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NARACOORTE HIGH SCHOOL

Subject Information Years 8-10



Every Student, All of the Time, Without Exception.

INTRODUCTION

At Naracoorte High School we strive to engage all students in dynamic learning through the implementation of highly effective teaching and learning practices. Connecting with each and every student, through relevant subjects and positive relationships, is central to our work as we maximise student successes.

This course booklet is an important document. I encourage all students and Parents/Caregivers to read it carefully. Choosing subjects can be very challenging, but by being well informed students are more likely to choose subjects that best suit their needs and aspirations.

In addition to reading this booklet, please discuss subject options as a family and seek help from staff who will willingly assist students in this important process. Furthermore, we urge you to access websites and other resources which can help you with career exploration, decision-making and job search preparation.

When making choices, students should be guided by first semester reports, teacher recommendations, information provided in this booklet, past performances and career aspirations.

Subject choices should be as firm as possible, as staffing and resourcing will be based on them. Every effort will be made to place students in subjects of their first choice. Students' academic records, staffing, facilities and student choices across the School must be considered in this process. Therefore, as a consequence, the School cannot absolutely guarantee students access to their first choices. To enable the best success of this, students have an opportunity to change from a subject within the first three weeks of the semester.

If you require further information on the educational programme or its organisation, please contact us and ask to speak to a Home Group Teacher, Subject Coordinator or Middle School Coordinator. We would be delighted to discuss any aspect of our School's curriculum with you.

John Harris
Principal



STUDENT LEARNING IN THE MIDDLE SCHOOL YEARS 8 - 10

Student learning and assessment in Years 8 -10 is based around the Australian Curriculum. All subjects use the AC (Australian Curriculum) documents as the basis for all teaching and learning programmes across the site. The Australian Curriculum is fully implemented across all current learning areas in Years 8, 9 and 10. Naracoorte High School recognises the importance of clearly informing parents about their child's progress and achievements at School. This occurs in a number of ways throughout the year including written reports, Parent Student Teacher Conferences, meetings, telephone conversations and written correspondence. Our written reports reflect the national reporting requirements for A to E levels and are based on the required standards so they are consistent across all Australian Schools. Personal Learning Plan is an exception. It is a Stage 1 subject and undertaken at Year 10 level at Naracoorte High School. The assessment is aligned with the South Australian Certificate of Education (SACE) structures using performance standards and grades scaled A-E for assessment.

LITERACY AND NUMERACY SUPPORT AND SPECIAL EDUCATION

If students are not coping in a particular subject, a modified program may be negotiated with the subject teacher within the mainstream class. Students who need specialised support in particular subjects, may also be supported within classes by a School Support Officer or Aboriginal Community Education Officer. Some subjects also offer modified practical courses eg. Practical Mathematics.

Students who have been assessed by a Guidance Officer as a Student with a Disability under Department for Education guidelines will have a Negotiated Education Plan (NEP) developed in consultation with teachers, parents and the student. Negotiated programs may also be developed for other students who are considered at risk in areas of personal development or work related pathways. If you are concerned about the progress of your child then you should contact their subject teacher, Wellbeing Coordinator or the Middle School Coordinator.

VOCATIONAL EDUCATION

There may be options for students in Year 10 to participate in Vocational Education. Please refer to the NHS Flexible Delivery Options for 2019 booklet.



MIDDLE SCHOOL SUBJECT REQUIREMENTS

Year 8 students complete all subjects in order to give them a broad understanding and experience of the learning areas and to allow students to determine their areas of strength and enjoyment. In subsequent years students begin to have some choice about the subjects they study. There are several core subjects which are compulsory, however, students are then able to choose some areas of interest.

Please note: 1 semester = half a year.

Year 8 Curriculum	Year 9 Curriculum	Year 10 Curriculum
COMPULSORY SUBJECTS	COMPULSORY SUBJECTS	COMPULSORY SUBJECTS
Agriculture (1 term) Art (1 term) Design & Technology Studies - Metalwork, Woodwork (1 term) Digital Technologies (1 term) English (full year) Health Education and Home Economics (1 semester) Health and Physical Education (1 semester) Humanities and Social Sciences (full year) LOTE/Indonesian (1 semester) Mathematics (full year) Performing Arts - Drama and Music (1 term each) Science (full year)	English (full year) Health and Physical Education A (1 semester) Health Education and Home Economics (1 semester) Humanities and Social Sciences (full year) Mathematics (full year) Science (full year)	English (full year) Health and Physical Education A (1 semester) Humanities and Social Sciences (1 semester) Stage 1 Society & Culture (1 semester) Mathematics or Essential Mathematics (full year) Stage 1 Personal Learning Plan (1 semester) Science A (1 semester)
	OPTIONAL SUBJECTS (1 semester)	OPTIONAL SUBJECTS (1 semester)
	ARTS Learning Area - Choose one from: Drama - Option 1 or 2 or both Music - Music Groundwork Visual Arts - Option 1 or 2 or both	SCIENCE OPTION Choose one from: Agricultural Science A Agricultural Science B Applied Science Science B
	TECHNOLOGY Learning Area- Choose one from: Design and Technology Digital Technologies (IT) Textiles	ARTS Learning Area- Choose one from: Drama - Option 1 or 2 or both Music (A and/or B) Visual Arts - Option 1 or 2 or both
	OTHER: Choose two from: Agricultural Science (A or B) Design and Technology Digital Technologies (IT) Drama - Option 1 or 2 or both Health and Physical Education B LOTE Open Access (1 Semester only) Music - Music Groundwork Music - Emerging Musicians Textiles Visual Arts (Option 1 or 2 or both)	TECHNOLOGY Learning Area- Choose one from: Design and Technology: Metal Work Design and Technology: Woodwork Home Economics (A and/or B) Digital Technologies (IT) Textiles (A and/or B)
		OTHER: Choose two from: Agricultural Science (A or B) Design and Technology: Metal Work Design and Technology: Woodwork Digital Technologies (IT) Drama - Option 1 or 2 or both Home Economics (A and/or B) LOTE Open Access (A and B) Maths 10A Music (A and/or B) Health and Physical Education B Stage 1 Outdoor Education Textiles (A and/or B) Visual Arts - Option 1 or 2 or both

AGRICULTURAL STUDIES

YEAR 8

This is an "experience" subject at Year 8. It provides "hands on" situations to help students understand some of the principles used in raising plants and animals. Students are given a garden plot to manage and maintain from which they are able to keep any produce grown. Students also become involved in other projects at the Agricultural Centre, such as sheep, cattle, poultry and vines. Agricultural Studies is studied for one term only. The practical activities vary with the seasonal production of Agriculture. Students are allocated to a roster to care for the laying hens for one week.

YEAR 9

Year 9 Agriculture is offered in both semesters. Each semester will feature a different range of topics enabling students to choose both semesters if they wish. There is some room for negotiation of topics. The course is structured to include both practical and theoretical activities and introduces students to the complexities of managing one enterprise.

Topics for Agriculture A (Semester 1) will include:

- Intensive Animal Production (Poultry)
- Viticulture - Pruning Grape Vines
- Sheep production
- Crop production.

Topics for Agriculture B (Semester 2) will include:

- Pasture Management
- Sheep Judging (wool and fibre)
- Insects
- Soil Science
- Beef Cattle Production.

YEAR 10

Year 10 Agriculture is also offered in both semesters. **NB.** There is likely to be additional costs to cover transport to excursions.

AGRICULTURAL SCIENCE A

This is a more conventional semester course where a range of agricultural knowledge and skills are studied.

Topics could include: Pig Production, Cows Create Careers, Cropping and Sustainable Farming Practices.

AGRICULTURAL SCIENCE B

There are two components to this semester course:

- Value Add Enterprise – students either work individually or as part of a small group to establish and manage a small enterprise. Students choose an enterprise, make plans, budget and manage the day to day activities of their enterprise. Students, at times, are required to give up some of their time at lunch, recess or after school to ensure their enterprise is maintained
- Course work – Fibre production & Meat Processing.



ENGLISH & EALD

ENGLISH

The foundation of Middle School English incorporates the essential aspects of language: reading, writing, listening, speaking and viewing. Students engage with a range of different texts and genres of increasing complexity in order to develop critical analysis and comprehension. At all year levels students study written and visual texts, which will include a selection of novels, non-fiction, short stories, plays, poetry, media articles, films, documentaries and TV programs. Students are also required to undertake an independent reading program which will require them to read a variety of novels independently and complete learning tasks based on these novels.

Throughout the Middle School students increase their knowledge of language conventions and features used in the construction of different text types, their effect on audience and the ability to apply these skills to their own writing. Students are encouraged to develop their drafting and editing skills in pursuit of crafting increasingly coherent, well-structured and precise writing. In oral language, students develop their confidence in addressing audiences and also their ability to speak clearly, fluently and expressively in a register appropriate for the occasion. The opportunity to develop and apply skills and understanding in information and communication technologies is provided at all year levels.

Assessment is continuous and will occur through the completion of a variety of tasks, including: oral, written, short answer and extended response. Tests, particularly in the area of grammar and spelling, occur regularly at all year levels. Formal examinations may begin in Year 10 and continue through students Senior Schooling.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

Students are currently catered for on an individual basis.

The support for these students can vary and is very much based on specific student requirements.

Support strategies can include:

- Task modification
- Extra assistance
- Weekly meetings of the students from a Non English speaking background, facilitated by a teacher to develop oral language skills.



HEALTH AND HOME ECONOMICS

Home Economics focuses on developing students' knowledge, understanding and skills to make healthy, informed food choices, and understand the role of food and nutrition in enhancing health and well-being. Students explore the contextual factors that influence eating habits and food choices.

Year 8/9

In Year 8 and 9 the focus is on increasing students' knowledge and skills of:

- Food and nutrition, including developing an understanding of a range of influences on nutritional needs. Practical lessons are undertaken to develop their skills and knowledge
- Mental Health promotion, incorporating resilience and support networks
- Personal identity and sense of self
- Cultural activities, including understanding food practices across cultures and the impact of cultural diversity.

Year 10

In Year 10, students choose Home Economics and can undertake it for a semester or the entire year.

The focus in Semester 1 is on how Australian cuisine has evolved and developed, through advancements in Technology and cultural diversification, and how this impacts on our health and well-being. Students take a culinary tour of the world through preparing a range of dishes from different cultural backgrounds and using a range of technology.

In Semester 2, students look at specific aspects of Food Production including Food Hygiene and Work Health and Safety. Students develop skills in a range of cooking techniques through preparing a variety of dishes including designing their own original dish, meeting specific criteria. In addition they have an opportunity to enter the Home Economics Association/McCormick Flavour Forecast Recipe Design Competition.



HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education program in Years 8 – 10 provides all students with an opportunity to experience a wide variety of physical pursuits in a friendly and non-threatening environment, where fun and maximum participation is a key goal. Integrated with the sporting elements of these programs is health education which focuses on empowering students to make informed choices with regards to their health and wellbeing.

The programs correlate with the Australian Curriculum to encompass the following key elements: Relationships and Sexuality, Physical Activity and Fitness, Safety, Drug Use and a range of Games and Sports.

Year 8

In Year 8, Health and Physical Education is a compulsory subject for one semester. During this time students will participate in practical topics which will focus on Invasion Games, Net and Court Games, Athletics and Gymnastics or Dance. Students will play a range of sports in each of these areas. The compulsory Year 8 Camp will also be included in the PE grade. The focus is on students actively participating in the lesson and developing key tactics, game sense, sport specific skills and teamwork. The health aspect of the course will include general information about alcohol and its impacts on individuals and communities. The Year 8 SHine program also looks specifically at Puberty, Harrassment, Stereotypes, Healthy Relationships and the Impact of Technology.

Year 9

In Year 9, students are required to study Health and Physical Education A, whilst the additional Health and Physical Education B is optional.

Health and Physical Education A (compulsory)

This course runs for one semester and is compulsory for all students. Throughout this course students participate in practical topics with a focus on Hitting and Fielding Games, Invasion Games, Athletics and Gymnastics or Dance. Students will play a range of sports in each of these areas. The compulsory Year 9 Camp will also be included in the PE grade. The focus is on students actively participating in the lesson and developing key tactics, game sense, sport specific skills and teamwork. The health aspect of the course will include health benefits of physical activity and group dynamics. The Year 9 SHine program also looks specifically at Self Esteem, Gender and Diversity, Healthy Relationships and Power, and Safer Sex.

Health and Physical Education B (optional)

In addition, students can also elect to study Health and Physical Education B. This course includes both practical and theoretical elements. The practical topics may include Racquetball, Ultimate Frisbee, Fitness Testing and Gaelic Football. The theory topics look at the components of Fitness, Basic Anatomy and Sports Management.

Year 10

In Year 10 students are required to study Health and Physical Education A whilst the additional Health and Physical Education B is optional.

Health and Physical Education A (compulsory)

This course runs for one semester and is compulsory for all students. Throughout this course students participate in practical topics with a focus on Net and Court and Target Games. Students will play a range of sports in each of these areas. The compulsory Year 10 camp will also be included in the PE grade. The focus is on students actively participating in the lesson and developing key tactics, game sense, sport specific skills and teamwork. The health aspect of this course includes the Year 10 SHine program, Illegal Drugs and Sports Injury Management. The Year 10 Bushwalking and Rock Climbing camp also contributes to the HPE curriculum.

NB. There will be an additional cost to cover camps and some excursions

Health and Physical Education B (optional)

In addition, students can also elect to study Health and Physical Education B. This course includes both practical and theoretical elements. The practical topics may include Squash, Korfbal, Lacrosse and Volleyball. The theory topics look at Performance Enhancing Drugs, and Coaching and Training Principles.

HUMANITIES AND SOCIAL SCIENCES

The study of Humanities and Social Sciences (HASS) follows the requirements of the Australian Curriculum, incorporating the study of History, Geography, Civics and Citizenship and Business and Economics. Students begin by re-examining skills previously learnt in Primary School and build on these through the Middle School. The skills and knowledge learnt in the Middle School then becomes the foundation for student success in the Senior School.

Assessment in Humanities and Social Sciences is designed to offer each student an opportunity to demonstrate their learning through a variety of processes. These include oral presentations, extended written responses, source analysis, research tasks and tests. The opportunity to develop and apply skills and understanding in information and communication technologies is provided at all year levels.

Humanities and Social Sciences involves students expanding their knowledge and understanding of natural and human environments, both past and present, as well as examining possibilities for the future.

Humanities and Social Sciences involves expanding students' knowledge and understanding of their own and other societies, local and global environments, and the interdependence between people, societies and environment.

In order to achieve these broad study goals, a range of specific topics are studied across the Middle School to establish the skills and understanding for further study in Humanities and Social Sciences.

Year 8 consists of one semester of History, following the requirements of the Australian Curriculum, and one semester of Geography, following the requirements of the Australian Curriculum.

Year 9 consists of one semester of History, following the requirements of the Australian Curriculum, and one semester of Geography following the requirements of the Australian Curriculum.

The Year 10 course consists of one semester of History, following the requirements of the Australian Curriculum, and one semester of Stage 1 Society and Culture, following SACE requirements.



LOTE/INDONESIAN

INDONESIAN (COMPULSORY YEAR 8 - 1 SEMESTER)

This subject is designed as an introduction to a Language Other Than English (LOTE). It provides the opportunity for students to develop a starting point in learning the Indonesian language and about Indonesian culture, with minimal or no previous knowledge. Students have the opportunity of choosing LOTE as an elective in Years 9 and 10.

Students will be given the opportunity to:

- Develop skills in learning a second language
- Participate in a basic guided conversation related to the topics studied during the year
- Communicate in Indonesian using appropriate manner and pronunciation
- Acquire a vocabulary of Indonesian words related to the topics covered during the year
- Read, comprehend and write basic texts in Indonesian in the context of the various topics studied
- Use the language acquired in the topics studied to write short Indonesian texts
- Learn about, appreciate and enjoy an introduction to the culture of Indonesia
- Gain access to the range of post-School options where LOTE can be used, including employment, education, travel, leisure, training and community involvement.

LOTE

LOTE (Languages other than English) can be studied via distance education through the Open Access College. Courses aim to develop student skills in communication, understanding language and understanding culture. The College offers French, German, Indonesian and Spanish to Year 12.

For students to successfully complete these subjects they need to be extremely well organised, self-motivated and independent learners. Usually students in Years 10 - 12 have two phone lessons each week and need to complete set work independently over the rest of the week.

To continue in Senior School, students would need to study a language for a full year at each year level.

Students who wish to enrol in these courses for the following year, will need to meet with the Senior School Coordinator to discuss requirements and complete enrolment information before the end of their current School year. Student eligibility for these courses is at the Principal's discretion.



MATHEMATICS

YEAR 8

The Year 8 Mathematics course follows the outline directed by the Australian Curriculum.

There are three content strands for Mathematics in the Australian Curriculum

- Number and Algebra (Decimals, fractions and percentages; rates and ratios; profit and loss; simplifying, expanding, factorising algebraic expressions; Linear equations and relationships)
- Statistics and Probability (Representing events in tables and Venn diagram; obtaining data; variation and outliers)
- Measurement and Geometry (Metric conversions, perimeter, area – including circles and volume – prisms; congruence of triangles; properties of quadrilaterals).

A combination of textbook and activity based approaches, including appropriate computer and graphic calculator technology, will be used. Our text book published by Pearson, is *Mathematics 8*.

YEAR 9

This course is compulsory for all students and continues the development of the three strands of Mathematics as set out in the Australian Curriculum.

The three content strands in the Australian Curriculum and the topics covered are set out below:

- Number and Algebra (Simple interest; index laws; expansion of algebraic expressions; midpoint, distance and gradient; sketching linear graphics).
- Statistics and Probability (Data from secondary sources; stem and leaf plots; comparing data; techniques for collecting data; two-step chance experiments; using relative frequencies to estimate probabilities).
- Measurement and Geometry (Area of composite shapes; surface area and volume of prisms and cylinders; similar triangles; Pythagoras' Theorem, Trigonometry).

Our text book published by Pearson, is *Mathematics 9*.

YEAR 10

Classes will be established on the basis of student's mathematical ability. The Mathematics class will follow the Australian Curriculum.

The Essential Maths Courses will include content to prepare students for Essential Mathematics at SACE Stage 1.

Students must get a C or better for a semester of Maths in Stage 1, in order to complete SACE requirements.

The flow chart below shows recommended pathways for the Mathematical subjects offered.

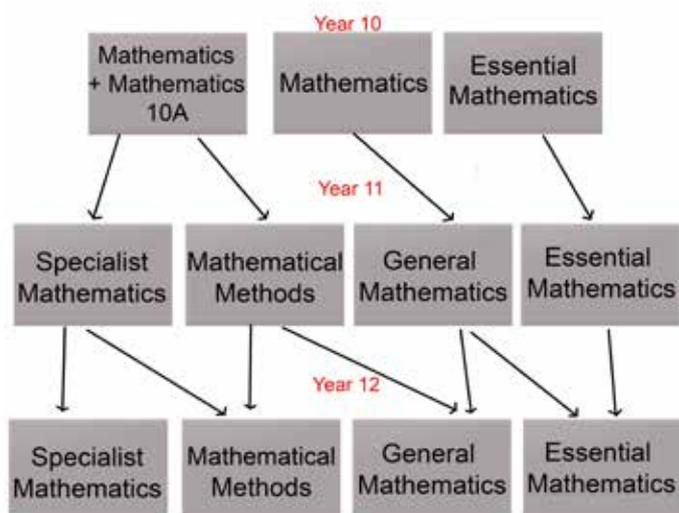
Students in Stage 1 Mathematics Methods in Semester 1 could change to General Mathematics in Semester 2.

Similarly there could be a change from General to Essential Mathematics in Semester 2.

Mathematics 10A

Students intending to study the two higher level subjects (called Mathematical Methods and Specialist Mathematics) need to undertake a second (one semester length) Maths subject in Semester 2.

Called 'Maths 10A', this will provide essential knowledge – covering topics on Number and Algebra, Measurement, Geometry and Statistics. Any student wishing to study Mathematical Methods and/or Specialist Mathematics at Stage 1 **must** choose Mathematics 10A.



OUTDOOR EDUCATION - YEAR LEVEL CAMPS

The Outdoor Education Program covers the requirement of outdoor adventure activities in the Australian Curriculum and as such, compulsory year level camps will contribute to HPE grades.

The other goal of the Outdoor Education program is to support and assist in realising the greater School aims. This is achieved by exposing students to a range of experiences in the outdoors. The desired outcomes of the program include an appreciation of the environment, teamwork and communication skills, and resilience, as interaction takes place in challenging and adventurous practical settings.

Opportunities to develop and practise teamwork, interdependence and leadership skills in settings that foster self-reliance and preparedness, are also prominent aims and objectives for students participating in the Middle School Outdoor Education program. Adventure and enjoyment are balanced with challenge and the programs are designed to extend students' comfort zones to develop confident and resilient individuals.

Throughout the program, students are given the opportunity to interact with a range of environments. We encourage students to develop a respect for and rapport with the natural world, which we believe will lead to individuals feeling a sense of guardianship or responsibility in maintaining and conserving the world's natural environments. From Year 8 through to Year 10, there is a progression of outdoor skills and experiences provided for students in a variety of environmental settings.

Year 8

In Year 8, a three day camp takes place at the Naracoorte Caves National Park. The camp is run at the beginning of the year and is a fantastic way for our new Year 8 students to get to know each other. The cohort of students is split into two groups and we run separate camps, each three days long.

Students camp in tents at the Naracoorte Caves and participate in a range of activities. Adventure caving is the highlight of the camp, however, students also participate in a low rope adventure course, fossil identification, tour of Wonambi Fossil Centre, 'It's a Knockout' games, a night walk and a visit to view the bats flying out of their caves at dusk. Campers are involved in preparing meals and supporting each other in small groups. It is a very physically active, motivating and challenging camp.

Year 9

Students in Year 9 travel to a base camp at Pritchards' Camping Ground on the Glenelg River in South Western Victoria for three days of kayaking and canoeing.

Initially students are instructed in the skills of these water sports, before putting them into practice on a short expedition to enjoy the scenic and peaceful atmosphere of the river as well as numerous water games and challenges.

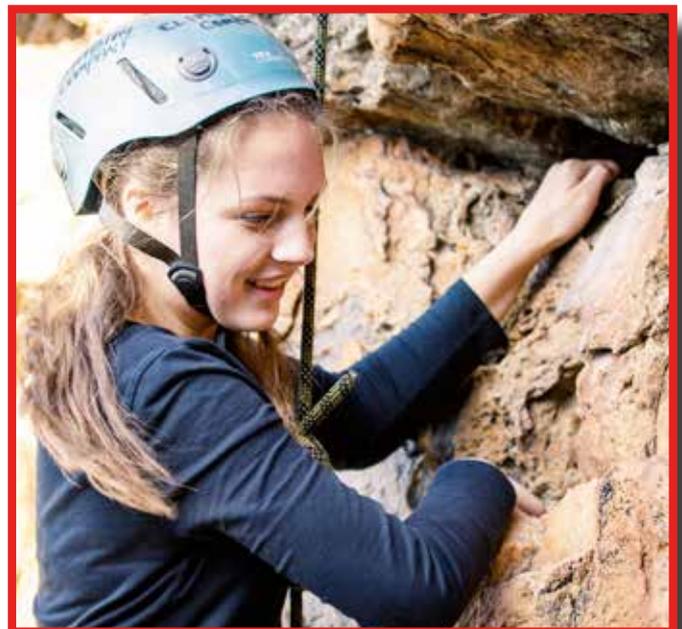
The basic outdoor camping skills learnt in Year 8 are built upon and practised in a more remote camping situation.

Year 10

The Year 10 students experience a five day expedition of bushwalking and rock climbing. This camp takes place in the Grampians and Mt. Arapiles in Victoria where both self reliance and team work skills are practised.

This camp is wonderfully received by participants, as it is the time where all the skills introduced in previous years can now be implemented in an adventurous and never to be forgotten experience.

N.B. There is additional costs for camps and excursions



STAGE 1 OUTDOOR EDUCATION

Year 10 students have the opportunity to undertake SACE Stage 1 Outdoor Education. This will give students the option of completing SACE Stage 2 Outdoor Education the following year if they desire.

Requirements

As this is a SACE subject students must meet the following criteria:

- Attend and successfully complete Year level camps
- Maintain passing grades in Mathematics, English and PLP.

Please note this subject will incur additional costs to attend camps and excursions.

Course Content

In this subject, students are expected to:

- Demonstrate suitable knowledge and skills when participating in outdoor activities
- Investigate, evaluate and communicate information about the environment and outdoor activities
- Demonstrate responsibility for themselves by participating safely in outdoor activities
- Identify issues concerning the sustainable use of environments
- Reflect on outcomes of participation in outdoor activities.

Students may choose to complete one or two semesters of Outdoor Education. Each term students will need to attend a camp, which will contribute to their assessment. The camps are as follows:

Term 1:

A four day canoeing camp along the Glenelg River. Students will be assessed on their planning and preparation, stroke technique, environmental impact and group dynamics. A reflection will be completed based on this activity.

Term 2:

A one day rock climbing trip to Mt Arapiles where students will be assessed on their climbing technique, risk management and group skills. Students will develop their skills on the school rock climbing wall prior to the camp.

Term 3:

A three day bushwalking camp in the Grampians. Students are assessed on navigation, planning and preparation, self-reliance and minimal impact camping. A reflection will be completed based on this activity.

Term 4:

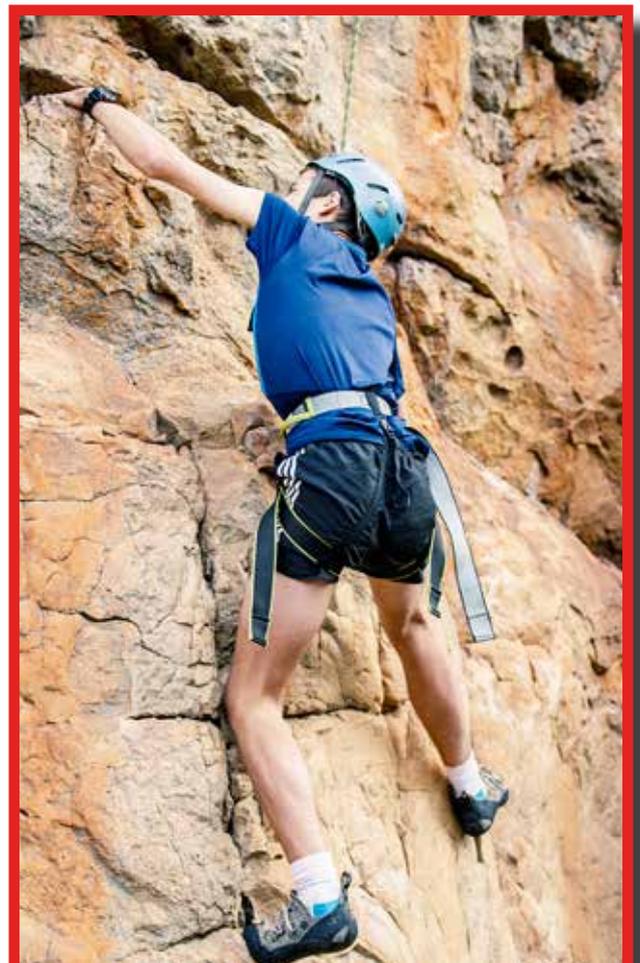
A three day surfing camp at Middleton. Students are assessed on water safety skills, surf rescues, surfing technique, wave selection, risk management and group cooperation.

Assessment

There are three types of assessment which must be completed in Outdoor Education, each with its own grade weighting. These are:

Practical (Outdoor Activities & Planning)	60%
Folio (Investigations)	20%
Report (Camp Reflection)	20%

As such attendance on all camps and completion of theory tasks are essential for students to be successful.



SACE - PERSONAL LEARNING PLAN IN YEAR 10

The South Australian Certificate of Education (SACE) acknowledges completion of secondary education in South Australia. The SACE, is based on at least two years of full-time study. Stage 1 refers to what was formerly Year 11 level, while Stage 2 refers to the former Year 12. The SACE has been designed to better meet changing needs and to create pathways to employment and further study. More information about the SACE is available from the School or at www.sace.sa.edu.au.

Students at Naracoorte High School will start the SACE in Year 10 by completing a semester subject called Personal Learning Plan and a semester of Society and Culture.

PERSONAL LEARNING PLAN

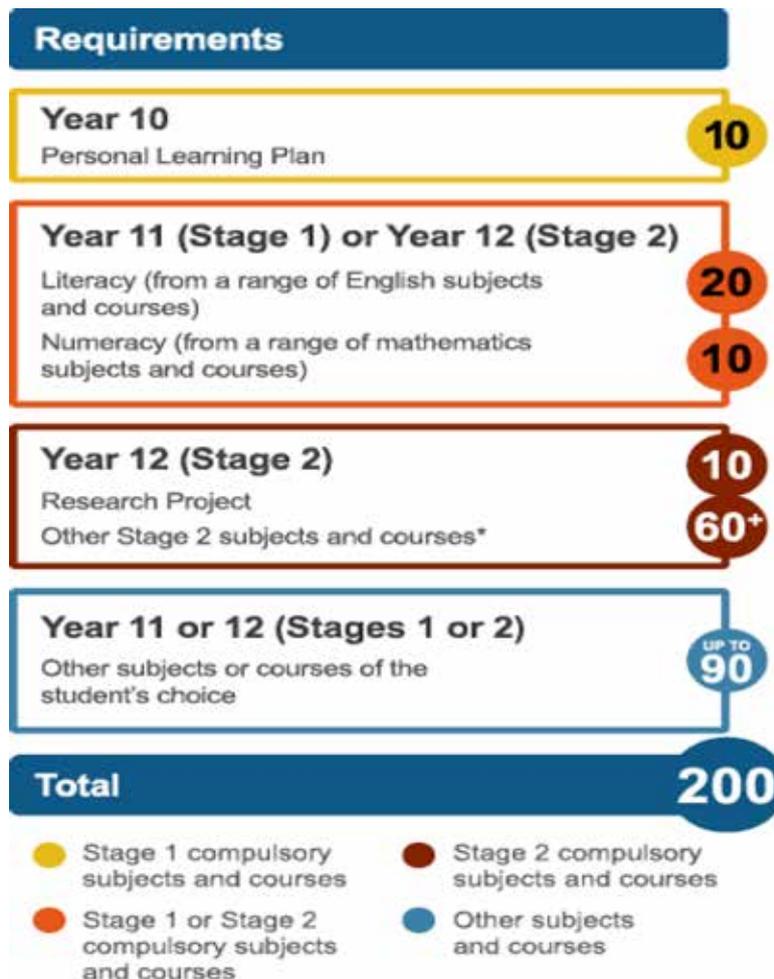
The Personal Learning Plan (PLP) is a compulsory Stage 1 subject of SACE undertaken in Year 10.

The aim of the PLP is to provide students with an understanding of the seven SACE Capabilities

which are: Literacy, Numeracy, Information and Communication Technology Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding.

The PLP provides students with an opportunity to explore and develop these Capabilities through a variety of activities. These include career development activities such as Work Experience, Career Research and work readiness. Other aspects include self-assessment which covers personal reflections, future goal setting, community engagement and subject selections.

The PLP contributes 10 credits towards the SACE and as it is a compulsory subject students must achieve a C grade or above.



**Many students will complete subjects or courses worth more than 70 credits at Stage 2.*

SCIENCE

Year 8

The Science course follows the requirements set out in the Australian Curriculum.

Content will be drawn from:

- Biological Sciences (Cells, Organ Systems)
- Chemical Sciences (States of Matters, Elements, Compounds and Mixtures)
- Earth and Space Sciences (Rocks)
- Physical Sciences (Energy).

Year 9

This course also follows the requirements of the Australian Curriculum.

Content will be drawn from:

- Biological Sciences (Nerves and Hormones, Ecosystems)
- Chemical Sciences (Atomic Structure, Chemical Reactions, Acids and Bases)
- Earth and Space Sciences (Tectonic Plates)
- Physical Sciences (Energy Transfer).

Year 10

SCIENCE A

Students at Year 10 must undertake the general Year 10 Science A course for Semester 1. This builds on the concepts covered in previous years.

Topics are based on the Australian Curriculum and focus on Nanotechnology (Chemistry), Climate Change (Environment), Genetics (Biology) and the Universe (Physics).

SEMESTER TWO

Students may select from the following Science Options –

- Science B
- Applied Science
- Agricultural Science B.

SCIENCE B

This course develops students' understanding of Science in preparation for Science subjects in Senior School including Biology, Chemistry and Physics.

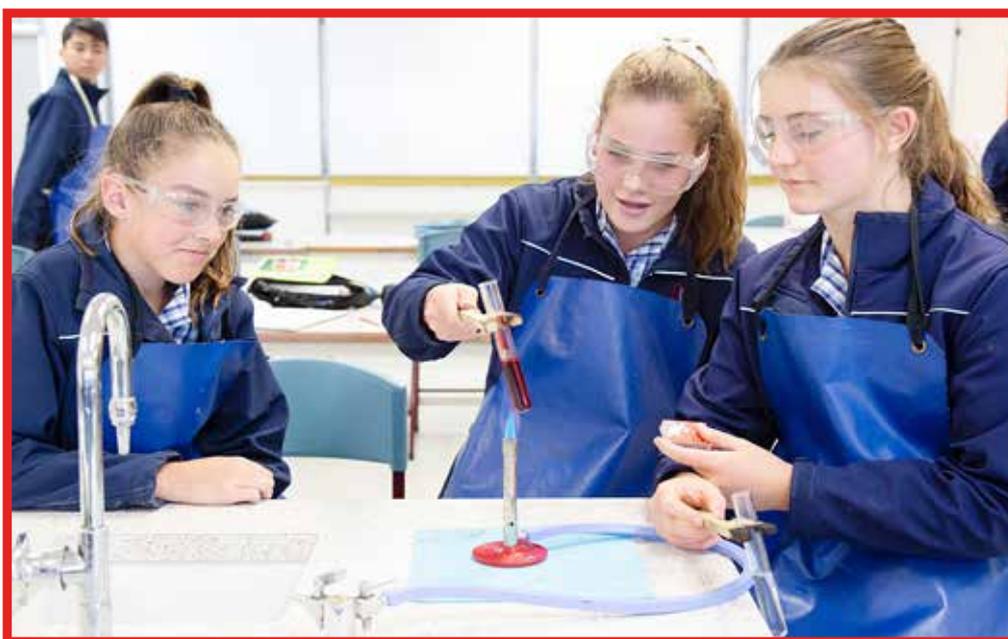
It will follow the Australian Curriculum with topics on Energy, Chemical Reactions, Motion and Evolution.

It is critical that all students intending to study Senior School Science, whether Biology, Chemistry or Physics subjects, do Science B.

APPLIED SCIENCE

A one semester unit intended for those students who like Science, but find it challenging. There is an aspect of negotiation in the topics to be studied. It may be possible to do this under the auspices of Stage 1 'Scientific Studies'.

This is not suitable grounding for those intending to study Biology, Physics or Chemistry in Senior School.



TECHNOLOGY - DIGITAL TECHNOLOGIES

Year 8

Digital Technologies is a one term course. The focus of the course is on Algorithms, Computational Thinking and Components of an Information System. Through a series of projects, students reach an understanding of flow charting, digital storage of text, images and audio, data and problem analysis, spreadsheets, web pages, interface design, coding in a programming language and some project management.

Year 9

Digital Technologies is a one semester subject. The focus of the course is on Problem Solving, Information Presentation and Commercial Languages. Through a series of projects, students reach an understanding of network management, data compression, interactive websites, infographics, programming in a general purpose programming language and creating phone apps.

Year 10

Digital Technologies is a one semester subject. The focus of the course is on Obtaining System Requirements, Evaluation of Designs and Production of an Application through Project Management. Through a series of projects, students reach an understanding of systems analysis, project management, application design, data verification, object-oriented programming, data and access security, software evaluations and online collaboration.



TECHNOLOGY – DESIGN AND TECHNOLOGY

Design and Technology is based on three learning strands: Design, Make and Evaluate. Students use these strands to plan, construct and evaluate their own projects. In the planning process, students are encouraged to research solutions to the problems posed by the design brief and to broaden their understanding of the properties, potential and uses of the materials, tools and machines that could be used to make the project. They also research, analyse and evaluate existing solutions before planning their own solutions.

During the Designing Process students develop drawing skills to externalise and communicate their ideas quickly. Much discussion ensues between teacher and student during this process to ensure that the student's solution is realistically achievable within the timeframe.

The Making Component seeks to extend students' understanding of the chosen material properties, construction and joining methods and equips them to competently and safely use a range of machines, tools and processes.

The students then return to the Evaluating Phase to examine their solutions to the design brief. This final component fosters an awareness of the safety, environmental and social issues inherent in the construction process and the impact of different technologies upon human society.

Year 8

Students will be introduced to Woodwork and Metalwork over the term. They will learn safety in the workshop and develop skills in the use of hand tools and a range of fixed machinery.

Through a variety of projects they will develop competency in working independently. Basic technical drawing, computer aided design and the appreciation of student planning will be applied throughout the course.

Year 9

Design and Technology will be offered for a semester course. Students will use wood and metal as the materials for fabrication, ICT as a mode of graphic representation and will learn the safe use of hand tools and fixed machinery.

Topics will include:

- Wood – the construction of projects using boxed construction

- Metal – the construction of projects using sheet metal fabrication and metal manipulation techniques
- Design – the production of a series of graphical representations of their projects and the production of design folios through integration of literacy and numeracy skills.

Year 10

It is desirable that students have completed Year 9 Design and Technology to a satisfactory standard for either course.

There is a course cost, approximately \$65/semester. Students will produce two projects, and depending on student's project designs, students may need to contribute to the extra cost of materials.

METALWORK

The course will focus on:

- Safe use of welding equipment, tools and machinery
- A further investigation and use of a MIG welder
- The development of skills and knowledge in technical drawing with both freehand and computer aided design
- The use of ICT and the integration of literacy and numeracy skills in the production of a design folio
- An introduction to the metal lathe.

WOODWORK

It is desirable that students have completed Year 9 Design and Technology to a satisfactory standard. The course will focus on:

- The safe use of hand tools, power tools and fixed machinery
- The construction and application of woodwork joints
- Surface preparation and finishing techniques
- The use of ICT and the integration of literacy and numeracy skills in the production of a design folio
- An introduction to the wood lathe.

Note: Only one semester of each may be chosen.

TECHNOLOGY – TEXTILE STUDIES

Textile Studies is a practical based subject with an emphasis on development of skills and understandings in processes and production techniques using a variety of textiles. Students combine their designing and creating skills with knowledge and understanding of materials and various construction techniques using the sewing machine, to make a variety of products. Students can either order and purchase materials for projects through the School or supply their own materials from home.

As part of the Design and Technology curriculum area, students focus on the learning areas of: Investigating, Planning, Producing and Evaluating. In the Investigating process, students identify a problem or challenge and produce a design brief to develop and communicate their ideas. In the Planning phase, students transform their ideas into realistic solutions through discussions with their teacher. The Production phase enables students to develop their construction skills and equips them to competently and safely use a range of equipment and tools. Following production, students evaluate the effectiveness of their final product, the processes taken and how well the requirements of the design brief specifications have been met.

N.B. Additional cost for materials apply

Year 9

In Year 9, students learn basic construction techniques using a sewing machine and overlocker to produce a zippered pouch or pencil case. Students investigate the properties of natural, recycled and synthetic fibres and how to care for articles and garments constructed using these fibres. Students also experiment with using recycled fabrics, fibres and notions. Students learn the basic terminology used in commercial patterns and develop skills in how to construct a pair of boxer shorts. In addition, students construct individual articles based on ideas generated in a design brief and develop their construction skills and knowledge through working accurately to make the project.

Year 10

In Year 10 Textiles, students extend and develop the skills and understanding formed in Year 9. Students learn advanced sewing techniques and a range of applications for these new skills. Students can choose a single semester, or both Textiles A and B.

Textiles A

Students investigate the properties of stretch fabrics and how to care for these, and consolidate this learning through the construction of a 'hoodie' or similar type garment.

They build upon the basic principles and elements of design when planning their design brief for an individually selected project. In addition, students investigate ethical issues impacting on the textiles industry.

Textiles B

Students investigate the properties of different materials and their various applications. Using their knowledge they will re-purpose an existing textile product to create an original article.

They build upon the basic principles and elements of design when planning their design brief for an individually selected project. In addition, students investigate environmental issues impacting on the textiles industry.



THE ARTS – DRAMA, MUSIC AND VISUAL ART

DRAMA

Through Drama, students learn to reflect critically on their own experiences and responses and further their own artistic knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about Drama.

Year 8

In Year 8, Drama is offered as a term course. Learning in Drama involves students making, performing, analysing and responding to Drama. The practical focus is on ensemble skills, basic theatre/performance skills and improvisation. They learn to draw on the human experience to shape and devise storytelling and dramatic action. Topics covered may include Developing Characters, Theatre Sports, Script and Stage Crafting, Review of a Film, Theatre History and Drama Terminology.

Year 9

Drama is offered as two independent semester courses. Drama Option 1 and Option 2 will both extend and develop skills and knowledge, including use of production components in acting, props, costumes, lighting, sound, staging equipment and performance spaces. They explore Drama as an art form through improvisation, scripted drama, rehearsal and performance. It involves students working in small groups, and the wider community. Core objectives of Drama at this level is to develop student self confidence and develop a strong appreciation for the theatre.

Drama - Option 1

Students explore Drama through historical and contemporary innovators, such as Brecht, Hitchcock, Sellars and Luhrmann. Students should be prepared to work in team situations, spend time rehearsing outside of class time when required and be willing to perform to the School community.

Drama - Option 2

Students develop a deeper knowledge and skills in dramatic styles. Topics covered include Puppetry, Physical Theatre and Expressionism. Students should be prepared to work in team situations, spend time rehearsing outside of class time when required and be willing to perform to the School community.

Year 10

Drama is offered as two independent semester courses.

Drama Option 1 and Drama Option 2 will both extend student's skills and knowledge in key elements of Drama as an art form.

Students have the opportunity to select Drama Option 1 and/or Drama Option 2.

Drama - Option 1

This course focuses on building general ensemble and theatre skills. Topics covered are Developing and Maintaining Character, Script Reading and Adaptation Techniques, Dramaturgy Theory, and Analysis of a Performer. Students will apply acting skills to a focused performance.

Drama - Option 2

This course is designed for enhancing on stage acting capabilities and knowledge. They work within a collaborative atmosphere, from innovative writing to improvisation workshoping. Students will explore a range of areas focusing on the Disciplines of Acting, Script Writing, Set Design and Technical Roles.

MUSIC

Year 8

Music in Year 8 is a one-term course and is offered as an enjoyable, flexible subject enabling students to experience playing a variety of instruments whilst acquiring theoretical and aural skills. Classroom activities are strongly practical and include developing skills on various instruments as well as opportunities to perform as soloists, in small groups and as part of whole class ensembles.

Students will gain an understanding of the Elements of Music (for example pitch, harmony, rhythm) and will be introduced to Music Technology to investigate Composition and Arranging. Other aspects of the course include comparing and contrasting Music of different eras and an appreciation of various styles of world Music.

The course is designed to enable students to develop basic practical, theoretical and aural skills as preparation for the Year 9 Music course.

THE ARTS – DRAMA, MUSIC AND VISUAL ART

Year 9

Year 9 Music is offered in two units; Music "Groundwork" in Semester 1 followed by Music "Emerging Musicians" in Semester 2. It is assumed that students who choose Music in Semester 2 will have already completed Semester 1. The course is specifically designed to extend student's musical skills in every area and prepare them for studying Music at a more senior level.

Students are expected to be already learning an instrument of their choice as the course has a practical focus and will build on their skills as soloists and ensemble players. Students will continue to expand their practical, theoretical and aural skills whilst studying different contemporary musical styles. Other focus areas include exploring Film Music, developing skills in Music Technology and Sound Engineering and composing Music.

Students who elect to study Music in Year 9 will develop a deepened understanding of Music concepts, language, practices, technologies and techniques.

Year 10

Music at Year 10 level is offered for one semester or as a whole year subject. Students will continue to expand and develop their performance, theoretical, aural and music technology skills. Students are expected to have completed Music (Music Groundwork) in Year 9 and be learning an instrument of their choice.

There is a more detailed study of Music History and Styles. Score Reading, Analysis and Arrangement are also covered. Song Writing Skills are studied and students will write their own song. Students will create their own backing tracks and learn how to record their performances. There will be the opportunity for involvement in a variety of School ensembles and this is strongly encouraged.

Assessment of Music in Years 8 - 10 is divided into four key areas: Performance, Theory, Musicology and Composition/Song Writing with an emphasis on utilising current Music Technology in all of these areas. These course components are weighted to reflect the amount of work covered in each of the above areas.

VISUAL ARTS

Visual Arts aims to develop students' creativity, interest and enjoyment in Visual Arts through an understanding of concepts, processes, skills and problem-solving. Students will develop a critical and personal view of themselves in relation to their changing world and appreciation of Art in social, historical and environmental texts.

Year 8

Visual Arts is a term course and offers an extensive range of disciplines including drawing, painting, sculpture and design. An ability to generate and develop ideas through making and responding, as well as the appropriate and skilful use of media are key disciplines.

Year 9

Visual Arts is offered as two semester courses. These focus on extending students' knowledge of key disciplines, while working on themes.

Students have the opportunity to select Visual Arts and/or Art Design and Construction 3D.

Visual Arts 2D (Option 1)

This course focuses on studio based art forms such as Drawing, Printing, Printmaking, Design and Analysis of Artworks.

Art Design and Construction 3D (Option 2)

This course includes skill development in understanding Perspective, Ceramics, Sculpture, Design Drawings, Mixed Media and the Appraisal of Artworks.

Year 10

Visual Arts is offered as two semester courses. These focus on extending students' knowledge and skills within the key disciplines, while focusing on concept development, idea generation and the production of artworks.

Students have the opportunity to select Visual Arts 2D and/or Art Design and Construction 3D.

THE ARTS – DRAMA, MUSIC AND VISUAL ART

Visual Arts (Option 1)

This course focuses on advanced study and development of studio based art forms and covers Drawing, Painting, Printmaking, Design and Mixed Media. The development of individual artworks, whilst building upon analysis and response techniques are a key focus.

Art Design and Construction 3D (Option 2)

This course focuses on advanced study and development of design processes and construction methods covering Graphic Design, Sculpture and Mixed Media. The development of individual artworks, whilst building upon analysis and response techniques are a key focus.

Assessment

Assessment in the Visual Arts is formal and informal, verbal and written. While the emphasis is on studio work (i.e. creating, making and perceiving), the theoretical components of the courses (i.e. research, critical analysis and response) become more important and weighted more heavily as students progress from Year 8 through to Year 10. Emphasis is also placed on the students' ability to generate and develop original concepts in their studio work in Year 10.



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