

GLENUNGA
INTERNATIONAL
HIGH SCHOOL



CURRICULUM GUIDE 2012

EXCELLENCE^{PB} OPPORTUNITY^U INTERNATIONAL MINDEDNESS HARMONY

working together to build on your strengths & discover new experiences

A SPECIAL INTEREST SCHOOL
FOR STUDENTS WITH HIGH
INTELLECTUAL POTENTIAL

AN INTERNATIONAL
BACCALAUREATE
WORLD SCHOOL

AN INTERNATIONAL
ACCREDITED SCHOOL



EXCELLENCE^{PB} OPPORTUNITY^U INTERNATIONAL MINDEDNESS HARMONY
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INTRODUCTION



TO STUDENTS AND PARENTS

We are committed to providing an excellent education which supports and challenges each student to achieve their personal best. Achieving the best outcomes possible enables students to have a wider choice of post-school options. Students and families can be assured by Glenunga's formal accreditation by the Council of International Schools that our school standards are world class.

We invite you to read through the Curriculum Guide to see the range of offerings available at the different year levels.

Students moving into Year 8 and 9 experience the wide range of curriculum possibilities through their compulsory and choice subjects. Students moving into Year 10 need to select a curriculum pathway of either University (Arts), University (Science), University (Commerce) or TAFE. This pathway will guide their subject selection through their final years and into further education and employment. More details about the pathway concept are included within the Guide. Home Group teachers and Year Level Leaders will help students and parent information evenings help families to understand this concept. Year 10 students also begin the new SACE through the year long Personal Learning Plan (PLP) Program and the semester length Personal Project.

In Year 11 students have the choice of the IB Diploma or new SACE and there is a comprehensive vocational education (VET) program. In order to achieve their SACE, students need to pass Stage 1 English (20 Credits), Maths (10 Credits), and PLP (10 Credits) at 'C' grade or better. In order to continue IB into Year 12 students need to score '4' or better in all their subjects. Some students undertake the Research Project (10 Credits) in Year 11 Semester 2, others in Year 12 Semester 1. This subject must be passed at 'C' grade or better in order for students to achieve their SACE.

Students going into Year 12 work with their Year 11 advisers to make sure they have made the selection that will get the best outcomes for the pathway they want to pursue beyond school. Please note that Year 12 subjects that have a direct follow-on from Year 11 subjects eg languages, Physics, Chemistry, higher Maths will require a pass at B level or better in Year 11 to obtain automatic enrolment in Year 12. **Please see page 12 for details.**

Students involved in the IGNITE program will receive guidance from Ms Humphreys and the IGNITE team of teachers. Students involved in the International Program will receive guidance from Ms Makris and the team of international teachers.

I commend this guide to you and invite you to contact the school for further information.

Wendy Johnson
PRINCIPAL

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GENERAL INFORMATION

PURPOSE OF THE CURRICULUM GUIDE

This guide provides current students, prospective students and their parents or caregivers with information regarding the broad range of programs offered at Glenunga International High School and specific course descriptions of subjects within these programs. It is designed to assist students, parents and teachers during the course counselling process and to help students make decisions about a suitable course of study from Year 8 to Year 12.

HOW TO USE THIS CURRICULUM GUIDE

The guide is divided into three sections:

1. Information about Pathways Planning
2. General information about programs offered in the middle and senior school
3. Curriculum section detailing the courses offered from Years 8 – 12.

Parents and caregivers are encouraged to explore this guide with their son or daughter and to plan possible options and pathways of study. We recommend that students and parents read the guide carefully and either save a copy to a USB or print the relevant parts so that students can use them at school in Program X sessions prior to their subject selection day.

COUNSELLING PROCEDURES

It is important that students and parents, together with teachers, are involved in the selection of courses for each student. Details of requirements for each year level are outlined in this guide. Parents are invited to discuss requirements with staff at any time.

Students should select courses which suit their abilities, their interests and their post-school aspirations. It is crucial that options are kept open for as long as possible during Year 8 and Year 9 before students make selections according to their individual and career needs.

The course counselling process will include:

- Extended Program X sessions for students
- Information Evenings for parents
- Subject Selection Confirmation for students and families in Year 9, 10 and 11
- Intensive course counselling where required for specific groups or individuals who may need it (eg the IGNITE Vertically Accelerated class, VET students, International Students)
- Some re-counselling in Term 4 based on a review of student achievement.

SUBJECT AVAILABILITY

Availability of subjects offered in this guide will be dependent on the number of students selecting the subject and staff availability. If a subject chosen by a student does not proceed the student will be advised and supported to select an alternative subject.

MATERIALS AND SERVICES CHARGES

Each year the school prepares the curriculum budgets using the Department of Education and Children's Services Regulations. Within these regulations some subjects will incur a subject charge to cover additional costs beyond the standard curriculum delivery and can range from \$10 upwards. Charges are reviewed annually and will be circulated to parents in Term 3.

PATHWAY PLANNING

Research shows that students who select a pathway that is relevant to them are much more likely to engage positively with learning in senior school. Decisions about pathways for students start with conversations about the student's interests, passions, strengths and values.

Students will have access to career information through our Personal Learning Plan [PLP] process, [a compulsory component of the 'New SACE']. The purpose of the PLP is to encourage students to develop the skills and understandings required to succeed in senior school and beyond. Students are required to explore the connection between their interests, studies, abilities, learning styles and employment pathways. They set their goals, research how to get there and design a plan that supports achieving their goal. As part of the PLP, Year 10 students undertake Work Experience to develop their understanding of the world of work and to sample employment pathways in which they may be interested. Year 11 & 12 students are also able to take Work Experience by negotiation with Student Counsellors

While over 60% of our Year 12 students transition to University study, there are approximately 40% of our students for whom this is not a useful choice at this stage of their life. It is important that parents and students consider all options available and do not simply opt for a University Pathway. Students choosing the University Pathway need to understand that they will be required to commit to many hours of independent study, both in Year 11 and 12, then at University and beyond. Students who are not suited to these demands need to consider TAFE, traineeship or apprenticeship options.

Increasingly many degree students in subjects like Engineering are advised by industry to obtain some practical skills through taking TAFE courses after they finish university. Other students undertake TAFE courses and then transfer to university.

If a student is uncertain or cannot decide on a direction or pathway then we will help you. An interim pathway can be designed that allows flexibility for the student to change over time. However every student needs a pathway. We have explained below how we will help students to choose their pathway.

CURRICULUM PATHWAYS

Our curriculum is designed initially to allow students to select a broad direction to guide her / his passage through Senior School and transition to employment or further study. Pathway Planning encourages the student to focus on where she / he wants to be in the future and to design a school program of subjects that support the student to achieve this goal. Because the pathways are very broad they do not prevent students from changing directions if their career or study interests change over time. In fact, as you will see many of the same subject selections can be found in university, TAFE and employment pathways.

Pathway planning supports students to select a coherent group of subjects that build skills, competencies and knowledge in specific areas. From these broad groupings students select a pathway that leads to a career or study area. For example, students taking a university pathway toward Engineering will need to select Maths and Physics courses that support this direction. However, some Design and Technology courses and VET options may support the practical learning that is an advantage in this area. Alternatively, a student taking a Hospitality pathway could support this direction by taking Tourism, Business Studies or a VET Retail course or possibly another language;

[See Pathway Case Studies in this guide for more detail].

The Key Options are :

- Preparing for entry to a University degree
- Preparing for entry to TAFE and other training providers
- Preparing for entry to Apprenticeships or Traineeships
- Preparing for entry into the Defence Forces or the Police
- Preparing for entry into employment.

University

This direction enables students to select from a range of subjects that lead to degree courses. There are many possible degree pathways, but largely these can be described in the following way :

Arts or Humanities Pathway

Students selecting this pathway would typically choose subjects predominantly from English, Society and Environment, Languages and the Arts.

Science, Maths or Technology Pathway

Students selecting this pathway would typically study subjects predominantly from Maths, Science, Health & Physical Education and Design and Technology.

Commerce, Business Pathway

Students selecting this pathway typically study subjects from Business and Enterprise such as: Business Studies, Accounting, Economics, International Studies and Languages

IB Diploma

The IB Diploma allows students to fulfil the requirements of all university pathways.

As universities, particularly interstate and overseas have their own entrance requirements, students are advised to research the requirements of the university for which they are applying. Students taking this direction will need to complete the requirements of the SACE or IB Diploma and qualify for an Australian Tertiary Admissions Ranking (ATAR).



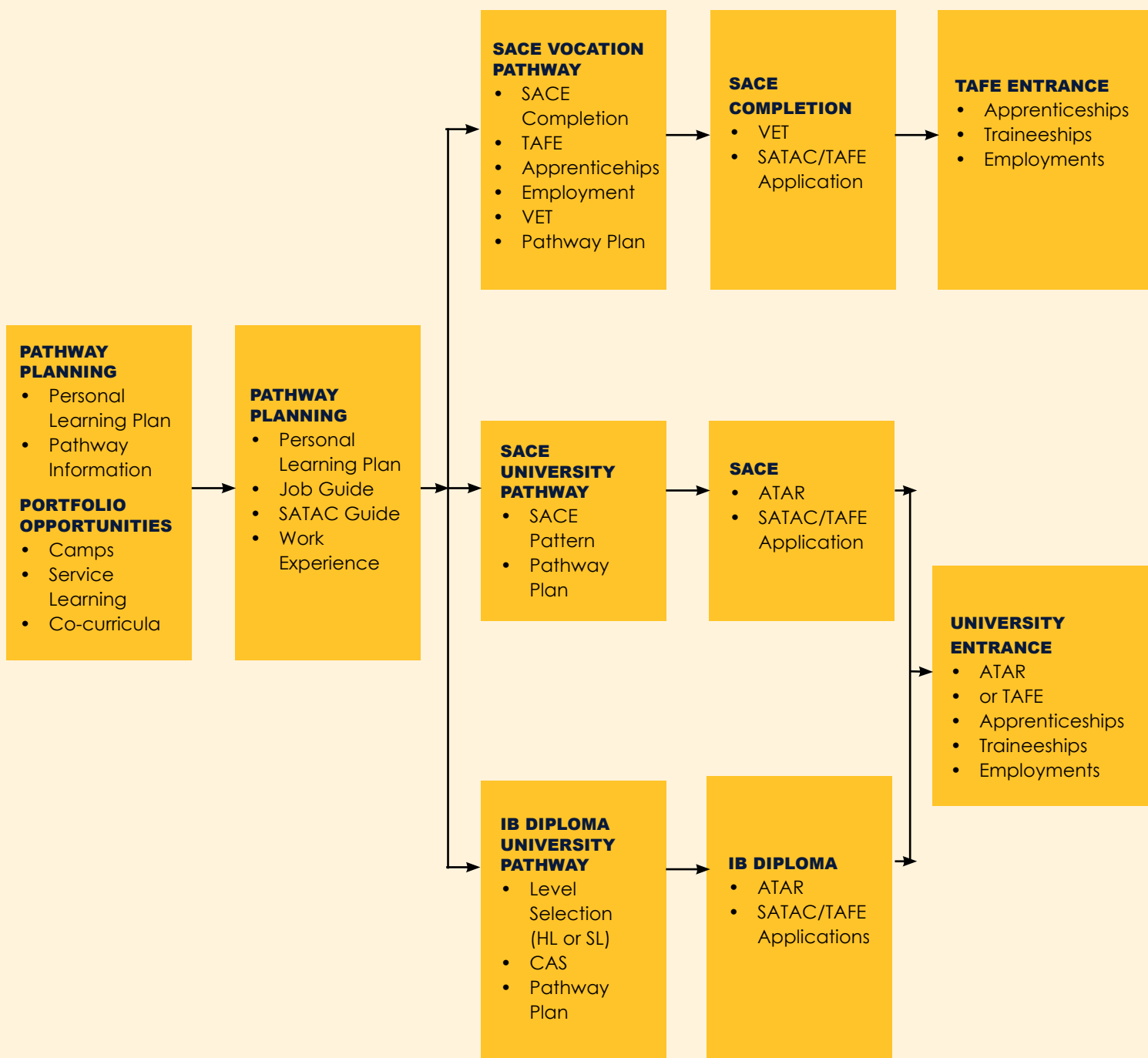
STEP 1: Year 9

STEP 2: Year 10

STEP 3: Year 11

STEP 4: Year 12

GOAL





MIDDLE SCHOOL CURRICULUM



In Year 8 and Year 9 students are exposed to what it means to study in an International School. All teaching programs challenge students to achieve their personal best with international perspectives embedded into learning activities and assessment tasks (where appropriate). All Middle School students have their own personal laptop computer. Technology is incorporated into all teaching programs and is used to enrich and deepen student understanding and learning. In 2012 Year 8 and Year 9 courses in English, Mathematics, Science and the Humanities will be taught using the Australian Curriculum outcomes and standards.

The personal wellbeing of all students is very important and is explicitly developed through our Pastoral Care Program; called Program X. Students have two Program X lessons per week with their Home Group class. The focus during Program X lessons is to teach students about

the 16 Habits of Mind, the school values (excellence, international-mindedness, opportunity and harmony) and the IB Learner Profile. Students are placed into a Home Group class in Year 8. Students remain in the same Home Group class until they complete school in Year 12.

Students in Year 8 and Year 9 complete courses from the follow Learning Areas:

- English / ESL
- Mathematics
- Design and Technology
- Science
- Humanities
- Languages other than English (French, Japanese, Chinese)
- The Arts
- Health and Physical Education

Year 8

The year is divided into 2 semesters – Semester 1 (Terms 1 & 2) and Semester 2 (Terms 3 & 4). All students study 7 subjects in each semester, a total of 14 subjects for the year (see below).

YEAR 8 CURRICULUM PATTERN	*English	*Maths	*Science	*History	Language	*HPE	D&T A
	*English	*Maths	*Science	*Geography	Language	Drama and Art	Choice

* Subjects with an asterisk are completed in Home Group classes.

Home Group Based Subjects (9 in total) - all students must complete:

- A full year of English, Maths and Science with their home group class.
- 1 semester of History and 1 semester of Geography with their home group class
- 1 semester of Health and Physical Education (HPE) with their home group class.

Non-Home Group Based Subjects (5 in total) - all students must complete:

- A full year (2 semesters) of Language – **French, Chinese or Japanese** (same language for both semesters)
- 1 semester of **Drama and Art (except for Specialist Music students – see Section 2(a) below)**

1 semester of a **Design and Technology A**

Choice Subject – students have 1 semester of free choice from any of the subjects listed in Section 2(b) below:

- Design and Technology
- Music General
- Art Extended
- Drama Extended
- Recreational PE
- Advanced PE
- Food in Action

Year 9

The year is divided into 2 semesters – Semester 1 (Terms 1 & 2) and Semester 2 (Terms 3 & 4). All students study 7 subjects in each semester, a total of 14 subjects for the year (see below).

YEAR 9 CURRICULUM PATTERN	*English	*Maths	*Science	*History	Choice	*HPE	Any D&T Course
	*English	*Maths	*Science	*Geography	Choice	Any Arts Course	Choice

* Subjects with an asterisk are completed in Home Group classes.

Home Group Based Subjects (9 in total) - all students must complete:

- A full year of English, Maths and Science with their home group class.
- 1 semester of History and 1 semester of Geography with their home group class
- 1 semester of Health and Physical Education (HPE) with their home group class.

Non-Home Group Based Subjects (5 in total) - all students must complete:

- 1 semester of an **Arts** subject
- 1 semester of a **Design and Technology** subject
- 3 semesters of free choice from any of the subjects listed below

The usual expectation is that all Year 9 students who achieved a 'C' grade or better in Year 8 Language (French, Japanese or Chinese) will continue with this subject in Year 9.

Students select **3 free choice** subjects from the options below. Please note that **Music Specialist** and all **Language** subjects are full year subjects and are listed as 1 and 2 (i.e. French 1 and 2)

French 1 and 2	Recreational PE
Chinese 1 and 2	Advanced PE
Japanese 1 and 2	Food in Action
Music Specialist 1 and 2	Food and Catering
Materials & Fabrics	Materials Technology
Art Visual	Robotics and Electronics
Art Visual Specialist	Computing & Multimedia
Drama	Drama Specialist

*Note – Students are limited to a maximum of 2 PE based subjects (including the compulsory HPE subject) per semester.

IGNITE

Students in the IGNITE program will be counselled by the IGNITE Coordinator. Students in the Year 8 IGNITE COMPACTED class moving directly to Year 10 will study the following curriculum pattern:

10:10 Ignite	*Ignite English	*Ignite Maths	*Ignite Science	Any Humanities Course	Choice	*Ignite HPE	Choice
	*Ignite English	*Ignite Maths	Science	Personal Project	Choice	Choice	Choice

* Subjects with an asterisk are completed in Home Group classes.

Notes:

- Students are limited to a maximum of 2 Science subjects per semester.
- Students are limited to a maximum of 2 PE subjects (including the compulsory HPE subject) per semester.
- Students are limited to a maximum of 2 D&T subjects per semester.

SENIOR SCHOOL CURRICULUM



Senior School curriculum begins with the pathways that students select in Year 10. In Year 10 students are encouraged to think deeply about their pathway through Senior School to further study or employment. Therefore, students are offered a wide degree of choice to give them the flexibility to pursue the pathway that best suits them. Students are also required to further develop their skills as independent learners so that they can be well prepared for the challenges of Year 12 study and beyond.

Year 10 Curriculum Pattern

The Year 10 Curriculum Pattern requires:

- 2 Semesters of English or ESL
- 2 Semesters of Maths
- 2 Semesters of Science
- At least 1 semester of Humanities

In addition students are required to study in Year 10:

1. The Personal Project

This course is designed to prepare students for the Research Project which is a 10 credit Year 12 subject in the New SACE or the Extended Essay in the IB Diploma. Students are required to undertake an independent study in an area of their choice. It is designed to build skills in:

- Independent learning
- Planning and time management\
- Higher order thinking
- Research
- ICT presentation
- Communication
- The New SACE Capabilities – Learning, Work, Communication, Citizenship and Personal Development

2. The Personal Learning Plan (PLP)

The PLP will help students make connections between their learning styles, subjects at school and post school pathways. Students will use the PLP to plan their Year 11 and 12 program of study and to make links with career pathways and further study. The Personal Learning Plan is a compulsory component of the New SACE in which students must achieve a "C" grade or better.

Students will be awarded 10 Credits toward the New SACE for each of the Personal Project and the PLP.

At Year 10, Learning Areas like English, Maths and Science offer several options for students by dividing into subjects that best suit particular pathways. For example, students who want to select Chemistry or Physics at Year 11 SACE or IB need to take Chemistry Specialist and Physics Specialist at Year 10. Read the descriptors in this guide carefully and pay close attention to the flow charts at the beginning of each Learning Area section. It is also advisable to read the requirements for success in each subject at Year 11 and 12 that you intend to study.

Should I choose the SACE or IB Diploma?

Although the IB Diploma does not start until Year 11, students need to select subjects in Year 10 that will prepare them for the Diploma course. The SACE is designed as a course that must meet the needs of a broad range of students who now complete a Year 12 qualification to ensure that they can enter further study, training and employment. The IB Diploma however, is specifically designed to prepare students for university entrance. Consequently, it does not suit all students but it does provide an excellent preparation for university entrance nationally and internationally. It is valued highly by the universities for the challenging and intensive study required to achieve the Diploma. This stems from the fact that the standards that are applied within the Diploma are high and by their very nature are comparable with university entrance standards throughout the world. Former students of the IB frequently comment on the ease with which they are able to transition to tertiary study. Both the SACE and the IB Diploma enable students to enter university.

How do the SACE and the IB Diploma differ?

The universities also value the comprehensive study that is a part of the IB Diploma Curriculum Framework. In Year 12 students have to take 6 subjects compared to the New SACE 4 (or 4 and ½ for university entrance) and they are largely prescribed. You have to study Language A1 which for most of our students is English, and you must do a Maths, a Science, a Humanities and a second Language. SACE does not require English or Maths beyond Year 11.

In addition the Theory of Knowledge prepares students for the analytical thinking processes that university study demands and teaches them how to organize those thoughts using appropriate academic conventions.

The Extended Essay (a 4000 word study on an area selected by the student) demands the student prepare a research

study that utilizes the academic techniques associated with that discipline of study. This projects students into university level study.

What does this mean for University applications?

If the student is applying to enter university in South Australia then the following conversion rate applies. A student who scores 31 points out of 45 in the IB Diploma is awarded a Tertiary Entrance Ranking of 91.35. The average ATAR, (previously TER) in the IB Diploma at Glenunga in the last 5 years has been between 93 and 95.

A student who receives 7 in Higher Level Physics or Chemistry is given credit for first year university in units covered in these subjects by the corresponding courses.

Students who have received less than 24 points and have not been awarded the Diploma have been accepted into universities in SA because the standard is still credible. Subjects in the IB Diploma are not scaled in the same way as they are in the SACE.

How does the IB Diploma compare with the SACE?

Students who take the SACE at Glenunga still perform extremely well and the New SACE remains a good option for students entering university. The subject choice is much wider in the SACE but subjects are scaled using a process to compare the degree of difficulty of one subject against another. For example, students in Year 12 SACE can take Music, Drama and Art. SACE can be studied over any 3 years and therefore suits students who accelerate into study above their year level. Students can include VET studies or Recognised Learning in their SACE Certificate.

So what subjects should I take if I want to study the IB Diploma in Year 11?

The following subjects are recommended for study in Year 10 to prepare for the IB Diploma.

- English Literature Studies A and Pre IB English
- Pre Pure Maths (although there are several Maths options in the IB Diploma. Students who are unsure should discuss this with the Maths Coordinator)
- Specialist Physics, Chemistry or Biology. If students intend to study 2 sciences in the IB Diploma or in the New SACE they should select 2 of these
- 2 semesters of a second language (usually this will be a Language Other than English).

It is also advisable to study at least one Humanities subject, and Media Studies if you intend to study Film in the IB Diploma.

More detailed information on the New SACE and the IB Diploma follow in this guide.



THE NEW SACE

There are a number of Compulsory Requirements in the New SACE. Students have to complete these requirements with a C grade or better or they will not be awarded the SACE or be eligible for an Australian Tertiary Admissions Ranking (ATAR).

Personal Learning Plan

The Personal Learning Plan (PLP) is a compulsory 10 credit subject. Students must complete this subject with at least a C grade or they will not be awarded the SACE or be eligible for an Australian Tertiary Admissions Ranking (ATAR).

The PLP is designed to help students plan for their future by researching pathways through senior secondary education to further education and employment. Students are required to identify the pathway they wish to pursue and to create a plan that will enable them to achieve their study and/or employment goals. This includes developing in areas of study that they may need to qualify for the entrance requirements to particular courses or employment.

The PLP is studied at Glenunga in Year 10 during Program X. Although it is a 10 credit course it is completed over the two semesters of Year 10.

Literacy Stage 1

Students must complete 20 credits of literacy at a C level to be awarded the SACE and to be eligible for an Australian Tertiary Admissions Ranking (ATAR). At Glenunga this is achieved by studying 2 semesters of an English or English as a Second Language course. When selecting a literacy course for the SACE at Stage One students need to balance their future pathways with the need to complete this requirement at a C level. Please consult the Requirements for Success carefully before selecting the most appropriate course for your pathway.

Numeracy Stage 1

Students must complete 10 credits of numeracy at a C level to be awarded the SACE and to be eligible for an Australian Tertiary Admissions Ranking (ATAR). At Glenunga this is achieved by studying at least 1 semester of a Maths course. When selecting a numeracy course for the SACE at Stage One, students need to balance their future pathways with the need to complete this requirement at a C level. Please consult the Requirements for Success carefully before selecting the most appropriate course for your pathway.

Research Project

The Research Project is a compulsory 10 credit subject. Students must complete this subject with at least a C grade or they will not be awarded the SACE or be eligible for an Australian Tertiary Admissions Ranking (ATAR). It can be found under Cross Disciplinary Studies on the SACE Board Website. Year 10 students prepare for the demands of the Research Project by undertaking the Personal Project.

The Research Project gives students the opportunity to pursue in depth an area of study that particularly interests them. It is intended to develop in students the independent learning and research skills required for further study. Students negotiate their topic with their teacher and must research the knowledge, skills and understandings that are important to that topic. They must then use this research to produce findings which depending on their topic could be to apply a practical or creative skill, to write an essay or report on a scientific exploration.

At Glenunga, students can study the Research Project in Semester 2 of Year 11, or Semester 1 of Year 12.

Stage Two

Students must complete 60 credits with at least a C grade to be awarded the SACE or be eligible for an Australian Tertiary Admissions Ranking (ATAR). Most students at Glenunga will study at least 3 full year (20 credit) subjects in Year 12 to complete this requirement. However, please note that students who want an ATAR must study 4 full year subjects at Stage Two level. All SACE Stage 2 subjects offered at Glenunga allow students to achieve an ATAR.

Additional Requirements to Complete the New SACE

Students must complete a total of 200 credits to be awarded the New SACE. The compulsories make up 110 credits. The other 90 credits can be selected from any subjects in Stage One or Two depending on the student's pathway. Students taking a university pathway will have to study 20 more credits at Stage Two (see Stage Two above). VET subjects can be counted at both Stage One and Stage Two (see VET section). VET students must negotiate their SACE pathways and patterns personally with the VET Coordinator.

Recognised Learning Students can count up to 80 credits of Community Learning for the SACE. No grade or score is attached to results for Community Learning. To obtain recognition of community learning the student must negotiate with the Student Counsellors, the VET Coordinator or the SACE Coordinator and provide appropriate evidence of learning.

The SACE recognises learning that happens in a range of community settings.

SACE students can gain recognition for community learning through:

Community Developed Programs

The SACE recognises qualifications such as the Australian Music Board Examinations, the Duke of Edinburgh Award and the Country Fire Service training program.

Self Directed Programs

Individual students can obtain credit from activities like participation in elite sport, directing a community play or

organizing a community event or program such as land care or perhaps officiating in a community sports event.

Areas of Community Learning

- Community Development
- Performance
- Recreation Skills and Management
- Self developed
- Sports Skills and Management
- Volunteering
- Work Skills and Career Development

University and TAFE Entrance in the New SACE

Like the current SACE the New SACE will be the pathway for entering university or TAFE. Once students have met the requirements for the SACE Certificate and providing they have selected four 20 Credit Stage 2 subjects approved for tertiary entrance, then students are eligible for an Australian Tertiary Admissions Ranking (ATAR). The scores that students achieve in their four 20 Credit Stage 2 subjects determine the ATAR and therefore entrance to university courses. Some universities interstate may have specific entrance requirements for courses. If considering entrance to interstate universities then students should check the relevant websites or contact the admissions departments.

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. Therefore, students should research these requirements before confirming their subject selections.

The Capabilities

The Capabilities are embedded in all New SACE subjects. The Capabilities represent essential skills and understandings that all students need to develop to become successful learners in senior school and beyond. They are: Learning, Citizenship, Work, Communication and Personal Development.

Performance Standards

Performance Standards are used in the New SACE to assess student achievement. They are designed for students and teachers to evaluate at what point the student is on a continuum of learning. This enables students to better understand what they have to do to improve their learning in a subject.

One of the most significant changes for students at Stage 1 is that once they have satisfied the Literacy and Numeracy requirements they are able to choose subjects based on the pathway they intend to pursue through Senior School to employment, training or further study. At Glenunga all Year 11 students will be required to study five subjects in each semester giving them a possible 100 credits from this year. This increases students' choices and options for Stage 2 and beyond.

What will a typical program look like in the New SACE? This depends on the student's pathway, but a typical Science, Maths and Technology pathway might look like this:

Year 10

Stage 1 PLP 10 Credits (Compulsory)

Year 11

Stage 1 English 20 Credits (Compulsory)
 Stage 1 Maths A 10 Credits (Compulsory)
 Stage 1 Maths B 10 Credits (Choice)
 Stage 1 Maths C 10 Credits (Choice)
 Stage 1 Physics 20 Credits (Choice)
 Stage 1 Chemistry 20 Credits (Choice)
 Stage 1 Legal Studies 10 Credits (Choice)

TOTAL 110 Credits (including the PLP)

Year 12

Stage 2 Maths Studies 20 Credits (Optional)
 Stage 2 Physics 20 Credits (Optional)
 Stage 2 Chemistry 20 Credits (Optional)
 Stage 2 Design and Technology Studies 20 Credits (Optional)
 Research Project 10 Credits (Compulsory)

TOTAL 90 Credits

Stage 1 and 2 total: 200 Credits

What about if I am an Arts , Humanities student?

Year 10

Stage 1 PLP 10 Credits (Compulsory)

Year 11

Stage 1 English 20 Credits (Compulsory)
 Stage 1 Maths Applications A 10 Credits (Compulsory)
 Stage 1 Maths Applications B 10 Credits (Optional)
 Stage 1 Modern History 10 Credits (Optional)
 Stage 1 Media Studies A and B 20 Credits (Optional)
 Stage 1 Art Computer Graphics 10 Credits (Optional)
 Stage 1 Japanese A and B 20 Credits (Optional)

TOTAL 110 Credits

Year 12

Stage 2 English 20 Credits (Optional)
 Stage 2 Modern History 20 Credits (Optional)
 Stage 2 Visual Art Studies 20 Credits (Optional)
 Stage 2 Media Studies 20 Credits (Optional)
 Research Project 10 Credits (Compulsory)

TOTAL 90 Credits

Stage 1 and 2 total: 200 Credits

Requirements for Success

Parents and students have given feedback to us that there is a need for more specific information about what students need to achieve to indicate that they could successfully handle a subject in Year 12. This information is designed to guide parents and students in making the best decisions possible when selecting pathways and subjects that support them.

What Do Students Need to Achieve in Year 11?

We want to support all students to achieve their personal best in Year 12 and to help them successfully make the transition from school to their chosen post school pathway. Students' pathway choices need to be based on evidence of their own abilities as well as their aspirations.

Requirements for Success are the standards and skills that students need to demonstrate in Year 11 to predict success in subjects that follow on into Year 12.

Learning Areas have identified the requirements for success that Year 11 students will need to achieve in order to be successful in that subject in Year 12. The requirements are listed in the Curriculum Guide under the relevant Learning Area subjects offered in Year 11 and progressing to Year 12. Students entering Year 12 will have to demonstrate the requirements for success to automatically be accepted into the follow on subject in Year 12. Students who do not meet the requirements for success for follow on subjects in Year 12 at the time Course Counselling occurs may be Provisionally Recommended if they are currently passing the subject. Student progress will then be monitored. Student enrolment in follow on subjects will be confirmed if and when the student demonstrates the requirements for success. Students who do not meet the requirements for success will be able to take the subject again at Year 11 level.

Please read the information carefully in each of the Year 11 subjects that you intend to select .

Please note: Year 10 English, Maths and Science courses will also have requirements for success.

TAFE APPRENTICESHIPS AND EMPLOYMENT PATHWAY VOCATIONAL EDUCATION

In Years 10 to 12 **Vocational Education and Training (VET)** programs build upon Vocational Learning concepts. This pathway is designed to prepare students for the demands of the world of work or study at TAFE. Please note that some TAFE courses implement selection processes, based on demand for places in that course. In these cases bonus points are awarded for specified senior secondary subjects depending on the course. Information on specific courses can be found on the TAFE website www.tafesa.edu.au

What is VET?

- Vocational Education and Training - VET, is a way for secondary students to experience the world of work and post-secondary school training whilst still at school.
- VET extends across a wide range of occupations and includes being able to develop specific industry related skills through:
 - * Off the job learning - at school or with another training provider.
 - and/or
 - *On the job learning - at one or more workplaces.
 This is known as Structured Workplace Learning (SWL).

- Students will learn and train - both on and off the job - toward completing COMPETENCIES. These are specific parts of any vocational training program that tell other organisations and employers that you are capable (competent) of doing tasks consistently at certain levels e.g. Certificate II Retail.
- Competencies are developed and recognised nationally under the Australian Qualifications Framework.
- They are only 'signed off' through a Registered Training Organisation (RTO) by qualified people.

Why choose a VET program?

- To explore possible areas of interest which will help you make a decision about further study and work.
- To gain nationally recognised VET qualifications, while completing the South Australian Certificate of Education (SACE).
- To receive credit towards traineeships and apprenticeships, providing you with a head start in any chosen career.
- You will find senior school studies more relevant and interesting.
- To learn 'on the job' while undertaking work placement. This gives you skills and knowledge that employers want, increasing the opportunities for employment, both full and part time.

By providing the student with learning in a particular area it will give her / him an advantage in the labour market and or TAFE entry. It is likely that students will choose a VET course to develop industry certified qualifications to support their learning. Generally, students choosing this direction may need SACE completion. VET courses count towards SACE units. Some TAFE courses do not require SACE completion. Consult TAFE information guides for course requirements. Students studying within the VET program will be able to :

- Remain at school longer and achieve SACE and VET qualifications
- Meet nationally recognised competency based assessment standards
- Acquire industry specific skills and knowledge
- Have prior learning recognised
- Have a tailor made timetable designed to maximise and individualise their learning
- Work in real business or industry
- Make a smooth transition from school to work or further education and training.

Students are also able to take a selection of VET courses and school subjects that will prepare them for entry into apprenticeships and traineeships, including School Based Apprenticeships. Practical involvement in structured workplace learning supports the student's development in this area.

Students can also access support that leads to careers in the police force or the armed forces. This direction offers a number of pathways as subjects within our school curriculum that students can select.

VET and the New SACE

In the new SACE, students are able to count more VET towards their final certificate.

At Stage 1, students can use VET for up to 90 credits (restricted to Certificate I and II competencies).

At Stage 2, students can use VET for up to 60 credits (restricted to Certificate III and IV competencies).

Students can gain an ATAR when using VET in Stage 2, but this has specific requirements in terms of the level of the

Certificate, and must be developed and approved by the VET Coordinator.

Students choosing to use VET for the majority of their SACE must undergo specialist counselling from the VET Coordinator to ensure their VET course is mapped appropriately.

The following Pathway Plans illustrate how choosing subjects that support your pathway, in conjunction with associated VET courses, can lead to SACE completion and enhanced employment prospects in the area. These are particularly relevant for students considering apprenticeships.

VOCATIONAL PATHWAY - HOSPITALITY

STAGE 2

Food & Hospitality	Health	Tourism	Research Project
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STAGE 1 or 2

Choice
Choice

STAGE 1

Literacy	Numeracy	Workplace Practices	Food & Beverage	VET Credit	PLP
Literacy	Numeracy	Workplace Practices	Tourism	VET Credit	

VOCATIONAL PATHWAY - ADVERTISING & GRAPHIC DESIGN

STAGE 2

Visual Arts Design	Media Studies	Choice	Research Project
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STAGE 1 or 2

Choice
Choice

STAGE 1

Literacy	Numeracy	Workplace Practices	Media Studies	VET Credit	PLP
Literacy	Numeracy	Workplace Practices	Art Computer Graphics	Choice	

VOCATIONAL PATHWAY - BUSINESS

STAGE 2

Legal Studies	Business Studies	Maths	Research Project
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STAGE 1 or 2

Choice
Choice

STAGE 1

Literacy	Numeracy	Workplace Practices	Business Studies	VET Credit	PLP
Literacy	Numeracy	Workplace Practices	Legal Studies	VET Credit	

VOCATIONAL PATHWAY - HAIRDRESSING/MAKE UP

STAGE 2

Creative Arts	Business Studies	Health	Research Project
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STAGE 1 or 2

Choice
Choice

STAGE 1

Literacy	Numeracy	Workplace Practices	Business Studies	VET Credit	PLP
Literacy	Numeracy	Workplace Practices	Art Design	VET Credit	

VOCATIONAL PATHWAY - BUILDING LINKS

STAGE 2

Material Links	Choice	Choice	Research Project
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STAGE 1 or 2

Choice
Choice

STAGE 1

Literacy	Numeracy	Workplace Practices	Furniture Construction	VET Credit	PLP
Literacy	Numeracy	Workplace Practices	Metal Construction	VET Credit	

VOCATIONAL PATHWAY - AUTOMOTIVE

STAGE 2

Materials Technology	Maths	Choice	Research Project
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STAGE 1 or 2

Choice
Choice

STAGE 1

Literacy	Numeracy	Workplace Practices	Furniture Construction	VET Credit	PLP
Literacy	Numeracy	Workplace Practices	Metal Construction	VET Credit	

VOCATIONAL PATHWAY - FITNESS

STAGE 2

Business Studies	Health	Physical Education	Research Project
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STAGE 1 or 2

Choice
Choice

STAGE 1

Literacy	Numeracy	Workplace Practices	Physical Education	VET Credit	PLP
Literacy	Numeracy	Workplace Practices	Business Studies	Choice	

VOCATIONAL PATHWAY - ANIMAL CARE

STAGE 2

Biology	Health	Maths	Research Project
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STAGE 1 or 2

Choice
Choice

STAGE 1

Literacy	Numeracy	Workplace Practices	Biology	VET Credit	PLP
Literacy	Numeracy	Choice	Biology	Choice	PLP

VET PATHWAYS



The following are examples of most commonly chosen VET Pathways. There are others available.

AUTOMOTIVE

OPTION Vocational
PATHWAY Automotive (partial Cert II Automotive – Auto Technologies Program)

INTENDED DESTINATION

Further study in Certificate II, School Based Traineeship, Apprenticeships [Light Vehicle, Heavy Vehicle, Forklift, Motorcycle Mechanics, Auto Electrical, Crash Repairs] may follow this.

PATHWAY OVERVIEW

The Certificate I in Automotive - Retail, Service and Repair is a nationally recognised entry level program into the Automotive Industry. All competencies are

generic to a number of Auto trades. The program is 50% theory based bookwork and 50% practical skill development exercises. Completion of the course provides students with immediate knowledge and skills enhancing job prospects,, industry exposure, employer networking through structured work placement program, exposure to working on cars, diesel and petrol engines throughout the training program, provides a pathway to further studies. This course will be held at The Heights School, Modbury Heights in the recently built Automotive Skills Centre.

SACE POTENTIAL 35 Stage 1 Credits
SUPPORTING SACE SUBJECTS

- CAD
- Workplace Practices (highly recommended)
- Mathematics
- Science
- Design & Technology

ADVERTISING AND GRAPHIC DESIGN

OPTION	Vocational
PATHWAY	Art, Design, Fashion and Multimedia (partial Cert IV Advertising & Graphic Design)

INTENDED DESTINATION

Completion of the Certificate IV in Applied Design and further study in a Diploma in Advertising / Graphic Design or Advanced Diploma in Advertising / Graphic Design at TAFE. It may also lead to study in a Bachelor of Visual Communications at the University of South Australia.

PATHWAY OVERVIEW

Semester 1 : This unit covers the skills and knowledge required to research and apply techniques to graphic design. This is a specialisation unit that refers to a specific design form.

Semester 2 : The 2 units in this semester are both core units from Certificate IV in Advertising / Graphic Design and as such underpin many other specialisation units. CUVDES04A covers the skills and knowledge required to explore and integrate colour theory and design processes using 2-dimensional [2D] and / or 3-dimensional [3D] space. CUVDES05A covers the skills and knowledge required to interpret and respond to a design brief.

SACE POTENTIAL 20 Stage 1 Credits

SUPPORTING SACE SUBJECTS

- Art Practical
- Workplace Practices (highly recommended)
- Art - Design
- Art - Visual Art
- Perfect Publishing

BUSINESS SERVICES

OPTION	Vocational
PATHWAY	Business, Management, Finance & Property Services (Cert II Business Services)

INTENDED DESTINATION

Stage 2 SACE in Business Services, Certificate III in Business, Certificate IV in Business, Diploma of Business, Degree in Business / Commerce.

PATHWAY OVERVIEW

The Virtual Enterprise, APAC, is a simulated business that is set up and run by trainees with the support of two facilitators and a real business, the Adelaide Festival Centre. The Adelaide Performing Arts Centre [APAC] conducts business with other Virtual Enterprises in a simulated environment on a local, national and international basis. The products and services traded reflect those marketed by our real business partner and the Virtual Enterprise resembles the Adelaide Festival Centre in its form, organisation and function. The Virtual Enterprise provides a training environment that enhances the development of business skills, technical skills and

interpersonal skills. Although there is no actual transfer of goods or money, all the usual business transactions take place: orders are sent, invoices issued, financial records maintained, superannuation, salaries and taxes are paid.

SACE POTENTIAL 50 Stage 1 Credits

SUPPORTING SACE SUBJECTS

- Accounting
- Workplace Practices (highly recommended)
- Business Studies
- English
- Business Mathematics
- Legal Studies
- Any ICT subjects

BUILDING LINKS

OPTION	Vocational
PATHWAY	Building, Furnishing & Plumbing (Cert I General Construction)

INTENDED DESTINATION

This certificate reflects the role of entry level employees within the construction industry. Further study in Certificate II in Construction and / or School Based New Apprenticeships and / or a Full Apprenticeship in the building construction industry may follow this.

PATHWAY OVERVIEW

Certificate I in General Construction is designed for students with an interest in the building and construction industry. This program will work in conjunction with the Housing Industry Association [HIA] and Housing SA and it will provide pathways to vocations within the building and construction industry such as carpentry, concreting, tiling, painting and decorating, joinery, plastering, bricklaying and demolition. This course combines on-the-job training, practical work sessions and theory.

SACE POTENTIAL 35 Stage 1 Credits

SUPPORTING SACE SUBJECTS

- CAD
- Physics
- Mathematics
- Information Technology
- Furniture Construction
- Workplace Practices (highly recommended)
- Mathematics

CHILD CARE

OPTION	Vocational
PATHWAY	Community Services, Health & Education (partial Cert III Children's Services)

INTENDED DESTINATION

Partial completion of this certificate leads to further study and employment within the Child Care industry and the community services industry.

PATHWAY OVERVIEW

Partial completion of the Certificate II in Community Services Work provides students with both the theory and the practical experience that underpin workplace skills in the Child Care industry and various community service organisations. This course will give you a taste of the child care industry and develop a range of skills that will assist you in both the workplace and to relate to children in everyday life. You will work on a range of activities which focus on communication with children, behaviour guidance, occupational health and safety, preparing nutritious foods, basic administration and an introduction to the importance of play for children.

SACE POTENTIAL 35 Stage 2 Credits

SUPPORTING SACE SUBJECTS

- Art Practical
- Health
- Child Studies
- Language
- Drama
- Workplace Practices (highly recommended)
- English

HOSPITALITY [Kitchen Operations]

OPTION Vocational
PATHWAY Hospitality, Travel and Tourism (Certificate II Hospitality – Kitchen Operations)

INTENDED DESTINATION

This certificate reflects the role of entry-level employees within the hospitality industry. Further study in Certificate III in Kitchen Operations, Certificate IV in Hospitality [Supervision], Diploma in Hospitality Management, and an Advanced Diploma in Hospitality Management may follow this.

PATHWAY OVERVIEW

Working in a commercial kitchen environment, students will develop and prepare modern food for a variety of catering enterprises. Through classroom activities, industry visits, guest speakers and practical tasks, students will gain an insight into the Food and Hospitality Industry. Throughout the year they will host functions, some of which will be out of school hours. On successful completion of the course students will hold the same qualifications as a second year apprentice chef.

SACE POTENTIAL 55 Stage 1 Credits

SUPPORTING SACE SUBJECTS

- Art Practical
- Language
- Biology
- Workplace Practices (highly recommended)
- English
- Mathematics

HAIRDRESSING and MAKEUP

OPTION Vocational
PATHWAY Hair and Beauty (Certificate II)

INTENDED DESTINATION

This certificate reflects the role of entry-level within the industry. Successful students will find this course beneficial in selection for: Pre-Employment skills in Hair and Beauty, Hairdressing Apprenticeships, Beauty Traineeship, Sales Assistant in pharmacies, retail and department stores and provides a stepping stone to further study including, Certificate II, III in Hair and / or Beauty including all specialist areas.

PATHWAY OVERVIEW

This course is designed to give you a taste of the Hairdressing and Beauty industries. You will gain a range of salon skills that will assist you in your work placement. You will work on group and individual activities and develop skills in personal presentation, hygiene, salon practical skills, communication, dealing with clients and styling hair.

SACE POTENTIAL TBA

SUPPORTING SACE SUBJECTS

- Art Practical
- Health
- Biology
- Science
- Chemistry
- Workplace Practices (highly recommended)
- Drama

SCREEN MEDIA

Option Vocational
Pathway Film, Television, Multimedia and Entertainment

Intended Destination

This Certificate II course is offered as part of the Film, Television and Multimedia national training package. There is some cross-over into the Live Production and Theatre Events (Entertainment) training package. On completion of this course students are well positioned to undertake an Advanced Diploma in Screen Media.

Pathway
 Certificate II Screen

Pathway Overview

Students will learn about recording video and audio in a variety of locations using contemporary digital equipment. Students will record live events such as sports, assemblies, concerts and performances. They will also shoot interviews for documentary formats, live bands for music clips and creative cinematography for narrative films. Students will also learn to edit, use special effects and publish their work using professional software.

Course Information

Duration :	Full Year
Time :	Thursdays, 2.00 – 5.00pm
Cost:	TBA
Location :	Glenunga International High School
SACE :	The number of credits is currently being negotiated.
Suitability :	year 11 and year 12 students

Supporting SACE Subjects

- Media Studies
- Creative Arts
- Multimedia
- Drama
- Music

IT ESSENTIALS

OPTION	Vocational
PATHWAY	Computing and Information Technology (CISCO and partial Cert III Information Technology)

INTENDED DESTINATION

This certificate reflects the role of entry-level employees within the IT industry. This course may also lead to other Certificate III, Certificate IV and Diplomas in various ICT courses, and to further study in other CISCO courses. For higher education bound students, this course will provide some introductory skills related to a computer science of a management information systems degree program.

PATHWAY OVERVIEW

CISCO presents an in-depth exposure to computer hardware and operating systems. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance, and safety issues. Through a mix of lectures, hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, an overview of networking is included. Students will have access to a comprehensive range of online resources from the CISCO and are required to successfully complete a series of online theory and practical tests.

SACE POTENTIAL 15 Stage 1 Credits

SUPPORTING SACE SUBJECTS

- Any ICT subjects
- Workplace Practices (highly recommended)

Other VET programs:**School Based Apprenticeships**

This program enables year 11 or 12 students to complete their SACE, obtain 8 industry recognised units of work while being paid for their on-the-job training. Students attend school for 4 days and work 1 day a week. They are employed for between 10 and 15 hours per week with 3 hours per week allocated to structured training in the workplace. This option is not recommended for Year 12 students wanting Tertiary Entrance. Contact the Student Counsellors for more information on these programs.

How do I get more information?

- Log on to the YouthJET web page: www.youthjet.com.au
- Contact the DECS Transition Broker: 8366 8831
- Contact the YouthJET Program Manager: 8363 5984
- Visit the SACE Board web site: www.saceboard.sa.edu.au
- Watch out for regional information evenings, related industry visits and VET program sessions.

INTERNATIONAL BACCALAUREATE DIPLOMA (IB)

Glenunga International High School offers Senior students the opportunity to study the International Baccalaureate Diploma which is a 2 year course, in Years 11 and 12.

Aims of the IB Diploma include:

- To provide students with a broad, general and balanced education which will enable them to participate effectively in their society
- To encourage students to learn how to learn, how to analyse, how to reach considered conclusions about human beings, their languages and literature, their functioning in society and the scientific forces of their environment
- To develop the ability to explore the relationship between the various disciplines
- To ensure that students engage in critical reflection on the knowledge and experience acquired, both within and beyond the classroom
- To encourage students to formulate rational arguments
- To provide students with the opportunity to engage in independent research, developing skills in organisation and in the logical and coherent expression of ideas
- To challenge and extend individual students by developing a spirit of discovery and self-reliance as well as encouraging individual skills and interests
- To facilitate student mobility and provide an educational service to the internationally mobile community
- To improve and extend international education and so promote and further international understanding.

IB Requirements

Candidates are required to take six subjects, one from each group, normally over a period of two years. The six groups are:

- Group 1.** English, Chinese. Other languages can be studied using a Self Taught mode and must be negotiated with the IB Coordinator.
- Group 2.** Mandarin, French, German, Japanese, English B, Indonesian (ab initio), Spanish (ab initio)
- Group 3.** World History, Geography, Economics.
- Group 4.** Chemistry, Physics, Biology, Environmental Systems and Societies.
- Group 5.** Mathematics, Mathematical Studies
- Group 6.** Visual Arts, Theatre Arts, Film, or a second subject from groups 2 or 4. It is possible that Economics will also be available on this line. This is yet to be confirmed.

Other languages may be studied. This must be negotiated with the IB Coordinator.

Three subjects must be taken at Higher Level and three subjects at Standard Level.

In addition, the candidate must meet the following requirements:

(a) Extended Essay

A substantial piece of independent research in one of the IB subjects.

(b) Theory of Knowledge (TOK)

This is an inter-disciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge and develop a personal mode of thought based on analysis of evidence expressed in rational argument.

(c) Creativity, Action, Service (CAS)

The school is required to ensure that candidates spend the equivalent of one half day per week on some experiential learning or activity, e.g. Key Club, International Club, Sports, Co-curricular activities, or other activities. Over the two year program this amounts to a minimum of 150 hours.

Year 11 students can participate in the International Baccalaureate program by selecting six IB subjects. Students wishing to change to SACE at the end of semester 1 or the end of semester 2 in Year 11 must apply for credit for IB subjects passed. The Year 12 IB course has no SACE accreditation. IB is accepted by universities worldwide for undergraduate entry purposes.

Assessment

The IB Program provides a liberal education that emphasises a philosophy of learning. Consequently, a selection of assessment procedures is used in which external examination techniques are complemented by internal assessment. This is generally on an 80:20 basis.

- **External Assessment**
 - Written Examinations
 - The extended essay is externally assessed
- **Internal Assessment**
 - This is subject to external moderation
 - eg field work, laboratory work, oral presentations

IB examinations occur in November.

IB Fees

The school charges International Baccalaureate examination fees to help cover the cost incurred by the International Baccalaureate Organisation procedures and assessment processes.

For more detailed information, please ask for a copy of the International Baccalaureate booklet produced by the school. This booklet is also available on the school website.

IGNITE PROGRAM

As part of a commitment to developing the potential of all students, Glenunga International High School utilises the teaching strategies and curriculum developed in the school's gifted program, since 1997, in all classrooms for the benefit of all students. In addition, specialist courses are available in Years 8 and 9 in The Arts, Technology and Physical Education, which seek to extend students beyond Year 8 level. Students do not have to be a member of an IGNITE (gifted) class to be eligible for these courses. However, selection criteria may apply.

Glenunga International High School is a designated special interest school for gifted students. Funding has been supplied to enable the school to further develop the programs run for students with high intellectual potential.

IGNITE is a selective entry program for students with High Intellectual Potential. We select up to 100 students each year through:

- performance in an ACER test in Year 6 or 7
- an interview.

Extra places are available for students entering Year 8 through the DECS's transition process. Selection is based on a range of criteria which indicates the student's need for a gifted program. Please note that it is an advantage for students entering this way to also sit for the ACER assessment

Glenunga offers three types of accelerated learning programs:

Program 1

This program compacts Year 8, 9 and 10 into two years. Students can then choose to finish High School in four years or to extend Senior School Study and finish in five years.

Program 2

This program compacts Years 8, 9 and 10 Mathematics over two years. All other subjects proceed at an accelerated rate over three years. Students in this class will be one year ahead in Mathematics.

Program 3

This program is a subject accelerated course but with no compaction. Students are monitored as they progress through the programs to ensure that they are appropriately placed. Both programs challenge students to think creatively, critically and at a higher level. Students can be further accelerated to a higher level of study in an area of strength should this be necessary.

IGNITE students in the mainstream can access the following program:

- **Accelerated learning** - students are promoted beyond their age groups, according to their ability (yearly), e.g. Year 9 English students studying SACE (Year 11) English
- **Extension** - taking students further, faster and deeper within their subject classes without changing year group
- **Enrichment activities** - currently extensive curricula activities are offered in this area.

Glenunga students in the mainstream may apply to enter an IGNITE class if / when a vacancy arises.

The school's IGNITE program offers significant benefit to the learning of all students. However, it should be noted that timetable priorities may limit students' accelerated programs in some cases. Further information is available from the Coordinator IGNITE / Higher Order Thinking Skills.

EDUCATION PROGRAMS FOR IDENTIFIED LEARNING NEEDS

Glenunga International High School provides for students with disabilities and for students who require learning support. By working in partnership with parents, teachers and service providers the school ensures that all students gain a broad, balanced education that prepares them for effective participation in our society.

These programs may involve:

- lesson support in the mainstream classroom
- modified programs and expectations negotiated between students, teachers, coordinators and parents
- access to outside school programs such as Prospect Centre
- links with support agencies for post-school transition.

INTERNATIONAL STUDENT PROGRAM

The International Student Program consists of temporary residents who elect to study at Glenunga International High School in a range of programs offered by the school. These include Intensive Secondary English Course (ISEC), the High School Graduate Program, (SACE or International Baccalaureate Diploma), Study Abroad Program and Study Tour Program. Students pay full international academic fees and generally participate in the home stay program.

For further information on the programs contact the Assistant Principal, International Programs, at the school.

PEER SUPPORT

Glenunga International High School offers a comprehensive peer support program where Year 11 students are trained in communication and interpersonal skills and assigned to a Year 8 or ISEC home group to both assist and support students. Year 11 students gain considerable benefits from participation including:

- Personal skills and growth
- Relevant SACE unit or IB creativity, action and service (CAS) commitment
- Contribution to school achievement record (SAR)
- Personal reference
- Participation certificate.

Students gain access to this program by personal application to the peer support facilitator during term 3, Year 10. Those selected undergo a training program delivered at a two day camp in term 4 and make a commitment to the welfare of Year 8 and ISEC students in the following year.

Students are able to register and receive accreditation for an additional SACE unit through this peer support program.

SUBJECTS BY YEAR LEVEL

The subjects listed below are offered for study by students at Glenunga International High School.

YEAR 8

Advanced PE	60
Art - Visual	30
Art – Visual Specialist	30
Chinese	76
Design and Technology A	45
Design and Technology B	45
Drama	37
Drama Specialist	37
English	52
English as a Second Language	55
Food in Action	64
French	79
Health and Physical Education	60
Humanities – History and Geography	68
Japanese	83
Mathematics	87
Music General	35
Music Specialist	34
Recreational PE	60
Science	95

YEAR 9

Advanced PE	61
Art - Visual	30
Art – Visual Specialist	30
Basic Food and Catering	64
Chinese	76
Communications Technology Multimedia	46
Drama	38
Drama Specialist	38
English	52
English as a Second Language	55
Food in Action	64
French	79
Health and Physical Education	60
Humanities – History and Geography	68
Japanese	83
Materials & Fabrics	45
Materials Technology	45
Mathematics	87
Music General	35
Music Specialist	35
Recreational PE	61
Systems Technology Electronics	45
Science	95

YEAR 10

Advanced PE	61
Art 2 Dimensional	30
Art 3 Dimensional	31
Art Computer Graphics	31
Art Design	30
Biology - Specialist	96

Body Systems & Organic Chemistry	95
Cartooning and Animation	40
Chemistry - Specialist	97
Child Studies	64
Chinese	76
Communications Technology CAD	46
Communications Technology Multimedia	47
Crash Physics & Reactions	95
Drama Performance A & B	38
English Communications 1 & 2	52
English Pathways 1 & 2	52
English for Literacy and the Community 1 & 2	53
English Literature Studies 1 & 2	52
English - Pre IB	53
English as a Second Language 1 & 2	55
Forensic Science and when the Petrol Runs Out	96
French	80
Geography	69
German	81
How the Mind Works and Heating and Cooling	96
Issues and Isms of the 20th Century	68
IT Essentials VET	18/47
Japanese	83
Materials Technology Metal	46
Materials Technology Fabrics	47
Materials Technology Furniture	46
Maths for Everyday Living	88
Pre Maths Applications 1&2	88
Pre Pure Maths A & B	87
Media Studies	39
Music General	36
Music Specialist	36
Out of the Dark, into the Light	69
Physical Education for Girls	62
Physics - Specialist	97
Recreational PE	62
Seismology & Vulcanology & Science	
A Way of Knowing	96
Screen Media VET	42
Sport and Fitness	62
Studies of Societies	69
Systems Technology - Electronics	46
Technology Versus the Environment	69
World of Food	64

YEAR 11 SACE STAGE 1

Accounting	49
Advertising and Graphic Design VET	16/32
Art Clay and Sculpture	32
Art Computer Graphics	32
Art Design	31
Art Painting	31
Biology A and B	97
Business and Enterprise	50
Chemistry 1 and 2	99

Chinese - Background	77
Chinese - Continuers	76
Communications Technology CAD	48
Creative Arts Animation	40
Dramatic Presentation A	38
Dramatic Presentation B	38
Economics	69
English as a Second Language 1 & 2	56
English Communications 1 & 2	54
English Pathways 1 & 2	53
English for Literacy and the Community 1 & 2	53
English Literature Studies 1 & 2	53
Food & Beverage Studies	65
French Continuers	80
Geography	70
German Continuers	81
Health Studies	65
History	70
International Studies	70
Indonesian Beginners	85
IT Essentials VET	47
Japanese Continuers	83
Legal Studies	70
Materials Technology Fabrics	48
Materials Technology Furniture	48
Materials Technology Metal	48
Mathematics Pure 1, 2, 3	88/89
Maths: Numeracy for Work & Community Life	90
Maths Applications 1 and 2	89/90
Media Studies A (Documentary)	40
Media Studies B (Fiction)	41
Music 1 and 2	36
Psychology A & B	102
Physical Education Body in Action	63
Physical Education - Recreational PE	63
Physics 1 and 2	100/101
Tourism	71

YEAR 12 SACE STAGE 2

Accounting	50
Art Visual: Art	32
Art Visual: Design	32
Biology	98
Business and Enterprise	50
Chemistry	100
Chinese - Background	78
Chinese - Continuers	77
Communications Technology Built Environment	49
Creative Arts Animation and Digital Art	41
Drama	39
Economics	72
English as a Second Language	56
English as a Second Language Studies	56
English Communications	54
English Studies	50
Food & Hospitality Studies	65
French Continuers	80
Geography	72
German Continuers	82
Health Studies	65

Japanese Continuers	84
Legal Studies	73
Materials Technology	49
Mathematics Methods	92
Mathematics Specialist	91
Mathematics Studies	92
Maths Applications	92
Media Studies	41
Modern History	72
Music	36
Psychology	102
Physical Education	63
Physics	101
Tourism	73

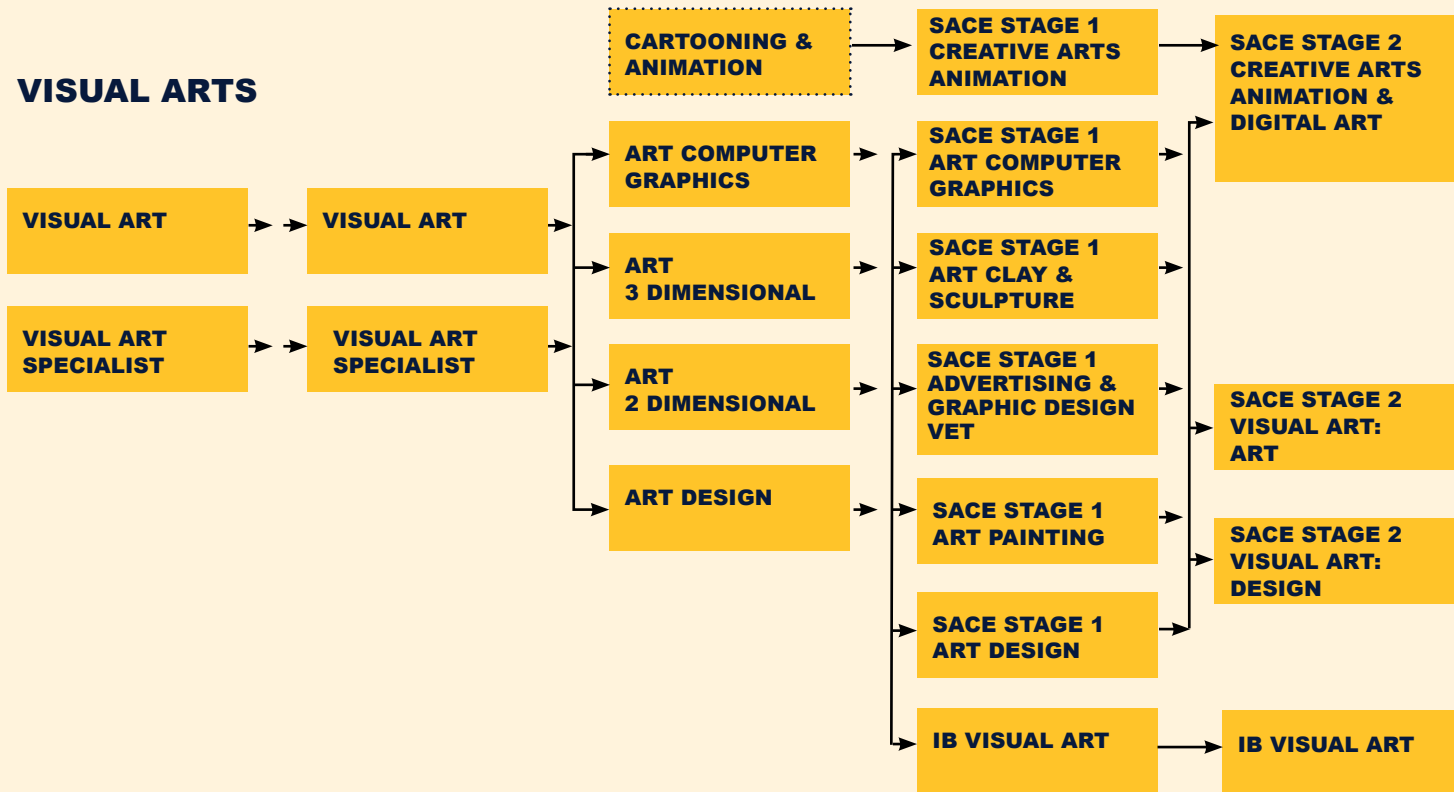
INTENSIVE SECONDARY ENGLISH COURSE

Maths International	57
Science International	57
Health & Physical Education International	58
PLP International	58
English International	58
Studies of Society & Environment International	58
Business & Enterprise International	58

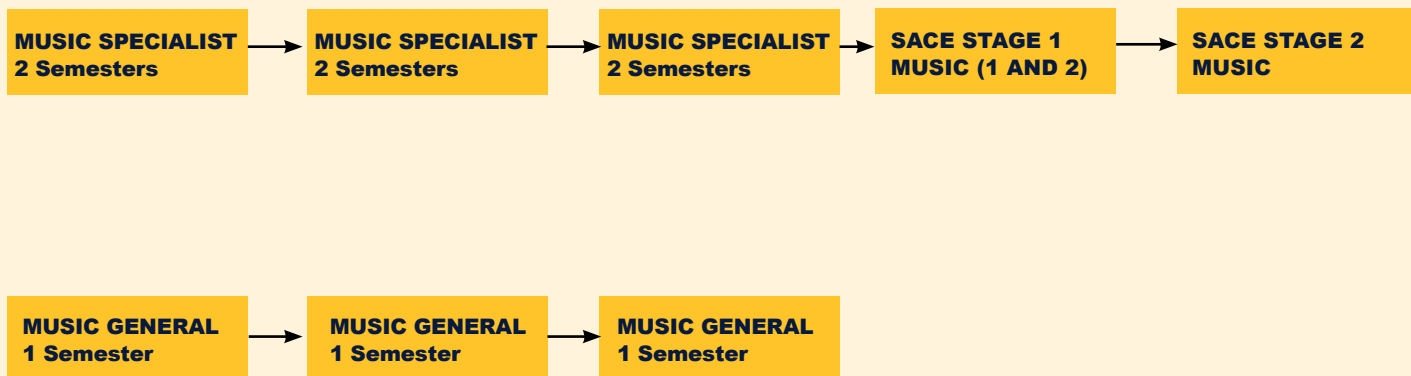
INTERNATIONAL BACCALAUREATE YEAR 11 and 12

Art - Visual	34
Biology	98
Chemistry	100
Chinese A	78/79
Economics	71/73
English A	54
English B	54
English as a Second Language	56/57
Environmental Systems and Societies	99
Film	42
French B	80/81
Geography	71/73
German B	82
Indonesian (Ab initio)	85
Japanese B	84
Mandarin B	78
Mathematics Pure 1, 2, 3	90/91
Mathematics Standard or Higher Level	93
Mathematics Studies	90/93
Physics	101
Theatre	39
Theory of Knowledge (compulsory for all students)	72/74
World History	71/74

VISUAL ARTS



MUSIC



NOTE: These subjects appear in the indicated learning areas also.

YEAR 8

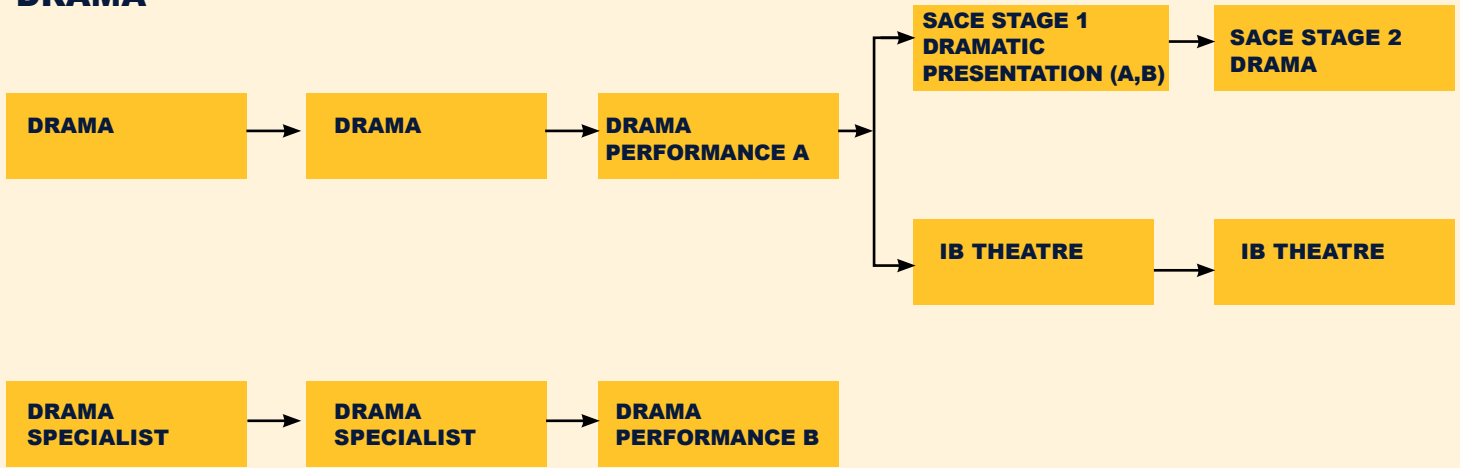
YEAR 9

YEAR 10

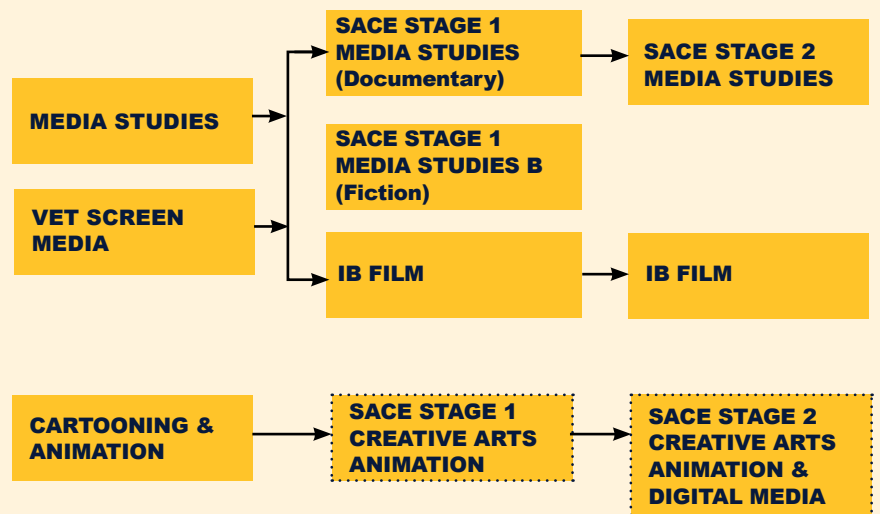
YEAR 11

YEAR 12

DRAMA



MEDIA



NOTE: These subjects appear in the indicated learning areas also.

ART – VISUAL ART**Year 8****Compulsory****Length of Course:** 1 Term**Assumed Knowledge:** Nil**Course Aim:**

To develop skills, knowledge and appreciation of visual art in its many forms.

Course Description:

The focus of this course is to give students the opportunity to learn and develop their artistic skills and to be able to appreciate the artwork of others. Students will create works of art including drawing, painting, and sculptures using clay.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

ART - VISUAL ART SPECIALIST Year 8**Optional****Length of Course:** 1 Semester**Assumed Knowledge:** Nil**Course Aim:**

To develop skills needed for working with an extended range of methods and materials, and to develop an increased knowledge and appreciation of the world of visual art and design.

Course Description:

In this course students will have the opportunity to work with a range of specialist drawing and painting materials that may include watercolour, charcoal and pastel. They will learn printmaking techniques such as lino printing. The course includes a sculptural unit using clay and other materials.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

ART – VISUAL ART**Year 9****Optional****Course Length:** 1 Semester**Assumed Knowledge:** Year 8 Art**Course Aim:**

This course is designed to give students who have an interest in visual art the opportunity to create imaginative works of art / design and develop a visual art vocabulary for discussing the many forms of art and design in our world.

Course Description:

In this course students will have the opportunity to further develop the skills learnt in Year 8. New painting, drawing and printmaking methods and techniques will be introduced as well as more sophisticated sculptural techniques. This may include slab building with clay, paper mache or wire sculptures. Students will be encouraged to take a mixed media approach to their work that will result in challenging and original works of art. There will be an emphasis on developmental work and a greater level of personal expression will be expected.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

ART - VISUAL ART SPECIALIST Year 9**Optional****Length of Course:** 1 Semester**Assumed Knowledge:** Year 8 Art Extended**Course Aim:**

To develop skills needed for working with an extended range of methods and materials, and to develop an increased knowledge and appreciation of the world of visual art and design.

Course Description:

In this course students will have the opportunity to work with a range of specialist drawing and painting materials that may include watercolour, charcoal and pastel. They will learn printmaking techniques such as lino printing. The course includes a sculptural unit using clay and other materials.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

ART - DESIGN**Year 10****Optional****Length of course:** 1 Semester**Assumed Knowledge:** Year 8 or 9 Art**Pathway:** University: Arts or Humanities or TAFE.**Course Aim:**

To develop an understanding of design in our contemporary society, as well as provide students with opportunities to develop creative problem solving skills. Students will also learn technical drawing and design rendering through various practical tasks.

Course Description:

This course will give students opportunities to work in the three areas of design.

- **Graphic Design** is an area where students will get to work with a range of presentation media, including computer graphic programmes, to produce final pieces such as CD Covers, event posters and logos
- **Product Design** concentrates on developing products for people to use. This may include funky furniture design, creative fashion design and trendy technical devices
- **Environmental Design** is about creating spaces to meet the specific needs of your clientele. This may involve designing playgrounds, restaurants or landscapes.
- Students will develop creative thinking, rendering and technical drawing skills through these experiences and exposure to design.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

ART 2 DIMENSIONAL**Year 10****Optional****Length of Course:** 1 Semester**Assumed Knowledge:** Visual Art in Year 8 or 9**Pathway:** University: Arts or Humanities or TAFE.**Course Aim:**

- To develop the skills and knowledge necessary to create works of art that successfully communicate ideas and emotions

- To use art vocabulary to discuss and write about a wide range of 2D art works.

Course Description:

In this course students will be given the opportunity to work with both observational and imaginative drawings as the basis for developing drawings, paintings and prints. They will be encouraged to work with a wide range of media and there is a strong emphasis on developmental work. A high level of individuality and personal expression is expected in their practical work. Theory work will be closely aligned with practical experiences and students will be expected to evaluate their own work and that of others.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks

ART 3 DIMENSIONAL**Year 10****Optional****Length of Course:** 1 Semester**Assumed Knowledge:** Visual Art in Year 8 or 9**Pathway:** University: Arts or Humanities or TAFE.**Course Aim:**

To develop the skills and knowledge necessary to create 3D works of art, and to use art vocabulary, to discuss and write about a wide range of 3D art examples.

Course Description:

In this course students will use drawings to help them develop 3D art forms. They will be encouraged to experiment with clay by hand building as well as throwing pots, bowls and cups on the pottery wheel. Students will use a variety of decorating techniques including glazes, underglazes and coloured slips. Other materials like plaster, wood, cane or wire may be used to create a diverse range of sculptural forms.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

ART COMPUTER GRAPHICS**Year 10****Optional****Length of Course:** 1 Semester**Assumed Knowledge:** Visual Art in Year 8 or 9**Pathway:** University: Arts or Humanities or TAFE.**Course Aim:**

To develop a wide range of skills, techniques, knowledge, and appreciation of computer generated visual artworks.

Course Description:

This course is designed for students to develop an understanding of software programs such as Adobe Photoshop and Illustrator, and to use these as a medium to produce visual artworks. Students will use drawn and painted images, scanned images, digital photographs, and the internet as the basis of their work. There will be an emphasis on idea generation, and the communication of ideas in their artwork, which may take the form of prints and multi-media.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

ART DESIGN**SACE Stage 1****Credits:** 10 (1 Semester)**Assumed Knowledge:** Year 8, 9 or 10 Art or Design**Pathway:** University: Arts or Humanities or TAFE.

Requirements for Success: To automatically progress in this area of study to Year 12:

- Minimum of one semester of Art or Design at SACE Stage 1
- B grade or better at SACE Stage 1 Art / Design
- We encourage a high proficiency in English.

Course Aim:

- To use creative thinking strategies and a range of learned practical techniques to develop original design works
- To use descriptive and analytical writing processes to respond to a range of design works, as well as gaining knowledge about specific designers.

Course Description:

Students will use a number of practical techniques, including marker rendering and computer aided design to complete a range of design pieces. They will work in the three main areas of design – Graphic, Product and Environmental. Areas such as Fashion and Interior Design may also be looked at depending on student negotiations. Research will be undertaken in a variety of contemporary design areas and specific designers will be investigated. The course is designed to suit a culturally diverse student body and where possible field trips and guest speakers will be used to motivate students in specific areas of study.

Assessment:

Practical Work	50%
Contemporary practice	20%
Investigative Study	30%

ART PAINTING**SACE Stage 1****Credits:** 10 (1 Semester)**Assumed Knowledge:** Year 8, 9 or 10 Art or Design.**Pathway:** University: Arts or Humanities or TAFE.**Requirements for Success:**

To automatically progress in this area of study to Year 12:

- Minimum of one semester of Art or Design at SACE Stage 1
- B grade or better at SACE Stage 1 Art / Design
- We encourage a high proficiency in English.

Course Aim:

To develop technical skills that will enable the production of sophisticated works of art with a strong emphasis on individuality and creativity, as well as an understanding of visual art's links with history, culture and society.

Course description:

Students will develop their knowledge of contemporary practice through a range of practical and theoretical tasks. A variety of different painting techniques will be learned with a focus on artists' work and historical art movements. Students will be expected to create their own original artworks using a range of traditional and non-traditional painting and drawing materials. There will be a strong emphasis on developmental back-up work. Theory work will include research and analysis of artworks.

Assessment:

Practical Work	50%
Contemporary practice	20%
Investigative Study	30%

ART CLAY & SCULPTURE **SACE Stage 1**

Credits: 10 (1 Semester)

Assumed Knowledge: Year 8, 9 or 10 Art or Design.

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success:

To automatically progress in this area of study to Year 12:

- Minimum of one semester of Art or Design at SACE Stage 1
- B grade or better at SACE Stage 1 Art / Design
- We encourage proficiency in written English.

Course Aim:

To develop technical skills that will enable the production of sophisticated sculptural works of art with a strong emphasis on individuality and creativity, as well as an understanding of sculpture links with history, culture and society.

Course Description:

This course provides students with the opportunity to explore 3D art through sculpture and clay. Drawing will form an integral part of the course, and students may work with stone, wire, paper-mache or mixed media. They may complete large scale clay works using hand building techniques as well as throwing forms on the pottery wheel. There will be a strong emphasis on developmental back-up work. Students will develop their understanding of contemporary practice through a range of practical and theoretical tasks. Theory work will include research and analysis of artworks.

Assessment:

Practical Work	50%
Contemporary practice	20%
Investigative Study	30%

ART COMPUTER GRAPHICS **SACE Stage 1**

Credits: 10 (1 Semester)

Assumed Knowledge: Visual art in Year 8, 9 or 10.

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success.

To automatically progress in this area of study to any Year 12 Art subject:

- Minimum of one semester of Art or Design at SACE Stage 1
- B grade or better at SACE Stage 1 Art / Design
- We encourage proficiency in written English.

Course Aim:

To develop a wide range of skills, techniques, knowledge, and appreciation of computer generated visual artworks.

Course Description:

This course is designed for students to develop an in-depth understanding of software programs such as Adobe Photoshop and Illustrator. Students will use these as a medium to produce various visual artworks. They will also gain an understanding of how technology is applied in Graphic Design in the world of industry. There will be a strong

emphasis on idea generation and the communication of these through the production of original artworks in the form of prints and multi-media. Students will use drawn and painted images, scanned images, digital photographs, and the internet as the basis for their artworks.

Assessment:

Practical Work	50%
Contemporary practice	20%
Investigative Study	30%

VET ADVERTISING AND GRAPHIC DESIGN

OPTION Vocational

PATHWAY Art, Design, Fashion and Multimedia

INTENDED DESTINATION

Completion of the Certificate IV in Applied Design and further study in a Diploma in Advertising / Graphic Design or Advanced Diploma in Advertising / Graphic Design at TAFE. It may also lead to study in a Bachelor of Visual Communications at the University of South Australia.

PATHWAY Certificate IV [partial]

Advertising and Graphical Design

PATHWAY OVERVIEW

Semester 1 : This unit covers the skills and knowledge required to research and apply techniques to graphic design. This is a specialisation unit that refers to a specific design form.

Semester 2 : The 2 units in this semester are both core units from Certificate IV in Advertising / Graphic Design and as such underpin many other specialisation units. CUVDES04A covers the skills and knowledge required to explore and integrate colour theory and design processes using 2-dimensional [2D] and / or 3-dimensional [3D] space. CUVDES05A covers the skills and knowledge required to interpret and respond to a design brief.

COURSE INFORMATION

Duration : Full year

Time : Thursdays, 2:00 - 5:15

Cost : TBA

Location : Glenunga International High School

SACE : 3 units

SUPPORTING SACE SUBJECTS

- Creative Arts – Digital Art
- Art - Design
- Art - Visual Art
- Perfect Publishing
- Community Studies
- Art
- Design & Construction

VISUAL ART – ART **SACE Stage 2**

SACE Curriculum Statement : Visual Art

Length of Course: Full Year

Assumed Knowledge: One Semester of Art or Design at SACE Stage 1

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success.

To automatically progress in this area of study to Year 12:

- Minimum of one semester of Art or Design at SACE Stage 1
- B grade or better at SACE Stage 1 Art / Design
- We encourage proficiency in written English.

Course Aim:

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.

In this subject, students are expected to:

1. conceive, develop, and make visual artworks that reflect individuality and the development and communication of a personal aesthetic
2. demonstrate visual thinking through the conception, evolution, and evaluation of ideas and the development of skills with media, materials, techniques, and technologies
3. apply skill in using media, materials, techniques, and technologies to solve problems and resolve visual artworks
4. communicate knowledge and understanding of their own visual artworks and the connections between their own visual artworks and those of other practitioners
5. describe, analyse, and respond to visual artworks in social, cultural, and historical contexts
6. develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

1. Folio (30%):

Students produce one folio that documents their visual learning, in support of their two or three resolved visual artworks.

The folio is a work in progress that should be:

- useable and manageable
- portable (paper or digital file)
- set up to allow for continual modification, addition, and review.

2. Practical (40%)

Each practical assessment consists of two parts:

- the resolved art or design practical work
- the practitioner's statement.

Students produce a body of work that represents 40% of the total time committed to the subject. This is likely to mean the resolution of two to three visual artworks. One resolved visual artwork may be sufficient if it is a set or suite of resolutions, or if the production of the final resolution is an exceptionally major undertaking. Students may maintain a theme and resolve one or two minor visual artworks to accompany a final major visual artwork. Alternatively, students may diversify and resolve visual artworks from different art or design themes or genres.

The Practitioner's Statement

Students prepare a written practitioner's statement of a maximum of 300 words for each resolved visual artwork. A Practitioner's statement for art practical work should include:

- a description of starting points and influences
- an explanation of the artwork meanings or messages
- a self-assessment of the outcome
- The communication of beliefs, values, or a philosophy about a personal art aesthetic.

3. Visual Study (30%)

A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, media/materials, methods, techniques, or technologies based on research and analysis of the work of other practitioners.

Students develop an idea for a visual study that may:

- answer a question about a practical application
- explore a concept, an idea, media, material, a technique, or technology
- support or refute a visual arts-in-practice statement.
- The visual study may be connected to, but must not repeat, other aspects of the teaching and learning program already covered. Students may wish to take the opportunity to diversify and to learn about an area of art or design that has not yet been covered in their teaching and learning program.

Assessment:

School-based Assessment

Folio	30%
Practical	40%

External Assessment

Visual Study	30%
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Additional Information:

Recommended for students considering post-secondary pathways in visual arts.

Students can enrol in:

- Visual Arts – Art and/or
- Visual Arts – Design for the purposes of SACE completion.

VISUAL ART - DESIGN SACE Stage 2

SACE Curriculum Statement : Visual Art

Length of Course: Full Year

Assumed Knowledge: One Semester of Art or Design at SACE Stage 1 or Advertising and Graphic Design (VET)

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success.

To automatically progress in this area of study to Year 12:

- Minimum of one semester of Art or Design at SACE Stage 1
- B grade or better at SACE Stage 1 Art / Design
- Completion of core units in Advertising and Graphic Design (VET)
- We encourage proficiency in written English.

Course Aim:

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.

In this subject, students are expected to:

1. conceive, develop, and make visual artworks that reflect individuality and the development and communication of a personal aesthetic
2. demonstrate visual thinking through the conception, evolution, and evaluation of ideas and the development of skills with media, materials, techniques, and technologies

3. apply skill in using media, materials, techniques, and technologies to solve problems and resolve visual artworks
4. communicate knowledge and understanding of their own visual artworks and the connections between their own visual artworks and those of other practitioners
5. describe, analyse, and respond to visual artworks in social, cultural, and historical contexts
6. develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

1. Folio (30%):

Students produce one folio that documents their visual learning, in support of their two or three resolved visual artworks.

The folio is a work in progress that should be:

- useable and manageable
- portable (paper or digital file)
- set up to allow for continual modification, addition, and review.

2. Practical (40%)

Each practical assessment consists of two parts:

- the resolved art or design practical work
- the practitioner's statement.
- Students produce a body of work that represents 40% of the total time committed to the subject. This is likely to mean the resolution of two to three visual artworks. One resolved visual artwork may be sufficient if it is a set or suite of resolutions, or if the production of the final resolution is an exceptionally major undertaking. Students may maintain a theme and resolve one or two minor visual artworks to accompany a final major visual artwork. Alternatively, students may diversify and resolve visual artworks from different art or design themes or genres.

The Practitioner's Statement

Students prepare a written practitioner's statement of a maximum of 300 words for each resolved visual artwork. A Practitioner's statement for art practical work should include:

- a description of starting points and influences
- an explanation of the artwork meanings or messages
- a self-assessment of the outcome
- the communication of beliefs, values, or a philosophy about a personal art aesthetic.

3. Visual Study (30%)

A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, media/materials, methods, techniques, or technologies based on research and analysis of the work of other practitioners.

Students develop an idea for a visual study that may:

- answer a question about a practical application
- explore a concept, an idea, media, material, a technique, or technology
- Support or refute a visual arts-in-practice statement.

The visual study may be connected to, but must not repeat, other aspects of the teaching and learning program already covered. Students may wish to take the opportunity to diversify and to learn about an area of art or design that has not yet been covered in their teaching and learning program.

Assessment:

School-based Assessment

Folio	30%
Practical	40%

External Assessment

Visual Study	30%
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Additional Information:

Recommended for students considering post-secondary pathways in artistic design.

Students can enrol in:

- Visual Arts – Art and/or
 - Visual Arts – Design
- for the purposes of SACE completion.

IB VISUAL ART

Year 11 and 12

IB Diploma Group 6

Length of Course: 2 years

Assumed Knowledge: Students need to have reached a high level of achievement in Year 10 Art or Design.

Pathway: University: Arts or Humanities or TAFE.

Course Aim:

To enable students to gain an in-depth understanding of art and how it is made through the development of skills, creativity and appreciation of art history and culture.

Course Description:

This course is based around the production of artworks and the integration of research and art appreciation. Practical work will include opportunities for structured learning as well as for wide ranging personal work of a more experimental nature. A high level of technical skill is expected as well as a willingness to explore concepts and media.

The Research Workbook will encourage adventurous and critical research in the appreciation and history of art and design.

This course can be offered at both Higher or Standard Level.

Assessment:

Assessment is criteria based.

- Studio work: 70%
Studio work is exhibited and students will be interviewed by an external examiner
- Research Workbook: 30%
Research Workbooks are assessed externally

Both Studio Work and Research Workbooks are externally moderated.

Additional Information:

Recommended for students considering post-secondary pathways in visual arts.

MUSIC SPECIALIST

Year 8

Optional

Length of Course: 2 semesters

Assumed Knowledge: This course is aimed at students who have been learning an instrument at primary school from one of the following categories: strings, woodwind, brass, percussion or guitar. Piano students need to be willing to learn another instrument so as to be able to participate in classroom ensemble. Singers need to have some ability on another instrument or consider Music General instead. Percussion students need to be able to read music written

for their instrument or take lessons from a DECS teacher. It would be advantageous to also learn a tuned instrument.

Course Aim:

To study music through their instrument by applying this skill to a range of class room music activities.

Course Description:

Students are expected to continue tuition on their instrument either with a DECS teacher or a private teacher of their own choice.

Classroom practical will be ensemble orientated. All students are expected to join one of the school ensembles – ie. Concert band, string ensemble, guitar ensemble, flute ensemble, vocal ensemble. Credit is given to subject grades for ensemble participation. (Rehearsal schedules for these are published at the beginning of each year.) Theory will cover material equivalent to a minimum of Grade 1 AMEB standard. Students will work in groups to broaden their understanding of music by composing and arranging music to be performed by them and other members of the class.

The class will increase their knowledge and understanding of music from other cultures by studying the music and culture of both Western and non-Western countries. Aural skills in rhythm and melody will be developed.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

Practical assessment is based on progress and understanding demonstrated with the musical instrument, ensemble rehearsal and performance work, aural, theoretical and cultural understanding of music.

MUSIC GENERAL

Year 8

Optional

Length of Course: 1 semester

Assumed Knowledge: No previous musical experience.

Course Aim:

To begin a course of study which includes the opportunity to learn to play an instrument or voice, and take part in a variety of musical activities.

Course Description:

Students will take part in a variety of music making activities which will involve both class room instruments and any on which the students may have begun tuition.

Theory will cover Grade 1 AMEB standard.

The student's aural acuity will be developed through melodic and rhythmic exercises.

The class will increase their knowledge and understanding of music from other cultures by studying the music and culture of both Western and non-Western countries.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

NB: This course does not lead to a second semester in Music. However, students who have shown an aptitude and commitment to their instrument at a very high level and have mastered the basic theory may present themselves for an audition at the end of the first semester to be given the opportunity to enter the Specialist Music class in semester 2 on the proviso that there is a place available in that class.

MUSIC SPECIALIST

Year 9

Optional

Length of Course: 2 semesters

Assumed Knowledge:

Students will need to have satisfactorily completed Specialist Year 8 Music with a C grade or better and continued their instrumental tuition for the whole of the previous year. Entry without Year 8 Specialist C grade pass will be by audition on an instrument from one of the following: woodwind, brass, strings, percussion or guitar. Piano students need to continue with a second instrument chosen from one of the above and singing students need to have some facility on a melodic instrument, preferably piano or keyboard. Grade 1 AMEB level theory knowledge is needed.

Course Aim:

To study music through their instrument by applying this skill to a range of class room music activities.

Course Description:

Students will need to continue to have lessons on their chosen instrument either at school or out of school. Practical work will continue to be ensemble based. All students will be expected to join in either the school concert band, string ensemble, flute ensemble, guitar ensemble or vocal ensemble.

Students will complete the theory requirements as per Grade 2 AMEB standard. Theoretical knowledge will be applied to developing group and individual compositions. Students will study the development of musical form and apply it to their composition projects. Music from the past will be studied from the perspective of its place in the society and culture of the time.

Aural acuity will be further developed through rhythmic and melodic training.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

MUSIC GENERAL

Year 9

Optional

Length of Course: 1 semester

Assumed Knowledge: Some experience on an instrument.

Course Aim:

To experience making music in the class room and to gain an understanding of music from other cultures and times.

Course Description:

Students will take part in a variety of music making activities which will involve both class room instruments and any on which the students may have tuition.

Students will gain an understanding of music of other cultures and times through listening to musical examples and a project.

Theory will be taught as it becomes applicable to the practical activities.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

MUSIC SPECIALIST**Year 10****Optional****Length of Course:** 2 semesters**Assumed Knowledge:**

Successful completion of Specialist Music at Year 9 level at a C grade or better OR at an audition, demonstrate a high level of performance skills equivalent to a minimum of two years instrumental tuition and theory knowledge equivalent to Grade 2 AMEB standard.

Pathway: University: Arts or Humanities or TAFE.**Course Aim:**

This is a two semester course which will prepare students who wish to continue to SACE 1 and 2.

Course Description:

There will be a strong emphasis on the development of both ensemble and solo performance skills. Students will study formal theory which they will then apply to analysis of musical scores, writing their own arrangements. Students will compose their works in a historical and social context.

Aural acuity will be developed through the practical application of the theory.

Students may complete only semester 1 but this will preclude them from SACE Stage 1 Music.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

MUSIC GENERAL**Year 10****Optional****Length of Course:** 1 semester**Assumed Knowledge:** Some experience on an instrument.**Pathway:** University: Arts or Humanities or TAFE.**Course Aim:**

To provide the opportunity to play or sing with others and to explore the music industry.

Course Description:

Students will have the opportunity to play or sing as either a soloist or with others at their own level of expertise.

A study of the following topics:

- Careers in the Music Industry
- Arranging a concert
- Arranging a tour by a rock band
- Music copyright
- Song writing.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

MUSIC (1 and 2)**SACE Stage 1****Credits:** 10 (1 Semester)**Pathway:** University: Arts or Humanities or TAFE.

Requirements for Success: Successful completion of two semesters in Year 10 Music Specialist with a grade of B or better. New students will need to undergo a practical audition and give satisfactory proof grade 3 AMEB theory. Students must be learning to play an instrument or undertaking vocal training from a recognised music teacher.

Course Aim:

This will be a Music Advanced program over 2 semesters which will provide a pathway for Stage 2 Music. This course will enable students to work individually and/or collaboratively to present musical works for performance.

Students will be given the opportunity to develop practical skills through:

- in depth exploration,
- application and refinement within practical music studies as well as theoretical understanding,
- aural awareness and recreating musical works
- develop theoretical knowledge, including musical terminology and concepts that can be used to create new arrangements and/or compositions.
- develop a personal aesthetic which will help them to evaluate and make appropriate responses to musical works.

Course Description:

This subject is offered as a 20 credit subject (2 semesters). The Music advanced program is designed for students who have substantial background in music.

Students will engage in the following:

- Performing and Evaluating work in progress
- Composing, arranging or improvising a section of work
- Arranging
- Practising individually or with others
- Performing publicly as a soloist or in an ensemble
- Critically appraising a professional performance
- Reflecting on and critically appraising their own performances
- Learning to identify rhythmic, melodic and harmonic patterns and notating musical examples
- Developing musical memory
- Studying theoretical concepts in musical contexts
- Completing theoretical exercises

Assessment:

Students will be assessed on solo and ensemble performance. Other assessment tasks will be related to achievements in composition, arrangement, improvisation, essay/oral presentation and aural work.

Additional Information:

Students who are doing only one semester of music need to do so in the first semester as the semesters are sequential.

MUSIC**SACE Stage 2****SACE Curriculum Statement :** Music**Length of Course:** Full Year**Assumed Knowledge:**

Musicianship: Teacher recommendation based on theory attainment of a B grade or better in Year 11, or a credit or higher result in grade 4 AMEB theory.

Solo Performance, Performance Special Study and Ensemble

Performance: Teacher recommendation based on a B grade or higher for Year 11 practical exam, or a credit or higher for a grade 5 or higher instrumental AMEB exam.

Music Individual Study: A B grade or higher result in Year 11. Ability to be an independent worker. Proven skills in written English.

Pathway: University: Arts or Humanities or TAFE.

Special Note:

All music subjects are of equal value in relation to tertiary entrance points.

This school will be offering:

- Solo Performance, Extended
- Performance Special Study
- Musicianship
- Individual Study
- Ensemble Performance

Students who intend to apply for the University of Adelaide Music courses are advised to include Musicianship which is assumed knowledge.

Course Aim:

- To develop skills in instrument or voice for public performance at a higher level
- To develop self-discipline and musical understanding, sensitivity and aesthetic awareness, aural perception and familiarity with a range of musical styles.

Course Description:

Musicianship: This includes theoretical studies, harmonisation of melody, music arranging, extensive assessment of aural recognition of musical concepts and the submission of a musical arrangement. There is a written examination.

Solo Performance: This requires the preparation of a 15 minute music program of contrasting works to be performed before an audience other than the class. There will be two summative moderation performances which will require out of hours commitment. The final moderation will be a performance early in term 4, before an invited audience.

Ensemble Performance: The student participates in one of the school's senior music ensembles, taking a senior role and presenting a program of fifteen minutes' duration for public performance. Moderated externally.

Music Individual Study is a student driven project where the student has a very wide choice of topics which are student created.

Performance Special Study: This can be done as either a solo performer or a member of a larger ensemble, one player per part. Students need to prepare a single extended work, or a folio of related works for two summative assessments as a public performance. This will require out of hours commitment. Students must submit a written analysis of the public performances. This final moderation will be a performance early in term 4 to an invited audience.

Assessment:

For further clarification students can consult with music teachers. Specific options within Year 12 music can be finalised in the first two weeks of 2011.

DRAMA

Year 8

Compulsory

Length of Course: 1 Term

Assumed Knowledge: Nil

Course Aim:

- To enable students to communicate effectively through the language of space, movement, voice and gesture

- To develop performance skills
- To enable students to evaluate their own work and that of others
- To build on the sense of success and build self-confidence.

Course Description:

The emphasis is on practical work. Students will develop skills in:

- team building and self-confidence
- role-playing, group improvisation and devised playmaking
- mime, movement and voice
- audience and review skills.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

Practical assessment will be in participation and performance of practical tasks.

Written assessment will be related to learning experiences submitted in a student workbook or journal.

DRAMA SPECIALIST

Year 8

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

- To enable students to further develop their skills and knowledge in Drama performance
 - To evaluate their own work and that of others
 - To build on a sense of success and self-confidence.
 - To develop performance and production skills.
- Students will engage in a small performance based on a theme, topic, social issue or theatrical style.

Course Description:

- Students will be involved in page to stage tasks
- Script writing / analysing.

Selecting and designing set, costume, lighting, sound and multi-media technology appropriate to production work.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

Practical assessment will be in participation and performance of practical tasks.

Written assessment will be related to learning experiences submitted in a student workbook or journal.

DRAMA SPECIALIST

Year 9

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Students can take this course in Yr 8 or 9

Course Aim:

- To enable students to further their knowledge and skills in performance and in particular to give them the opportunity to work on an individual project devised around their interests, abilities and skills
- To further develop students' relevant knowledge

and understanding of different cultural practices and traditions in the theatre.

Course Description:

- Students will be involved in some group improvisation and team building exercises
- Students will design an area of study which will give them the opportunity to work in the Dramatic Arts from the perspective of a writer, director, film maker, designer, actor or technician
- Students will have the opportunity to take on off-stage or on-stage roles in this project and to work independently or in small common interest teams.

Assessment:

Weighting will be strongly based towards the final product and its presentation. Written assessment will be related to learning experiences as submitted in an on-going journal, inclusive of project plan and reflection.

NB: Students will be encouraged to work with experts or mentors in their chosen field, either in or outside of the school environment.

DRAMA

Year 9

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

- To enable students to communicate effectively through the language of space, movement, voice and gesture
- To develop performance skills and enable students to devise an original piece of theatre
- To enable students to evaluate their own work and that of others
- To build on the sense of success and self-confidence
- To further develop students' relevant knowledge and understanding of different cultural practices and traditions in the theatre.

Course Description:

The emphasis is on developing an understanding of the role and function of drama in our society. Students will have the opportunity to take an off-stage or on-stage role and be prepared to do either depending on the needs of the particular production.

Students will be involved in practical work and will develop skills in:

- role-playing and improvisation
- mime, movement and voice
- audience participation and appreciation
- script writing, page-to-stage tasks
- selecting and designing set, costume, lighting, sound and multi-media technology appropriate to presentations.

Assessment:

Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks. Practical assessment will be on participation and performance of practical tasks including group devised pieces and/or scripted plays. Written assessment will be related to learning experiences as submitted in student workbooks or journals. Students will present an oral or written review.

DRAMA

PERFORMANCE (A and B)

Year 10

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Pathway: University: Arts or Humanities or TAFE.

Course Aim:

- To enable students to further develop performance skills
- To enable students to analyse and dramatise a text working from improvisation to final performance
- To enable students to devise an original piece of theatre, to further explore characterisation and stagecraft techniques
- To enable students to describe features of their own and others' work using appropriate concepts and terminology.

Course Description:

Students will take part in performance activities related to workshop production work. They will work on scripts or group devised pieces. Students will have the opportunity to work in all areas of production, including taking off-stage and technical roles. Students will review live theatre performances and/or films.

Assessment:

Assessment will be written and practical tasks related to performance work. Assessment tasks will be marked against criteria prescribed by the SACSA Frameworks.

DRAMATIC PRESENTATION A

SACE Stage 1

Credits: 10 (1 Semester)

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success:

To automatically progress in this area of study to Year 12 Drama requires a B grade or better. This assumes proven written and analytical skills.

Course Description:

Students will study the way dramatic theories and practices have shaped and continue to shape Drama, through written, oral and practical tasks.

Individual Study

Students choose and define an area of study in the Dramatic Arts from the perspective of writer, director, designer or technician.

Assessment:

1. Group Performance
2. Folio
3. Individual presentation (Can vary from 10 - 50%)

Additional Information: Out of hours rehearsal time will be required during production time.

DRAMATIC PRESENTATION B

SACE Stage 1

Credits: 10 (1 Semester)

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success:

To automatically progress in this area of study to Year 12 Drama requires a B grade or better. This assumes proven written and analytical skills.

Course Description:

Students will study the way dramatic theories and practices have shaped and continue to shape Drama, through written, oral and practical tasks.

Individual Study

Students choose and define an area of study in the Dramatic Arts from the perspective of writer, director, designer or technician.

Assessment:

1. Group Performance
2. Folio (ie written work)
3. Individual presentation (Can vary from 10 - 50%)

Additional Information: Out of hours rehearsal time will be required during production time.

DRAMA**SACE Stage 2**

SACE Curriculum Statement : Drama

Length of Course: Full Year

Assumed Knowledge: Drama Stage 1, A and/or B

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success:

To automatically progress in to this area of study students require a B grade or better in Stage 1 Dramatic Presentation A and/or B. This assumes proven written and analytical skills.

Course Aim:

- To develop in students capabilities for communication, citizenship, personal development, work and learning.
- To develop in students a knowledge that allows them to explore, understand, value and enjoy drama
- To express in writing and speaking, their ideas and the ideas of others about drama
- To develop in students an understanding of the role of drama practitioners in society and the way in which they reflect and challenge local and global community values
- To develop in students skills in literacy and numeracy.
- To develop in students a respect for the diverse knowledge, cultures and perspectives of indigenous Australians.

Course Description:

Students will undertake four tasks:

1. Group Analysis and Creative Interpretation
2. Review and Reflection (two reviews, production report)
3. Interpretive Study (one play script, one dramatic innovator)
4. Presentation of Dramatic Works

Assessment:**School-based Assessment (70%)**

Assessment Type 1: Group Presentation	20%
Assessment Type 2: Folio (reviews/report)	30%
Assessment Type 3: Interpretive Study	20%

External Assessment (30%)

Assessment Type 4: Performance	30%
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Additional Information: Out of hours rehearsal time will be required during production time.

IB THEATRE**Year 11 and 12****IB Diploma Group 6**

Length of Course: 2 years

Assumed Knowledge: Drama in Year 10; B grade or better. High level writing and analytical skills.

Pathway: University: Arts or Humanities or TAFE.

Course Aim:

- To experience and participate in a wide and varied range of Theatre activities and develop proficiency in more than one area of theatre technique
- To become familiar with forms of theatre from their own and different cultures
- To explore different theatre traditions in their historical contexts
- To develop academic skills appropriate for the study and understanding of theatre
- To become reflective and critical practitioners in the theatre
- To develop confidence to explore, to experiment and to work individually and collaboratively on innovative projects, which should involve challenging established notions and conventions of Theatre
- To understand the dynamic, holistic, and evolving nature of theatre and the interdependencies of all aspects of this art form.

Course Description:

The syllabus at Higher and Standard Level consists of three interrelated areas - Theatre in the Making, Theatre in Performance, and Theatre is the World.

Assessment:

External Assessment:	50%
Research Investigation	25%
Practical Performance Proposal	25%
Internal assessment	50%
Theatre Performance and Production	
Presentation	25%
Independent Project Portfolio	25%

There are variations to these assessment tasks depending on whether students study this course at Higher or Standard Level.

Additional Information: Out of hours rehearsal time will be required during production time.

A selection of portfolios will be externally moderated.

MEDIA STUDIES**Year 10****Optional**

Length of Course: 1 Semester

Assumed Knowledge: Nil

Pathway: University, TAFE or innovative private practice.

Course Aim:

To develop student skills and knowledge in media production and analysis.

Course Description:

Students will learn practical skills in video production, as well as analysing themes in contemporary film and television.

The major portion of this course is taken up with practical work. Students will work in small production teams where emphasis is placed on process (i.e. brainstorming, scripting, making props, practising camera shots, etc.) as well as product (i.e. editing videos for public screening).

Assessment:

A range of summative assessment tasks related to analysis and production sections.

Additional Information:

Students will need to work in small groups.

Recommended for students who are considering Media Studies or IB Film in Years 11 and 12.

CARTOONING AND ANIMATION

Year 10

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Pathway: University, TAFE or innovative private practice.

Course Aim:

Introduce students to the broad world of cartoons and animation looking at both production and analysis from an artisan's point of view. This subject is a crossover between new media and art, with a major focus on learning the necessary drawing skills for unique character development.

Course Description:

Students will study the history and development of cartooning and animation. They will learn the skills of character building by drawing from life and then take their drawings through a digital media transition process to create animated characterisations. Students will be instructed in skills and techniques that will enable them to create unique cartoons and animations from original concepts.

Assessment:

Written analysis and research. Developmental workbook. Practical production.

CREATIVE ARTS:

Animation

SACE Stage 1

Credits: 10 (1 Semester)

Pathway: University, TAFE or innovative private practice.

Assumed Knowledge: Students will be advantaged if they have successfully undertaken either; Cartooning and Animation, Media Studies, or Art Computer Graphics at Year 10 level.

Course Aim:

Animation Aesthetics aims to introduce students to the artistic elements involved in the animation process. Undertaking this courses, will provide students with a foundation for further study / career opportunities in the growing industry of Digital Media.

Course Description:

Students will further develop skills and techniques of drawing and character development that were introduced in the Cartooning and Animation course through Year 10. Students will use digital drawing tablets and scanners so that their original artworks can be converted into digital formats for animation. Students will then be introduced to Toon Boom

Studio, an industry specific animation software program, which will be used to create animations of their original ideas.

Students will also undertake a detailed investigative report on an aspect of the Animation Industry.

Assessment is school based. Students will create a major production which is supplemented with support material. For assessment students will also need to submit a Skills folio and an Investigation folio.

Requirements for Success:

To automatically progress to Stage 2 Creative Arts: Digital Art, students need to achieve a B grade or better in either Stage 1 Animation and / or Stage 1 Art Computer Graphics.

MEDIA STUDIES A (Documentary)

SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Year 10 Media Studies

Pathway: University, TAFE or innovative private practice.

Requirements of Success:

To automatically progress to Stage 2 Media Studies students need to achieve a B grade or better in either Stage 1 Media Studies A and / or B.

Course Aim:

This course will focus on the Documentary (non-fiction) genre. Students will view and analyse a wide variety of documentary screen productions from around the world. They will learn new production techniques and apply them in making their own detailed documentary.

Course Description:

Students will undertake a combination of inter-related media analysis (theory) and production (practical) tasks.

Theory:

Students will view and analyse a variety of visual texts and conduct primary and secondary research to enable them to produce descriptive and analytical final products. Individual assessment tasks will be both written and oral.

Practical:

Students will work in small groups to learn new production skills, eg camera set-up, live microphone, interview techniques, editing and music composition. These groups will research, script, shoot and edit a detailed documentary video production. In most cases groups will work outside of school grounds for short periods of time. Groups will be assessed collectively, unless negotiated otherwise.

Assessment:

There will be no exams, rather on-going summative assessment tasks related to both analysis and production elements of the course.

Additional Information:

Media Studies A (Documentary) and Media Studies B (Fiction) can be taken either separately or together, in any order. Students who are interested in either a career or further study (eg SACE Stage 2, university or TAFE) in the field of Media are encouraged to take both courses.

MEDIA STUDIES B (Fiction)

SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Year 10 Media Studies

Pathway: University, TAFE or innovative private practice.

Requirements of Success:

To automatically progress to Stage 2 Media Studies students need to achieve a B grade or better in either Stage 1 Media Studies A and / or B.

Course Aim:

This course will focus on the Fiction (narrative) genre. Students will view and analyse a wide variety of narrative films from around the world, with a particular focus on Suspense. They will learn new production techniques and apply them in making their own short narrative film.

Course Description:

Students will undertake a combination of inter-related media analysis (theory) and production (practical) tasks.

Theory:

Students will view and analyse a variety of visual texts and conduct primary and secondary research to enable the production of descriptive and analytical final products. Individual assessment tasks will be both written and oral.

Practical:

Students will work in small groups to learn new production skills, eg creative camera shorts, boom microphone, directing actors, continuity editing and atmospheric music composition. These groups will research, script, shoot and edit their own short narrative film. In some cases groups will work outside of school grounds for short periods of time. Groups will be assessed collectively, unless negotiated otherwise.

Assessment:

There will be no exams, rather on-going summative assessment tasks related to both analysis and production elements of the course.

Additional Information:

Media Studies A (Documentary) and Media Studies B (Fiction) can be taken either separately or together. Students who are interested in either a career or further study (eg SACE Stage 2, university or TAFE) in the field of Media are encouraged to take both courses.

CREATIVE ARTS: Digital Art

SACE Stage 2

SACE Curriculum Statement : Creative Arts

Length of Course: Full Year

Assumed Knowledge: One Semester of Art , Design, Animation and/or Media Studies at SACE Stage 1

Pathway: University University, TAFE or innovative private practice.

Requirements for Success:

To automatically progress in this area of study to Year 12 students need a B grade or better in at least one of these subjects: SACE Stage 1 Art, Design, Animation or Media Studies.

Course Aim:

To develop and understand artistic skills and techniques to create artworks, using digital media as a platform of

expression. Emphasis will be on Animation and Digital Graphics.

Course Description:

Product: Students will have the opportunity to create their own works of art using digital media. These digital artworks may include animations, computer games, experimental videos or digital graphics. Students will choose their own themes to work with. They will be assessed on support materials as well as finished artworks.

Investigation: Students investigate and review an area of digital art practice that is of interest to them, or that is closely connected to their own chosen digital art product. The Investigation Review can be presented for assessment in written, oral or multimodal format.

Practical Skills: Students are required to conduct a focused exploration and application of skills appropriate to their preferred area of the digital art. This assessment type is designed to enable students to further develop and refine their creative arts skills, analyse their possible applications, and evaluate the ways in which their skills have developed and improved. A portfolio showing evidence of key phases in personal skills development needs to be presented for external assessment.

Assessment:

School Based Assessment	70%
Product	50%
Investigation	20%
External Assessment	30%
Practical Skills	30%

Additional Information:

Recommended for students considering post-secondary pathways in visual arts/digital arts.

MEDIA STUDIES

SACE Stage 2

SACE Curriculum Statement : Media Studies

Length of course: Full Year

Assumed Knowledge: Stage 1 Media Studies

Pathway: University, TAFE or innovative private practice.

Requirements of Success:

To automatically progress to this course students need to have achieved a B grade or better in either Stage 1 Media Studies A or B. This assumes good written, oral and analytical skills.

Course Aim:

To expand and further develop skills acquired in SACE Stage 1 Media Studies. Students will further access, manipulate and analyse a range of different sorts of Media related information. They will use a variety of presentation techniques including; digital video, sound and print. There will be a requirement to critically analyse the messages disseminated by the media using cultural and social means of interpretation.

Course Description:

Students study 3 major topics using an integrated approach that uses oral, written and production modes that are appropriate to the topic being studied. Recent topics studied have included:

- Documentaries
- Short Film
- Advertising

Assessment:

Assessment in Media Studies Stage 2 consists of the following components:

2 Media Productions	40%
2 Media Explorations	20%
1 Media Interaction	10%
1 Media Investigation	30%

IB FILM

Year 11 and 12

IB Diploma Group 6

Length of Course: 2 years

Assumed Knowledge: Students who have been successful in Media Studies at Year 10 will be advantaged.

Course Aim:

The course aims to develop in students the skills necessary to achieve creative and critical independence in their knowledge, experience and enjoyment of film.

Course Description:

Students will be expected to demonstrate:

- an understanding of the variety of ways film creates meaning
- originality and creativity in developing an idea through the various stages from conception to finished production.
- technical skills and an appropriate use of available technology.
- the ability to draw together their knowledge, skills, research and experience and apply them analytically to evaluate film texts.
- a critical understanding of the historical, socio-cultural, economic and institutional contexts of film in more than one culture.

Students will view and analyse a variety of films through history, culture, style and genre.

Students will be given technical training and facilities that will enable them to produce their own video productions (films).

Assessment:

External **50%**

- Independent Study (research dossier in documentary script format on film theory/history)
- Oral Presentation / analysis of a 5 minute continuous sequence from a prescribed film

Internal **50%**

Higher Level:

- One film project (approx. 7 minutes duration) with written documentation, plus 40 second trailer

Standard Level

- One film project (approx. 5 minutes duration) with written documentation.

VET SCREEN MEDIA

Option Vocational

Pathway Film, Television, Multimedia and Entertainment

Intended Destination

This Certificate II course is offered as part of the Film, Television and Multimedia national training package. There is some cross-over into the Live Production and Theatre Events (Entertainment) training package. On completion

of this course students are well positioned to undertake an Advanced Diploma in Screen Media.

Pathway Certificate II Screen

Pathway Overview

Students will learn about recording video and audio in a variety of locations using contemporary digital equipment. Students will record live events such as sports, assemblies, concerts and performances. They will also shoot interviews for documentary formats, live bands for music clips and creative cinematography for narrative films. Students will also learn to edit, use special effects and publish their work using professional software.

Course Information

Duration : Full Year

Time : Thursdays, 2.00 – 5.00pm

Cost: TBA

Location : Glenunga International High School

SACE : The number of credits is currently being negotiated.

Suitability : Year 11 and Year 12 students

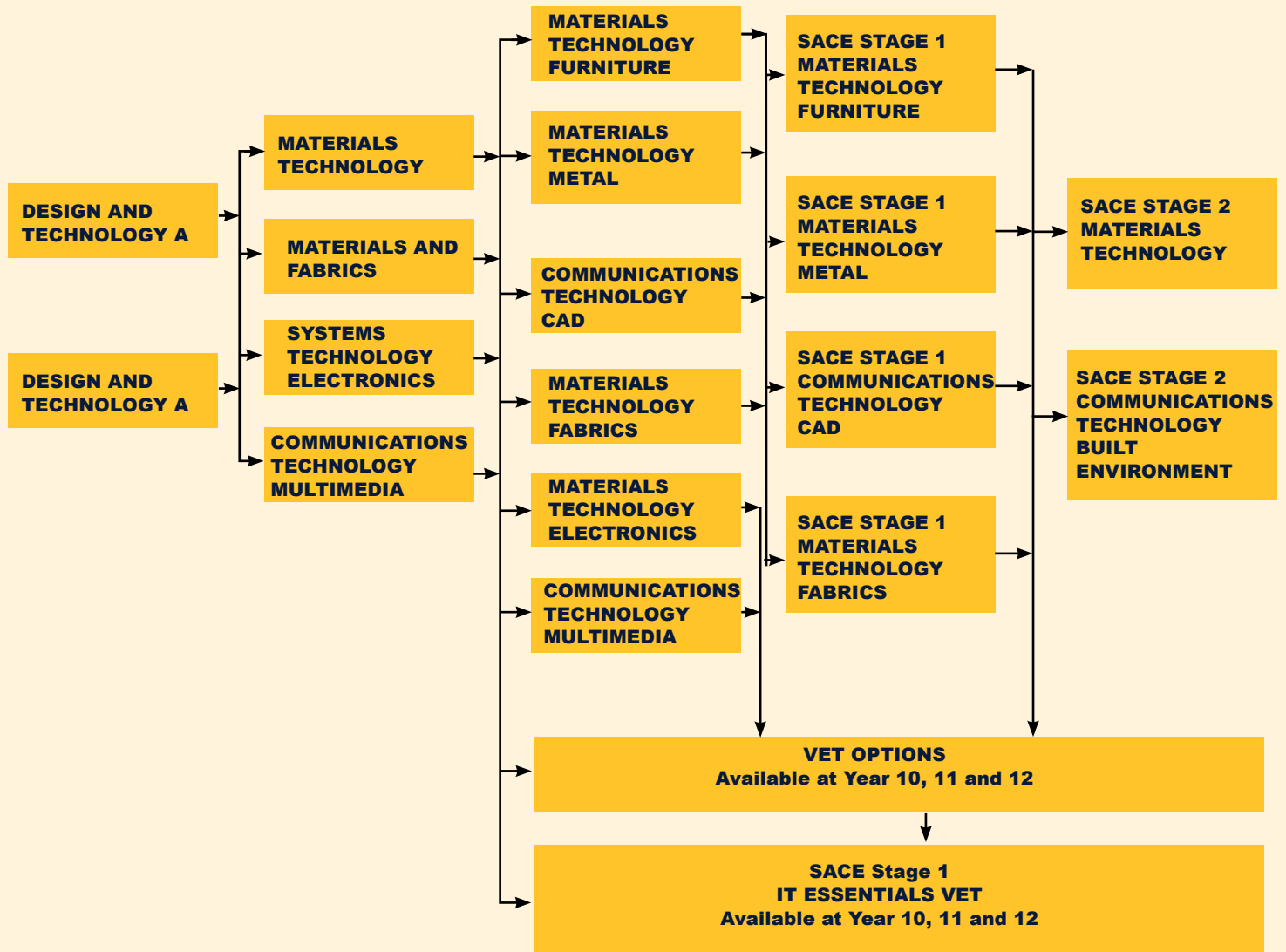
Supporting SACE Subjects

- Media Studies
- Creative Arts
- Multimedia
- Drama
- Music





DESIGN & TECHNOLOGY



DESIGN AND TECHNOLOGY A Year 8

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

To become familiar with the design cycle:

- Investigate - read, research, interpret and write
- Design - generate feasible solutions
- Plan - plan production sequence
- Create a product or solution
- Evaluate own results and the design cycle
- Experience a range of materials, equipment and processes related to materials and systems technology.

Course Description:

Students will be given the opportunity to:

- design and produce articles from a design brief using timber and polymers. Examples could include racking, bridge construction and a game
- investigate basic electronic components and create a simple circuit.
- develop skills and knowledge related to computer multimedia products and processes.

Assessment:

Students are required to attempt and submit all parts of the design briefs. The work is assessed against the SACSA standards level 4.

DESIGN AND TECHNOLOGY B Year 8

Length of Course: 1 Semester

Assumed Knowledge: Design and Technology A

Course Aim:

To become familiar with the design cycle:

- Investigate - read, research, interpret and write
- Design - generate feasible solutions
- Plan - plan production
- Create a product or solution
- Evaluate own results and the design cycle.

To experience a range of materials, equipment and processes related to materials and control technology.

Course Description:

Students will be given the opportunity to:

- investigate robotic behaviours using Lego® NXT
- develop skills and knowledge related to computer multimedia products and processes.
- design and produce articles from a design brief using timber and polymers.

Assessment:

Students are required to attempt and submit all parts of the design briefs. The work is assessed against the SACSA standards level 4.

MATERIALS TECHNOLOGY Year 9

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

- To develop further the use of the design process in solving problems
- To extend the range of materials, equipment and processes available in creating a solution using a range of materials.

Course Description:

Students will be given the opportunity to:

- explore and develop skills in cutting, shaping and joining methods
- design and produce projects from a design brief such as: a small gas powered vehicle, container and metal fabrication
- develop an understanding of geometric modelling techniques using a suitable CAD application.

Assessment:

Students are required to attempt and submit all parts of the design briefs. The work is assessed against the SACSA standards level 4.

MATERIALS AND FABRICS Year 9

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

- To develop further the use of the design process in solving problems
- To extend the range of materials, equipment and processes available in creating a solution.

Course Description:

Students will be given the opportunity to:

- develop two separate design briefs in materials and fabrics
- design and produce a product using fabrics
- design and produce articles using a range of materials (plastics, wood, metal).
- explore and develop skills in cutting, shaping and joining methods.

Assessment:

Students are required to attempt and submit all parts of the design briefs. The work is assessed against the SACSA standards level 4.

SYSTEM TECHNOLOGY ELECTRONICS Year 9

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

- To develop further the use of the design process in solving problems
- To extend the range of systems, equipment and processes available in creating a solution.

Course description:

Students will be given the opportunity to:

- investigate electronic components in greater detail, develop soldering skills and produce a programmable circuit
- design and program more complex robotic behaviour using a range of control systems including Lego NX and Picaxe processors

Assessment:

Students are required to attempt and submit all parts of the design briefs. The work is assessed against the SACSA standards level 4.

COMMUNICATIONS TECHNOLOGY - MULTIMEDIA **Year 9**

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

- To develop further the use of the design process in solving problems
- To extend the range of resources, equipment and processes available in creating a solution.

Course Description:

Students will be given the opportunity to:

- develop skills and knowledge related to graphic production and manipulation
- design and publish multimedia products (animations and web publishing) that incorporate audio, video, graphics and text.

Assessment:

Students are required to attempt and submit all parts of the design briefs. The work is assessed against the SACSA standards level 4.

MATERIALS TECHNOLOGY - FURNITURE **Year 10**

Optional

Length of Course: 1 Semester

Assumed Knowledge: Year 8 and 9 Design and Technology

Pathway: Design Studies, TAFE OR Apprenticeship.

Course Aim:

- Extend the range of possible construction and production techniques associated with furniture production.
- Use a CAD package to assist in the designing and planning stages of the design brief.
- Course description:
- Students will be given the opportunity to:
- develop production skills in a range of construction techniques associated with framed construction
- with the aid of a CAD package design and plan the production of a small piece of furniture
- evaluate their own and a commercially produced item of furniture.

Assessment:

Students are required to attempt and submit all parts of the design briefs. The work is assessed against the SACSA standards level 5.

Additional Information:

Some additional material charges may be incurred during this section of work, if students elect to design items beyond the core requirements. This subject provides an ideal background for Stage 1 Furniture Construction.

MATERIALS TECHNOLOGY – METAL **Year 10**

Optional

Length of Course: 1 Semester

Assumed Knowledge: Year 8 and 9 Design and Technology.

Pathway: Design Studies, Engineering, TAFE OR Apprenticeship.

Course Aim:

- To use the design cycle to produce individual items that involve metal fabrication
- To investigate and gain skills in the shaping, joining and finishing of a range of metals, including gas welding and machining
- To design and produce individual items such as candelabra and / or jewellery.

Course Description:

Students will be given the opportunity to:

- develop the full range of designing skills while producing individual items
- shape and join a range of materials with a metal focus.

Assessment:

Students are required to attempt and submit all parts of the design briefs. The work is assessed against the SACSA standards level 5.

Additional Information:

Some additional material charges may be incurred during this section of work, if students elect to design items beyond the core requirements.

COMMUNICATIONS TECHNOLOGY - CAD **Year 10**

Optional

Length of Course: 1 Semester

Assumed Knowledge: Year 8 and 9 Design and Technology.

Pathway: Design Studies, Architecture, Engineering, TAFE OR Apprenticeship.

Course Aim:

- To develop additional skills within Computer Aided Design (CAD).
- To effectively design and model 3D solutions to engineering briefs.

Course Description:

Students will be given the opportunity to:

- design a major product in CAD using the design process
- develop freehand sketching skills to assist in the design process
- evaluate their own and commercially produced designs
- explore Architectural and Engineering concepts to compile an industry study that observes processes and procedures used to produce everyday products.

Assessment:

Students are required to attempt and submit all parts of the design briefs. The work is assessed against the SACSA standards level 5.

SYSTEMS TECHNOLOGY - ELECTRONICS **Year 10**

Optional

Length of Course: 1 Semester

Assumed Knowledge: Year 8 and 9 Design and Technology.

Pathway: Engineering TAFE OR Apprenticeship.

Course Aim:

- To develop problem solving skills through use of the design cycle
- To design robotic systems and program behaviours to carry out pre-determined tasks
- To investigate more complex electronic components, refine soldering skills and produce a re-programmable circuit.

Course Description:

Students will be given the opportunity to:

- conduct a series of practical experiments aimed at developing their knowledge and understanding of mechanical principles, including leverage, gear ratios and linkages used to control motion
- program robotic behaviours to control a variety of problems
- develop skills and understandings in soldering, component identification, and the creation of a re-programmable processor circuit.

Assessment:

Students are required to attempt and submit all parts of the design briefs. The work is assessed against the SACSA standards level 5.

Additional Information:

Some additional material charges may be incurred during this section of work, if students elect to design items beyond the core requirements.

COMMUNICATIONS TECHNOLOGY – MULTIMEDIA **Year 10**

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Pathway: Design Studies OR TAFE.

Course Aim:

- To introduce a range of resources suitable for animation
- To create solutions suitable for online publication
- To adhere to web and copyright standards.

Course Description:

Students will be given the opportunity to:

- plan (storyboard), design, and create 2D animations that can be published online
- use the design cycle to develop a small web-site incorporating a variety of original media (graphics, video and / or audio)
- create and manipulate visual graphics suitable for related applications (web and animation).

Assessment:

Students are required to attempt and submit all parts of the design briefs. The work is assessed against the SACSA standards level 5.

Additional Information:

This subject provides an ideal background for Stage 1 Animation 2D & 3D.

MATERIALS TECHNOLOGY – FABRICS **Year 10**

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Pathway: Design Studies, TAFE OR Apprenticeship

Course Aim:

- To develop students' knowledge and understanding of Fashion and Design
- To examine a career within the fashion industry.

Course Description:

- Students will be given the opportunity to :
- develop their understanding of the design process and the use of technology within the clothing industry
- use patterns to construct personalised fashion garments
- explore career paths and employment prospects within the fashion industry.

Assessment:

This will include practicals, research assignments, projects and oral presentations. The work is assessed against the SACSA standards level 5.

Additional Information:

Some additional material charges may be incurred during this section of work, if students elect to design items beyond the core requirements.

VET - IT ESSENTIALS **SACE Stage 1**

Credits: 20 (Full Year)

Pathway: University: Science, Maths, Technology OR TAFE.

Requirements for Success: Nil. This subject is available to Year 10 students as well.

Course Aim:

- To develop students' knowledge and understanding of computer hardware and software
- To develop a high level of skills in the problem solving of computer related issues
- To examine a career within the computing industry
- To gain accreditation for part of Certificate 3 in Information Technology

Course Description:

Students will be given the opportunity to :

- develop their understanding of the components of desktop and laptop computers
- understand OHS issues related to the maintenance of computers
- explore career paths and employment prospects within the fashion industry
- implement system software changes, install and optimise system software
- connect internal hardware components

Assessment:

To gain Satisfactory Achievement in this subject (SACE & CISCO), students must complete all of the:

- online CISCO assessment tasks
- hands on CISCO practical tasks

Additional Information:

This subject is run as a Line 0 course that involves an after school commitment. Students can work at their own pace and have access to an extensive range of online resources.

All materials and tools for practical workshops are provided throughout the course.

NOTE: Students may enrol in this course in Years 10-12.

MATERIALS TECHNOLOGY FURNITURE **SACE Stage 1**

Credits: 10 (1 Semester)

Desired Background: A Year 10 Design and Technology unit.

Pathway: Design Studies, TAFE or Apprenticeship.

Course aim:

- Students develop the knowledge and skills to produce a small item of furniture.
- Students develop skills in designing and communicating a solution to a design brief.
- Students evaluate their own work and work of others.

Course Description:

Students will be given the opportunity to:

- construct a small piece of furniture based on solid carcass construction to a set design
- investigate the properties and environmental impact of a range of materials
- design and create a solution to a practical problem and demonstrate high level practical skills
- evaluate their own work and commercially produced items.

Assessment:

To gain Satisfactory Achievement in this subject, you must complete all of the assessment tasks that cover the following components:

- Materials analysis
- Design and Communication tasks
- Product development and evaluation
- Specialised skills tasks.

Additional Information:

Some additional material charges may be incurred during this section of work, if students elect to design items beyond the core requirements.

MATERIALS TECHNOLOGY METAL **SACE Stage 1**

Credits: 10 (1 Semester)

Desired Background: A Year 10 Design and Technology unit.

Pathway: Design Studies, Engineering, TAFE or Apprenticeship.

Course aim:

- Students develop the knowledge and skills to produce fabricated articles.
- Students develop skills in designing and communicating a solution to a design brief.
- Students evaluate their own work and work of others.

Course Description:

Students will be given the opportunity to:

- construct a small item based on solid carcass construction to a set design
- investigate the properties and environmental impact of a range of materials
- design and create a solution to a practical problem and demonstrate high level practical skills
- evaluate their own work and commercially produced items.

Assessment:

To gain Satisfactory Achievement in this subject, you must complete all of the assessment tasks that cover the following components:

- Materials analysis
- Design and Communication tasks
- Product development and evaluation
- Specialised skills tasks.

Additional Information:

Some additional material charges may be incurred during this section of work, if students elect to design items beyond the core requirements.

COMMUNICATIONS TECHNOLOGY CAD **SACE Stage 1**

Credits: 10 (1 Semester)

Assumed Knowledge: A Year 10 Design and Technology unit.

Pathway: Design Studies, Architecture, Engineering, TAFE OR Apprenticeship.

Course Aim:

- to extend the ability to visualise and represent three-dimensional objects in a computer modelling environment
- to effectively design and model 3D solutions to engineering design briefs to industry standards.

Course Description:

Students will be given the opportunity to:

- improve their visual skills through this unit of work and have the opportunity to create designs in an architectural environment
- freehand sketch to develop design ideas and then modelling to produce realistic images in real time
- develop their skills and understanding of the different methods used to represent three-dimensional objects and the Australian Standards.

Assessment:

To gain Satisfactory Achievement in this subject, students must complete all of the assessment tasks that cover the following components:

- Materials analysis
- Design and Communication tasks
- Product development and evaluation
- Specialised skills tasks.

MATERIALS TECHNOLOGY – FABRICS **SACE Stage 1**

Credits: 10 (1 Semester)

Assumed Knowledge: A Year 10 Design and Technology Unit

Pathway: Design Studies, TAFE

Requirements for Success:

A Year 10 Design and Technology unit

Course Aim:

- To develop students' knowledge and understanding of Fashion and Design
- To develop a high level of skills in the design and production of fashion garments
- To examine a career within the fashion industry.

Course Description:

Students will be given the opportunity to:

- develop their understanding of the design process and the use of technology within the clothing industry
- design patterns and construct personalised fashion garments
- explore career paths and employment prospects within the fashion industry.

Assessment:

To gain Satisfactory Achievement in this subject, you must complete all of the assessment tasks that cover the following components:

- demonstrate a range of common dress making skills
- investigate the properties and environmental impact of a range of materials
- design and create an item of clothing and demonstrate high level practical skills
- evaluate their own work and commercially produced items.

Additional Information:

Some additional material charges may be incurred during this section of work, if students elect to design items beyond the core requirements.

MATERIALS TECHNOLOGY

SACE Stage 2

Length of Course: Full Year

Requirements for Success: A "C" or better at Stage 1 Materials Technology - Furniture or Metal.

Pathway: Design Studies, Engineering TAFE or Apprenticeship

Course Aim:

- Students develop the knowledge and skills to produce items in response to a need or problem.
- Students develop skills in designing, communicating and evaluating a solution to a design brief.
- Students develop knowledge and understanding of a range of materials.

Course Description:

This course, which is the culmination of previous technology skills and knowledge, is based around the general theme of construction.

Students will be given the opportunity to:

- develop skills by manufacturing exercises
- develop skills in the Design Cycle including: investigating, sketching, costing and CAD visualisation
- construct a major individual project
- select materials, information and systems that are appropriate for their project and demonstrate their skills through successfully completing the project.

Assessment:

To gain Satisfactory Achievement in this subject, you must complete all of the assessment tasks that cover the following components:

- Specialised skills tasks including a materials study.
- Design and Communication tasks (Externally assessed)
- Product development and evaluation (Minor and Major product)

Additional information:

Some additional material charges may be incurred during this section of work, if students elect to design items beyond the core requirements.

COMMUNICATIONS TECHNOLOGY BUILT ENVIRONMENT STAGE 2

Length of Course: Full Year

Assumed Knowledge: A "C" or better at Stage 1 Communication Technology CAD

Pathway: Design Studies, Architecture, Engineering, OR TAFE OR Apprenticeship.

Course Aim:

To develop a range of investigative techniques and strategies, to enable students to engage effectively in designing and producing prototype solutions to technological problems, in the following directions:

- critiquing the built environment and analysing issues
- designing of building structures and CAD modelling
- construction of prototypes and visual models.

Course Description:

This course, which is the culmination of previous technology skills and knowledge, is based around the general theme of design in the built environment.

Students will be given the opportunity to:

- develop skills through CAD exercises
- develop skills in the Design Cycle including: investigating, sketching, costing and CAD visualisation
- construct models of individual designs
- select materials, information and systems that are appropriate for their project and demonstrate their skills through successfully completing the project.

Assessment:

To gain Satisfactory Achievement in this subject, you must complete all of the assessment tasks that cover the following components:

- Specialised skills tasks including a materials study.
- Design and Communication tasks (Externally assessed)
- Product development and evaluation (Minor and Major product).

ACCOUNTING

SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Nil

Pathway: University: Arts, Humanities or Business, Commerce or TAFE

Requirements for Success: Nil at Stage 1. To automatically follow on to Stage 2 Accounting students need a C or better.

Course Aim:

Students are provided with opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. Students also learn how to interpret financial information and how to convey this information to interested users.

Course Description:

The core topic, The Environment of Accounting, will include the double entry accounting process from transactions to final reports. Two option topics such as Personal Financial Management, Business Documents, and Keeping Cash Records will also be studied.

Assessment:

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

- Skills and Applications Tasks
- Investigation Tasks.

BUSINESS AND ENTERPRISE

SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Nil

Pathway: University: Arts, Humanities or TAFE.

Requirements for Success: Nil at Stage 1. To automatically follow on to Stage 2 Business and Enterprise students need a C or better.

Course Aim:

This course provides skills and information on business practices that are essential for life and work in Australian and global contexts. The subject builds on students' knowledge and experience. Students will have the opportunity to investigate, analyse, and respond to current business issues, in both school and community environments.

Course Description:

Students undertake one core topic such as Introduction to Business and Enterprise or Business and Enterprise in Practice. Two or three option topics will also be studied. Topics include Establishing a Business, Business plans, Technology for Business, Marketing, Employment Relations, and Global Business.

Assessment:

Students will demonstrate evidence of their learning from the following assessment types:

- Folio
- Practical Tasks
- Issues Study.

ACCOUNTING

SACE Stage 2

Length of Course: Full Year

Assumed Knowledge: SACE Stage 1 Accounting an advantage

Pathway: University: Arts, Humanities or Business, Commerce or TAFE

Requirements for Success: To automatically follow on to Stage 2 Accounting students need a C or better at Stage 1 level. Stage 1 Accounting an advantage.

Course Aim:

To familiarise students with an understanding of the financial information processes used in society. It will help students to develop skills in

- critical thinking, problem solving, and communication and enable them to apply accounting information in financial decision making for a range of accounting entities

- understanding the social, economic, managerial, and general business considerations in decision-making processes.

Course Description:

The subject is divided into three sections: the environment of accounting, financial accounting and management accounting.

Assessment:

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

- School-based Assessment
- Skills and Applications Tasks 50%
- Report 20%
- External Assessment
- Examination (two hour) 30%

BUSINESS AND ENTERPRISE

SACE Stage 2

Length of Course: Full Year

Assumed Knowledge: SACE Stage 1 Business and Enterprise an advantage

Pathway: University: Arts, Humanities or Business, Commerce or TAFE

Course Aim:

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally and globally.

Course Description:

This subject is concerned with the study of production, marketing and distribution of goods and the design and marketing of services through the use of human and physical resources. The core, the Business Environment, will focus on business activity in Australia and will address the economy, business enterprises, the structure and organisation of businesses, work in Australia, human resources management and industrial relations. Option topics include People, Business and Work, Business and Technology, Business and the Global Environment, Business and Finance, Business, Law and Government, Business and Technology, Business and Marketing, of which only two, will be studied.

Assessment:

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

School-based Assessment

Folio (consisting of 4 tasks)	30%
Practical task	20%
Issues task	20%

External Assessment

Situation analysis	30%
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NOTE: It is possible to move between pathways and to have different combinations. If you are considering doing so, speak to a counsellor, English Teacher or English Co-ordinator. It is possible to move between ESL and English courses at all year levels.

YEAR 12

YEAR 11

YEAR 10

YEAR 9

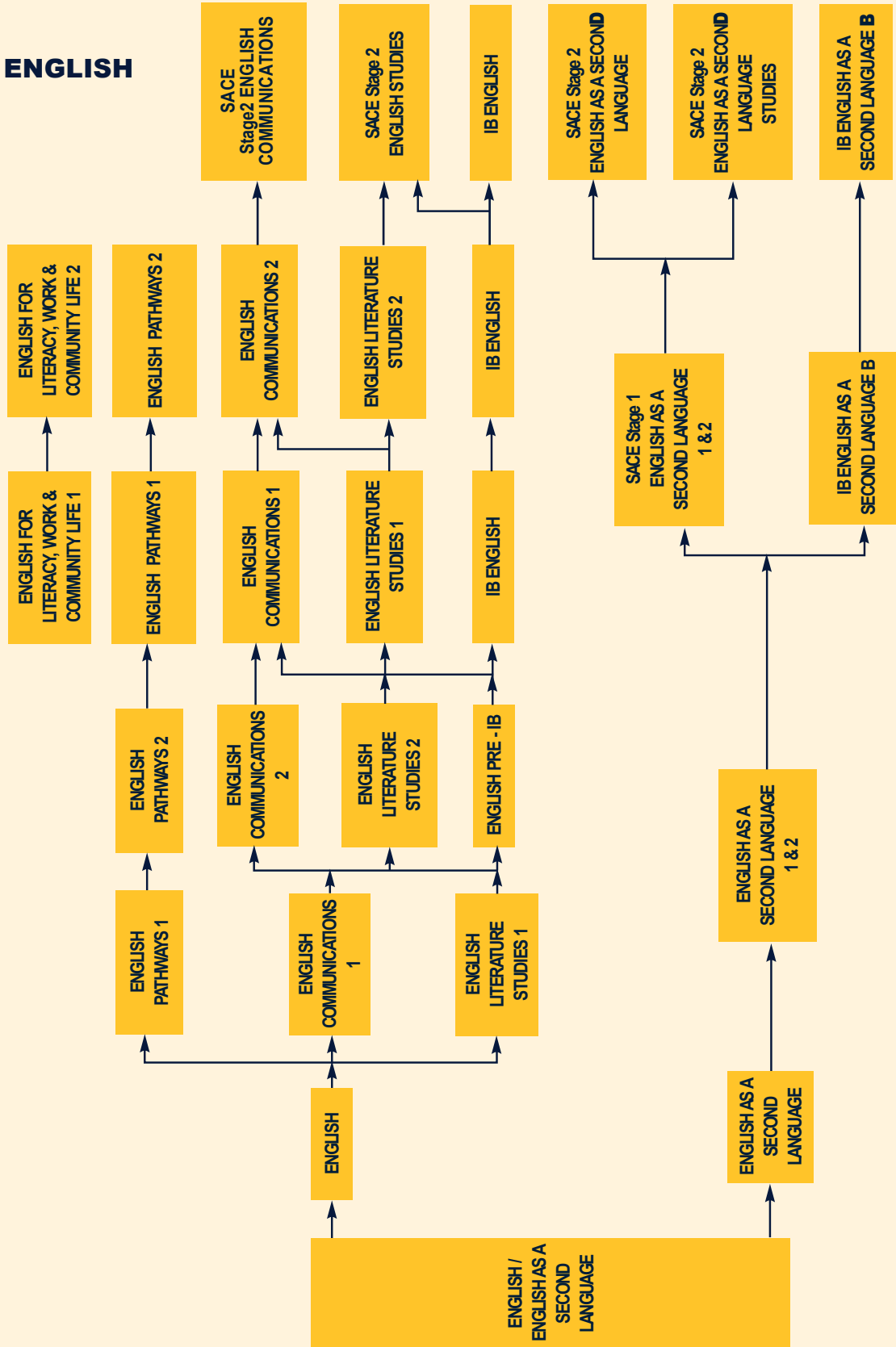
SEMESTER 2

SEMESTER 1

SEMESTER 2

SEMESTER 1

ENGLISH



ENGLISH**Year 8****Compulsory Length of Course:** Full Year Assumed**Knowledge:** Nil**Course Aim:**

This course complies with the Australian Curriculum. It develops a range of skills in Literacy, the study of Literature and the capacity to use Language in a wide range of ways for a variety of purposes and audiences.

Course Description:

Students will undertake a range of activities including: the study of language through the explicit teaching of writing text types, the introduction to the formal study of literature and expansion of oral skills. Students will utilise a range of ICT skills to enhance their learning. A focus on International Thinking in major studies develops students as global citizens. Students from Non English Speaking Backgrounds are able to access English as a Second Language through the English program. Entrance to these classes are based on a written language test that students undertake when they visit the school in term 4.

Assessment:

Students are required to present a broad range of tasks which reflect their understanding of the content; ability to effectively organise thoughts and structure a response; ability to use language accurately and appropriately. They are assessed using the Australian Curriculum Achievement Standards.

ENGLISH**Year 9****Compulsory****Length of Course:** Full Year**Assumed Knowledge:** Nil**Course Aim:**

To develop a range of skills in reading, writing, viewing, and oral language, necessary for effective participation in a modern world.

Course Description:

Courses have eight components: language development, shared reading, wider reading, writing, media (including film), drama, poetry and oral language. The demands made upon students and the processes involved differ at each year level. This framework allows for the encouragement of individual excellence whilst acknowledging the specific needs of students from non-English speaking backgrounds.

Assessment:

Students are required to present a broad range of tasks which reflect their understanding of the content; ability to effectively organise thoughts and structure a response; ability to use language accurately and appropriately.

ENGLISH PATHWAYS 1 & 2**Year 10****Optional****Length of Course:** 2 Semester**Assumed Knowledge:** Nil

This course is designed for those students who need to develop their literacy skills in order to meet the requirements of passing 2 semesters of Year 11 English to achieve their SACE and for students studying TAFE units. Students from this course will study English Pathways in Year 11.

Course Aim:

This course will focus on developing effective communication

skills in written and spoken language. Students will study and respond to a range of written and visual texts. Students will undertake a study of novels, poetry and film as well as print, visual and electronic media in the work context.

Students will study and create a variety of text types including: text responses, imaginative and work-based writing and oral presentations.

Course Description:

Students will be able to focus on improving literacy skills.

Assessment:

Students will be assessed on the production of varied forms of written and oral responses to analytical, imaginative and work-based tasks.

ENGLISH COMMUNICATION 1 & 2**Year 10****Optional****Length of Course:** Can be studied as a 1 Semester or 2 Semester course.**Assumed Knowledge:** Nil.**Pathway:** University: Arts or Humanities or TAFE.

Requirements for Success: Students need at least a B in English Communications to automatically progress to English Communications in Stage One.

Course Aim:

This course is designed to provide a firm foundation in the fundamentals required for senior school English. Selection of this course will lead students to English Communications in Stage One and Stage Two (approved for university entrance). While students will be required to analyse complex texts in depth, the emphasis of the course is on providing a broad range of language experiences for students entering senior school.

Course Description:

This course will include:

- A study of novels, poetry and films requiring text responses, some in essay form
- A study of various forms of Text Production. Students will produce imaginative and analytical texts.

Assessment:

Students will be assessed on the production of varied forms of written and oral responses to analytical and imaginative tasks.

ENGLISH LITERATURE STUDIES 1 & 2**Year 10****Optional****Length of Course:** Can be studied as a 1 Semester or 2 Semester course.**Assumed Knowledge:** Demonstrated high level of skill in Year 8 and 9 English.**Pathway:** University: Arts or Humanities or TAFE**Course Aim:**

This course will take an analytical approach to the study of challenging literature and visual texts. It is designed for students who intend to undertake the English Studies option in Year 12 or the IB Diploma in Year 11. Please note: students intending to study the IB Diploma in Year 11 would be best served by selecting English Literature Studies A in semester

1 and Pre IB English in second semester. However, a high grade in English Literature Studies B would be considered for entry to the IB Diploma particularly if the student has performed well in analytical responses to texts. This would be by negotiation with the subject coordinator.

Requirements for Success: Students should achieve at least a B in English Literature Studies (semester 1 and 2) to automatically progress to SACE Stage One English Literature Studies

Course Description:

This is a literature based course which will explore novels, plays and poetry from an analytical perspective. Most responses will be in essay format. However, there will be opportunities for creative writing and film study in this semester.

Assessment:

Students are required to present a broad range of tasks which reflect their understanding of the content; ability to effectively organise thoughts and structure a response; ability to use language accurately and appropriately.

ENGLISH PRE - IB Year 10

Optional

Length of Course: 1 Semester (taken in Semester 2)

Assumed Knowledge: Demonstrated high level of skill and achievement in Year 8 and 9 English.

Pathway: University: Arts or Humanities or TAFE.

Course Aim:

To develop communication skills, in written and spoken language, with an emphasis on the formal analysis of literature. Students intending to study the IB Diploma should take this course.

Requirements for Success: Students should achieve at least a B in this course to automatically progress to IB Diploma English in year 11.

Course Description:

This course is literature-based. Shakespeare and a study of a poet and novel are compulsory. The focus is on the analytical study of complex texts. Responses are predominantly essay style. Close analysis of a range of texts focusing on the style of the writer is a feature of this course. This course, in conjunction with the Year 10 English Literature Studies course in Semester 1, is suitable preparation for students intending to choose IB English or English Literature Studies (SACE Stage 1) and English Studies in Stage 2 (approved for university entrance).

Assessment:

Students are required to present a broad range of tasks which reflect their understanding of the content; ability to effectively organise thoughts and structure a response; ability to use language accurately and appropriately.

Year 11 SACE students must study 2 semesters of English (or ESL) to achieve the 20 credits to qualify for the SACE.

ENGLISH PATHWAYS

1 & 2

SACE Stage 1

Credits: 20 (Full Year)

Pathway: Apprenticeship, Employment or TAFE.

Requirements for Success: Successful completion of Year 10 English.

Course Aim:

To develop effective communication skills, in written and spoken language, with an emphasis on functional English.

Course Description:

The focus of this course is functional literacy enabling students to develop accurate expression of ideas. Students will meet the SACE requirements through work designed to cater for their needs and interests. The course will include text and film study as well as functional and creative writing tasks.

Assessment:

Students are assessed on 2 pieces of writing, 2 written responses to texts and the study on the Function and Power of Language in semester 1, and the Connected Texts study in semester 2. At least one oral assessment is required each semester.

ENGLISH FOR LITERACY, WORK AND COMMUNITY LIFE 1 & 2

Optional

Length of Course: 2 semesters

Assumed Knowledge: Nil

Requirements for Success: Nil. This course does not lead to a Year 12 English course.

Course Aim:

This course is designed to support students to gain the compulsory SACE Literacy Requirement at a C level or better.

Course Description:

This course is focuses on supporting students to develop the necessary control of language required to achieve a passing grade in the SACE Literacy Requirements. Students work to develop error free writing and to respond to simple texts in a range of forms.

Assessment:

Students will be assessed on 4 to 5 tasks and must respond in written, multi modal and oral forms.

ENGLISH LITERATURE STUDIES 1 & 2 SACE Stage 1

Credits: 10 for each semester – total 20 credits

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success: Minimum B grade in Year 10 English Literature Studies A & B.

Course Aim:

This course is designed to meet the needs of students who intend to study Stage 2 English Studies but it is also good preparation for English Communications (Stage 2).

Course Description:

The emphasis in this course is on critical analysis of complex literature. Students will read widely and respond to texts in a range of forms with an emphasis on essays. This course is preparation for SACE Stage 2 English Studies or SACE Stage 2 English Communications.

Assessment:

Students are assessed on 4 major tasks per semester that include responses to texts and reflect a range of writing genre. A major study is a feature of English Literature Studies B.

ENGLISH COMMUNICATIONS **1 & 2** **SACE Stage 1**

Credits: Each semester is 10 credits

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success: At least a B grade in year 10 English Communications or a C grade in English Literature Studies or Pre IB English.

Course Aim:

This course is designed for students who intend to study English Communications in Year 12. English Communications is approved for university entrance although if applying universities outside SA it would be wise to check the course requirements.

Course Description:

There will be an emphasis on analysing a range of text production forms and students producing their own texts. Students will produce text responses to short stories, novels and drama.

Assessment:

Students are assessed on 4 major tasks per semester that include responses to texts and reflect a range of writing genre. A major study is a feature of English Communications B.

ENGLISH IB **Year 11**

IB Diploma Group 1

Length of Course: Full Year

Assumed Knowledge: Year 10 Pre-IB English

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success: B grade or better in Pre IB English or high grade in Year 10 English Literature Studies by negotiation with the subject coordinator.

Course Aim:

To develop communication skills, in written and spoken language, with an emphasis on the formal analysis of literature.

Course Description:

This course follows the requirements prescribed by the IB program. The emphasis is on critical analysis of literary texts with both written and oral responses.

Assessment:

This course is both internally and externally assessed. Selected oral assignments contribute to the final grade. There will also be an examination at the completion of each semester.

ENGLISH STUDIES **SACE Stage 2**

SACE Board Curriculum Statement : English Studies

Approved for university entrance

Length of Course: Full Year.

Assumed Knowledge: English Literature Studies or Year 11 IB English

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success: To automatically progress to this subject students must achieve at least a B grade in English Literature Studies or a 5 in Year 11 IB English.

Course Aim:

To further develop effective communication skills, in written and spoken language, with an emphasis on analytical essay responses to a range of complex texts.

Course Description:

Students will undertake a TEXT STUDY (shared - paired texts, two single texts, poetry and a critical reading of short texts), a TEXT PRODUCTION STUDY (individually composed texts to explore a range of forms like expository, persuasive, etc. - both written and oral), a CRITICAL READING STUDY of short texts and an INDIVIDUAL STUDY of two texts comprising a supporting study of 6000 – 8000 words and an extended critical essay of 2000 words.

Assessment:

External examination (3 hours)	30%
Individual Study (External Assessment)	20%
Shared study of texts (School Assessment)	30%
Text Production (School Assessment)	20%

ENGLISH **COMMUNICATIONS** **SACE Stage 2**

SACE Board Curriculum Statement : English Communications
Approved for university entrance

Length of Course: Full Year

Assumed Knowledge: Two semesters of Stage One English excluding English Pathways.

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success: To automatically progress to this course students must achieve a B grade or better in Year 11 English Communication or a C grade or better in Year 11 English Literature Studies.

Course Aim:

To develop effective communication skills in written and spoken language, including the use of functional language, analysis of texts and the students' own writing.

Course Description:

Students develop a folio of their year's work reflecting consistent preparation, drafting, editing and polished writing on a wide range of tasks associated with language and literature.

Each student needs to demonstrate competence in writing and oral language and an ability to recognise stylistic and structural features of different language styles.

Assessment:

A selection of student work is assessed within the school and the standard is moderated externally by SSABSA. Assessment tasks include two 4-6 minute video-taped orals, supervised writing and two major studies.

IB ENGLISH **Year 12**

IB Diploma Group 1

Length of Course: Full Year

Assumed Knowledge: Satisfactory completion of Year 11 IB English.

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success: To automatically progress to Year 12 IB English students need at a 4 in Year 11 IB English and an overall score in Year 11 of 23 points.

Course Aim:

To develop communication skills, in written and spoken language, with an emphasis on the formal analysis of literature.

Course Description:

This course is an academic study of literature. It includes translated texts, classical literature and a study of texts linked together by theme or style. A feature of this course is a detailed analysis of prose passages and poems.

Assessment:

The continuous assessment component of this course is based on oral presentations. The final exam (standard level - 3 hours, higher level - 4 hours), world literature essay and oral exam are externally assessed. All assessment is text based, with an emphasis on commentary and essay response.

ENGLISH AS A SECOND LANGUAGE Year 8 - 10

The following subjects under the general heading English as a Second Language (ESL) are for students from non-English speaking background for whom English is a second language. ESL is not an English subject in Years 8 to 10. It is offered as an alternative to English as a way of providing ESL students with support in reading, writing, speaking and listening so they can perform better in a range of subjects.

Eligibility

Students whose knowledge of English is restricted are eligible to take these Year 8-10 subjects if they satisfy any of the following criteria.

- Immigrants (both recently arrived and long-term residents) whose first language is a language other than English, and whose learning needs are better met by studying ESL. Students in this category may have:
 - spent time in a refugee camp
 - had periods of interrupted schooling
 - had no previous schooling
 - well-developed oral and literacy skills in their first language
 - had some experience with written English, but lack oral skills
- Children who were born in Australia (including children of immigrants and of deaf families) and who come from homes where English is not used, or is not the only language used, or where English is used as a common language between parents who do not have the same first language
- Students who are resident in overseas countries and whose first language is a language other than English
- Aboriginal students whose first language is not English.

ENGLISH AS A SECOND LANGUAGE Year 8

Length of Course: Full Year

Assumed Knowledge: Some ability in basic English.

Course Aim:

Students develop their communication skills to:

- improve their use of English for social interaction

- participate effectively in the school curriculum
- critically evaluate and influence the society in which they live.

Course Description:

Themes studied include Self and Family, Animals, The Environment and Leisure.

Assessment:

Formative assessment is continuous and focuses on communication skills, language and cultural understanding, and language learning strategies. The summative assessment is assessed on oral, written and comprehension skills (reading and aural).

ENGLISH AS A SECOND LANGUAGE Year 9

Length of Course: Full Year

Assumed Knowledge: Some ability in basic English.

Course Aim:

Students develop their communication skills to:

- improve their use of English for social interaction
- participate effectively in the school curriculum
- critically evaluate and influence the society in which they live.

Course Description:

Themes include Growing Up and Relationships, Transport, Heroes and Villains and Technology.

Assessment:

Formative assessment is continuous and focuses on communication skills, language and cultural understanding and language learning strategies. The summative assessment is assessed on oral, written and comprehension skills (reading and aural).

ENGLISH AS A SECOND LANGUAGE 1 & 2 Year 10

Length of Course: 1 or 2 Semesters

Assumed Knowledge: Some ability in basic English.

Pathway: University: Arts or Humanities or TAFE.

Course Aim:

Students develop their communication skills to:

- improve their use of English for social interaction
- participate effectively in the school curriculum
- critically evaluate and influence the society in which they live.

Course Description:

Themes include Modern Issues, Food, Careers and Work, and Film and Literature.

Assessment:

Formative assessment is continuous and focuses on communication skills, language and cultural understanding, and language learning strategies. Students will complete:

- one essay (argumentative, persuasive, or analytical piece of writing)
- one response to literature
- one piece of creative writing.

The summative assessment is assessed on oral, written and comprehension skills.

ENGLISH AS A SECOND LANGUAGE 1 & 2 **SACE Stage 1**

Credits: 10 (1 Semester) or 20 (Full Year)

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success: Stage 1 ESL allows students who achieve a C grade or better in the full year course of this subject (20 credits) to meet the SACE literacy requirement. SACE Board eligibility requirements include a maximum of ESL Scale 11 if the student has had more than 5 years of instruction in English. Students who want to study Stage 1 ESL but are not currently enrolled in ESL or ISEC must obtain the ESL Coordinator's signature prior to course counselling.

Course Aim:

To support students to develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers, and writers.

Course Description:

The subject is based on responding to, and composing, oral and written texts in a range of genres and situations. Areas of study include:

- Text Study in which students explore a range of written, oral, and visual texts, constructed for different purposes and in a range of genres. Texts studied could include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers, or news broadcasts.
- Investigative Study in which students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice.
- Communication Study in which the focus of this study is on written and oral texts as they are used in contexts beyond the classroom and, in particular, the use of texts to persuade, influence, and instruct other people.
- Interaction.

Assessment:

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types: Text Production and Language Application. Both have equal weighting.

IB ENGLISH AS A SECOND LANGUAGE **Year 11**

IB Diploma Group 2

Length of Course: Full Year

Assumed Knowledge: Satisfactory completion of 1 year's study of English or ESL at Year 10 level (or equivalent).

Pathway: University: Arts or Humanities or TAFE.

Course Aim:

To develop communication skills, understanding of the English language, knowledge of Australian culture and society, and the ability to write creatively in English.

Course Description:

Topics studied come from the three themes: exploring change, exploring groups and exploring leisure. Learning activities include exercises on text handling skills, discussing topics of interest, making arrangements, obtaining and giving

information, writing creatively and responding to English stories, films and songs.

Assessment:

Oral	30%
Text handling exercises and written work	70%

Additional Information:

Available only to students sitting for Chinese A, or self taught Language A.
Additional costs involved.

ENGLISH AS A SECOND LANGUAGE **SACE Stage 2**

SACE Board Curriculum Statement :

English as a Second Language

Credits: 20 (Full Year)

Desired Skills / abilities:

- time management
- working independently
- research skills
- formal presentation skills.

Eligibility: SACE Board eligibility requirements include a maximum of ESL Scale 12 if the student has had more than 5 years of instruction in English. Students who are not currently enrolled in ESL or ISEC must obtain the ESL coordinator's signature prior to course counselling.

Pathway: TAFE.

Requirements for Success: Minimum C grade in Stage 1 ESL.

Course Aim:

To support students to develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers, and writers.

Course Description:

Students undertake tasks within the following areas of study:

- Communication Study
- Text Production Study
- Interaction Study
- Investigative Study.

Assessment:

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

School-based Assessment

Communication Study	20%
Text Production	30%
Language Application	20%

External Assessment

Investigation	30%
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ENGLISH AS A SECOND LANGUAGE STUDIES **SACE Stage 2**

SACE Board Curriculum Statement :

English as a Second Language Studies

Credits: 20 (Full Year)

Eligibility: SACE Board eligibility requirements include a maximum of ESL Scale 12 if the student has had more than 5 years of instruction in English. Students who are not currently enrolled in ESL or ISEC must obtain the ESL coordinator's signature prior to course counselling.

Pathway: University: Arts or Humanities or TAFE.

Requirements for Success: A or B grade in Stage 1 ESL or equivalent.

Course Aim:

To support students to examine and analyse texts that they use and respond to in an English-speaking environment for social and academic purposes. They work independently and collaboratively, to solve problems by using contextual clues to predict and confirm the meaning of a text. They learn when and how to use a strategy such as asking questions to monitor their understanding of texts.

Course Description:

Students undertake tasks within the following areas of study:

- Text Study
- Text Production
- Investigative Study

Assessment:

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

School-based Assessment

Issues Analysis	20%
Text Production	20%
Investigation	30%

External Assessment

Examination	30%
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IB ENGLISH AS A SECOND LANGUAGE

Year 12

IB Diploma Group 2

Length of Course: Full Year

Assumed Knowledge: A satisfactory pass at Year 11 English as a Second Language IB (or equivalent).

Pathway: University: Arts or Humanities or TAFE.

Course Aim:

To develop communication skills, understanding of the English language, knowledge of Australian culture and society, and the ability to write creatively in English.

Course Description:

Topics studied come from the three themes: exploring change, exploring groups and exploring leisure. Learning activities include exercises on text handling skills, discussing topics of interest, making arrangements, obtaining and giving information, writing creatively and responding to English stories, films and songs.

Assessment:

Internal assessment	– oral 30%
External assessment	– processing information 70% and writing

Additional Information:

Available only to students sitting for Chinese A, or Self Taught Language A

Higher level studies include literature.

Additional costs involved.

INTENSIVE SECONDARY ENGLISH COURSE

The **Intensive Secondary English Course** is designed to meet the needs of newly arrived students who have minimal English. These students are usually fee-paying students from overseas, but local students may be eligible. Students usually spend twenty weeks in the course. During this time they are orientated into secondary schooling in South Australia and learn English and a range of other skills and understandings required to enter year level classes. Depending on the number of students, up to two levels of each subject may be offered. Students who complete ISEC will be eligible for up to 40 SACE Credits.

ISEC Transition into mainstream classes

Full or partial transition into year level classes is dependent upon each student's improvement in English measured against the ESL Scope and Scales, and their demonstration of skills such as asking questions, time management and following written and verbal instructions. Together these determine a student's readiness for year level classes. Students do not make the transition by simply attending for the stipulated number of weeks.

MATHS INTERNATIONAL

Length of Course: 2 terms

Assumed Knowledge: Basic mathematical skills.

Course Aim:

To improve students' written and oral language to enable them to access mathematics courses, with an emphasis on language at Year 11 level. They will also be given practice in written mathematics tasks like a "Directed Investigation".

Course Description:

Topics include arithmetic, algebra and geometry. Students learn the vocabulary and grammar used in mathematics.

Assessment:

Formative and summative tasks requiring knowledge and understanding of mathematical processes in written and oral form.

SCIENCE INTERNATIONAL

Length of Course: 2 terms

Assumed Knowledge: Nil

Course Aim:

To develop students' written, oral and aural English skills and scientific skills to enable them to access Science courses at Year 11.

Course Description:

Students will learn laboratory orientation and practices, develop scientific skills and processes. The course will focus on writing practical reports in the areas of Chemistry, Physics and Biology.

Assessment:

Practical reports:	40%
Tests:	40%
Assignment and homework tasks:	20%

HEALTH & PHYSICAL EDUCATION INTERNATIONAL

Length of Course: 2 terms

Assumed Knowledge: Nil

Course Aim:

To develop students' understanding of contemporary health issues and encourage an active lifestyle.

Course Description:

Students will examine topics including health, diet and wellbeing as well as engaging in a range of sports and physical activities.

Assessment:

Practical:	70%
Written:	30%

STUDIES OF SOCIETY & ENVIRONMENT INTERNATIONAL

Length of Course: 2 terms

Assumed Knowledge: Nil

Course Aims:

- To develop students' understanding of contemporary Australian and global society, including business.
- To develop appropriate skills and values to enable effective participation in contemporary society.

This course will contribute to a greater understanding of Australian society and encourage skill development to enable students to be successful in humanities courses.

Course Description:

After a brief overview of the geography of Australia, students are exposed to Australian customs, values, celebrations, symbols, sport, leisure and lifestyles. Australian family structures, sub cultures and gender issues are discussed. Students are exposed to a range of values and attitudes held by diverse groups in Australian society.

Assessment:

Assessment is continuous and encourages the use of the drafting process. Skills developed include interpretation, comprehension, reading and writing, analysis, mapping, expressing opinions and giving short talks.

PERSONAL LEARNING PLAN INTERNATIONAL

Length of Course: 2 terms

Assumed Knowledge: Nil

Course Aim:

To help students make informed decisions about their future study path and career options.

Course Description:

Focus is upon the five capabilities of communication, citizenship, personal development, work and learning. Students complete a range of oral and written tasks that help them plan their future course of study for their chosen career.

Assessment:

Oral:	50%
Written:	50%

BUSINESS & ENTERPRISE INTERNATIONAL

Length of Course: 2 terms

Assumed Knowledge: Nil

Course Aim:

This course provides skills and information around business practices that are essential for life and work in Australia and global contexts. The subject builds on students' knowledge and experience.

Course Description:

Students build an understanding of essential business language and how it applies. They investigate and analyse business operations and essential marketing ideas and activities. Students also construct a business plan.

Assessment:

Oral:	20%
Written:	65%
Exam:	15%

ENGLISH INTERNATIONAL

Length of Course: 2 terms

Assumed Knowledge: Nil

Course Aims:

To develop proficiency in various written and oral genres.

Course Description:

This course uses topics and materials from across learning areas to teach students how to write formal texts for different purposes and different audiences. They also present short orals to the class.

Assessment:

Written:	50%
Oral:	50%



YEAR 8

YEAR 9

YEAR 10

YEAR 11

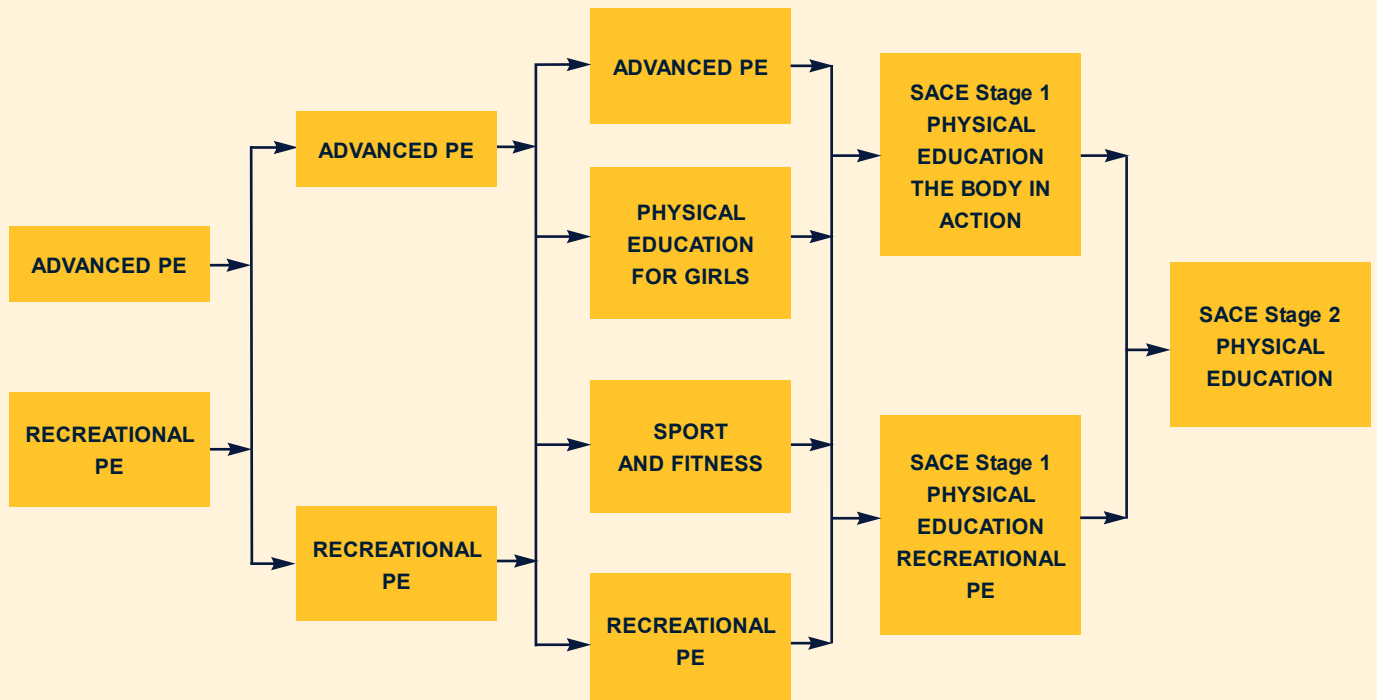
YEAR 12

HEALTH & PHYSICAL EDUCATION
Compulsory

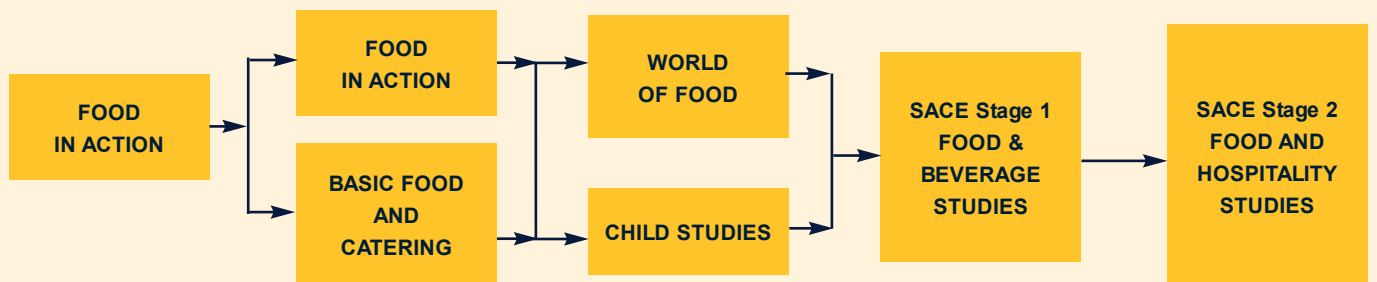
HEALTH & PHYSICAL EDUCATION
Compulsory

SACE Stage 2
HEALTH STUDIES
(available also to Year 11 students)

PHYSICAL EDUCATION



HOME ECONOMICS



HEALTH AND PHYSICAL EDUCATION

Year 8

Compulsory

Length of Course: 1 Semester

Physical Education - 1 term

Health and Home Economics - 1 term

Assumed Knowledge: Nil

Course Aim:

- To develop students physically, socially and emotionally
- To develop students' basic knowledge, understandings, skills and attitudes to start to make informed decisions about active and healthy living for themselves now and in the future.

Course Description:

In Physical Education students will develop their:

- physical skills and fitness in basketball, badminton and games making
- social skills and personal engagement in the above activities
- understanding of movement, fitness and a healthy lifestyle.

In Health and Home Economics students will study:

- **Nutrition:** develop their knowledge and skills for healthy dietary practices
- **Wellbeing:** mental health and resiliency
- **Relationships:** sexual health.

Assessment:

In Health and Home Economics students will address:

- Engagement in class activities
- Moodle - based activities eg blogs
- Task sheets - analysis and evaluation
- Self and peer assessment
- Oral presentations.

In Physical Education assessment criteria will address:

- use of knowledge
- performance and application
- social skills
- personal engagement.

ADVANCED PE

Year 8

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

- To develop students' physical skills and fitness to an advanced level
- To involve students in the planning, organisation and umpiring of activities.

Course Description:

In this course students will develop their skills, fitness and knowledge about physical activity to an advanced level, in a program designed specifically for the specialist sports person. This will involve developing not only physical skills, but also an understanding of the principles, tactics and rules associated with each of these activities.

Students will cover the following activities- fitness, Gaelic football, netball; European handball, athletics, a gym and an outdoor elective. Theory topics: sports safety, warm up.

Specialist coaching from outside agencies may be provided. This unit will focus on co-operation, support and teamwork.

Assessment:

- Performance checklists
- Work sheets
- Assignments
- Self and peer assessment
- Oral presentation.

In Physical Education assessment criteria will address:

- use of knowledge
- movement composition
- performance and application
- social skills
- personal engagement.

RECREATIONAL PE

Year 8

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

To provide a range of physical activities where the emphasis is on participation and enjoyment.

Course Description:

In this course students will experience a range of physical activities with a focus on participation rather than developing high skill levels, with a view to developing a daily healthy lifestyle.

Students will select from the following activities - fitness, indoor soccer, minor games, orienteering, table tennis, and two electives. The approach through the unit will focus on co-operation, support and team work. Recreational excursions may include a day of aquatics activities (eg windsurfing & sailing), 8-ball and orienteering in the foothills.

Assessment:

- Performance checklists
- Work sheets
- Assignments
- Self and peer assessment
- Oral presentation.

In Physical Education assessment criteria will address:

- use of knowledge
- performance and application
- social skills
- personal engagement.

HEALTH AND PHYSICAL EDUCATION

Year 9

Compulsory

Length of Course: 1 Semester

Physical Education - 1 term

Health and Home Economics - 1 term

Assumed Knowledge: Nil

Course Aim:

- To build on the foundation in Year 8 and extend the development of students physically, socially, and emotionally
- To develop students' knowledge, understandings, skills and attitudes to make informed and

independent decisions about active and healthy living for themselves and the community.

Course Description:

In Physical Education students will develop their:

- physical skills and fitness in netball, basketball and volleyball
- social skills and personal engagement in the above activities
- understanding of movement, fitness and a healthy lifestyle.

In Health and Home Economics students will study:

- Nutrition: develop their knowledge and skills for healthy dietary practices
- Wellbeing: mental health and resiliency
- Relationships: sexual health.

Assessment:

In Health and Home Economics students will address:

- Engagement in class activities
- Moodle - based activities eg blogs
- Task sheets - analysis and evaluation
- Self and peer assessment
- Oral presentation.

In Physical Education assessment criteria will address:

- use of knowledge
- performance and application
- social skills
- personal engagement.

ADVANCED PE

Year 9

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

- To develop students' physical skills and fitness to an advanced level
- To involve students in the planning, organisation and umpiring of activities.

Course Description:

In this course students will develop their physical abilities, fitness and knowledge about physical activity to an advanced level, in a program designed specifically for the specialist sports person. This will involve developing not only physical skills, but also an understanding of the principles, tactics and rules associated with each of these activities and sports injury prevention, sports nutrition. A basic understanding of some coaching principles will also be included.

Students will cover the following activities - Aussie Rules football, lacrosse, fitness, tennis, gym and an indoor elective. Theory topics are Prevention of Sports injuries, and Sports Nutrition.

Specialist coaching from outside agencies may be provided.

The approach through the unit will focus on co-operation, support and teamwork.

Assessment:

- Performance checklists
- Work sheets
- Assignments

- Self and peer assessment
- Oral presentation.

In Physical Education assessment criteria will address:

- use of knowledge
- performance and application
- social skills
- personal engagement.

RECREATIONAL PE

Year 9

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

- To provide a range of physical activities where the emphasis is on participation and enjoyment
- To understand the importance of physical activity in developing a healthy lifestyle.

Course Description:

In this course students will experience a range of physical activities with a focus on participation rather than developing high skill levels. They will need to demonstrate an understanding of the role of physical activity in developing a healthy lifestyle.

Students will select minor games from the following activities:

archery, badminton, fitness, golf, indoor cricket / hockey / soccer, outdoor court volleyball, touch football, and an elective. Recreational excursions may involve one day of aquatics (eg windsurfing and sailing), archery at Archery Park 10 pin bowling, visiting a par 3 golf course, visiting an ICA centre to play the indoor sports of indoor cricket, indoor soccer and beach volleyball. The approach through the unit will focus on co-operation, support and teamwork.

Assessment:

- Performance checklists
- Work sheets
- Assignments
- Self and peer assessment
- Oral presentation.

In Physical Education assessment criteria will address:

- use of knowledge
- performance and application
- social skills
- personal engagement.

ADVANCED PE

Year 10

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Pathway: University: Science, Maths, Technology or TAFE.

Course Aim:

- To develop sport skills and fitness to an advanced level
- To develop an understanding of principles of play, tactics and rules and sportspersonship
- To develop their knowledge and understanding of basic coaching principles and umpiring.

Course Description:

In this course students will develop their physical abilities and knowledge to a more advanced level, in a program designed specifically for the specialist sports person. This will

involve not only developing skills, but also a basic knowledge of coaching principles and the tactics, involved in each of the sports covered.

Students will cover the following activities: baseball, fitness, hockey, soccer, and an elective in the gym and outside. The approach through the unit will focus on cooperation, support and team work. Recreational excursions may involve one day of aquatics, rock climbing, cycling and hockey at the Pines State hockey stadium. Theory topics are: Fitness, Training Principles. Specialist coaching from outside agencies may be provided, and students may visit advanced sports venues.

Assessment:

Assessment tools used will include performance observation checklists, research assignments, worksheets, videotaping, peer assessment and skills testing.

Assessment will address the following criteria:

- Use of knowledge
- Performance and application
- Social skills
- Personal engagement

PHYSICAL EDUCATION FOR GIRLS

Year 10

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Pathway: University:Science, Maths, Technology or TAFE.

Requirements for Success: This course is designed to prepare students for Year 12 PE. Students need a C or better in this course to automatically follow on to Year 12 in this subject.

Course Aim:

- To participate in a range of physical activity experiences
- To maintain participation and enthusiasm amongst students
- To develop self confidence
- To develop an understanding between physical activity, lifestyle and health
- To identify community resources that are available for physical activity

Course Description:

In this course students will be given the opportunity to discover their potential physical abilities in a program designed specifically for girls. Girls will be given the opportunity to negotiate the course with their teacher and participate in a wide range of open physical electives. Some of the activities girls can select from include aquatics, dance, fitness, gymnastics, and sports. Theory topics are: maintaining healthy body weight, role of exercise and diet in weight control.

There will be a focus on developing a health lifestyle and a positive self image. the approach through the unit will focus on cooperation, support and team work.

Assessment: Assessment tools used will include performance observation checklists, research assignments, work sheets, video taping, peer assessment and skills testing.

Assessment will need to address the following criteria:

- use of knowledge

- performance and application
- social skills
- personal engagement

SPORT AND FITNESS

Year 10

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Pathway: University:Science, Maths, Technology or TAFE.

Course Aim:

- To develop student knowledge, skill level and skill application in a range of different activities
- To identify and develop the fitness components related to each of these activities.

Course Description:

Students will develop their motor skills in a range of physical activities and their understanding of key concepts related to fitness and health.

Students will cover the following activities: fitness, football codes, lacrosse, tennis, volleyball and an elective. Theory topics are: Fitness Testing and Measurement, and Training Methods. Recreational excursions may involve one day of aquatics and kickboxing.

Assessment:

Students will be assessed using performance observation checklists, worksheets, research assignments and skills testing.

Criteria for assessment include:

- use of knowledge
- performance and application
- social skills
- personal engagement.

RECREATIONAL PE

Year 10

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Pathway: University:Science, Maths, Technology or TAFE.

Course Aim:

- To provide a range of physical activities where the emphasis is on participation and enjoyment.
- To identify community resources that are available for physical activity.
- To develop an understanding of how each of these activities could be incorporated into a healthy lifestyle now and in the future.

Course Description:

In this course students will experience a range of physical activities with a focus on participation rather than developing high skill levels. They will need to demonstrate an understanding of the role of physical activity in developing a healthy lifestyle.

The approach through the unit will focus on cooperation, support and teamwork.

Students will cover the following activities: badminton, touch football, basketball, golf and table tennis.

Recreational excursions may involve selecting from one day of aquatics, rock climbing, squash, lawn bowls, archery at Archery Park, fencing, bushwalking and cycling at the velodrome.

Assessment:

- Performance checklists
- Research assignments
- Work sheets
- Self and peer assessment
- Self and peer assessment
- Videotaping.

In Physical Education assessment criteria will address:

- use of knowledge
- performance and application
- social skills
- personal engagement.

PE BODY IN ACTION SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Nil

Pathway: University: Science, Maths, Technology or TAFE

Requirements for Success: This course is designed to prepare students for Year 12 PE. Students need a C or better in this course to follow on to Year 12 in this subject.

Course Aim:

- To gain an understanding of human functioning and physical activity.
- To develop an awareness of the community structures and practices that influence physical activity.
- To explore their own physical capacities and analyse performance, health and lifestyle issues.
- To develop skills in communication, investigation, and the ability to apply knowledge to practical situations.
- To develop the capabilities of communication, learning, and personal development.

Course Description:

The Stage 1 Physical Education course comprises two sections:

- Practical (60% recommended program time)
- Theory (40% recommended program time).

Practical skills and applications requirements: Three practicals per semester. Students can select from the following activities: badminton, baseball / softball, golf, soccer, touch, lacross / lacrosse, and netball.

Principles and Issues requirements: Two theory modules will be studied:

1. Body in Action will consist of different body systems, energy systems, fitness, training responses to exercise, and basic principles of biomechanics.
2. An issues analysis, looking at issues such as declining fitness levels, obesity, health risk factors.

Assessment:

Practical - involving performance checklists written assignments, skills testing. 60%

Theory - involving laboratory experiments, written/research assignments, worksheets, oral/computer presentations, video reviews, and an end of semester exam. 40%

RECREATIONAL PE SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Nil

Pathway: Employment or TAFE.

Requirements for Success: This course is not designed to prepare students for Year 12 PE.

Course Aim:

- To provide a range of physical activities where the emphasis is on participation and enjoyment.
- To develop a comprehensive framework of skills, knowledge and values related to the world of physical activity.
- To develop an understanding between physical activity, lifestyle of how each of these activities could be incorporated into a healthy lifestyle now and in the future.
- To identify community resources that are available for physical activity.

Course Description:

The Stage 1 Physical Education course comprises two sections:

- Practical (60% recommended program time)
- Theory (40% recommended program time).

Practical requirements: Three practicals per semester.

Students can select from the following activities: Aussie rules football, basketball, cricket, European handball, Gaelic football, hockey / floor hockey, tennis, and volleyball. Recreational excursions may involve selecting from activities such as one day of aquatics, beach volleyball, rock climbing, cycling at the velodrome.

Theory requirements: Three theory modules will be studied:

- Sports Coaching
- Sports Injuries
- Lifestyle Patterns and Disease.

Assessment:

Practical - involving performance checklists written assignments, skills testing. 60%

Theory - involving written/research assignments, worksheets, oral/computer presentations, video reviews. 40%

PHYSICAL EDUCATION SACE Stage 2

Length of Course: Full Year

Assumed Knowledge: At least one PE Stage 1 subject.

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: Students need a C or better in Stage One PE for Girls or Body in Action.

Course Aim:

To develop a comprehensive framework of skills, knowledge, and values related to the world of physical activity.

Course Description:

The course consists of two areas of study.

- Practical Skills and applications includes 3 x 18 hour modules varied across a range of individual, team, adventure, racquet, aquatic, outdoor and recreational activities. Some students may negotiate an individual module
- Principles and Issues - 3 modules including:

- Exercise Physiology and Physical Activity
- The Acquisition of skills and the Biomechanics of Movement
- Issues Analysis (a research-based investigation of an issue relating to physical activity).

Assessment:

Component 1: Practical work 50% (performance checklists, skills testing, externally moderated)

Component 2: Integrated Tasks 10% (laboratory reports, tests, assignments, video reviews, mid year exam)

Component 3: External Examination 30%

Component 4: Issues Analysis 10%

FOOD IN ACTION

Year 8

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

To develop students' knowledge about food nutrition and to apply this knowledge in practical applications.

Course Description:

Students will put knowledge into action to create foods as part of a balanced diet. Prepare foods chosen from Australian Guide to Healthy Eating. Design and make your own food models. Develop communication skills that support development of positive relationships and safe lifestyle practices.

FOOD IN ACTION

Year 9

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

To build on knowledge and apply practical food skills from Year 8 and to develop an understanding of dietary practices and nutritional requirements throughout the lifespan.

Course Description:

In Nutrition in Action students will develop their:

- food preparation skills
- knowledge of basic nutrition and dietary practices
- food selection and presentation
- social and team work skills.

Assessment:

Practical sessions - management, skill development, presentation / assignments, self and peer assessment, oral presentations, worksheets and book work. Assessment tasks will be marked against criteria prescribed by the SACSA Framework.

BASIC FOOD AND CATERING

Year 9

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

To enable students to gain knowledge and skills in the area of food preparation and catering.

Course Description:

Students will develop skills in and investigate food

preparation techniques and basic catering principles. They will have the opportunity to work individually and in groups to prepare a range of foods which will meet a range of pre-determined criteria.

Assessment:

Practical sessions - organisation and management, skill development, presentation / assignments, self and peer assessment, oral presentations, worksheets and book work. Assessment tasks will be marked against criteria prescribed by the SACSA Framework.

WORLD OF FOOD

Year 10

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Pathway: University:Science, Maths, Technology or TAFE.

Course Aim:

To enable students to develop knowledge, understanding, skills and appreciation of the world's diverse range of eating habits and customs.

Course description:

Students will investigate our multicultural society with an emphasis on food and customs. Investigations of different countries with a focus on diets, food patterns and service will form the basis of this unit. Excursions will be included to highlight the influence of new foods available to us.

Assessment:

Assessment will reflect the students' ability to apply knowledge and skills in a variety of tasks. These may include practical situations, research assignments, projects, oral presentations and tests. Assessment tasks will be marked against criteria prescribed by the SACSA Framework.

CHILD STUDIES

Year 10

Optional

Length of Course: 1 Semester

Assumed Knowledge: Nil

Pathway: University:Science, Maths, Technology or TAFE.

Course Aim:

Through studying this course it is expected that students will:

- extend their knowledge and skills that promote physical, social, cognitive development in young children
- develop responsible lifestyle decisions
- take an active role in creating environments that support children's learning and development.

Course Description:

This course examines the growth and development of young children from 0-6 years of age. It caters for students who are interested in how children grow and develop, and who enjoy caring for and working with children.

Topics include:

- teenage pregnancy / contraception
- child development
- care needs of children
- role of play.

Participation in all lessons, including simulated activities, on-site / off-site child care settings. Recording from the parenting

experience through infant care of electronic babies.

Assessment:

Demonstrate ability to apply knowledge to practical child-related situations. Assessment tasks will be marked against criteria prescribed by the SACSA Framework.

FOOD AND BEVERAGE STUDIES

SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Year 10 Home Economics Options

Pathway: University:Science, Maths, Technology or TAFE.

Stage 1 Food and Beverage Studies provides a pathway to Stage 2 Food and Hospitality links to a range of tertiary courses and careers in areas such as hospitality, business education, child care, marketing, management, nursing, food technology, and health sciences.

Course Aim:

To develop students' knowledge and understanding about the food and beverage service for the hospitality industry. Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Course Description:

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

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

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical Activity
- Group Activity
- Investigation.

HEALTH STUDIES

SACE Stage 1

Credits: 10 (1 Semester)

Requirements of Success: Nil

Although this is a SACE Stage 2 subject, all Year 11 students are able to select this course. See Health Studies SACE Stage 2 in this section for details.

FOOD AND HOSPITALITY STUDIES

SACE Stage 2

SACE Curriculum Statement : Home Economics

Length of course: Full Year

Requirements for Success: To automatically progress to Year 12 Food and Hospitality Studies students need to have achieved a B or above in Year 11 English, Maths, Business Studies, or Economics.

Pathway: University:Science, Maths, Technology or TAFE.

Course Aim:

- Further develop understanding of the impact of the food and hospitality industry on Australian Society.

- Develop relevant knowledge and skills as consumers and / or future food and hospitality industry workers.
- Investigate a range of influences that impact on the food and hospitality industry.

Course Description:

Students will research and apply knowledge in the following areas of study:

- Contemporary and future issues
- Economic and Environmental issues
- Political and legal influences
- Socio-cultural influences

Assessment:

Two units over a full year consist of four assessment components:

- independent practical investigation 30%
- directed practical investigation 30%
- collaborative task 10%
- special study 30%

Additional Information:

Workbook requirement - Food and Hospitality Studies **Workbook**

SACE 2: Adelaide Tuition Centre First Edition. How to write an Effective Special Study by K Dodgson.

Students will be required to research ethically in both the school and the wider community.

Stage 2 Food and Hospitality links to a range of tertiary courses and careers in areas such as hospitality, business education, child care, marketing, management, nursing, food technology and health sciences.

HEALTH STUDIES

SACE Stage 2

SACE Curriculum Statement : Home Economics

Length of Course: Full Year

Assumed Knowledge: Nil

Pathway: TAFE.

Course Aim:

To enable students to make informed choices about health matters; to develop an understanding of factors affecting health; and to be able to decide and act on issues affecting their own and others' health.

Course Description:

Students will study two core topics and two option topics.

Core topics:

- Determinants of health – social, environmental, holistic approaches
- Health priorities in Australia – changing trends, primary health care, environmental health, health promotion.
- Option topics (negotiated with class):
- Vocational Studies (may include Senior First Aid Course)
- Sexuality and Relationships
- Challenge, Risk and Safety

Assessment:

- Analytical folio 30%
- Group Communication Exercise 20%
- Practical Exercise 20%
- Investigation 30%



YEAR 8

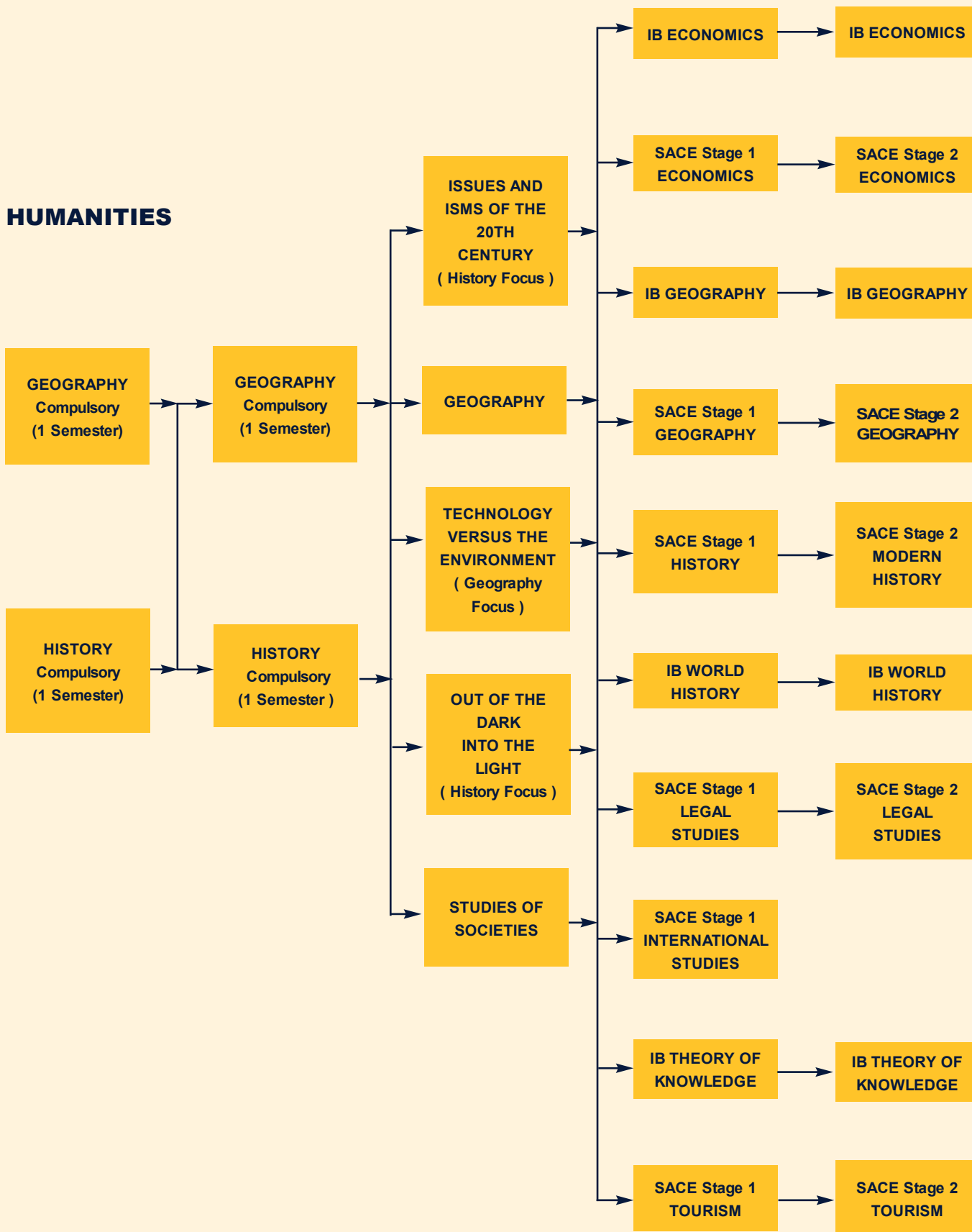
YEAR 9

YEAR 10

YEAR 11

YEAR 12

HUMANITIES



GEOGRAPHY

Year 8

Compulsory (Australian Curriculum)

Length of Course: 1 Semester

Assumed Knowledge: Australian Curriculum Year 7

Course Aim:

To develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, as well as providing a sound geographical knowledge of their own place, of Australia, and the world.

Course Description:

The course is divided into two broad areas, Environmental and Human Characteristics, which is undertaken over the semester. Topics covered in Environmental Characteristics include climate, world biomes, biodiversity and soil and food production. Topics covered in Human Characteristics include settlement, population distribution, reasons for cities and towns and trends in rural settlements.

Assessment:

Students will be assessed on their level of knowledge and skills in a variety of tasks such as resource based learning, analysis and interpretation, with identified genre, criteria and scaffolding in each assessment task.

HISTORY

Year 8

Compulsory (Australian Curriculum)

Length of Course: 1 Semester

Assumed Knowledge: Australian Curriculum Year 7

Course Aim:

To provide a study of the history from the end of the ancient period to the beginning of the modern period (c650CE – c1750).

Course Description:

The topics will include a compulsory Overview followed by three Depth Studies covering The Western and Islamic World (The Vikings, or Medieval Europe, or The Ottoman Empire or Renaissance Italy), The Asia-Pacific World (The Angkor/Khmer Empire, or Shogunate Japan, or The Polynesian expansion across the Pacific) and Expanding Contacts (Mongol Expansion, or The Black Death in Asia, Europe and Africa, or The Spanish Conquest of the Americas).

Assessment:

Students will be assessed on their level of knowledge and skills in a variety of tasks such as resource based learning, analysis and interpretation, with identified genre, criteria and scaffolding in each assessment task.

HISTORY

Year 9

Compulsory (Australian Curriculum)

Length of Course: 1 Semester

Assumed Knowledge: Year 8 History

Course Aim:

To provide a study of the history of the Making of the Modern World from 1750 to 1918.

Course Description:

The topics will include a compulsory Overview followed by three Depth Studies covering Making a Better World (The

Industrial Revolution or Movement of Peoples or Ideas and Movements), Australia and Asia (Making a Nation or Asia and the World), and World War One.

Assessment:

Students will be assessed on their level of knowledge and skills in a variety of tasks such as resource based learning, analysis and interpretation, with identified genre, criteria and scaffolding in each assessment task.

GEOGRAPHY

Year 9

Compulsory (Australian Curriculum)

Length of Course: 1 Semester

Assumed Knowledge: Year 8 Geography

Course Aim:

To enable students to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining that will enable students to become thoughtful and active local, national and global citizens.

Course Description:

The course is divided into two broad areas, Environmental and Human Characteristics, which is undertaken over the semester. Topics covered in Environmental Characteristics include landscapes (coast, mountain or valley), mineral and energy resources and tourism and conservation. Topics covered in Human Characteristics include the geography of production and employment, transport and communication, the industries of sport, retailing and/or popular music.

Assessment:

Students will be assessed on their level of knowledge and skills in a variety of tasks such as resource based learning, analysis and interpretation, with identified genre, criteria and scaffolding in each assessment task.

ISSUES AND ISMS OF THE 20TH CENTURY

Year 10

Optional (History focus)

Length of Course: 1 Semester

Assumed Knowledge: Nil

Pathway: University: Arts, Humanities or TAFE.

Course Aim:

This course will develop the skills of research and presentation, sources analysis, evaluation, synthesis and argument. Students will be able to negotiate topics and will be encouraged to gain a better understanding of issues.

Course Description:

Students and teachers will be able to negotiate the study of selected Issues and Isms of the 20th Century, e.g. Racism, Communism, Decolonisation, Human Rights.

Assessment:

Students will be assessed on their level of knowledge and skills in a variety of tasks such as resource based learning, analysis and interpretation, with identified genre, criteria and scaffolding in each assessment task.

GEOGRAPHY**Year 10****Optional (Geography focus)****Length of Course:** 1 Semester**Assumed Knowledge:** Nil**Pathway:** University: Arts, Humanities or TAFE.**Course Aim:**

To develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways.

Course Description:

The course is divided into two areas of study, Environmental and Human Characteristics. Topics for Environmental Characteristics include natural and human induced change, sustainability and the status of global environments. Topics for Human Characteristics include inequalities in development, welfare at global, national and local levels and the Geography of crime, tourism and human rights.

A range of learning activities and skills will be used in the classroom including resource based learning, analysis, interpretation, oral presentations, information technology access, higher order thinking skills and field work.

Assessment:

Students will be assessed on their level of knowledge and skills in a variety of tasks such as resource based learning, analysis, interpretation and essay writing, with identified genre, criteria and scaffolding in each assessment tasks.

Additional Information:

This course provides valuable background towards the study of SACE and IB Geography in the senior years.

**TECHNOLOGY VERSUS
THE ENVIRONMENT****Year 10****Optional (Geography focus)****Length of Course:** 1 Semester**Assumed Knowledge:** Nil**Pathway:** University: Arts, Humanities or TAFE**Course Aim:**

To encourage students to develop an appreciation of how technological developments can pose a threat to both natural resources and human environments.

Course Description:

Students investigate a range of technological and environmental hazards and disasters such as terrorism, nuclear threats, toxic waste, epidemics and landmines. The ways in which these hazards relate to the concept of globalisation and how, and if, they can be managed will be covered.

Assessment:

Students will be assessed on their level of knowledge and skills in a variety of tasks such as resource based learning, analysis and interpretation, with identified genre, criteria and scaffolding in each assessment task.

Additional Information:

This course provides valuable background towards the study of SACE and IB Geography in the senior years.

**OUT OF THE DARK,
INTO THE LIGHT****Year 10****Optional (History focus)****Length of Course:** 1 Semester**Assumed Knowledge:** Nil**Pathway:** University: Arts, Humanities or TAFE**Course Aim:**

To increase students' awareness about the impact of historical events on the present and to recognise and understand the role played by individuals in initiating change.

Course Description:

Follow the rebirth of human desire to explore and push back the frontiers of knowledge. Discover the creativity of Da Vinci, Michaelangelo and Galileo. Understand the role of individuals, such as Martin Luther, in initiating the reform of the organised church. Explore the impact of machine age on the lives of ordinary people. Shed some light onto possibilities for the future.

Assessment:

Students will be assessed on their level of knowledge and skills in a variety of tasks such as resource based learning, analysis and interpretation, with identified genre, criteria and scaffolding in each assessment task.

STUDIES OF SOCIETIES**Year 10****Optional****Length of Course:** 1 Semester**Assumed Knowledge:** Nil**Pathway:** University: Arts, Humanities or TAFE**Course Aim:**

To study contemporary societies; their structures and systems. Students will develop skills for social investigation and explore a range of issues such as, changing work environment, rights abuses, and the euthanasia debate.

Course Description:

The three topics covered will be chosen from the following:

- Social ethics
- A question of rights
- Prejudice and discrimination
- Subcultures in Australian society
- Wealth, work and status
- People and power
- Globalisation
- Issues for Indigenous Australians
- Sport, leisure and work.

Assessment:

Students will be assessed on their level of knowledge and skills by a variety of tasks such as resource based learning, analysis and interpretation, with identified genre, criteria and scaffolding in each assessment task.

ECONOMICS**SACE Stage 1****Credits:** 10 (1 Semester)**Assumed Knowledge:** Nil**Pathway:** University: Arts, Humanities or Business, Commercial or TAFE

Requirements for Success: Nil at Stage 1. To automatically follow on to Stage 2 Economics students need a C or better at Stage 1 level.

Course Aim:

Economics as a study is designed to help students understand their own behaviour with money and the impact of everyone in Australia saving and / or spending on how an economy works. They will visit supermarkets to study prices and inquire as to why prices keep rising. Unemployment will be studied and why the government sometimes deliberately allows unemployment to rise. An eating and drinking experiment is conducted in class to show students from where the demand curve is derived. Another experiment is conducted where students spend a volume of money to see the effects on their income and jobs.

Course Description:

Students undertake a minimum of three topics. In brief the topics include: The Economic Problem, Economic Systems, The Market Economy, Government Involvement, Circular Flow of Income, Employment and Inflation, Trade in a Global Economy.

Assessment:

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

- Folio
- Skills and Applications Tasks
- Issues Study.

GEOGRAPHY

SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Nil

Pathway: University: Arts, Humanities or TAFE

Requirements for Success: Nil at Stage 1. To automatically follow on to Stage 2 Geography students need a C or better at Stage 1 level.

Course Aim:

Geography examines the interdependence and sustainability of natural and human environments. Students will study a number of issues and topics at local, national and global levels.

Course Description:

Four key themes will be covered:

- Location and Distribution
- Natural Environments at Risk
- People, Resources, and Development
- Issues for Geographers

Assessment:

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

- Skills and Applications Tasks
- Inquiry
- Fieldwork
- Investigation.

Students will develop geographical skills and knowledge which will provide a sound preparation for Stage 2 Geography.

HISTORY

SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Nil

Pathway: University: Arts, Humanities or TAFE

Requirements for Success: Nil at Stage 1. To automatically

follow on to Stage 2 Modern History students need a C or better at Stage 1 level.

Course Aim:

History is one of the ways we have of understanding human experience, enabling students to achieve a perspective of their world, based on change over time. Through studying the past we can begin to understand current practices, problems and values.

Course Description:

For the purposes of this course 'modern' means a period not longer than 200 years ago. For Australian students of the 21st century it is also appropriate that a "modern history" course should have a world focus, highlighting those areas geographically closer to Australia.

Assessment:

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

- Folio
- Sources Analysis
- Investigation.

LEGAL STUDIES

SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Nil

Pathway: University: Arts, Humanities or TAFE.

Requirements for Success: Nil at Stage 1. To automatically follow on to Stage 2 Legal Studies students need a C or better at Stage 1 level.

Course Aim:

This course provides students with an appreciation and understanding of the Australian legal system and its operations. Students also gain an understanding of how they might participate more effectively in society and be more aware of the legal issues confronting the community.

Course Description:

Students study various topics such as: Law and Society, plus a minimum of two other topics such as, Victims and the Law, Justice and Society, Law making, People, Structures and Processes and Relationships and the Law.

Assessment:

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

- Folio
- Issues Study
- Presentation.

INTERNATIONAL STUDIES

SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Nil

Pathway: University: Business, Commercial or Arts, Humanities or TAFE.

Requirements for Success: Students need a C or better to study an equivalent subject in Stage 2.

Course Aim:

This course is designed to provide students with a broad understanding of Australia's place within the Asia-Pacific region and the world in the 21st Century.

Course Description:

This is a specialist program focusing on Indonesia and covers aspects such as traditional cultures, religion, development trends, environmental change, historical origins and Indonesia's place in the modern world, including the international movement of people as immigrants, refugees, workers, students, tourists and investors. Subsequent study options range from politics, economics, foreign policy, diplomacy and other modes of interaction between Australia and Indonesia.

Assessment:

Students will demonstrate evidence of their learning through a range of assessment types:

- Group Project
- Skills and Applications Tasks
- Analysis Task.

TOURISM

SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Nil

Pathway: University: Arts, Humanities or TAFE

Requirements for Success: Nil

Course Aim:

Students develop an understanding of the nature of tourism, focusing on local, national and global perspectives, and the value of tourism (environmental and social). Students will develop practical skills in communication, problem solving and decision making in order to communicate information about tourism.

Course Description:

Three topics that are informed by the four themes will be studied. They range from creating sustainable tourism, working in the tourism industry, appreciating tourism in Australia and understanding tourism and natural environments.

Students will have the opportunity to visit tourist attractions in Adelaide and surrounding environments, meet people involved in the many facets of the tourism industry in order to improve communication and practical skills through the study of themes and topics.

Assessment:

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

- Case Study
- Sources Analysis
- Practical Activity
- Investigation.

IB GEOGRAPHY

Year 11

IB Group 3

Length of Course: Full Year

Assumed Knowledge: Nil

A grade of C or better for any Humanities subjects at Year 10.

Pathway: University: Arts, Humanities or TAFE.

Course Aim:

The IB Geography course embodies global and international awareness in several distinct ways. It examines key global issues such as poverty, sustainability and climate change. It considers examples and detailed case studies at a local,

regional, national and international level. This course seeks to develop international understandings and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level and of our shared responsibility as citizens of an increasingly interconnected world.

Course Description:

Students can study this subject at either Standard Level (SL) or Higher Level (HL). Over 2 years all students will study a

Core Theme: Patterns & Change which includes the topics Population Change, Patterns of Environmental Quality, Resource Consumption and Sustainability.

- SL students will study an additional 2 Option Themes.
- HL students will study 3 Option Themes and the Extension Theme Global Interactions.

Assessment:

- Year 11 all assessment is internally based and includes a range of group and individual assignments, fieldwork tasks and essays. Practice exams are held mid-year and end of year.

IB ECONOMICS

Year 11

IB Group 3

Length of Course: Full Year

Assumed Knowledge: Nil

A grade of C or better for any Humanities subjects at Year 10.

Pathway: University: Arts, Humanities or TAFE.

Course Aim:

To introduce students to the study of economics. It provides an understanding of fundamental economic models, language and concepts that enable students to understand the function and operation of world economics.

Course Description:

This course focuses on the search for acceptable levels of economic well-being in the context of the vast gulf separating the poorest and richest inhabitants of our planet, the limits to resources, time and human effort. Topics include: economic systems, resources and markets, business economics, macro-economic arguments, international trade, prices - preferences - packaging study and development economics.

Assessment:

Tests and Essays	50%
Internal Examination	30%
Internal Assessment (portfolio of 3 commentaries each 750 words)	20%

IB WORLD HISTORY

Year 11

IB Group 3

Length of Course: Full Year

Assumed Knowledge: Fluency in written English

Pathway: University: Arts, Humanities or TAFE

Course Aim:

To develop an understanding of world history in the 20th century. Students will develop their skills in researching, analysing, synthesising and hypothesising skills; they will also develop their communication skills, both oral and written, with argumentative essay skills being paramount.

Course Description:

The course looks at causes, practices and effects of war, and the rise and rule of single party states. Students will study the course themes with examples from both Europe and Asia.

Assessment:

Two external examinations, plus a research assignment.

IB THEORY OF KNOWLEDGE Year 11

Compulsory

Length of Course: 1 Semester

Assumed Knowledge: Nil

Course Aim:

This Course Aim to stimulate critical reflection upon the knowledge acquired inside and outside the classroom. It aims to develop a coherent approach to learning and encourages appreciation of other cultural perspectives.

Course Description:

This course asks the basic question of "how do we know?" and examines this question by looking at the ways of knowing and the areas of knowledge.

Assessment:

Internal assessment based on a combination of essays and discussion presentations.

ECONOMICS

SACE Stage 2

Length of Course: Full Year

Assumed Knowledge: Nil but Stage 1 Economics an advantage

Pathway: University: Arts, Humanities or Business, Commercial or TAFE.

Requirements for Success: To automatically follow on to Stage 2 students need a C or better in a Humanities Stage 1 course. Stage 1 Economics an advantage.

Course Aim:

The study of economics will enable students to understand the workings of the Australian and World economies. Students will acquire an appreciation of the problems involved in the implementation of economic policies by government. They will learn to identify and use indicators and models to make predictions while gaining confidence in critical reading and thinking.

Course Description:

The course consists of skills in economics developed in the following five key areas of study:

- **Key Area 1:** The Economic Problem - what, how and for whom to produce.
- **Key Area 2:** Microeconomics - supply and demand theory.
- **Key Area 3:** Macroeconomics - aggregate demand and supply and government.
- **Key Area 4:** Globalisation - interdependence and assisting those in need.
- **Key Area 5:** Poverty and Inequality.

Assessment:

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

School-based Assessment

Folio	30%
Skills and Applications Tasks	40%

External Assessment

Examination	30%
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GEOGRAPHY

SACE Stage 2

Length of Course: Full Year

Assumed Knowledge: SACE Stage 1 Geography an advantage

Pathway: University: Arts, Humanities or TAFE.

Requirements for Success: To automatically follow on to Stage 2 Geography students need a C or better in a Humanities Stage 1 course. Stage 1 Geography is an advantage.

Course Aim: Geography provides opportunity for students to identify, examine and evaluate a range of current environmental, social, economic, and political issues. Students look at trends and issues from a local, national and global perspective and are encouraged to develop a more informed and critical outlook on their world.

Course Description:

Students will study a compulsory core unit entitled 'Population, Resources and Development' as well as two option topics from a choice of twelve, such as, Urbanisation, Tourism, Coasts, Climate Change, Environmental Hazards. The in-depth study of these topics will utilise a variety of learning approaches, with a particular emphasis on discussion, research, fieldwork and the use of ICT.

Assessment:

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

School-based Assessment

Field Work	25%
Inquiry	20%
Folio	25%

External Assessment

Examination	30%
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MODERN HISTORY

SACE Stage 2

Length of Course: Full Year

Assumed Knowledge: SACE Stage 1 History an advantage

Pathway: University: Arts, Humanities or TAFE.

Requirements for Success: To automatically follow on to Stage 2 students need a C or better in a Humanities Stage 1 course. Stage 1 History an advantage. A high degree of proficiency in written English language is required for this subject.

Course Aim:

This course is a thematic approach to world history, which provides students with an understanding of some important developments in the world from the mid 19th Century to the present day.

Course Description:

Students will study one topic from a choice of six thematic studies, one topic from a choice of five indepth studies and an individual history essay. The topics that can be studied include:

- comparative study of revolutions
- in-depth study of either World War I or events surrounding World War II.

Assessment:

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

School-based Assessment

Folio	50%
Essay	20%

External Assessment

Examination	30%
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LEGAL STUDIES

SACE Stage 2

Length of Course: Full Year

Assumed Knowledge: Nil but Stage 1 Legal Studies an advantage

Pathway: University: Arts, Humanities, Business, International Law, or TAFE.

Requirements for Success: To automatically follow on to Stage 2 students need a C or better in a Humanities Stage 1 course. Stage 1 Legal Studies an advantage.

Course Aim:

The subject will provide students with an understanding of the relationship between the law and society, the social function of law, and the status of the individual within the legal system.

Course Description:

The subject is divided into four topics:

- The Australian Legal System
- Constitutional Government
- Law-making
- Justice Systems.

Assessment:

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

School-based Assessment

Folio	50%
Inquiry	20%

External Assessment

Examination	30%
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TOURISM

SACE Stage 2

Length of Course: Full Year

Assumed Knowledge: Nil but Stage 1 Tourism an advantage

Pathway: University: Arts, Humanities or TAFE.

Requirements for Success: To automatically follow on to Stage 2 students need a C or better in a Humanities Stage 1 course. Stage 1 Tourism an advantage.

Course Aim:

The course develops practical and communication skills, which will enable students to identify and explain the diverse nature of the tourism industry and implications of cultural diversity for tourism.

Course Description:

This course consists of four themes plus three topics chosen from 12 topics, eg technology, marketing, and employment. It examines the nature and value of tourism, components of the industry, its impact on the natural and human environments and the costs, benefits and opportunities of tourism activities. Issues covered range from the history of tourism, to tourism in the future and addresses concepts such as eco-tourism and cultural tourism.

Assessment:

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

School-based Assessment

Folio	20%
Practical Activity	25%

Investigation 25%

External Assessment

Examination	30%
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IB ECONOMICS

Year 12

IB Group 3

Length of Course: Full Year

Assumed Knowledge: IB Economics Year 11

Pathway: University: Arts, Humanities or Business, Commercial or TAFE.

Course Aim:

To develop disciplined skills of economic reasoning and an ability to apply the tools of economic analysis to past and contemporary situations using economic theories and concepts in a rational and unbiased way within an international context.

Course Description:

Economics Higher Level is an extension of the standard Year 11 course and includes 2 extra topics: theory of the firm, market structures and globalisation.

Assessment:

External examination	80%
Internal assessment (portfolio of 4 commentaries each 650-750 words)	20%

IB GEOGRAPHY

Year 12

IB Group 3

Length of Course: Completed over 2 years

Assumed Knowledge: Nil

Pathway: University: Arts, Humanities or TAFE

Course Aim:

The IB Geography course embodies global and international awareness in several distinct ways. It examines key global issues such as poverty, sustainability and climate change. It considers examples and detailed case studies at a local, regional, national and international level. This course seeks to develop international understandings and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level and of our shared responsibility as citizens of an increasingly interconnected world.

Course Description:

Students can study this subject at either Standard Level (SL) or Higher Level (HL). Over 2 years all students will study a Core Theme: Patterns & Change which includes the topics Population Change, Patterns of Environmental Quality, Resource Consumption and Sustainability.

- SL students will study an additional 2 Option Themes.
- HL students will study 3 Option Themes and the Extension Theme Global Interactions. The choice to study SL or HL is to be made early in Term 1 of Year 12.

Assessment:

At Year 12 students are assessed externally by Examination and internally on a Fieldwork Report.

SL students:

- sit two examination papers (total 2 hours 50 minutes) 75%
- internal assessment 25%

HL students:

- sit three examination papers (total 4 hours 30 minutes) 80%
- internal assessment 20%

IB WORLD HISTORY

Year 12

IB Group 3

Length of Course: Full Year

Assumed Knowledge: World History IB Year 11

Course Aim:

To further develop the understandings gained in Year 11. In addition this course encourages an understanding of change in one region over a period of 100 years.

Course Description:

World history higher level is a continuation of the Year 11 course. The main focus of this level of the course is a regional study of South East Asia and Australia, in which in-depth examinations of China in the 20th century and Australia from 1900 are covered.

Assessment:

Three external examination papers, plus a research assignment.

IB THEORY OF KNOWLEDGE

Year 12

Compulsory

Length of Course: 1 Semester

Assumed Knowledge: TOK Year 11

Course Aim:

- To stimulate critical reflection upon the knowledge acquired inside and outside the classroom
- To develop a coherent approach to learning and encourage appreciation of other cultural perspectives.

Course Description:

This course asks the basic question of "how do we know?" and examines this question by looking at the ways of knowing and the areas of knowledge.

Assessment:

Assessment is based on an externally assessed essay and internally assessed oral presentation.



YEAR 8

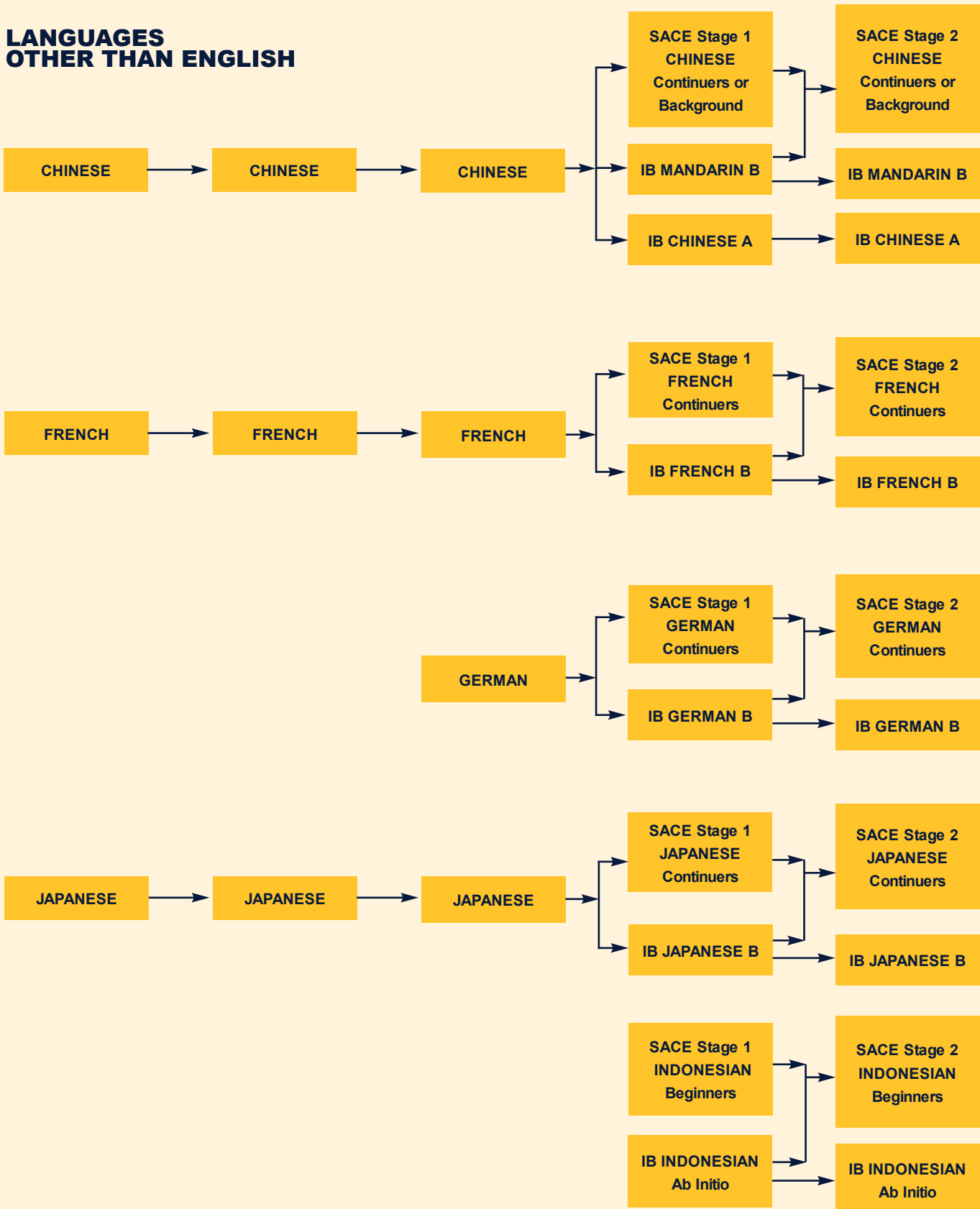
YEAR 9

YEAR 10

YEAR 11

YEAR 12

**LANGUAGES
OTHER THAN ENGLISH**



CHINESE

Year 8

Length of Course: Full Year

Assumed Knowledge: Nil

Course Aim:

Students will be introduced to the study of Chinese through the development of:

- their ability to communicate in Chinese using pinyin and the Chinese script
- knowledge and understanding of Chinese culture and society and the capability to move between Chinese and English and to make comparisons
- language learning skills.

Course Description:

Topics studied include: self, family and pets, in the classroom, weather, daily routine, likes and dislikes.

Learning activities include letter writing, guided composition, conversations, role plays, dialogues, listening tasks, projects and language games. The course will also include exercises on tones, pronunciation and writing the script.

Assessment:

Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the SACSA Framework, namely, assessment on oral, written and comprehension skills (reading and aural).

Additional Information:

Excursions to Chinatown, films, Chinese restaurants, Botanic Gardens and Museum.

CHINESE

Year 9

Optional

Length of Course: 1 Semester or Full Year

Assumed Knowledge: Year 8 Chinese full year. This subject is not suitable for students who are fluent native speakers who have only recently arrived in Australia. Any student who did not do this subject in Year 8 must obtain permission from the LOTE Coordinator before choosing this subject.

Course Aim:

The course builds on the foundation established in Year 8 and aims to extend and develop students' spoken and written competence in the language and their intercultural understandings.

Course Description:

Topics and themes include hobbies, sports and friends, people and appearance, school environment, subjects and examinations.

Learning activities include letter writing, guided compositions, conversations, role plays, dialogues, listening tasks, projects and language games.

Assessment:

Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the SACSA Framework, namely, assessment on oral, written and comprehension skills (reading and aural).

Additional Information:

- Students intending to continue Chinese in Year 10 are advised to undertake 2 semesters of Chinese in Year 9
- Excursions to films, lunch and Chinatown.

CHINESE

Year 10

Optional

Length of course: 1 Semester or Full Year

Assumed Knowledge: Year 9 Chinese full year. This subject is not suitable for students who are fluent native speakers who have only recently arrived in Australia. Any student who did not do this subject in Year 9 must obtain permission from the LOTE Coordinator before choosing this subject.

Course Aim:

The course further develops students' ability to communicate orally and in writing on various topics and increase their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Course Description:

Topics and themes include holidays, shopping, health and entertainment.

Learning activities include writing, guided compositions, diary entries, conversations, role plays, dialogues, listening tasks, projects and language games.

Assessment:

Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the SACSA Framework, namely, assessment on oral, written and comprehension skills (reading and aural).

Students will complete:

- 1 writing task of at least 180 characters
- 2 reading comprehension tasks
- 1 oral task.

Additional Information:

- Possible exchange with sister school in China –
- Short term scholarships to China in Dec/Jan are available through AFS (Intercultural Programs, Australia)
- Students intending to continue Chinese in the senior school are advised to undertake 2 semesters of Chinese in Year 10
- Excursions to films, University of Adelaide Confucius Institute and Chinatown.

CHINESE -

Continuers Level

SACE Stage 1

Credits: 10 (1 Semester) or 20 (Full Year)

Pathway: University: Arts or Humanities or Commerce and Business.

Requirements for Success: To automatically follow on to Year 12 students need 2 semesters of Year 11 Chinese and a C or better in Semester 2 and in the end of year exam.

Eligibility: Students who have completed more than one year of education in a Chinese speaking country are not eligible for SACE Continuers

Course Aim:

To develop communication skills in Chinese, understanding of the language as a system, knowledge of the Chinese culture and society, and the ability to reflect on their own culture through the study of other cultures.

Course Description:

Topics studied come from 3 prescribed themes:

- the individual

- the Chinese-speaking communities
- the changing world.

Learning activities follow the strands or organising structures of the course:

- communication – develops students' ability to communicate effectively in Chinese using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in Chinese
- understanding language – responding to a variety of spoken and written texts
- understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Interaction
- Text Production
- Text Analysis
- Investigation.

Additional Information:

- Possible exchange with sister schools in China – Oriental Pearl College and Beijing Huijia Private College
- AFS (Intercultural Programs, Australia) short-term scholarships to China in Dec/Jan are available
- Students intending to continue Chinese in Year 12 are required to undertake 2 semesters of Chinese in Year 11.

CHINESE Background Speakers Level SACE Stage 1

Credits: 10 (1 Semester) or 20 (Full Year)

Pathway: University: Arts or Humanities or Commerce and Business.

Requirements for Success: Background speakers with high oral and written linguistic skills.

Course Aim:

Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed and communicated through language. They develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.

Course Description:

Learning activities follow the strands or organising structures of the course:

- communication – develops students' ability to communicate effectively in Chinese using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in Chinese
- understanding language – responding to a variety of spoken and written texts
- understanding culture – developing students' understanding of the interdependence of

language, culture and identity, how cultural concepts are reflected in language and how they influence communication.

Topics studied come from 4 prescribed themes:

- China and the World
- Modernisation and social change
- The overseas Chinese-speaking communities
- Language in use in contemporary China.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Interaction
- Text Production
- Text Analysis
- Investigation.

CHINESE - Continuers Level SACE Stage 2

SACE Curriculum Statement : Chinese Continuers

Length of Course: Full Year

Pathway: University: Arts or Humanities or Commerce and Business.

Requirements for Success: To automatically follow on to this subject students need a full year of Stage 1 Chinese and a C or better in semester 2 Stage 1 and in the end of year exam.

Eligibility: Students who have completed more than one year of education in a Chinese speaking country are not eligible for SACE Continuers

Course Aim:

To develop communication skills in Chinese, understanding of the language as a system, knowledge of the Chinese culture and society, and the ability to reflect on their own culture through the study of other cultures.

Course Description:

Topics studied come from 3 prescribed themes:

- the individual
- the Chinese-speaking communities
- the changing world.

Learning activities follow the strands or organising structures of the course :

- communication – develops students' ability to communicate effectively in Chinese using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in Chinese
- understanding language – responding to a variety of spoken and written texts
- understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication.

Assessment:

Internal assessment	70%
• Folio	50%
• In-depth study	20%
External assessment	30%
• Examination.	

Additional Information:

Possible exchange with sister schools in China – Oriental Pearl College and Beijing Huijia Private College.
AFS (Intercultural Programs, Australia) short term and one year scholarships to China are available.

CHINESE Background Speakers Level SACE Stage 2

SACE Curriculum Statement : Chinese Background

Length of Course: Full Year

Assumed Knowledge: Chinese Background Speakers Level SACE Stage 1 or equivalent

Pathway: University: Arts or Humanities or Commerce and Business

Course Aim:

Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed and communicated through language. They develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.

Course Description:

Topics studied come from 4 prescribed themes:

- China and the World
- Modernisation and social change
- The overseas Chinese-speaking communities
- Language in use in contemporary China.

Learning activities follow the strands or organising structures of the course:

- communication – develops students' ability to communicate effectively in Chinese using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in Chinese
- understanding language – responding to a variety of spoken and written texts
- understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication.

Assessment:

Internal assessment **70%**

- Folio 50%
- In-depth study 20%

External assessment **30%**

- Examination 30%

Additional Information:

This course is intended for students who are background speakers.

IB MANDARIN B Year 11

Length of Course: Full Year

Assumed Knowledge: A full year of Year 10 Chinese.

Course Aim:

To develop communication skills, understanding of the Chinese language, knowledge of Chinese culture and society and the ability to think laterally and write creatively in Chinese.

Pathway: University: Arts or Humanities or Commerce and Business

Course Description:

Topics studied come from three core themes - Social Relationships, Communication and Media and Global Issues – and two other themes selected from the five options of Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology
Using texts that reflect the culture, the 4 macro skills -listening, speaking, reading and writing - are developed through integrated class-based activities and out of class activities. These include text handling exercises, research work, discussions, creative writing and responses to written and oral stimuli.

Assessment:

Internal **100%**

- Oral 30%
- Text handling exercises and written work 70%

Additional Information:

Possible exchange with sister schools in China – Beijing Huijia Private College.

AFS (Intercultural Programs, Australia) short term scholarship to China in Dec/Jan are available.

IB CHINESE A Year 11

IB Diploma Group 1

Length of Course: Full Year

Assumed Knowledge: Completed Year 10 equivalent in an overseas Chinese-medium school where Chinese is the community language. Students considering this subject must sit a test to check their Chinese language skills. Please see LOTE Coordinator if unsure of requirements.

Pathway: University: Arts or Humanities or Commerce and Business.

Course Aim:

To develop students' communication skills, in written and spoken language, with an emphasis on the formal analysis of literature.

Course Description:

In-depth study of world literature. An emphasis on critical analysis of texts used in a range of literature works of different periods, covering aspects such as culture, genres, styles and contexts.

Assessment:

This course is internally assessed, based on oral and written commentary of texts and essay writing on selected topics/ themes. An end-of-year examination contributes to the final grade.

IB MANDARIN B Year 12

IB Diploma Group 2

Length of Course: Full Year

Assumed Knowledge: Chinese IB, Year 11.

Pathway: University: Arts or Humanities or Commerce and Business

Course Aim:

To develop communication skills in Chinese, critical thinking skills, to encourage an awareness and appreciation

of different perspectives and the relationship between language and culture.

Course description:

Topics studied come from three core themes - Social Relationships, Communication and Media and Global Issues – and two other themes selected from the five options of Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology

Using texts that reflect the culture, the 4 macro skills - listening, speaking, reading and writing, are developed through integrated class-based activities and out of class activities.

These include text handling exercises, research work, discussions, creative writing and responses to written and oral stimuli.

Assessment:

Internal assessment 30%

- Individual Oral 15%
- Interactive Oral Activity 15%

External assessment 70%

Paper 1

- Text handling exercises 30%
- Written Response 10%

Paper 2

- Written production 30%

Additional Information:

Possible exchange with sister schools in China – Oriental Pearl College and Beijing Huijia Private College.

AFS (Intercultural Programs, Australia) short term and one year scholarships to China are available.

IB CHINESE A

Year 12

IB Diploma Group 1

Length of Course: Full Year

Assumed Knowledge: Year 11 IB Chinese Language A1 course

Pathway: University: Arts or Humanities or Commerce and Business

Course Aim:

As a continuation of the Year 11 course, it enhances students' skills in using written and spoken language to express their views on world literature. By the end of the 2-year course, students will be able to make commentary based on in-depth study of a total of 15 literary works.

Course description:

Academic study of world literature. The emphasis is to analyse texts critically, using a range of literary styles written in different periods, covering aspects such as culture, genres, styles and contexts.

Assessment:

Internal assessment 30%

- Oral commentary

External assessment 70%

- Written paper component 50%
- Paper 1 : Commentary 25%
- Paper 2 : Essay 25%
- 2 world literature assignments 20%
- (1200-1800 characters each)

FRENCH

Year 8

Length of Course: Full Year

Assumed Knowledge: Nil

Course Aim:

The aim of the course is to introduce students to the study of French by promoting the development of:

- their ability to communicate in French
- knowledge and understanding of French culture and society and the capability to move between French and English and to make comparisons
- language learning skills.

Course Description:

Topics studied include self and family, in the classroom, food and drink and leisure activities.

Learning activities include letter writing, guided compositions, conversations, role plays, dialogues, listening tasks, projects and language games.

Assessment:

Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the SACSA Framework, namely, assessment on oral, written and comprehension skills (reading and aural).

FRENCH

Year 9

Optional

Length of Course: 1 Semester or Full Year

Assumed Knowledge: Year 8 French full year. This subject is not suitable for students who are fluent native speakers who have only recently arrived in Australia. Any student who did not do this subject in Year 8 must obtain permission from the LOTE Coordinator before choosing this subject.

Course Aim:

The course builds on the foundation established in Year 8 and aims to extend and develop students' spoken and written competence in the language.

Course Description:

Topics and themes include holidays, at the station, at home, theme park, animals, fashion / shopping.

Learning activities include letter writing, guided compositions, conversations, role plays dialogues, listening tasks, projects and language games.

Assessment:

Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the SACSA Framework, namely, assessment on oral, written and comprehension skills (reading and aural).

Additional Information:

Students may participate in Australian Language Certificate competitions. Additional costs involved. Students intending to continue French in Year 10 are advised to undertake 2 semesters of French in Year 9.

FRENCH

Optional

Length of Course: 1 Semester or Full Year.

Assumed Knowledge: Year 9 French full year. This subject is not suitable for students who are fluent native speakers who have only recently arrived in Australia. Any student who did not do this subject in Year 9 must obtain permission from the LOTE Coordinator before choosing this subject

Pathway: University: Arts or Humanities or Commerce and Business

Course Aim:

The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Course Description:

Topics and themes include sport and health, environment and entertainment - cinemas and TV.

Learning activities include letter writing, guided compositions, diary entries, conversations, role plays, dialogues, listening tasks, projects and language games.

Assessment:

Assessment is based on a variety of types of activities, projects, exhibitions, oral presentations, performances, written work, essays and creative writing.

Students will complete:

- 1 writing task of at least 150 words
- 2 reading comprehension tasks
- 1 oral task

Additional Information:

Students intending to continue French in Year 11 are advised to undertake 2 semesters of French in Year 10.

FRENCH Continuers

Level

SACE Stage 1

Credits: 10 (1 Semester) or 20 (Full Year)

Requirements for Success: To automatically follow on to Year 12 students need 2 semesters of Year 11 Stage 1 French and a C or better in Semester 2 and at the end of year exam.

Pathway: University: Arts or Humanities or Commerce and Business.

Course Aim:

To develop communication skills, understanding of the French language, knowledge of the French culture and society, and the ability to write creatively in French.

Course Description:

Learning activities follow the strands or organising structures of the course:

- communication – develops students' ability to communicate effectively in French using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in French
- understanding language – responding to a variety of spoken and written texts
- understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication.

Year 10

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Interaction
- Text Production
- Text Analysis
- Investigation.

FRENCH

Continuers Level

SACE Stage 2

SACE Curriculum Statement : French Continuers

Length of Course: Full Year

Assumed Knowledge: Full Year of French SACE Stage 1 or equivalent.

Pathway: University: Arts or Humanities or Commerce and Business.

Requirements for Success: To automatically follow on to Year 12 students need 2 semesters of Year 11 French and a C or better in Semester 2 and at the end of year exam.

Course Aim:

To develop communication skills, understanding of the French language, knowledge of French culture and society and the ability to write creatively in French.

Course Description:

Topics studied include: self, family, friends and personalities, lifestyles and entertainment, travelling, schooling and celebrations.

Learning activities follow the strands or organising structures of the course:

- communication – develops students' ability to communicate effectively in French using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in French
- understanding language – responding to a variety of spoken and written texts
- understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication.

Assessment:

Internal assessment

70%

- Folio
- In-depth study

50%

20%

External assessment

30%

- Examination

IB FRENCH B

Year 11

IB Diploma Group 2

Length of Course: Full Year

Assumed Knowledge: A full year of Year 10 French.

Pathway: University: Arts or Humanities or Commerce and Business.

Course Aim:

To develop communication skills, understanding of the French language, knowledge of French culture and society, and ability to think laterally and write creatively in French.

Course Description:

Topics studied come from three core themes - Social Relationships, Communication and Media and Global Issues – and two other themes selected from the five options of Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology
 .Using texts that reflect the culture, the 4 macro skills -listening, speaking, reading and writing - are developed through integrated class-based activities and out of class activities.

Assessment:

Oral	30%
Text handling exercises and written work	70%

IB FRENCH B

Year 12

IB Diploma Group 2

Length of Course: Full Year

Assumed Knowledge: French IB, Year 11.

Pathway: University: Arts or Humanities or Commerce and Business.

Course Aim:

To develop communication skills, understanding of the French language, knowledge of French culture and society, and the ability to think laterally and write creatively in French.

Course Description:

Topics studied come from three core themes - Social Relationships, Communication and Media and Global Issues – and two other themes selected from the five options of Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology
 Using texts that reflect the culture, the 4 macro skills -listening, speaking, reading and writing - are developed through integrated class-based activities and out of class activities.

.Assessment:

Internal assessment	30%
• Individual Oral	15%
• \Interactive Oral Activity	15%
External assessment	70%
Paper 1	
• Reading text handling exercises	30%
• Written Response	10%
Paper 2	
• Written production	30%

Additional Information:

Higher level studies include literature.

GERMAN

Year 10

Optional

Length of Course: 1 Semester or Full Year

Assumed Knowledge: Year 9 German full year. This subject is not suitable for students who are fluent native speakers who have only recently arrived in Australia. Any student who did not do this subject in Year 8 must obtain permission from the LOTE Coordinator before choosing this subject

Pathway: University: Arts or Humanities or Commerce and Business

Course Aim:

The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to

express meaning. The course also further develops students' intercultural understandings.

Course Description:

Topics and themes include professions, life stories, the world, healthy living, fashion, magazines and famous people. Learning activities include letter writing, guided compositions, diary entries, conversations, role plays, dialogues, listening tasks, projects and language games.

Assessment:

Assessment is based on a variety of activities: projects, exhibitions, oral presentations, performances and written work, essays and creative writing.

Students will complete:

- 1 writing task of at least 150 words
- 2 reading comprehension tasks
- 1 oral task.

Additional Information:

- Barossa Valley excursion
- Film excursions
- Possible exchange with sister school in Hannover
- Restaurant excursion
- Bavarian/Hamburg student exchange.
- Students intending to continue in Year 11 are advised to undertake 2 semesters of German in Year 10.

GERMAN -

Continuers Level

SACE Stage 1

Credits: 10 (1 Semester) or 20 (Full Year)

Requirements for Success: To automatically follow on to Year 12 students need 2 semesters of Year 10 German and a C or better in Semester 2 and at the end of year exam.

Pathway: University: Arts or Humanities or Commerce and Business

Course Aim:

To develop communication skills, understanding of the German language, knowledge of German culture and society, and the ability to think laterally and write creatively in German.

Course Description:

Topics studied include: Personal identity, school and aspirations, leisure and lifestyles, people and places, past and present, arts and entertainment, the world of work, youth issues and tourism and hospitality.
 Learning activities follow the strands or organising structures of the course:

- communication – develops students' ability to communicate effectively in German using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in German
- understanding language – responding to a variety of spoken and written texts
- understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Interaction
- Text Production
- Text Analysis
- Investigation.

Additional Information:

- Exchanges available with Goetheschule in Hanover or Bavarian/Hamburg Student Exchange
- Restaurant excursion
- Film excursions
- Australian Language Certificate Competition.

GERMAN - Continuers Level SACE Stage 2

SACE Curriculum Statement : German Continuers

Length of Course: Full Year

Assumed Knowledge: German SACE Stage 1 or equivalent.

Pathway: University: Arts or Humanities or Commerce and Business

Requirements for Success: To automatically follow on to Year 12 students need 2 semesters of Year 11 Stage 1 German and a C or better in Semester 2 and at the end of year exam.

Course Aim:

To develop communication skills, understanding of the German language, knowledge of German culture and society, and the ability to write creatively in German.

Course Description:

Topics studied come from the three themes: the individual, the German-speaking communities and the changing world. Learning activities follow the strands or organising structures of the course:

- communication – develops students' ability to communicate effectively in German using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in German
- understanding language – responding to a variety of spoken and written texts
- understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication.

Assessment:

Internal assessment **70%**

- Folio 50%
- In-depth study 20%

External assessment **30%**

- Examination.

Additional Information:

Two month exchanges available in Munich and Hamburg. Longer exchanges available with Goetheschule in Hanover.

IB GERMAN B Year 11

IB Diploma Group 2

Length of Course: Full Year

Assumed Knowledge: A full year of Year 10 German

Pathway: University: Arts or Humanities or Commerce and Business

Course Aim:

To develop communication skills, understanding of the German language, knowledge of German culture and society, and the ability to write creatively in German.

Course Description:

Topics studied come from three core themes - Social Relationships, Communication and Media and Global Issues – and two other themes selected from the five options of Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology

Learning activities include exercises on text handling skills, discussing topics of interest, making arrangements, obtaining and giving information, writing creatively and responding to German stories, films, and songs.

Assessment:

Oral 30%
Text handling exercises and written work 70%

Additional Information:

- Australian Language Certificate Competition
- Film excursions
- Exchanges available with Goetheschule in Hannover or Bavarian/Hamburg Student Exchange
- Restaurant excursion.
- Bavarian/Hamburg student exchange.

IB GERMAN B Year 12

IB Diploma Group 2

Length of Course: Full Year

Assumed Knowledge: Year 11 German IB.

Pathway: University: Arts or Humanities or Commerce and Business.

Course Aim:

To develop communication skills, understanding of the German language, knowledge of German culture and society, and the ability to write creatively in German.

Course Description:

Topics studied come from three core themes - Social Relationships, Communication and Media and Global Issues – and two other themes selected from the five options of Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology

Using texts that reflect the culture, the 4 macro skills - listening, speaking, reading and writing - are developed through integrated class-based activities and out of class activities.

Learning activities include exercises on text handling skills, discussing topics of interest, making arrangements, obtaining and giving information, writing creatively and responding to German stories, films and songs.

Assessment:

Internal assessment **30%**

- Individual Oral 15%
- Interactive Oral Activity 15%

External assessment **70%**

Paper 1

- Reading text handling exercises 30%
- Written Response 10%

Paper 2

- Written production 30%

Additional Information:

Exchanges available with Goetheschule in Hanover.
Higher level studies include literature.

JAPANESE

Year 8

Length of Course: Full Year

Assumed Knowledge: Nil

Course Aim:

Students will be introduced to the study of Japanese through the development of:

- their ability to communicate in Japanese using Romaji and the Japanese script, Hiragana and some characters, Kanji
- knowledge and understanding of Japanese culture and society and the ability to move between Japanese and English and to make comparisons
- language learning skills.

Course Description:

Topics studied include: greetings, self-introductions, classroom items, counting, family, pets and telling the time
Learning activities include exercises on pronunciation and writing the script, role plays, paired activities, aural exercises, guided compositions, matching exercises, crosswords and language games translating, presentations and producing posters.

Assessment:

Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the SACSA Framework, namely, assessment of oral, written and comprehension skills (reading and aural).

Additional Information:

Possible excursions to a film or restaurant.

JAPANESE

Year 9

Optional

Length of Course: 1 Semester or Full Year

Assumed Knowledge: Year 8 Japanese. This subject is not suitable for students who are fluent native speakers who have only recently arrived in Australia. Any student who did not do this subject in Year 8 must obtain permission from the LOTE Coordinator before choosing this subject.

Course Aim:

The course builds on the foundation established in year 8 and aims to extend and develop students' spoken and written competence in the language and their intercultural understandings. The Japanese script Katakana is learnt at this level and more Kanji are introduced

Course Description:

Topics and themes include dates, food and drink, hobbies, sports, free-time activities, expressing opinions, making suggestions and transport.

Learning activities include letter writing, guided compositions, conversations, role plays, dialogues, listening tasks, projects, posters and language games. The course also includes exercises on writing the script.

Assessment:

Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the SACSA Framework, namely, assessment

on oral, written and comprehension skills (reading and aural).

Additional Information:

Possible excursion to a film or restaurant.

JAPANESE

Year 10

Optional

Length of Course: 1 Semester or Full Year

Assumed Knowledge: Year 9 Japanese. This subject is not suitable for students who are fluent native speakers who have only recently arrived in Australia. Any student who did not do this subject in Year 8 must obtain permission from the LOTE Coordinator before choosing this subject.

Pathway: University: Arts or Humanities or Commerce and Business.

Course Aim:

The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Course Description:

Topics and themes include, seasons, weather, school life, street directions making invitations and applying for jobs.
Learning activities include letter writing, guided compositions, diary entries, conversations, role plays, dialogues, listening tasks, projects and language games. The course also includes grammar and translating exercises.

Assessment:

Formative assessment is ongoing. Summative assessment is based on a variety of activities and is guided by the requirements of the SACSA Framework, namely, assessment on oral, written and comprehension skills (reading and aural).

Students will complete:

- 1 writing tasks of at least 300 characters
- 2 reading comprehension tasks
- 1 oral task.

Additional Information:

- Possible short-term visit to sister school in Japan - Kita Otsu
- Students intending to continue Japanese in the senior school are advised to undertake 2 semesters of Japanese in Year 10
- Interested students can apply to participate in the DECS Senior Secondary Student Exchange Program to Himeji / Okayama in Japan (places limited).

JAPANESE

Continuers Level

SACE Stage 1

Credits: 10 (1 Semester) or 20 (Full Year)

Pathway: University: Arts or Humanities or Commerce and Business.

Requirements for Success: To automatically follow on to Year 12 students need 2 semesters of Year 11 Stage 1 Japanese and a C or better in Semester 2 and the end of year exam.

Eligibility: Students who have completed more than one year of education in Japan are not eligible for Japanese Continuers.

Course Aim:

To develop communication skills, understanding of the Japanese language, knowledge of the Japanese culture and society, and the ability to write creatively in Japanese.

Course Description:

Learning activities follow the strands or organising structures of the course:

- communication – develops students' ability to communicate effectively in Japanese using the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in Japanese
- understanding language – responding to a variety of spoken and written texts
- understanding culture – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language and how they influence communication.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Interaction
- Text Production
- Text Analysis
- Investigation.

Additional Information:

Possible short-term visit to sister school in Japan – Kita Otsu
Interested students can apply to participate in the DECS Senior Secondary Student Exchange Program to Himeji / Okayama in Japan (places limited).

**JAPANESE -
Continuers Level SACE Stage 2**

SACE Curriculum Statement : Japanese Continuers

Length of Course: Full Year

Assumed Knowledge: Japanese SACE Stage 1 or equivalent.

Pathway: University: Arts or Humanities or Commerce and Business.

Requirements for Success: To automatically follow on to Year 12 students need 2 semesters of Year 11 Japanese and a C or better in semester 2 and end of year exam..

Eligibility: Students who have completed more than one year of education in Japan are not eligible for Japanese Continuers.

Course Aim:

To develop communication skills, understanding of the Japanese language, knowledge of the Japanese culture and society, and the ability to write creatively in Japanese.

Course Description:

Topics studied include: leisure, traditions and culture, planning a trip, travelling in Japan, social issues and future plans and work.

Learning activities follow the strands or organising structures of the course:

- **communication** – develops students' ability to communicate effectively in Japanese using the skills of listening, reading, viewing and responding

to texts, as well as speaking and writing in Japanese

- **understanding language** – responding to a variety of spoken and written texts
- **understanding culture** – developing students' understanding of the interdependence of language, culture and identity, how cultural concepts are reflected in language; and how they influence communication.

Assessment:

Internal assessment **70%**

- Folio 50%
- In-depth study 20%

External assessment **30%**

- Examination

Additional Information:

Possible short-term visit to sister school in Japan – Kita Otsu.

IB JAPANESE B Year 11

IB Diploma Group 2

Length of Course: Full Year

Assumed Knowledge: Year 10 Japanese

Pathway: University: Arts or Humanities or Commerce and Business

Course Aim:

To develop communication skills to gain understanding of the Japanese language, knowledge of the Japanese culture and society and the abilities to think laterally and write creatively in Japanese.

Course Description:

Topics studied come from three core themes - Social Relationships, Communication and Media and Global Issues – and two other themes selected from the five options of Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.

Using texts that reflect the culture, the 4 macro skills -listening, speaking, reading and writing - are developed through integrated class-based activities and out of class activities.

Assessment:

Summative assessment tasks will include an oral task, a written task, a task to analyse texts in Japanese and a task involving research and personal reflection on a cultural aspect.

Additional Information:

Possible short-term visit to sister school in Japan – Kita Otsu
Opportunity to participate in the DECS Senior Secondary Student Exchange Program to Himeji / Okayama in Japan (places limited).

IB JAPANESE B Year 12

IB Diploma Group 2

Length of Course: Full Year

Assumed Knowledge: Japanese IB, Year 11.

Pathway: University: Arts or Humanities or Commerce and Business.

Course Aim:

To further develop communication skills, understanding of the Japanese language, knowledge of the Japanese culture and society, ability to think laterally and the ability to write creatively in Japanese.

Course Description:

Topics studied come from the three core themes – Social Relationships, Communication and Media and Global Issues – and two other themes selected from the five options of Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.

Using texts that reflect the culture, the 4 macro skills -listening, speaking, reading and writing - are developed through integrated class-based activities and out of class activities.

Learning activities include exercises on text handling, grammar exercises, written and oral tasks, vocabulary and character exercises, Kanji assignments and language games.

Assessment:

Internal Assessment 30%

- Individual Oral 15%
- Interactive Oral Activity 15%

External assessment 70%

Paper 1

- Reading text handling exercises 30%
- Written response 10%

Paper 2

- Written production 30%

Additional Information:

Possible short-term visit to sister school in Japan – Kita Otsu. The course is designed for students with little or no previous knowledge and / or experience of Indonesian before undertaking Stage 1

IB INDONESIAN Ab initio Year 11

IB Diploma Group 2

Length of Course: Full Year

Assumed Knowledge: Nil

Course Aim:

This course introduces the study of Indonesian language and culture. Reading writing, speaking and listening skills in

Indonesian are developed at a pace suitable for upper secondary students with no previous knowledge of the language.

Course Description:

Topics studied come from eight areas: home, school, food, shopping, communication, transport, environment and emergencies.

Learning activities involve responding to Indonesian texts, films, songs and guest speakers with exercises such as text handling skills, creative writing in Indonesian, aural and oral activities.

Assessment:

- Oral 30%
- Text handling and written work 70%

IB INDONESIAN Ab initio Year 12

IB Diploma Group 2

Length of Course: Full Year

Assumed Knowledge: Indonesian Year 11

Course Aim:

To consolidate and further extend the understanding, knowledge and skills developed in level 1. Students are guided to fulfil the requirements of final year assessment.

Course Description:

Topics studied come from eight areas: home, school, food, shopping, communication, transport, environment and emergencies.

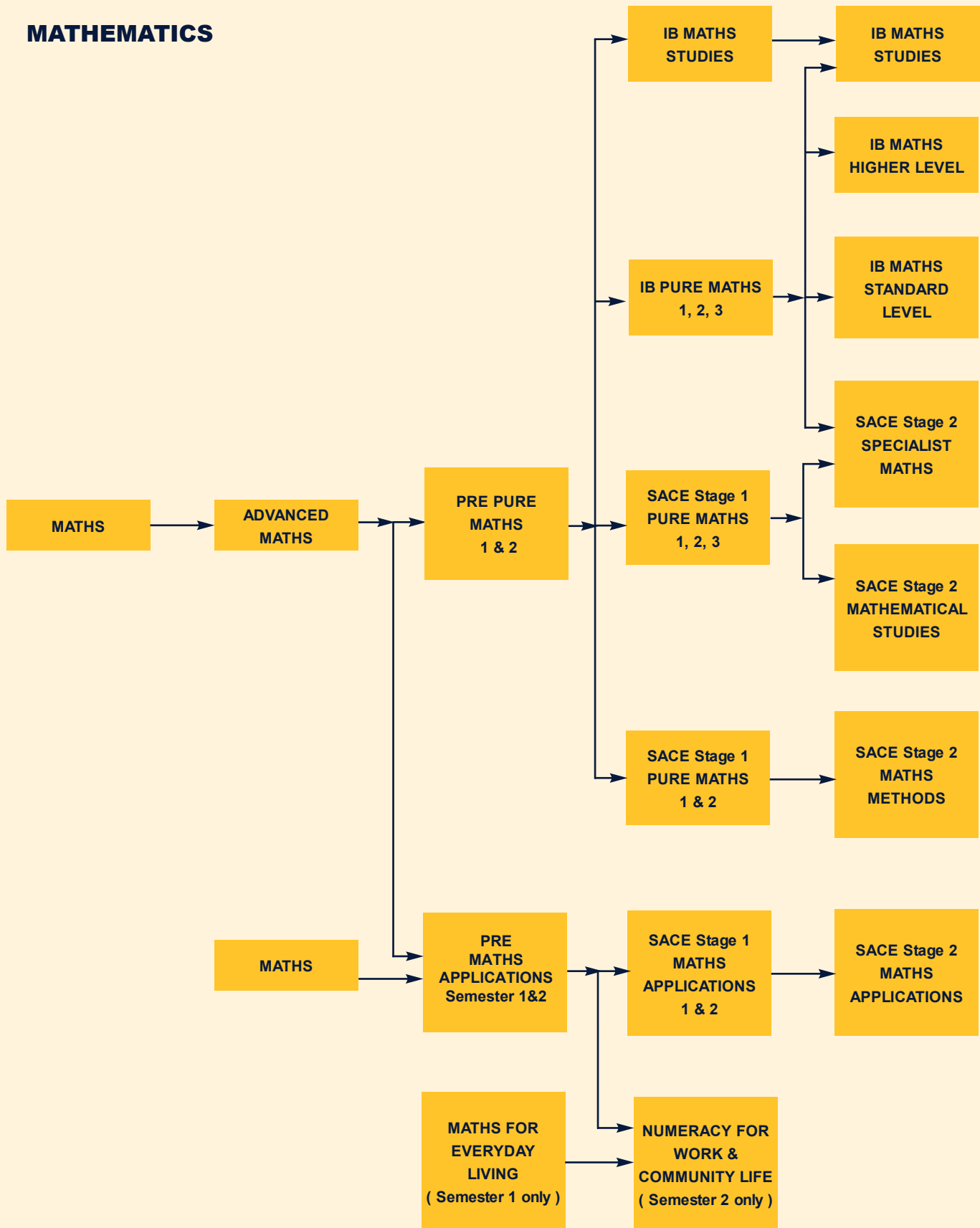
Learning activities involve responding to Indonesian texts, films, songs and guest speakers with exercises such as text handling skills, creative writing in Indonesian, aural and oral activities.

Assessment:

- Oral 30%
- Text handling and written work 70%



MATHEMATICS



MATHEMATICS**Year 8****Compulsory****Length of Course:** Full Year**Assumed Knowledge:** Nil**Course Aim:**

- To develop students' interest in and enjoyment of Mathematics
- To provide a basis for further mathematics by consolidating basic skills and developing the students' confidence and ability to read, understand and translate information to solve problems.

Course description:

This course reinforces some of the major ideas and concepts from primary school Mathematics and introduces new skills and processes in algebra, equations, statistics, geometry and real life applications. The language features and forms of notation used in Mathematics will be explicitly taught. Opportunities will be presented for students to explore and use mathematics in a variety of contexts. At some stage during the year students will be grouped according to their readiness with those in the higher level completing some extension work in preparation for Year 9. All students, regardless of grouping, will complete all aspects of the Year 8 Mathematics curriculum. Students are required to bring their school laptop, fully charged, to each lesson.

Assessment:

Students will be assessed through a variety of methods. These include: tests, Directed Investigations and Projects (both individual and collaborative), oral presentations and homework tasks with and without the use of ICT.

MATHEMATICS**(General or Advanced)****Year 9****Compulsory****Length of Course:** Full Year**Assumed Knowledge:** Year 8 Mathematics**Course Aim:**

General Mathematics - To consolidate and further develop numeracy and algebraic skills and to develop confidence in choosing and using mathematics, with an emphasis on problem solving. This course leads to Year 10 Pre-Maths Applications or Year 10 Maths for Everyday Living.
Advanced Mathematics – To extend algebraic skills and to develop confidence in choosing and using mathematics, with an emphasis on problem solving and higher order thinking. Students will complete extension activities and will be introduced to some Year 10 concepts and content. This course leads to Year 10 Pre-Pure Maths.

Course Description:

Further development of concepts in the areas of number, statistics, patterns and algebraic reasoning, probability, geometry, graphing and solving linear equations and measurement. The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models.

Assessment:

Students will be assessed using a variety of methods. These include: tests, Directed Investigations and Project (individual and collaborative) with and without the use of ICT. Students will need to complete regular homework to successfully complete all aspects of this course.

PRE-PURE MATHS 1 (Sem 1) Year 10**Optional****Length of Course:** 1 Semester**Assumed Knowledge:** Year 9 Advanced Mathematics**Pathway:** University: Science, Maths, Technology or TAFE**Requirements for Success:** Passing grades in Year 9 Advanced Maths.**Course Aim:**

To extend algebraic skills and to develop confidence in choosing and using mathematics, with an emphasis on problem solving and higher order thinking.

Course Description:

This course is designed for mathematically able students. There will be a large emphasis on algebra and determining relationships or patterns from a given set of data. Topics covered include: statistics, indices, probability, measurement, patterns and algebraic reasoning. The program incorporates developing technology skills, including the use of graphics calculators and computer technology to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life models.

Students planning to undertake Stage 1 SACE Pure Maths 1, 2, and 3; IB Mathematics 1, 2, 3 or IB Mathematical Studies are required to do this course.

Assessment:

Students will be assessed using a variety of methods. These include: tests, Directed Investigations and Project (individual and collaborative) with and without the use of ICT. Students will need to complete regular homework to successfully complete all aspects of this course.

PRE-PURE MATHS 2 (Sem 2) Year 10**Optional****Length of Course:** 1 Semester**Assumed Knowledge:** Year 10 Pre-Pure Maths 1 (in semester 1)**Pathway:** University: Science, Maths, Technology or TAFE**Requirements for Success:** Passing grades in Year 9 Advanced Maths.**Course Aim:**

To extend algebraic skills and to develop confidence in choosing and using mathematics with an emphasis on analysis, problem solving and higher order thinking.

Course Description:

Topics covered include – coordinate geometry, quadratic functions, triangle and circle geometry, trigonometry. The program incorporates developing technology skills, including the use of graphics calculators and computer technology to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models. The focus is to

prepare students for Stage 1 SACE Pure Maths 1, 2 and 3, IB Mathematics 1, 2 and 3, or IB Mathematical Studies. However, students who have found Year 10 Pre-Pure Maths challenging may be better off choosing Mathematical Applications in Stage 1.

Assessment:

Students will be assessed using a variety of methods. These include: tests, Directed Investigations and Project (individual and collaborative) with and without the use of ICT. Students will need to complete regular homework to successfully complete all aspects of this course.

MATHS FOR EVERYDAY LIVING (Sem 1) Year 10
Optional

Length of Course: 1 Semester

Assumed Knowledge: Any Year 9 Mathematics

Pathway: Apprenticeships, Employment or TAFE

Requirements for Success: Nil – this course is for students who found Year 9 Mathematics challenging

Course Aim:

To consolidate basic numeracy skills and to develop confidence in using mathematics. To provide students with opportunities to apply skills and processes to a range of real life situations.

Course Description:

This course is designed for students who find mathematics challenging and are looking for a course with practical applications to everyday life. Topics covered include:

- Earning Money
- Spending Money
- Budgeting
- Mobile Phones

Technology, including scientific calculators and computers are used throughout the course to help students consolidate mathematical concepts. Where possible, students will apply their knowledge to real life situations.

This course is designed for students who wish to complete Maths for Numeracy and Community Life (SACE course) in semester 2.

Assessment:

Students will be assessed using a variety of methods. These include: Tests, Directed Investigations (individual and collaborative) and Homework Assignments with and without the use of ICT.

PRE-MATHS APPLICATIONS 1 (Sem 1) Year 10
Optional

Length of Course: 1 Semester

Assumed Knowledge: Any Year 9 Mathematics

Pathway: Apprenticeships, Employment or TAFE

Requirements for Success: C or better in Year 9 Mathematics.

Course Aim:

To consolidate numeracy skills and to develop confidence in choosing and using mathematics. To enable students to apply skills and processes to a range of real life problem solving situations.

Course Description:

This course is designed for students with a sound level of mathematical skills and techniques necessary to solve problems. While some algebraic skills will be developed, the emphasis will be on using mathematical techniques to solve problems. Topics covered include: statistics, probability, algebra (using formulae and solving equations) and measurement. Technology, including graphics calculators and student laptops are used throughout the course to help students consolidate mathematical concepts. Where possible, students will analyse and interpret real life situations. This course is designed for students who wish to complete Mathematical Applications in Stage 1.

Assessment:

Students will be assessed using a variety of methods. These include: Tests, Directed Investigations and Projects (individual and collaborative) with and without the use of ICT. Students will need to complete regular homework to successfully complete all aspects of this course.

PRE-MATHS APPLICATIONS 2 (Sem 2) Year 10
Optional

Length of Course: 1 Semester

Assumed Knowledge: Year 10 Pre-Maths Applications 1 (in semester 1)

Pathway: Apprenticeships, Employment or TAFE

Requirements for Success: C or better in Year 9 Mathematics.

Course Aim:

To consolidate numeracy skills and to develop confidence in choosing and using mathematics. To enable students to apply skills and processes to a range of real life problem solving situations.

Course Description:

Topics covered include - measurement, data analysis, space and geometry. The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models. This course is designed for students who wish to complete Mathematical Applications in Stage 1.

Assessment:

Students will be assessed using a variety of methods. These include: Tests, Directed Investigations and Projects (individual and collaborative) with and without the use of ICT. Students will need to complete regular homework to successfully complete all aspects of this course.

PURE MATHS 1 (Sem 1) SACE Stage 1
Credits: 10

Assumed Knowledge: Year 10 Pre-Pure Maths 1 and 2

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: Passing grades in both semesters of Year 10 Pre-Pure Maths with at least 1 B.

Course Aim:

To further develop an understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned will be used in problem solving, including real life situations.

Course Description:

The course utilises and builds on techniques developed in Year 10, with an emphasis on:

- Functions and Quadratics
- Numerical Trigonometry and Mensuration

The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models.

Studied in conjunction with Pure Maths 2, successful completion of this course leads to Stage 2 SACE Mathematical Methods.

Studied in conjunction with Pure Maths 2 and 3 this course leads to Stage 2 SACE Mathematical Studies and Specialist Mathematics.

Assessment:

Students will be assessed on their performance in Tests and Directed Investigations (individual and collaborative) with and without the use of ICT. Students will need to complete regular homework to successfully complete all aspects of this course. This course will have an end of semester exam.

PURE MATHS 2 (Sem 2) SACE Stage 1

Credits: 10

Assumed Knowledge: Stage 1 Pure Maths 1 (in semester 1)

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: Passing grades in both semesters of Year 10 Pre-Pure Maths with at least 1 B.

Course Aim:

To further develop an understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned will be used in problem solving, including real life situations.

Course Description:

The course utilises and builds on techniques developed in Pure Maths 1, with an emphasis on:

- Coordinate Geometry
- Polynomials
- Statistics
- Models of Growth – Logarithms and Modelling from Data.

The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models.

Studied in conjunction with Pure Maths 1, successful completion of this course leads to Stage 2 SACE Mathematical Methods.

Studied in conjunction with Pure Maths 1 and 3 this course leads to Stage 2 SACE Mathematical Studies and Specialist Mathematics.

Assessment:

Students will be assessed on their performance in Tests and Directed Investigations (individual and collaborative) with and without the use of ICT. Students will need to complete regular homework to successfully complete all aspects of this course. This course will have an end of semester exam.

**PURE MATHS 3
(Sem 1 or Sem 2)****SACE Stage 1**

Credits: 10

Assumed Knowledge: Stage 1 Pure Maths 1 and 2

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: Passing grades in both semesters of Year 10 Pre-Pure Maths with at least 1 B.

Course Aim:

To further develop an understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned will be used in problem solving, including real life situations.

Course Description:

The course utilises and builds on techniques developed in Year 10, with an emphasis on:

- Planar Geometry (includes properties of triangles, quadrilaterals, and circles)
- Periodic Phenomena

The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts and to provide opportunities for students to analyse and interpret real life mathematical models.

Studied in conjunction with Pure Maths 1 and Pure Maths 2, successful completion of this course leads to SACE Mathematical Studies and Specialist Mathematics at Stage 2.

Note – this course is not required for students intending to study Stage 2 Mathematical Methods.

Assessment:

Students will be assessed on their performance in Tests and Directed Investigations (individual and collaborative) with and without the use of ICT. Students will need to complete regular homework to successfully complete all aspects of this course. This course will have an end of semester exam.

**MATHS APPLICATIONS 1
(Sem 1)****SACE Stage 1**

Credits: 10

Assumed Knowledge: Year 10 Pre-Pure Maths or Year 10 Pre-Maths Apps

Pathway: Employment, Apprenticeships or TAFE

Requirements for Success: Passing grades in any Year 10 Maths course.

Course Aim:

To further develop an understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned will be used in problem solving, including real life situations. The emphasis will be in using Mathematics to model the real world.

Course Description:

Topics covered may include:

- Earning and Spending
- Measurement

Students will use electronic technology in the form of graphics calculators and computers to assist in the analysis and interpretation of data and information.

Successful completion of this course studied in conjunction

with Stage 1 Maths Applications 2 leads to Stage 2 Maths Applications.

Assessment:

Students will be assessed on their performance in Tests and Directed Investigations (individual and collaborative) with and without the use of ICT. Students will need to complete regular homework to successfully complete all aspects of this course. This course will have an end of semester exam.

MATHS APPLICATIONS 2 (Sem 2) SACE Stage 1

Credits: 10

Assumed Knowledge: Stage 1 Maths Applications 1

Pathway: Employment, Apprenticeships or TAFE

Requirements for Success: Passing grades in any Year 10 Maths course.

Course Aim:

To further develop an understanding of mathematical ideas, concepts, skills and processes developed in Maths Applications 1. The mathematical methods and principles learned will be used in problem solving, including real life situations. The emphasis will be in using Mathematics to model the real world.

Course Description:

Topics covered may include:

- Saving and Borrowing
- Statistics
- Functions and graphs

Students will use electronic technology in the form of graphics calculators and computers to assist in the analysis and interpretation of data and information.

Successful completion of this course studied in conjunction with Stage 1 Maths Applications 1 leads to Stage 2 Maths Applications.

Assessment:

Students will be assessed on their performance in Tests and Directed Investigations (individual and collaborative) with and without the use of ICT. Students will need to complete regular homework to successfully complete all aspects of this course. This course will have an end of semester exam.

NUMERACY FOR WORK AND COMMUNITY LIFE (Sem 2) SACE Stage 1

Credits: 10

Assumed Knowledge: Year 10 Maths for Everyday Living

Pathway: Apprenticeships, Employment or TAFE.

Requirements for Success: Nil

Course Aim:

This course is designed for students who have had little success in their previous mathematics studies and are undertaking this program to meet the numeracy requirement of the SACE and to develop their numeracy skills to support study in other subjects, their daily life and for future employment.

Course Description:

The emphasis in this course is on developing mathematical skills, knowledge and understandings that students can apply in their workplace, local community and daily life to explore

options and make reasoned decisions based on accurate and up-to-date mathematical information.

Topics Covered:

- Decimals
- Percentages
- Fractions
- Buying a Car
- Renting a House

Assessment:

Students will be assessed on their performance in Tests and Directed Investigations (individual and collaborative) with and without the use of ICT. Students will need to complete homework to successfully complete all aspects of this course. This course will not have an end of semester exam.

Additional Information:

This subject is not designed to lead to any Stage 2 course. Successful completion of this subject will meet the minimum Numeracy requirements of the SACE.

IB MATHS STUDIES Year 11

IB Diploma Group 5

Length of Course: full year

Assumed Knowledge: Year 10 Pre-Pure Maths 1 and 2

Pathway: University: Science, Maths, Technology or TAFE

Requirements for Success: Passing grades in both semesters of Year 10 Pre-Pure Maths.

Course Aim:

To develop an understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned will be used in problem solving, including real life situations.

Course Description:

Topics covered: Number, Algebra, Functions, Geometry and Trigonometry, Statistics and Probability and Financial Maths.

Assessment:

Includes directed investigations, projects and tests.

Additional Information:

Successful completion of this course leads to IB Maths Studies in Year 12

IB PURE MATHS 1 (Sem 1) Year 11

IB Diploma Group 5

Length of Course: 1 Semester

Assumed Knowledge: Year 10 Pre-Pure Maths 1 and 2

Pathway: University: Science, Maths, Technology or TAFE

Requirements for Success: Passing grades in both semesters of Year 10 Pre-Pure Maths, with at least 1 B.

Course Aim:

To further develop an understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned will be used in problem solving, including real life situations.

To further develop problem solving and abstract thinking skills.

Course Description:

Topics covered:

- Number and Algebra
- Functions and Equations

- Circular Functions and Trigonometry
- Vector Geometry.

The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts.

This subject is one of 3 units in a pathway that leads to IB Higher Level Mathematics or IB Mathematics Standard Level in Year 12. It also leads into any SACE Stage 2 Mathematics course.

Assessment:

Assessment includes Directed Investigations, Projects and Tests. Students will develop pieces of work which can be included in a portfolio for assessment in the following year in either Mathematics Standard Level or Mathematics Higher Level.

IB PURE MATHS 2 (Sem 2) Year 11

IB Diploma Group 5

Length of Course: 1 Semester

Assumed Knowledge: Year 11 IB Pure Maths 1

Pathway: University: Science, Maths, Technology or TAFE
Requirements for Success: Passing grades in both semesters of Year 10 Pre-Pure Maths, with at least 1 B.

Course Aim:

- To further develop an understanding of mathematical ideas, concepts, skills and processes. The mathematical methods and principles learned will be used in problem solving, including real life situations
- To further develop problem solving and abstract thinking skills.

Course Description:

- Circular Functions and Trigonometry
- Functions and Calculus
- Probability

The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts.

This subject is one of 3 units in a pathway that leads to IB Higher Level Mathematics or IB Mathematics Standard Level in Year 12. It also leads into any SACE Stage 2 Mathematics course.

Assessment:

Assessment includes Directed Investigations, Projects and Tests. Students will develop pieces of work which can be included in a portfolio for assessment in the following year in either Mathematics Standard Level or Mathematics Higher Level.

IB PURE MATHS 3 (Sem 1) Year 11

IB Diploma Group 5

Length of Course: 1 Semester

Assumed Knowledge: Year 11 IB Pure Maths 1 and 2

Pathway: University: Science, Maths, Technology or TAFE

Requirements for Success: Passing grades in both semesters of Year 10 Pre-Pure Maths, with at least 1 B.

Course Aim:

- To further develop an understanding of mathematical ideas, concepts, skills and processes.

The mathematical methods and principles learned will be used in problem solving, including real life situations

- To further develop problem solving and abstract thinking skills.

Course Description:

Topics covered:

- Number and Algebra
- Functions and Equations
- Statistics

The program incorporates developing technology skills, including the use of graphics calculators to consolidate mathematical concepts.

This subject is one of 3 units in a pathway that leads to IB Higher Level Mathematics or IB Mathematics Standard Level in Year 12. It also leads into any SACE Stage 2 Mathematics course.

Assessment:

Assessment includes Directed Investigations, Projects and Tests. Students will develop pieces of work which can be included in a portfolio for assessment in the following year in either Mathematics Standard Level or Mathematics Higher Level.

SPECIALIST MATHEMATICS

SACE Stage 2

Credits: 20

SACE Subject outline: Specialist Mathematics

Length of Course: Full Year

Assumed Knowledge: Stage 1 Pure Maths 1, 2, and 3

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: B or better in Stage 1 Pure Maths 1 and 2 and C or better in Stage 1 Pure Maths 3.

Course Aim:

This subject is designed to develop students':

- Confidence with mathematical concepts and relationships and use of mathematical skills and techniques in a range of contexts
- Appreciation of the power, applicability and elegance of mathematics in analysing, investigating, modelling and describing aspects of the world
- Problem solving and abstract thinking skills

Course Description:

Specialist Mathematics is rich in mathematical rigour and algebraic analysis.

Topics covered:

- Trigonometric Preliminaries
- Polynomials and Complex Numbers
- Vectors and Geometry
- Calculus
- Differential Equations

This subject will provide pathways into university courses in engineering, computer science, physical sciences, mathematical sciences and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

Assessment:

Assessment in Specialist Mathematics consists of two school-based components, together weighted at 70% - skills and applications tasks and investigations - and an external examination component weighted at 30%.

MATHEMATICAL STUDIES

SACE Stage 2

Credits: 20

SACE Subject outline: Mathematical Studies

Length of Course: Full Year

Assumed Knowledge: Stage 1 Pure Maths 1, 2 and 3.

Requirements for Success: B or better in Stage 1 Pure Maths 1 and 2 and C or better in Stage 1 Pure Maths 3.

Course Aim:

This subject is designed to develop students':

- Confidence with mathematical concepts and relationships and use of mathematical skills and techniques in a range of contexts
- Appreciation of the power, applicability and elegance of mathematics in analysing, investigating, modelling and describing aspects of the world
- Problem solving and abstract thinking skills

Course Description:

This course is rich in mathematical rigour and algebraic analysis.

Topics covered:

- Statistics
- Functions and Graphs using Calculus
- Linear Equations and Matrices

Students who want to enter areas such as architecture, economics and biological, environmental, geological and agricultural science should study Mathematical Studies. If studied in conjunction with Specialist Mathematics, it will provide students with pathways into courses such as mathematical sciences, engineering, computer science and physical sciences.

Assessment:

Assessment in Mathematical Studies consists of two school-based components, together weighted at 70% - skills and applications tasks and a portfolio of investigations - and an external examination component weighted at 30%.

Preclusion:

Maths Studies and Maths Methods may not be taken together.

MATHEMATICAL METHODS

SACE Stage 2

Credits: 20

SACE Subject outline: Mathematical Methods

Length of Course: Full Year

Assumed Knowledge: Stage 1 Pure Mathematics 1 and 2

Pathway: University: Science, Maths, Technology or TAFE

Requirements for Success: Passing grades in both semesters of Stage 1 Pure Maths 1 and 2 with at least 1 B.

Course Aim:

This subject is designed to develop students':

- Confidence with mathematical concepts and relationships and use of mathematical skills and techniques in a range of contexts
- Appreciation of the power, applicability and elegance of mathematics in analysing, investigating, modelling and describing aspects of the world
- Problem solving and abstract thinking skills

Course Description:

This subject asks students to examine what has happened and what is happening in the world around them and to interact with their findings. It enables students to see mathematics as a creative human response to an external environment through a study of contemporary situations or case studies.

Topics covered:

- Working with statistics
- Algebraic models from data - working from observations
- Calculus - describing change
- Linear Models - managing resources

This subject can provide pathways into university courses in accounting, management, computer studies, health sciences, business, commerce and psychology or any other course with no Mathematical prerequisites.

Assessment:

Assessment in Mathematical Methods consists of two parts: school-based components, together weighted at 70% - skills and applications tasks and a portfolio of investigations - and an external examination component weighted at 30%.

Preclusion: Maths Studies and Maths Methods may not be taken together.

MATHEMATICAL APPLICATIONS

SACE Stage 2

Credits: 20

SACE Subject outline: Mathematical Applications

Length of Course: Full Year

Assumed Knowledge: Stage 1 Maths Applications 1 and 2

Requirements for Success: Passing grades in both semesters of Stage 1 Maths Applications 1 and 2, with at least 1 B.

Course Aim:

This subject is designed to develop students':

- Confidence with mathematical concepts and relationships and use of mathematical skills and techniques in a range of contexts
- Appreciation of the power, applicability and elegance of mathematics in analysing, investigating, modelling and describing aspects of the world
- Problem solving and abstract thinking skills

Course Description:

This subject provides the opportunity for the learning of mathematics through practical applications.

Topics covered:

- Investment and loans
- Mathematics and small business
- Statistics and working with data
- Share investments

Programs in this subject lead to courses in, for example, retail, office management, small business, tourism and hospitality.

Assessment:

Assessment in Mathematical Applications consists of two school-based components, together weighted at 70% - skills and applications tasks and a portfolio of investigations - and an external examination component weighted at 30%.

IB MATHEMATICAL STUDIES Year 12

IB Diploma Group 5

Length of Course: Full Year

Assumed Knowledge: Year 11 IB Mathematical Studies

Pathway: University: Science, Maths, Technology or TAFE.

Course Aim:

To develop students' powers of mathematical reasoning, problem solving skills, ability to express mathematical arguments, understanding of methods and principles of Mathematics.

Course Description:

The Year 12 course is a continuation of the Year 11 course with further development of financial Mathematics, quadratic functions and matrices and graph theory. This subject can provide pathways into university courses in accounting, management, computer studies, health sciences, business, commerce and psychology.

Assessment:

Two external international examinations in November	80%
An individual project	20%

IB MATHEMATICS

– Higher Level

Year 12

IB Diploma Group 5

Length of Course: Full Year

Assumed Knowledge: Year 11 IB Mathematics 1, 2 and 3.

Pathway: University: Science, Maths, Technology or TAFE

Course Aim:

To develop students' powers of mathematical reasoning, problem solving skills, ability to express mathematical arguments, understanding of methods and principles of Mathematics.

Course Description:

Topics covered:

- Polynomials
- Calculus of trigonometric and exponential functions
- Complex numbers
- Vectors
- Probability
- One option topic

This subject will provide pathways into university courses in engineering, computer science, physical sciences, mathematical sciences and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

Assessment:

Three external international examinations in November	80%
A portfolio consisting of 2 pieces of work	20%

IB MATHEMATICS

– Standard Level

Year 12

IB Diploma Group 5

Length of Course: Full Year

Assumed Knowledge: Year 11 IB Mathematics 1, 2 and 3.

Pathway: University: Science, Maths, Technology or TAFE.

Course Aim:

To develop students' powers of mathematical reasoning, problem solving skills, ability to express mathematical arguments, understanding of methods and principles of Mathematics.

Course Description:

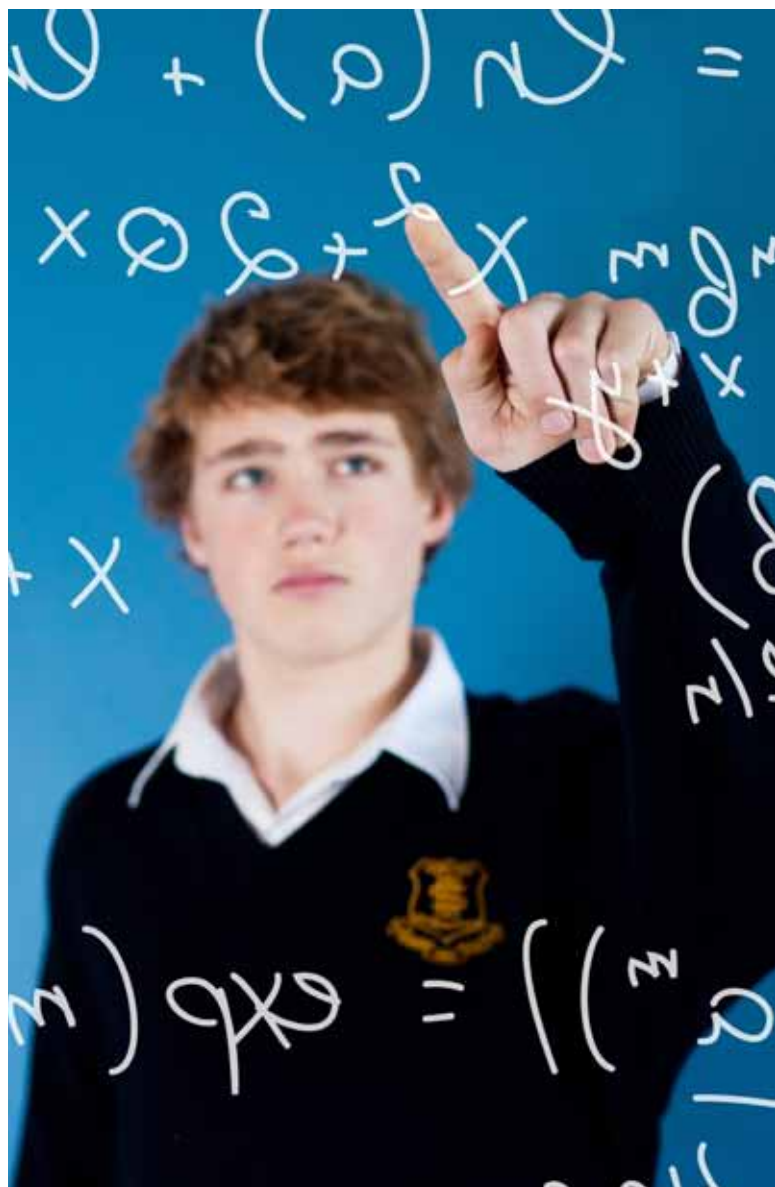
Topics covered:

- Number
- Algebra and coordinate geometry
- Geometry and trigonometry
- Functions and calculus
- Vectors and matrices
- Probability and statistics
- One option topic

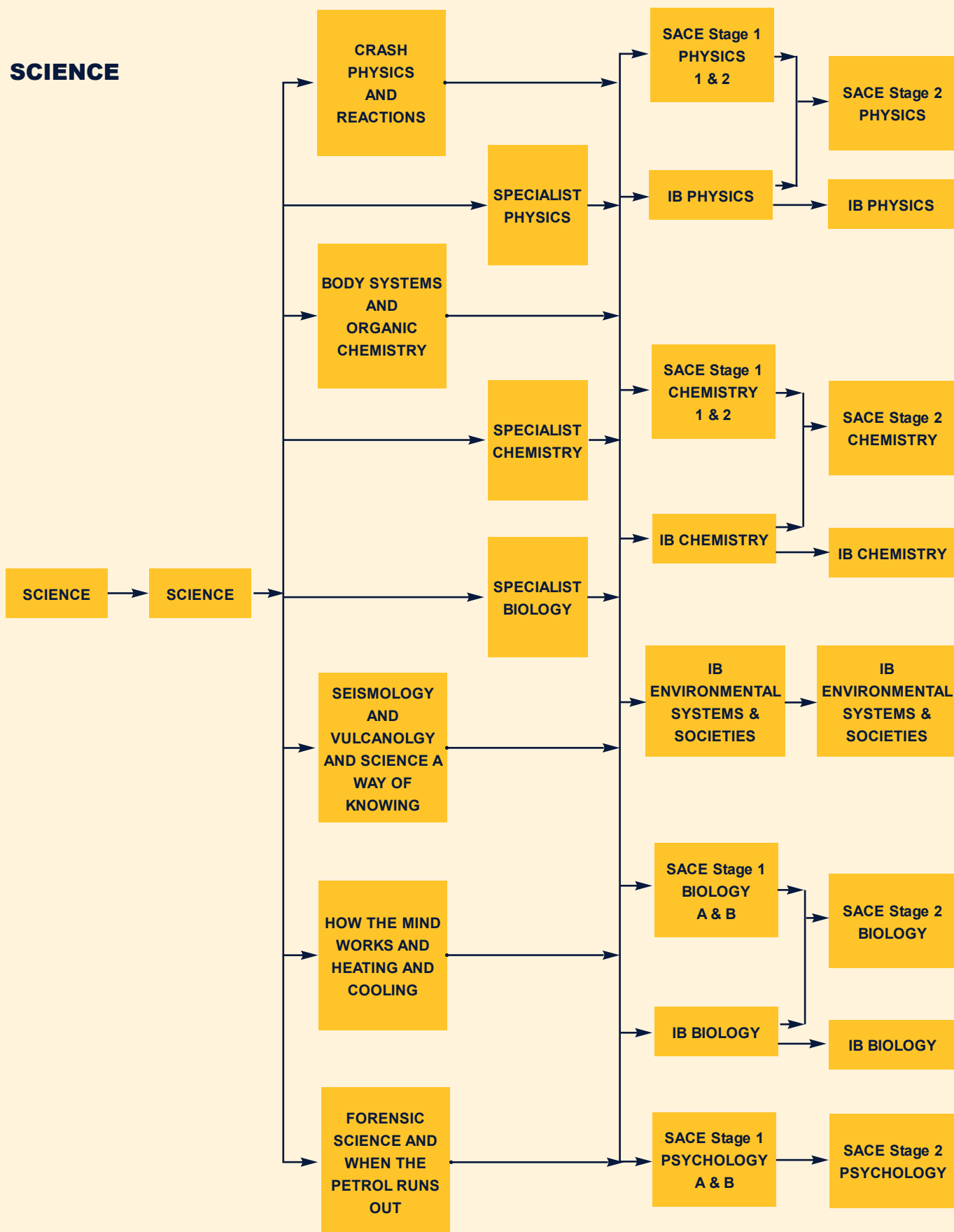
This course can provide pathways into University courses in some engineering courses, sciences, computer science and physical science.

Assessment:

Two external international examinations in November	80%
A portfolio consisting of 2 pieces of work	20%



SCIENCE



SCIENCE**Year 8****Compulsory****Length of Course:** Full Year**Assumed Knowledge:** Nil**Course Aim:**

- To gain knowledge and understanding, skills and attitudes, in relation to the scientific method
- To gain an appreciation of the integration of the various sciences.

Course Description:

Topics include: The Nature of Science, Separating Mixtures, Chemical Properties, Forces in Action, Mechanical Systems, Classification and Cells, Ecosystems, Rocks, Planet Earth and The Solar System.

Assessment:

Students will be assessed on their level of knowledge, practical skills and research skills.
Tasks include tests (both theory and practical), practical reports, research activities, homework exercises and oral and written assignments.

SCIENCE**Year 9****Compulsory****Length of Course:** Full Year**Assumed Knowledge:** Year 8 Science**Course Aim:**

- To gain knowledge and understanding; skills and attitudes, in relation to the scientific method, building on the basis of Yr 8 studies in science
- To gain an appreciation of the integration of the various sciences.

Course Description:

Topics studied include: The bits that matter; Chemical Reactions; Electricity; A World of Machines; The Changing Earth; The Night Sky; Nutrients; Transport Highways; Reproduction; The Body at War; Living together.

Assessment:

Students will be assessed on their level of knowledge and skills acquisition and their understanding of the aims, objectives and processes which make up the Science course.
Tasks include tests (both theory and practical), practical reports, research activities, homework exercises and oral and written assignments.

CRASH PHYSICS AND REACTIONS**Year 10****Optional****Length of course:** 1 Semester

Assumed knowledge: Year 9 Science. This course is designed to prepare students for Year 10 Specialist Chemistry and Physics.

Pathway: University: Science, Maths, Technology or TAFE.
Requirements for Success: B grade or better to automatically gain entry to SACE Stage 1 Chemistry or Physics. A student would need to take either Specialist Physics or Specialist Chemistry and meet requirements for success in these subjects to gain automatic entry to Year 11 IB Physics or Year 11 IB Chemistry.

Course Aim:

To gain knowledge and understanding, skills and attitudes in relation to the scientific method, within the disciplines of Physics and Chemistry.

Course Description:

Crash Physics is a study of what makes objects move, the laws governing motion, mathematical and graphical descriptions, and what makes the objects stop. Measurement, experiments, and the building of appropriate meters, are undertaken. A visit to a crash analysis unit may be included. Reactions is a study of the basis of all Chemistry, formulae, equations and types of reactions through laboratory work, using the scientific process and inorganic reactions.

Assessment:

Students will be assessed on their level of knowledge and skills acquisition and their understanding of the aims, objectives and processes that make up the Science course.

Tasks include theory and practical tests, practical reports, research activities, homework exercises, and oral and written assignments.

BODY SYSTEMS AND ORGANIC CHEMISTRY**Year 10****Optional****Length of course:** 1 Semester

Assumed knowledge: Year 9 Science. This course is designed to prepare students for Year 10 Specialist Chemistry and Biology.

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: B grade or better to automatically gain entry to SACE Stage 1 Chemistry or Biology. A student would need to take either Specialist Biology or Specialist Chemistry and meet requirements for success in these subjects to gain automatic entry to Year 11 IB Biology or Year 11 IB Chemistry.

Course Aim:

To gain knowledge and understanding, skills and attitudes in relation to the scientific method, within the disciplines of Biology and Chemistry.

Course Description:

Body Systems will be a study of what makes the human body function so efficiently; includes circulatory, respiratory, digestive, nervous, endocrine, excretory and skeletal systems. Organic Chemistry is a study of organic functional groups including alcohols, alkanes, acid and esters and their prevalence in nature.

Assessment:

Students will be assessed on their level of knowledge and skills acquisition and their understanding of the aims, objectives and processes that make up the Science course.

Tasks include theory and practical tests, practical reports, research activities, homework exercises, and oral and written assignments.

SEISMOLOGY AND VULCANOLOGY AND SCIENCE A WAY OF KNOWING

Year 10

Optional

Length of course: 1 Semester

Assumed knowledge: Year 9 Science

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: B grade or better to automatically gain entry to SACE Stage 1 Biology. A student would need to take Specialist Biology and meet requirements for success in this subject to gain automatic entry to Year 11 IB Biology.

Course Aim:

To gain knowledge and understanding, skills and attitudes in relation to the scientific method through an integrated study.

Course Description:

Seismology and Vulcanology looks at the various geological phenomena such as folds and faults, earth movements the materials and wealth, the earth and volcanoes. Simulations and practical activities are undertaken to gain further insight. Science: A Way of Knowing looks at developing the steps in determining appropriate scientific format in the practical domain. Students will have the opportunity of investigating independently an issue of their choice in the laboratory.

Assessment:

Students will be assessed on their level of knowledge and skills acquisition and their understanding of the aims, objectives and processes that make up the Science course. Tasks include theory and practical tests, practical reports, research activities, homework exercises, and oral and written assignments.

HOW THE MIND WORKS AND HEATING AND COOLING

Year 10

Optional

Length of course: 1 Semester

Assumed knowledge: Year 9 Science

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: B grade or better to automatically gain entry to SACE Stage 1 Psychology or Physics. A student would need to take Specialist Physics and meet requirements for success in this subject to gain automatic entry to Year 11 IB Physics.

Course Aim:

To gain knowledge and understanding, skills and attitudes, in relation to the scientific method, within the disciplines of Biology, Chemistry and Physics, and to gain an appreciation of how they can be integrated. The student will be better equipped to make an informed choice for senior school studies.

Course Description:

How the Mind Works will be a study of behaviour, and the guiding biological principles. Scientific observations, experiments, and research will be the basis of this unit. Heating & Cooling looks at the heat transfer process, mainly through experimental work and the construction of models,

to investigate the best way to control heat in housing, and which materials to use to optimise this.

Assessment:

Students will be assessed on their level of knowledge and skills acquisition and their understanding of the aims, objectives and processes that make up the Science course.

Tasks include theory and practical tests, practical reports, research activities, homework exercises, and oral and written assignments.

FORENSIC SCIENCE AND WHEN THE PETROL RUNS OUT

Year 10

Optional

Length of course: 1 Semester

Assumed knowledge: Year 9 Science

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: B grade or better to automatically gain entry to SACE Stage 1 Chemistry 1 or Physics 1. A student would need to take Specialist Biology, Physics or Chemistry and meet requirements for success in this subject to gain automatic entry to Year 11 IB Biology, IB Physics or IB Chemistry.

Course Aim:

To gain knowledge and understanding, skills and attitudes, in relation to the scientific method, within the disciplines of Biology, Chemistry, Geology and Physics, and to gain an appreciation of how they can be integrated. The student will be better equipped to make an informed choice for senior school studies.

Course Description:

Forensic Science will be an integrated study, using experimental techniques, biological, chemical, geological and physical, to problem solve in a scientific sense. When the Petrol Runs Out looks at alternative energy sources. Through chemical, and physical analysis, the student will better appreciate the complexities of this looming crisis. The unit uses practical activities to consolidate concepts.

Assessment:

Students will be assessed on their level of knowledge and skills acquisition and their understanding of the aims, objectives and processes that make up the Science course.

Tasks include theory and practical tests, practical reports, research activities, homework exercises, and oral and written assignments.

SPECIALIST BIOLOGY

Year 10

Optional

This course is essential for students who intend to take IB Biology and recommended for those who intend to take SACE stage 1 Biology A or B in Year 11.

Length of course: 1 Semester

Assumed knowledge: Nil

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: C grade or better to automatically gain entry to SACE Stage 1 Biology A or B; a B grade or better is recommended for entry into Year 11 IB Biology.

Course Aim:

- To lay the foundation for future learning in SACE and IB Biology

- To develop scientific ability associated with the conceptual and practical applications of Biology
- To develop skills in scientific investigation.

Course Description:

Students will study topics related to Biochemistry, Cells, Organisms and Ecology. Experimental design, report writing and manipulative skills will be the focus of practical work.

Assessment:

Students' progress will be assessed using a variety of assessment tasks. Weighting for final assessment will be :

Tests and Assignments	50%
Practical Reports	20%
Semester Exam	30%

SPECIALIST CHEMISTRY Year 10**Optional**

This course is essential for students who intend to take IB Chemistry in Year 11 and highly recommended for those who wish to take SACE Stage 1 Chemistry 1 and 2 in Year 11.

Length of course: 1 Semester

Assumed knowledge: Nil

Pathway: University: Science, Maths, Technology or TAFE.
Requirements for Success: C grade or better to automatically gain entry to SACE Stage 1 Chemistry 1 & 2; a B grade or better is recommended for entry to Year 11 IB Chemistry.

Course Aim:

- To anticipate the commencement of senior school Chemistry
- To develop the specific skill set required for success in senior school Chemistry, including attention to detail, use of symbolized language, understanding of abstract concepts, time management and practical skills
- To provide students with an insight into what can be expected in senior school Chemistry
- To encourage an appreciation of the role played by Chemistry in the modern world.

Course Description:

The topics covered will include Atomic Structures, Periodic Table, Bonding and Rate of Reaction. Report writing and manipulative skills will be the focus of practical work. Approaches to learning also will be explored in order to develop successful learning strategies for this subject.

Assessment:

Students progress will be assessed using a variety of assessment tasks. Weighting for final assessment will be :

Tests and Assignments	50%
Practical Reports	20%
Semester Exam	30%

SPECIALIST PHYSICS Year 10**Optional**

This course is essential for students who intend to take IB Physics in Year 11 and recommended for those who intend to take SACE Stage 1 Physics 1 and 2 in Year 11.

Length of course: 1 Semester

Assumed knowledge: Nil

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: C grade or better to automatically

gain entry to SACE Stage 1 Physics 1 & 2; a B grade or better is recommended for entry to Year 11 IB Physics.

Course Aim:

- To lay the foundation for future learning in SACE and IB Physics
- To develop scientific ability associated with the conceptual and practical applications of Physics
- To develop skills in scientific investigation.

Course Description:

Students will study topics from Kinematics, Work Power and Energy, Thermal Physics and Electric circuits. Report writing and manipulative skills will be the focus of practical work.

Assessment:

Students progress will be assessed using a variety of assessment tasks. Weighting for final assessment will be :

Tests and Assignments	50%
Practical Reports	20%
Semester Exam	30%

BIOLOGY A SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: One semesters of Year 10 Science

Pathway: University: Science, Maths, Technology or TAFE.
Requirements for Success: A Year 10 Science unit at grade B or better, or a C grade or better in Year 10 Specialist Biology.

Course Aim:**To develop:**

- understanding of key ideas in biology
- investigative skills through practical work and research
- manipulative and observational skills
- an ability to communicate using biological language
- analytical and problem-solving skills.

Course Description:

Cells in action, Adaptations of organisms.

Assessment:

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types that are assessed against a graded series of performance standards.

- Investigation folio
 - practical investigations, social issues investigation
- Skills and applications tasks
 - topic tests, exam, oral presentation

Additional Information:

This is a preparation for Stage 2 Biology.

BIOLOGY B SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: One semester of Year 10 Science

Pathway: University: Science, Maths, Technology or TAFE.
Requirements for Success: A Year 10 Science unit at grade B or better, or a C grade or better in Year 10 Specialist Biology.

Course Aim:**To develop:**

- understanding of key ideas in biology
- investigative skills through practical work and research
- manipulative and observational skills
- an ability to communicate using biological language
- analytical and problem-solving skills.

Course Description:

Functioning organisms, Dynamic ecosystems.

Assessment:

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types that are assessed against a graded series of performance standards.

- - Investigation folio
 - practical investigations, social issues investigation
- - Skills and applications tasks
 - topic tests, exam, oral presentation

Additional Information:

This is a preparation for Stage 2 Biology.

BIOLOGY**SACE Stage 2**

Credits: 20 (full year)

Assumed Knowledge: Stage 1 Biology A or B

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: To automatically follow on to Stage 2 Biology students need a B grade or better in a Stage 1 Science subject.

Course Aim:**To develop:**

- understanding of key ideas in biology
- an appreciation of the scientific method
- manipulative and observational skills
- an ability to communicate using biological language
- research and problem-solving skills
- an awareness of the impact of biology on society.

Course Description:

Students are expected to understand various aspects of animal and plant function at different levels of biological organisation, viz, macromolecules, cells, organisms and ecosystems. Within and across these themes, students will develop their understanding of the organisation, selectivity, energy flow, perpetuation, evolution and human awareness of biological systems.

Assessment:

Students demonstrate evidence of their learning through the following assessment tasks

School based assessment **70%**

- Investigation folio
 - Practical investigations and a social issues investigation
- Skills and applications tasks
 - topic test, mid-year exam and oral presentation

External assessment **30%**

Final examination

IB BIOLOGY**Year 11****IB Diploma Group 4**

Length of Course: IB Diploma Biology is a course taken over 2 consecutive years. Year 11 is the first year.

Assumed Knowledge: Year 10 Specialist Biology and/or one Biology based Year 10 Science unit.

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: To automatically enter IB Biology a C grade or better in Year 10 Specialist Biology is recommended, or at least a B grade in one Biology based Year 10 Science unit.

Course Aim:

To provide students with an insight into the biological principles that underpin the scientific world. It will prepare students for higher learning in this subject, through both a theoretical and experimental framework.

Course Description:

There are six core topics of study for the standard level course:

- Statistical analysis
- Cells
- The chemistry of life
- Genetics
- Ecology and evolution
- Human health and physiology .

Assessment:

This is the first year of a 2 year course. The course is internally assessed through a combination of exams, topic tests, practical work and assignments in the first year.

PLEASE NOTE:**GROUP 4 PROJECTS IN YEAR 11 IB SUBJECTS.**

All students studying IB Biology, Chemistry and Physics are required to participate in a major group research activity and report, based on a common theme. This is generally done after the Year 11 exams at the end of the year.

IB BIOLOGY**Year 12****IB Diploma Group 4**

Length of Course: IB Diploma Biology is a course taken over 2 consecutive years. Year 12 is the second year.

Assumed Knowledge: Year 11 IB Biology

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: To automatically follow on to Year 12 IB Biology students need a grade of 4 or better in Year 11 IB Biology.

Course Aim:

To develop scientific ability (knowledge of concepts, principles and phenomena) and skills (associated with both conceptual and experimental activity) as related to biology as well as an awareness and appreciation of its limitations, its societal impact and the responsibilities of practising biologists.

Course Description (additional higher level topics):

The second year of this two year course allows for the completion of the standard level core subjects, two additional optional topics and for higher level students a more detailed study of:

- Nucleic acids & proteins
- Cell respiration and photosynthesis
- Plant science
- Genetics
- Human health and physiology.

Assessment:

The course is externally examined in November of Year 12; the results of these exams contribute 76% to the final grade. 24% of the final grade is based on moderated experimental activities carried out over the two years of the course.

Additional Information:

To complete IB Biology it is necessary to study both Year 11 and Year 12 IB courses.

IB ENVIRONMENTAL SYSTEMS & SOCIETIES Year 11

IB Diploma Group 4

Length of Course: IB Diploma Environmental Systems & Societies is a course taken over 2 consecutive years. Year 11 is the first year. This course is offered as a Standard Level (SL) option only.

Assumed Knowledge: Year 10 Specialist Biology and/or one Biology based Year 10 Science unit.

Pathway: University or TAFE, in particular, courses in environmental management.

Requirements for Success: To automatically enter a B grade in one Year 10 Science unit is recommended.

Course Aim:

This course is designed for IB Diploma students who do not wish to include a specialised study of Science in their course. It provides students with an insight into the how ecosystems operate and how humans interact with natural systems via the methods of scientific study.

Course Description:

There are six topics of study for this standard level course:

- Systems & models
- The ecosystem
- Conservation & ecology
- Human population, carrying capacity & resource use
- Pollution management
- The issue of global warming & environmental value systems

Assessment:

This is the first year of a 2 year course. The course is internally assessed through a combination of exams, topic tests, practical work and assignments in the first year.

PLEASE NOTE:

GROUP 4 PROJECTS IN YEAR 11 IB SUBJECTS.

All students studying IB Biology, Environmental Systems & Societies, Chemistry and Physics are required to participate in a major group research activity and report, based on a common theme. This is generally done after the Year 11 exams at the end of the year.

IB ENVIRONMENTAL SYSTEMS & SOCIETIES Year 12

IB Diploma Group 4

Length of Course: IB Diploma Environmental systems & societies is a course taken over 2 consecutive years. Year 12 is the second year. This course is offered as a Standard Level (SL) option only.

Assumed Knowledge: Year 11 IB Environmental systems & societies

Pathway: University or TAFE, in particular, courses in environmental management.

Requirements for Success: To automatically follow on to Year 12 IB Environmental systems & societies students need a grade of 4 or better in Year 11 IB Environmental systems & societies.

Course Aim:

This course is designed for IB Diploma students who do not wish to include a specialised study of Science in their course.

It provides students with an insight into the how ecosystems operate and how humans interact with natural systems via the methods of scientific study.

Course Description:

There are six topics of study for this standard level course:

- Systems & models
- The ecosystem
- Conservation & ecology
- Human population, carrying capacity & resource use
- Pollution management
- The issue of global warming & environmental value systems

Assessment:

The course is externally examined in November of Year 12. 24% of the final mark is based on moderated experimental activities carried out over the two years of the course.

Additional Information:

To complete IB Environmental systems & societies it is necessary to study both Year 11 and Year 12 IB courses.

CHEMISTRY 1 SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Two semesters of Year 10 Science

Pathway: University: Science, Maths, Technology or TAFE. **Requirements for Success:** An equivalent Chemistry based Year 10 Science unit at grade B or better, or a C grade or better in Year 10 Specialist Chemistry.

Course Aim:

This course aims to develop an understanding of the chemical concepts in the natural world in which we live. It seeks to foster students' interest by developing these concepts through experimentation.

Course Description:

The chemistry of carbon compounds and their families, atomic structure, periodicity, structure and bonding of useful materials.

Assessment:

Aims, objectives and criteria for judging satisfactory performance and the assessment plan are distributed to the student at the commencement of the course.

CHEMISTRY 2 SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: Two semesters of Year 10 Science.

Pathway: University: Science, Maths, Technology or TAFE. **Requirements for Success:** Successful completion of Chemistry 1.

Course Aim:

This course builds on the concepts introduced in Chemistry A. It extends the students' knowledge and further develops their manipulative and practical design skills. Applications of Chemistry in the real world are used to enhance learning.

Course Description:

Mole concept, stoichiometry, properties of water, acids and bases, redox and electrochemistry.

Assessment:

Aims, objectives and criteria for judging satisfactory performance and the assessment plan are distributed to the student at the commencement of the course.

CHEMISTRY**SACE Stage 2**

Credits: 20 (full year)

Assumed Knowledge: Stage 1 Chemistry 1 & 2

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: To automatically follow on to Stage 2 Chemistry students need a B grade or better in Stage 1 Chemistry 1 and 2.

Course Aim:

This course aims to develop an understanding of the role of chemistry in the world in which we live. It seeks to foster students' interest by developing these concepts through experimentation. Not only is there a theoretical perspective, but social and ethical issues are also considered.

Course Descriptions:

This subject applies the principles of chemistry to the study of selected elements and compounds. It illustrates the role of chemistry in today's technological society. Students perform experiments to test an idea or solve problems, record observations, and draw conclusions from the results. They learn to work independently and to communicate with others.

The course consists of 6 units:

- Experimental / communication skills
- Elemental and environmental chemistry
- Analytical techniques
- Using and controlling reaction
- Organic and biological chemistry
- Materials.

Assessment:

The final grade is a moderated combination of the external exam mark and school mark. The school mark is a combination of tests, practical reports and social relevance reports.

IB CHEMISTRY**Year 11**

IB Diploma Group 4

Length of Course: IB Diploma Chemistry is a course taken over 2 consecutive years. Year 11 is the first year.

Assumed Knowledge: Year 10 Specialist Chemistry.

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: To automatically enter IB Chemistry a B grade or better in Year 10 Specialist Chemistry is recommended.

Course Aim:

This course aims to provide students with an insight into the chemical principles that underpin the scientific world. It will prepare students for higher learning in this subject, through both a theoretical and experimental framework.

Course Description:

The topics include quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry and measurement and data processing.

Assessment:

This is the first year of a 2 year course.

The course is externally examined in November of the second year. 24% of the final mark is based on moderated experimental activities carried out over the two years of the course.

PLEASE NOTE:

GROUP 4 PROJECTS IN YEAR 11 IB SUBJECTS.

All students studying IB Biology, Chemistry and Physics are required to participate in a major group research activity and report, based on a common theme. This is generally done after the Year 11 exams at the end of the year.

IB CHEMISTRY**Year 12**

IB Diploma Group 4

Length of Course: IB Diploma Chemistry is a course taken over 2 consecutive years. Year 12 is the second year.

Assumed Knowledge: Year 11 IB Chemistry

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: To automatically follow on to Year 12 IB Chemistry students need a grade of 4 or better in Year 11 IB Chemistry.

Course Aim:

This course aims to extend the students' knowledge of chemistry. This will be achieved by providing opportunities for scientific study, developing a body of content and equipping students with the process skills that characterise science.

Course Description:

The following topics are revisited at the higher level: atomic theory, structure and bonding, energetics, states of matter, equilibrium, reaction rates, periodicity of the elements, organic chemistry, biochemistry, environmental chemistry.

Assessment:

The course is externally examined in November of Year 12. 24% of the final mark is based on moderated experimental activities carried out over the two years of the course.

PHYSICS 1**SACE Stage 1**

Credits: 10 (1 Semester)

Assumed Knowledge: Two semesters of Year 10 Science

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: A Physics based Year 10 Science unit at grade B or better, or a C grade or better in Year 10 Specialist Physics.

Course Aim:

To develop scientific ability (knowledge of concepts, principles, and phenomena) and skills (associated with both conceptual and experimental activity) as related to Physics in such a way as to encourage interest and enjoyment and lay a foundation for future studies in Physics and related areas.

Course Description:

Students will undertake a variety of practical activities which complement and assist the development of the theory. Topics concentrate on mechanics and nuclear Physics.

Assessment:

Students will be assessed on their level of knowledge and skills acquisition and their understanding of the aims, objectives and processes that make up the Science course.

Tasks include theory and practical tests, practical reports, research activities, homework exercises, and oral and written assignments.

PHYSICS 2**SACE Stage 1**

Credits: 10 (1 Semester)

Assumed Knowledge: Two semesters of Year 10 Science

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: Successful completion of Physics 1.

Course Aim:

To develop scientific ability (knowledge of concepts, principles, and phenomena) and skills (associated with both conceptual and experimental activity) as related to Physics in such a way as to encourage interest and enjoyment and lay a foundation for future studies in physics and related areas.

Course Description:

Students will undertake a variety of practical activities which complement and assist the development of the theory. Topics covered include waves, and electric and magnetic fields.

Assessment:

Assessments will include written practical reports, class presentations, homework exercises, research assignments, topic tests and an end of semester examination. The calculation of the school assessment will be weighted so that over 50% depends on tasks performed under supervision in lessons.

PHYSICS**SACE Stage 2**

Credits: 20 (full year)

Assumed Knowledge: Stage 1 Physics 1 & 2

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: To automatically follow on to Stage 2 Physics students need a B grade or better in Stage 1 Physics 1 and 2.

Course Aim:

- To encourage interest and enjoyment through an emphasis on the understanding of physics concepts and their applications
- To lay the foundation for future learning in physics and related areas.

Course Description:

The course will develop key ideas, the application of concepts to selected applications, problem solving skills, experimental skills, research skills in physics related information and skills in effective communication of ideas. The four major sections of the course are motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei.

Assessment:

Moderated school assessment makes up 50% of the final score with an external 3 hour examination. The school mark will be made up of assessment of theory (50%), practical work (30%) and an information search and oral assessment (20%). Students will undertake a variety of formative and summative tasks including tests, practical reports, practical skills tests, reports, oral presentations and problem-solving assignments.

IB PHYSICS**Year 11**

IB Diploma Group 4

Length of Course: IB Diploma Physics is a course taken over 2 consecutive years. Year 11 is the first year.

Assumed Knowledge: Year 10 Specialist Physics

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: To automatically enter IB Physics a B grade or better in Year 10 Specialist Physics is recommended.

Course Aim:

To develop scientific ability (knowledge of concepts, principles, and phenomena) and skills (associated with both conceptual and experimental activity) as related to Physics as well as an awareness and appreciation of its limitations, its societal impact, and the responsibilities of practising physicists.

Course Description:

This is the first year of a 2 year course.

Students will become aware of the way in which physicists work and communicate with each other. While, in practice, 'the scientific method' may take on a wide variety of forms, it will generally involve the formation, testing and modification of hypotheses, through observation and measurement, under the controlled conditions of an experiment. This approach distinguishes the sciences from other disciplines.

Assessment:

Assessment is carried out by a combination of external examinations, conducted at the end of Year 12, and internal assessment of practical work. These two key assessment structures are weighted 76% and 24% respectively; Year 11 is the same. The external examinations consist of three papers, occupying a total of 3 hours at standard level and 4.5 hours at higher level.

Internal assessment tests candidates' experience of a wide variety of methods of scientific investigation, practical work and data manipulation.

PLEASE NOTE:**GROUP 4 PROJECTS IN YEAR 11 IB SUBJECTS.**

All students studying IB Biology, Chemistry and Physics are required to participate in a major group research activity and report, based on a common theme. This is generally done after the Year 11 exams at the end of the year.

IB PHYSICS**Year 12**

IB Diploma Group 4

Length of Course: IB Diploma Physics is a course taken over 2 consecutive years. Year 12 is the second year.

Assumed Knowledge: Year 11 Physics IB

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: To automatically follow on to Year 12 IB Physics students need a grade of 4 or better in Year 11 IB Physics.

Course Aim:

To develop scientific ability (knowledge of concepts, principles, and phenomena) and skills (associated with both conceptual and experimental activity) as related to Physics as well as an awareness and appreciation of its limitations, its societal impact, and the responsibilities of practising physicists.

Course Description:

Students will become aware of the way in which physicists work and communicate with each other. While, in practice, 'the scientific method' may take on a wide variety of forms, it will generally involve the formation, testing and modification of hypotheses, through observation and measurement, under the controlled conditions of an experiment. This approach distinguishes the sciences from other disciplines. Specific topics include mechanics, thermal physics, waves, electromagnetism and atomic physics.

Assessment:

Assessment is carried out by a combination of external examinations, conducted at the end of the program of study, and internal assessment. These two key assessment structures are weighted 76% for the exam component and 24% for practical work. The external examinations consist of three papers, occupying a total of 3 hours at standard level and 4.5 hours at higher level.

Internal assessment tests candidates' experience of a wide variety of methods of scientific investigation, practical work and data manipulation.

PSYCHOLOGY A SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: One semester of Year 10 Science

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: A C grade or better in any Science units studied at Year 10.

Course Aim:

To make a systematic study of behaviour and the processes that underlie it and influence it. Students will better understand themselves and their social worlds.

Course Description:

The subject consists of the compulsory topic 'Introduction to Psychology' and two topics chosen to introduce students to the four levels of explanation of behaviour.

These are chosen from:

- Social influence and social interaction
- Intelligence
- Cognition
- Brain and behaviour.
- Human psychological development.
- Emotion.

Assessment:

Assignment	weighted between
Collaborative investigation	20% and 50%
Application task	

PSYCHOLOGY B SACE Stage 1

Credits: 10 (1 Semester)

Assumed Knowledge: One semester of Year 10 Science

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: A C grade or better in any Science units studied at Year 10.

Course Aim:

To make a systematic study of behaviour and the processes that underlie it and influence it. Students will better understand themselves and their social worlds.

Course Description:

The subject consists of the compulsory topic 'Introduction to Psychology' and two topics chosen to introduce students to the four levels of explanation of behaviour.

These are chosen from:

- Social influence and social interaction
- Intelligence
- Cognition
- Brain and behaviour.
- Human psychological development.
- Emotion.

Assessment:

Assignment	weighted between
Collaborative investigation	20% and 50%
Application task	

PSYCHOLOGY SACE Stage 2

Credits: 20 (full year)

Assumed Knowledge: Stage 1 Psychology A or B

Pathway: University: Science, Maths, Technology or TAFE.

Requirements for Success: To automatically follow on to Stage 2 Psychology students need a B grade or better in a Stage 1 Science subject.

Course Aim:

To explain behaviour in terms of biological processes, basic psychological processes, the attributes of the person enacting the behaviour and socio-cultural processes.

Course Description:

The subject consists of the topics:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

These topics are designed around the four levels of explanation of behaviour used in psychology and each level is associated with different research methods and different ethical issues.

Assessment:

Collaborative Investigation	15%
Individual Investigation	25%
Assignments	30%
Exam	30%



GLENUNGA
INTERNATIONAL
HIGH SCHOOL



L'ESTRANGE STREET
GLENUNGA
SOUTH AUSTRALIA 5064

T +61 8 8379 5629
F +61 8 8338 2518
E glenunga@gihs.sa.edu.au
www.gihs.sa.edu.au



Government of South Australia
Department of Education and
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