then all Stage 1 Sciences. | |

**Focus of Study:**
This subject has been designed for students who are pursuing a primary production pathway and focuses on the application of science in primary-production based situations. It enables students to develop their knowledge of the principles and concepts that underpin these applications and hence prepare the students to move into these fields. The subject is based on practical investigations that allow students to critically evaluate their procedures and results before drawing conclusions.

**Further Information:**
Stage 1 Scientific Studies is compulsory for all Year 10 Students. Students wishing to study any of the Stage 1 Sciences in Year 11 (Agriculture, Biology, Chemistry, Nutrition, Physics and/or Psychology) must have also successfully completed Year 10 Foundations of Senior Science in addition to Stage 1 Scientific Studies.

| Subject: | Stage 1 Scientific Studies – Health, Wellbeing and Recreation | Year 10 |
|---|---|---|
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | NA | |
| **SACE Code:** | 1STU10 | |
| **Course Leads to:** | Year 10 Foundations of Senior Science and then all Stage 1 Sciences. | |

**Focus of Study:**
This subject has been designed for students who are pursuing a health, wellbeing and recreation pathway and focuses on the application of science in these situations. It enables students to develop their knowledge of the principles and concepts that underpin these applications and hence prepare the students to move into these fields. The subject is based on practical investigations that allow students to critically evaluate their procedures and results before drawing conclusions.

**Further Information:**
Stage 1 Scientific Studies is compulsory for all Year 10 Students. Students wishing to study any of the Stage 1 Sciences in Year 11 (Agriculture, Biology, Chemistry, Nutrition, Physics and/or Psychology) must have also successfully completed Year 10 Foundations of Senior Science in addition to Stage 1 Scientific Studies.

# SACE Requirements

**THE SACE**

The South Australian Certificate of Education (SACE) has been designed to meet the needs and interests of today's young people, as well as to make it relevant for employers who are increasingly looking to employ highly skilled workers.

Students need to achieve the compulsory literacy and numeracy requirements of the SACE. To do this they need to achieve a C grade or better in an English and Mathematics subject.

For Stage 1 subjects the grades A to E are used to assess and report students' achievements.

For Stage 2 subjects the grade levels A+ to E– are used to assess and report students' achievements.

All students are expected to gain knowledge, skills, and attributes in the areas of literacy, numeracy, information and communications technology, critical and creative thinking, personal and social, ethical understanding and intercultural understanding.

Students need to earn 200 credits to successfully complete the SACE.

Ten credits equate to one semester or six months of study in one subject.

**LITERACY AND THE SACE**

Study at SACE level involves a range of reading, writing, speaking and listening tasks.

To undertake SACE courses, students require literacy skills that enable them to engage with the learning and achieve success.

As a guide, if you have achieved a C grade or higher in a Stage 1 English class you should have the necessary literacy skills to study most Stage 2 subjects. There are some subjects however which require higher levels of literacy.

Teachers and counsellors discuss this with you during the recommendation and enrolment process.

For some SACE Stage 2 subjects, it is recommended that students have completed study at Stage 1 level.

This means that the learning in Stage 2 is based on learning in Stage 1.

**COMPULSORY SUBJECTS**

- **Exploring Identities and Futures** – 10 credits (Stage 1) completed through Homegroup in Year 10
- **Literacy** – at least 20 credits from a range of English subjects or courses
- **Numeracy** – at least 10 credits from a range of Mathematics subjects or courses
- **Activating Identities and Futures** – 10 credits an in-depth major project completed at Stage 1 or Stage 2

Students also need other Stage 2 subjects totaling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects, vocational training or SACE Board recognised courses of a student's choice.

**Subjects**

SACE subjects are grouped into the following curriculum areas:

- Arts
- Business, Enterprise and Technology
- Cross-Disciplinary
- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Sciences

**ASSESSMENT**

All Stage 1 subjects are school assessed. Some may be externally moderated.

All Stage 2 subjects have a school assessed and an external assessment component. The school-assessed component is externally moderated. Students can use a vocational context in completing these subjects.

# Community Learning

The SACE Board recognises that learning doesn't just happen in the classroom, but in all kinds of settings.

Students are able to earn SACE credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning.

Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service.

Self-directed Community Learning is gained through informal community activities such as coaching a sports team or being the primary carer of a family member. Students will need to provide evidence of their learning for assessment through an interview.

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

### University and TAFE Entry

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. Selection into competitive TAFE SA Courses is through a TAFE SA Selection Score.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 tertiary admission subjects (TAS). The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements are in the Tertiary Entrance Booklet, and can be downloaded at http://www.satac.edu.au/satac-publications.

For more information go to the SATAC website www.satac.edu.au

# The SACE planner

| | Credits |
|---|---|
| **Exploring Identities and Futures = 10 credits** | 10 |
| | Subtotal 10 |
| **Literacy = 20 credits** *Choose from a range of English subjects or courses* | |
| | |
| | |
| | Subtotal 30 |
| **Numeracy = 10 credits** *Choose from a range of mathematics subjects or courses* | |
| | |
| **Stage 2 subjects or courses = 60 credits** | |
| *Choose from a range of Stage 2 subjects and courses* | |
| | |
| | |
| | |
| | |
| | |
| | |
| | 10 |
| | Subtotal 70 |
| **Activating Identities and Futures = 10** | |
| | |
| **Additional choices = 90 credits** | |
| *Choose from a range of Stage 1 and Stage 2 subjects and courses* | |
| | |
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| | |
| | |
| | |
| | Subtotal 90 |
| | Total 200 |

| | |
|---|---|
| **Compulsory Stage 1** | 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. |
| **Compulsory Stage 1 and Stage 2** | |
| **Compulsory Stage 2** | |

# Stage 1 Subject Summary

Stage 1 students must study:

- 2 semesters of Home Group program
- 2 semesters of English
- 1 semester of Mathematics

| **Home Group program** | **Health and Physical Education** |
|---|---|
| **The Arts** | Child Studies |
| Advanced Music 1 and 2 | Health and Wellbeing |
| Drama 1 and 2 | Outdoor Education 1 and Outdoor Education 2 |
| Music Experience 1 and 2 | Physical Education 1 and Physical Education 2 |
| Visual Arts – Art: Art and Craft | Sports Development and Coaching |
| Visual Arts – Art: Drawing and Painting | **Humanities and Social Sciences (HASS)** |
| Visual Arts – Design | Accounting (Business and Personal Finance) |
| Musical (offered every even numbered year) | Geography |
| **Cross Disciplinary** | Japanese Beginners |
| Community Studies | Italian |
| Workplace Practices | Legal Studies |
| Youth Support Pathways | Modern History |
| **Design and Technology** | Tourism/Travel |
| Digital Communication Solutions (Photography) | |
| Digital Technologies 1 and 2 | **Mathematics** |
| Field to Fork | Essential Mathematics |
| Food and Hospitality 1 and Food and Hospitality 2 | Mathematics |
| Materials Products - Jewellery and Textiles Technology | Mathematical Methods A, B and C |
| Materials Products - Woodwork Or Metalwork Focus 1 and 2 | Specialist Mathematics |
| Café Program | **Sciences** |
| **English** | Agriculture |
| Creative Writing ( 1 semester only) | Biology |
| Media Studies | Chemistry |
| Essential English: Communication in the Workplace | Physics |
| English | Psychology |
| Literary Studies | |

# Stage 1 Subject Descriptions

| Faculty: | Home Group program | Stage 1 |
|---|---|---|
| Subject: | Learner Agency and Developing Future Pathways | |
| Length of Course:<br>Pre-Requisites:<br>SACE Board of SA Code: | Full Year (delivered one lesson a week over the course of the year)<br>N/A<br>1IL10 | |

The Home Group program is designed to support the development of 'Future Ready Citizens' who are: self-aware and responsible for themselves; committed to life-long learning and improvement; and meaningful contributors to their communities

The Year 11 Home Group program combines a pastoral care approach with the integrated exploration of the four inquiries considered in Years 8-10. Students will be mentored by Home Group Teachers to further explore concepts and develop key skills in:

- Goal setting
- Understanding themselves and their learning
- Taking responsibility for themselves, their learning and behaviours
- Reflection
- Capability understanding, development, application and evaluation
- Inquiry skills
- Skills and mindsets for success
- Career development and pathways
- Risk-management and self-care.

As part of their work in the Year 11 Home Group program, students will engage in a self-directed goal setting process.
Students will use their Home Group time to develop and consolidate their time management and organisation in order to complete and submit their assessment tasks across their timetables. If they successfully complete all required work, they are eligible for a study line in Semester 2. If they do not successfully complete their tasks then they establish a plan with their subject teacher, Home Group Teacher and Community Leader/Wellbeing Manager/Youth Worker to do so.

| Faculty: | The Arts | Stage 1 |
|---|---|---|
| Subject: | **Advanced Music 1** | |
| **Length of Course:** | 1 Semester (10 Credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA** | 1MVD 10 | |
| **Code: Course Leads to:** | Stage 1 Advanced Music 2; Stage 1 Music Experience 2; Stage 2 Solo; Stage 2 Ensemble Performance; Stage 2 Music Explorations. | |

**Focus of Study:**

Through the study of Music students develop their practical and creative potential spoken and written skills, and capacity to make informed interpretative and aesthetic judgments. By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and present musical works. This program is designed for students with a substantial background in music and provides a pathway to a range of Stage 2 music subjects.

**Subject Overview:** Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Developing Theory and Aural Skills

Students demonstrate evidence of their learning through the following assessment types:

- Creative Works
- Musical Literacy

**Further Information**:

- Students enrolled in this subject should have their own access to an instrument (either through hire or purchase). Students must also purchase a manuscript pad or book.
- This subject may be studied in combination with other Performing Arts subjects.

| Faculty: | The Arts | Stage 1 |
|---|---|---|
| **Subject:** | **Advanced Music 2** | |
| **Length of Course:** | 1 Semester (10 Credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA Code:** | 1MVD 10 | |
| **Course Leads to:** | Stage 2 Solo; Stage 2 Ensemble Performance; Stage 2 Music Explorations. | |

**Focus of Study:**

Through the study of Music students develop their practical and creative potential spoken and written skills, and capacity to make informed interpretative and aesthetic judgments. By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and present musical works. This program is designed for students with a substantial background in music and provides a pathway to a range of Stage 2 music subjects.

**Subject Overview:** Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Developing Theory and Aural Skills

Students demonstrate evidence of their learning through the following assessment types:

- Creative Works
- Musical Literacy

Advanced Music 2 focuses on similar skills and concepts to Advanced Music 1; however, course content will differ to cater for students who wish to study music all year.

**Further Information**:

- Students enrolled in this subject should have their own access to an instrument (either through hire or purchase). Students must also purchase a manuscript pad or book.
- This subject may be studied in combination with other Performing Arts subjects.

| Faculty: | The Arts | Stage 1 |
|---|---|---|
| **Subject:** | **Drama 1** | |
| **Length of Course:** | 1 Semester (10 Credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA Code:** | 1DMA10 | |
| **Course Leads to:** | Stage 1 Drama 2, Stage 2 Drama. | |

**Focus of Study:**
In Drama 1 students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving and generate, analyse, and evaluate ideas. They develop personal interpretations of texts and develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence. Students must be prepared to perform to a live audience.

**Subject Overview:**
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Performance
- Assessment Type 2: Responding to Drama
- Assessment Type 3: Creative Synthesis

**Further Information:** Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.

| Subject: | Drama 2 | Stage 1 |
|---|---|---|
| **Length of Course:** | 1 Semester (10 Credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA Code:** | 1DMA 10 | |
| **Course Leads to:** | Stage 2 Drama | |

**Focus of Study:**
In Drama 2 students develop skills in problem-solving, analysis, evaluation, creative and critical thinking through the study of dramatic works. They also build curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence through the planning, rehearsal and performance of dramatic works to an audience. Students must be prepared to perform to a live audience.

**Subject Overview:**
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Performance
- Assessment Type 2: Responding to Drama
- Assessment Type 3: Creative Synthesis

Drama 2 aims to focuses on similar skills and concepts Drama 1; however, course content will differ to cater for students who wish to study drama all year.

**Further Information:** Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.

| Faculty: | **The Arts** | **Stage 1** |
|---|---|---|
| **Subject:** | **Musical (offered every even numbered year)** | |
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **SACE Code:** | 1ILN10 | |
| **Course Leads to:** | Stage 1 Drama 1 &/or 2 | |

**Focus of Study:**

**NOTE:** This subject includes the School Musical, all students in Year 9-11 who wish to be part of the musical must enrol in this course. Students must actively participate in their given role.

Students will delve into the world of musicals, being given the opportunity to play their part in our prominent school musical. They will explore their interests, whether it be through, drama (acting), music (singing), and dance. There will also be an opportunity for some students to participate in backstage roles (set design etc) this will be done on an application process. Students will work together as an ensemble through the rehearsal process and perform four shows to a live audience at the end of the semester. They will also be given the opportunity to further their understanding of performance through personal endeavours and connections tasks.

**Further Information:** Students will be required in Week 10, Term 2 for Production Week, performed at the Sir Robert Helpmann Theatre. There will be after school rehearsals during Term 2 and some weekend rehearsals but these will be kept to a minimum. Students will also be required to purchase some costume items; costs will be kept as low as possible.

| **Subject:** | **Music Experience 1** | **Stage 1** |
|---|---|---|
| **Length of Course:** | 1 Semester (10 Credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA Code:** | 1MXE10 | |
| **Course Leads to:** | Stage 1 Music Experience 2, Stage 2 Solo Performance; Stage 2 Ensemble Performance; Stage 2 Music Explorations. | |

**Focus of Study:**

In Music Experience 1 students develop their practical and creative potential, spoken and written skills, and capacity to make informed interpretative and aesthetic judgments. By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and present musical works. This program is designed for students whose experience in, or knowledge of, some aspects of music may be limited and provides pathways to selected Stage 2 subjects. Students must be prepared to perform in various situations to audiences.

**Subject Overview:**

Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology

Students demonstrate evidence of their learning through the following assessment types:

- Creative Works
- Musical Literacy

**Additional Information:**

- Students enrolled in this subject should have access to their own instrument (either through hire, purchase, or by negotiation with the school).
- This subject may be studied in combination with other Performing Arts subjects.

| Faculty: | The Arts | Stage 1 |
|---|---|---|
| **Subject:** | **Music Experience 2** | |
| **Length of Course:** | 1 Semester (10 Credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA Code:** | 1MXE10 | |
| **Course Leads to:** | Stage 2 Solo Performance; Stage 2 Ensemble Performance; Stage 2 Music Explorations. | |

**Focus of Study:**
In Music Experience 2, students continue to develop their practical and creative potential, spoken and written skills, and capacity to make informed interpretative and aesthetic judgments. By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and present musical works. This program is designed for students whose experience in, or knowledge of, some aspects of music may be limited and provides pathways to selected Stage 2 subjects. Students must be prepared to perform in various situations to audiences.

Music Experience 2 focuses on similar skills and concepts as Music Experience 1; however, content and performances will differ to cater for students who wish to study this subject for a full year.

**Subject Overview:**
Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology

Students demonstrate evidence of their learning through the following assessment types:

- Creative Works
- Musical Literacy

Music Experience 2 aims to focuses on similar skills and concepts Music Experience 1; however, course content will differ to cater for students who wish to study Music Experience all year.

**Additional Information:**

- Students enrolled in this subject should have access to their own instrument (either through hire, purchase, or by negotiation with the school).
- This subject may be studied in combination with other Performing Arts subjects.

| Faculty: | The Arts | Stage 1 |
|---|---|---|
| **Subject:** | **Visual Arts - Art: Art and Craft** | |
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA Code:** | 1VAA10 | |
| **Course Leads to:** | Stage 2 Visual Arts – Art, or Stage 2 Visual Arts- Design. | |

**Focus of Study:**

In this subject, students are expected to focus on the following three areas of study.

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Students express ideas through practical work using drawings, sketches, diagrams, models, and a variety of craft activities leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art and craft works in their cultural and historical contexts.

The course will allow students to achieve success in both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

**Subject Overview:**

In Art and Craft students express ideas through practical work using a wide variety of craft techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Students will be required to

complete: Assessment Type 1:

Folio

Assessment Type 2:

Practical Study Assessment

Type 3: Visual Study

**Further Information**: Some costs for materials may apply.

| Faculty: | The Arts | Stage 1 |
|---|---|---|
| **Subject:** | **Visual Arts - Art: Drawing and Painting** | |
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA Code:** | 1VAA10 | |
| **Course Leads to:** | Stage 2 Visual Arts – Art or Stage 2 Visual Arts – Design. | |

**Focus of Study:**

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, exploration, experimentation and media and technique, through to the resolution and production of practical work. Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

**Subject Overview:**

In Visual Arts students express ideas through practical work using drawings, sketches, and a wide variety of painting techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Students will be required to

complete: Assessment Type 1:

Folio 50%

Assessment Type 2: Practical Study 30%

Assessment Type 3: Visual Study 20%

**Further Information:** Some costs for materials may apply.

| Subject: | Visual Arts - Design | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA Code** | 1VAD10 | |
| **Course Leads to:** | Stage 2 Art or Design; Stage 2 Creative Arts; possibility of pathways into industry through drafting or building or graphic design. | |

**Focus of Study:**

Design provides students with a continued and continuing pathway of design learning and the opportunity to learn about the world around them from a design-based focus. The subject aims to develop student capabilities particularly: Critical and Creative Thinking; Ethical Understanding; Intercultural Understanding and their Personal and Social capability. The subject will use sustainability as a focus to explore the possibility of cross-curriculum projects or wider community design projects.

**Subject Overview:**

- Folio: Design process applied to student relevant design problems / tasks to facilitate skill development.
- Visual Study: negotiated visual inquiry question (at least 20%)
- Practical: Major and minor works developing from Folio with a written / oral practitioner's statement.

| Faculty: | Cross-Disciplinary | Stage 1 |
|---|---|---|
| **Subject:** | **Community Studies** | |
| **Length of Course:** | Semester (10 Credits) | |
| **Pre-Requisites:** | N/A | |
| **SACE Board of SA Code:** | 1COM10 | |
| **Course Leads to:** | Stage 2 Community Studies | |

**Focus of Study:**
This subject is project-based and focuses on students identifying, planning, researching and presenting an activity that encourages their engagement with and/or consideration of the local or wider community. Students may share their learning through a Community Studies Expo (to be advised).

**Subject Overview:**
The subject consists of:

1. A Folio (70%) consisting of:

   - a contract where students identify their existing and intended learning, capabilities and a community contact who will support them in their research.
   - evidence of learning through various forms of evidence, including, but not limited to: annotated photographs, sketches, diagrams, video footage, notes, interview transcripts, and source analysis.
   - A presentation of their learning, where they can gather feedback from the audience.

2. A reflection (30%) where the student evaluates their project and reflects on the challenges, successes and skills developed.

| Subject: | Workplace Practices | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | N/A | |
| **SACE Board of SA Code:** | 1WPS10 | |
| **Course Leads to:** | Stage 2 Workplace Practices | |

**Focus of Study:**
In Workplace Practices, the emphasis is on developing the students' capability for work.

The course aims to develop students' ability to:

- Demonstrate knowledge and understanding of industry and work and develop and apply relevant work skills
- Identify and investigate processes and issues related to work, industry and the workplace
- Work independently and with others
- Review, reflect and report on, their experiences, abilities, interests and aspirations in relation to planning for work and future pathways

**Subject Overview:**
There are three areas of study in this subject:

1. Industry and Work Knowledge - topics include**:** Future Trends in the World of Work; The Value of Unpaid Work to Society; Workers' Rights and Responsibilities; Career Planning; negotiated topics.
2. Vocational Learning (Work Experience)
3. VET

Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Performance
- Assessment Type 3: Reflection

***This subject is highly recommended for students completing VET studied through Flexible Industry Pathways (FIPs), or school-based apprenticeships and traineeships.***

| Faculty: | Cross-Disciplinary | Stage 1 |
|---|---|---|
| **Subject:** | **Youth Support Pathways** | |
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | N/A | |
| **SACE Board of SA Code:** | 1ILN10 | |
| **Course Leads to:** | | |

**Focus of Study:**

This course is aimed at students who are considering an Education, Education Support or Youth Work/Social Work pathway.

Students will gain an insight into classroom teaching and learning practices by participating in peer coaching activities within Year 7/8 classrooms. Students will engage in a range of individual and group activities to develop their understanding of how the brain works; learning styles and strategies; and the impacts of wellbeing.

Upon successful completion of initial training (2 weeks), students will participate in 1x 80 min lesson a week of ongoing training and discussion, and 2x 80 min lessons a week of peer coaching with Year 7/8 students.

**Subject Assessment:**

1. **Practical Explorations** (50%) – students explore and develop the qualities they need to become effective learning support coaches within Year 7/8 classrooms. They will be assessed on their participation in training activities, as well as on their ability to employ a range of strategies to assist students within the classroom.
2. **Connections** (25%) **–** Students form teams to plan and deliver a key learning concept to Year 7/8 students. After pitching their ideas to the class, students discuss their teaching and learning goals and submit a plan for approval. Students will need to show evidence of; collaborative decision making; investigation of ideas/strategies; and thoughtful planning that meets the needs of their identified student cohort. Students will deliver the learning activity and participate in group and individual feedback processes.
3. **Personal Venture** (25%) – At the conclusion of the Youth Support Pathways program, students undertake a review of their personal development and discuss how their participation has assisted them to develop their Personal and Social Skills while assisting others to do the same. Students review their experience and write a reflection suitable for publication in a school magazine, as a speech (or video) to an audience, or as an application for future leadership or employment positions.

| Faculty: | Design and Technology | Stage 1 |
|---|---|---|
| **Subject:** | **Café Program** | |
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A, apart from an interest in practically based learning | |
| **Course Leads to:** | Stage 2 Food and Hospitality | |
| **SACE Code:** | 1ILN10 | |

**Focus of Study:**

This course provides students with opportunities to examine the dynamic nature of the food and hospitality industry with related principles in our community. Topics covered include Beverage making (Barista and others), Safe Food Handling, preparation and Presentation of Foods suitable for a Café setting through individual and group catering enterprises run through the school. Students will be provided with opportunities to explore areas of interest in both directed and self-directed learning. Students will also explore a personal venture related to the Café' Industry. Students will also gain Point of sale and customer service skills.

| Subject: | Digital Communication Solutions (Photography) | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 Credits) | |
| **Pre-Requisites:** | N/A but Year 9 and Year 10 Photography preferred | |
| **SACE Board of SA Code:** | 1DCS10 | |
| **Course Leads to:** | Stage 2 Design and Technology- Communication Products (Digital Photography). | |

**Focus of Study:**

The major focus of this course is to design and develop a Photo book based upon a theme. The product (Photo book) along with a Folio of backup and a Product Record is to be submitted. Workshops will be undertaken at the start of the course to learn how to capture images using the manual mode of a digital SLR camera (off Automatic). Two skills tasks demonstrating manual camera and compositional skills and Photoshop techniques will be undertaken along with a Material Application study on different file formatting types (800 words).

**Subject Overview:**

Students will be required to complete:

- Assessment Type 1: Skills and Applications Task 20%
  - Camera skills - Part 1 **and** 2
  - Materials Applications (800 words)
- Assessment Type 2: Folio 30%
- Assessment Type 3: Product 50%

| Subject: | Digital Technologies 1 | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 Credits) | |
| **Pre-Requisites:** | N/A (although the computer literacy component of Digital Technologies is an advantage) | |
| **SACE Board of SA Code:** | 1DT10 | |
| **Course Leads to:** | Stage 2 Digital Technology | |

**Focus of Study:**

- In this subject, students are expected to:
- Apply computational thinking skills to explore problems and possible solutions
- Develop and apply programming skills in creating digital solutions
- Analyse patterns and relationships in data sets and/or algorithms, and draw conclusions
- Develop and apply program design skills to create and evaluate digital solutions
- Research and discuss ethical considerations in digital technologies
- Work individually and collaboratively.

**Subject Overview:**

- Focus Area 1: Programming
- Focus Area 2: Advanced Programming
- Focus Area 3: Data Analytics
- Focus Area 4: Exploring Innovations

| Subject: | Digital Technologies 2 | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | N/A (although the Computer Literacy component of Digital Technologies is an advantage) | |
| **SACE Board of SA Code:** | 1DT10 | |
| **Course Leads to:** | Stage 2 Digital Technology | |

**Focus of Study:**

The purpose of this course is to provide students with a place for learning about some aspect of Digital Technology that is of particular interest to the student. The learning is usually self-directed and we make use of online tutorials to support the learning. The course involves preparing a Community Studies contract of learning.

**Subject Overview:**

- Focus Area 1: Programming
- Focus Area 2: Advanced Programming
- Focus Area 3: Data Analytics
- Focus Area 4: Exploring Innovations

| Faculty: | Design and Technology (continued) | Stage 1 |
|---|---|---|
| **Subject:** | **Field to Fork** | |
| **Length of Course:** | 1 Semester | |
| **Pre-Requisites:** | N/A | |
| **SACE Board of SA Code:** | 1IES10 (Design, Technology and Engineering- Industry and Entrepreneurial Solutions) | |
| **Course Leads to:** | Food and Hospitality Stage 1 and Stage 2; Stage 1 and 2 Or Agricultural and Horticultural Studies At Stage 2 | |

**Subject Overview:** This course is designed to meet the increased need for understanding of food production, sustainability and preparation to improve individual health and wellbeing. Students will have opportunities to build and maintain food production areas, which includes the Grant High School Agriculture Farm, hothouse and garden areas, as well as test and build enterprises for a more food sustainable future on a small scale. The focus of this semester is the Summer and Autumn growing season. Students will also study paddock layout, stock type and numbers, general animal husbandry for food production and the day to day maintenance of the Grant High School Agriculture Farm. These skills can later be applied to student contributions to the wider community. Students will also have opportunities to prepare and eat the food they have produced at the Grant High School Farm.

**Further Information:** Students will have opportunities to visit and explore other food production and preparation areas in the wider community.
Excursion costs may be involved for in this place-based learning. Resources may be required to support students e.g. text books/printed booklets. Some resources may be required to support practical investigations at the Ag Farm and in the Kitchen.

| Subject: | Food and Hospitality 1 | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | N/A but prior Home Economics classes preferred. | |
| **SACE Board of SA Code:** | 1FOH10 | |
| **Course Leads to:** | Stage 2 Food and Hospitality. | |

**Focus of Study:** This course provides students with opportunities to examine the dynamic nature of the food and hospitality industry with related principles in our community. Topics covered include Safe Food Handling, Socio-Cultural influences on contemporary Australian Eating Habits, Presentation of Food and group catering enterprises via large scale events run through the school, off site. Students will be provided with opportunities to research topics relevant to the local region, develop action plans, evaluate and expand their skills in decision-making management and organisation.

**Further Information**: Some food preparation accompanies topics covered. Some food items specifically chosen by the student need to be provided from home. Additional out of school hours commitment is a requirement of some assessment tasks.

| Faculty: | Design and Technology | Stage 1 |
|---|---|---|
| **Subject:** | **Food and Hospitality 2** | |
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | N/A but prior Home Economics classes preferred. | |
| **SACE Board of SA Code:** | 1FOH10 | |
| **Course Leads to:** | Stage 2 Food and Hospitality. | |

**Focus of Study:**

This program has been written to meet the needs of students who are interested in further pathways into the dynamic and versatile nature of the food and hospitality industry. There is a focus on investigations into current, contemporary food trends that influence changing natures of local industries in the local region. Topics covered include Safe Food Handling, Socio-Cultural influences on contemporary Australian Eating Habits, Presentation of Food and group catering enterprises via large scale events run through the school, off site.

Students will be provided with opportunities to research topics relevant to the local region, develop action plans, evaluate and expand their skills in decision-making management and organisation.

**Further Information:**

Some food preparation accompanies topics covered. Some food items specifically chosen by the student need to be provided from home. Additional out of school hours commitment is a requirement of some assessment tasks.

| Subject: | Materials Products (Jewellery and Textiles Technology) | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | N/A but Year 9 and 10 Textiles Technology or Jewellery and Textiles Technology preferred. | |
| **SACE Board of SA Code:** | 1MRS10 | |
| **Course Leads to:** | Completion of SACE using casual/part-time work.<br>Design and Technology - Materials Products (Jewellery and Textiles Technology). | |

**Focus of Study:**

This subject is designed so that students are able to:

- Investigate and critically analyse existing products
- Create, test, and modify design ideas
- Recognise, analyse, and use equipment to create products safely
- Use the design process to develop and implement solutions and ideas for products
- Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- Evaluate product development and outcome, and reflect on technological ideas and procedures used
- Analyse the impact of technological practices, products on individuals, society, and/or the environment.

**Subject Overview:**

Students will be required to complete:

- Assessment Type 1**:** Skills and Applications Task 30%
- Assessment Type 2**:** Folio and Product 40%
- Assessment Type 3**:** Materials investigation/Issues analysis 30%

**Further Information**: Students will need to provide some materials for their projects.

| Faculty: | Design and Technology | Stage 1 |
|---|---|---|
| Subject: | **Materials Products 1 Metalwork** | |
| **Length of Course:** | Semester (10 Credits) | |
| **Pre-Requisites:** | N/A -Year 9 and 10 Materials Technology Preferred | |
| **SACE Board of SA Code:** | 1MRS10 | |
| **Course Leads to:** | Stage 2 Materials Products | |

**Focus of Study:**

This subject is designed so that students are able to:

- Investigate and critically analyse existing products
- Create, test, and modify design ideas
- Recognise, analyse, and use equipment to create products safely
- Use the design process to develop and implement solutions and ideas for products
- Design 3D models and create technical drawings using computer aided design software AutoDesk Fusion.
- Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- Evaluate product development and outcome, and reflect on technological ideas and procedures used
- Analyse the impact of technological practices, products on individuals, society, and/or the environment.

**Subject Overview:**

Students will be required to complete:

- Assessment Type 1: Skills and Application Tasks 30%
- Assessment Type 2: Folio Design Task and Product 40%
- Assessment Type 3: Issues exploration/Materials investigation 30%

**Further Information:** Laptop and pencil required. Students may be required to cover the cost of their materials and any specialty items for their major projects. Parents and caregivers will be required to sign a commitment to pay agreement form before work on the major project can commence.

| Subject: | Materials Products 1 Woodwork | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 Credits) | |
| **Pre-Requisites:** | N/A -Year 9 and 10 Materials Technology Preferred | |
| **SACE Board of SA Code:** | 1MRS10 | |
| **Course Leads to:** | Stage 2 Materials Products | |

**Focus of Study:**
This subject is designed so that students are able to:

- Investigate and critically analyse existing products
- Create, test, and modify design ideas
- Recognise, analyse, and use equipment to create products safely
- Use the design process to develop and implement solutions and ideas for products
- Design 3D models and create technical drawings using computer aided design software AutoDesk Fusion.
- Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- Evaluate product development and outcome, and reflect on technological ideas and procedures used
- Analyse the impact of technological practices, products on individuals, society, and/or the environment.

**Subject Overview:**

Students will be required to complete:

- Assessment Type 1: Skills and Application Tasks 30%
- Assessment Type 2: Folio Design Task and Product 40%
- Assessment Type 3: Issues exploration/Materials investigation 30%

**Further Information:** Laptop and lead pencil required. Students may be required to purchase and supply specialty fixings or materials for their major project.

| Faculty: | Design and Technology | Stage 1 |
|---|---|---|
| **Subject:** | **Materials Products 2 Metalwork** | |
| **Length of Course:** | Semester (10 Credits) | |
| **Pre-Requisites:** | N/A but Year 9 and 10 Materials Technology preferred | |
| **SACE Board of SA Code:** | 1MRS10 | |
| **Course Leads to:** | Stage 2 Materials Products | |

**Focus of Study:**
This subject is designed so that students are able to:

- Investigate and critically analyse existing products
- Create, test, and modify design ideas
- Recognise, analyse, and use equipment to create products safely
- Use the design process to develop and implement solutions and ideas for products
- Design 3D models and create technical drawings using computer aided design software AutoDesk Fusion.
- Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- Evaluate product development and outcome, and reflect on technological ideas and procedures used
- Analyse the impact of technological practices, products on individuals, society, and/or the environment.

**Subject Overview:**
Students will be required to complete:

- Assessment Type 1: Skills and Application Tasks 20% and Materials Study Essay 10%
- Assessment Type 2: Folio 40%
- Assessment Type 3: Design Task Product 30%

**Further Information:** Laptop and pencil required. Students may be required to cover the cost of their materials and any specialty items for their major projects. Parents and caregivers will be required to sign a commitment to pay agreement form before work on the major project can commence.

| Subject: | Materials Products 2 Woodwork | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 Credits) | |
| **Pre-Requisites:** | N/A but Year 9 and 10 Materials Technology preferred | |
| **SACE Board of SA Code:** | 1MRS10 | |
| **Course Leads to:** | Stage 2 Materials Products | |

**Focus of Study:**
This subject is designed so that students are able to:

- Investigate and critically analyse existing products
- Create, test, and modify design ideas
- Recognise, analyse, and use equipment to create products safely
- Use the design process to develop and implement solutions and ideas for products
- Design 3D models and create technical drawings using computer aided design software AutoDesk Fusion.
- Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to technological activities
- Evaluate product development and outcome, and reflect on technological ideas and procedures used
- Analyse the impact of technological practices, products on individuals, society, and/or the environment.

**Subject Overview:**
Students will be required to complete:

- Assessment Type 1: Skills and Application Tasks 20% and Materials Study Essay 10%
- Assessment Type 2: Folio 40%
- Assessment Type 3: Design Task Product 30%

**Further Information:** Laptop and lead pencil required. Students may be required to purchase and supply specialty fixings or materials for their major projects.

| Faculty: | English | Stage 1 |
|---|---|---|
| **Subject:** | **Creative Writing** | |
| **Length of Course:** | 1 Semester – Semester 1 | |
| **Pre-Requisites:** | Competent achievement in Year 9/10 English or Literary Studies | |
| **SACE Board of SA Code:** | 1ILN10 | |
| **Course Leads to:** | Stage 2 English or Literary Studies, University Level Extension Studies | |

**Focus of Study:**

This subject is designed so that students will:

- Become more skilled and versatile writers
- Create short stories, poetry, life-writing, fiction and creative non-fiction pieces
- Study the techniques of a range of genres and forms
- Develop and sustain reflective writing practices
- Improve revision and editing proficiency

**Subject Overview**:

Assessment Type 1: Practical Exploration (investigation)

Students consider and explore information, concepts, and/or skills connected to their program focus.

Assessment Type 2: Connections

Students undertake activities that encourage them to make connections between their program focus and their development of a capability.

Assessment Type 3: Personal Venture (folio)

The personal venture is an opportunity for students to explore an area of the program focus that is of interest to them. Students complete a folio of evidence demonstrating a link between their area of personal interest and development of a capability.

The Program Focus for the semester will be decided in collaboration with students at the beginning of each semester.

Possible topics could include:

- Genre specific fiction writing; romance, crime, historical, horror etc.
- Screen writing
- Script writing
- Political writing
- Game writing
- Travel writing
- Poetry/Song writing

**This subject is not a substitute for English and will not count as the compulsory English subject at Stage 1.**

| Faculty: | English | Stage 1 |
|---|---|---|
| **Subject:** | **Media Studies** | |
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | N/A | |
| **SACE Board of SA Code:** | 1MES10 | |
| **Course Leads to:** | Stage 2 Media Studies | |

**Focus of Study:**

The focus of Media Studies is on exploring the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media provide views of world events, interpretations of the world, and entertainment. Students consider how media can exert a significant influence on the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct their identity, make economic choices, develop political ideas, and spend their leisure time.

Media Studies involves reading, viewing, writing, listening, discussing, debating, and interacting. Stage 1 Media Studies also involves creating media products and analysing media. Students create and examine a range of media texts, thus developing their skills and knowledge, and their understanding of media as symbolic systems.

Learning in Media Studies is achieved through a close study of topics selected from the following list:

- Topic 1: Images of Youth in Media
- Topic 2: Making of the News
- Topic 3: Advertising
- Topic 4: Careers in Media
- Topic 5: Creating Multimedia Texts
- Topic 6: Representations in Media
- Topic 7: Media Audiences
- Topic 8: Media and Leisure
- Topic 9: Media and the Global Community.

The structure of Stage 1 Media Studies is flexible. In collaboration with students, teachers can develop topics other than those listed. Tasks provide opportunities for individual and group learning. The mode for providing evidence of learning may be negotiated.

**Subject Overview:**

The following assessment types enable students to demonstrate their learning in Stage 1 Media Studies:

- Assessment Type 1: Folio (40%)
- Assessment Type 2: Interaction Study (20%)
- Assessment Type 3: Product (40%)

**This subject is not a substitute for English and will not count as the compulsory English subject at Stage 1.**

| Faculty: | English | Stage 1 |
|---|---|---|
| **Subject:** | **Essential English: Communication in the Workplace** | |
| **Length of Course:** | Full year, two semesters (10 credits each semester) | |
| **Pre-Requisites:** | Recommendation by class teacher and/or VET Coordinator, written application | |
| **SACE Board of SA Code:** | 1ETE10 | |
| **Course Leads to:** | Stage 2 Essential English | |

**Focus of Study:**

This subject is designed so that students will:

- Improve their communications skills
- Refine and extend their skills of expression and comprehension
- Look closely at examples of written, visual and multimedia communication used in the workplace
- Explore the way language is used to create texts
- Read, view and create media and everyday texts
- Demonstrate knowledge and understanding using written, spoken and multimedia texts

**Subject Overview:**

Assessment Type 1: Responding to texts

Could include:

- A mock interview
- A comparison of workplace texts
- A review of a TEDTalk or YouTube video

Assessment Type 2: Creating Texts

Could include:

- A practical skill demonstration
- A workplace incident report
- A job application folio

| Faculty: | English | Stage 1 |
|---|---|---|
| **Subject:** | **English** | |
| **Length of Course:** | Full year, two semesters (10 credits each semester) | |
| **Pre-Requisites:** | Competent achievement in Year 10 English or Literary Studies | |
| **SACE Board of SA Code:** | 1ESH10 | |
| **Course Leads to:** | Stage 2 English. | |

**Focus of Study:**

This subject is designed so that students will:

- Improve their communications skills
- Refine and extend their skills of expression and comprehension
- Look closely at examples of written, visual and multimedia communication
- Explore the way language is used to create texts
- Read, view and create literature, media and everyday texts
- Demonstrate knowledge and understanding using written, spoken and multimedia texts.

**Subject Overview:**

Students will be required to complete:

- Assessment Type 1: Responding to texts 40% - Study and respond to novels, poetry, film, plays and contemporary texts.
- Assessment Type 2: Creating Texts 40% - Creation of texts, including written, oral and multimedia.
- Assessment Type 3: Intertextuality Study 20% - One each semester: connect two or more texts or consider texts in relation to other texts.

| Faculty: | English | Stage 1 |
|---|---|---|
| **Subject:** | **Literary Studies** | |
| **Length of Course:** | Full year, two semesters (10 credits each semester) | |
| **Pre-Requisites:** | Competent achievement in Year 10 Literary Studies | |
| **SACE Board of SA Code:** | 1ESH10 | |
| **Course Leads to:** | Stage 2 Literary Studies or Stage 2 English | |

**Focus of Study:**

This subject is designed so that students will:

- Interpret and evaluate texts
- Extend their experiences of a broad range of literary texts
- Write extensively about literature in a variety of forms, prioritising formal academic essay writing
- Show significant and mature involvement in reading
- Demonstrate knowledge and understanding using written, spoken and multimedia texts
- Read and respond to texts

**Subject Overview:**
Students will be required to complete:

- Assessment Type 1: Responding to texts 40%; Study and respond to novels, poetry, film and plays.
- Assessment Type 2: Creating texts 40%; Creation of texts, including written, oral and multimedia.
- Assessment Type 3: Intertextuality study 20%; one per semester: connect two or more texts or consider texts in relation to other texts.

| Faculty: | Health and Physical Education | Stage 1 |
|---|---|---|
| **Subject:** | **Child Studies** | |
| **Length of Course:** | 1 Semester (10 credits) | |
| **Pre-Requisites:** | C grade of higher in Year 9 Health & Physical Education | |
| **SACE Board of SA Code:** | 1CSD10 | |
| **Course Leads to:** | Stage 2 Child Studies. | |

**Focus of study:**

The purpose of the course is examining the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. They examine diverse attitudes, values, and beliefs about childhood and the care of children, the nature of contemporary families, and the changing roles of children in contemporary consumer society. Students have opportunities to develop their knowledge, understanding, and skills through a range of activities inside and outside of class such as excursions, interacting with guest speakers, and working with young children.

Subject Overview:

- Assessment Type 1: Practical Activity (50%) - Students identify and discuss one or more contemporary issues related to child development, and in particular to the health, safety and well-being of children as an action plan or research task. Students will apply their knowledge and skills to a practical application, and following this, students will prepare an evaluative report based on the practical application.
- Assessment Type 2: Group Activity (20%) – Collaboratively, students plan and implement a practical application to support the health and well-being of children.
- Assessment Type 3: Investigation (30%) – Students identify, investigate and reflect on a contemporary issue related to child development in the community.

**Further Information**: A small cost may be associated with excursions and incursions.

| Subject: | Health and Wellbeing | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 credits) | |
| **SACE Board of SA Code:** | 1HEW10 | |
| **Course Leads to:** | Stage 2 Health and Wellbeing, Stage 2 Child Studies | |

**Focus of study:** The purpose of the course is to develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. Students will consider the role of health and wellbeing in different contexts, and explore ways of promoting positive outcomes for individuals and global society. Student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students will explore and develop skills as agents and advocates for change and consider moral and ethical perspectives. Possible concepts explored include health literacy, health determinants, social equity and health promotion.

**Subject Overview:**

- **Assessment Type 1:** Practical Action (50%) – Students will undertake action on an individual or community issue, in order to improve health and wellbeing outcomes, in a school, or wider-community context.
- **Assessment Type 2:** Issue Inquiry (50%) – Students research a current health or wellbeing trend or issue

| Subject: | Outdoor Education 1 | Stage 1 |
|---|---|---|
| **Length of Course:** | 1 Semester – First Semester | |
| **Pre-Requisites:** | Application process completed. | |
| **SACE Board of SA Code:** | 1OUT10 | |
| **Course Leads to:** | Stage 2 Outdoor Education | |

**Focus of study:**

Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence and teamwork skills. Students will develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices, and develop their teamwork and practical outdoor skills. The learning experiences will take place in a variety of locations, evaluating and reflecting on their own progression and skill development, and working with others in groups, as well as their relationship with nature. **Students need the literacy capability to produce written reports and analysis tasks**

**Subject Overview:**

- **Assessment Type 1:** About Natural Environments (40%) – Students will undertake an investigation into human impacts on coastal environments, participating in a beach-clean up.
- **Assessment Type 2:** Experiences in Natural Environments (60%) – Students will plan for, and evaluate their experiences on two camps **(Bushwalking & Surfing)**

**Further Information:** Students should be aware this is a Year 11 course; therefore, expectations are of a Year 11 student. The cost of each expedition is **approximately $200 plus food.** Students studying this course will miss approximately 6 days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp. Attendance at both camps is a compulsory part of Outdoor Education. Failure to do so may result in being withdrawn from the course, or not achieving a passing grade.

**Note: You will need to complete an application process to formally enrol in the course**

| Faculty: | Health and Physical Education | Stage 1 |
|---|---|---|
| **Subject:** | **Outdoor Education 2** | |
| **Length of Course:** | 1 Semester – Second Semester | |
| **Pre-Requisites:** | Application process completed. | |
| **SACE Board of SA Code:** | 1OUT10 | |
| **Course Leads to:** | Stage 2 Outdoor Education | |

**Focus of study:**

Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence and teamwork skills. Students will develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices, and develop their teamwork and practical outdoor skills. The learning experiences will take place in a variety of locations, evaluating and reflecting on their own progression and skill development, and working with others in groups, as well as their relationship with nature. **Students need the literacy capability to produce written reports and analysis tasks.**

**Subject Overview:**

- **Assessment Type 1:** About Natural Environments (40%) – Students will investigate an issue which affects the sustainable use of the Murray River.
- **Assessment Type 2:** Experiences in Natural Environments (60%) – Students will plan for, and evaluate their experiences on two camps (Rock climbing & Canoeing)

**Further Information:** Students should be aware this is a Year 11 course; therefore, expectations are of a Year 11 student. The cost of each expedition is **approximately $300 plus food.** Students studying this course will miss approximately 6 days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp. Attendance at both camps is a compulsory part of Outdoor Education. Failure to do so may result in being withdrawn from the course, or not achieving a passing grade.

**Note: You will need to complete an application process to formally enrol in the course.**

| Subject: | Physical Education 1 | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 credits) | |
| **SACE Board of SA Code:** | 1PHD10 | |
| **Course Leads to:** | Stage 2 Physical Education | |

**Focus of study:**

The focus for this course is the ways in which the human body responds to sport and exercise. Students explore the participation and performance of human physical activities. 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. Students will participate in 2-3 practical activities and investigate factors that influence and improve sport and exercise performance. High levels of self-reflection, evaluation and data analysis is required through the course.

**Subject Overview:**

- **Assessment Type 1:** Performance Improvement (50%) – Students will participate in a variety of physical activities focussing on one or more movement concepts or strategies to consider ways to improve performance.
- **Assessment Type 2:** Physical Activity Investigation (50%) – Students participate in one or more physical activities to investigate how personal, social and cultural factors affect, or are influenced by, participation.

**Further Information:** Students need the numeracy capability to record, collate and interpret a range of data sets, and the literacy capability to produce written reports and analysis tasks. Appropriate sports uniform and footwear required.

| Faculty: | Health and Physical Education | Stage 1 |
|---|---|---|
| **Subject:** | **Physical Education 2** | |
| **Length of Course:**<br>**SACE Board of SA Code:**<br>**Course Leads to:** | Semester (10 credits)<br>1PHD10<br>Stage 2 Physical Education | |

**Focus of study:**

The focus for this course are the factors that contribute to skill development and performance. Students explore the participation and performance of human physical activities. 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. Students will participate in 2-3 practical activities and investigate factors that influence and improve sport and exercise performance. High levels of self-reflection, evaluation and data analysis is required through the course.

**Subject Overview:**

- **Assessment Type 1:** Performance Improvement (50%) – Students will participate in a variety of physical activities focussing on one or more movement concepts or strategies to consider ways to improve performance.
- **Assessment Type 2:** Physical Activity Investigation (50%) – Students participate in one or more physical activities to investigate how personal, social and cultural factors affect, or are influenced by, participation.

**Further Information:** Students need the numeracy capability to record, collate and interpret a range of data sets, and the literacy capability to produce written reports and analysis tasks. Appropriate sports uniform and footwear required.

| Subject: | Sports Development and Coaching | Stage 1 |
|---|---|---|
| **Length of Course:**<br>**Pre-Requisites:**<br>**SACE Board of SA Code:**<br>**Course Leads to:** | 1 Semester (10 Credits)<br>N/A<br>1ILN10<br>N/A | |

**Focus of study:**

This course is aimed at students who have an interest, and positive attitude towards developing their own sporting and coaching performance. The course will be a combination of theory, and practical lessons, aimed at developing the knowledge and understanding of what it takes to improve their own sporting performance, but also how to be an effective coach. Students will have the opportunity to engage with members of the community, to develop their interpersonal and leadership skills. The topics covered may include self-analysis; training principles and methods; skill acquisition; officiating; coaching styles; effective coaching tools and coaching/training programs.

Subject Overview:

- **Assessment Type 1: Practical Exploration (30%**) – Students will develop their knowledge, concepts and skills in a sport/recreational activity, along with coaching techniques, by undertaking a number of practical inquiry activities.
- **Assessment Type 2: Connections (40%**) – Students will plan and implement a sporting tournament delivered to primary or middle years students, culminating with a reflection.
- **Assessment Type 3: Personal Venture (30%)** – Students will investigate, design and implement an individual pre-season training program focussed on skill development and improvement.

**Further Information:** This course is assessed against Integrated Learning, a framework that enables students to make links between aspects of their lives, and their learning about themselves and their capabilities.

*Note: This subject is a combination of the previous personal sports development & sports coaching.

| Faculty: | Humanities and Social Sciences (HASS) | Stage 1 |
|---|---|---|
| **Subject:** | **Accounting (Business and Personal Finance)** | |
| **Length of Course:** | 1 Semester (10 credits) in semester 1 | |
| **Pre-Requisites:** | N/A | |
| **SACE Board of SA Code:** | 1ACO10 | |
| **Course Leads to:** | Stage 2 Accounting | |

**Focus of Study**

Accounting is the language of business and is used to tell the financial story of an entity. Accounting helps business owners to understand their business so that they can make informed decisions. The practice of accounting is used to record, report, analyse, and communicate past events, current activities, and to predict potential challenges and opportunities.

In semester 1 (A), students

- Develop their understanding of accounting, including selected concepts and conventions that underpin and inform the practice of accounting (e.g. ownership structure, legal entity, materiality, relevance, assets, and liabilities)
- Develop and increase understanding of how accounting and accounting practices impact a business (monitoring transactions, profit & loss)
- Develop an understanding of how accounting applies to and impacts their personal circumstances (e.g. credit cards, personal loans, mortgages, superannuation, budgeting)
- Explore links between self and others in local and global accounting contexts (e.g. foreign currency and exchange rates)
- Explore the impacts accounting has had on society (e.g. online shopping, cryptocurrencies) and the opportunities that exist involving accounting in the future

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| Subject: | Geography | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 credits) or Full Year (2 semesters of 10 credits) | |
| **Pre-Requisites:** | Recommended (but not compulsory) to have completed Foundations to Geography in the year prior. | |
| **SACE Board of SA Code:** | 1GHY10 | |
| **Course Leads to:** | Stage 2 Geography and other Stage 2 HASS subjects. | |

**Focus of Study:**

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 includes:

- Understanding importance of place in explanations of economic, social, and environmental phenomena and processes.
- Exploring the concepts of place, space, environment, interconnection, sustainability, scale, and change.
- Identifying patterns and trends, and explore and analyse geographical relationships and interdependencies.
- Use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.
- Topics include- local contemporary issues, Urban Places, Megacities, Natural and Human Induced Hazards.

**Subject Overview:**

- Skills and Applications tasks
- Fieldwork- including excursions. Associated costs approx. $50

| Subject: | Legal Studies | Stage 1 |
|---|---|---|
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | Recommended (but not compulsory) to have completed Foundations to Legal Studies in the year prior. | |
| **SACE Board of SA Code:** | 1LEG10 | |
| **Course Leads to:** | Stage 2 Legal studies | |

Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students will:

- Explore and develop their understanding of the concepts of rights, fairness and justice, power, and change.
- Examine law making, law enforcement and dispute resolution,
- Apply knowledge to a range of contemporary Australian issues.
- Consider alternative perspectives such as customary law, family law and systems used in other jurisdictions
- Have the opportunity to attend the Legal Studies Camp to Adelaide. Examine roles within the courtroom including judges, lawyers and jury member through participating in mock trials. Excursions to courtrooms and Parliament house. Associated costs approx. $100

**Assessment Type:**

- Analytical Response
- Inquiry
- Presentation

| Subject: | Italian Beginners | Stage 1 |
|---|---|---|
| **Length of Course:** | Whole Year (10 credits each semester) | |
| **Pre-Requisites:** | This subject is for students with little or no previous knowledge of the language. Eligibility form needed. | |
| **SACE Board of SA Code:** | 1ITB10 | |
| **Course Leads to:** | Stage 2 Italian Beginners | |

**Focus of Study:**

Learning another language is a gateway to a world of opportunities as a globally-minded citizen.

In this subject, students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- Interacting with others in Italian in interpersonal situations using the spoken language
- Creating texts in Italian for specific audiences, purposes, and contexts
- Analysing texts that are in Italian to interpret meaning
- Participating in cultural activities, such as cooking, songs, games, and involvement in the local Italian community.

**Assessment Type**

- *Interacting in Spoken Italian:* Students interact with others in interpersonal situations to exchange information, ideas, opinions, and experiences in spoken Italian.
- *Presenting in Spoken Italian*: Students prepare and give a spoken presentation in Italian on a topic of personal interest.
- *Text Production:* Students create text(s), in which they convey information and/or experiences and express ideas and/or opinions in written Italian. This may include writing a text in Italian and/or responding to a written text that is in Italian.
- *Analysing and Interpreting Written, Spoken, and/or Multimodal Texts*: Students analyse and interpret a text in Italian by responding in English and/or Italian to questions in English and/or Italian.

| Subject: | Tourism/Travel | Stage 1 |
|---|---|---|
| **Length of Course:** | 1 Semester (10 credits) | |
| **Pre-Requisites:** | N/A | |
| **SACE Board of SA Code:** | 1TOS10 or 1ILN10 | |
| **Course Leads to:** | Stage 2 Tourism | |

**Focus of Study:**

This subject will offer students the opportunity to study tourism as a discipline and explore the world of travel in greater depth. Students will be given choices within their assessments and have some influence into particular areas or interest. Teachers will work with students to cater the course to student interest where possible.

Tourism includes:

- Understanding of the nature of tourists and why people travel
- How the tourism industry works on local, national and global levels
- Tourism trends including responsible and sustainable tourism and exploring socio-cultural, economic and environmental impacts and management strategies. Students consider how they can be responsible tourists and the impacts of their choices when travelling.
- Field trips and excursions. It is expected that students will attend field trips and excursions.
- Special interest topics may include: travel tips; booking and planning travel; safety considerations; financial and communication considerations; tourist personalities and travel types, and a range of other considerations.

**Assessment Type:**

- Tourism focus: Case Study, Practical Activity, Investigation, Source Analysis internal Examination.
- All assessments are completed and submitted on laptops and require confidence in literacy capability.

**Please note this course can involve a camp with associated costs of approximately $200.00.**

| Subject: | Modern History | Stage 1 |
|---|---|---|
| **Length of Course:** | 1 Semester (10 credits) | |
| **Pre-Requisites:** | Recommended (but not compulsory) to have completed Foundations to Modern History in the year prior. | |
| **SACE Board of SA Code:** | 1MOD10 | |
| **Course Leads to:** | Stage 2 Modern History/ Ancient Studies | |

**Focus of Study:**

In the study of Modern History 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.

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

- Imperialism
- Decolonisation
- Indigenous peoples
- T Social movements
- Revolution
- Elective.

**Assessment Type**

- *Historical Skills*
- *Historical Study*

| Subject: | Japanese 1 + 2 | Stage 1 |
|---|---|---|
| **Length of Course:** | Whole Year (10 credits each semester) | |
| **Pre-Requisites:** | This subject is for students with little or no previous knowledge of the language. Eligibility form needed. | |
| **SACE Board of SA Code:** | 1JAB10 | |
| **Course Leads to:** | Stage 2 Japanese Beginners | |

**Focus of Study:**

- This subject is aimed at students with no or very limited exposure to the Japanese language previously.
- Students will either complete Stage 1 Japanese Beginners or Stage 1 Integrated learning (with Japanese Language focus). This will be decided in consultation with Ms. Mitchell, LOTE coordinator and parents at the commencement of the semester.
- In this subject, students develop and apply linguistic and intercultural knowledge, understanding and skills by:
- Interacting with others in Japanese in interpersonal situations
- Create texts in Japanese for specific audiences, purposes, and contexts
- Analysing texts that are in Japanese to interpret meaning

**Assessment Type:**

- *Interacting in Spoken Japanese*- Students interact with others in interpersonal situations to exchange information, ideas, opinions, and experiences in **spoken Japanese.**
- *Text Production*- Students create text(s), in which they convey information and/or experiences and express ideas and/or opinions in written Japanese.
- *Analysing and Interpreting Written, Spoken, and/or Multimodal Texts*- Students analyse and interpret a text in Japanese by responding in English and/or Japanese to questions in English and/or Japanese.

| Faculty: | Mathematics | Stage 1 |
|---|---|---|
| **Subject:** | **Essential Mathematics** | |
| **Length of Course:** | One or two semesters (10 credits each semester) | |
| **Pre-Requisites:** | Completion of Year 10 Mathematics | |
| **SACE Board of SA Code:** | 1MEM10 | |

**Focus of Study:**

In Stage 1 Essential Mathematics students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including general calculation, measurement and geometry, money management, and statistics. Throughout Essential Mathematics, there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

**Subject Overview:**

Essential Mathematics consists of the following list of six topics:

- Calculations, Time and Ratio (S1)
- Earning and Spending (S1)
- Geometry (S1)
- Data in Context (S2)
- Measurement (S2)
- Investing (S2)

This subject is intended for students planning to pursue a career in a range of trades or vocations.

**Further Information**: Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

| Subject: | Mathematics | Stage 1 |
|---|---|---|
| **Length of Course:** | 1 or 2 Semesters (10 credits each semester) | |
| **Pre-Requisites:** | Competent Achievement in Mathematics at Year 10 (previously General Mathematics) | |
| **SACE Board of SA Code:** | 1MGM10 | |
| **Course Leads to:** | Stage 2 General Mathematics or Stage 2 Essential Mathematics | |

**Focus of Study:**
Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject.

Areas studied cover a range of applications of mathematics, including; personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating student's computational and algebraic skills and expanding their ability to reason and analyse mathematically.

**Subject Overview:**
General Mathematics consists of the following list of six topics:

- Investing and borrowing (S1)
- Measurement (S1)
- Statistical Investigation (S1)
- Applications of Trigonometry (S2)
- Linear Functions and their Graphs (S2)
- Matrices and Networks (S2)

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

**Further Information**: Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

| Faculty: | Mathematics | Stage 1 |
|---|---|---|
| Subject: | Mathematical Methods A, B and C | |
| Length of Course: | 3 Semesters (10 credits each semester) | |
| Pre-Requisites: | Competent Achievement in Foundations for Mathematical Methods at Year 10 (previously Advanced Mathematics) | |
| SACE Board of SA Code: | 1MAM10 | |
| Course Leads to: | Stage 1 Specialist Mathematics, Stage 2 Mathematical Methods or Stage 2 General Mathematics | |

**Focus of Study:**

Mathematical Methods at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10 Advanced Mathematics.

Stage 1 Mathematical Methods is organised into topics that broaden student's mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

**Subject Overview:**

Stage 1 Mathematical Methods consists of the following list of nine topics:

- Arithmetic and Geometric Sequences and Series (MMA)
- Growth and Decay (MMA)
- Counting and Probability (MMA)
- Trigonometry (MMA)
- Polynomials (MMB)
- The unit circle and Further Trigonometry (MMB)
- Functions and graphs (MMB)
- Statistics (MMB)
- Real and complex numbers (MMC)
- Matrices (MMC)
- Introduction to Differential Calculus (MMC)

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, space science and laser physics.

**Further Information**:

Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

Students enrolled in Mathematical Methods A, in Semester 2 of Year 10, will be resulted the following year.

| Faculty: | Mathematics | Stage 1 |
|---|---|---|
| **Subject:** | **Specialist Mathematics** | |
| **Length of Course:** | Semester (10 credits) | |
| **Pre-Requisites:** | A high level pass (A or B Grade) in Advanced Mathematics at Year 10 | |
| **SACE Board of SA Code:** | 1MAM10 | |
| **Course Leads to:** | Stage 2 Mathematical Methods (requires Stage 1 Mathematical Methods), Stage 2 Specialist Mathematics (requires Stage 1 Mathematical Methods) | |

**Focus of Study:**

At Stage 1 students broaden their mathematical experience and increase their mathematical flexibility and versatility by developing mathematical arguments, proof and problem solving in a variety of contexts.

Topics studied provide a blending of algebraic and geometric thinking. At Stage 1 there is a progression of content, applications, level of sophistication and abstraction leading to Stage 2. For example, vectors in two dimensions are introduced in Stage 1 then studied for three-dimensional space in Stage 2.

**Subject Overview:**

Specialist Mathematics consists of the following list of three topics:

- Geometry
- Vectors in the Plane
- Trigonometry

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

Specialist Mathematics leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject. **Further Information**: Students must have their own scientific or SACE Board approved graphics calculator (Casio is the brand used at Grant High School).

| Faculty: | Science | Stage 1 |
|---|---|---|
| **Subject:** | **Agriculture** | |
| **Length of Course:** | One semester (10 credits) | |
| **Pre-Requisites:** | Competent achievement in Year 10 Foundations of Senior Science and Stage 1 Scientific Studies. | |
| **SACE Code:** | 1AGU10 | |
| **Course Leads to:** | Stage 2 Agricultural Production | |

**Focus of Study:**

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges, both now and in the future, related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity and quarantine.

**Subject Overview:**

The following assessment types enable students to demonstrate their learning in Stage 1 Agriculture -

- Assessment Type 1: Agricultural Reports.
- Assessment Type 2: Applications.

Students provide evidence of their learning through four assessments. Students complete -

- One practical report.
- One report with a focus on Science as a Human Endeavour.
- Two application tasks.
- A minimum of 8-10 hours of practical learning at the Grant High School Agriculture Farm is included, along with field trips and classroom theory.

| Subject: | Biology | Stage 1 |
|---|---|---|
| **Length of Course:** | One semester (10 credits) | |
| **Pre-Requisites:** | Competent achievement in Year 10 Foundations of Senior Science and Stage 1 Scientific Studies. | |
| **SACE Board of SA Code:** | 1BGY10 | |
| **Course Leads to:** | Stage 2 Biology | |

**Focus of Study:**

By investigating biological systems and their interactions from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes through to macroscopic ecosystem dynamics, students extend the skills, knowledge, and understanding that enables them to explore and explain everyday observations, find solutions to biological issues, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

**Subject Overview:**

Stage 1 Biology covers the following topics – Cells and Microorganisms, and one of the following: Infectious Diseases, Multicellular Organisms or Biodiversity and Ecosystem Dynamics.

Students will be required to complete:

- Assessment Type 1: Investigations Folio - Students will undertake at least one practical investigation and one investigation with a focus on Science as a Human Endeavour.
- Assessment Type 2: Skills and Application Tasks

| Faculty: | Sciences | Stage 1 |
|---|---|---|
| **Subject:** | **Chemistry** | |
| **Length of Course:** | Full Year (10 credits per semester) | |
| **Pre-Requisites:** | Competent achievement in Year 10 Foundations of Senior Science and Stage 1 Scientific Studies. Competent achievement in Year 10 Advanced Mathematics is also strongly advised. | |
| **SACE Board of SA Code:** | 1CEM10 | |
| **Course Leads to:** | Stage 2 Chemistry | |

**Focus of Study:**

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use of resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

**Subject Overview:**

Stage 1 Chemistry includes the following topics - Atoms, Structure and Bonding, the Periodic Table, Carbon Chemistry, Polymers, The Atmosphere, Acids and Bases, Oxidation and Reduction, Corrosion, Quantities in Chemistry, and Properties and Reactions of Water.

Students will be required to complete:

- Assessment Type 1: Investigations Folio – students undertake at least one practical investigation and one investigation with a focus on Science as a Human Endeavour.
- Assessment Type 2: Skills and Applications Tasks

| Subject: | Physics | Stage 1 |
|---|---|---|
| **LENGTH OF COURSE:** | Full year (10 credits per semester) | |
| **PRE-REQUISITES:** | Competent achievement in Year 10 Foundations of Senior Science and Stage 1 Scientific Studies. Competent achievement in Year 10 Advanced Mathematics is also strongly advised. | |
| **SACE BOARD OF SA CODE:** | 1PYI10 | |
| **COURSE LEADS TO:** | Stage 2 Physics | |

**Focus of Study:**

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.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies and innovations.

**Subject Overview:**

Stage 1 Physics includes the following topics – Linear Motion and Forces, Electric Circuits, Heat, Energy and Momentum, Waves, Nuclear Models and Radioactivity.

Each semester students will be required to complete -

- Assessment Type 1: Investigations Folio - Students will undertake at least one practical investigation and an investigation with a focus on Science as a Human Endeavour.
- Assessment Type 2: Skills and Applications Tasks

| Subject: | Psychology | Stage 1 |
|---|---|---|
| **Length of Course:** | One semester (10 credits) | |
| **Pre-Requisites:** | Competent achievement in Year 10 Foundations of Senior Science and Stage 1 Scientific Studies. | |
| **SACE Board of SA Code:** | 1PSG10 | |
| **Course Leads to:** | Stage 2 Psychology | |

**Focus of Study:**

This subject emphasises the construction of psychology as a scientific approach by gathering evidence through scientific inquiry. Psychology aims to describe and explain human experiences, individual and cultural diversity and ways in which behaviour can be changed. Possible topics include lifespan psychology, cognitive psychology, neuropsychology, cyberpsychology and criminal psychology.

**Subject Overview:**

Students will be required to complete -

- Assessment Type 1: Investigations Folio – students will complete one deconstruction and design investigation, and an investigation with a focus on Science as a Human Endeavour.
- Assessment Type 2: Skills and Application Tasks.

# Stage 2 Subject Summary

Stage 2 students must complete:

- Home Group program (refer to descriptor)
- Activating Identities and Futures (for some students this is best managed at Year 11 – please consult with Community Leaders/Managers).

| **Home Group** | **Health and Physical Education** |
|---|---|
| **Arts** | Child Studies |
| Drama | Health & Wellbeing |
| Music -Solo/Ensemble Performance | Outdoor Education |
| Music Explorations | Physical Education |
| Visual Arts – Art | **Humanities and Social Sciences (HASS)** |
| Visual Arts - Design | Accounting |
| **Cross-Disciplinary Studies** | Legal Studies |
| Community Studies | Tourism/Travel |
| Activating Identities and Futures | Japanese Beginners |
| Workplace Practices | Italian Beginners |
| **Design and Technology** | Modern History |
| Digital Communication Solutions (Digital Photography) | Geography |
| Digital Technologies | **Mathematics** |
| Food and Hospitality | Essential Mathematics |
| Material Products (Furniture Construction) | General Mathematics |
| Materials Products (Jewellery and Textiles Technology) | Mathematical Methods |
| **English** | Specialist Mathematics |
| Media Studies | **Sciences** |
| English | Agricultural Production |
| Essential English | Biology |
| Literary Studies | Chemistry |
| | Physics |
| | Psychology |

# Stage 2 Subject Descriptions

| Faculty: | Home Group program | Stage 2 |
|---|---|---|
| **Subject:** | **Learner Agency and Developing Future Pathways** | |

The Home Group program is designed to support the development of 'Future Ready Citizens' who are: self-aware and responsible for themselves; committed to life-long learning and improvement; and meaningful contributors to their communities.

In Year 12, students are mentored by Home Group program teachers, who will support them to be as successful as possible in Year 12.

Students will have access to a variety of guest speakers and other experts, who will provide information and support as they transition to post-secondary pathways.

No formal assessment/coursework is completed for Year 12 Home Group program; however, students are encouraged to take advantage of this time to access the various support available to them.
It is a requirement for year 12s to attend Home Group until the end of Term 1.

| Faculty: | The Arts | Stage 2 |
|---|---|---|
| **Subject:** | **Drama** | |
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA Code:** | 2DMA20 | |
| **Course Leads to:** | University study or work in chosen field. | |

**Focus of Study:**

In Drama, students participate in the planning, rehearsal, and performance of dramatic works. Students participate in creative problem solving and generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence. Students are required to perform for 15-20 minutes on stage with a live audience.

**Subject Overview:**

Students demonstrate evidence of their learning through the following

assessment types: The learning program is based on the following areas of

study:

School-Based Assessment 70%
- Assessment Type 1: Group Production
- Assessment Type 2: Evaluation and Creativity

External Assessment 30%
- Assessment Type 3: Creative Presentation

**Further Information:** Students may view live performances as part of this course, which may incur additional costs. This subject may be studied in combination with other Performing Arts subjects.

| Faculty: | The Arts | Stage 2 |
|---|---|---|
| **Subject:** | **Music Solo/Ensemble Performance** | |
| **Length of Course:** | Full Year (2 x 10 Credit subjects = 20 credits). Both resulted at the end of the year | |
| **Pre-Requisites:** | • Music Ensemble Performance and Music Solo Performance must be studied together at Stage 2 (unless one of these has already been successfully completed). | |
| **SACE Board of SA Codes:** | Ensemble: 2MEB10<br>Solo: 2MSO10 | |
| **Course Leads to:** | University Study | |

**Focus of Study:**

**Music Ensemble Performance (10 Credit):**

In general, students participate in one of the following throughout the subject:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir, vocal ensemble, or with a solo performer (as an accompanist)
- A performing arts production (as a singer or an instrumentalist).

Students perform on only one instrument (voice is considered an instrument) and in only one ensemble. Students may perform as a vocalist and as an instrumentalist. They may also perform with recognised doublings such as saxophone and clarinet.

Subject Overview:

Students demonstrate evidence of their learning through the following assessment types:

School Based Assessment 70%

- First Performance 30%
- Second Performance 40%

External Assessment 30%

- Final Performance 30%

**Music - Solo Performance (10 Credit):**

This 10-credit subject develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding and aesthetic awareness in a solo performance.

Subject Overview:

Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment 70%

- First Performance 30%
- Second Performance 40%

External Assessment 30%

- Final Performance 30%

**Further Information:** Music Ensemble Performance and Music Solo Performance may be studied in combination with other Stage 2 Performing Arts subjects, including Stage 2 Music Explorations.

Students enrolled in this subject should have their own access to an instrument (either through hire or purchase). Students must also purchase a manuscript pad or book.

| Faculty: | The Arts | Stage 2 |
|---|---|---|
| **Subject:** | **Visual Arts - Art** | |
| **Length of Course:** | Full year (20 credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA** | 2VAA20 | |
| **Code: Course Leads to:** | A variety of university and TAFE courses as well as opportunities in a wide range of arts related occupations. | |

**Focus of Study:**

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

**Subject Overview:**

Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment (70%)

- Folio 40%
- Practical 30%

External Assessment: Visual Study (30%)

- A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

**Further Information:** Stage 2 Visual Arts (Art) and Stage 2 Visual Arts (Design) are a precluded combination.

| Faculty: | The Arts | Stage 2 |
|---|---|---|
| **Subject:** | **Music Explorations** | |
| **Length of Course:** | Full Year (20 Credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA** | 2MEX20 | |
| **Code: Course Leads to:** | University study or work in chosen field | |

**Focus of Study:**

Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions.

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

**Subject Overview:**
Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)
- Assessment Type 1: Musical Literacy (30%)
- Assessment Type 2: Explorations (40%)

External assessment (30%)
- Assessment Type 3: Creative Connections (30%)

**Further Information:**
- This subject may be studied in combination with other Stage 2 Performing Arts subjects, including Music Solo Performance and Music Ensemble Performance.
- Students enrolled in this subject should have their own access to an instrument (either through hire or purchase). Students must also purchase a manuscript pad or book.

| Subject: | Visual Arts - Design | Stage 2 |
|---|---|---|
| **Length of Course:** | Full year (20 credits) | |
| **Pre-Requisites:** | NA | |
| **SACE Board of SA Code:** | 2VAD20 | |
| **Course Leads to:** | A variety of university and TAFE courses as well as opportunities in occupations such as drafting, sign writing, etc. | |

**Focus of Study:**

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

**Subject Overview:**
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment (70%)

- Folio 40%
- Practical 30%

External Assessment: Visual Study (30%)

- A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

**Further Information:** Stage 2 Visual Arts (Art) and Stage 2 Visual Arts (Design) are a precluded combination.

| Faculty: | Cross-Disciplinary | Stage 2 |
|---|---|---|
| **Subject:** | **Community Studies** | |
| **Length of Course:** | Full Year (20 credits). By negotiation it may also be a Semester (10 Credits) subject | |
| **Pre-Requisites:** | N/A | |
| **SACE Board of SA Code:** | 2AAY - Arts and the Community, 2CAY - Communication and the Community, 2FAY - Foods and the Community, 2HAY - Health, Recreation, and the Community, 2NAY - Science, Technology, and the Community, 2WAY - Work and the Community. Based on the number of credits required, 10 or 20 is added to the end of code e.g. 2HAY10 or 2HAY20 to indicate credits. | |
| **Course Leads to:** | Various depending on area of study. | |

**Focus of Study:**

This subject is project-based and focuses on students identifying, planning, researching and presenting an activity that directly involves them engaging with the local or wider community.

**Subject Overview:**

1. A Folio (70%) consisting of:
   - a contract where students identify their existing and intended learning, capabilities and a community contact who will support them in their research.
   - evidence of learning documented through, but not limited to annotated photographs, sketches diagrams, video footage, notes, interview transcripts, and source analysis.
   - A presentation to an audience (to be negotiated, but generally consisting of the class) where students gather feedback from the audience.

3. A reflection (30%) where the student evaluates their project and reflects on the challenges, successes and skills developed.

**Further Information:** This subject **does not** contribute to an ATAR.

| Faculty: | Cross-Disciplinary | Stage 2 |
|---|---|---|
| **Subject:** | **Activating Identities and Futures** | |
| **Length of Course:**<br>**SACE Board of SA Code:**<br>**Course Leads to:** | Semester (10 credits)<br>2AIF10<br>University study (AIF contributes to an ATAR) or work in chosen field. | |

**Enrolment Requirements:** AIF is a compulsory Stage 2 subject, which students may select to study at Stage 1 or Semester 1 of Stage 2. To study AIF at Stage 1, students must meet these requirements:

- For Semester 1 enrolment: (a) demonstrate commitment and responsibility for learning at Year 10, and (b) successfully engage in and complete 'Introductory Lessons' in Year 10.
- For Semester 2 enrolment: successfully engage in and complete the 'AIF Intensive' week in Week 10 of Term 2.

**Course Description**

In Activating Identities and Futures (AIF) students take ownership and agency over their learning to explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities developed throughout their education and select and utilise relevant strategies, perspectives and feedback to progress the learning to a resolution/output.

**Assessment**

School Assessment

- Assessment Type 1: Portfolio (35%)
- Assessment Type 2: Progress Checks (35%)

External Assessment

- Assessment Type 3: Output + Appraisal (30%)

**Further Information:** Stage 1 enrolments will be reviewed at the start of each semester and students will be withdrawn if requirements (see above) are not met and they are not demonstrating commitment to successful completion in that semester. Students who are withdrawn at Stage 1, will be required to complete the subject in Semester 1 of Stage 2.

| Faculty: | Cross-Disciplinary | Stage 2 |
|---|---|---|
| **Subject:** | **Workplace Practices** | |
| **Length of Course:**<br>**SACE Board of SA Code:**<br>**Course Leads to:** | Full Year (20 credits)<br>2WPC20<br>Completion of SACE using casual/part time work. Subject contributes to an ATAR. | |

**Focus of Study:**

In Workplace Practices the emphasis is on developing the students' capability for work. The course aims to develop students' ability to:

- Understand and explain concepts of industry and work
- Apply work skills in the workplace or a work-related context
- Critically analyse the relationship between work related issues and practices in the workplace.

**Subject Overview:**

Industry and work knowledge – consists of five topics: Work in Australian Society; The Changing Nature of Work; Industrial Relations; Finding Employment and a negotiated topic.

- Vocational Learning (Work Experience)
- VET

Students demonstrate evidence of their learning through the following assessment types:

School Assessment 70%

- Assessment Type 1: Folio 25%
- Assessment Type 2: Performance 25%
- Assessment Type 3: Reflection 20%

External Assessment 30%

- Assessment Type 4: Investigation 20%

This subject is highly recommended for students completing VET courses or school-based apprenticeships or traineeships.

| Faculty: | Design and Technology | Stage 2 |
|---|---|---|
| **Subject:** | **Digital Communication Solutions (Digital Photography)** | |
| **Length of Course:** | Full Year (20 Credits) | |
| **Pre-Requisites:** | N/A but Year 10 and Stage 1 Photography preferred. | |
| **SACE Board of SA Code:** | 2DCS20 | |
| **Course Leads to:** | University and TAFE Photography/Graphic Design/Media courses and employment in many fields. | |

**Focus of Study:**

The major focus for the year is to provide students with opportunities to develop design thinking to investigate solutions, develop a plan, realise the solution, and evaluate the outcome.

AT1 - Within this course, students complete two specialised skills tasks. They demonstrate skills and knowledge that will be required for the realisation of their solution (AT2). Students evaluate and assess the development of their own skills and review how processes and techniques may influence their solution.

AT2 - Students produce one task in the design process and solution type that together provide evidence of the stages of the design and realisation process. The task must showcase and evaluate the solution or product.

AT3 - Students complete one resource study, which comprises two parts:

Part 1 – Resource Investigation: Students investigate and analyse the functional characteristics and properties of two or more materials or components they are considering for use in the creation of their solution.

Part 2 – Issue Exploration: Students investigate and analyse ethical, legal, economic and/or sustainability issues related to their solution.

**Subject Overview:** *Students demonstrate evidence of their learning through the following assessment types:*

School-based Assessment 70%

Assessment Type 1 20% - Two Skills Task (1000 words)

Assessment Type 2 50% - Product – Project (2000 words)

External Assessment 30%

Assessment Type 3 – Resource Study (2000 words)
Further information: Students may be required to pay for some materials in relations to their learning and assessment.

| Subject: | Digital Technologies | Stage 2 |
|---|---|---|
| **Length of Course:** | Full Year (20 Credits) | |
| **Pre-Requisites:** | N/A but Stage 1 Digital Technologies preferred. | |
| **SACE Board of SA Code:** | 2DGT20 | |
| **Course Leads to:** | University study or work in chosen field | |

**Focus of Study:**

In this subject, students are expected to:

- Apply computational thinking skills, including abstraction, to approach, identify, deconstruct, and solve problems of interest
- Analyse data sets related to problems of interest to identify patterns and/or trends, draw conclusions, and make predictions
- Apply iterative project-development techniques to manage and evaluate proposed digital solutions to problems of interest
- Apply design and programming skills to create and document digital solutions
- Research and discuss ethical considerations in digital technologies
- Work individually and collaboratively to create and explain digital solutions.

**Subject Overview:**

Stage 2 Digital Technologies is a 20-credit subject that consists of the following focus areas:

Computational thinking, Design and programming, Data analytics, Iterative project development.

| Faculty: | Design and Technology | Stage 2 |
|---|---|---|
| **Subject:** | **Food and Hospitality** | |
| **Length of Course:** | Full year (20 units) | |
| **Pre-Requisites:** | N/A but Food and Hospitality at Stage 1 preferred. | |
| **SACE Board of SA Code:** | 2FOH20 | |
| **Course Leads to:** | Industry work, TAFE and University studies. | |

**Focus of Study:**

Students focus on the Food and Hospitality Industry and its current, contemporary trends with changing natures in Australian society. Students develop relevant knowledge and skills as consumers and/or workers and investigate how Contemporary Future issues influence industry, Economic and Environmental influences, Political and Legal influences, Sociocultural and Technological Influences and issues at a local, national and international level. Independent and small group practical and written activities designed around meeting the criteria of: Investigation and critical analysis, Problem-Solving, Practical Application, Collaboration and evaluation.

**Subject Overview:**

School Assessment 70%

- Practical Activity – Individual Assessment 50% - Five practical activities will enable students to apply knowledge and problem solving skills to manage and organise a range of practical tasks, with implementations of action plans. Students will critically analyse their processes with explicit, written evaluations and photographic evidence.
- Group Activity 20% Completion of 2 group activities that should provide evidence of active involvement in collaborative works. Students will apply knowledge and problem solving skills to manage and organise a range of practical tasks, with implementations of action plans. Students will critically analyse their processes with explicit, written evaluations and photographic evidence.

External Assessment 30%

A self-directed investigation and analysis of a current, contemporary issue related to the local Food and Hospitality industry (Maximum 2000 words). This includes active communication with businesses in the local Food and Hospitality industry.

**Further Information**: Practical food preparation accompanies topics covered. Some food items specifically chosen by the student will need to be provided from home. Additional out of school hours commitment is a requirement of some assessment tasks. Presentation of Food and group catering enterprises via large scale events run through the school, off site.

| Faculty: | Design and Technology | Stage 2 |
|---|---|---|
| **Subject:** | **Material Products (Furniture Construction)** | |
| **Length of Course:** | Full Year (20 Credits) | |
| **Pre-Requisites:** | N/A but Stage 1 Materials Technology preferred. | |
| **SACE Board of SA Code:** | 2MRS20 | |
| **Course Leads to:** | University and TAFE course relevant to the chosen pathway. Also an introduction into a possible trade. | |

**Focus of Study:**

This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials.

**Subject Overview:**

Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment 70%

- Assessment Type 1: 20% (500 words each)
  - One practical skills task and an evaluation
  - Computer Aided Design of skills task 1 and an evaluation
- Assessment Type 2: 50% (2000 words)
  - Design and produce a product that meets all of the Evaluation Criteria
  - Produce a folio that demonstrates a strong understanding of the design process

External Assessment 30%

- Assessment Type 3: 30% (2000 words)
  - Students will Investigate and analyse the functional characteristics and properties of two or more materials of their choice. Students will create a series of tests to generate data on the functional characteristics of the materials. Students will also investigate the sustainability of the materials they test and explore ethical issues related to their designed solution in AT2.

Further information: Students may be required to pay for some materials in relations to their learning and assessment.

| Subject: | Materials Products (Jewellery and Textiles Technology) | Stage 2 |
|---|---|---|
| **Length of Course:** | Full year (20 credits) | |
| **Pre-Requisites:** | N/A but Stage 1 Jewellery and Fashion Design preferred | |
| **SACE Board of SA Code:** | 2MRS20 | |
| **Course Leads to:** | University study or work in chosen field | |

**Focus of Study:**
In Design and Technology, students apply their knowledge and understanding of technological concepts to the investigation, analysis, development and communication of ideas for product or systems design, production and evaluation. This involves a model of learning that incorporates knowledge, skills, design principles and production techniques in problem-solving contexts.

**Subject Overview:**
Students will be required to complete:

- Assessment Type 1**:** Skills and Applications Task 20% x 2
  - Skills Task: Construction skills
  - Toile: Test/mock up of Statement piece
- Assessment Type 2 50%
  - Design folio and product/statement piece
- Assessment Type 3**:** External component 30% x 2
  - Materials Investigation
  - Issues Exploration

**Further Information**: Students will need to provide some materials for their projects.

| Faculty: | English | Stage 2 |
|---|---|---|
| **Subject** | **Media Studies** | |
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | N/A but Stage 1 Media Studies and successful completion of any Stage 1 English course preferred | |
| **SACE Board of SA Code:** | 2MES20 | |
| **Course Leads to:** | Further study at University and TAFE and meets the English pre-requisite for Interstate Universities. | |

**Focus of Study:**

Media Studies is comprised of a framework of four media concepts - media representations, media conventions, media organisations, and media audiences — which underpin the study of aspects of media and are essential to students' critical reading of media texts and products.

In this subject, students are expected to:

1. communicate informed responses to local, national, and global media issues
2. research and analyse media texts and contexts
3. analyse the ways in which societies are represented by media
4. analyse their own and others' interactions with media
5. reflect on aspects of the dynamics of the media industry
6. apply knowledge of forms, contents, contexts, and audiences to design and produce creative, practical media texts.

The approaches taken to the study of the selected topics may be integrated; that is, students may use oral, written, and production forms that are appropriate to the topic being studied and to their own interests and background.

Students, in negotiation with their teacher, choose three of the following fourteen topics for study:

Topic 1: Photojournalism
Topic 2: Documentaries
Topic 3: Cult Television/Film
Topic 4: Music and Media
Topic 5: The Internet
Topic 6: Television Genres
Topic 7: Community Media
Topic 8: Short Films
Topic 9: Advertising and Audiences
Topic 10: Globalisation and Media
Topic 11: Youth and Media
Topic 12: Children and Media
Topic 13: Media Ethics and Regulation
Topic 14: Cultural Diversity in Media.

**Subject Overview:**

Students will be required to complete:

- **School Assessment (70%)**
  - Assessment Type 1: Folio (30%) - Students undertake two or three media exploration assessments, and one media interaction study.
  - Assessment Type 2: Product (40%) - Students undertake two media products, each of which is supported by a producer's statement.
- **External Assessment (30%)**
  - Assessment Type 3: Investigation (30%) - Students undertake one independent investigation of a current media issue and present their findings.

| Faculty: | English | Stage 2 |
|---|---|---|
| **Subject:** | **English** | |
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | Stage 1 English (Literary Studies) or Stage 1 English | |
| **SACE Board of SA Code:** | 2ESH20 | |
| **Course Leads to:** | Further study at University and TAFE and meets the English pre-requisite for Interstate Universities. | |

**Focus of Study:**

- Students analyse the relationship between purpose, context, and audience in a range of texts
- They evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
- Analyse how perspectives in their own and others' texts shape responses and interpretations
- Students create and evaluate oral, written, and multimodal texts in a range of modes and styles
- They analyse the similarities and differences in texts
- They learn to apply clear and accurate communication skills.

**Subject Overview:**

The following assessment types enable students to demonstrate their learning in Stage 2 English:

- **School Assessment (70%)**
  - Assessment Type 1: Responding to Texts (30%) - Up to four responses to texts.
  - Assessment Type 2: Creating Texts (40%) - Three created texts, including a Writer's Statement(s) with a maximum word limit of 1000 words.
- **External Assessment (30%)**
  - Assessment Type 3: Comparative Analysis (30%) - Students select two independent texts to compare.

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

| Faculty: | English | Stage 2 |
|---|---|---|
| **Subject:** | **Essential English** | |
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | Stage 1 English Literary Studies, Stage 1 English, Stage 1 Essential English or Stage 1 Essential English: Communication in the Workplace | |
| **SACE Board of SA Code:** | 2ETE20 | |
| **Course Leads to:** | Further study at TAFE and assists those students who are planning to pursue a career in a range of trades and vocational pathways. | |

**Focus of Study:**

- Students develop skills in responding to and creating texts in and for a range of personal, social, cultural, community, and/or workplace contexts.
- Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.
- Students connect with other people in many ways, using a variety of forms for different purposes.
- Students connect with other people in many ways, using a variety of forms for different purposes.

**Subject Overview:**

The following assessment types enable students to demonstrate their learning in Stage 2 Essential English:

- **School Based Assessment (70%)**
  - Assessment Type 1: Responding to Texts (30%) - Students respond to a range of texts that instruct, engage, challenge, inform and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.
  - Assessment Type 2: Creating Texts (40%) - Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to context.
- **External Assessment (30%)**
  - Assessment Type 3: Language Study (30%) - Students focus on the use of language by people in a context beyond the classroom.

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

| Faculty: | English | Stage 2 |
|---|---|---|
| **Subject:** | **Literary Studies** | |
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | Stage 1 English Literary Studies | |
| **SACE Board of SA Code:** | 2ELS20 | |
| **Course Leads to:** | Further study at University and TAFE and meets the English pre-requisite for Interstate Universities. | |

**Focus of Study:**

- Students develop skills and strategies of critical thinking needed to interpret texts.
- Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view.
- Students learn to construct logical and convincing arguments and consider a range of critical interpretations of texts.
- Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

**Subject Overview:**

The following assessment types enable students to demonstrate their learning in Stage 2 English Literary Studies:

- **School Assessment (70%)**
  - Assessment Type 1: Responding to Texts (50%) - Up to five responses to texts, including a Critical Perspectives Response.
  - Assessment Type 2: Creating Texts (20%) - Two created texts, one accompanied by a Writer's Statement.
- **External Assessment (30%)**
  - Assessment Type 3: Text Study (30%)
    - Part A: Comparative Text Study (15%) - Students select one shared text and one independent text to compare.
    - Part B: Critical Reading (15%) - The critical reading is a 90-minute **examination** developed by the SACE Board.

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

| Faculty: | Health and Physical Education | Stage 2 |
|---|---|---|
| **Subject:** | **Child Studies** | |
| **Length of Course:**<br>**SACE Board of SA Code:**<br>**Course Leads to:** | Full year (20 credits)<br>2CSD20<br>A range of University, and TAFE courses in child development/health areas. | |

**Focus of study:**

This course continues to focus on children's growth and development from conception to 8 years. Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; their intellectual, emotional, social and physical growth; cultural, familial and socio-economic circumstances. Students will critically examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children.

**Subject Overview:**
**School-based Assessment (70%)**

- **Assessment Type 1:** Practical Activity (50%) - Students undertake at least four practical activities. Students should undertake at least two action plans and at least two research tasks. An individual evaluation report must be included in at least two practical activities
- **Assessment Type 2:** Group Activity (20%) - Students work in groups to plan, organise, and implement action to meet a teacher-directed challenge that focuses on the health and well-being of children.

**External Assessment (30%)**

**Assessment Type 3:** Investigation (30%) – students identify a relevant contemporary issue related to the health and well-being of children and state this issue as a research question or hypothesis. They will analyse findings and draw relevant conclusions.

| Faculty: | Health and Physical Education | Stage 2 |
|---|---|---|
| **Subject:** | **Health & Wellbeing** | |
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | N/A | |
| **SACE Board of SA Code:** | 2HEW20 | |
| **Course Leads to:** | University study or work in chosen field. | |

**Focus of study:**

In Health and Wellbeing, 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.

Student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students play an active role in negotiating what and how they will learn. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.

The concepts that will be studied include:

- Health literacy
- Health determinants
- Social equity
- Health promotion

Subject overview:

- *School assessment (70%)*
  - Assessment Type 1: Initiative (40%)
  - Assessment Type 2: Folio (30%)
- External assessment (30%)
  - Assessment Type 3: Inquiry (30%).

Students provide evidence of their learning through five assessment tasks, including the external assessment component. Students complete:

- two initiative tasks, one of which should be collaborative
- two folio tasks
- one inquiry

| Faculty: | Health and Physical Education | Stage 2 |
|---|---|---|
| **Subject:** | **Outdoor Education** | |
| **Length of Course:**<br>**SACE Board of SA Code:**<br>**Course Leads to:** | Full Year (20 credits)<br>2OUT20<br>A range of University, and TAFE courses in recreation and outdoor areas. | |

**Focus of study:**

Through experiential learning, and the study of three focus areas – conservation and sustainability; human connections with nature; and personal and social growth and development – students develop skills, knowledge and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills. Students will evaluate and reflect on their own learning progression, including their practical outdoor skills development and their collaborative and leadership skills as well as their relationship with and connection to nature. Students need the literacy capability to produce written reports and analysis tasks. To be successful in this subject, students are required to attend various excursions and camps.

**Subject Overview:**
**School Assessment (70%)**

- **Assessment Type 1:** About Natural Environments (20%) – Students develop an understanding of environmental systems and issues of past, current, or potential human impacts on natural environments through investigation of ecosystems and consideration of multiple perspectives.
- **Assessment Type 2:** Experiences in Natural Environments (50%) – Students undertake two tasks that include documented evidence collected and annotated when planning, experiencing and reflecting on outdoor activities or journeys in natural environments. Students have at least one opportunity to plan, lead and facilitate an activity or journey with consideration of appropriate planning measures.

**External Assessment (30%)**

- **Assessment Type 3:** Connections with Natural Environments (30%) – Students independently choose an area of interest to further explore the connections they have made based on their understanding and experiences in natural environments.

**Further Information:** There will be costs associated with the outdoor journeys. Students studying this course will miss approximately 10 days of scheduled lessons whilst on camp. Students are required to catch up on any work missed in other subjects while they are on camp.

| Faculty: | Health and Physical Education | Stage 2 |
|---|---|---|
| **Subject:** | **Physical Education** | |
| **Length of Course:**<br>**SACE Board of SA Code:**<br>**Course Leads to:** | Full year (20 credits)<br>2PHD20<br>A range of University, and TAFE courses in health, recreation and physical activity areas. | |

**Focus of study:**

Students continue to develop their physical capacities and investigate factors that influence and improve participation and performance. An integrated approach to learning Physical Education, supports the learning of 'in, through, and about' physical activity. Education 'in' physical activity involves students making meaning of personal movement experiences. Education 'through' physical activity involves students using movement to strengthen their personal, intellectual, and social skill development Education 'about' physical activity involves students developing an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity.

**Subject Overview:**
**School Assessment (70%)**

- **Assessment Type 1**: Diagnostics (30%) - Students participate in one or more physical activities (sports, theme-based games, fitness and recreation activities) to collect, analyse and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies.
- **Assessment Type 2**: Self-Improvement Portfolio (40%) - Students undertake a personal journey of improvement with a focus on a school, community-based or individual physical activity. They reflect on their participation and/or performance to identify an aspect of physical activity for improvement

**External Assessment (30%)**

- **Assessment Type 3**: Group Dynamics (30%). - The purpose of this assessment type is to extend the focus of physical activity beyond the individual to investigate the impact team members, individually and collectively, have on the participation and performance of others. This is a collaborative task through which students provide individual evidence of achievement.

**Further Information:** Students need the numeracy capability to record, collate and interpret a range of data sets, and the literacy capability to produce written reports and analysis tasks. Appropriate sports uniform and footwear required.

| Faculty: | Humanities and Social Sciences | Stage 2 |
|---|---|---|
| **Subject:** | **Accounting** | |
| **Length of Course:** | Full Year (20 Credits) | |
| **Pre-Requisites:** | Stage 1 Accounting would be an advantage, but not essential. | |
| **SACE Board of SA Code:** | 2ACO20 | |
| **Course Leads to:** | University and TAFE Courses. | |

**Focus of Study:**
In Stage 2 Accounting, students:

- Develop and extend their understanding of the underpinning accounting concepts and conventions used to understand and classify financial transactions within a business
- Develop and apply their knowledge of accounting processes to prepare and report accounting information to meet stakeholder needs
- Transfer this knowledge to scenarios and consider the influence of local and global perspectives on accounting practices.
- Analyse and evaluate accounting information to develop and propose authentic accounting advice to inform the decision-making of a variety of stakeholders
- Develop critical thinking and problem-solving skills to devise accounting solutions and apply communication skills in authentic accounting contexts
- Examine current and emerging social trends, evolving technologies, government regulations, environmental issues, new markets, and other economic factors, as well as ethics and values, when exploring the practice of accounting
- Explore the impact accounting has had on society and possible future opportunities involving accounting.

**Assessment Types**

- Accounting Concepts and Solutions
- Accounting Advice
- Examination - 130 minute examination set and assessed by the SACE Board.

| Faculty: | Humanities and Social Sciences | Stage 2 |
|---|---|---|
| **Subject:** | **Legal Studies** | |
| **Length of Course:** | Full Year (20 Credits) | |
| **Pre-Requisites:** | N/A. Stage 1 Legal Studies would be an advantage, but is not essential. | |
| **SACE Board of SA Code:** | 2LES20 | |
| **Course Leads to:** | University and TAFE Courses. | |

**Focus of Study:**
Law is intended to facilitate fairness, justice and harmony within communities. The study of Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes and prepares students to be informed and articulate in matters of the Law and society.

Students will:

- Explore rights and responsibilities, sources of law and adversarial and inquisitorial dispute resolution processes.
- Examine how people, governments and institutions shape the law and how law controls, shapes and regulates interactions between people, institutions and government.
- Develop an understanding of the ways in which they can influence democratic processes, the importance of critical and conceptual thinking and the significance of checks and balances in providing lawful mechanisms to control the exercise of power.
- Have the opportunity to attend the Legal Studies Camp to Adelaide. Examine roles within the courtroom including judges, lawyers and jury member through participating in mock trials. Excursions to courtrooms and Parliament house. Associated costs approx. $100

**Assessment Type**

- Folio
- Inquiry
- Examination - 130 minute examination set and assessed by the SACE Board.

| Faculty: | Humanities and Social Sciences | Stage 2 |
|---|---|---|
| **Subject:** | **Tourism/Travel** | |
| **Length of Course:** | Full Year (20 Credits) | |
| **Pre-Requisites:** | N/A. Stage 1 tourism would be an advantage, but is not essential. | |
| **SACE Board of SA Code:** | 2TOS20 or 2ILAB20 | |
| **Course Leads to:** | Local government-based traineeships, University and TAFE courses; employment in tourism related fields. | |

**Focus of Study:**

This subject will offer students the opportunity to study Tourism as a discipline and explore the world of travel in greater depth. Students will be given choices within their assessments and have some influence into particular focus areas. Teachers will work with students to cater the course to student interest where possible.

Tourism includes:

- Understanding of the nature of tourists and why people travel
- Using tourism models to explain how tourism destinations are managed
- Tourism trends including responsible and sustainable tourism and exploring socio-cultural, economic and environmental impacts and management strategies. Students consider how they can be responsible tourists and the impacts of their choices when travelling.
- Field trips and excursions. It is expected that students will attend field trips and excursions.
- Special interest topics may include: travel tips; booking and planning travel; safety considerations; financial and communication considerations; tourist personalities and travel types, and a range of other considerations.

**Assessment Type:**

- Folio, Practical Activity, Investigation, Examination (130minute online examination set and assessed by the SACE board).
- All assessments are completed and submitted on laptops and require confidence in literacy capability.

  **Please note that this course can involve a camp with associated costs of approximately $200.00.**

| Subject: | Japanese Beginners | Stage 2 |
|---|---|---|
| **Length of Course:** | Full year (20 credits) | |
| **Pre-Requisites:** | Satisfactory completion of Stage 1 Japanese or the equivalent- Eligibility forms to be submitted to Ms Mitchell. Not suitable for those with extensive Japanese experience. | |
| **SACE Board of SA Code:** | 2JAB20 | |
| **Course Leads to:** | University study, employment opportunities and travel. | |

**Focus of Study:**

Through the perspective 'The Personal World', students use Japanese to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context. Through the perspective 'The Japanese -speaking Communities', students enquire about and express ideas in Japanese. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where Japanese is spoken. There are three interconnected prescribed themes:

- Relationships
- Lifestyles
- Experiences.

**Assessment Types:**

- Assessment Type 1: Interaction (30%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)
- Assessment Type 4: Examination (30%).

| Subject: | Italian Beginners | Stage 2 |
|---|---|---|
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | This subject is for students with little or no previous knowledge of the language. Eligibility form needed. | |
| **SACE Board of SA Code:** | 2ITB20 | |
| **Course Leads to:** | University study, employment opportunities and travel. | |

**Focus of Study:**
Through the perspective 'The Personal World', students use Italian to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context. Through the perspective 'The Italian-speaking Communities', students enquire about and express ideas in Italian. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where Italian is spoken. There are three interconnected prescribed themes:

- Relationships
- Lifestyles
- Experiences.

**Assessment Types:**

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

Assessment Type 4: Examination (30%).

| Faculty: | Mathematics | Stage 2 |
|---|---|---|
| **Subject:** | **Essential Mathematics** | |
| **Length of Course:** | Full year (20 credits) | |
| **Pre-Requisites:** | Competent Achievement in Stage 1 Mathematics | |
| **SACE Board of SA Code:** | 2MEM20 | |
| **Course Leads to:** | University or TAFE Study | |

**Focus of Study:**
Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 2 Essential Mathematics prepares students with the mathematical knowledge, skills, and understanding needed for entry to a range of practical trades and vocations. In the considerations for developing teaching and learning strategies, the term 'trade' is used to suggest a context in a generic sense to cover a range of industry areas and occupations such as automotive, building and construction, electrical, hairdressing, hospitality, nursing and community services, plumbing, and retail.

In this subject students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

**Subject Overview:**
Stage 2 Essential Mathematics consists of the following six topics: Scales, Plans, and Models, Measurement, Business Applications, Statistics, Investments and Loans and Open topic.

Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

Topics 1 to 5 consist of a number of subtopics. These are presented in the subject outline in two columns as a series of key questions and key concepts side-by-side with considerations for developing teaching and learning strategies.

**Assessment Type 1: Skills and Applications Tasks (30%)**
- Students complete four skills and applications tasks, including at least one skills and application task from the two non-examined topics (one task per topic).
- Skills and applications tasks are completed under the direct supervision of the teacher.
- The equivalent of one skills and applications task must be undertaken without the use of either a calculator or notes.
- In the remaining skills and applications tasks, electronic technology and up to one A4 sheet of handwritten notes (on one side only) may be used at the discretion of the teacher.

**Assessment Type 2: Folio (40%)**
Students complete three folio tasks. Students, either individually or in a group, undertake planning; apply their numeracy skills to gather, represent, analyse, and interpret data; and propose or develop a solution to a mathematical problem based in an everyday or workplace context. The subject of the mathematical problem may be derived from one or more subtopics, although it can also relate to a whole topic or across topics.

**Assessment Type 3: Examination (30%)**
- Students undertake a 2-hour external examination in which they answer questions on the following three topics:
- Measurement, Statistics and Investments and Loans.
- The examination consists of a range of problems, some focusing on knowledge, routine skills, and applications, and others focusing on analysis and interpretation. Students provide explanations and arguments, and use correct mathematical notation, terminology, and representation throughout the examination.
- Students may take one unfolded A4 sheet (two sides) of handwritten notes into the examination room.
- Students may use approved electronic technology during the external examination. However, students need to be discerning in their use of electronic technology to find solutions to questions/problems in examinations.
- This subject is intended for students planning to pursue a career in a range of trades or vocations.
- Students who complete this subject with a C – or better will meet the numeracy requirement of the SACE.

**Further Information**: It is highly recommended that students purchase an Essential Mathematics Revision Guide (approximately $28).

| Faculty: | Mathematics | Stage 2 |
|---|---|---|
| **Subject:** | **General Mathematics** | |
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | Competent Achievement in Stage 1 Mathematics (previously General Mathematics) or Stage 1 Mathematical Methods. | |
| **SACE Board of SA Code:** | 2MGM20 | |
| **Course Leads to:** | University or TAFE Study. | |

**Focus of Study:**
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. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts. A problem-based approach is integral to the development of both the models and the associated key concepts in the topics. These topics cover a range of mathematical applications, including linear functions, matrices, statistics, finance, and optimisation.

Stage 2 General Mathematics consists of the following six topics:

Modelling with Linear Relationships, Modelling with Matrices, Statistical Models, Financial Models, Discrete Models and Open topic.

Students study five topics from the list of six topics above. All students must study topics 1, 3, 4, and 5.

**Subject Overview:**
***Assessment Type 1: Skills and Applications Tasks (40%)***

- Students undertake five skills and applications tasks, including at least one skills and applications task from the two non-examined topics (one task per topic).
- Skills and applications tasks are completed under the direct supervision of a teacher.
- The equivalent of one skills and applications task must be undertaken without the use of either a calculator or notes.
- In the remaining skills and applications tasks, electronic technology and up to one A4 sheet of paper of handwritten notes (on one side only) may be used at the discretion of the teacher.
- Students find solutions to mathematical questions that may be routine, analytical, and/or interpretative, be posed in a variety of familiar and new contexts and require discerning use of electronic technology.

**Assessment Type 2: Mathematical Investigation (30%)**
Students complete two investigations. Students investigate mathematical relationships, concepts, or problems, which may be set in an applied context. The subject of a mathematical investigation may be derived from one or more subtopics, although it can also relate to a whole topic or across topics.

Students demonstrate their problem-solving strategies as well as their knowledge, skills, and understanding in the investigation. They are encouraged to use mathematical and other software (e.g. statistical packages, spreadsheets, Computer Algebra Systems (CAS), accounting packages) to enhance their investigation. The generation of data and the exploration of patterns or the changing of parameters may provide an important focus, Notation, terminology, forms of representation of information gathered or produced, calculations and results are important considerations.

**Assessment Type 3: Examination (30%)**

- Students undertake a 2-hour external examination in which they answer questions on the following three topics:
- Statistical Models, Financial Models and Discrete Models.
- The examination consists of a range of problems, some focusing on knowledge, routine skills, and applications, and others focusing on analysis and interpretation. Students provide explanations and arguments, and use correct mathematical notation, terminology, and representations throughout the examination.
- Students may take one unfolded A4 sheet (two sides) of handwritten notes into the examination room.
- Students who complete this subject with a C – or better will meet the numeracy requirement of the SACE.

**Further Information**: Students must have their own SACE Board approved graphics calculator (Casio is the brand used at Grant High School). It is highly recommended that students purchase a General Mathematics Revision Guide (approximately $28).

| Faculty: | Mathematics | Stage 2 |
|---|---|---|
| **Subject:** | **Mathematical Methods** | |
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | Competent Achievement in Stage 1 Mathematical Methods A, B and C | |
| **SACE Board of SA Code:** | 2MHS20 | |
| **Course Leads to:** | Tertiary study in such areas as Architecture, Economics, and the fields of Biological, Geological and Sciences (SATAC will adjust your aggregate by 2 points for a pass in this subject) | |

**Focus of Study:**

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

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

Stage 2 Mathematical Methods focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts.

The coherence of the subject comes from its focus on the use of mathematics to model practical situations, and on its usefulness in such situations. Modelling, which links the two mathematical areas to be studied, calculus and statistics, is made more practicable by the use of electronic technology.

The ability to solve problems based on a range of applications is a vital part of mathematics in this subject. As both calculus and statistics are widely applicable as models of the world around us, there is ample opportunity for problem-solving throughout this subject.

**Subject Overview:**

Stage 2 Mathematical Methods consists of the following six topics:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals.

The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Methods.

**School Assessment (70%)**

- Assessment Type 1**:** Skills and Applications Tasks (50%)
- Assessment Type 2**:** Mathematical Investigation (20%)

**External Assessment (30%)**

Assessment Type 3**:** Examination (30%)

- Students provide evidence of their learning through eight assessments, including the external assessment component.
- Students undertake:
- Six skills and applications tasks
- One mathematical investigation
- One examination

Students who complete this subject with a C – or better will meet the numeracy requirement of the SACE.

**Further Information**: Students must have their own SACE Board approved graphics calculator (Casio is the brand used at Grant High School). It is highly recommended that students purchase a Mathematical Methods Revision Guide (approximately $28).

| Faculty: | Mathematics | Stage 2 |
|---|---|---|
| **Subject:** | **Specialist Mathematics** | |
| **Length of Course:**<br>**Pre-Requisites:**<br>**SACE Board of SA Code:**<br>**Course Leads to:** | Full Year (20 credits)<br>Competent Achievement in Stage 1 Mathematical Methods A, B, C and Specialist Mathematics<br>2MSC20<br>Tertiary study in such areas as Mathematical Sciences, Computer Science, Engineering. | |

**Focus of Study:**

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

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

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

The topics in Stage 2 extend students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. The general theory of functions, differential equations, and dynamic systems provides opportunities to analyse the consequences of more complex laws of interaction.

Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving.

Stage 2 Specialist Mathematics consists of the following six topics:

- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs
- Topic 4: Vectors in 3D
- Topic 5: Integration Techniques and Applications
- Topic 6: Rates of Change and Differential Equations.

**Subject Overview:**

The following assessment types enable students to demonstrate their learning in Stage 2 Specialist Mathematics.

**School Assessment (70%)**

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

**External Assessment (30%)**

Assessment Type 3: Examination (30%) - Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:

- six skills and applications tasks
- one mathematical investigation
- One examination.

Students who complete this subject with a C – or better will meet the numeracy requirement of the SACE.

**Further Information**: Students must have their own SACE Board approved graphics calculator (Casio is the brand used at Grant High School). It is highly recommended that students purchase a Specialist Mathematics Revision Guide (approximately $28).

| Faculty: | Science | Stage 2 |
|---|---|---|
| **Subject:** | **Agricultural Production** | |
| **Length of Course:** | Full Year (20 Credits) | |
| **Pre-Requisites:** | Competent achievement in Stage 1 Agriculture. | |
| **SACE Board of SA Code:** | 2AGD20 | |
| **Course Leads to:** | Further Study in Agriculture (TAFE or University) | |

**Focus of Study:**

Stage 2 Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore aspects of agricultural production that are important in their local area.

The topics in Stage 2 Agricultural Production provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science in the context of agricultural principles and practices.

**The topics for Stage 2 Agricultural Production are -**

- Topic 1: Animal production
- Topic 2: Plant production
- Topic 3: Resource management
- Topic 4: Agribusiness

**School assessment (70%)**

- Assessment Type 1: Agricultural Reports (30%).
- Assessment Type 2: Applications (40%).

**External assessment (30%)**

- Assessment Type 3: Production Investigation (30%).

Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete -

- Three agricultural reports:
    - Two with a practical focus, including one with individual student design.
    - One with a focus on Science as a Human Endeavour.
- Three applications tasks
- One production investigation.

At least one agricultural report or applications task will involve collaborative work.

| Faculty: | Sciences (continued) | Stage 2 |
|---|---|---|
| **Subject:** | **Biology** | |
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | Competent achievement in Stage 1 Chemistry or Stage 1 Biology. | |
| **SACE Board of SA Code:** | 2BGY20 | |
| **Course Leads to:** | Tertiary studies in Biology, Nursing and a range of other fields. | |

**Focus of Study:**

The study of Biology focuses on the acquisition, understanding, use and communication of biological knowledge, and the development of problem solving skills. Through the study of Biology, students develop an understanding of the living world that enables them to be questioning, reflective, and critical thinkers. As a way of knowing, students can use Biology to explore and explain their experiences of phenomena around them. Students are encouraged to apply scientific methods to collect and evaluate data, to solve problems and to undertake experiments. They are also involved in investigating social issues of biological significance.

**Subject Overview:**

Students develop an understanding of the biological world through the study of -

- DNA and Proteins
- Cells as the basis for life
- Homeostasis
- Evolution.

Students demonstrate evidence of their learning through the following assessment types:

**School-based Assessment (70%)**

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Application Tasks (40%)

**External Assessment (30%)**

- Assessment Type 3: Examination (30%) - A 2-hour written exam set by the SACE Board consisting of multiple-choice questions, short-answer questions and extended-response questions.

**Further Information**: Students are required to purchase a Workbook ($25) and encouraged to purchase the SASTA Biology Study Guide (approx. $30).

| Faculty: | Sciences (continued) | Stage 2 |
|---|---|---|
| **Subject:** | **Chemistry** | |
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | Competent achievement in Stage 1 Chemistry | |
| **SACE Board of SA Code:** | 2CEM20 | |
| **Course Leads to:** | A wide range of university and TAFE courses | |

**Focus of Study:**

The course aims to develop students' ability to -

- Understand practical activities and design investigations.
- Demonstrate knowledge and understanding of chemical concepts.
- Use knowledge of chemistry to make informed personal, social and environmental decisions.
- Communicate ideas and reasoning using chemical terms.

**Subject Overview:** The topics for Stage 2 Chemistry include -

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

Students demonstrate evidence of their learning through the following assessment types:

**School-based Assessment (70%)**

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Application Tasks (40%)

**External Assessment (30%)**

- Assessment Type 3: Examination (30%) - A 2-hour written exam set by the SACE Board in which students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the four topics and the investigation skills.

**Further Information**: Students are encouraged to purchase the SASTA Chemistry Study guide for approximately $30.

| Faculty: | Sciences (continued) | Stage 2 |
|---|---|---|
| **Subject:** | **Physics** | |
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | Competent achievement in Stage 1 Physics | |
| **SACE Board of SA Code:** | 2PYI20 | |
| **Course Leads to:** | A wide range of university and TAFE courses | |

**Focus of Study:**

In this subject, students are expected to -

- Apply science inquiry skills to deconstruct a problem and design and conduct physics investigations, using appropriate procedures and safe, ethical working practices.
- Obtain, record, represent, analyse, and interpret the results of physics investigations.
- Evaluate procedures and results and analyse evidence to formulate and justify conclusions.
- Develop and apply knowledge and understanding of physics concepts in new and familiar contexts.
- Explore and understand Science as a Human Endeavour.
- Communicate knowledge and understanding of physics concepts, using appropriate terms, conventions, and representations.

**Subject Overview:**

The topics for Stage 2 Physics are -

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms

Students demonstrate evidence of their learning through the following assessment types:

**School-based Assessment (70%)**

1. Assessment Type 1: Investigation Folio (30%)
2. Assessment type 2: Skills and Application Tasks (40%)

**External Assessment (30%)**

1. Assessment type 3: Examination (30%) - A 2-hour written exam set by the SACE Board consisting of questions of different types and covering all topics, including science inquiry skills and Science as a Human Endeavour, and some may require students to apply their science understanding from more than one topic.

**Further Information**: Students are encouraged to purchase the SASTA Physics Study Guide for approximately $30.

| Faculty: | Sciences (continued) | Stage 2 |
|---|---|---|
| **Subject:** | **Psychology** | |
| **Length of Course:** | Full Year (20 credits) | |
| **Pre-Requisites:** | Competent achievement of Stage 1 Psychology or other Stage 1 Science course. | |
| **SACE Board of SA Code:** | 2PSC20 | |
| **Course Leads to:** | A wide range of university and TAFE courses | |

**Focus of Study:**

This subject emphasises a scientific inquiry approach to psychology which enables students to identify investigable questions, designing their research using scientific approaches, using data, and analysing and critiquing their findings. The subject aims to describe and explain human experiences, and individual and cultural diversity, whilst addressing ways in which behaviour can be changed. However, every change holds the possibility of harm, therefore the ethics of research and intervention are an integral part of psychology.

**Subject Overview:**

The following topics are assessed in the school-based assessment types -

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organizational Psychology
- Social Influence
- The Psychology of Learning

The following topics are assessed in the external examination -

- Social Influence
- The Psychology of Learning

Students demonstrate evidence of their learning through the following assessment types -

**School-based Assessment (70%)**

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Application Tasks (40%)

**External Assessment (30%)**

- Assessment Type 3: Examination (30%) - A 2-hour written exam set by the SACE Board consisting of short-answer and an extended-response to a scenario.

**Further Information**: Students are encouraged to purchase the SASTA Psychology Study Guide for approximately $30.